



# Urban Shift for green innovations

## D3.2 Compilation of Bridging Courses

17.07.2024

HdM

Work Package	3
Task	D3.2
Due Date	31.07.2024
Responsible Beneficiary	HdM
Version	1
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## Foreword

Urban Shift (UShift) is an experimental, impact-based, and transdisciplinary education programme that focuses on creating lasting change by bringing together students from Higher Education Institutions (HEI), a Vocational Education Institution (VET), urban experts, and business partners. This will be achieved by combining intersectional environmental education, knowledge exchange, transdisciplinary collaboration, and sustainable innovation.

By providing the learners with the necessary GREEN LABOUR MARKET SKILLS (digital, green, business and transdisciplinary/resilient skills), UShift is creating a LIVING ECOSYSTEM for 80 learners from diverse backgrounds (urban design, environmental engineering, media and business) that fosters the development of solutions to pressing urban challenges. The learners, divided into two batches, will create 10 startup teams working on urban challenges linked to urban heat islands (UHI)/cooling and food waste/circularity, or climate/extreme weather predictability and mobility/circularity. Thus, the project allows students to successfully transform into change makers and EU GREEN DEAL AMBASSADORS by equipping them with the knowledge and experience needed to become green entrepreneurs and/or future employees of green jobs on the global market.

The culmination of this education programme are two sets of LIVING EXHIBITIONS (8 separate exhibitions) spread across Barcelona, Genoa, Copenhagen, Stuttgart, and Vienna. Their purpose is to showcase the solutions and success stories that flourished from the UShift project lifetime in order to raise public awareness for humanity's biggest challenges (i.e., pressure on planetary boundaries, resource scarcity, persistent poverty, social injustice, exponential population growth, urbanization boom, global pandemics, etc.) and interest in the UShift LIVING LABS curricula, the European Green Deal, and the United Nations (UN) Sustainable Development Goals (SDGs). This will be done through an interactive exhibition programme made up of panel and roundtable discussions, media discourse, artistic events, workshops and knowledge exchange via the exhibition of the developed courses and start-up prototypes. The goal is to inspire individual stakeholders such as NGOs, consumers, green start-ups, policy makers, and incubators to take part in the global Urban Shift as active change makers.

Even after the project's lifetime, UShift will continue to have a positive impact via the establishment of an easily adaptable LIVING CURRICULUM template and OPEN ONLINE TRAINING sessions that will be made available on YouTube to inspire future transdisciplinary collaboration. Furthermore, the establishment of an ALUMNI NETWORK serves as a tool to foster sustainable project outputs and the continuation of the start-up teams, as well as serves as a channel for peer-to-peer learning, support, knowledge and expertise exchange, collaboration, co-creation, and mentorship between the learners, start-up teams, business partners and urban expert during and after the project.

Urban Shift is a project developed by Wirtschaftsuniversität Wien - WU (Austria), Institute for Advanced Architecture of Catalonia - IAAC (Spain), Hochschule Der Medien - HdM, (Germany), Wirtschaftskammer Österreich - WIFO (Austria), Multicriteria- MCRIT (Spain), Terra Institute - TERRA (Italy), Pretty Ugly Duckling - PUD (Denmark), Green



Innovation Group A/S - GIG, (Denmark), and co-funded by the Erasmus+ Key Action 2 Partnerships For Innovation Alliances For Innovation 2021 Programme of the European Union.

## Bridging Courses: Objectives & Methodology

The main objective of WP3 is to set a common ground for understanding how learners and trainers best collaborate. While the Train the Trainers (TTT) sessions help the trainers develop into expert mentors and online trainers, in the Bridging Courses (BC), the focus lies on the learners from different institutions (WU, IAAC, HdM, WIFI). They should receive knowledge of the batches' urban challenges from the consortium trainers and develop new transdisciplinary, digital and green skills. Participating in these learning events will help them to understand that a) they are part of the team and b) the project will not follow a top-down approach, but also c) that the intention is that everyone brings their knowledge and background to their own entrepreneurial projects. The Bridging Courses should provide the learners with a skill set that enables them to get the best possible start in the Living Labs in WP5.

Each Bridging Course intends to address the following sub-objectives and topics during the sessions:

- Prepare the learners for the kick-off event in Vienna by letting them explore the transdisciplinary setting and understand the topics related to Urban Shift from each batch (gain knowledge and being able to implement it)
- Allow learners to get to know each other before the kick-off and create a common language amongst them, as key terms differ between the different academic backgrounds; through interaction, these different backgrounds establish a common framework and understanding of how the same terms and concepts have different meanings depending on the context
- Use interactive settings and rotate the learners from different disciplines through smaller transdisciplinary teams so that a common language is developed, giving them the possibility to explain their field of expertise and provide related challenges to solve
- Help the learners to understand their role in the project and to improve their motivation for participation

## Insights of Bridging Courses for Batch 1

First Bridging Course of Batch 1 (online on Zoom)

### AGENDA

Wednesday, 07.12.2022 7 10-12 CET		
Time	Topic	Partner Name
9.50-10	Registration & arrival of the participants	HdM
10-10.05	Brief welcome & organisational matters	HdM
10.05-10.15	Icebreaker: Expectations of the participants	HdM, all learners
10.15-10.20	Short introduction of the project	WU
10.20-10.36	Presentation of project partners	WU, IAAC, HdM, WIFI, Terra, Mcrit, GIG, PUD
Transition to Speed Dating		
10.40-11.10	Speed-Dating Sessions 1-6	All PPs + learners
11.10-11.30	1st round of parallel discussions on 'Urban Heat Islands/Climate Change' & 'Food Waste/Circularity'	Terra, Mcrit, all learners
11.30-11.50	2nd round of parallel discussions on "Urban Heat Islands/Climate Change" & "Food Waste/Circularity"	Terra, Mcrit, all learners
11.50-11.55	Explanation of 'Me-Board'	HdM
11.55-12	Explanation of learners' survey	GIG
12	Farewell	HdM

### Key objective of learning event

The aim of the first Bridging Course Session was, in particular, for the learners to get to know each other and their existing competencies. In addition, they should also get to know all partner institutions and their contribution to the project, as well as receive initial basic information on the two selected urban challenges for the first batch (a. Urban Heat Islands/Climate Change, b. Food Waste/Circularity in order to initiate a discourse on these. The most important contents of the individual agenda points are summarised below:

Brief welcome/organisational matters/Icebreaker: Hartmut Rösch briefly presented the agenda for the first BC session and explained some organisational matters related to the smooth execution of the event. Afterwards, Kristina Coric encouraged the learners to have a first interactive exchange about their expectations regarding the BC session during her Icebreaker.

Short introduction of the project: As Lead Partner, Laura Hohoff presented the project in a broad outline to all learners and emphasised the specific objectives pursued by the project

Presentation of the project partners (PPs): Each partner (WU, IAAC, HdM, WIFI, Terra, Mcrit, GIG, PUD) presented their institution and key competencies relevant to the project as a short 'pitch' of 2 minutes. This short introduction also gave the learners a structure for their subsequent "Speed-Dating" sessions.



Speed-Dating Sessions: As the name suggests, the speed-dating sessions were aimed at getting to know several participating learners and trainers from the first batch very quickly. For this purpose, six breakout rooms were created in Zoom in advance and all participants were randomly assigned to these rooms.

1st round of parallel discussions: In the first round, the participants were divided in advance and assigned two Zoom breakout rooms. In the first breakout room, Johanna Bernhardt presented important content on the 'Urban Heat Islands' challenge to stimulate the open exchange of the participants in her round. In the second breakout room, Marité Guevara presented important content on the 'Food Waste' challenge in order to stimulate the open exchange of the participants in her round as well. This measure only intended to provide learners with initial impulses on the two urban challenges and to enable their exchange on different experiences related to them.

2nd round of parallel discussions: In the second round, the groups were swapped so that the learners could also participate in the discussions on the other challenge. The process of this round was congruent to the first one.

Explanation of Me-Board: Kristina Coric presented the Urban Shift Profile to the learners, who were asked to fill in quickly as homework after BC1 (e.g., picture, name/surname, interests, sustainable superpower). This 'Me-Board' should also support the preparation for the second BC session.

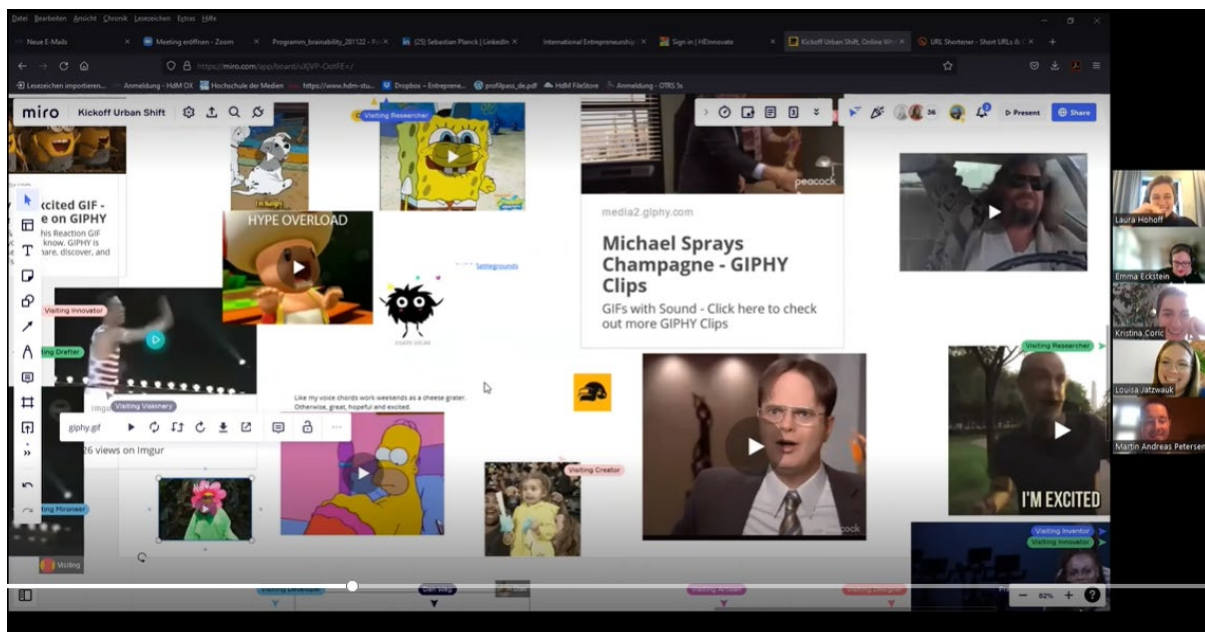
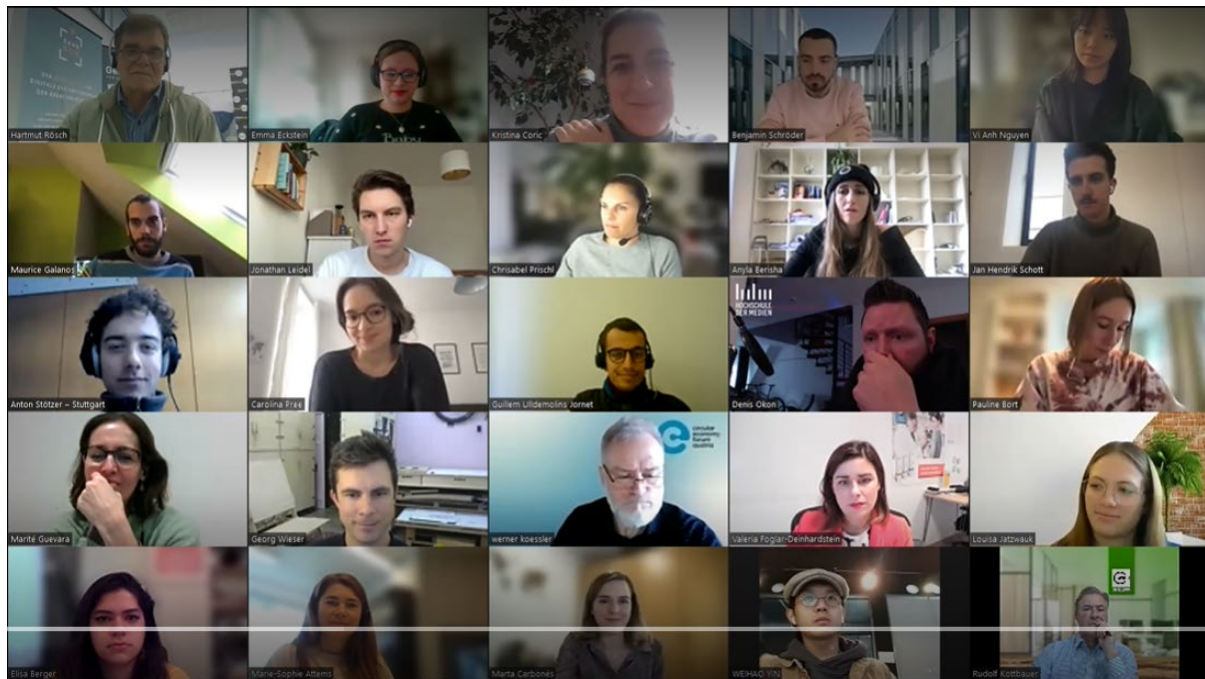
Explanation of learners' survey: Louisa Jatzwauk presented the developed survey for the learners to learn more about their characteristics, interests, and competences in the context of the project. Terra will also use the results of this survey to develop the initial curriculum for the first batch.

Farewell: To successfully conclude the first BC, Kristina Coric again had the learners express their impressions and feelings after the 2-hour session via the mood board. After some last clarifying questions for the BC2, the first session was concluded by Harmut Rösch.





## Impressions from Training



## Second Bridging Course of Batch 1 (online in Zoom)

## AGENDA

Wednesday, 16.02.2023 7 15.30-17.30 CET		
Time	Topic	Partner Name
15.30-15.45	Intro & Icebreaker	HdM
15.45-15.55	Urban Challenges: Which one is most important for you?	HdM + PPs
15.55-16	Problem exploration: Use of Problem Canvas (optional use)	HdM
16-16.30	1st round of exchange: Urban challenges	Discussion leaders/ PPs, all learners
5-min break		
16.35-17.05	2nd round of exchange: Urban challenges	Discussion leaders/ PPs, all learners
17.05-17.15	Kick-off agenda	WU
17.15-17.25	Next steps & homework	PUD
17.25-17.30	Wrap-up & farewell	HdM

## Key objective of learning event

The aim of the second Bridging Course session was primarily for the learners to enter an exchange on their preferred urban challenge and share their insights on concrete problems based on their research and/or personal experience. In addition, they should also get familiar with the problem canvas (Design Thinking), as they will use it further in the problem exploration phase during the 1st Batch. Finally, the PPs should provide them with further information on the kick-off in Vienna and their learning journey for the next few months to prepare them as best as possible for the first Batch of Urban Shift.

The exchange on the necessary content for BC2 started already at the TTT-Meeting in Stuttgart in January 2023. Here, the PPs agreed on the most important agenda points, so HdM was able to prepare a draft agenda a week after this meeting. All PPs supported the further development and conducting of BC2, as well as the preparation of important learning materials that had been sent in advance to all learners as part of their homework. They should read through compact presentations on the 'Green Deal & EU Taxonomy', as well as on 'Urban Heat Islands' (UHI) and 'Food Waste/Circularity' (FW). Also, a keyword list with typical subject-specific keywords for UHI and FW has been created by the PPs to provide the learners with a basic terminology and inspiration to think of a concrete problem and/or personal experience related to these challenges, that they could share in the discussion rounds during BC2. To coordinate and lead the planned discussions in an effective way, some discussion leads were appointed in advance by HdM and an additional technical pre-coaching on the 15.02.23 prepared them for their role during BC2.

Intro & Icebreaker: After a short welcome from HdM, Viktoria Heinzl presented the agenda for the BC 2 session. Afterwards, an icebreaker loosened up the group a bit.



Urban Challenges - Which one is most important for you?: In order to better coordinate the two discussion rounds on the Urban Challenges, all learners who have prepared a short contribution for the exchange on UHI or FW should briefly raise their hands. Based on the quick poll, Emma Eckstein was able to prepare the breakout rooms for the first round and set up the rooms in the background while the Problem Canvas was introduced. In the second round, the teams were swapped so that each learner could exchange ideas and apply the problem canvas for both challenges.

Problem exploration: Use of Problem Canvas: The Problem Canvas is a creative tool of the Design Thinking approach and enables users to analyse a problem in more depth. The possible application of this tool (template) was briefly explained by Viktoria Heinzl using a best practice -example. Even though its use was recommended to all discussion leaders and participants, its actual application remained optional.

1st round of exchange - Urban challenges: In the first round, three Zoom break-out rooms were set up for the UHI challenge (discussion leads: Marie-Sophie Attems, Fiona Demeur, Rudi Kottbauer) and two for the FW challenge (discussion leads: Viktoria Heinzl, Lizett Samaniego).

First, all learners were asked to briefly present their prepared contribution for the respective challenges in the break-out rooms. They were asked to report from their research and/or based on personal experiences where they see a concrete problem in the context of the two challenges, and to exchange their opinion with the others. Afterwards, an open discussion round on the experiences and opinions was coordinated by the discussion leads. Finally, each group had to choose a concrete problem and analyse it using the six fields of the Problem Canvas (problem, emotional impact, context, affected target group, current solution, disadvantages of this solution) and talk openly about it. The discussion lead was responsible for the documentation and the subsequent uploading of the filled-in canvases to the Urban Shift MS Teams repository.

2nd round of exchange - Urban challenges: In the second round, the groups were swapped so that the learners could also participate in the discussions on the other challenge. The process of this round was congruent to the first one. Here, three Zoom break-out rooms were again set up for the FW challenge (discussion leads: Marie-Sophie Attems, Fiona Demeur, Rudi Kottbauer) and two for the UHI challenge (discussion leads: Viktoria Heinzl, Lizett Samaniego).

Kick-off agenda: Following the discussion rounds, Laura Hohoff presented the Learning Journey developed together with the PPs, as well as the preliminary agenda for the kick-off in Vienna, in order to inform the learners as best as possible about the start and further continuation of the first batch.

Next steps & homework: Following on from this, Martin Petersen presented the next steps up to the kick-off in Vienna to the learners and briefly explained to them further homework after BC2 in preparation for the kick-off. The learners were asked to take part in another survey in which they (a) gave information about their final decision on the preferred



challenge, (b) indicate their personality type based on the '16 Personalities Test' and (c) described their intrinsic motivation for project participation based on the IKIGAI approach in more detail. Learners had a total of 1 week to complete this survey.

Wrap-up & farewell: After some final clarifying questions for the kick-off in Vienna, the second BC meeting was closed by Viktoria Heinzl.

## Feedback & Recommendations for adjustments for Batch 2

The evaluation of the Bridging Courses of Batch 1 was based on the following sources:

- Trainer's survey after the first Bridging Course (BC1): 7 trainers
- Midterm Survey with trainers/coaches after the Kick-off: 15 trainers/coaches
- Interviews with learners during the Kick-off: 4 interviewees, 1 from each institution
- Feedback session for learners during the Closing event: about 20 participants

The following adaptation requests were considered as far as possible for the preparation and implementation of the bridging courses of the 2nd batch:

- More concrete and deeper examples and information about the urban challenges should be provided in the BC.
- Speed dating and/ or parallel sessions should be longer, and we should make sure that not the same people meet again in the next breakout room.
- The focus of the speed dating is on the learners, the trainers could be excluded from the sessions.
- More time and opportunity for interaction are necessary, also focusing on the skills and knowledge of the learners.
- During BC1 the project phases, the dates of all learning events, and the time commitment should be communicated.
- The instructions for the learners during the BC and for the next phases of the project should be communicated more clearly.



## Results of Problem Canvas Elaboration

### Food Waste

#### Problem Canvas

##### Context

When and where does the problem occur?

- Countries producing food
- Cattle Farming
- Amazon areas
- Oceans – over fishing
- Houses

##### Problem

What exactly is the problem? What is the trigger?

- How do we produce food?
- Livestock, fishing
- Resource Optimisation

##### Current solution

What are those affected currently doing to solve the problem?

- Veganism
- Regenerative Farming / Crop rotation
- Stop pesticides
- Stop Tilling the soil
- Create incentives – farmers/ Supermarkets

##### Affected target group

Who is most affected by the problem?

- Farmers of the food, that don't have access to food
- Generational
- Countries with wars/low incomes/ low water availability

##### Emotional Impact

How does a sufferer feel when the problem occurs?

- Angry, furious and frustrated
- Depression
- Stress and worry

##### Disadvantages of this solution

What are the disadvantages of this solution?

- Change at a policy level – politics
- Change at the individual / eating habits
- Create a process- takes times
- Crops that are not very resistant to high yields
- Economics of food – higher prices

#### Problem Canvas

##### Context

When and where does the problem occur?

- Every day in restaurants
- Food over production
- Managing supplies

##### Problem

What exactly is the problem? What is the trigger?

- Misuse, waste of resources
- Food waste in restaurants and supermarkets.

##### Current solution

What are those affected currently doing to solve the problem?

##### Affected target group

Who is most affected by the problem?

- The retailers
- Users
- General public

##### Emotional Impact

How does a sufferer feel when the problem occurs?

- People who are hungry, neglected
- Restaurants and supermarkets (cost side)

##### Disadvantages of this solution

What are the disadvantages of this solution?

## Problem Canvas

### Context

When and where does the problem occur?

- Mainly in our households
- Level of endusers
- Discount sale

### Affected target group

Who is most affected by the problem?

- All people

### Problem

What exactly is the problem? What is the trigger?

- To high consumption of fresh products
- Majority of food waste is produced in the households
- 43 million Europeans don't have enough money for good meal

### Emotional Impact

How does a sufferer feel when the problem occurs?

- Frustrated
- Guilty, guilt over gluttony
- Bad

### Current solution

What are those affected currently doing to solve the problem?

- App with ideas on receipes for leftover wood
- Hellofresh (BP-example)
- Toogoodtogo
- Disciplined buying
- More planing in advance, what to cook

### Disadvantages of this solution

What are the disadvantages of this solution?

- Not solving the entire problem (e.g. elderly people are not too used with apps etc.)
- Lack of education
- Financial situation
- Difficult to educate/ motivate people to buy more consciously
- Problem does not affect them too much personally

## Problem Canvas

### Context

When and where does the problem occur?

- Urban areas
- Rural areas

### Affected target group

Who is most affected by the problem?

- Consumers

### Problem

What exactly is the problem? What is the trigger?

- Localizing food production
- Alienation of food production & lack of education and knowledge

### Emotional Impact

How does a sufferer feel when the problem occurs?

- Oblivious
- Regret – when aware of the problem
- Not self-sufficient
- Vulnerability

### Current solution

What are those affected currently doing to solve the problem?

- Food Coops
- Urban/ Vertical farming
- Hydroponics
- Rooftop farming
- Farm to table – direct marketing
- Surplus sellers
- Community-supported agriculture

### Disadvantages of this solution

What are the disadvantages of this solution?

- Does not meet needs
- Inconvenient
- Scale
- Structural barriers (e.g. rooftop farming)
- Availability of space for food production in urban areas
- Lack of time and education
- Only available for people with time and extra resources



## Urban Heat Islands

### Problem Canvas

#### Context

When and where does the problem occur?

- Urban areas
- Peak summer
- Peak winter
- Industrial and commercial zones
- Buildings with large capacities

#### Affected target group

Who is most affected by the problem?

- Inhabitants
- Socially disadvantaged

#### Problem

What exactly is the problem? What is the trigger?

- Cooling of building & waste of energy
- Energy management
- Bigger energy demand
- Trigger: UHI effect
- Vicious cycle – self reinforcement

#### Emotional Impact

How does a sufferer feel when the problem occurs?

- Inequality
- High energy demand and higher costs
- Physical discomfort & stress

#### Current solution

What are those affected currently doing to solve the problem?

- Passive cooling strategies
- Mechanical cooling
- Individual level (personal ACs, etc.)

#### Disadvantages of this solution

What are the disadvantages of this solution?

- Awareness is missing
- Scalability

### Problem Canvas

#### Context

When and where does the problem occur?

- Price and availability of materials
- City/governmental Policy
- Companies responsible for construction
- Dense cities
- Natural Topography / Terrain

#### Affected target group

Who is most affected by the problem?

- Animals
- Inhabitants

#### Problem

What exactly is the problem? What is the trigger?

##### Material Choice

- Heat absorption
- Carbon foot footprint
- Psychological effects
- Light reflection

#### Emotional Impact

How does a sufferer feel when the problem occurs?

- Inhabitants living in the city
- Behaviours
- Domestic violence
- Mood – overwhelmed / stressed

#### Current solution

What are those affected currently doing to solve the problem?

- Plants
- Vertical greenery
- Pocket parks or public spaces
- Materials that reflect the light
- Energy storage solutions

#### Disadvantages of this solution

What are the disadvantages of this solution?

- Opposing solutions- creating more open spaces and compressing cities
- Larger distances in cities create more need for transport
- Affordable Housing
- More Green brings more people into the city







## Impressions of Me-Boards/ Creative CVs

I am a

Morning Person

Night Owl

Natural Leader

Creative Mind

Business Brain

Problem Solver

Quiet Thinker

A Short Bio (50-100 words)

I am Jonathan, a master's in international management (CEMS) student at WU Vienna. My focus areas in the master is social entrepreneurship, sustainability, global business developments. Prior, I did a bachelor's in Business Administration as well as in German Law. Professionally, I interned in different strategy consulting firms, including Go-to-Market strategies and ESG strategy formulation. Privately, I have a passion for healthy cooking and doing almost any kind of sport, especially Tennis which ich what I'm always excited to play.

Jonathan Leidel  
FULL NAME  
JonathanLeidel@gmail.com  
EMAIL

My Interests Are:

- # Business Development
- # Sustainability
- # Meeting new people

My Top 5 Skills Are:

- Business Strategy & Business Plan
- Pricing & Finance
- Legal Questions
- Sales
- Relationship management

My Sustainable Super Power is:

A great passion for advancing on pressing sustainability issue and some knowledge on those pressing issues

I imagine a future where...

We are climate neutral with a livable planet

I am a

Morning Person

Night Owl

Natural Leader

Creative Mind

Business Brain

Problem Solver

Quiet Thinker

A Short Bio (50-100 words)

I am Chrisabel, born and raised in Austria. I knew early on I wanted to be an entrepreneur but not knowing which area would interest me in the long run, therefore, I gained a bright knowledge working for various big and smaller companies mostly on a global scale. My work life has always been focusing on gaining the right skillset to successfully found companies which have real impact on a certain crucial topic. I am now a highly skilled Digital Strategy Developer, E-Commerce Manager, Digital Transformation Manager and Digital Product Manager with a demonstrated history of delivering successfully strategies and products and services globally in various industries. Skilled in Digital Strategy, Innovation Lifecycle Management and End 2 End Execution I am looking for new ways to innovate and challenge the status quo. My strong program and project management knowledge helps me in doing this in a structural and efficient way, while also being a coach and mentor.

Chrisabel Prischl  
FULL NAME  
chrisabel@webmeisterin.com  
EMAIL

My Interests Are:

- # Digitalisation & Innovation
- # Traveling
- # Stoicism

My Top 5 Skills Are:

- Active listener and mentor
- Innovative & open mindset
- Structured and effective work ethics orientated efforts
- Solution oriented team player
- Connected and analytical thinker

My Sustainable Super Power is:

Being a role model on how to lead successfully in a digital environment with sustainable ethics at its core.

I imagine a future where...

Everyone is treating the world and environment with respect and helps actively to save the planet for any future generation beyond mankind.

I am a

Morning Person

Night Owl

Natural Leader

Creative Mind

Business Brain

Problem Solver

Quiet Thinker

A Short Bio (50-100 words)

After school I first studied the cello at the University of Music in Würzburg. There I met two other musicians with whom I still perform as a trio today.

Having finished my bachelor's degree I decided to do a second degree in Computer Science and Media at the Stuttgart Media University. In various projects and during my practical semester, I gained experience in the areas of programming, web development and 3d animation.

Aside from the regular courses, I imported seminars from other courses to deepen my knowledge of acoustics, photography and design.

Eight months ago I became a father for the second time. My older son will soon be 4 years old.

With a few semesters longer I just started writing my bachelor thesis on raw image reconstruction with artificial intelligence.

Anton Stötzer  
FULL NAME  
mail@antonstotzer.de  
EMAIL

My Interests Are:

- # DIY
- # cycling
- # installing updates on my computer

My Top 5 Skills Are:

- Web Development/-Design
- 3D-Modelling/Animation
- Foto-/Video Editing
- Explaining things visually
- Programming

My Sustainable Super Power is:

Repairing things that others have already given up

I imagine a future where...

...there is photovoltaik on every roof - that can't be that hard!

I am a

Morning Person

Night Owl

Natural Leader

Creative Mind

Business Brain

Problem Solver

Quiet Thinker

A Short Bio (50-100 words)

My name is Divya shah, and I am currently pursuing a Masters degree at Institute of Advance architecture catalunya (IAAC).I have extensive experience in the field, having worked as a designer and project manager in the architecture industry for three years.

Apart from architecture, I enjoy sports and photography. In my spare time, I enjoy beach volleyball and staying active and fit. My other passion, photography, allows me to capture beautiful moments and scenes. I am a team player with strong team management skills gained through work experience. I am also skilled in design and am well-versed in a variety of design software.

Divya Kumarpal Shah  
FULL NAME  
divya.shah@students.iaac.net  
EMAIL

My Interests Are:

- # My profession as an architect
- # Travelphotography
- # Beach Volleyball or any other physical sports

My Top 5 Skills Are:

- Design exploration based on appropriate research
- Effective team management.
- Resourceful in usage of design software
- Team Player
- Photography & Documentation

My Sustainable Super Power is:

Instead of relying on a mechanical solution, design a space with more passive heating and cooling options.

I imagine a future where...

Cities are self-sufficient and have adopted net zero carbon emission design principles for a sustainable future.



## Impressions from Training



## Insights of Bridging Courses for Batch 2

First Bridging course of Batch 2 (online in Zoom)

### AGENDA

Tuesday, 14.11.2023 / 15-17 CET		
Time	Topic	Partner Name
14.50-15	Registration & arrival of the participants	HdM
15-15.05	Brief welcome & organisational matters	HdM
15.05-15.10	Short project introduction	WU
15.10-15.25	Presentation of project partners + key competencies + trainers	all PPs
Transition to Speed Dating		
15.30-16	1 <sup>st</sup> round of parallel discussions on 'Mobility/Circularity' & 'Extreme Weather Events'	Mcrit, all learners optional for PPs
5-min break		
16.05-16.35	2 <sup>nd</sup> round of parallel discussions on 'Mobility/Circularity' & 'Extreme Weather Events'	Mcrit, all learners optional for PPs
16.35-16.45	2 <sup>nd</sup> Batch Training Schedule	WU
16.45-16.50	Explanation of 'Me-Board'	HdM
16.50-17	Feedback & Farewell	Terra, HdM

### Key objective of learning event

The aim of the first Bridging Course Session for the 2<sup>nd</sup> Batch was again focused on the learners getting to know each other and their existing competencies. Besides this, they should also get to know all partner institutions, their key competencies, and their contribution to the project, as well as receiving more in-depth information on the two selected urban challenges for the second batch (a. Mobility/Circularity, b. Extreme Weather Events). The first bridging course in Batch 1 already satisfactorily achieved these set goals. Nevertheless, after a more intensive revision session, all co-organising partners decided to make a few adjustments for both bridging courses in the second round in order to increase the active participation of the learners and improve the transfer of knowledge. The most important **lessons learnt from Batch 1** that contributed to the structure and content design of the 1<sup>st</sup> Bridging Course (Batch 2) were the following:

- **Organisation of an online info session:** 1 month before the first bridging course (max. 45 min); for all interested applicants (WU, IAAC, WIFI, HdM); providing the most important basic information about the project/the consortium/the two new urban challenges; testimonials from alumni (batch 1); and an open Q&A session
- **Adaptation of the names of the learning events:** avoid typical project language & internally understood terms from the project proposal; adaptation of the two learning event names (Urban Shift 1st Meet-up/1st BC,



Urban Challenges Masterclass/2nd BC) in order to communicate the core objectives to all learners in a more understandable & attractive way

- **Extension of the parallel discussions:** two parallel information & exchange rounds on the new urban challenges were extended from 20 minutes to 30 minutes to enable a more intensive exchange between the learners; for this purpose, the speed dating from the first round was skipped as a selective agenda point, but included in the parallel discussions; training was designed in a more fun & interactive way
- **Introduction of the training plan:** the learners were briefly informed about the already fixed & most important dates of the 2<sup>nd</sup> batch along the learning journey & also about further contents/time slots for the AST and SST sessions
- **Feedback & evaluation:** the evaluation of this learning event was carried out directly after the training (5 min) via 'Menti' (survey tool) in order to increase the participation rate up to 100% & to obtain direct feedback

The most important contents of the individual agenda points are summarised below:

Brief welcome & organisational matters: Viktoria Heinzl briefly presented the agenda for the first BC session and explained some organisational matters related to the smooth execution of the event.

Short introduction of the project: As Lead Partner, Marie-Sophie Attems from WU presented and broadly outlined the project to all learners and emphasised the specific objectives pursued by the project.

Presentation of the project partners: A representative of each consortium partner presented their institution, key competencies, as well as tasks within the project as a short "pitch" of max. 1½ minutes.

1<sup>st</sup> round of parallel discussions: In the first round, the participants were divided in advance and assigned to two Zoom breakout rooms. In the first breakout room, Marta Carbonés presented important content related to the urban challenge 'Extreme Weather Events' as a fun and interactive survey to stimulate the open exchange of the participants in her round. In parallel, in the second breakout room, Isaac Farradellas presented important content related to the urban challenge 'Mobility/Circularity' in the same way to his group of learners. These parallel sessions were intended to provide learners with key facts and impulses on the two urban challenges and to enable their exchange of different experiences related to them. To be prepared for this exchange, detailed information materials on both urban challenges, including best practice examples (prepared by Mcrit), were shared with all learners two weeks before this bridging course.

2<sup>nd</sup> round of parallel discussions: In the second round, the groups were swapped so that all learners could also participate in the discussions on the other urban challenge. The process of this round was congruent to the first one.



2<sup>nd</sup> Batch Training Schedule: Marie-Sophie Attems presented the training schedule for the 2<sup>nd</sup> Batch Living Lab by pointing out all already fixed dates (i.e. key events not to be missed) along the adjusted learning journey and providing key info (content/time slots) about the planned AST and SSTs of each HEI/VET.

Explanation of Me-Board: Viktoria Heinzl presented the Urban Shift learners' 'Me-Board' (creative CV) created by IAAC for all learners, who were asked to fill it in as homework after BC1 (e.g. picture, name/surname, interests, sustainable superpower). This 'Me-Board' should also support the preparation for the second Bridging Course.

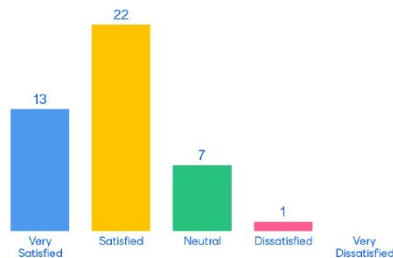
Feedback & Farewell: At the end of the first Bridging Course, Alice Piccolo informed all learners about the upcoming evaluation survey (5 min), in which the students could participate directly via link/access code or QR code on Menti. This survey was created in close coordination between Terra and Mcrit. After some final clarification questions for the 2<sup>nd</sup> Bridging Course, the 'First Meet-up' was concluded by Viktoria Heinzl.





## Some feedback insights after BC1

### How would you rate your overall satisfaction with the Urban Shift Introductory Event?



### What were the most significant insights or takeaways you gained from the challenges presented during the event?

There are so many versatile problems / opportunities to be addressed.

I understood clearly which are causes of both the problems, and in my mind started to appear some solutions

I think i already knew the insights from the text, there were several.

statistics and facts i didnt know about urb. mob. and EWE

I have read the materials that were send beforehand, so not much material was new, but still interesting

the objectives of the project and our future tasks

Tech as mobility key feature

What the topics are about - great short insight



### Did you acquire any new knowledge or skills during the event? Please explain.

yes, i learned more about extreme weather events and mobility and factors around them

some knew facts, I was not aware of, yet

Yes, I learned some statistical data

i read and heard one more time about the problems of this world

Sure. It was nice to interactively discuss topics that I have read in the PDF Papers before. This made everything more exciting

Knowledge: more in-depth information about the challenges, learning more about what is really important

Basic understanding on the challengesFirst ideas on what I could focus on during the project

Yes. With regards to approaches to incentivize good behavior (piano staircase video), lots of facts and infographics over how things work wrt circular usage





## Impressions of Training

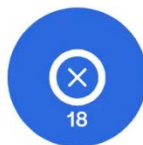


Join at [menti.com](https://menti.com) use code 85091780

## Truth or lie?



Earth's climate  
getting hotter can  
cause extreme  
weather events to  
happen more often  
and severely



Higher temperatures  
reduce the  
probability of  
hurricanes and  
heavy rainfall to  
happen



Extreme Weather  
Events are strong  
enough to have  
influence on climatic  
patterns



Press **Yeah, sure!** answer



## Second Bridging Course of Batch 2 (online in Zoom)

### AGENDA

Wednesday, 24.01.2024 / 15-17 CET		
Time	Topic	Partner Name
15-15.05	Brief welcome & organisational matters	HdM
15.05-15.10	Quick icebreaker	HdM
15.10-15.20	Problem exploration with problem canvas: One case/ best practice for each urban challenge	HdM
15.20-16	Parallel discussions on 'Mobility/Circularity' & 'Extreme Weather Events'	5 moderators, all learners
16.05-16.45	Introduction to Design Thinking: Interactive task & Q&A	GIG
16.45-16.50	Kick-off agenda	WU
16.50-16.55	Next steps & homework	PUD
16.55-17	Feedback & farewell	Terra, Mcrit, HdM

### Key objective of learning event

The aim of the second Bridging Course session was, in particular, for the learners to exchange ideas on their preferred urban challenge and share their insights on concrete problems based on their research and/or personal experience. In addition, they should familiarise themselves with the problem canvas (Design Thinking) to be able to apply it during the second Batch. This session was also intended to familiarise them with the Design Thinking approach on which the entire structure of the Living Lab is closely based. Finally, the project partners should provide them with further information on the kick-off agenda and the next steps to prepare them as best as possible for the start of the learning journey at the kick-off in Vienna.

To best prepare them for the second bridging course, the learners should have read through compact presentations on the 'Green Deal' and 'EU Taxonomy' (optional), as well as through the already shared detailed information materials on the two urban challenges. Also, a keyword list with typical subject-specific keywords for both challenges had been created by all partners and shared with the learners to provide them with basic terminology and inspiration to think of a concrete problem and/or personal experience related to these urban challenges, which they could share in the discussion rounds during the bridging course. To coordinate and lead the planned discussions in a good way, some discussion leads were appointed in advance, and HdM offered additional technical pre-coaching.

The second bridging course in Batch 2 was already satisfactorily achieved the most important goals. Nevertheless, after a more intensive revision session, all co-organising partners decided to make a few adjustments also for the second bridging course in order to increase the active participation of the learners and improve the transfer of knowledge. The most important **lessons learnt from Batch 1** that contributed to the structure and content design of the second Bridging Course (Batch 2) were the following:

- **Urban challenges decision:** this time, the question about which urban challenge a learner had prepared for (1-minute pitch) was asked in advance of the bridging course in order to save time during the training
- **Only one round of parallel discussions:** compared to the last time, only one round of parallel discussion was offered on the two urban challenges, which was intended to support the learners already with an initial direction for the later selection of a final challenge (during Kick off); this round was extended from 30 minutes to 40 minutes for this purpose
- **Introduction to Design Thinking:** learners should already have a first insight into the methodology and innovative approach of Design Thinking, as the structure of the entire Living Lab is based on this & creative tools/methods of this innovation approach will be applied
- **Feedback & evaluation:** the evaluation of this learning event was carried out directly after the training (5 min) via 'Menti' (survey tool) in order to increase the participation rate up to 100% & to obtain direct feedback

The most important contents of the individual agenda points are summarised below:

Brief welcome & organisational matters/quick icebreaker: Viktoria Heinzl briefly presented the agenda for the first BC session and explained some organisational matters related to the smooth execution of the event.

Problem exploration with problem canvas: The problem canvas is a creative tool of the Design Thinking approach that enables users to analyse a problem in more depth. Viktoria Heinzl briefly explained the possible application of this tool (canvas) by preparing a filled-in template with a best practice example for each urban challenge. This time, the use of the canvas/template was not optional, but it was recommended that all discussion leaders and participants prepare for its application during the kick-off.

Parallel discussions on 'Mobility/Circularity' & 'Extreme Weather Events': To prepare for these parallel discussions, three Zoom break-out rooms were set up for the urban challenge 'Mobility/Circularity' (discussion leads: Viktoria Heinzl, Kristina Coric, Joachim Almdal) and two for the urban challenge 'Extreme Weather Events' (discussion leads: Marie-Sophie Attems, Martin Andreas Petersen). First, all learners were asked to briefly present their prepared contribution to the respective challenges in the break-out rooms. They were asked to report based on their research and/or personal experiences where they have seen a concrete problem related to the two challenges and to exchange their opinion with the others. Afterwards, an open discussion round on the experiences and opinions was coordinated by the discussion leads. Finally, each group had to choose a concrete problem and analyse it using the six fields of the problem canvas (problem, emotional impact, context, affected target group, current solution, disadvantages of this solution) and talk openly about it. The discussion lead was responsible for the documentation and the subsequent uploading of the filled canvas to the Urban Shift MS Teams repository.



Introduction to Design Thinking: Joachim Almdal gave an introduction to the basics of Design Thinking for all learners. He focused on its objectives and methodological approach, the typical 5-step process and the 'double diamond' strategy. Also, he included a small and fun interactive task for the learners to encourage a first application of this innovation approach.

Kick-off agenda: As new lead and project manager of 'Urban Shift', Adam Greene presented key topics, measures and activities of the kick-off in Vienna, as well as quick "how to prepare" hints to inform the learners as best as possible about this obligatory event and provide them a transparent view on the course of this intensive week.

Next steps & homework: Following this, Martin Petersen presented the next steps up to the kick-off in Vienna to the learners and briefly explained to them further homework after the second bridging course in preparation for the kick-off. The learners were asked to do three small tasks as homework to prepare for the kick off in Vienna: (a) take part in another survey in which they indicate their final decision on the preferred challenge, (b) indicate their personality type based on the '16 Personalities Test' and (c) prepare first icebreakers, group activities, and try to frame 2-3 problems/cases. Learners had a total of 1½ weeks to complete these tasks. Also, they were encouraged to check out the profiles of the other learners at the UShift Entrepreneurs space (MS Teams) before the kick-off in Vienna.

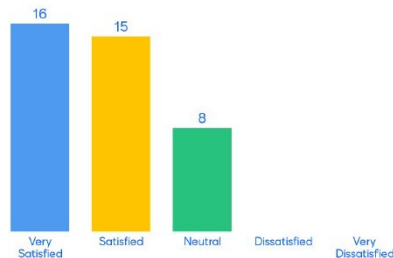
Feedback & Farewell: At the end of the second Bridging Course, Alice Piccolo also informed all learners about the upcoming evaluation survey (5 min), in which the students could participate directly via link/ access code or QR code on Menti. This survey was created in close coordination between Terra and Mcrit. After some final clarification questions on the Kick-off in Vienna, the 'Urban Challenges Masterclass' was concluded by Viktoria Heinzl.





Some feedback insights after BC2

## How would you rate your overall satisfaction with the Urban Shift Event?



## What were the most significant insights or takeaways you gained from the challenges presented during the event?

How to address a problem and to go for a solution

about ewes and ideas about my future team project

How do think differently about the same topics, the process one goes through for design thinking, how user centric it has to be while taking the business feasibility in mind; fun example

Design Thinking Method, discussions about Customers needs

That a problem has 2 levels. We should concentrate on solution which is close to us

The way to solve problems and why so many startups fail

The problem statements of the other participants

i understood how to use the template for problem definition an dproblem solving



## Did you acquire any new knowledge or skills during the event? Please explain.

Yes definitely

Yes I learnt something about design thinking and problem canva

design thinking

.

yes, design thinking

Ways of thinking

Yes, about the design Thinking process

Discussion and exchange is important





## Results of Problem Canvas Elaboration

### Mobility/ Circularity

#### Problem Canvas – Mobility

Accessability of public transportation is not available everywhere nor is it reliable

##### Context

When and where does the problem occur?

- Daily life
- Anytime you need to reach a specific location

##### Affected target group

Who is most affected by the problem?

- Students
- Elderly
- Commuters
- Workers

##### Problem

What exactly is the problem? What is the trigger?

- Accessibility of public transportation in rural areas
- More comfortable to go by car
- "Loss" of independency
- People don't see the bigger picture
- Not worth it to make public transportation accessible for small villages

##### Emotional Impact

How does a sufferer feel when the problem occurs?

- Annoyed by duration of bus rides
- Stressed
- Helpless
- Loss of valuable time
- Feeling of isolation
- Codependency
- Life quality/standard

##### Current solution

What are those affected currently doing to solve the problem?

##### Disadvantages of this solution

What are the disadvantages of this solution?

#### Problem Canvas „15-min city“

##### Context

When and where does the problem occur?

- Lack of infrastructure/ facilities
- Motorised individual traffic
- overusing/ huge focus on only one facility
- Low density design
- Habits (of social circle)
- Lack of social spaces
- Inflexible companies

##### Affected target group

Who is most affected by the problem?

- People living in (sub-)urban areas, peripheral regions
- Stakeholders/ facilitators

##### Problem

What exactly is the problem? What is the trigger?

- Long commuting
- Environmental solution
- social isolation
- Inconvenience, more time spending
- Lack of parking spaces
- Noise/ air pollution

##### Emotional Impact

How does a sufferer feel when the problem occurs?

- Stress
- Impatience
- Feels like waste of time
- Fear/ worry of unhealthy environment
- Depressed feeling

##### Current solution

What are those affected currently doing to solve the problem?

- reach everything by 15-min
- Improved public transport
- Convenience, everything's reachable
- Develop multiple centers in city

##### Disadvantages of this solution

What are the disadvantages of this solution?

- Investments missing
- Not connect to rural/ suburban regions
- Disadvantages if change
- Not convincing system
- Existing zoning

## Extreme Weather Events

### Problem Canvas – Team 1 Extreme Weather Events: Urban Heat Islands

#### Context

When and where does the problem occur?

- All year around
- Summer months
- Urban areas also impacted in winter
- High density of people and larger cities
- Coastal cities
- Cities in southern Europe & global south

#### Affected target group

Who is most affected by the problem?

- **elderly, children, chronic illnesses**
- **All people living in urban areas**
- **Other species**

#### Problem

What exactly is the problem? What is the trigger?

- Urban Heat Islands
- Excess CO2 emissions (Green House effect)
- Heat waves
- Urban planning (buildings and infrastructure)
- Rising temperatures (global warming)
- Lack of green spaces
- Use of concrete, plastic
- Impervious materiality
- Air conditioners
- Use of cars in the city (emissions)
- Industries
- Changes in microclimate

#### Emotional Impact

How does a sufferer feel when the problem occurs?

- **Endangers health (elderly, children, chronic illnesses)**
- **Negative impact on sleep and work**
- **Stress and mental health**
- **Negative impact on biodiversity**
- **Impacts social life**
- **Damages to infrastructure (financial)**
- **E.g. Impact on organisation of health infrastructure**

#### Current solution

What are those affected currently doing to solve the problem?

- Early warning systems
- Planning of natural cooling systems
- Integrating blue infrastructure (water bodies, fountains)
- Green infrastructure
- Building of energy efficient housing (adapting building codes)
- Car free cities
- Tree planting
- Verticality

#### Disadvantages of this solution

What are the disadvantages of this solution?

- Behavioural changes
- Awareness missing
- Lack of space
- Lack of social pressure (necessity for change)
- Urban policies and cooperation
- Cost of energy
- Resource use
- Financial aspects (cost intensive changes)
- Short term solutions missing

## Problem Canvas

#### Context

When and where does the problem occur?

Summer and heat waves and droughts  
BCN -> high temps, high humidity = heat waves  
Vienna -> similar to BCN and suffers from lack of public shading

Flooding

A lot of rain quickly (flash floods)  
Long-term rain / monsoons

Storms

#### Affected target group

Who is most affected by the problem?

Old people and children  
Weak health  
Old people get increased heart attacks etc  
Developing world suffers more due to lack of infrastructure and increased frequency  
Lack of public resources

People near water bodies, on soft-soil  
properties and top of hills.

#### Problem

What exactly is the problem? What is the trigger?

**Heatwaves and droughts:**  
**Lack of rain +**  
**Pollution (GHG) +**  
**Transport and their emissions**  
Cities are too designed for cars, instead of the people who live there. We use too many heat storing/radiating solutions  
BCN has provided extra shade

Flooding also needs greenery to be absorbed.  
Wetlands especially.

#### Emotional Impact

How does a sufferer feel when the problem occurs?

**Regret from property damage**  
**Exhausted**  
**Nervous**  
**Stressful**  
**Powerless**  
**Health issues**  
**Fear**  
**Mental health issues (you lose lives, property...)**

#### Current solution

What are those affected currently doing to solve the problem?

BCN provides increased amounts of pergolas  
Vienna has water sprays  
Effective drainage systems  
New water and on-water infrastructure

#### Disadvantages of this solution

What are the disadvantages of this solution?

They are reactive or slow  
They are BIG infrastructure projects – expensive AND slow  
Hard to prove (?) the effects  
Small projects do not work or have too little impact  
A lot of solutions are stop-gap or they cause a new problem (overuse of water for water sprays for example)



## Impressions of Me-Boards/ Creative CVs

### URBAN SHIFT Profile

I am a

Morning Person

Night Owl

Natural Leader

Creative Mind

Business Brain

Problem Solver

Quiet Thinker

A Short Bio (50-100 words)

Hello, my name is Marina, and I am studying Business and Economics at WU where I specialize on Environment and Economics as well classical Economics.

I also study Psychology at the University of Vienna in which I specialize in Environmental Psychology.

I have been interested in the topic of climate change for a long time, but this interest became more academic throughout my studies. I am especially enthusiastic regarding topics on sustainability and resilience of urban areas, as I believe cities are central to our societies' future.

I look forward to working with all of you!

Marina Marlene Hettrich  
FULL NAME  
Marina.hettrich@gmail.com  
EMAIL

My Interests Are:

- # Yoga and Running
- # Reading
- # Cooking

My Top 5 Skills Are:

- Good at finding compromises
- Understanding human perception
- Seeing the big picture
- Being open-minded to the unknown
- Adapting to new situations

My Sustainable Super Power is:

When plan A does not work as expected, I look for plan B, C and D.

I imagine a future where...

in which we work together to build and sustain a society that offers meaningful lives for all.

### URBAN SHIFT Profile

I am a

Morning Person

Night Owl

Natural Leader

Creative Mind

Business Brain

Problem Solver

Quiet Thinker

A Short Bio (50-100 words)

I started my professional career very early and discovered a curiosity for building and creating. Three years ago, I had the idea of how I could combine my previous career with the concept of sustainability. Since then, I have been working on my LED luminaire to combine efficiency, luminosity and perfect light spectra for plants and people. My goal is to bring production and consumption sites together and to produce food in a resource-efficient way throughout the year.

Nature and mountains make me forget the rush of this modern world.

I am looking forward to an exciting and educational time!

Michał Stasiak  
FULL NAME  
m.stasiak@minatess.com  
EMAIL

My Interests Are:

- # LED Lighting
- # Hydroponics
- # Geopolitics

My Top 5 Skills Are:

- Energy
- Stamina
- Creativity
- Communication
- Integration capability

My Sustainable Super Power is:

developing at the moment. But basically I turn light and water into food.

I imagine a future where...

water and energy are clean, sustainable and available to everyone free of charge.

### URBAN SHIFT Profile

I am a

Morning Person

Night Owl

Natural Leader

Creative Mind

Business Brain

Problem Solver

Quiet Thinker

A Short Bio (50-100 words)

My name is Olivia, and I am currently in the first semester of my Master's in Media Management. I am deeply passionate about a wide range of creative subjects and am eager to contribute my creativity and organizational skills to this project. Both personally and professionally, I am fascinated by organizational psychology and personnel psychology, a field I further explored through an internship in personnel development. Currently, I am enhancing my expertise as a working student in agile project management and coaching.

I like to work in teams and am inspired by collaborative processes. My ultimate goal is to shape my career in a way that serves and positively impacts people's lives. Sustainability and environmental awareness are central to my values. I look forward to developing meaningful projects that are not only innovative but also offer sustainable value to society.

Olivia Thieme  
FULL NAME  
ot011@hdm-stuttgart.de  
EMAIL

My Interests Are:

- # Innovationsmanagement
- # Sustainability
- # Coaching & HR

My Top 5 Skills Are:

- Organisation
- Agile Working & Coaching
- Marketing & Customer Experience
- Innovation & Creativity
- Teamplayer

My Sustainable Super Power is:

Boring but efficient: Always using the train and the bike instead of the car. ☺

I imagine a future where...

I follow my passion and create and do something meaningful for the world.

### URBAN SHIFT Profile

I am a

Morning Person

Night Owl

Natural Leader

Creative Mind

Business Brain

Problem Solver

Quiet Thinker

A Short Bio (50-100 words)

An architect to be, born in 1998 in Serbia.

I like to rethink and reassess stuff, try and explore new approaches for things that are already established and to challenge myself into reimagining the world with the question "what if?"

Even though I consider myself creative person, my favourite part of creating something is not its design but the process of its production or construction.

All in all I would say that the thing that I do the best is **designing the way of creating** a design, simply put - trying to find the most interesting and sustainable way of making something.

Veljko Ilic  
FULL NAME  
veljko.ilic@students.iaac.net  
EMAIL

My Interests Are:

- # horse riding
- # model making
- # LEGO

My Top 5 Skills Are:

- Prefabrication
- Assembling and crafting
- Team managing
- Experimenting
- Organization freak

My Sustainable Super Power is:

I always find a shorter and more efficient way of producing or making something.

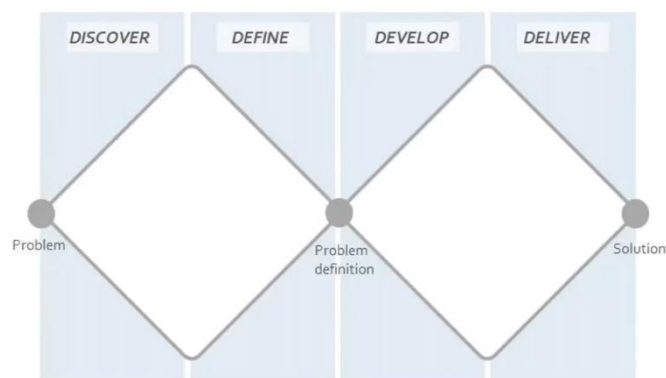
I imagine a future where...

where living is not surviving but enjoying the life.

## Impressions of Training



## Double Diamond – a practical way to use design thinking



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