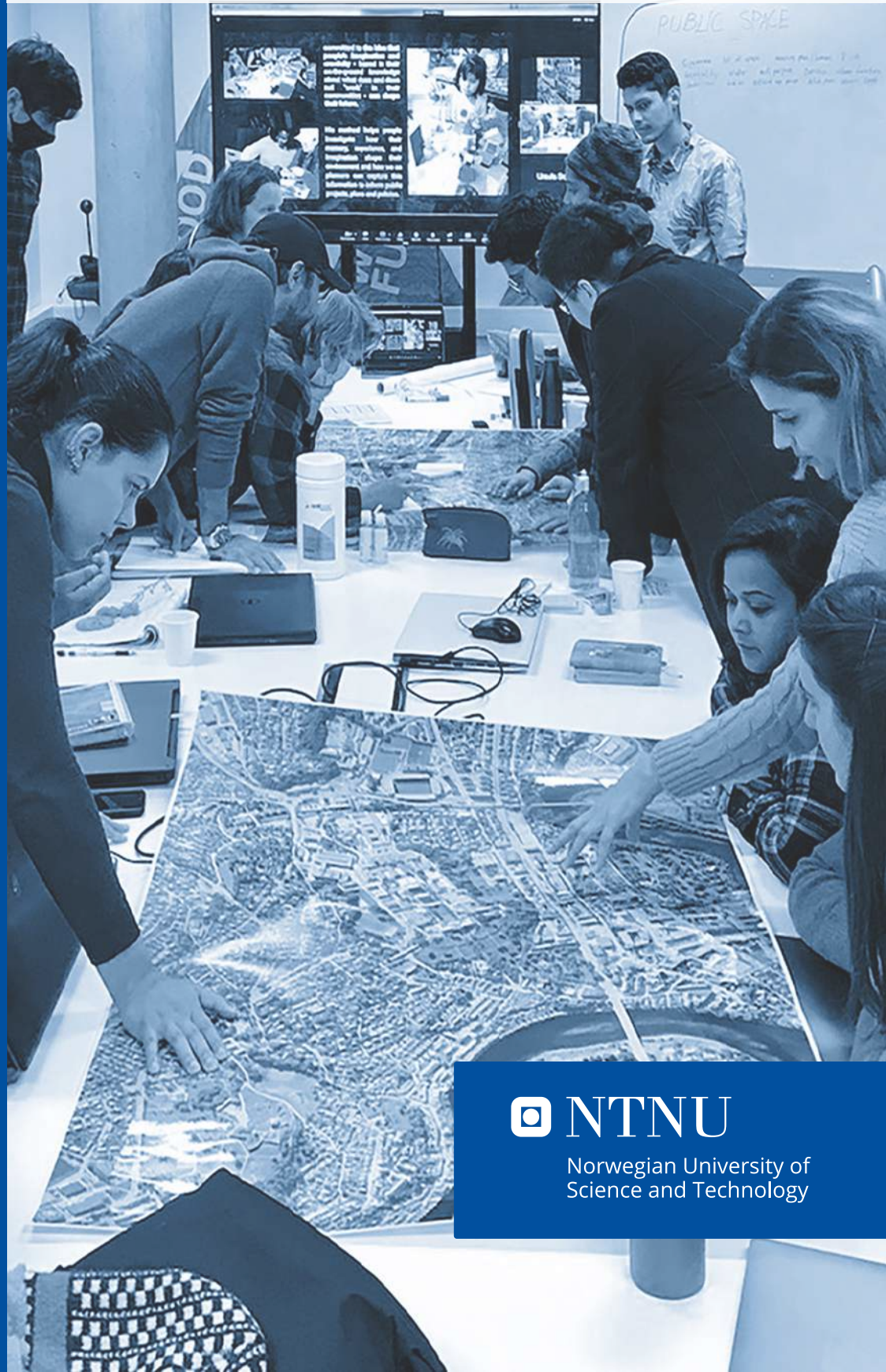


# Project Report

Faculty of Architecture and Design

Institute of Architecture and Planning

## NTNU SPAS Phase I Shared Spaces for Innovation



 NTNU

Norwegian University of  
Science and Technology



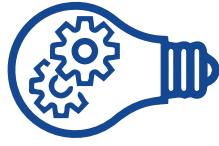
---

# **NTNU SPAS Phase I**

## **Shared Spaces for Innovation**

Faculty of Architecture and Design,  
Editor in Chief: Peter A. Gotsch, Professor, NTNU

# SHARED SPACES FOR INNOVATION



Faculty of Architecture and Design  
Institute of Architecture and  
Planning

## Lead Organizer:

Programme on Urban Ecological Planning at the Institute of Architecture and Planning, Norwegian University of Science and Technology (NTNU)

## Hosts:

Peter Andreas Gotsch  
Ann Marit Longva  
Ursula Sokolaj  
Bruna Rohling

## Editors:

Peter Andreas Gotsch (EIC)  
Marcela Moraga Zárata  
Bhuvana Nanaiah

## Photo on the cover page:

Workshop activity, photo by Bhuvana Nanaiah

## Contact information of main organizer:

Peter Andreas Gotsch | [peter.a.gotsch@ntnu.no](mailto:peter.a.gotsch@ntnu.no)

## Proofreading:

Nathaniel Gallishaw (English)  
Andrea Nilsen (Norwegian)

## Funding:

Campus of the Future programme

Further details about the workshop are available at:

<https://www.ntnu-spas.net/>

To access pictures from the workshop, kindly use the QR code below:



## Partner Organizations:

StudyTrondheim, Trondheim Kommune  
<https://www.trondheim.no/om-study-trondheim/>



Placemaking Europe

<https://placemaking-europe.eu/>



---

# Table of Contents

<b>Executive Summary</b> .....	<b>10</b>
<b>Kortfattet sammendrag</b> .....	<b>12</b>
<b>Introduction and Context</b> .....	<b>14</b>
Summary.....	14
Project outline.....	14
<b>Alignment of NTNU SPAS to Campus of the Future (Fremtidens Campus)</b> .....	<b>16</b>
<b>List of Speakers</b> .....	<b>17</b>
<b>Session 1. Looking outside the box and exploring thematic links</b> .....	<b>18</b>
Cities & Communities as ‘Campus Public Space’?   Speaker 1: Jeff Hou.....	19
Takeaways.....	20
Hovedleksjoner.....	20
The experiences, challenges, and opportunities of opening up South African universities to the public - lessons from the City of Johannesburg   Speaker 2: Ayanda Roji.....	21
Takeaways.....	22
Hovedleksjoner.....	22
Robust Spaces for Open Cities   Speaker 3: Arunava Dasgupta.....	23
Takeaways.....	23
Hovedleksjoner.....	23
<b>Session 2. Looking inside the box: Local stakeholders and organizations</b> .....	<b>25</b>
Plan programme and Indicative plan for public spaces and connections (VPOR) for Bycampus Elgeseter   Speaker 4: Øystein Ask.....	25
Takeaways.....	26
Hovedleksjoner.....	26
Study Trondheim   Speaker 5: Ann Marit Longva.....	27
Takeaways.....	29
Hovedleksjoner.....	29
Network Management group Pådriv Trondheim: Infrastructure for Sustainable Development of Cities and Villages   Speaker 6: Tina Larsen.....	30
Takeaways.....	31
Hovedleksjoner.....	31

<b>Session 3. Learning from local initiatives and placemaking approaches outside NTNU.....</b>	<b>32</b>
Svartlamon – an urban ecological district   Speaker 7: Kathrine E. Standal.....	32
Takeaways.....	33
Hovedleksjoner.....	33
PlaceCity Floridsdorf: Placemaking as an Activator of Urban Regeneration Projects   Speaker 8: Roland Krebs.....	34
Takeaways.....	35
Hovedleksjoner.....	36
Small Places for a Big Change   Speaker 9: Päivi Raivio.....	37
Takeaways.....	39
Hovedleksjoner.....	39
How to organize a Place Game within the placemaking process and apply it?   Speaker 10: Anna Louise Bradley.....	40
Takeaways.....	40
Hovedleksjoner.....	41
Place Game trial exercise.....	41
<b>Session 4. NTNU projects working on the Campus of the Future.....</b>	<b>43</b>
Campus Space and Street Symphony   Speaker 11: Steffen Wellinger.....	43
Takeaways.....	44
Hovedleksjoner.....	44
Social Life in Public Space on Campus   Speaker 12: Lina Naoroz Braten.....	45
Takeaways.....	46
Hovedleksjoner.....	46
From spaces for teaching to learning places   Speaker 13: Patric Wallin.....	47
Takeaways.....	47
Hovedleksjoner.....	47
Promoting Students' Social Interactions on Campus   Speaker 14: Shayesteh Shahand.....	48
Takeaways.....	49
Hovedleksjoner.....	49

---

<b>Session 5. Thematic Student Workshop.....</b>	<b>50</b>
Student session on Public Space.....	50
Student session on Informality.....	50
Student session on Participation.....	51
Results and Proposals of Student Presentation.....	51
Resultater og forslag fra studentpresentasjon.....	51
<b>Session 6. Interviews.....</b>	<b>52</b>
Key takeaways.....	52
Hans Karssenberg.....	52
Päivi Raivio.....	56
Jeff Hou.....	57
<b>Fields of tension.....</b>	<b>60</b>
<b>Felt med produktiv spenning.....</b>	<b>62</b>
<b>Reference list.....</b>	<b>64</b>
<b>Annex.....</b>	<b>66</b>
List of speakers.....	66
Objectives.....	69

# List of Figures

## List of Figures

<b>Figure 1</b>	<i>Students taking in part in the Workshop discussions (Source: Organizers of SPAS Workshop, 2021).....</i>	10
<b>Figure 2</b>	<i>Eight main takeaways from the Workshop (Source: Organizers of SPAS Workshop, 2021). ...</i>	11
<b>Figure 3</b>	<i>Studenter som deltar i Workshop-diskusjonene (Source: Organizers of SPAS Workshop, 2021).....</i>	12
<b>Figure 4</b>	<i>Åtte sentrale hovedpunkter fra Workshopen (Source: Organizers of SPAS Workshop, 2021)..</i>	13
<b>Figure 5</b>	<i>Key Terms of NTNU SPAS (Source: Organizers of SPAS Workshop, 2021).....</i>	15
<b>Figure 6</b>	<i>Alignment of NTNU Shared Spaces for Innovation Workshop with Fremtidens Campus. ....</i>	16
<b>Figure 7</b>	<i>Lower Rainier Vista and the Pedestrian Land Bridge that serve as examples of redevelopment initiatives (Source: GGN, 2021).....</i>	18
<b>Figure 8</b>	<i>Design as Protest - National Day of Action 2017 (Source: University of Washington).....</i>	19
<b>Figure 9</b>	<i>Design-Build Project - The White Center Heights Park (Source: University of Washington, 2018).....</i>	20
<b>Figure 10</b>	<i>Design Game: Design as Second Language (Source: University of Washington). ....</i>	20
<b>Figure 11</b>	<i>Street scene from Diepsloot (Source: City of Johannesburg). ....</i>	21
<b>Figure 12</b>	<i>Wits Art Museum as an example of shared campus space (Source: Wits Art Museum). ....</i>	22
<b>Figure 13</b>	<i>Juxtaposition of political, urban, academic, discursive, and social spaces at College Square, Kolkata that strengthens city-campus connection (Source: SPA Delhi). ....</i>	24
<b>Figure 14</b>	<i>Aerial view of Elgeseter Gate, one of the streets that has been planned for redesign (Source: Trondheim Kommune). ....</i>	25
<b>Figure 15</b>	<i>Existing Legal plan (Source: Trondheim Kommune). ....</i>	26
<b>Figure 16</b>	<i>Example of collaboration of StudyTrondheim with various actors (Source: StudyTrondheim). .</i>	27
<b>Figure 17</b>	<i>Shortcut interventions in Trondheim city (Source: StudyTrondheim). ....</i>	27
<b>Figure 18</b>	<i>Map of Klostergata 56 (Sokolai, 2021).....</i>	28
<b>Figure 19</b>	<i>Methodology for redesigning Klostergata (Sokolai, 2021). ....</i>	28
<b>Figure 20</b>	<i>Presented Design Iteration to Stakeholder Groups for Feedback (Sokolai, 2021).....</i>	29
<b>Figure 21</b>	<i>City Street Festival with a free neighbourhood breakfast by Pådriv (Source: Pådriv, 2021). ...</i>	30
<b>Figure 22</b>	<i>'Dalieget torg', a wooden train construction where children can meet and play (Source: Pådriv, 2021).....</i>	31
<b>Figure 23</b>	<i>The highly mixed profile of Svartlamonitts (Source: Svartlamon Bolligstiftelse).....</i>	32
<b>Figure 24</b>	<i>Sharing of spaces in Svartlamon (Source: Svartlamon Bolligstiftelse).....</i>	33
<b>Figure 25</b>	<i>Workshop Series for Co-creation (Superwien, 2021). ....</i>	34
<b>Figure 26</b>	<i>Visual ideas from interactions with residents of Floridsdorf (Source: Superwien, 2021). ....</i>	35
<b>Figure 27</b>	<i>The 'Florum' developed in cooperation with the local public library (Source: Superwien,</i>	



	2021).....	36
<b>Figure 28</b>	<i>Reintroducing a place through participation in Helsinki (Source: RaivioBumann, From Space to Place, 2020-2021).....</i>	37
<b>Figure 29</b>	<i>Reintroducing a place through participation in Helsinki (Source: RaivioBumann, From Space to Place, 2020-2021).....</i>	37
<b>Figure 30</b>	<i>Action research and placemaking strategy in Malmi district following urban ecology principles (Source: Parkly). ....</i>	38
<b>Figure 31</b>	<i>Parkly, a flexible, modular placemaking solution (Source: Parkly). ....</i>	39
<b>Figure 32</b>	<i>Long-term vision for a place-led development of healthy urban living at the Beurskwartier in Utrecht, a project that Stipo was involved in (Source: Stipo, 2021).....</i>	41
<b>Figure 33</b>	<i>The first development area, located near the Trondheim Studentersamfundet (Source: Trondheim Kommune). ....</i>	42
<b>Figure 34</b>	<i>The second development, Hesthagen (Source: Trondheim Kommune).....</i>	42
<b>Figure 35</b>	<i>Webpage of the 'Soundcities' Project (Source: Soundcities). ....</i>	43
<b>Figure 36</b>	<i>Temporary architecture by students at NTNU Live Studio Bølgen 2014 (Source: NTNU Live Studio).....</i>	44
<b>Figure 37</b>	<i>Sosiologisk Poliklinikk - an initiative by NTNU staff and students that reaches out from the University to the city (Source: Sosiologisk Poliklinikk, 2021).....</i>	45
<b>Figure 38</b>	<i>Temporary interventions are a huge opportunity to promote the quality of campus spaces (Source: Courtesy Federation of Calgary communities). ....</i>	46
<b>Figure 39</b>	<i>The campus before, during, and after the pandemic (Source: Shahand, 2021). ....</i>	48
<b>Figure 40</b>	<i>Diagram based on the campus and public space theories (Source: Shahand, 2021). ....</i>	49
<b>Figure 41</b>	<i>Workshop on ideas for shared spaces on Gløshaugen campus (Source: Organizers of SPAS Workshop, 2021).....</i>	50
<b>Figure 42</b>	<i>Workshop on ideas for informality in public spaces and urbanism (Source: SPAS-NTNU, 2021).....</i>	50
<b>Figure 43</b>	<i>Students involved in a game of 'Snake and Ladder of Participation' (Source: Organizers of SPAS Workshop, 2021). ....</i>	51

# Executive Summary

Large public sector institutions, including universities, often produce 'inactive' public spaces. This is related to their focus on cost efficiency, security, and representation, among others. As a result, users and visitors often feel discouraged to benefit from, explore, and appropriate open public spaces in this domain. NTNU SPAS (Shared Spaces for Innovation) was a four-day, transdisciplinary workshop in October 2021 that explored and promoted the prospects of open spaces on the university campus seeking to promote quality life experience, inclusion, and innovation. It was guided by the question: When (and how) do 'open' spaces connect people, spark inspiration, and promote new ideas, creativity and innovation?

NTNU SPAS investigated the subject in the context of NTNU's plans for the Campus of the Future, and explored ways to enhance its potential by viewing open shared spaces as a motor of integration and innovation. Through the participation of local and external stakeholders from all status groups, especially those relevant to the Campus of the Future programme, knowledge sharing was encouraged and new synergies were created. The workshop promoted new inputs for the Campus of the Future through user participation and interdisciplinary collaboration. As a result, outcomes of the process contributed to the larger body of knowledge on the role of shared spaces in promoting creativity and innovation in general.

The four-day workshop fostered an exchange of experience and working methods with participants exploring urban issues, action methods, and private-public cooperation. Local and international experts from both academic and practical backgrounds in urban development, planning, and placemaking shared their expertise on public spaces and campus development. Students contributed with thematic presentations on 'public space', 'informality', and 'participation'. Not least, participants were trained to apply selected placemaking tools, such as the place

game, to provide feedback on two campus development sites. As a result, the event seeded new ideas and approaches on sharing open spaces that are part of public institutions, and it has created possibilities for research and pilot activities to further substantiate the learning in the future.

Instead of being seen as marginal, open shared spaces should be placed at the core of any campus development that seeks to promote communication, creativity, and innovation. The debates generated the following main takeaways:



Figure 1. Students taking in part in the Workshop discussions (Source: Organizers of SPAS Workshop, 2021).

1. All standards for creating good public spaces also apply on campus. The mantra should be that “We should create good public spaces for human beings” as one of the speakers mentioned.
2. Strangers start to talk to each other if people share interests and if public spaces promote comfort and offer shared experiences and activities.
3. Innovation occurs if spaces and programming allow for the playful, spontaneous and unexpected.
4. Sharing and co-production and taking ownership of the process of campus development by all users is a necessity for long term success. Co-production is not only about physical design, but also about programming and management.
5. Learning does not just happen within the four walls of a classroom. The campus and the city should be active learning spaces and the community a curriculum.
6. The spaces of the campus and the space of the city need to be seamlessly integrated.
7. Campuses will benefit from more urban mix and informal uses whereas society will benefit from campus roots reaching out to different city areas.
8. Shared open spaces also entail spaces in buildings. This is especially relevant in the Nordics.

Figure 2. Eight main takeaways from the Workshop (Source: Organizers of SPAS Workshop, 2021).

# Kortfattet sammendrag

Store offentlige institusjoner, inkludert universiteter, skaper ofte 'inaktive' offentlige rom. Dette har sammenheng med deres fokus på blant annet kostnadseffektivitet, sikkerhet og representasjon. Som et resultat av dette kan brukere og besøkende føle seg forhindret fra å benytte, utforske og tilpasse seg offentlige byrom i dette domenet. NTNU SPAS (Shared Spaces for Innovation) var en fire dagers tverrfaglig workshop i oktober 2021 som utforsket og fremmet mulighetene for åpne rom på universitetsområdet som ønsker å fremme livskvalitet, inkludering og innovasjon. Det ble ledet av spørsmålet: Når (og hvordan) forbinder 'åpne' offentlig rom mennesker, og vekker inspirasjon fremmer nye ideer, kreativitet og innovasjon?

NTNU SPAS undersøkte tema i sammenheng med NTNUs fremtidige campusplaner, og utforsket måter å øke potensialet ved å se åpne fellesarealer som en driver for integrasjon og innovasjon. Gjennom lokal deltakelse fra både lokale og eksterne interessenter med ulike faglige perspektiver relevant for det fremtidige campusprosjektet, ble kunnskapsdeling oppmuntret og nye synergier skapt. Workshopen fremmet nye innspill for fremtidens campus gjennom brukermedvirkning og tverrfaglig samarbeid. Som et resultat bidro resultatene av prosessen til økt kunnskap om fellesarealers rolle for å fremme kreativitet og innovasjon generelt.

Den fire dager lange workshopen ga deltakerne mulighet til å utveksle erfaringer rundt arbeidsmetoder samt utforske urbane problemstillinger, muligheter for konkret handling og offentlig-privat samarbeid. Lokale og internasjonale eksperter med både akademisk og praktisk planleggingskompetanse delte sin ekspertise om offentlige rom og campusutvikling. Studentene bidro med temapresentasjoner om «offentlige rom», «uformalitet» og «medvirkning». Ikke minst ble deltakerne opplært i bruk av utvalgte stedsutviklingsverktøy som 'Place Game' for å gi tilbakemeldinger på to utviklingsområder for campus.

Som et resultat av dette bidro arrangementet til utvikling av nye ideer og tilnærminger til en deling av åpne rom mellom offentlige institusjoner. Arrangementet har i tillegg gitt mulighet for forskning og pilotaktiviteter for å underbygge læringen i fremtiden.

I stedet for å bli sett på som marginale, bør åpne delte rom plasseres i kjernen av enhver campusutvikling som søker å fremme kommunikasjon, kreativitet og innovasjon. Dette kan oppnås ved å ta hensyn til følgende punkter:



Figure 3. Studenter som deltar i Workshop-diskusjonene (Source: Organizers of SPAS Workshop, 2021).

1. Alle standarder for å skape gode offentlige rom gjelder også på campus. Mantraet bør være at «Vi skal skape gode offentlige rom for mennesker» som en av foredragsholderne nevnte.
2. Fremmede begynner å snakke med hverandre hvis folk deler interesser og hvis offentlige rom fremmer komfort og tilbyr felles opplevelser og aktiviteter.
3. Innovasjon oppstår hvis steder og prosjektering gir rom for det lekne, spontane og uventede.
4. Deling og samproduksjon, samt å ta eierskap over prosessen med campusutvikling av alle brukere er nødvendig for langsiktig suksess. Samproduksjon handler ikke bare om fysisk design, men også om prosjektering og ledelse.
5. Læring skjer ikke bare innenfor de fire veggene i et klasserom. Campus og byen skal være aktive læringsarenaer og fellesskapet en læreplan.
6. Områdene på campus og byens rom må integreres sømløst.
7. Campus vil dra nytte av mer urban variasjon og uformell bruk, mens samfunnet vil dra nytte av campusrøtter når ut til forskjellige byområder.
8. Felles friarealer innebærer også rom i bygg. Dette er spesielt aktuelt i Norden.

Figure 4. Åtte sentrale hovedpunkter fra Workshopen (Source: Organizers of SPAS Workshop, 2021).

# Introduction and Context

“Innovation comes from small places in big cities”.

(Blakely, 2015)

“The challenge in creating and maintaining successful public spaces is to achieve an integrated approach, which includes design and management set within the broader context of policy”.

(Shaftoe, 2008)

This report summarizes a four-day, transdisciplinary workshop in October 2021 to promote locally embedded ideas for innovative places in the Campus of the Future of NTNU. The workshop creatively combined various theoretical insights and practical experiences.

## Summary

Physical developments of universities often tend to neglect the role of open spaces as promoters of quality life experience, inclusion, and innovation from below. The project NTNU SPAS Shared Spaces for Innovation sought to explore and promote the potential of open shared spaces as the engine of integration and innovation. It was guided by the question: When (and how) do ‘open’ spaces connect people, spark inspiration, and promote new ideas, creativity and innovation? NTNU SPAS Phase I intended to seed communities of knowledge and nurture different practices of collaborative knowledge. It took form in a four-day, transdisciplinary workshop.

## Project outline

Large public sector institutions, including universities, have the tendency to produce ‘inactive’ public spaces as it is their nature to focus on factors such as cost efficiency, security, and representation. In this vein, campus developments are inclined to neglect the role of open spaces as promoters of quality experience, inclusion, and innovation from below. As a consequence, many users and visitors feel discouraged to use, appropriate, and explore the open spaces in the domain of public institutions.

NTNU's current and future campus plans, too, are inclined to overlook the relevance that open shared spaces could have for ‘integrating’ the campus. As a result, a change of mindset is needed to change the situation; for example, the Principal Plan for the New Campus (NTNU, 2019) promotes the six principles of (1) unifying, (2) urban, (3) network of hubs, (4) efficient, (5) sustainable, and (6) living laboratory, but the implications for shared and open spaces remain unclear.

Other national and local strategic plans tend to operate with the dimensions of Learning, Research, and Management. While these categories are very effective, it is unfortunate that these dimensions remain isolated and that little is mentioned on how to merge them. This proposal innovation (understood as the creation of new knowledge) has the potential to connect these ‘silos’ and to open up new synergies and shared spaces that can be seen as the enabling locations for this to happen.

NTNU SPAS seeks to maximize potential of NTNU's plans for the Campus of the Future in exploring and promoting the role and nature of open shared spaces as a motor of integration and innovation.

The project motto for NTNU SPAS is: We need places that promote communication, curiosity, continuous learning,

enable new perspectives, play, exploration, engagement in ‘trial and error’, taking controlled risks, and provoking ‘created accidents’ that nurture us and protect us.

The key terms for NTNU SPAS are: innovation, place activation, creativity, shared spaces, co-creation, informality, play, and temporary appropriation.

NTNU SPAS (Phase I) was implemented through a transdisciplinary workshop of four days’ duration in October 2021 in week 21. Local and external stakeholders were invited from all status groups - especially from other Campus of the Future (Fremtidens Campus) programmes. The event included sharing of knowledge on better practices and experiences, transdisciplinary workshops, and dissemination activities. NTNU SPAS Phase I was the first step of a longer process including more research and piloting activities in 2022 and 2023.

“We need places that promote communication, curiosity, continuous learning, enable new perspectives, play, exploration, engagement in ‘trial and error’, taking controlled risks, and provoking ‘created accidents’ that nurture and protect us”.

NTNU SPAS motto, 2021

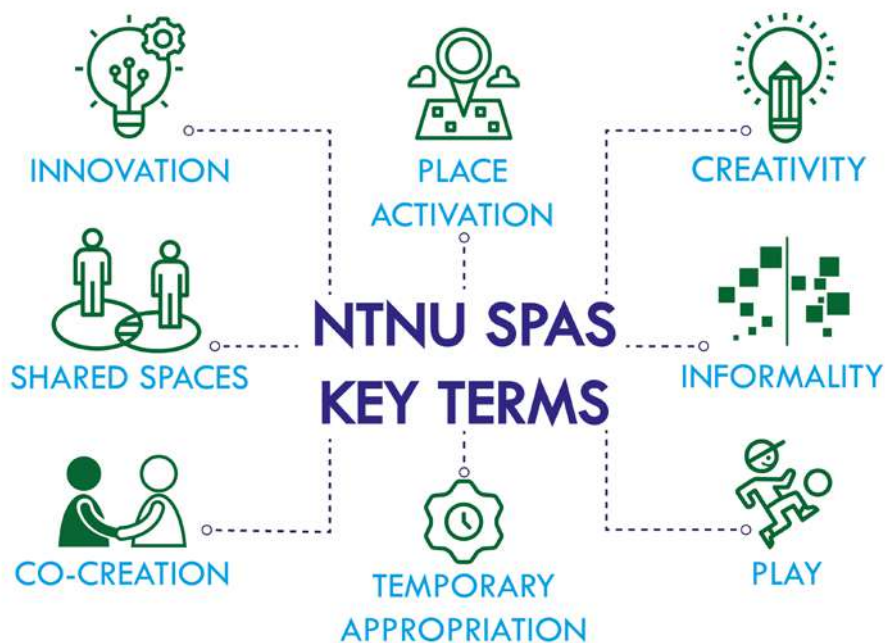


Figure 5. Key Terms of NTNU SPAS (Source: Organizers of SPAS Workshop, 2021).

# Alignment of NTNU SPAS to Campus of the Future

NTNU SPAS (Phase I) was a part of the 2021 funding cycle of the Campus of the Future programme (NTNU, n.d.). Its five main levels of alignment with the programme are:

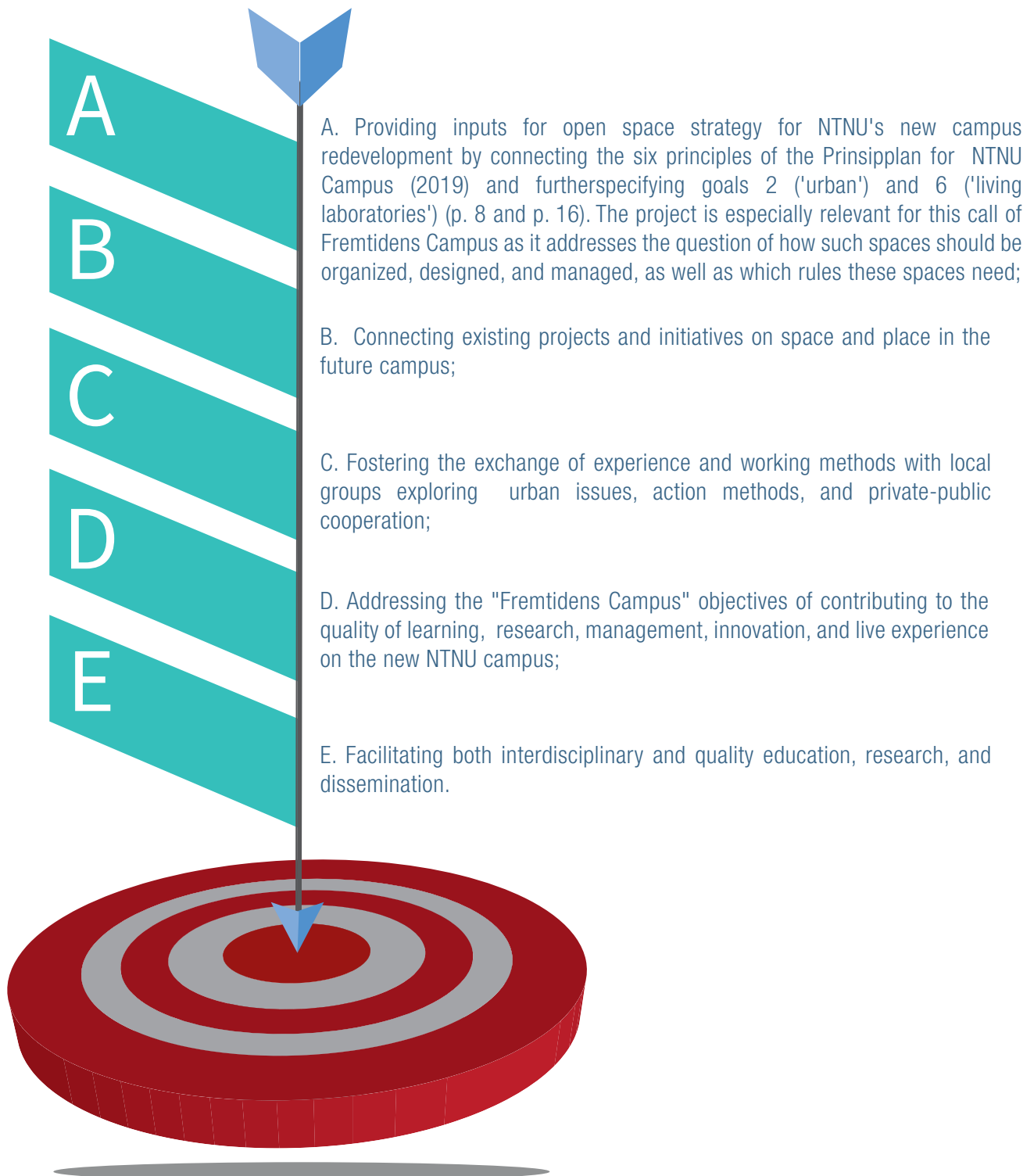


Figure 6. Alignment of NTNU Shared Spaces for Innovation Workshop with Fremtidens Campus.



---

# List of Speakers

## Keynote Speakers

- Øystein Ask, Architect and City Planner, Trondheim Kommune
- Anna Louise Bradley, Urban researcher and network manager at STIPO Rotterdam
- Lina Naoroz Bråten, PhD candidate in Urban Planning at the NTNU Institute of Architecture and Planning
- Arunava Dasgupta, Associate Professor of Urban Design, School of Planning and Architecture New Delhi
- Jeff Hou, Professor of Landscape Architecture, Adjunct Professor of Architecture and Urban Design & Planning, University of Washington
- Roland Krebs, Superwien, Placemaking Europe
- Tina Larsen, Pådriv Trondheim
- Ann Marit Longva, Leader of StudyTrondheim, Trondheim Kommune
- Päivi Raivio, Urban designer and Placemaker, Co-founder of RaivioBumann and Parkly
- Ayanda Roji, Head of Research and Knowledge Management at the City of Johannesburg's Parks and Zoo agency; Centre on African Public Space
- Shayesteh Shahand, MSc student in Urban Ecological Planning at NTNU
- Kathrine E. Standal, Managing Director at Svartlamon Boligstiftelse
- Patric Wallin, Associate Professor at the NTNU Department of Education and Lifelong Learning
- Steffen Wellinger, Professor of architecture at the NTNU Institute of architecture and planning; Coordinator of the NTNU Live Studio

## Hosts and Moderators

- Peter Gotsch, Professor, Urban Ecological Planning, Norwegian University of Science and Technology
- Bruna Rohling, Urban Ecological Planning, Norwegian University of Science and Technology
- Ursula Sokolai, Urban Ecological Planning, Norwegian University of Science and Technology

# Session 1. Looking outside the box and exploring thematic links

## Cities & Communities as ‘Campus Public Space’?

Speaker 1: Jeff Hou

In his keynote lecture, Jeff Hou emphasized the relevance of connecting the campus and the city, both at physical and socio-cultural levels. Public spaces in marginalized communities and giving meaning to shared spaces emerged as two key strategic elements of a proposed alliance between the campus and the city. Jeff presented a series of cases where this has been done between the University of Washington (UW) and places/communities

in Seattle and internationally. These range from university campus design, studio work, and community and service learning as part of the University’s Landscape Architecture and Design curriculum.

(1) The project Lower Rainier Vista and Pedestrian Land Bridge served as examples of redevelopment initiatives to re-link the university campus with the city and the wider surroundings. In the redesign project, a historical urban



Figure 7. Lower Rainier Vista and the Pedestrian Land Bridge that serve as examples of redevelopment initiatives (Source: GGN, 2021).



Figure 8. *Design as Protest - National Day of Action 2017 (Source: University of Washington).*

axis was used to promote multimodal access to the historical campus<sup>1</sup>.

(2) The initiative Design as Protest (DAP) is a nationwide initiative where universities as vital elements of civil society, take a social and political stance, especially against discrimination and social exclusion. DAP provides a platform for universities to connect with civil society and community groups.

(3) Other examples for university-community links are design-build projects where students partnered with poor and marginalized communities locally and internationally. In this context, the Landscape Architecture students at UW implemented more than twenty design-build projects from 1996 to 2016.

Examples included the White Center Heights Park (2018)<sup>2</sup>,

1 Cf. [https://www.asla.org/2019awards/636822-Lower\\_Rainier\\_Vista\\_Pedestrian\\_Land\\_Bridge.html](https://www.asla.org/2019awards/636822-Lower_Rainier_Vista_Pedestrian_Land_Bridge.html) (Accessed 20 March 2022)

2 Cf. <https://www.seattletimes.com/pacific-nw-magazine/a-park-for-all-people/> (Accessed 24 March 2022)

the Kintsugi Gardens (2014)<sup>3</sup>, and the Escuela Ecologica Saludable Initiative in Lima, Peru, (2014). These projects focused on parks and public spaces and community facilities, combining social, cultural, and green solutions and employed partnerships with government, civil society, and private sector bodies.

(4) Studio projects by landscape architecture students made up another group of exemplary initiatives from 2002 to 2019. The examples presented comprised community placemaking processes, parklets, playgrounds, community gardens, and street redevelopments. Highlights presented here were various methodologies such as Photovoice, Community Open House, and Design Game and a focus on the Elderly and Youth<sup>4</sup> (Figure 10).

3 Cf. <https://arch.be.uw.edu/design-as-protest/> (Accessed 23 March 2022)

4 Cf. <https://commons.be.uw.edu/projects/community-design/international-childrens-park/> (Accessed 25 March 2022)

## Takeaways

Jeff Hou shared the following key messages and takeaways:

- Universities have an important role in society
- The campus and the city need strong links and need to be (re-)united
- The campus as a public space should be available for all
- The role of the university extends beyond the campus
- Universities need to take a social stance, reach out, and partner with communities – locally and internationally
- The various activities can, and should, become a central part of the learning process
- Partnerships, e.g. with local government, civil society, and enterprises promote co-production and project sustainability

## Hovedleksjoner

Jeff Hou delte følgende hovedpunkter:

- Universitetene har en viktig rolle i samfunnet
- Campus og byen trenger sterke koblinger og må (gjen-)forenes
- Campus som offentlig rom skal være tilgjengelig for alle
- Universitetets rolle strekker seg utover campus
- Universiteter må innta en sosial posisjon, nå ut og samarbeide med lokalsamfunn – lokalt og internasjonalt;
- De ulike aktivitetene kan og bør bli en sentral del av læringsprosessen
- Partnerskap f.eks. med lokale myndigheter, sivilsamfunn og bedrifter fremmer samproduksjon og bærekraftig prosjekt



Figure 9. Design-Build Project - The White Center Heights Park (Source: University of Washington, 2018).

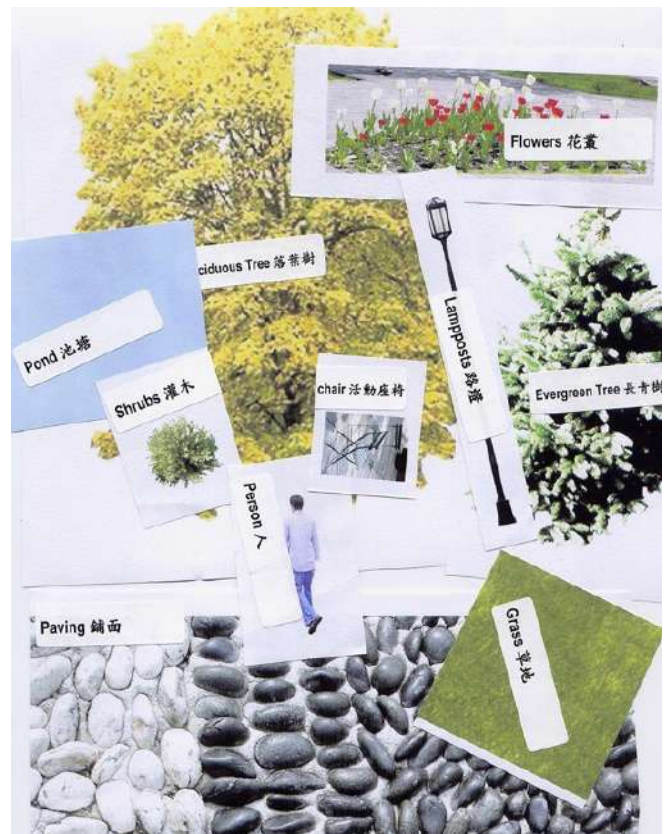


Figure 10. Design Game: Design as Second Language (Source: University of Washington).

# The experiences, challenges, and opportunities of opening up South African universities to the public - lessons from the City of Johannesburg

Speaker 2: Ayanda Roji



Figure 11. Street scene from Diepsloot (Source: City of Johannesburg).

South Africa is one of the most unequal countries globally. This socio-economic inequality manifests itself in the country's public spaces and also in the lack thereof. Competing demands, the expensive maintenance of public spaces, and rapid urban development alongside safety concerns affect the accessibility and quality of existing public spaces. Moreover, the distribution of parks and green spaces remains uneven between Black and White communities. In major metropolitan cities such as Johannesburg, access to public spaces is further compromised by high crime levels, securitization and neo-liberalization. This traces back to the apartheid era and manifests itself in gated and closed-off areas, including university campuses. Over the last decades, educational institutions have transformed into corporations that act based on market demands. This has contributed to turning existing social insularities into spatial insularities. However, Covid-19 provided the opportunity to shed light on efforts to challenge neoliberal university systems and unequal urban public spaces.

One example is the Wits Art Museum, which provides an inclusive and accessible space while not compromising still-needed security aspects (Figure 12). It is located ad-

acent to the Wits University campus in Johannesburg and, thus, combines the closed campus with external life. The large glass facades of the museum emphasize the openness of the space. Events, school visits, and subsidized food at the museum's café present spaces for encountering and bringing people of diverse backgrounds together.

Another example which seeks to open up gated university campuses is the partnership between Johannesburg City Parks and Wits University. Given the limited documentation on parks in Johannesburg, the two institutions decided to co-produce knowledge by holding classes in nature reserves and parks, having students and lecturers attend local community meetings, and master students analysing park governance in their dissertations. Important links between the University and the City are also forged through the creation of urban labs and studios. These are also drivers of pedagogic innovation; one example includes the Yeoville Studio, an initiative driven by a collaboration between civil society organizations and the Wits School of Architecture and Planning (2010-2012). The community-oriented research and teaching supported new ways of knowledge production, emphasising that African people

had their own valid and legitimate indigenous education systems (and planning practices) prior to colonization<sup>1</sup>.

## Takeaways

This presentation highlighted the vital role of universities in re-connecting various splintered parts of society in order to challenge existing social and spatial insularities in South Africa. To nurture urban leadership and local knowledge for just and inclusive cities, Ayanda Roji stressed that, in addition to theoretical instruction, urban planning students should be continuously exposed to urban practice. The city and the neighbourhood need to become the classroom. In addition, urban research should effectively reach decision-makers. Dedicated support is needed to support and showcase new ways of exposing socially conscious and reflective staff and students to local realities, such as the unequal distribution of public spaces, and the historical origins of existing spatial patterns and practices.

<sup>1</sup> Cf. <https://commons.be.uw.edu/projects/community-design/international-childrens-park/> (Accessed 25 March 2022)

## Hovedleksjoner

Denne presentasjonen fremhevet viktigheten av universitetets rolle i å koble ulike separerte deler av samfunnet sammen for å utfordre eksisterende sosiale og romlige isolasjoner i Sør-Afrika. For å pleie urban ledelse og lokalkunnskap for rettferdige og inkluderende byer, understreker Ayanda Roji at studenter i byplanlegging bør i tillegg til teoretisk undervisning, kontinuerlig eksponeres for urban praksis. Byen og nabolaget må bli en del av klasserommet. I tillegg bør urban forskning effektivt nå beslutningstakere. Dedikerte støttespillere er nødvendig for å støtte og fremme nye måter å eksponere sosialt beviste og engasjerte ansatte og studenter for lokale reliteter slik som fordeling av offentlige rom og den historiske opprinnelsen til eksisterende romlige mønstre og praksiser.



Figure 12. Wits Art Museum as an example of shared campus space (Source: Wits Art Museum).

---

## Robust Spaces for Open Cities

### Speaker 3: Arunava Dasgupta

Arunava Dasgupta's input focused on properties of vibrant public spaces in the South Asian context, such as in India. However, this did not preclude greater learning and inspiration. Indeed, in a context of 'Indian cities', what great public spaces need is robustness. According to Dasgupta, robustness refers to a place being open, flexible, resilient, and adaptable and offering many different uses rather than a single fixed one. It is a key prerequisite for spaces to integrate and serve a maximum number of users in a context that is constrained spatially and temporally. As a positive side effect, this multiplicity of purposes gives people the opportunity to connect with each other over one function or another.

Dasgupta illustrated this concept with the case of the College Square in Kolkata, India, where five squares and the adjacent street bring together and connect the multiple college campuses of the area. These political, urban, academic, discursive and social spaces, all present in the same place, make the fabric robust and strengthen the city-campus connection. Not all functions are formalized, which allows for a continuous transformation of the space, evolving depending on the changing needs of the people. According to Dasgupta, for cities to be robust and open, the idea of gated universities should be reimagined, and the intellectual space of academia should converge with the everyday space in the rest of the city. Furthermore, the ground floor of the campus should be opened up, creating a shared platform for exchange that is accessible to everyone. Finally, it is important to note that, when spaces are managed not only by the university and municipality, but also by the people, their design becomes more spontaneous and well-integrated into city life.

### Takeaways

Arunava Dasgupta stresses the importance of having robust campus spaces and maximizing the variety of uses in a limited space and time. This implies flexible and less formalized designs, so that they can evolve based on people's evolving needs. Moreover, shared spaces of a campus should offer a multiplicity of functions and have a multidimensional relation to the city.

### Hovedleksjoner

Arunava Dasgupta understreker viktigheten av å ha robuste campusplasser, som maksimerer variasjonen av bruk på begrenset plass og tid. Dette innebærer fleksibelt og mindre formalisert design, slik at de kan utvikle seg basert på folks utviklende behov. Dessuten bør fellesarealer på campus tilby et mangfold av funksjoner og ha en flerdimensjonal relasjon til byen.



Figure 13. Juxtaposition of political, urban, academic, discursive, and social spaces at College Square, Kolkata that strengthens city-campus connection (Source: SPA Delhi).



# Session 2. Looking inside the box: Local stakeholders and organizations

## Plan programme and Indicative plan for public spaces and connections (VPOR) for Bycampus Elgeseter

Speaker 4: Øystein Ask

The ByCampus project intends to relocate today's spread-out campuses of NTNU to the vicinity of the Gløshaugen campus. The aim is to turn Trondheim into Scandinavia's best student city and to promote a vibrant, urban integrated campus, where students and locals live together in sustainable urban environments and where an innovation district emerges.

Once the project is implemented, everyone who today commutes to Dragvoll (a satellite campus in Trondheim's periphery) will then go to Gløshaugen. This has significant potential for a better city life but also poses risk to the infrastructure capacity. Therefore, the existing infrastructure must be enriched with a well-established network of mobility and public spaces in a comprehensive design for the districts of Elgeseter, Gløshaugen, Øya, and Lerkendal. To concretize this, an indicative plan, VPOR, was approved in 2018. VPOR specifies the planning guidelines and the

public space measures necessary to implement in the city campus development<sup>1</sup>.

In accordance with the goals, city analysis was carried out; this included, but was not limited to walkability, biking and driving maps, and green networks to understand the need for improvement. Later, guidelines and checklists were developed to ensure attractive walkability of the campus and quality of the public spaces. For the latter, criteria for choosing the expected quality and the degrees of quality should be defined, accompanied by examples in Trondheim as a basis for description and cost assessment. However, the plan is negotiable and the process is dynamic; sufficient knowledge is expected to be accumulated and the results of citizen involvement considered.

<sup>1</sup> Cf. <https://sites.google.com/trondheim.kommune.no/bycampus/byrom-og-forbindelser>



Figure 14. Aerial view of Elgeseter Gate, one of the streets that has been planned for redesign (Source: Trondheim Kommune).

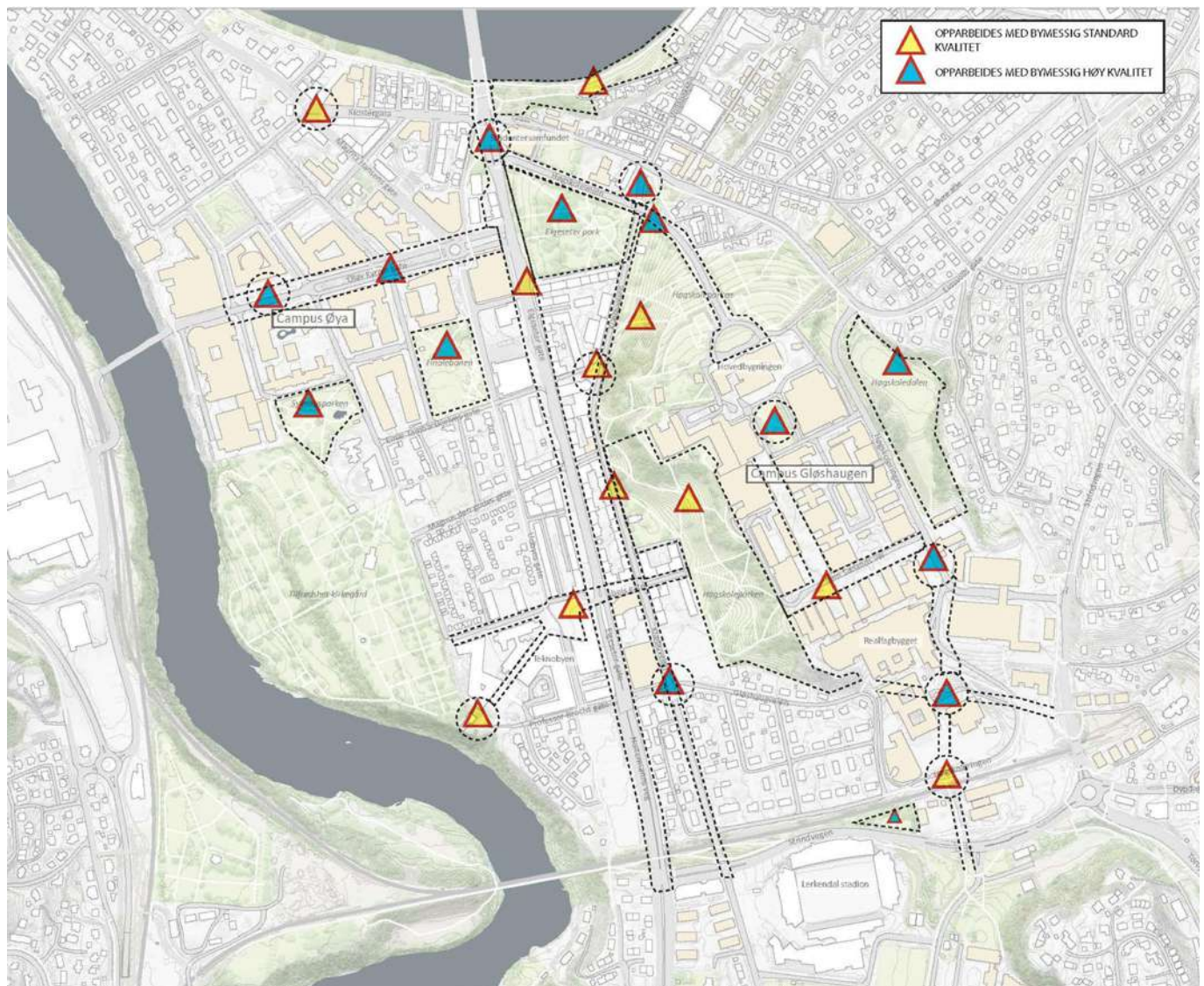


Figure 15. Existing Legal plan (Source: Trondheim Kommune).

## Takeaways

Øystein Ask provides an overview of the development plans for the Campus of the Future of NTNU, while stressing the importance of developing guidelines based on in-depth analysis and local knowledge. Other key sources of learning are the successful examples already implemented within Trondheim; for instance, the incorporation of St. Olavs hospital into the city. Lastly, processes must remain dynamic and flexible, so that they are open to improvements as more knowledge is acquired.

## Hovedleksjoner

Øystein Ask gir en oversikt over utviklingsplanene for fremtidens campus ved NTNU, og understreker viktigheten av å utvikle retningslinjer basert på dybdeanalyse og lokalkunnskap. En annen viktig kilde til læring er de vellykkede eksemplene som allerede er implementert i Trondheim; for eksempel innlemmelsen av St. Olavs hospital i byen. Til slutt må prosesser forbli dynamiske og fleksible, slik at de er åpne for forbedringer etter hvert som mer kunnskap tilegnes.

# Study Trondheim

## Speaker 5: Ann Marit Longva

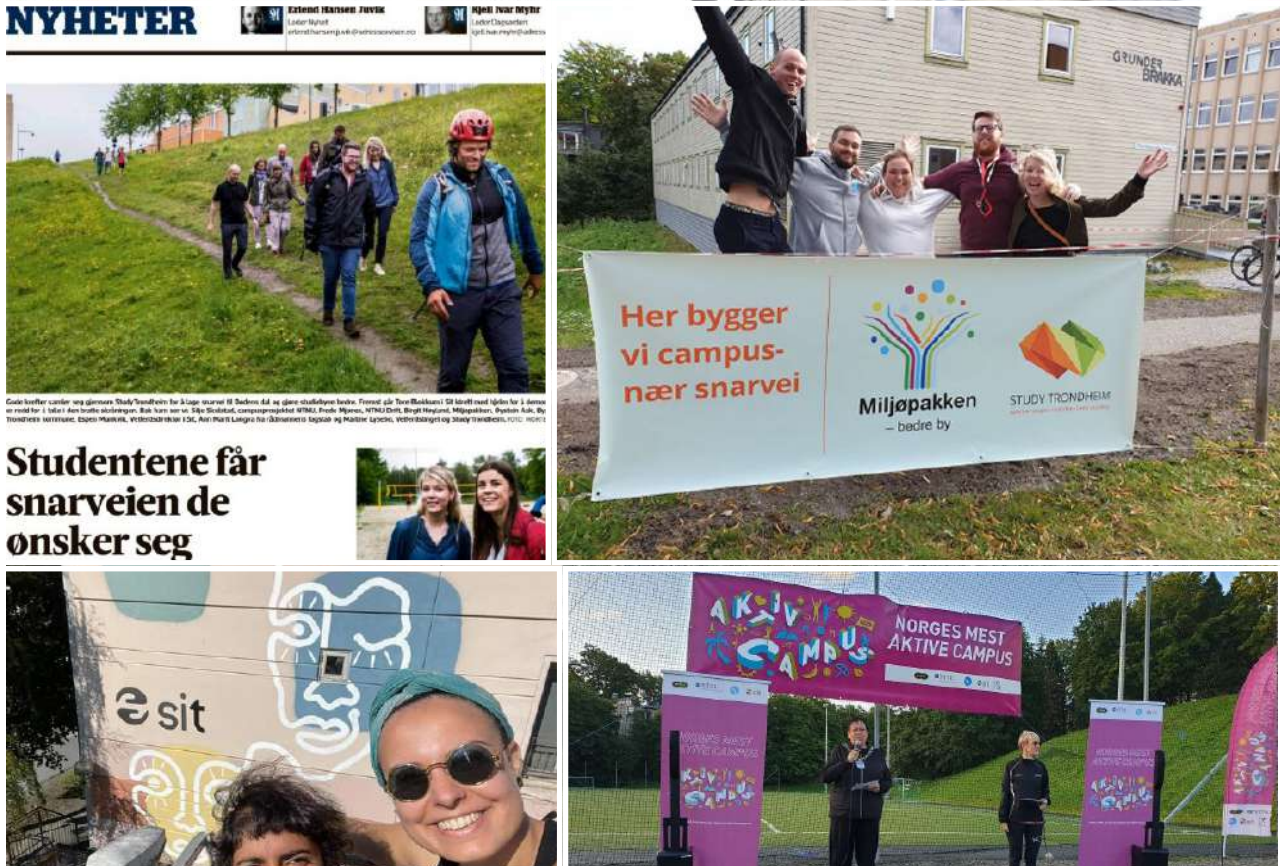


Figure 16. Example of collaboration of StudyTrondheim with various actors (Source: StudyTrondheim).

StudyTrondheim is a collaboration between the municipality, students, and local businesses, working on a range of projects aiming to make Trondheim the best student city in the Nordics. The projects are of diverse themes, from mobility to public space to students' lives, decided upon by the students themselves together with the board <sup>1</sup>.

One of these initiatives of StudyTrondheim is the pilot project of redesigning Klostergata 56, a small, currently underused public space. It lies in close proximity to the campus and right next to a SIT owned student housing complex (Figure 18). The space is indicated by VPOR as one that needs intervention. StudyTrondheim's aim was to have a place-led, community-based process here in

1 Cf. <https://www.trondheim.no/om-study-trondheim/> (Accessed 20 February 2022)



Figure 17. Shortcut interventions in Trondheim city (Source: StudyTrondheim).

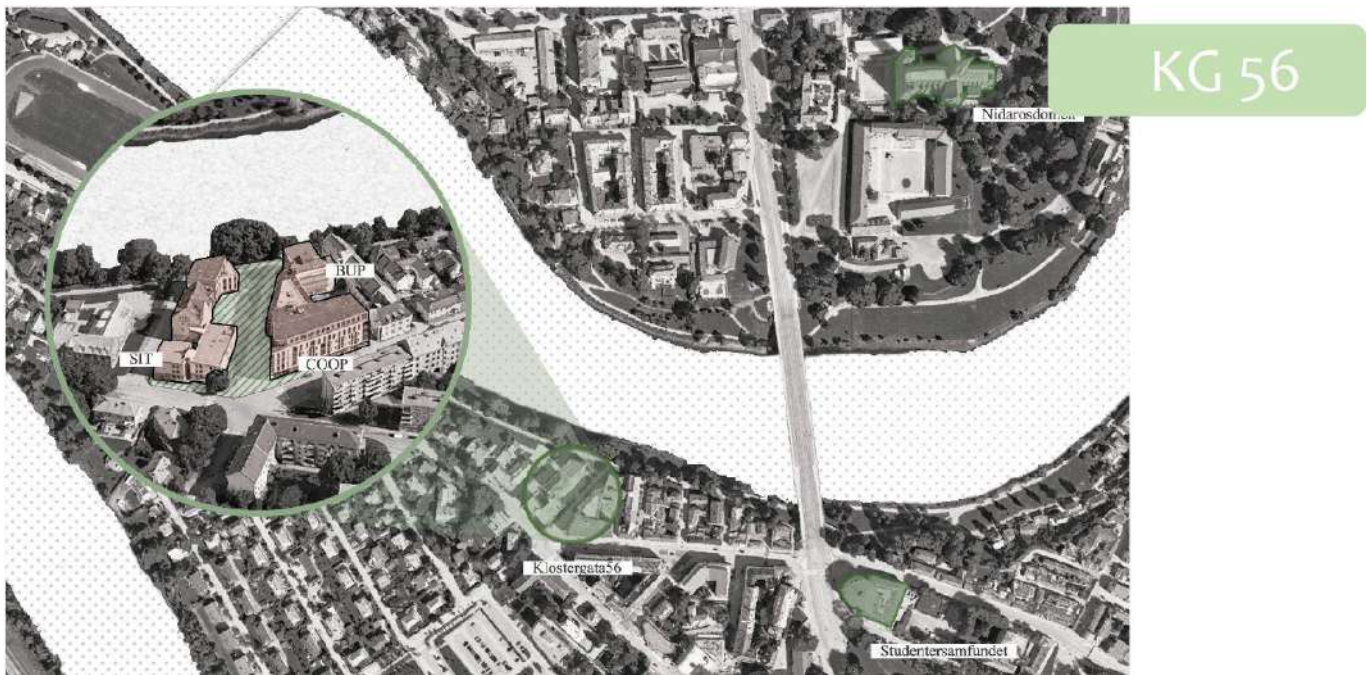


Figure 18. Map of Klostergata 56 (Sokolai, 2021).

order to turn the space into a safe and sociable community gathering point.

The ongoing process went through several steps (Figure 19), from setting a vision with interested and affected stakeholders, to coming up with design iterations and testing some of the interventions before they were finalized. While this was a time-consuming process, it had great value due to the importance of consulting the local community and gathering their diverse perspectives.

In the end, Ann Marit presents 'Bøker og Bylab' that mediates between the University and the City<sup>2</sup>.

As a part of the Public Library Network, the 'Lab' has a large and growing shared collection of books and an open-door policy for any user who would like to book workshops and events, such as campus workshops, concerts, or dancing classes. In meeting most of the criteria for shared spaces for innovation as set out by NTNU SPAS, the 'Lab' is a remarkable pilot project on the library of the future, a co-working and sharing space that serves as a seed location for promoting co-production and citizen participation, including various campus development initiatives.

2 Cf. <https://biblioteket.trondheim.kommune.no/innhold/om-biblioteket/avdelinger/boker--bylab/> (Accessed 20 January 2022)

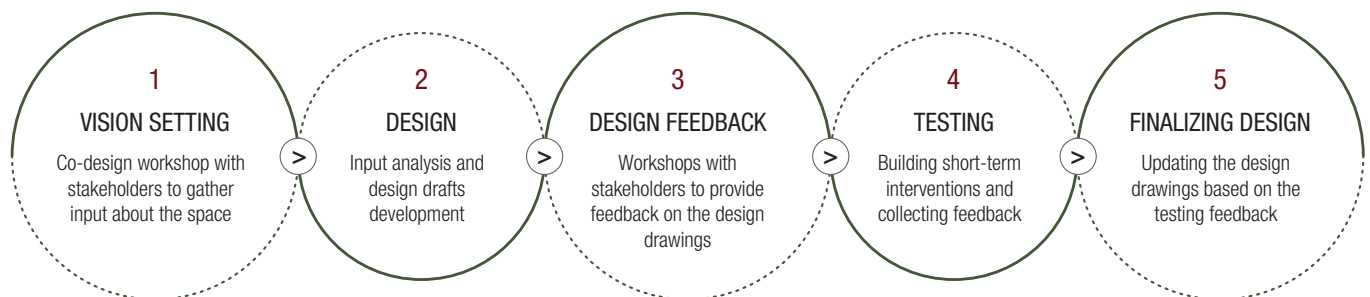


Figure 19. Methodology for redesigning Klostergata (Sokolai, 2021).

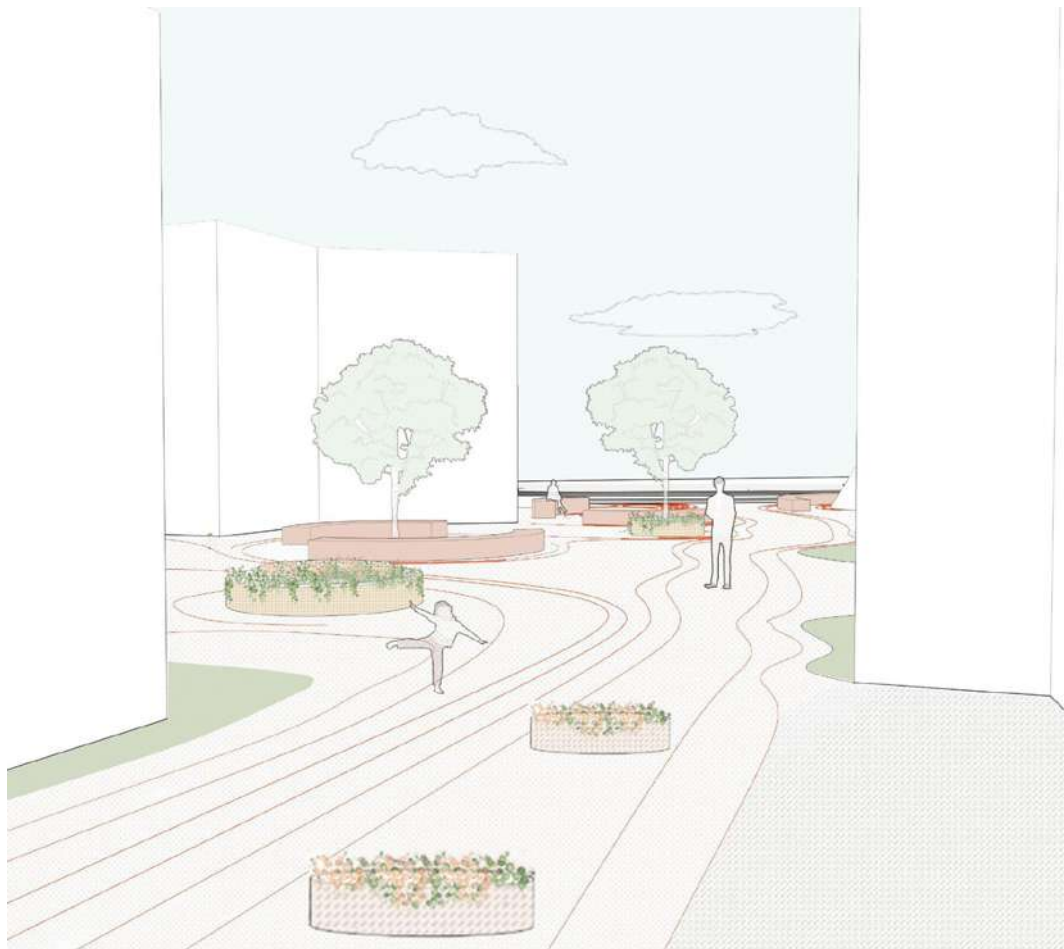


Figure 20. Presented Design Iteration to Stakeholder Groups for Feedback (Sokolai, 2021).

## Takeaways

Ann Marit Longva presents some initiatives that deserve more attention as seeds for a productive and sustainable future between campus and the city; she uses the project of co-designing Klostergata 56 to illustrate the benefits of using public participation to design public spaces, especially ones which should serve students and locals alike. The project highlights the importance of having these processes initiated by strong local institutions and organizations, while also being supported by the community. Moreover, Ann Marit introduces Bøker og Bylab as a meeting space, a library, and a co-creation hub in Trondheim, where people can meet up for different activities and discussions that can spark innovation.

## Hovedleksjoner

Ann Marit Longva presenterer noen initiativ som fortjener mer oppmerksomhet som kimen til en produktiv og bærekraftig fremtid mellom campus og byen: Hun bruker prosjektet med å samdesigne Klostergata 56 for å illustrere fordelene ved å bruke offentlig deltakelse til å designe offentlige rom, spesielt de som bør tjene både studenter og lokalbefolkningen. Prosjektet fremhever viktigheten av å få prosessene initiert av sterke lokale institusjoner og organisasjoner, samtidig som de støttes av samfunnet. Ann Marit introduserte videre Bøker og Bylab som et møtelokale, et bibliotek og samskapingsknutepunkt i Trondheim, hvor folk kan møtes til ulike aktiviteter og diskusjoner som kan vekke innovasjon.

# Network Management group Pådriv Trondheim: Infrastructure for Sustainable Development of Cities and Villages

## Speaker 6: Tina Larsen

Pådriv is a support network and social enterprise that works for sustainable development. Based on the initiative 17.17 Infrastructure (n.d.), and in reference to SDG 17.7 on collaborative infrastructure for city transformation, Pådriv aims to provide infrastructure for sustainable urban development that is inclusive, cross-generational, green, healthy, and affordable. In line with this goal, Pådriv supports participation and seeks to build a network of people from different (professional) backgrounds for sustainable urban projects in Trondheim, Oslo, and Stavanger (Pådriv, n.d.).

The first project of Pådriv Trondheim aimed to create a livable urban street. To kick off, the local team organized

a city street festival for 200 people with a free neighbourhood breakfast. The event was successful because people who had never talked to each other began engaging in conversations. Other activities were part of the event, such as drawing murals, a concert, a theatre, and the 'market for engagement'. Another project of Pådriv is the 'Dalieget torg', a wooden train construction where children can meet and play. It was observed that people started interacting and asking questions right from the inception of the train's construction.



Figure 21. City Street Festival with a free neighbourhood breakfast by Pådriv (Source: Pådriv, 2021).



Figure 22. 'Dalsenget torg', a wooden train construction where children can meet and play (Source: Pådriv, 2021).

## Takeaways

Programming spaces is a key element of successful shared spaces for innovation. Organizing an event such as the urban street festival of Pådriv Trondheim with free food, music, and art can have a crucial impact and empower and strengthen an urban community. Furthermore, being present and visible in the streets by actions such as building the wooden train can be the starting point of getting strangers more engaged in the public space.

## Hovedleksjoner

Prosjektering av rom er et nøkkelement i vellykkede delte rom for innovasjon. Å arrangere et arrangement som den urbane gatefestivalen til Pådriv Trondheim med gratis mat, musikk og kunst kan ha en avgjørende betydning og styrke et bysamfunn. Videre kan det å være tilstede og synlig i gatene gjennom handlinger som å bygge tre-toget være utgangspunktet for å få fremmede mer engasjert i det offentlige rom.

# Session 3. Learning from local initiatives and Placemaking approaches

## Svartlamon – An Urban Ecological District

Speaker 7: Kathrine E. Standal

Svartlamon is an urban ecological district in the heart of Trondheim, which emerged after a long fight for conservation through the 1990s. With 36 houses and over 300 inhabitants, this area with a bottom-up organizational structure, is full of history, art, and culture, contributing to the national and international context as a space for new ideas within sustainable housing and industry<sup>1</sup>.

Svartlamonitts are highly diverse people, in regard to education, interests, hobbies, family structure, as well as social, economic, and cultural capital.

<sup>1</sup> Cf. <https://svartlamon.org>, (Accessed 14 February 2022)

This highly mixed profile in the same place is part of the success of Svartlamon. The difference in perspectives and lifestyles together with available collective spaces lead to more creativity and innovation, making it possible for alternative ideas to be born and experimented with.

The residents share both indoor and outdoor spaces, from basements to meeting rooms, workshops, and communal gardens (and even sometimes toilets), which constantly brings them together and nurtures close neighbourly relations. Since they have decision-making authority regarding almost everything, ideas here are soon implemented.



Figure 23. The highly mixed profile of Svartlamonitts (Source: Svartlamon Bolligstiftelse).



The low-cost, affordable apartments free up both time and capital, giving the inhabitants the opportunity to focus on creative professions or leisure activities and enabling them to influence their living environment. This manifests itself in the physical design, through the joint responsibility for the maintenance of the homes, but can also be in the form of participation in the neighbourhood's democratic channels.

Furthermore, Svartlamon's shared spaces are characterized by flux and transformation which produces a rather 'chaotic appearance' from the perspective of outsiders. But, according to Kathrin, it is exactly this condition that promotes change and innovation. A nested system of spaces between public and private with private open spaces, semi-public spaces shared among the neighbours, and community spaces and facilities is essential for the neighbourhood's attractiveness and conviviality.



Figure 24. Sharing of spaces in Svartlamon (Source: Svartlamon Bolligstiftelse).

## Takeaways

Svartlamon is a great example for documenting how genuinely diverse environments can become innovation hubs. For example, the perceived chaos and informality play a great role in promoting identity and innovation. While these cannot be replicated one-to-one on an institutional campus, many avenues of learning and transfer remain in terms of principles and values such as flexible uses and constant transformation. Kathrine Standal additionally emphasizes that when responsible for sharing common areas, people of different profiles are brought together and encouraged to interact. Strong feelings of ownership over these areas are often a spark for discussions which lead to new ideas and creativity. Notably, all this is based on a nested and networked system of various typologies of shared spaces between private and public.

## Hovedleksjoner

Svartlamon er et godt eksempel for å dokumentere hvordan genuint mangfoldige miljøer kan bli innovasjonsskutupunkter. For eksempel spiller det opplevde kaoset og uformellheten en stor rolle for å fremme identitet og innovasjon. Selv om disse ikke kan replikeres en-til-en til et institusjonell campus, gjenstår mange veier for læring og overføring når det gjelder prinsipper og verdier som fleksibel bruk og konstant transformasjon. Kathrine Standal understreker i tillegg at når de er ansvarlige for å dele fellesarealer, samles mennesker med ulike profiler og oppmuntres til å samhandle. Sterke følelser av eierskap over disse områdene er ofte en gnist for diskusjoner som fører til nye ideer og kreativitet. Spesielt er alt dette basert på et nettverks av forskjellige typer delte rom mellom det private og offentlige.

# PlaceCity Florisdorf: Placemaking as an Activator of Urban Regeneration Projects

Speaker 8: Roland Krebs

“Placemaking is a method to transform a space into a place. Public space is being activated and made more attractive for and through the local residents, activists, artists, and entrepreneurs”.

(R. Krebs)

The Pilot project ‘PlaceCity Florisdorf’ (2019-2021) by ‘Superwien Urbanism’ aims at strengthening and developing the centre of the area Florisdorf in Vienna. The project aims to lead from temporary to permanent actions within a dialogue-oriented planning process. It also seeks to strengthen and empower local stakeholders to create a desirable and imaginable future based on social and ecological values. The process started with data collection

and (stakeholder-)mapping activities, also called ‘scoping’. Based on the results of the scoping phase, three topics were chosen for the placemaking labs:

- 1) Public space and urban heat,
- 2) Placemaking practices in Vienna,
- 3) Local economies.

Then the team worked with co-creation as part of a workshop series. Based on the scoping and the co-creative workshops, a framework strategy was developed. The strategy comprised three pillars to enable spaces of possibilities: a) Strengthening the centre, b) Empowering local stakeholders, c) Making the smart city concept tangible. The framework strategy then underwent a testing and activation phase. It included an Open Call for local residents, businesses, and other local actors regardless of their age, education, or profession. The purpose of the call was to develop proposals for placemaking activities in



Figure 25. Workshop Series for Co-creation (Superwien, 2021).

the Florisdorf area. Forty-eight proposals were submitted, of which fourteen have been implemented. One example was the 'Florum' (Figure 27), a mobile forum as an incentive for future idea submitters of the Open Call. It was developed in cooperation with the local public library. Moreover, Roland recommended Placemaking Europe as an overarching international network of diverse actors which creates a toolbox for placemaking that can be applied in different cities around Europe<sup>1</sup>.

## Takeaways

→ Placemaking, also called tactical urbanism, seeks to transform spaces into attractive places. However, it

<sup>1</sup> Cf. <https://placemaking-europe.eu/placecity/> (Accessed 12 November 2021)

must be recognized that placemaking might be misused by the market to show the residents a picture of the city that does not exist.

- A balance between non-commercial and commercial public spaces is necessary.
- Although time-consuming, engaging local actors and ensuring they approve of the project ideas is vital.
- The simple, visual presentation of working outcomes is crucial to communicate the project to a wide range of local stakeholders.
- The Open Call Process with non-professional placemakers plays an important role.
- The regular and public visibility of the project team on location is imperative.

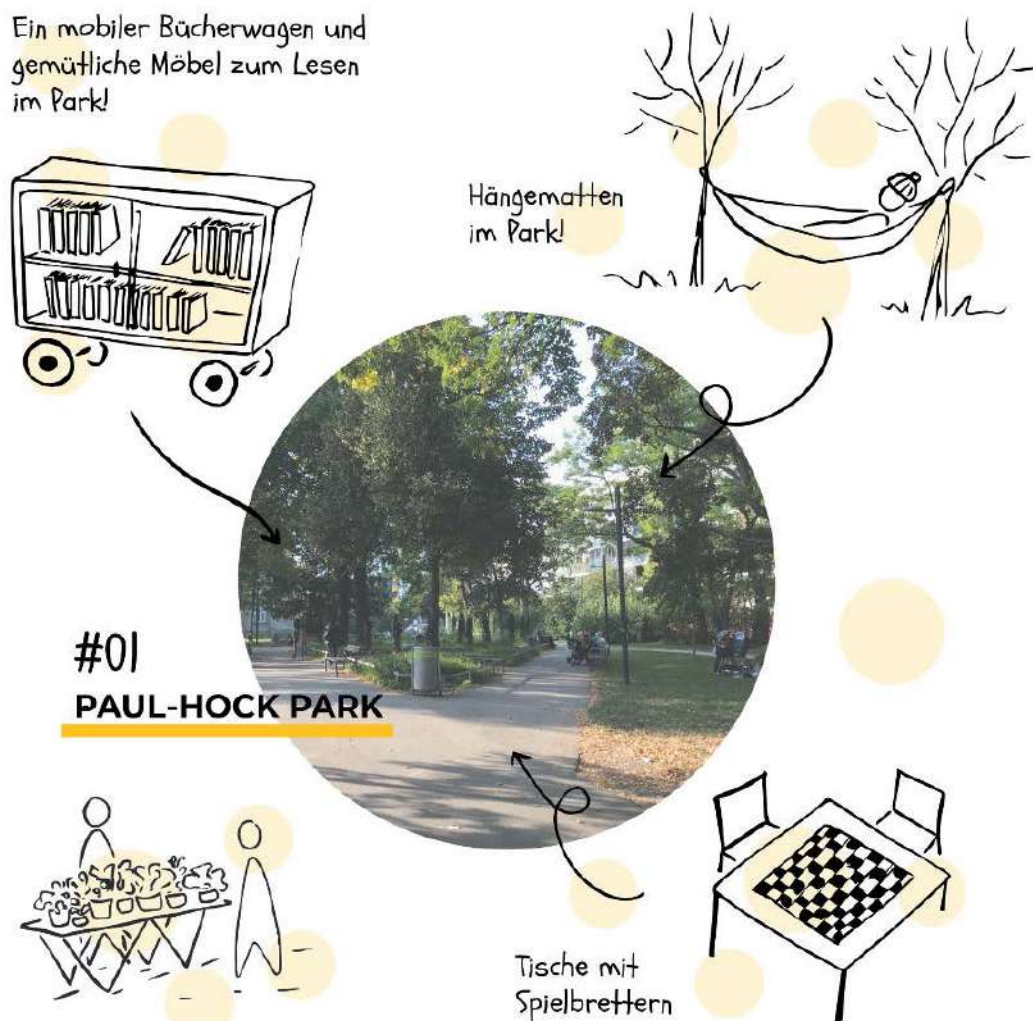


Figure 26. Visual ideas from interactions with residents of Florisdorf (Source: Superwien, 2021).

## Hovedleksjoner

- Place-making, også kalt taktisk urbanisme, søker å transformere rom til attraktive steder. Imidlertid må det erkjennes at stedskapning kan misbrukes av markedet for å vise innbyggerne et bilde av byen som ikke eksisterer.
- En balanse mellom ikke-kommersielle og kommersielle offentlige rom er nødvendig.
- Selv om det er tidkrevende, er det viktig å en-

gasjere lokale aktører og sikre at de godkjenner prosjektideene.

- Den enkle, visuelle presentasjonen av arbeidsresultater er avgjørende for å kommunisere prosjektet til et bredt spekter av lokale interessenter.
- Den åpne utlysningsprosessen med ikke-profesjonelle stedskapere spiller en viktig rolle.
- Regelmessig og offentlig synlighet av prosjektteamet på stedet er avgjørende.

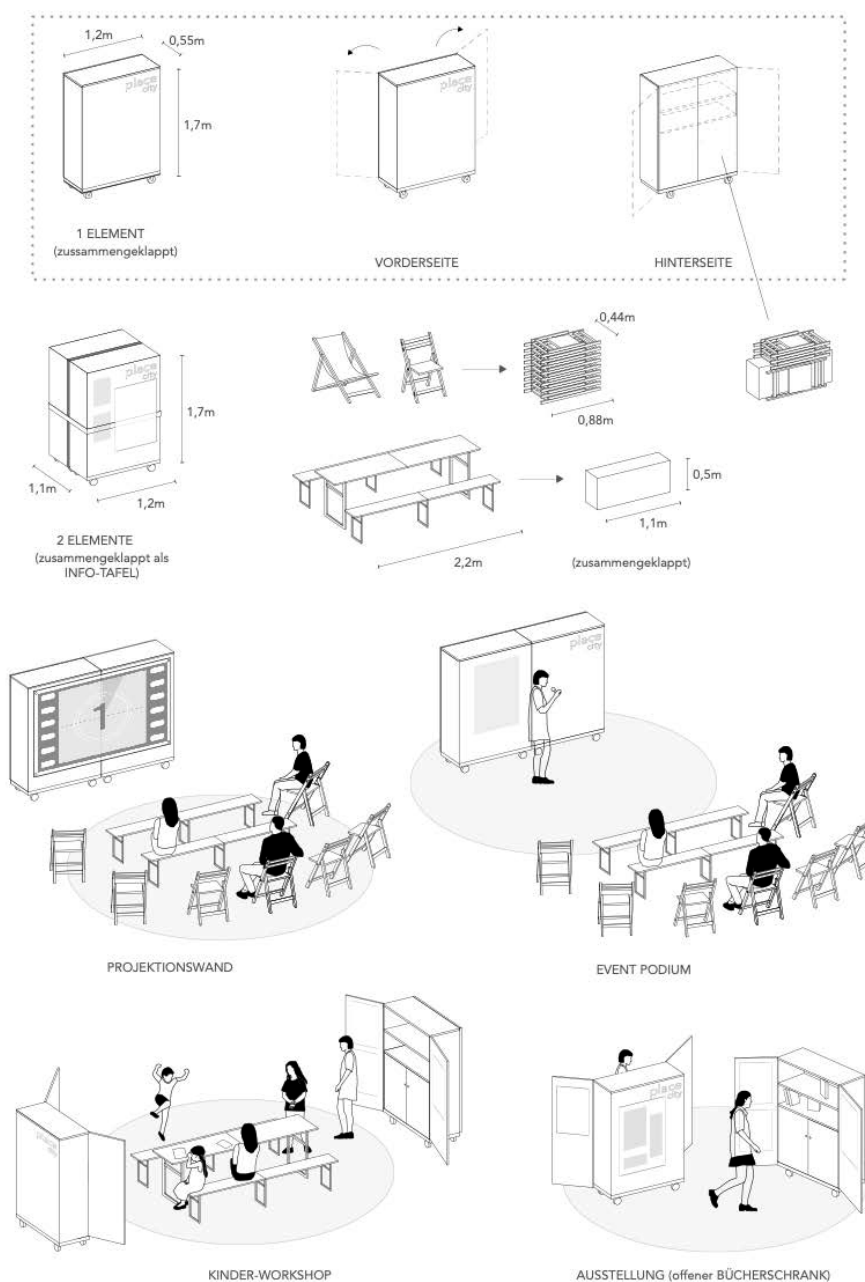


Figure 27. The 'Florum' developed in cooperation with the local public library (Source: Superwien, 2021).

## Small Places for a Big Change

Speaker 9: Päivi Raivio



Figure 28. Reintroducing a place through participation in Helsinki (Source: RaivioBumann, *From Space to Place*, 2020-2021).

According to Päivi Raivio Placemaking, participatory design and public art can re-choreograph public spaces, creating encounters and adding life to them, and therefore bring about visible changes. She asserted that a city's public spaces define its character, so they would be the best place to start small changes, instead of working with long processes of large-scale visions.

Accordingly, public spaces were more than the design structures - they were places for exchange that encouraged people to participate, discover, root, express themselves, meet others, and envision possible futures. This could be reached by place programming, which takes into consideration the way people populate space.



Figure 29. Reintroducing a place through participation in Helsinki (Source: RaivioBumann, *From Space to Place*, 2020-2021).

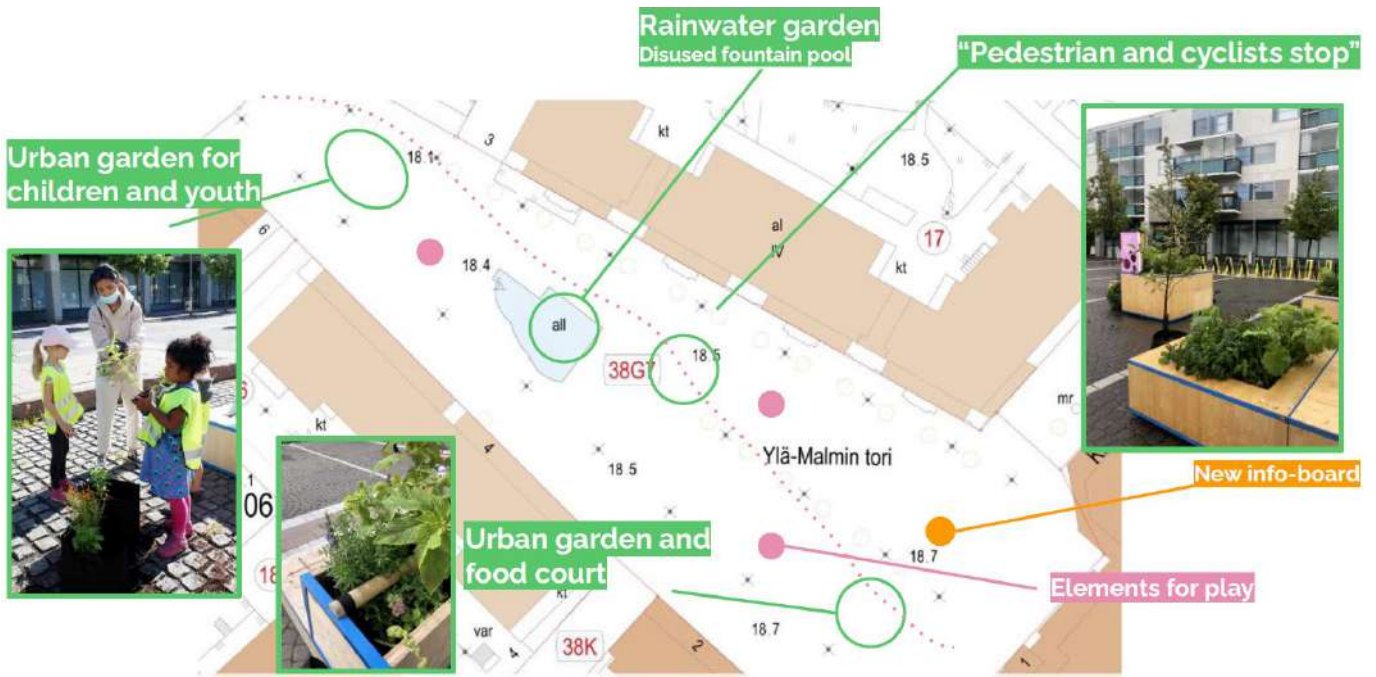


Figure 30. Action research and placemaking strategy in Malmi district following urban ecology principles (Source: Parkly).

Päivi’s urban design and placemaking office, RaivioBumann, aims to create welcoming, healthy, and lively places for all, which can influence how people feel at home in their cities. One of their projects, Pollination Station, examines how empty urban spaces can be re-framed and turned into potential infrastructure for urban ecology (Figure 30). The concept of this temporary installation offers solutions for cities to green their premises through innovative ways. The example demonstrated that through participation and placemaking, urban spaces can be reintroduced, activated, given new roles, and reused.

RaivioBumann also founded Parkly, a flexible modular solution, which can quickly transform public places and accelerate sustainable urban change (Figure 31). Using this tool has helped design safer school routes, add urban greenery and seating, and mostly, create a sense of community in newly built areas.

It was particularly interesting that placemaking and participatory activities are currently also being used for the activation of Aalto University’s campus area, where Parkly’s project has revitalised an unused space next to the campus building. The process involved many participatory

“What defines the character of a city is its public space, not its private space”.

Dr Joan Clos, Executive Director, UN Habitat

“Add life to public places  
Create encounters  
Make change visible”.

Päivi Raivio

steps: choosing the site and an open gardening workshop and this helped to make the public spaces social places for students, staff, and citizens alike.

According to Päivi, shared public spaces on a campus should be platforms of exchange which reflect the campus’ purpose and vision while supporting students’ and staff’s wellbeing and sense of community. Moreover, these



Figure 31. Parkly, a flexible, modular placemaking solution (Source: Parkly).

places should function as labs for experiments, action research and learning by doing, in addition to supporting biodiversity and sustainable everyday life.

## Takeaways

Public spaces have a crucial role in sparking human exchange, and therefore have the potential to be platforms of innovation and experimentation in universities. Through simple fast changes, they can be improved, activated, and turned into hubs welcoming people and sparking conversations. In order to become destination points and platforms of exchange which bring a diversity of people together, importance should be given not only to the physical design of these places, but more importantly to their programming.

## Hovedleksjoner

Offentlige rom har en avgjørende rolle i å aktivere menneskelig utveksling, og har derfor potensial til å være en plattformer for innovasjon og eksperimentering på univer-

siteter. Gjennom enkle raske endringer kan de forbedres, aktiveres og gjøres om til knutepunkter som tar imot folk og fremmer samtaler. For å bli en destinasjon og plattform for utveksling, som bringer et mangfold av mennesker sammen, bør det legges vekt på ikke bare den fysiske utformingen av disse stedene, men enda viktigere til deres prosjektering.

# How to organize a Place Game within the placemaking process and apply it?

Speaker 10: Anna Louise Bradley

“By placing the evaluation and analysis of a space in the hands of its users, we put full trust in the idea that «the community is the expert» It is those who know a place best—its everyday users—who are best equipped to remake it”.

Project for Public Spaces, 2016

Ana Bradley is an urban researcher and network manager at STIPO Rotterdam<sup>1</sup> focused on introducing placemaking as an important approach to create better public spaces. Moreover, she introduced the Place Game tool<sup>2</sup>. Placemaking refers to the iterative process which intends to create better places by engaging the community in their design and maintenance. To kick-start the process it is important to first identify the stakeholders and evaluate the space together with them. Looking into the built environment alone is not enough to understand a place and identify its issues – quality public spaces should additionally offer a range of activities, have a variety of users, and show evidence of local ownership.

The stakeholders connected to the space should be invited to collective workshops in order to come up with a common vision for the place. Based on the outcomes, short-term experiments can then be implemented for the community to test. If they work well, they can be turned into a final design. Tactical urbanism interventions do not always work, but the benefit is the relatively low investment and the ease of redoing the design.

<sup>1</sup> STIPO is a multi-disciplinary consultancy team based in Rotterdam, which works for urban strategy and city development using the principles of community planning and placemaking.

<sup>2</sup> Cf. <https://www.pps.org/article/place-game-community> (Accessed 23 November 2021)

There is a wide range of practical tools that can be utilized to carry out the different steps of the placemaking process. One of them is the Place Game, which helps observe and analyse the space. The Place Game has existed for more than 20 years, so it is one of the oldest placemaking tools. It is a tool for assessing a public space with the users. After an introduction to Place Game, the participants work in smaller groups of 4 to 5 people, where most of the work is done on-site. The places are assessed according to the criteria of access, sociability, uses and activities, and comfort and image. The assessment is done based on observations, interviews, and discussions. Using this as a basis, short-term and long-term proposals for the site are formulated. After the fieldwork, the groups prepare a short presentation. The results are presented and discussed in a final plenary meeting. As such, it can bring all types of stakeholders together to identify what is working well and the aspects that can be improved upon, based on how people use the place. Moreover, the game brings to light new ideas regarding short-term solutions and long-term strategies, as well as key partners who can help with their implementation.

## Takeaways

- Designing public spaces works best when done incrementally, as a step-by-step iterative process including test designs and mock-ups.
- The users are the best experts. Together they know what is needed and what works best.
- Tools such as the Place Game are promoting participation, co-production, and collective intelligence.



## Hovedleksjoner

- Utforming av offentlige rom fungerer best når det gjøres trinnvis, som en trinn-for-trinn iterativ prosess inkludert testdesign og prototyper.
- Brukerne er de beste ekspertene. Sammen vet de hva som trengs og hva som fungerer best.
- Verktøy som Place Game fremmer deltakelse, samproduksjon og kollektiv intelligens.

### Place Game trial exercise

Based on the presentation by Ana Bradley, the students worked on two exemplary areas which play an important role in the plans of the Campus of the Future; firstly, Grensen/Høgskoleveien (Delområde 01), the area around Klostergata, Høgskoleveien, and Vollabakken - the site around the planned future faculty of Art, Architecture, Music, and Design; secondly, Delområde 2 Hesthagen/del av Høgskoleparken - the area between the Business School and the Gløshaugen Campus around Hesthagen (Delområde 02). The purpose of the exercise was a first familiarization with the Place Game tool. The following sections present preliminary results.

### Section 2.1: Area 1, Elgeseter Gate (Delområde 01)

The first development area is located between the Trondheim Studentersamfundet at Elgeseter gate, Høgskoleveien, Klostergata, Christian Frederiks gate, and Klæbuveien close to Nidelva (Figure 33). Three significant new buildings are planned that integrate two existing buildings. The construction will create five new public spaces.

The people interviewed in the area (primarily students) seemed indifferent in their space perception. The walkway leading up to the University campus was described as unsafe in winter but especially nice in summers. Some of the pedestrians expressed the feeling of unsafety regarding the strong bike movement coming from the campus. Finally, the pedestrians mentioned the need for electric car charging points, parking space for bikes, and open furniture.

### Section 2.2: Area, Hesthagen (Delområde 02)

The second area for development is located at Klæbuveien 65, between Gløshaugen campus and NTNU Business School. It comprises four plots (Figure 34), which are intended to connect the main campus to the Elgeseter area,



Figure 32. Long-term vision for a place-led development of healthy urban living at the Beurskwartier in Utrecht, a project that Stipo was involved in (Source: Stipo, 2021).



Figure 33. The first development area, located near the Trondheim Studentersamfundet (Source: Trondheim Kommune).

both physically and programmatically. In 6A and 6D, extensions to the existing buildings are to be introduced. The current parking lot in 6B will be replaced with a six-story building, linked to Gløshaugen through a bridge in 6C. The floor plan of the proposed construction will moreover act as a shortcut, while the adjacent open space will support urban life with new activities at all times of the day. Equipped with the Place Game tool, the students approached passersby to gather insight into their impressions of the space. The majority were students at the Business School. The current situation was criticized due to lack of

facilities such as parking for bikes and charging stations for electric cars, lack of safety for pedestrians because of vehicular movement and weather conditions affecting the path to the university, as well as inefficient use of the area, especially during weekends. People saw potential in long-term interventions such as introducing shaded areas and connecting the BI school to the Gløshaugen campus through the proposed new building. Moreover, they wished for fewer cars, wider biking lanes, and shortcuts for walking and biking.



Figure 34. The second development, Hesthagen (Source: Trondheim Kommune).

# Session 4. NTNU projects working on the Campus of the Future

## Campus Space and Street Symphony

Speaker 11: Steffen Wellinger

Steffen Wellinger introduced the project 'Street Symphony' (Gatesymfoni), which examines the diverse perceptions of urban space focusing on sounds. The project asks what the urban soundscape may comprise.

One important reference of the project is the 'Rhythmanalysis', by the urbanist and philosopher Henri Lefebvre (1992). It describes another perspective on analysing the urban space, its rhythms, and how these rhythms affect the urban residents. Street Symphony was

also inspired by the 'Soundcities' project (Stanza, 2021), which comprises a profound database of sounds collected in cities worldwide. Trondheim is among those cities. The website visitors can listen to the different sounds, create sound maps, and remix the recordings. Traditional and drone analyses will be used to gather and collect sound-related data for the Street Symphony research. The research also considers the city at eye level, representing the public realm that residents mainly draw their attention

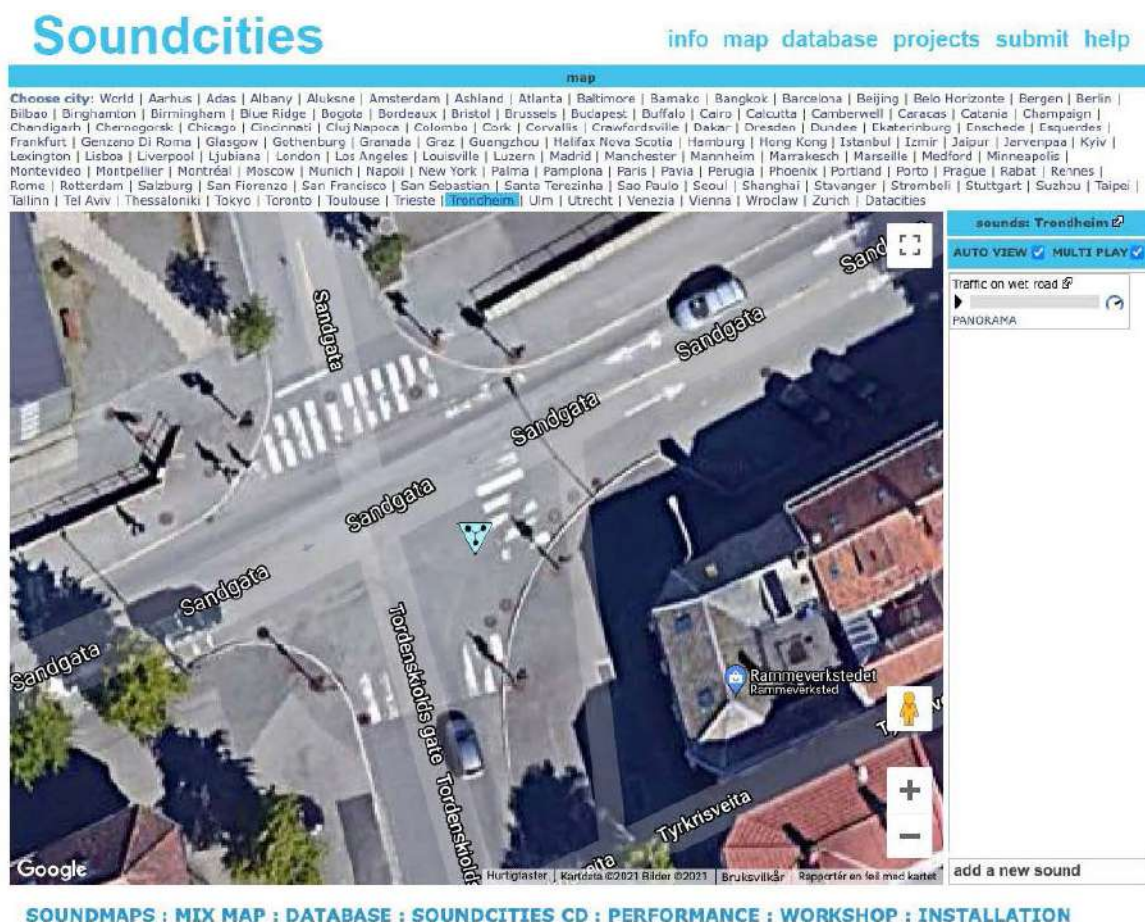


Figure 35. Webpage of the 'Soundcities' Project (Source: Soundcities).



Figure 36. Temporary architecture by students at NTNU Live Studio Bølgen 2014 (Source: NTNU Live Studio).

to in their everyday lives. Musicians and composer, NTNU professor Øyvind Brandtsegg, will process the collected data further.

Furthermore, Steffen examined campuses on the topic of climate. One example was the 'Cafeteria Wetterleuchten' at the Technical University of Berlin which links the two atria of the heritage-protected university building. Inside the cafeteria, the light is regulated by installations called 'Light Drops'. According to the season and the outside temperature, the light drops change their colour and turn colder or warmer. In addition, mobile, colourful furniture called 'climate elements' is used in the atria.

Finally, Steffen Wellinger addressed the idea of Playfulness, or so-called 'Strangemaking', in urban spacemaking. He made reference to the essay "Designing Disorder" by Pablo Sendra and Richard Sennett (2022), which highlights the importance of experiments, disruptions, and surprises in the city. According to Steffen, a first-hand example from Trondheim is the Live Studio Bølgen 2014 at NTNU, which supported temporary architecture designed by students in Trondheim and invited discussions with strangers in public<sup>1</sup>.

<sup>1</sup> Cf. <http://ntnulivestudio.org/portfolio/bolgen/> (Accessed 02 November 2021)

## Takeaways

The project 'Street Symphony' highlights that all senses in city planning are crucial to be considered. Soundscapes contribute to the perception and sensing of the urban environment. In addition cold, harsh climate should be seen as an asset to create urban spaces.. Thirdly, "disorder", playfulness, and surprise play another vital role in designing flexible and inviting urban environments for the current and future generations.

## Hovedleksjoner

Prosjektet «Street Symphony» fremhever hvor kritisk det er å ta alle sanser i betraktning i byplanlegging. Lydbildene er med på å forme oppfatningen av det urbane miljøet. I tillegg kan det kalde klimaet ses som en ressurs i utromningen av offentlige byrom. Videre spiller "uorden", lekenhet og overraskelse en viktig rolle i utformingen av fleksible og innbydende urbane miljøer for nåværende og fremtidige generasjoner.

## Social Life in Public Space on Campus

### Speaker 12: Lina Naoroz Braten

Lina Naoroz Braten contributed to the session by presenting activities of the Sosiologisk Poliklinikk and by reflecting on the nature of public space today.

Lina presented the work of the Sosiologisk Poliklinikk as a good example of an initiative by NTNU staff and students that reaches out from the University to the city. Based in Trondheim's city centre, the clinic has carried out many projects related to social life and public space since 2014. Organising public debates, running small research projects, and developing and implementing methods for evaluating public spaces in partnership with other institutions and community organizations have been central.

In her reflections, Lina reminded us of the definition that public space is a "...space to which people normally have unrestricted access and right of way. In other words, public places and spaces are public because anyone is enti-

itled to be physically present in them" (Sendi and Marušić, 2012) and that it is essential to plan for marginalized users such as female pedestrians. In reference to Richard Sennett and other scholars, Lina reminded us that many contemporary trends in public space seek to increase control, commoditization, and surveillance and so contribute to the reduction of diversity and spontaneous interaction.

The concept of Interaction Pretext was presented as a tool to promote more social interaction on Campus Spaces. Interaction Pretext (Henriksen and Tjora, 2013) refers to a context of day-to-day activities and routines, such as locking one's bicycle, that promote (or not) social bonding among people. In addition, Lina reflected on the concept of university campuses as Third Spaces (Oldenburg, 1999) and on optional and social activities in outdoor spaces (Gehl, 1980) that should be encouraged to pro-



Figure 37. Sosiologisk Poliklinikk - an initiative by NTNU staff and students that reaches out from the University to the city (Source: Sosiologisk Poliklinikk, 2021).

mote a vibrant campus life. She further reminded us that while extreme weather conditions can be a constraint, it can also serve as an opportunity for outdoor social life. Last but not least, Lina pointed to the huge opportunity of temporary interventions.

## Takeaways

- Initiatives, such as the Sosiologisk Poliklinikk, that integrate the campus and the city should be further promoted and replicated.
- Good public spaces need to counter some common trends toward security and control and seek to increase diversity, accessibility, and spontaneity.
- Interaction Pretexts on campus need to be better understood and the related opportunities better explored.
- Public spaces on campus need to embrace optional and social activities for promoting a vibrant social life.
- Temporary interventions (including events) are hugely underused opportunities to promote the quality of campus spaces.
- The particularities of local weather conditions can be considered in creative ways, among other things, including working with temperature and light and offering indoor public facilities.

## Hovedleksjoner

- Initiativer som Sosiologisk Poliklinikk som integrerer campus og byen bør fremmes og replikeres ytterligere.
- Gode offentlige rom må motvirke vanlige trender for sikkerhet og kontroll og søke å øke mangfold, tilgjengelighet og spontanitet.
- Interaksjonspåskuddene på campus må bli bedre forstått og de relaterte mulighetene bedre utforsket.
- Offentlige rom på campus må omfavne valgfrie og sosiale aktiviteter for å fremme et levende sosialt liv.
- Midlertidige intervensjoner (inkludert arrangementer)



Figure 38. Temporary interventions are a huge opportunity to promote the quality of campus spaces (Source: Courtesy Federation of Calgary communities).

- er enormt underutnyttede muligheter for å fremme kvaliteten på campusplassene.
- Det særegne med lokale værforhold kan vurderes på kreative måter, blant annet gjennom arbeid med temperatur og lys og tilby innendørs offentlige fasiliteter.

---

## From spaces for teaching to learning places

### Speaker 13: Patric Wallin

Patric Wallin is an Associate Professor at the NTNU Department of Education and Lifelong Learning. And he remarked that learning does not happen through passive diffusion. It is an active process and needs active participation. The learners' sense of belonging, collaboration, and identity is crucial in incorporating the knowledge.

In this light, Patric Wallin asked how to break down the hierarchies at the university. The first step would be to act like a human being instead of deepening the traditional student-professor relationship. But what are the boundary conditions that one could build as a professor?

Physical closeness in a shared space is not enough to overcome the hierarchies and ensure the full learning experience. A shared space comes with a functional, cultural, and ideological distance that must be considered to create closeness and the full learning experience. However, meeting and university places can be very specific and manifest in minor aspects such as books, sketches, or laboratories. In this light, public and educational spaces represent a crucial level for social justice. Universities should celebrate this fact and ensure free university access for everyone.

### Takeaways

In the same way that spaces for teaching should become places for learning, the university campus can be seen as a societal learning space. Moreover, learning does not happen through passive diffusion, but through active participation. Programming and events are therefore vital for spared campus spaces. Belonging and identity play a significant role in this dynamic learning outcome.

The physical, hierarchical, functional, cultural, disciplinary, and ideological factors must be reflected to create belonging and identity in learning spaces.

### Hovedleksjoner

På samme måte som rom for undervisning bør være bli steder for læring, kan universitetsområdet ses på som et samfunnsmessig læringsrom. Dessuten skjer ikke læring gjennom passiv spredning, men gjennom aktiv deltakelse. Prosjektering og arrangementer er derfor avgjørende for bevarte campusplasser. Tilhørighet og identitet spiller en betydelig rolle i dette dynamiske læringsutbyttet. Fysiske, hierarkiske, funksjonelle, kulturelle, disiplinære og ideologiske faktorer må reflekteres for å skape tilhørighet og identitet i læringsrom.

# Promoting Students' Social Interactions on Campus

## Speaker 14: Shayesteh Shahand

Shayesteh Shahand, a master's student in Urban Ecological Planning at NTNU who was at the beginning of her master's thesis process, spoke about how social interactions of students can be improved through the case study of NTNU's Gløshaugen Campus in Trondheim.

The presentation shed light on the importance of campus spaces in providing a supportive environment for the learning process of students. Shayesteh stressed that the influence of the campus on students is not just limited to academic learning. Based on previous studies which show that learning does not only happen in the classroom, she emphasized that spaces outside the four walls of a classroom, where significant interactions occur among students, are just as vital. In fact, it is in these spaces that active student learning occurs<sup>1</sup>.

Furthermore, Shayesteh also elaborated on social connection as one of the effective factors that make the campus a delightful experience. In addition to encouraging students to spend time there, it also reduces their tiredness and

1 Cf. McLaughlin & Faulkner, 2012; Ibrahim & Fadzil, 2013.

helps them to cope with the challenges of academic life. In short, students' social interactions outside the classrooms influence students' learning, mental health, and quality of life<sup>2</sup>.

Shayesteh also mentioned the impact of Covid-19 on students' lives and how the physical presence of students and their social interactions are important for them during a pandemic. Moreover, she highlighted that study on the social interaction of students and spaces outside the classrooms became even more critical after the approval of unifying NTNU's campuses around the Gløshaugen campus. To end the presentation, she showed some videos of social interactions of students in the campus before the Covid-19 pandemic as examples of activities that can make the Gløshaugen campus more vibrant. Shayesteh's thesis can be retrieved at NTNU Open from Fall 2022<sup>3</sup>.

2 Cf. Hajrasouliha, 2017.

3 Cf. <https://ntnuopen.ntnu.no/ntnu-xmlui/>



Figure 39. The campus before, during, and after the pandemic (Source: Shahand, 2021).



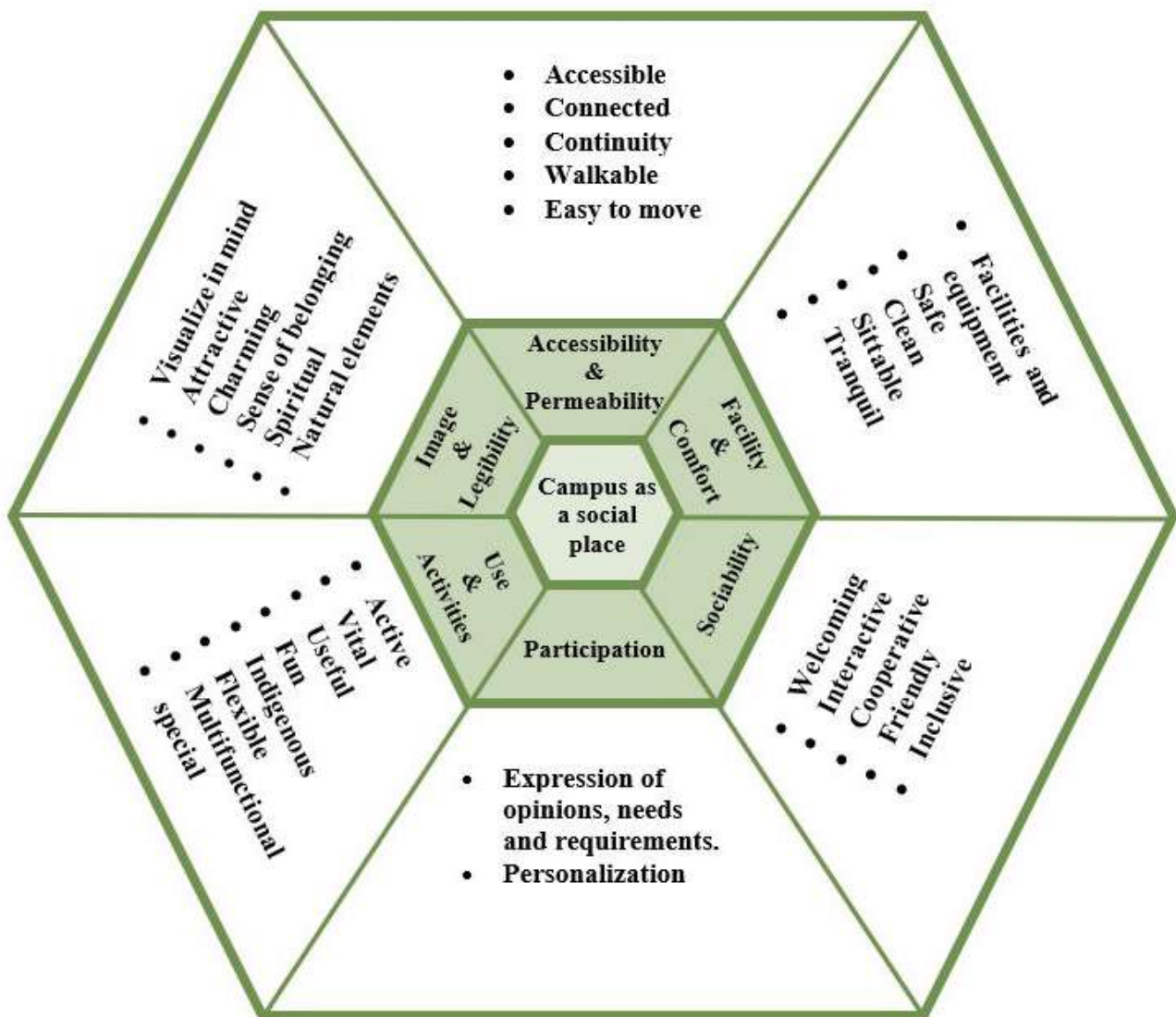


Figure 40. Diagram based on the campus and public space theories (Source: Shahand, 2021).

## Takeaways

In any educational campus, the spaces outside the boundaries of a traditional classroom are just as important to foster social interaction. It is here that most active learning processes occur, and therefore, their role should not be overlooked. The experience of students outside classrooms should foster social connections. The COVID crisis has drawn attention to the many human needs in public and shared spaces, and has emphasized the need to strive to restore and expand the 'old' qualities.

## Hovedleksjoner

På et hvilket som helst utdanningscampus er områdene utenfor grensene til et tradisjonelt klasserom veldig så viktig for å fremme sosial interaksjon. Det er her de fleste aktive læringsprosesser skjer og derfor bør deres rolle ikke overses. Opplevelsen til elever utenfor klasserom bør fremme sosiale forbindelser. COVID-krisen har hjulpet oss til å bli klar over mange av behovene vi har i offentlige og felles rom, og som et minimum bør vi strebe etter å gjenopprette og utvide de 'gamle' kvalitetene.

## Session 5. Thematic Student Workshop

The NTNU SPAS workshop also included three sessions that were run by students from the programme of Urban Ecological Planning (UEP). These sessions focused on the topics of Public Spaces, Informality, and Participation as core elements of successful shared spaces on campus. When talking about shared spaces on campus, it is important to have a good understanding of contemporary public spaces and the related trends in general. Likewise, Informality with the related aspects of creativity, 'disorder', adaptiveness, and self-organization, seems to be a vital key to innovative and successful shared spaces (Cf. to the inputs by Steffen Wellinger and Kathrine Stendal above). Not least, Participation and bottom-up engagement seem to present a missing potential in the process of promoting sustainability and innovation of shared campus spaces.

### Student session on Public Space

This part explored the different types of public spaces, quality criteria, and how design can encourage communities to engage. Moreover, successful examples from around the world were presented, such as the case of Superkilen Park in Copenhagen. Finally, the students elaborated in groups potential interventions to improve the quality of public spaces on Gløshaugen campus (Figure 38).

### Student session on Informality

The second part tackled the concept of informality and how it applies to public space and urbanism. The students reviewed case studies, like Sao Paolo, where informal self-help led to the development of certain urban areas (Figure 39). Lastly, it was discussed how informality can contribute to communities and vibrant urban life in cities through a role-play exercise, where one group posed as informal vendors, and the other group was given the role of formal establishments. This was followed by a debate between the two parties to understand their views of informality in urban settings.



Figure 41. Workshop on ideas for shared spaces on Gløshaugen campus (Source: Organizers of SPAS Workshop, 2021).



Figure 42. Workshop on ideas for informality in public spaces and urbanism (Source: SPAS-NTNU, 2021).

## Student session on Participation

The third session focused on public participation in planning and the differing levels of participation that can be reached by the people, as defined by Arnstein's Ladder of Participation. This classification was then applied to NTNU's campus development process, followed by discussions on the level of influence the stakeholders have on the decisions being made. The last activity aimed to spark dialogue on the strengths and challenges of participatory processes through the interactive game 'The Snake and Ladder of Participation' (Figure 40).

## Results and Proposals of Student Presentations

Overall, the students proposed recreational interventions that enabled rest and play as good additions to the public spaces in the new campus development. Due to Trondheim's rainy climate and long, dark winters, sheltered spaces in combination with well-lit spaces were highly recommended. Furthermore, in relation to the outcomes of activities following the presentation on Informality, it was inferred that informality is constant in shared urban spaces in the Global South and contributes to vibrant city environments. While developing public spaces for the Campus of the Future, it is therefore important for decision makers to work collaboratively with informality and create a formal-informal continuum, as opposed to treating them as separate entities. The workshop on participation concluded that while participatory approaches offer many opportunities for public space design, such as dialogues for idea sharing, collective responsibility, and meeting the real demands of the end users, they can also present challenges in the forms of slow implementation, resource consumption, and political barriers. Simple participatory methods like resident surveys, focus groups, workshops, and interviews can go a long way in understanding the needs of the users.

## Resultater og forslag fra studentpresentasjoner

Samlet sett foreslo studentene rekreasjonstiltak som muliggjorde hvile og lek som et godt tillegg til de offentlige rom i den nye campusutviklingen. På grunn av Trondheims regntunge klima og lange mørke vintre, ble også lune rom i kombinasjon med godt opplyste rom sterkt anbefalt. Videre, i forhold til resultatene av aktiviteter etter presentasjon om Uformalitet, ble det konkludert med at uformalitet er konstant i delte byrom i det globale sør og bidrar til levende bymiljøer. Mens man utvikler offentlige rom for fremtidens campus, er det derfor viktig for beslutningstakere å samarbeide med det uformelle og skape et formelt-uformelt kontinuum, i motsetning til å fungere som separate enheter. Workshopen om medvirkning konkluderte med at selv om medvirkningstilnærminger gir mange muligheter til utforming av offentlige rom, som dialoger for idédeling, kollektivt ansvar og å møte de reelle kravene til sluttbrukerne, kan det også by på utfordringer i form av langsom implementering, ressursforbruk og politiske barrierer. Enkle medvirkningsmetoder som beboerundersøkelser, fokusgrupper, workshops og intervjuer kan bidra langt for å forstå brukernes behov.



Figure 43. Students involved in a game of 'Snake and Ladder of Participation' (Source: Organizers of SPAS Workshop, 2021).

# Session 6. Interviews

## Key takeaways

In addition to the sessions presented, the project conducted interviews with some of the academics invited to the workshop to reflect on how to generate shared spaces for innovation. The interviewees answered five questions that seek to open the discussion around this topic. The questions are:

- 1) When (and how) do 'open' spaces connect people, spark inspiration, and promote new ideas, creativity, and innovation?
- 2) When do 'strangers' start to talk to each other and inspire each other? What kind of spaces do they need?
- 3) Which balance between 'order' and 'self-organization' do open spaces need to promote better communication, innovation, and creativity?
- 4) Which open innovative spaces and good practice exist elsewhere, and how can we learn from them?
- 5) How should large institutions organize, design, and manage such spaces and which rules are needed?

This section will present the answers elaborated by Hans Karssenberg, Päivi Raivio, and Jeff Hou.



**Hans Karssenberg**

Partner STIPO and Initiating Board member of Placemaking Europe

### **When (and how) do 'open' spaces connect people, spark inspiration, and promote new ideas, creativity, and innovation?**

We make a difference between 'space' and 'place'. There is a lot of (functional) public space that does not function as a place where people feel at home. To turn a space into a place, we need:

1. Community involvement: change should be driven by and for the community in the largest sense of the word
2. The five I's:
  - Informality (not too formal space, users should feel at home),
  - Intimacy (not too large anonymous spaces, users should feel protected),
  - Inclusion (not dominated by one user group, variety of users),
  - Incompleteness (the place should not be too sterile, but should be open to co-creation by the users), and
  - Innovation (both social and economic innovation require an atmosphere of interaction).
3. There needs to be a combination of:
  - Software (programming of uses and activities),
  - Hardware (design catered to human scale and a

- Orgware (the organizational mechanisms to keep the community evolved and engage in an iterative process of testing and learning through the years – it takes years to create a great place). Part of the orgware is that there must be a financial plan to have a place management team active, people who represent the community, co-create the place, and programme it with activities.
4. The community should consist of a mix of bottom-up energy and top-down investment: what we like to call middle-up-down.
  5. Public space should be seen from the point of view of the experience of the users. This means: the city at eye level, everything you see around you, including facades of buildings and the programmes on the ground floors that feed the public space with life. This way, public space is 3D, not 2D. It is a shared responsibility between city government, building owners, developers, designers and users. We need coalitions between these (orgware) in order to create a great city at eye level. Buildings need to be open to public space and permeable.
  6. The public space needs to be connected (to the urban fabric in the larger context), sociable (seeded with activity, informal, etc), and comfortable (protection from wind, sun-spots, sitting, green).

### **When do ‘strangers’ start to talk to each other and inspire each other? What kind of spaces do they need?**

1. The strategy for public space should start from the point of view of the activities, things to do; not the design. The design should then support these activities. So software first, then hardware.
2. We know from research that a good hybrid zone, the transition zone from private to public, where people sit on a bench in front of their home, accounts for 80% of spontaneous social contacts in the neighbourhood. It is the first start of social contact.
3. Community engagement (orgware) helps people from

various backgrounds to get to know each other and work together. The approach of placemaking needs to be inclusive, it should cater for all genders, ages, cultural backgrounds, larger and smaller wallets.

4. Active programming of activities helps. This requires place management that does not only take care of keeping a place safe and clean, but also organizes daily activities.
5. Daily use is more important than one-time events. Think of things to do both during day and night, weekdays and weekends, summer and winter placemaking.
6. People need an excuse to start talking to each other as strangers. Something out of the ordinary helps, an artwork, an unexpected intervention, street performance, games.

### **Which balance between ‘order’ and ‘self-organisation’ do open spaces need to promote better communication, innovation, and creativity?**

1. The process of community involvement, innovation and creativity is organic and iterative. It is networked, open, and leaves room for surprises, informality and unplanned initiatives.
2. A shared vision and joint idea of the long term challenges helps to connect short term initiatives to a shared long term direction. This shared vision should be co-created with everyone needed to bring about change, and include the ideas of the various user groups, investors, owners, and key initiatives in the area.
3. This is not a matter of planning, more of timing. If there is no bottom-up energy, you need to patiently wait, keep building the network but not push from top-down. If bottom-up energy does pop up, the system needs to move quickly and be an active partner by their side, without taking over.
4. The system should be ready to say ‘yes’ quickly to new initiatives. This requires a lot of work beforehand. It is deadly to raise expectations from the community and then need months before anything gets implemented. Short term in placemaking is implementation within 1 to 3 weeks. When people see their ideas are turned into prac-

tice, they will grow their trust in the collaboration, and be more daring and open in their ideas next time.

5. The system can play an important role help to make initiatives scale up and sustain themselves. This could mean help with developing a sustainable financial model, providing accessible loans (Stadmakersfonds), help with permits, help with spaces, acknowledgement, linking various networks and initiatives, linking initiatives to programmes of the system world, etc.

6. Self-organization does NOT mean that the system world should do nothing and 'sit on their hands'. It requires hard work of the system world: active development and maintenance of networks in the neighbourhood, and to actively provide an infrastructure of partnership. It is hard work for the system world, but completely different than the traditional way (we come up with an idea top-down and push it into society top-down).

7. Self-organization requires completely new skill sets of the people in the system world working on this:

- be genuinely passionate and deeply socially involved, curious and interested (no one with a 9 to 5 mentality can play any role in a process of self-organisation),
- be very networked and open, have very well developed social skills, be capable of making others enthusiastic and connected,
- be creative and innovative,
- be enterprising and daring,
- be strategic to link short term to long term,
- be a double thinker: do in the lived city what needs to be done, translate it to the language the planned city (the system world) wants to hear.

### **Which open innovative spaces and good practice exist elsewhere, and how can we learn from them?**

A. According to Brookings Institution and Project for Public Spaces, innovation districts are more successful when they have: strong identity, diversity, continuity in the organization, strong networks, walkability and nearness of

everything, great mobility to the agglomeration, flexibility to experiment, and unity of governance.

B. More formal innovative spaces include the leading innovation districts such as Kendall Square in Cambridge. Real estate owners agree to only accommodate organizations that invest at least 3% into R&D, minimally rent out 20% for the short term, have a minimal amount of food and beverage amenities, have great amenities for cycling and work on active programming of activities to share ideas.

C. Another example is King's Cross in London. The area has been designed with public space as the backbone. There is a management organization responsible for the programming of activities in the public spaces, as well as the uses of the ground floor units.

D. A more informal example is Schouwburgplein Rotterdam. The Schouwburgplein Association (Vereniging Verenigd Schouwburgplein) is a collaboration between the surrounding cultural institutions, the entrepreneurs, and the city of Rotterdam. They engage in the active programming led by a square manager. They oversee that all activities are affordable or for free, ensuring that this is one of the most inclusive squares in The Netherlands.

E. Another informal example is the creative incubator programme of the city of Amsterdam, broedplaatsen. The city has actively helped 70 creative and artistic initiatives to rent or acquire their own buildings. This allows creatives and artists to stay in the city for affordable prices, whereas the rising prices would otherwise have pushed them out. Good broedplaatsen lead to a lot of innovation and cross-fertilisation, provided they are composed around a selection on one of the creative value chains, have common spaces pouring out to public space, and have a team for joint programming.

F. A final example is the Stadmakersfonds in The Netherlands. They provide an infrastructure for innovative social impact initiatives to buy their own land and/or building by providing affordable loans. Often these initiatives, driven by social impact first, start in temporarily vacant sites or buildings. If these are redeveloped, they are often

being pushed out. The Stadmakersfonds helps them to scale up and sustain themselves.

### **How should large institutions organize, design, and manage such spaces and which rules are needed?**

1. To start, it should not only be organized by the large institution, but should be a cooperative network including the users, initiatives, and combine the bottom-up energy with the top-down strategy and investment capacity (middle-up-down).
2. The process should be organic, iterative, a matter of testing, learning and building larger interventions based on the elements that prove to be successful.
3. The agendas should be open from the start, and not predetermined top-down.
4. The process must be very networked and leave a lot of room for surprises from new initiatives. There must be a sense of experimentation. Ideas must be followed up and implemented quickly, with the active help of the system world.
5. The process should be organized around a shared and co-creation agenda of the area's challenges.
6. All activities must be open to the public, not fenced, and inclusive on all levels. They must cater to many different user groups.
7. Bringing people, organizations, and ideas together requires active programming.
8. With portfolio management, there must be an organization for the active and inclusive programming of ground floor spaces. They must be open to the public, pour into public space, and allow for affordable spaces for manufacturers, creatives, social enterprises and workshop spaces.
9. Buildings and spaces must have a fine grain, human scale, a '5 km per hour architecture', tactile surfaces, warm colours, horizontally oriented facades with a lot of diversity, small scale units on the ground floor with something new happening every 5 to 10 meters<sup>1</sup>.

10. Buildings need to be open to public space and provide a 'veranda feeling' in their facade. They should not have too large glass surfaces as these mirror the surroundings and are not welcoming during the day.

11. There must be informality and space for the users to co-create the space (mental ownership) through great hybrid spaces, the transition from private to public.

12. Ground floors must be flexible, be at least 4 m high, maximum 10 meters wide, and have a flexible zoning plan, while protecting the more vulnerable / affordable functions.

13. The selection of users must always support the innovation system. The strategy must be linked to the criteria for renting out buildings by the real estate owners.

14. There needs to be permanent research of the desires of the user groups.

15. There must be a mix of price ranges within the area, allowing for upmarket spaces as well as affordable spaces.

16. A ground floor management and place management structure is needed (orgware), with an independent, multi-year business case.

17. The plans should be regularly updated for new insights, in conversation with the area's stakeholders. There needs to be a balance between the input of the various stakeholders, not one should be dominant. This could even be represented in the formal voting system of a cooperative structure,

18. The governance should represent all the stakeholders from the area and be inclusive enough to appeal to all groups. Both bottom up and top down should be represented and work together as equals.

19. Short term action and long term vision should permanently be interlinked. There needs to be an infrastructure of active partnership to mobilize and acknowledge new initiatives and be able to say 'yes' quickly. This builds the energy that will attract new energy.

20. There must be a multi-year, independent and most of the times very layered financial model to support the orgware.

---

<sup>1</sup> Cf. [www.thecityateyelevel.com](http://www.thecityateyelevel.com)



**Päivi Raivio**

Urban designer and Placemaker, Co-founder of RaivioBumann and Parkly

**When (and how) do ‘open’ spaces connect people, spark inspiration, and promote new ideas, creativity, and innovation?**

Open spaces promote productive encounters when people have the opportunity to work and study connected to open spaces and visit them regularly, without a clear agenda. The space can, by its physical qualities and spatial planning, encourage and direct people to certain kinds of behaviour: for instance workshopping, co-work, purely leisure or having multiple functions. From my viewpoint, it is vital that the space is accessible, low threshold, not too programmed, and with a not too strong sense of ownership - in other words, it should be open for all people and adjustable for different purposes.

**When do ‘strangers’ start to talk to each other and inspire each other? What kind of spaces do they need?**

An open space which offers the opportunity to be within a fairly close proximity to others, the soundscape should allow small chats and longer discussions (for example loud street does not allow this), there is an opportunity to sit down and stay longer, but also possibility to pop in for a moment. The inspiration and sparking discussion happens best if there is some kind of curiosities around, or a line to a coffee stand, sharing something - like book exchange, and a common agenda - for example an event, workshop, or ideation.

**Which balance between ‘order’ and ‘self-organization’ do open spaces need to promote better communication, innovation, and creativity?**

**Which open innovative spaces and good practice exist elsewhere, and how can we learn from them?**

This is an interesting question, which I reflect above too: a space without any agenda and not too programmed would be ideal. How to find the balance? I think that with spatial planning and furnishing, you can direct how people are physically situated, what they are doing and encountering others. Thinking of an extreme example: a normal classroom setting in a public space would be quite odd and not approachable. For social connections there are means to push/nudge to activate between people: visual communication, small events and programmes, sharing something, easily communicating about the topics/work one is doing to share it with others - for example open workshop.

I like the example of Harvard University Campus chairs: hundreds of chairs placed on the campus for people to move around to use the public space for meetings. It also makes it visible outdoors, in public space, the life on the campus, which in itself is an inspiration for many.

Easily accessible event spaces with the right facilities are great resources for students and staff to present ideas to a wider audience, and gather together.

**How should large institutions organize, design, and manage such spaces and which rules are needed?**

The managing and organising of such spaces should be done in good collaboration with students and staff as well as aligned with different courses and programmes. For example, could an open space for innovation rotate and take turns for specific programmes, while also being open to everyone? Again, ‘light’ programming can help to maintain the place active and well maintained. The results of the ideation and innovation in open spaces should have planned processes on how the ideas can be communicated and developed further. The rules should be draft-



---

ed together with the users, and checked on and updated regularly.

We are involved in a participatory budgeting project in Aalto Campus. The students voted for urban garden benches - more comfortable stop overs and hang out spaces outdoors. We will realize this project, but also involve students in the planning process: site and content. Participatory planning certainly has a lot of potential in organising, designing and managing such spaces, as well as help define the rules. Our findings are, that there is a need for short-cycle changes and developments, faster and lighter experiments and interventions along with long-term development of the campus. After all, students tend to be at the campus 3-5 years and that is the time frame for making the most out of campus life for many.



**Jeff Hou**

Professor of Landscape Architecture, Adjunct Professor of Architecture and Urban Design & Planning, University of Washington

**When (and how) do ‘open’ spaces connect people, spark inspiration, and promote new ideas, creativity, and innovation?**

Open spaces connect people, spark inspiration, and promote new ideas, creativity, and innovation in a variety of ways in different cultural contexts. Design matters. A welcoming and inclusive space requires a design that reflects a deep understanding of the backgrounds and preferences of users and stakeholders. The design process must be participatory and deliberative. There has to be room for feedback, consensus-building, negotiation, and deliberation of options and alternatives. There has to be room for continued adaptation after the design has been completed.

Besides the actual design and configuration of spaces, diverse populations and users must also feel welcome and included, to begin with. Ideally, there has to be a mix of users across different ages, gender, cultural, and socio-economic backgrounds. To make the open spaces welcoming and inclusive, they must be accessible physically and socially. Only when these spaces are accessible and inclusive can we expect people to occupy and utilize them. Similarly, besides the design and configuration of spaces, people must be free to exercise freedom of speech and assembly, which is essential in enabling free exchanges of ideas and opinions.

### **When do ‘strangers’ start to talk to each other and inspire each other? What kind of spaces do they need?**

Conversation or interactions between strangers occur often when they feel safe to do so. As such, open spaces need to be ‘safe places’ for people to interact with one another. A variety of factors can come into play in creating safe places. Open spaces can be designed or programmed to function as everyday places where diverse people visit on an everyday basis. There are programmes such as community gardens where people can have conversations through a shared interest in growing plants and vegetables. Besides everyday places, there could be events and activities that encouraged interactions among strangers, with or without speaking with each other. There could also be deliberate programmes that facilitate interactions in more formal ways. In general, programmed spaces that bring together people with shared interests and motivations tend to function better for ‘strangers’ to talk with one another. Lastly, safe places can also be temporal. Events and activities can create such temporary spaces for social engagements.

### **Which balance between ‘order’ and ‘self-organization’ do open spaces need to promote better communication, innovation, and creativity?**

For open spaces to promote better communication, innovation, and creativity, again, they need to be welcoming and inclusive. Order can be comforting and inviting. But too much order can also be stifling and discourage spontaneity and creative use of space. Some degrees of open-endedness and the ability for users to self-organize can contribute to a level of flexibility that allows for spontaneous uses and experimentation. Balancing between order and self-organization is, therefore, necessary and desirable for open spaces to promote better communication, innovation, and creativity.

One simple way to balance between ‘order’ and ‘self-organization’ is by providing rooms for open-ended uses. Instead of programming every corner of the space, leaving

some spaces open for the possibility of self-organization is one way of achieving such a balancing act. In addition to the physical configuration of the space, how a space is managed and programmed administratively and on an everyday basis can also play a critical role in achieving a balance between ‘order’ and ‘self-organization’. Similarly, excessive management and programming can lead to over-restricted uses that in turn stifle communication, innovation, and creativity.

### **Which open innovative spaces and good practices exist elsewhere, and how can we learn from them?**

A couple of examples can be useful here. First, the P-Patch community gardening programme in Seattle presents a model of community-driven placemaking that encourages community-building and collective creativity. Instead of having a city agency plan and design gardens for users, the programme encourages community stakeholders and interested gardeners to organize the process, including site identification, community organizing, planning and design, and even implementation. The programme provides assistance in accessing sites particularly those on public properties, soil testing, and recruiting volunteers. The gardens are organized in a variety of ways depending on the varying capacity of the garden community, including having a committed group of gardeners and a few key individuals. When needed, staff of the P-Patch programme can also step in to help. Because the planning and design process is almost always led by the gardeners, they come up with ideas that reflect their experiences and creativity.

The second example is the Open Green programme in Taipei, a programme that funds proposed projects from neighbourhoods and communities yearly. Formally launched in 2014, the number of projects each year has grown from ten in 2014 to 25 by 2017. Similar to the P-Patch programme in Seattle, communities come up with their own proposals and apply for grants from the City. Criteria for selection include community buy-in, ap-

---

appropriate scope and methods, and evidence for community-building. Unlike previous neighbourhood improvement grants in the city, anyone, even non-residents, can apply for the grant. This opens up opportunities for a wider variety of individuals and groups to become involved in community-placemaking. The process in turn also attracts more outside volunteers and interested parties. The new actors have often brought new energy and ideas to a given location and led to more creative programmes and uses of space.

### **How should large institutions organize, design, and manage such spaces and which rules are needed?**

As previously mentioned, large institutions can still provide rooms for spontaneous and open-ended uses of open space. Instead of approaching a space through a command-and-control, regulatory type of approach, large institutions can devise a scheme to allow different organizations to access and use the spaces through negotiated agreements.

A third-party organization can also be arranged to program and manage the space. Organizations can also take turns in co-managing a space to allow for a greater variety and intensity of uses.

Lastly, there is no reason why large institutions cannot organize and lead participatory design process and continued engagement of users. In many ways, there may be more readily available resources for such processes.

# Fields of productive tension

We close our report with a list of ten fields of productive tension. These emerge from the discussions as part of this report. They replace the usual reflection and conclusion section. This approach corresponds to the insights that campus development situates itself within these fields and that making a good campus cannot be the result of just one side but that it implies balancing the right 'ingredients'. Each campus development will need to find the right mix among the factors listed below in order to develop the best campus solution.

## 1. Campus — City [Campus City]

A campus is a city and a campus is not a city; our report made clear that a good campus – like a vibrant city – needs to allow for density, mix, and openness in order to enable vibrant life, communication, and exchanges of many sorts. The SPAS project journey attested that the roots of the campus and the city need to be intertwined. How can the city extend into the campus? How can the campus extend into the city?

## 2. Private — Public Urban Space [Public Privateness]

Often campuses are an arrangement of institutional spaces. Public spaces present the in-between spaces between the facilities. They provide connectivity and encompass signs of representation. We think that this is not enough. As a matter of fact, our point is that this 'standard' of campuses needs to be reversed and public spaces need to become the heart of campuses. Then, we argue that a good campus needs a large diversity of open shared spaces.

## 3. Formal — Informal [Formalized Informality]

Informality emerges as an essential ingredient of innovative campuses. The term informality normally refers to slums and street vending economies in the developing world, but, more generally, it also alludes to all sorts of

phenomena that emerged without apparent regulation and planning. Informality includes all sorts of spontaneous, bottom-up, and experimental activities and has, therefore, strong invitation, creativity, and innovation components.

## 4. Plan — Disruption [Planned Disruption]

Another key component of innovation is disruption. We all remember situations when new, unexpected opportunities opened up when we had to change plans due to unexpected external occurrences. We also know the constructive role of regular destruction in processes of learning and play. In this report, disarray was a key feature in the innovative neighbourhood of Svartlamoen. It is also an essential idea of Richard Sennet's 'uses of disorder'. Therefore, campuses, despite the fact that they want to promote order and contemplation (see next point), also need to plan for disarray.

## 5. Contemplation — Activity [Active Contemplation]

A university campus is a place where learning occurs and where knowledge is produced. Therefore, a good campus needs to offer spaces for focus, concentration, seclusion, and contemplation, almost like a monastery. But at the same time, a good campus also needs spaces for bonding and communication, because knowledge is built on other knowledge and because innovation usually occurs through the combination of various ideas.

## 6. Programme – Form [Programmed Form]

Our observations affirm that shared spaces for innovation need a productive balance between form and program. Very often, places are designed and managed with a focus on form and function but without a sufficient attention to programming. But programming, or, as some say, the 'software', is at least as vital. It connects functionality to events, rhythms, and rules to promote life, vibrancy, and

---

character of a place. A good campus needs to include a wide range of happenings and experiences, both regular and spontaneous, large and small, open and exclusive, and local and international.

### **7. Centralized Organization – Decentralized Organization [Centralized Decentralization]**

In addition to form and programme successful shared campus spaces also need a strong level of management and operation ('orgware'). For good reasons – such as effectiveness, efficiency, and centred management structure – university campuses tend to be centrally managed. The downside of this is a reduced sense of user identification and belonging. Indeed, more opportunities for co-production, user driven management, and bottom-up operation models can enable and empower various user groups (and individuals), creating a feeling of responsibility and involvement. Then, the revived vibrancy, diversity, and attractiveness of places would greatly inspire new levels of creativity and innovation.

### **8. Fixed use - Open use [Fixed Openness]**

We know that successful public spaces need a good mix between predefined uses and openness and adaptability to changing needs. This can greatly increase the capacity to adapt to changing needs and increase the number of possible uses of a place so as to promote openness, interaction, and exchange of ideas. (Cf. To the example of College Square in Kolkata in this report, or to Richard Sennet's elaboration on porous cities and the example of Nehru Place in Deli (The Guardian 2015, 2018)).

### **9. Global Networks — Local Places [Local Globality]**

A university such as NTNU needs to be rooted in a specific place. However, it has also a role as an international hub for knowledge and people. In addition, it has a global social relevance and responsibility. These roles together need adequate forms of organizational and spatial representation. The form finding of NTNU's international role

remains a huge opportunity. The idea of the virtual campus also presents opportunities in this respect.

### **10. Open Space — Indoor Space [Open indoors]**

Most rules for good public spaces are universal, independent of location and climate. But certain rules are not. In NTNU's case, the role of the Nordic climate and seasonal use need more consideration. Indoor shared spaces bear a significant opportunity. Likewise, design must consider wind, rain, temperature, and light.

# Felt med produktiv spenning

Vi avslutter rapporten med en liste over ti felt med produktiv spenning. Disse fremkommer av diskusjonene som del av denne rapporten, og erstatter den vanlige refleksjons- og konklusjonsdelen. Tilnærmingen tilsvarer innsikten om at campusutvikling plasserer seg innenfor disse feltene og at å lage et godt campus ikke kan være et resultat av bare én side, men at det innebærer å balansere de riktige 'ingrediensene'. Hver campusutvikling må finne den rette balansen blant faktorene som er oppført nedenfor for å finne den beste campusløsningen.

## 1. Campus – By [Campus City]

Et campus er en by og et campus er ikke en by: Rapporten vår gjorde det klart at et godt campus – som en levende by – må tillate tetthet, balanse og åpenhet for å muliggjøre pulserende liv, kommunikasjon og utveksling av mange slag. SPAS-prosjektets reise vitner om at røttene til campus og byen må flettes sammen. Hvordan kan byen integreres i campus? Hvordan kan campus integreres i byen?

## 2. Privat – Offentlig Byrom [offentlig privatheit]

Ofte er campus en sammensetning av institusjonsrom. Offentlige rom presenterer rommene mellom fasilitetene. De gir sammenkobling og omfatter tegn på representasjon. Vi mener at dette ikke er nok. Faktisk er poenget vårt at denne 'standarden' for campus må reverseres og at offentlige rom må bli hjertet av campusene. Vi argumenterer derfor for at et godt campus trenger et stort mangfold av åpne fellesarealer

## 3. Formell – Uformell [Formalisert uformalitet]

Uformalitet er en viktig ingrediens i innovative campus. Begrepet uformelt refererer normalt til slumområder og gatehandelsøkonomier i utviklingsland, men, mer generelt, refererer det også til alle slags fenomener oppstår tilsynelatende uten regulering og plan. Uformalitet inkluderer

alle slags spontane, eksperimentelle og nedefra-og-opp aktiviteter, og har derfor sterke invitasjons-, kreativitets- og innovasjonskomponenter.

## 4. Plan — Forstyrrelse [Planlagt Forstyrrelse]

En annen nøkkelkomponent i innovasjon er forstyrrelse. Vi husker alle situasjoner der nye uventede muligheter åpnet seg når vi måtte endre planer på grunn av uventede ytre hendelser. Vi kjenner også den konstruktive rollen til regelmessig ødeleggelse i prosesser i lærings- og lekeprosesser. I denne rapporten var uorden sentralt i det innovative nabolaget Svartlamoen. Det er også en essensiell idé i Richard Sennets 'bruk av uorden'. Derfor må campusene, til tross for at de ønsker å fremme orden og betraktning (se neste punkt), også planlegge for uorden.

## 5. Betraktning — Aktivitet [Aktiv betraktning]

En universitetscampus er et sted hvor læring skjer og hvor kunnskap produseres. Et godt campus må tilby rom for fokus, konsentrasjon, tilbaketrukkethet og betraktning, nesten som et kloster. Men samtidig trenger et godt campus også rom for å bygge relasjoner og kommunikasjon fordi kunnskap er bygget på annen kunnskap og fordi innovasjon vanligvis skjer gjennom en kombinasjon av ulike ideer.

## 6. Programmering – Fysisk form [Programmering Form]

Våre observasjoner bekrefter at delte arenaer for innovasjon trenger en produktiv balanse mellom form og program. Svært ofte utformes og administreres steder med fokus på form og funksjon, men uten tilstrekkelig oppmerksomhet på programmering. Men programmering, eller som noen sier 'programvaren', er minst like viktig. Det kobler funksjonalitet til hendelser, rytmer og regler som fremmer livlighet, aktivitet og karakter på et sted. Et godt campus må inneholde et bredt spekter av hendelser og opplevelser,

---

både hverdagslige og spontane, store og små, åpne og eksklusive, lokale og internasjonale.

### **7. Sentralisert organisering – desentralisert organisering [sentralisert desentralisering]**

I tillegg til form og program, trenger vellykkede delte campusplasser også en sterk ledelse og drift ('orgware'). Av gode grunner – som effektiv, sentral ledelsesstruktur – har universitetscampus en tendens til å være sentralstyrt. Ulempen med dette er en redusert følelse av brukeridentifikasjon og tilhørighet. Faktisk kan flere muligheter for samproduksjon, brukerdrevet ledelse og nedenfra-og-opp-driftsmodeller aktivere og styrke ulike brukergrupper (og enkeltpersoner), samt skape en følelse av ansvar og involvering. Da kan steders gjenopprettede livlighet, mangfoldighet og attraktivitet i stor grad inspirere til nye nivåer av kreativitet og innovasjon.

### **8. Fast bruk - Åpen bruk [Fast åpenhet]**

Vi vet at vellykkede offentlige rom trenger en god blanding mellom forhåndsdefinerte bruksområder og åpenhet og tilpasningsevne til endrede behov. Dette kan i stor grad øke kapasiteten for å tilpasse seg endrede behov og øke antall mulige bruksområder for et sted og dermed fremme åpenhet, samhandling og utveksling av ideer. (Jf. til eksemplet på College Square i Kolkata i denne rapporten, eller til Richard Sennets utdyping om porøse byer og eksemplet med Nehru Place in Deli (The Guardian 2015, 2018).

### **9. Globale nettverk – lokale steder [Lokal Globalisering]**

Et universitet som NTNU må være forankret på et bestemt sted. Men det har også en rolle som et internasjonalt knutepunkt for kunnskap og mennesker. I tillegg har det et global sosial relevans og ansvar. Disse rollene trenger sammen tilstrekkelige former for organisatorisk og romlig representasjon. Formingen av NTNUs internasjonale rolle er fortsatt en stor mulighet. Ideen om det virtuelle campuset har også muligheter i denne forbindelse.

### **10. Åpent plass — Innendørs plass [Åpen innendørs]**

De fleste reglene for gode offentlige rom er universelle og uavhengig av beliggenhet og klima. Men visse regler er ikke det. I NTNUs tilfelle trenger det nordiske klimaets rolle og sesongbruk mer hensyn. Innendørs delte rom har en enorm mulighet. Likeledes hvordan designe mer med vind, regn, temperatur og lys.

# Reference list

- 17.17 Infrastructure (n.d.). Collaborative infrastructure for city transformation. Retrieved November 19, 2021. <https://1717.socentral.no>
- Arnstein, S. (1969). A Ladder of Citizen Participation, *Journal of the American Institute of Planners*, 35:4, 216-224. <https://doi.org/10.1080/01944366908977225>
- Blakely, E., & Crommerlin, L. (2016). Innovations and Collaboration in Global City - Region Governance. *Future Cities*, 1(1), 1-158. <https://escholarship.org/uc/item/5wr1253r>
- GGN (2021). Lower Rainier Vista & Pedestrian Land Bridge. Retrieved November 20, 2021. <https://www.ggnltd.com/lower-rainier-vista-and-pedestrian-land-bridge>
- Gehl, J. (1980). The residential street environment. *Built Environment* (1978-), 51-61.
- Hajrasouliha, A. (2017). Campus score: Measuring university campus qualities. *Landscape and Urban Planning*, 158, 166-176. <https://doi.org/10.1016/j.landurbplan.2016.10.007>
- Henriksen, I. M., & Tjora, A. (2014). Interaction Pretext: Experiences of Community in the Urban Neighbourhood. *Urban Studies*, 51(10), 2111–2124. <https://doi.org/10.1177/0042098013505891>
- Hou, J., (2010). *Insurgent public space: guerrilla urbanism and the remaking of contemporary cities*. Routledge, London and New York.
- Ibrahim, N., & Fadzil, N. H. (2013). Informal setting for learning on campus: Usage and preference. *Procedia-Social and Behavioral Sciences*, 105, 344-351. <https://doi.org/10.1016/j.sbspro.2013.11.036>
- Lefebvre, H. (1992). *Elements of rhythmanalysis: An introduction to the understanding of rhythms* (E. Kofman, E. Lebas, & I. Forster, Trans.). New York: Continuum.
- McLaughlin, P. and Faulkner, J. (2012). "Flexible spaces... what students expect from university facilities", *Journal of Facilities Management*, Vol. 10 No. 2, pp. 140-149. <https://doi.org/10.1108/14725961211218776>
- Norwegian University of Science and Technology (n.d). Fremtidens Campus. November 22, 2021. <https://www.ntnu.no/fremtidenscampus>
- Norwegian University of Science and Technology (2019). Prinsipplan for NTNU Campus: NTNU Campussamling [principle for NTNU Campus: NTNU Campus Collection]. <https://www.ntnu.no/documents/1268425101/1282972075/V1+Prinsipplan01.pdf/f2d651ea-82a1-43eb-949c-37c8c21b58c3>
- Pådriv (n.d). Pådriv skaper bærekraftig stedsutvikling [Propulsion Creates Sustainable Site Development]. Retrieved December 20, 2021. <https://www.paadriv.no>



---

Project for Public Spaces (14 June 2016). The place Game: How We Make the Community the Expert. Retrieved November 26, 2021. <https://www.pps.org/article/place-game-community>

Oldenburg, R. (1999). *The great good place: Cafes, coffee shops, bookstores, bars, hair salons, and other hangouts at the heart of a community*. Da Capo Press.

Sendi, R., & Marušić, B. G. (2012). *Neighbourhood design: Public spaces*.

Sennett, R., & Sendra, P. (2022). *Designing disorder: Experiments and disruptions in the city*. Verso Books.

Shaftoe, H. (2008). *Convivial Urban Spaces: Creating Effective Public Places* (1st ed.). Routledge. <https://doi.org/10.4324/9781849770873>

Sokolai, U. (2021). *Inclusion and placemaking based participation - The case of Klostergata 56, NTNU, IAP, Master's Thesis, Trondheim* [no.ntnu:inspera:85502542:55937202.pdf]

Stanza (2021). *Soundcities*. Retrieved November 02, 2021. <https://www.soundcities.com>

# Annex

## List of Speakers and Moderators

### Keynote Speakers



Jeff Hou, Professor of Landscape Architecture, Adjunct Professor of Architecture and Urban Design & Planning, University of Washington



Ayanda Roji, Head of Research and Knowledge Management at the City of Johannesburg's Parks and Zoo agency; Centre on African Public Space



Arunava Dasgupta, Associate Professor of Urban Design, School of Planning and Architecture New Delhi



Ann Marit Longva, Leader of StudyTrondheim, Trondheim Kommune



Øystein Ask, Architect and City Planner, Trondheim Kommune



Tina Larsen, Pådriv Trondheim



Kathrine E. Standal, Managing Director at Svartlamon Boligstiftelse



Roland Krebs, Supervien, Placemaking Europe



Shayesteh Shahand, MSc student in Urban Ecological Planning at NTNU



Päivi Raivio, Urban designer and Placemaker, Co-founder of RaivioBumann and Parkly



Patric Wallin, Associate Professor at the NTNU Department of Education and Lifelong Learning



Anna Louise Bradley, Urban researcher and network manager at STIPO Rotterdam



Lina Naoroz Bråten, PhD candidate in Urban Planning at the NTNU Institute of Architecture and Planning



Steffen Wellinger, Professor of architecture at the NTNU Institute of architecture and planning; Coordinator of the NTNU Live Studio

## Hosts and Moderators



Peter Gotsch, Professor, Urban Ecological Planning, Norwegian University of Science and Technology



Bruna Rohling, Urban Ecological Planning, Norwegian University of Science and Technology



Ursula Sokolai, Urban Ecological Planning, Norwegian University of Science and Technology

## Objectives of SPAS

NTNU SPAS seeks to maximize the potential of NTNU's plans for the Campus of the Future in exploring and promoting the role and nature of open shared spaces as a motor of integration and innovation.

The six main objectives of NTNU SPAS are:

1 To promote inputs for open space strategy for NTNU's new campus development.

2 To mainstream and disseminate the knowledge on relevance, effectiveness, efficiency, and sustainability of "open" spaces among the different stakeholders and status groups (users, trust persons, experts, decision makers).

3 To connect various stakeholders and to learn from each other. To exchange experience and working methods with local groups exploring urban issues, action methods, and private-public cooperation.

4 To connect other projects working on the Future Campus.

5 To encourage user participation and place-led development.

6 To contribute to the body of knowledge on the role of shared spaces in promoting creativity and innovation. (Especially to set up a community of knowledge and practice in the European Placemaking Network).

NTNU SPAS lead question is: When (and how) do 'open' spaces connect people, spark inspiration, and promote new ideas, creativity, and innovation? A further goal is to establish a community of knowledge and practice on open spaces and innovation.

Its six secondary questions are:

A When do 'strangers' start to talk to each other and inspire each other? What kind of spaces do they need?

B How should we organise, design, and manage such spaces and which rules do these spaces need?

C Which balance between order and informality do we need to promote better communication, innovation, and creativity?

D Which type of 'open' spaces does the new NTNU campus need to boost quality experience of the campus and to promote innovation?

E Which open innovative spaces (and lessons around) exist elsewhere, and how can we learn from them?

F How can the lessons identified be documented and translated into policy and practice?



# Workshop Report

Faculty of Architecture and Design

Institute of Architecture and Planning

Programme for Urban Ecological Planning



Norwegian University of  
Science and Technology

The Norwegian University of Science and Technology (NTNU) creates knowledge for a better world and solutions that can change everyday life.

Contact information

Peter Andreas Gotsch | [peter.a.gotsch@ntnu.no](mailto:peter.a.gotsch@ntnu.no)