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OSLO



PARTICIPATION FOR INNOVATION

Engaging students in Innovation
District City Center



Do you want to know more?



CityStudio Oslo, fall semester 2021



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Participation for Innovation consists of students from human geography, administration and leadership, and environment and development studies. Together, these disciplines cover governance, urban planning and topics of communication between the public and private sector.

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1. Summary

Participation for Innovation is a project that focuses on generating more collaboration between students and other stakeholders in Innovation District City Center (IDCC). The project was executed during the establishing phase of the innovation district. It is a prototype of how to engage students in a participation process and the results can be used in future phases.

The city government established a strategy called “Campus Oslo” in 2019 (Oslo Municipality, 2019). The strategy includes three innovation districts to make Oslo a leading and attractive knowledge capital in Europe. Innovation District City Center is one of three innovation districts in Oslo. The three innovation districts are Oslo Science City, Innovation District Hovinbyen and Innovation District City Center. IDCC is in an early stage and its establishment will strengthen the existing knowledge-based ecosystems and strong businesses. It will also increase the bonds and collaboration between the different actors.

Some key actors in innovation districts are businesses, educational institutions and knowledge based environments for entrepreneurship. Students are mentioned as important in the Innovation District City Center strategy, but there is no specific plan for how they should be engaged. In Participation for Innovation students have been given the opportunity to illustrate their current situation in IDCC and give feedback for the further establishment. The project included data gathering from students by a survey and a workshop with a focus group. Participation for Innovation generated 10 suggestions based on the information from the students.

A small-scale participation process was executed in November/December 2021. Students from OsloMet, UiO, and HK answered a survey about practical experience in their study programs and their relationship to innovation. The information gathered from this survey was used to formulate questions for a workshop held in December. Here, students gave their suggestions for how they want to participate in Innovation District City Center when it is established.

The suggestions from the students have been formulated as specific actions that should be taken in the city, divided in three categories: identity and inclusion, infrastructure and innovation. These suggestions will be presented for the steering committee and distributed to relevant stakeholders.

Vision

Participation for Innovation has a vision that IDCC will be a place where students are an important piece in the establishment and decision-making processes in the future. This means they would have representation in all levels of the planning processes, facilitation in the cityscape and good communication with other stakeholders (private businesses and the municipality).

2. Introduction

Students can provide innovation districts with new insights, ideas, and labour. Yet, there are no specific plans as to how students will take part. Participation for Innovation is a small-scale participation process that helps the students of Innovation District City Center to express their interests.

3. Background

What are Innovation Districts?

Innovation district allows for cooperation between actors who usually do not interact and collaborate. The intention is that meetings between them will foster innovation. “The notion of an innovation district is a popular, new paradigm of network-building, place-making, and economic development” (Spokane University District, 2016). Research shows that geographical proximity between actors make innovation processes more effective (Katz & Wagner, 2014). Key actors in successful innovation districts are typically knowledge institutions, public authorities, private actors, businesses, entrepreneurs, and civil society.

The first successful innovation districts developed organically. They brought great economic profit to the involved actors and contributed to a vibrant urban environment in the areas they were located. Consequently, the establishment of innovation districts have become a popular strategy for urban planning in cities worldwide (Lawrence, Hogan, & Brown, 2019).

Innovation District City Center

Oslo Campus Strategy was developed by the municipality of Oslo in 2019. It is the city of Oslo’s strategy for transforming Oslo into an international knowledge capital. Through this strategy the politicians ask for the establishment of three innovation districts: Oslo Science City, Innovation District Hovinbyen and Innovation District City Center (IDCC). The two former innovation districts have already been launched, but the Innovation District City Center is still in a planning phase. It is expected to be launched during Oslo Urban Week 2022.

The geographical boundaries for IDCC are not set, however, the district is planned to run through the axis from OsloMet and Pilestredet to Høyskolen Kristiania and Kvadraturen. Participation for Innovation mainly focuses on the area surrounding OsloMet.

Each innovation district has its specific focus area, and data driven innovation is IDCC’s focus. The role of the innovation district will be to further develop the ecosystem of innovation and entrepreneurship that already exists in the center of Oslo and facilitate cross-sectoral cooperation and sharing of knowledge between actors in the district.

A steering committee was formed in spring of 2021 consisting of key actors in the district. The members are Oslo Municipality, OsloMet, Høyskolen Kristiania, Rebel, Simula, Entra Eiendom, No Isolation and Sparebankstiftelsen DNB. Their mission is to complete phase 1 of the establishment of IDCC which involves preparing a project mandate for the innovation district.

The Top-Down / Bottom-Up Narrative

The political initiative that forms the basis for the establishment in the innovation districts in Oslo ensures that the development correlates with political objectives and goals. In organically emerging innovation districts it is the interests of the actors that formed the basis for the

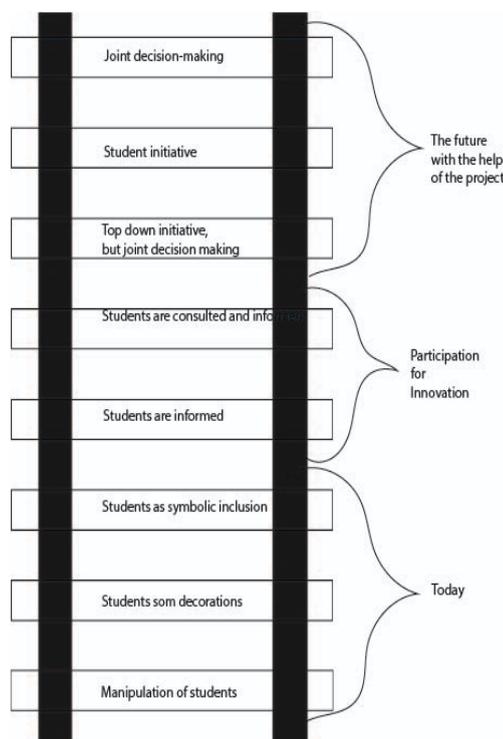
development. Participation for Innovation believes that the Innovation District City Center must ensure influential participation from the actors and that this will unleash the full potential of the innovation district.

Participation is an important part of urban planning that contributes to more democratic processes. By moving away from a "top-down" approach where political interests are drivers for development, a "bottom-up" approach will highlight the interests of important actors in the innovation district (Vabo, Klausen & Askim, 2020). This can ensure that the innovation district responds to the actual needs of the actors in the area.

The Participation Ladder

The participation ladder is a model of how influential a participation measure is. It shows variation in influence from low to high (Stigen, Kolltveit, & Winsvold, 2018). By using participation that is high on the ladder, one facilitates for more bottom-up approaches and that more people can be a part of the decision-making. This allows for more cooperation between participants and public authorities.

But why is influential participation important? It makes elected officials capable of doing a better job. (Klausen, Arnese, Christensen, Hanssen, Winsvold & Aars, 2013). By allowing for participation it does not mean that the elected officials are giving away all of their power, but it means that they are qualified to make tailor made solutions and decisions about the urban environment for the user groups. This will lead to better decisions, but it will also strengthen the link between voters and the elected officials. Participation will result in ownership to the policies and further, the urban environment. Participation is also important for the urban society to strengthen communities and social cohesion (Hanssen, 2021).



A highly influential participation process for students will benefit Innovation District City Center. One can attract more students by making the urban environment vibrant according to their interests. It can inform a strategy for improving the well-being of students and give them a sense of belonging to the district. This is a fundamental aspect for participating in innovation processes

Illustration: Maria Johansen Greenidge
Source: Arnstein, 1969

Students in innovation districts

Flexibility

Innovation and entrepreneurship can be time consuming. Therefore, students are a valuable target group for the innovation district as they are in a life situation that allows for flexibility. Additionally, they have a lower threshold for taking risks.

Urban life

It is beneficial for innovation districts to have students on board. They are active users of urban amenities such as libraries, theaters, bars and cafés (Otnes, Thoresen & Vaage, 2011), and they contribute to a vibrant urban life. Thus, students will be a large user group of both cultural- and work related offers in the innovation district.

Future employees

Students are the future employees of the innovation district. It is important that their education answers the needs of future labour. A survey from 2021 shows that Norwegian students feel that they are less prepared for work-life than Swedish and Finnish students (Andersen & Keute, 2021). Through involvement in an innovation district, students can get more opportunities for internships and contact with work-life.

The Role of Participation For Innovation

Students are mentioned as important actors several times in the Campus Strategy. They are described as a resource for the city. Additionally, closer connection between education and work-life is believed to be important to prepare students for future work (Oslo Municipality, 2019). It is clear that the municipality sees the importance of student presence in innovation districts, however, there are no current plans for how to include them. Participation for Innovation seeks to solve this challenge by engaging students in a participation process in the early stage of IDCC.

In the campus strategy it is stated that the Innovation district wants to: “Attract and develop qualified **students**, scientists and knowledge workers with skills that meet the region's future needs for labour” (Oslo Municipality, 2019). Oslo is the largest student city in Norway with 80 000 student inhabitants. In spite of many students moving to the city, Oslo scores below national average on student well-being (SHoT, 2018).

The innovation district has to make sure Oslo is an attractive city to study in. The urban environment and study offers must satisfy the needs of the students in order to achieve this. Participation for Innovation believes that active involvement of students can give important information about the student needs. But to do this, the students have to be interested in participating. Therefore, the project seeks to answer **how to engage students in Innovation District City Center?**

4. City Studio- 5S's

S1 Staff and City Strategies

City Staff Contact and Departments

Lone Jessen is the project manager for the innovation district City Centre, and is the key contact person for this project. May Hald from the Department of Business Development and Public Ownership has also been a key contact.

City Strategies and Goals

The city strategy connected to this project is the Campus Oslo Strategy. This is a strategy for development of a knowledge capital ("kunnskapshovedstad"). The focus areas in this strategy are to:

1. Further develop Oslo as an internationally attractive city for education, research and innovation
2. Develop innovation districts where one of these districts will be in the city centre

(Oslo Municipality, 2019)

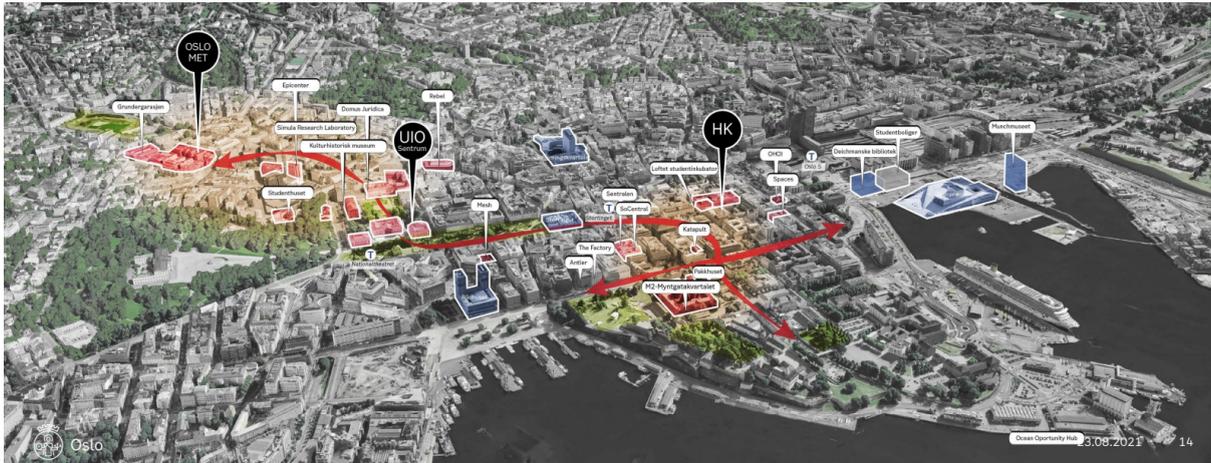
The Oslo Campus Strategy is a product of the City Government platform (Plattform for byrådssamarbeid, 2019).

S2 Support and Resources

Innovation District City Center has supported this project with funds for activities. Otherwise, Participation for Innovation requires a minimum of funding in itself, except for paper and pens for the workshop. UiO and CityStudio Oslo have provided facilities for printing the booklet and poster, as well as meeting locations and stakeholder contact information.

For future involvement of students in Innovation District City Center, the measures suggested by this project will require funding and maintenance by the knowledge institutions and relevant partners.

S3 Site



Source: Oslo Municipality, 2019

The geographical area of IDCC has not been finalized, but it will be based around the knowledge institutions located in the city center. Participation for Innovation focuses on the area surrounding OsloMet and Rebel, as it most definitely will be a part of the finished innovation district. The area contains prominent research institutions, such as Simula and OsloMet, and start-up actors such as Gründergarasjen and Rebel. Being in the middle of Oslo city center means that the area is very active.

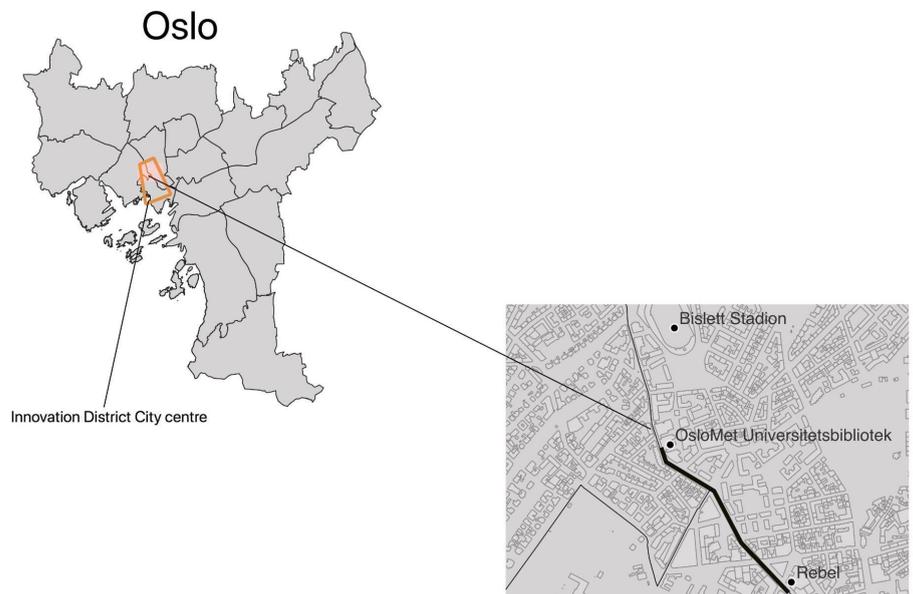


Illustration: Maria Johansen Greenidge

S4 Stewardship and Stakeholders

Participation for Innovation will hand over 10 suggestions to the IDCC steering committee. It will also be presented for NIBR (Norwegian Institute for Urban and Regional Planning) and the OsloMet administration.

Throughout the project, there have been several key stakeholders whom the project group have been in contact with. They have different perspectives on the development of IDCC and the knowledge we gained from this has helped to shape the project.

They are:

- Lone Jessen, Innovation District City Center
- Tin Phan, NMBU
- Anja Standal, NMBU
- Gro Sandkjær Hanssen, OsloMet
- Per Gunnar Røe, UiO
- Elin Schjenken Halvorsen, Innovation District Hovinbyen
- Mads Danielsen, Oslo Science City
- Didrik Aleksander Strøhm, YSI
- Carl Onstad, Rebel
- Øystein Aurlien, Tullinsamarbeidet
- Mark Mansfield

S5 Scalability

Even though Participation for Innovation is a project made for IDCC, the information it presents is beneficial for the development of other innovation districts as well. As explained in the chapter above, students are important contributors to both urban life and innovation districts. But, Participation for Innovation is not just about the students being *present*. They must also collaborate with the other stakeholders. This project suggests ways of establishing this collaboration which can be transferred to other innovation districts.

Innovation districts also relate to the UN's Sustainable Development Goal. This especially applies to goal 9: "industry, innovation and infrastructure" and goal 11: "sustainable communities" (United Nations, 2021). As explained earlier in this report, innovation districts are both a project of place-making and collaboration leading to new expertise. A community that facilitates for good meeting spaces *and* industry should have all the potential of becoming a good innovation district. It is the perception of this project that students play a crucial role in fulfilling both these goals in innovation districts.

5. Project Outcomes

Participation for Innovation conducted a participation process that led to the formulation of 10 recommendations for the innovation district steering committee. These are divided between the three focus areas of IDCC: infrastructure, identity and innovation. To the identity-category the word "inclusion" is added, as the recommendations touch upon this too. In the workshop students were asked about their opinions on a student *board*. In the recommendations this has been changed to *reference group* as this would fit their needs and the structure of IDCC better. Each point is formulated based on the information provided by the students themselves.

10 Recommendations for Innovation District City Center

Infrastructure

1. More reading spots on campus
2. Cafeterias with long opening hours
3. Cheap food alternatives outside the university buildings
4. More leisure activities in the area

Identity and inclusion

5. Establish a reference group for students in the innovation district
6. Better visibility and information
7. Workshops and other events where students are invited to participate in decision-making.

Innovation

8. Events driven by students, or where students are part of the the planning
9. More opportunities for writing your thesis or doing projects with work-life actors (public and private)
10. More innovation in curriculums!

The goal of these suggestions is to give students a clear place and connection to the Innovation District Center. Additional information about each goal can be found in the booklet (link in appendix, chapter 9.6). In a few years, when the innovation district is established, students will both know about the innovation district and get involved in the activities that take place here. Looking 10-20 years ahead, there is good collaboration between the universities, researchers and businesses in

the district, and the students who study here have many internship opportunities.

Referring back to the participation ladder, current participation processes involving students can be placed at the bottom of the ladder. Participation for Innovation conducted measures corresponding to the middle of the ladder. In the future IDCC should implement continuous student participation measures resembling the top of the ladder.

6. Process

Participation for Innovation uses both qualitative and quantitative data to better understand the needs of students and come up with suggestions. First, street interviews were conducted to identify the problem. Then, a survey was sent out to student unions, organizations and facebook groups. Finally, a workshop was held. There were two overarching questions to be answered:

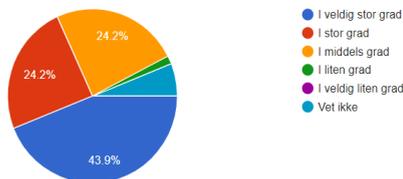
- 1) What is the situation for students now?
- 2) What do they need in the future innovation district?

Survey: What is the Situation for Students Now?

The survey was open between November 18th and December 2nd and was answered by 66 students. Students from OsloMet, Høyskolen Kristiania and UiO answered questions about work-life relevance, practical experience and relationship to innovation. To make sure the survey was answered by as many as possible, Participation for Innovation had a stand at OsloMet December 1st. To this stand a brochure was made to inform students about IDCC. See appendix chapter 9.2 for all answers and chapter 9.5 brochure.

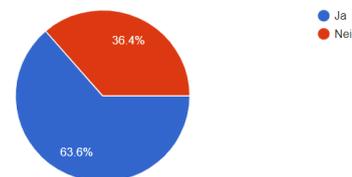
On work-life experience we found out that students want to have more contact with work-life during their studies.

Ønsker du at studieprogrammet skal legge mer til rette for praksis i arbeidslivet?
66 responses



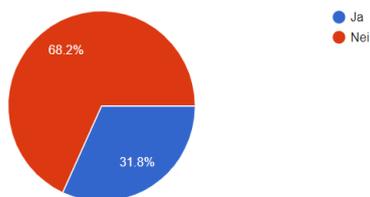
The same question was asked about digitalization and technology, but to this, most students answered "yes".

Tenker du at big data og kunstig intelligens er relevant i studieprogrammet ditt?
66 responses



The students were also asked whether data driven innovation was relevant to their study program, to which most answered "no".

Har du noe forhold til datadrevet innovasjon?
66 responses



Conclusion: students' interests correlate with what an innovation district can offer, but they are not familiar with the vocabulary. Innovation District City Center can give them both practical experience and information about digitalization in their studies, but when it is formulated as "data driven innovation", they struggle to relate. Students are also interested in having arenas that facilitate for networking and making connections across study programs.

Workshop: What do the students want in the future innovation district?

On December 1st a workshop was held at OsloMet with 9 students participating. Information gathered from the survey was the basis of the workshop exercises. There were four tables at the workshop, each dealing with a specific area of interest for the innovation district.

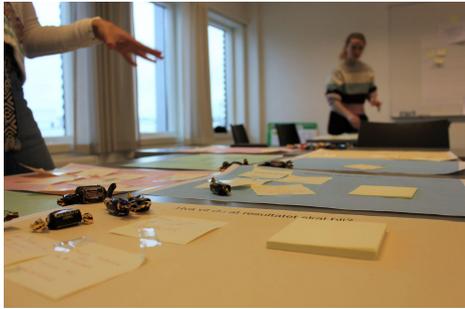


Table 1: Activity that focused on work relevance and business contact. Using post it notes, these students answered the following questions: What do you want? How do you want it? What do you want the result to be?



Table 2: Word association. The students told us what they associated the following words with: entrepreneurship, innovation, big data, artificial intelligence.

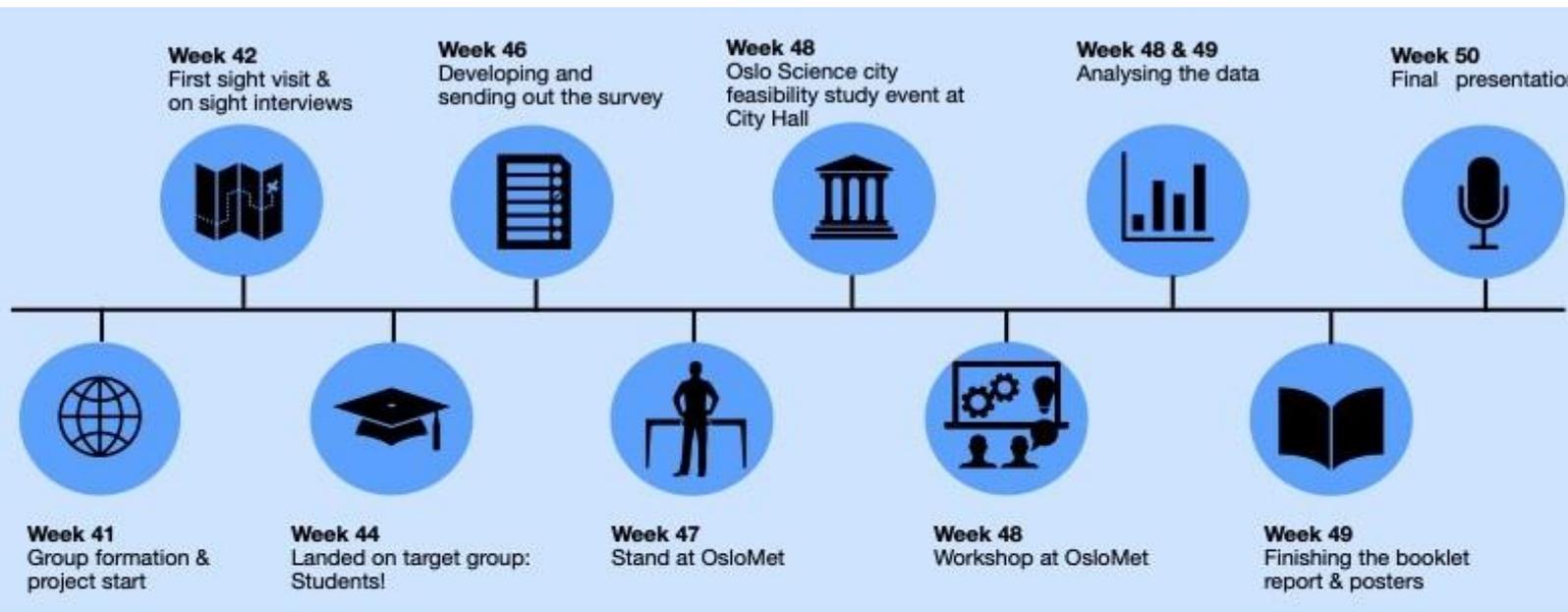


Table 3: Representation. The students were asked to imagine that there was a student board for the innovation district, and answered the following questions: Who should be a part of it? How often should they meet? How would you contact this board? What cases should they be involved in? They were also asked about making signs for IDCC and a web page.

Table 4: urban design. The students were given maps of IDCC and asked to answer the following questions: What do you appreciate in this area? What do you miss?

Results: students are eager to participate in the innovation district if given the chance. They were also positive to a student board. When it comes to signs, some students gave the feedback that it might not be the best strategy for engaging students.

Project timeline



Meetings

Lone Jessen (Innovation District City Center)

Regularly

Making sure Participation for Innovation is useful for the city.

Jennifer Vallee, Tin Phan, Anja Standal

Mondays

Project feedback and support.

Carl Onstad (Rebel), **Øystein Aurlien** (YTE)

Nov. 4th

Shared knowledge and experience about the IDCC geographical area and the activities that are happening there already.

Didrik Strøhm (Young Sustainable Impact)

Nov. 12th

Experiences on how to engage young people in innovation.

Elin Schjenken Halvorsen (Innovation District Hovinbyen)

Nov. 18th

Experiences from student involvement in Hovinbyen.

Mads Danielsen (Oslo Science City)

Nov. 19th

Experiences from student involvement in Oslo Science City.

Mark Mansfield

Dec. 6th

Experiences from innovation districts in the US

Project Barriers

The students were in the middle of exam period while the project was held. This has made it difficult to recruit students to the workshop. The format was therefore adjusted to the students' needs. During exam periods they need lunch breaks and food. The workshop was therefore held for an hour at lunch time and pizza was served to all participants. The survey was kept short and did not face any exam-related difficulties.

7. Lessons Learned

The workshop could have been held earlier in the semester. Students are extremely busy during the first week of December, so if a larger number of participants is needed, this should be avoided. If the project had had a couple of more weeks, more stakeholders would have been contacted and involved in the project. The viewpoint of business actors would have strengthened the suggestions of this project even further.

The knowledge the workshop and survey provided clearly indicates that students are motivated to engage in the innovation district. IDCC should take advantage of the opportunities that student involvement entails. If students are actively included, the innovation district will experience a thriving urban environment where cooperation between students, businesses, and entrepreneurs is an everyday affair.

Remaining question

How can other actors in the innovation district be made aware of the benefits of engaging students in IDCC?

Next Steps and Recommendations

All the recommendations are gathered in a booklet that will be presented for the steering committee in January/February 2022. Participation for Innovation will also be presented at the Norwegian Institute for Urban and Regional Research (NIBR) and the OsloMet rectorate in the beginning of 2022. If the recommendations are implemented, the students of Innovation District City Center will have a good starting point to participate and make the district better.

The implementation of the project recommendations will require cooperation between several actors. Participation for Innovation recommends that the interests of other actors regarding student involvement are mapped. This will not only benefit the implementation of the suggestions, but will also set a better foundation for cooperation amongst the different actors and students.

8. Acknowledgments

Participation for Innovation would not have been possible without the help from many different people.

Lone Jessen, our key contact from Innovation District City Center, contributed with important information about the challenges and possibilities embedded in the innovation district and input on how we could tackle such a diffuse concept.

Elin Schjenken Halvorsen, **Mads A. Danielsen** and **Mark Mansfield** contributed with their own experience with innovation districts, and helped us see the project from new perspectives.

The CityStudio Oslo team helped guide, challenge and push us in the right direction. Thank you to course manager **Jennifer Vallee** for helping us ask the right questions, academic leader **Per Gunnar Røe** for insights on research methods, professor **Gro Sandkjær Hanssen**, for constructive feedbacks on how to approach the problem, **Erling Dokk Holm** for expertise on urban development, and advisers **Tin Phan** and **Anja Kristin Standal** for insightful recommendations and advice. The contributions from the **students** at OsloMet, Høyskolen Kristiania and Faculty of Law at UiO were vital for the creation of Innovation for Participation.

9. Appendix

9.1 References

9.2 Survey

9.3 Workshop resultater

9.4 Budget

9.5 Brochure

9.6 QR code til booklet

9.1 References

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<https://www.ssb.no/utdanning/hoyere-utdanning/artikler/hvilke-studenter-foler-seg-best-forberedt-pa-arbeidslivet>

- About students and work-life experience in Norway

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- Describes the concept of innovation districts

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- The mandate for creating the Oslo Campus Strategy

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- Information about Innovation District City Center
- Information about key actors

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- About student's contributions to urban life

Spokane University District. (2019). Bridging Opportunities. Retrieved from: <https://www.dropbox.com/s/a8971zi05djfw66/UD%20Magazine%202015-v1.pdf?dl=0>

- Describes Spokane University District

Stigen, I., Kolltveit, K., & Winsvold, M. (2018). Fra valg til velferd : Innføring i stats- og kommunalkunnskap. Oslo: Cappelen Damm akademisk.

- We used this book for information about the participation ladder

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- About the well-being of students in Oslo.

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- About the Sustainable Development Goal

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- This book describes the top-down / bottom-up narrative in political science

9.2 Survey

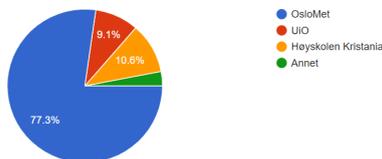
Translations:

Norwegian	English
I veldig stor grad	To a very large degree
I stor grad	To a large degree
I middels grad	To a medium degree
I liten grad	To small degree
I veldig liten grad	To a very small degree
Vet ikke	I do not know
Annet	Other
Ja	Yes
Nei	No

Helt enig	Strongly agree
Litt enig	Agree
Nøytral	Neutral
Litt uenig	Disagree
Helt uenig	Strongly disagree
Offentlig sektor	Public sector
Privat næringsliv	Private sector
Eget foretak	Own company
Akademia	Academia

Question 1: Which institution do you belong to?

Hvilken institusjon tilhører du?
66 responses



- Kreativitet, Innovasjon og Forretningsutvikling
- Samfgeo
- Masterstudium i estetiske fag
- ADML
- Bachelor Administrasjon og ledelse i offentlig virksomhet
- 5-årig master i rettsvitenskap
- Kif - markedsføring med kreativitet innovasjon og forretningsutvikling.
- Juss
- Ergoterapi

Question 2: What is your study program?

Hva studerer du?
66 responses

- Grunnskolelærer 1-7
- Biomedisin
- Sosialt arbeid
- Grunnskolelærer
- Administrasjon og ledelse i offentlig virksomhet
- Økad
- Maskiniegjør
- Makingeniør
- Kreativitet, innovasjon & forretningsutvikling

- økonomi
- Ingeniørfag for elektronikk og informasjonsteknologi
- Elektronikk ingeniør
- Dataingeniør
- Faglærer i kroppøving og idrettsfag
- Byggingeniør
- Informasjonsteknologi
- Maskin ingeniør
- Energi i miljø og bygg ingeniør

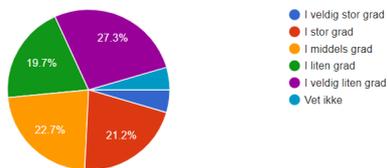
Bachelor Elektronikk
Bioteknologi og kjemi
Makiningeniør
Medier og kommunikasjon
Kriminologi
Maskiniegjør
Offentlig administrasjon og styring
Lærer
Dataingeniør

Anvendt datateknologi
Digital kommunikasjon og markedsføring
Økonomi
Maskin ingeniør
Bachelor i økonomi og administrasjon
Data ingeniør
Dataingeniør Bachelor
Master i strategisk HR
Master i Rettsvitenskap

Maskin ingeniør
Bachelor i økonomi og administrasjon
Data ingeniør
Dataingeniør Bachelor
Master i strategisk HR
Master i Rettsvitenskap
Økonomi og Administrasjon
Faglærer i design, kunst og håndverk
Bærekraft- og forretningsutvikling

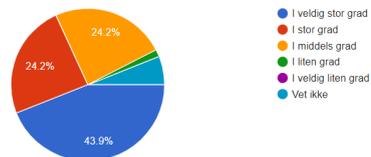
Question 3: Are you in contact with the work-life in your study program?

Er du i kontakt med arbeidslivet som en del av studieprogrammet ditt?
66 responses



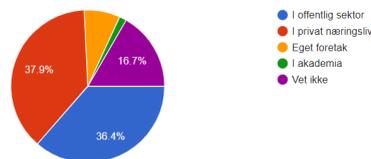
Question 4: Do you wish your study program facilitated for more practical experience?

Ønsker du at studieprogrammet skal legge mer til rette for praksis i arbeidslivet?
66 responses



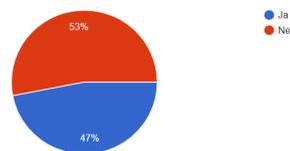
Question 5: Where do you wish your future job will be?

Hva ønsker du mest at din framtidige arbeidsplass er etter avsluttende studier?
66 responses



Question 6: As a part of your study program, do you wish you could take more classes from other programs?

Som del av studieprogrammet, ønsker du å kunne ta noen fag ved andre studieretninger?
66 responses



Question 7: If yes, what kinds of classes?

Hvis ja, hvilke type fag?
29 responses

Økonomi
Kjønnsstudier
Kunst
Psykologi, salg, personlig utvikling
Programmering Project management
It, mer økonom, indøk
Språkfag
politikk
Russisk språkfag

Hvis ja, hvilke type fag?
29 responses

- Exphil
- Kunst fag
- Historie
- Økonomi
- Ledelse
- Lærer fag
- Nja
- Samfunnsgeografi
- Psykologifag for eksempel

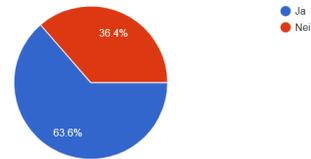
IT, programmeringsfag, mer innenfor data (datasikkerhet f.eks.)

- IT og entreprenørskap
- Historie
- Andre teknologifag eller noe relevant
- Data
- Humanetiske
- Språk
- Innovasjons fag, teknologi og grafisk design
- Har tatt en del programmeringsfag, men kunne også tenke meg å ta noe innenfor miljø og bærekraftet samt tverkulturell kommunikasjon

Samfunnsfag og historie

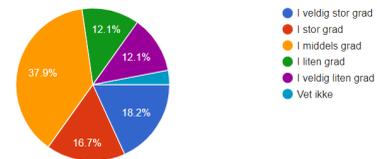
Question 10: Do you think big data and artificial intelligence is relevant in your study program?

Tenker du at big data og kunstig intelligens er relevant i studieprogrammet ditt?
66 responses



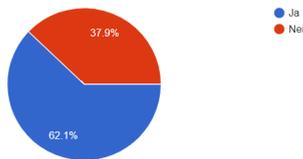
Question 11: Is your study program directed towards innovation?

Er studieprogrammet rettet mot innovasjon?
66 responses



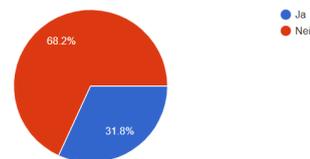
Question 8: Do you wish you had more contact with other study programs?

Ønsker du bedre kontakt med andre studieretninger?
66 responses



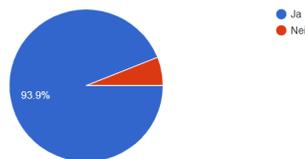
Question 12: Do you have a relationship to data driven innovation?

Har du noe forhold til datadrevet innovasjon?
66 responses



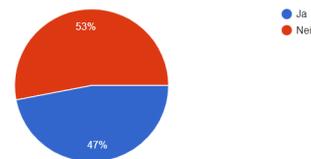
Question 9: Do you think digitalization and technology is important for your field of study/stud program?

Tenker du at digitalisering og teknologi er viktig for ditt fagområde/studieprogram?
66 responses



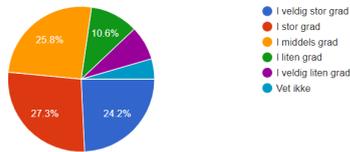
Question 13: Do you think the start-up environment is important for you during your studies?

Tenker du at gründermiljøet er viktig for deg under studiene?
66 responses



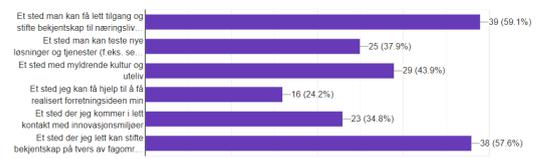
Question 14: Do you think contact with technology-oriented businesses is important for you during your studies?

Tenker du at kontakt med teknologiorientert næringsliv er viktig for deg under studiene?
66 responses



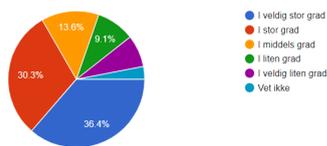
Question 18: What would engage you the most of the following alternatives. Choose the three most important ones.

Hva ville engasjert deg mest av alternativene på campus og de nærliggende områdene? Velg de tre du ser på som viktigst
66 responses



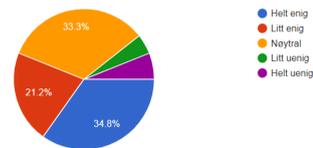
Question 15: Do you think practical experience from the public sector (school, health, municipality, agencies, etc.) is important for you during your studies?

Tenker du at praksis i en offentlig virksomhet (skole, helsevesen, kommune, etat e.l.) er viktig for deg under studiene?
66 responses



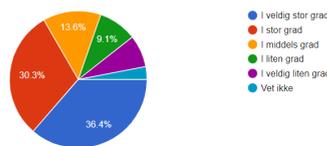
Question 19: To participate in events with different actors from business, academia and entrepreneurs is something I want to do.

Å være med på eventer med ulike aktører fra næringslivet, akademien, entreprenører er noe jeg ønsker å delta på?
66 responses



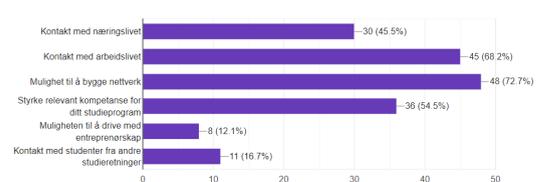
Question 16: Do you think there is a need to strengthen the link between your study program and practical experience in the public sector?

Tenker du at praksis i en offentlig virksomhet (skole, helsevesen, kommune, etat e.l.) er viktig for deg under studiene?
66 responses



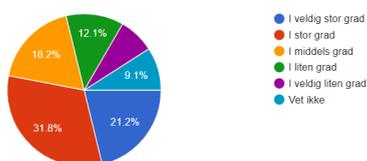
Question 20: What do you want the innovation district to offer you? Choose the three most important ones.

Hva ønsker du at innovasjonsdistriktet skal tilby deg? Merk av de tre punktene som du anser viktigst?
66 responses



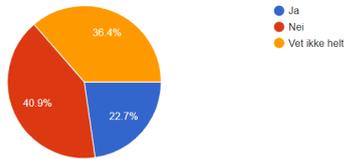
Question 17: Do you think there is a need to strengthen the link between your study program and practical experience in the private sector?

Synes du at det er behov for å styrke koblingen mellom ditt studieprogram og privat næringsliv?
66 responses



Question 21: Are you considering becoming an entrepreneur during or after your studies?

Vurderer du å bli grunder under eller etter studiene?
66 responses



Conclusion: students' interests correlate with what an innovation district can offer, but they are not familiar with the vocabulary. Innovation District City Center can give them both practical experience and information about digitalization in their studies, but when it is formulated as "data driven innovation", they struggle to relate. Students are also interested in having arenas that facilitate for networking and making connections across study programs.

9.3 Workshop

Table 1: work relevance

Arbeidsrelevans og kontakt med næringslivet i løpet av studietiden	Hva vil du ha?	Hvordan vil du ha det?	Hva vil du at resultatet skal bli?
Svar:	Bedriftspresentasjoner Praksis Omvendt mentoring Mentoring Case work Besøk fra bedrifter på skolen Internship Godt promoterte karrieredager bredt spekter av bedrifter (ikke "bare" de fire store revisjonsselskapene) Relevant erfaring (gjærne praksis) Bedriftbesøk Skoleoppgaver sammen med ulike bedrifter	casework: caseløseoppgaver og prosjektdager hvor hver bedrift presenterer mulige semesterbachelor og masteroppgaver Fellesarenaer Bedriftspresentasjoner Tettere samarbeid med arbeidsgivere Tettere kommunikasjon Prosjektoppgaver på skolen med bedrifter Info på nett/sosiale medier Relevant case arbeid som eksamensvurdering	Relevant jobb etter studiet Bedre forhandlingsgrunnlag med arbeidsgiver Tilbud jobb før endt studietid Skape nettverk for å enklere inngang til arbeidslivet bedre forståelse av hva de ulike organisasjonene gjør i forhold til min studieretning
Kommentarer:	<p>"Skjønner ikke hvorfor ikke flere bedrifter er interessert i å være med på case work, og vil være med som temaer på oppgaver osv. Blir jo mer eller mindre gratis jobb for dem."</p> <p>"Hvis ikke du har hatt kontakt med arbeidslivet/næringslivet så er det veldig vanskelig å få seg jobb. Mer relevant erfaring hadde derfor hjulpet veldig"</p> <p>"Jeg kan skylde på meg selv for ikke å ha tatt mer kontakt, men jeg vet ikke helt hvordan jeg ville gjort det heller. Blir kanskje lettere siste året på masteren"</p>		

Table 2: word association

Entreprenørskap	
Hva tenker du på når du ser dette ordet?	Hvordan er dette ordet relevant for ditt studie?
Future oriented	Har høy verdi for mitt studie
New businesses	Det dekker mitt behov

Innovation	
Hva tenker du på når du ser dette ordet?	Hvordan er dette ordet relevant for ditt studie?
Disruptiv Utvikling Nye muligheter (produkter og tjenester) Høy økonomi vekst Sustainability Vekst Kunnskapsdeling Nye ideer Fremskritt Utvikling	Nyskapende Fremtidsrettet Oppdiktet fagstoff Fintech Bedre jobbmuligheter Prosess forbedring

Store data/big data	
Hva tenker du på når du ser dette ordet?	Hvordan er dette ordet relevant for ditt studie?
Analyse	Jobb Handling av data Rapportering og analyse Business improvement Muligheter for bachelor og masteroppgaver Bredere læringsutbytte (programmering)

Kunstig intelligens	
Hva tenker du på når du ser dette ordet?	Hvordan er dette ordet relevant for ditt studier?
Algoritmer Prediksjon Algoritmer Skummelt Bra om det fungerer Skalerbart Automatisere repetitive oppgaver	Jobb Tar over jobber noen studenter utdanner seg for Hva skjer med studentene som skal ut i arbeidslivet? Det er dyrt, bør bli billigere

Table 3: representation

Hva om det fantes et studentstyre i innovasjonsdistriktet?			
1.Hvem burde være en del av det?	2.Hvor ofte bør de møtes?	3.Hvordan kommer man i kontakt med dem?	4.Hvilke saker bør de inkluderes i?
<ul style="list-style-type: none"> - 1 representant fra hver skole/fakultet - Engasjerte studenter - Fakultetsstyret - Representanter fra næringslivet - "Innovasjonsutvalget" - Representanter fra teknologi/forskning - Handelskammeret 	<ul style="list-style-type: none"> - To ganger i året - Månedlig - Månedlig - Hver andre uke 	<ul style="list-style-type: none"> -Mail -Nettside med kommentarfelt - Utstillingshall (allá NTNU?) -Kontorer på universitetet -Sosiale medier -Universitetet 	<ul style="list-style-type: none"> -Stands/eventer -Planlegging av distriktet -Hvilke industrier burde være inkludert -Utvikle prosjekter og muligheter som universitetet kan bruke -Ansvarlig for nettverk mellom næringsliv og universitet -Pengebruk -Utvikling av prosjektet
Comments:	"Spørsmål 1 og 4 burde sees i relasjon med hverandre. Hvilke saker de inkluderes i og hvem som er en del av det kan sees i sammenheng med hverandre, f.eks. forskjellige verv for forskjellige saker."		

Nettside	
Hva om det fantes en nettside med informasjon om innovasjonsdistriktet?	
Hva slags informasjon vil du finne her?	<ul style="list-style-type: none"> -Ting som skjer -Møtereferater

Skilt	
Hva om det var skilt på OsloMet (eller andre universiteter) som gir informasjon om innovasjonsdistriktet?	
Hvordan burde de se ut?	<ul style="list-style-type: none"> -Burde gi synlighet -Innovasjonsaspektet må være veldig tydelig -Tviler sterkt på effektiviteten av dette. Man vil kanskje legge merke til det første gangen, men senere vil det bare bli et sanseintrykk som forsvinner i bybildet.

Table 4: urban design

What do you appreciate in the area?	What do you miss?
Joker	Flere leseplasser utenfor og i campus
Bra kollektivtilbud	Billig pils
Det er sentralt	Billig sted å kjøpe middag som man kan ta med seg. Finnes ikke noe akkurat nå, så i stedet for å bli i området lenger så drar man hjem å spiser middag. Kantinen har bare åpent til 14 så man spiser ikke her
Kort vei til trikken	Flere barer!!
	Flere billige matbutikker
	Lunsj Muligheter
	Flere parkeringsplasser
	Nærhet til arrangementer, flere fasiliteter som arrangerer arrangementer
	Bedre tilrettelagt for gang- og sykkelvei
	Bedre og billigere utvalg på take away
	Sjøutsikt
	Lesesaler, mangel på leseplasser som gjør at man heller velger å sitte hjemme, må sitte i gangen på skolen å lese, det er ikke optimalt
	Bibliotek
	Større utvalg av fritidsaktiviteter, bowling for eksempel, kino, må være flere ting å gjøre her
	Et sted som er åpent for alle hvor man kan henge, spille bordtennis, sitte å jobbe etc (MESH)
	Mer utvalg av kaffesalg
	Utenomfaglig møteplass
	Matbutikker
	Flere populære restauranter
	Produktprøver, studenter som forsøkskaniner, for eksempel henge opp QR-kode til en app som studentene kan teste ut
	Organiserte lag for idrett
	Mer innbydende design på bygninger, mer ting i første etasjene
	Parker og fritidsområder

9.4 Budget

Activity	Information	Cost
Stand	Snacks to attract students and reward them for answering the survey.	kr 216,71
Workshop	Cinema tickets (to one lucky participant) and pizza.	kr 1 013,00
Sum=		<u>kr 1 229,71</u>
Covered by IDCC=		kr 1 229,71

9.5 Brochure

Kjennetegn ved innovasjonsdistrikter

- Byområder der offentlige og private aktører jobber for å tiltrekke seg gründere, oppstartsbedrifter, inkubatorer, klynger, m.m
- Byområder hvor kunnskapsmiljøer og -institusjoner har oppstartsmiljøer i sin umiddelbare nærhet
- Høy grad av kunnskapsdeling og samarbeid stimulert av fysisk nærhet
- Bykvaliteter og «mixed use» som boliger, tilgang til kollektivtransport, service- og kulturtilbud, og handel i området

Viktige faktorer for vellykkede innovasjonsdistrikter:

Økonomiske funksjoner
Kunnskapsinstitusjoner
Bedrifter
Lokale tjenestetilbud

Fysiske funksjoner
Offentlige rom
Private bygninger
Kommunikasjon

Netverks-funksjoner
Møteplasser

Økosystem for innovasjon

Innovasjonsdistrikt Sentrum

En videreutvikling av Oslo til en ledende og attraktiv kunnskapsby og næringsregion i Europa

Innovasjonsdistrikt Sentrum

Innovasjonsdistrikt sentrum er for tiden under utvikling og har utgangspunkt i kunnskapsinstitusjoner i Oslo sentrum.

Her vil derfor **studenter** ha en viktig rolle da de er en stor del av disse kunnskapsinstitusjonene

Men hva er egentlig et innovasjonsdistrikt?

Kort forklart så skal et innovasjonsdistrikt gi muligheten for samarbeid mellom aktører på tvers av sektorer og virksomheter. Distriktene skal etableres som innovative byområder og testarenaer for nye løsninger og ny næring.

Vil du vite mer om hva et innovasjonsdistrikt er, eller lese om de andre innovasjonsdistriktene i Oslo? Skann QR: koden:



Campusstrategi: En strategi for utvikling av kunnskapshovedstaden



Innovasjonsdistrikt Sentrum beliggenhet:



9.6 QR code to booklet

