



2019 Pilot Report

# CITYSTUDIO

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OSLO





“For the City of Oslo it is important to create new ways of working and learning together to problem solve city challenges. CityStudio Oslo gives students the skills and space to work on real challenges in Oslo. By offering a full-time course developed by multiple universities, CityStudio Oslo facilitates interdisciplinary and inter-institutional collaboration. CityStudio Oslo connects students, teachers, city staff members, business owners, and residents around a common desire: to build better cities by doing it together.”

Victoria Marie Evensen  
Vice Mayor for Business Development  
and Public Ownership, City of Oslo

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# Foreword

Four institutions of higher education, Norway's capital city, and dedicated students working together to co-create sustainable solutions for better cities, should make for success. Indeed, CityStudio Oslo 2019 has been a success. To me, CityStudio Oslo represents a new way of teaching – where we give students responsibility and ownership of their learning in addition to passing on knowledge. This makes for a process where the academic staff, city staff, and even the institutions learn along with the students as the course evolves.



CityStudio Oslo employs the city as its classroom. It brings people from different sectors and industries, age groups and nationalities together, thus providing a meeting place where we can gain new insights and perspectives and most importantly, co-create solutions.

CityStudio Oslo was initiated by the University of Oslo and launched as part of Oslo European Green Capital 2019 and is testimony to the dedication of the City of Oslo, UiO, NMBU, AHO and OsloMet in ensuring sustainable development in all areas of society. CityStudio Oslo will live on beyond 2019 and contribute to Oslo's ambitious goal of becoming a carbon neutral city.

I want to congratulate all who have contributed to establishing CityStudio Oslo and thank you for your hard work and dedication. I sincerely hope that you have all enjoyed being part of this project and that you are looking forward to follow how CityStudio Oslo will unfold and flourish.

Gro Bjørnerud Mo, Pro-Rector of the University of Oslo





# Executive Summary

In 2019, CityStudio Oslo (CSO) launched a full-time pilot course that ran from August to December. In this course, students designed and executed projects relevant to, and with support from, the City of Oslo. Fourteen students registered for and completed the course. Students received 30 ECTS at a master level from the Department of Sociology and Human Geography at the University of Oslo.

The course addressed three urban themes related to sustainability: public spaces, housing and walkability. Methods, theory and city context around these topics were explored by the students through lectures, assignments, dialogues, reflections, and projects. The projects were the student groups' response to the challenges they learned about through the visiting city staff. The students worked with and connected across city departments, city strategies and study fields to formulate the projects.

The student output in the course included one cohort level project called the Shortcut Challenge, and four student led projects that were designed, implemented and reported to the city. The Shortcut Challenge involved mapping shortcuts and assessing walkability around 21 metro stations in eastern Oslo. This project was delivered to the Agency for Urban Environment.

**CityStudio Oslo is a partnership between five institutions:**

**University of Oslo, City of Oslo, Norwegian University of Life Sciences, Oslo Metropolitan University, and The Oslo School of Architecture and Design**

A total of sixteen City of Oslo staff engaged directly with the students in the course. Twelve academic staff from four higher education institutions delivered the academic content. As well, eight businesses visited the studio to provide workshops, feedback, or participate in dialogues.

100% of students reported that they would recommend the course to other students, felt they learned valuable skills and that they contributed to making Oslo better through the course.

This pilot report is informed by surveys taken by students, teachers and city staff associated with the course. A Midterm Evaluation Report was also published in October 2019. Based on the positive midterm and final pilot assessments, financial support from the University of Oslo and the City of Oslo was secured to run the course in 2020.

The group projects, students, and associated city staff were:

**The Participation Room** – Anita Swan Olsen, Charlotte Felbinger, Pierre Poupin, and Vendula Hurnikova. Sigurd Oland Nedrelid, Car-Free Liveability program at the Agency for Planning and Building Services

**TeenCity** – Thea Sanner, Martin Eick, and Elise Humlegård. Terje Elvsaa, Car-Free Liveability program at the Agency for Planning and Building Services

**Majorstien** – Vilde Salsvold, Syvert Tuntland Kråkenes, and Patrick Bolliger. Gaute Lerstad Thorsnes, Mobility Division at the Agency for Urban Environment

**Community+** – Eric Andreas Schaumburg, Anne Sofie Hovden, Ida Marie Olafsen, and Mari Jensen Aas. Iselin Hewitt and Ingvild Bodsberg Stræte, the Agency for Planning and Building Services



## Funding

The pilot was co-funded by the University of Oslo and the City of Oslo. Partners provided in-kind teaching time in studio as well as participation in the Steering Committee and planning. The course was included as an activity associated with European Green Capital 2019.

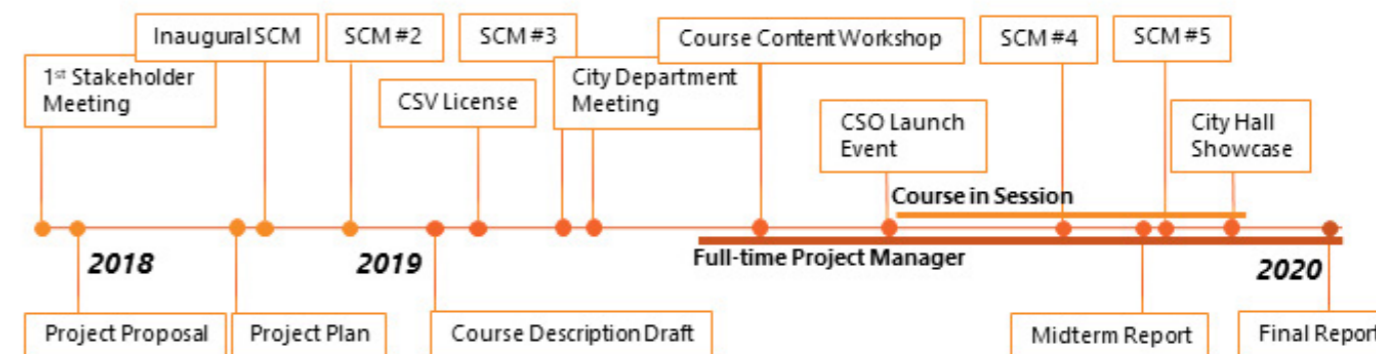
For the 2019 budget and in-kind contributions, please see the Appendix.

## Timeline

CityStudio was first purposed as an idea to the University of Oslo in the fall of 2017. The idea was received and explored internally with support before actions were taken. To identify if this was appealing outside of UiO, a stakeholder meeting was hosted in the summer of 2018 with faculty from the Norwegian Business Institute (BI), OsloMet and AHO, plus student and city representatives. After that, a project proposal and invitations to join the project were circulated to the attending institutions. This led to a Steering Committee being formed with representatives from UiO, the City of Oslo, OsloMet, AHO and BI.

To formalize the project, a Memorandum of Understanding between the Steering Committee members was proposed, though adoption was slow due to administrative and financial barriers. Instead, UiO entered a license agreement with CityStudio Vancouver in February 2019 and a Memorandum of Understanding with the City of Oslo.

AHO was the first to commit their participation in the course with in-kind support and a willingness to open the course to students. NMBU joined the Steering Committee in the third meeting, in April 2019, and committed participation in May. Administrative and economic concerns between the public and private educational models were surmountable and BI withdrew their participation from the pilot.



## Steering Committee

The Steering Committee consists of representatives from each partner: University of Oslo (UiO), the City of Oslo, The Oslo School of Architecture and Design (AHO), Norwegian University of Life Sciences (NMBU), and Oslo Metropolitan University (OsloMet).

The Steering Committee convened twice in 2018 and three times in 2019. As well, representatives were present at the launch event (August) and the Showcase at Oslo City Hall (December).

The project plan and course description were drafted by employees at UiO and commented on for revisions by partner representatives. The Academic Leader of the course proposed the need for the course to their home department, the Department of Sociology and Human Geography, within UiO. Following this, the course was formally established under the Faculty of Social Sciences at UiO by following internal procedures. A transfer credit model and guest student registration for partner university students was selected due to time, administrative and budget constraints.

The course content was collaboratively planned between lead teachers from each institution, the Project Manager and City of Oslo staff. The content was planned and scheduled in June and July. The student application and enrollment period ran from June to August.

A launch event, officially a part of the European Green Capital program, was hosted on August 22, 2019 at ByKuben. Students registered in the course, City of Oslo staff, city politicians, academic faculty and local

interest groups attended.

The course ran from August 26th to December 18th. Phase one of the course was composed of applied theory and methods, dialogues and mandatory assignments. It occurred from calendar week 35 to 39. Phase two of the course was dedicated to forming project groups and concepts. This occurred between week 40 and 43. Phase three, project planning, implementation and reporting, occurred in weeks 44 to 51.

Students received two pass/fail grades. One was an individual grade and one was a group grade related to the project work. The individual grade was assessed by a take home exam administered from November 25th to December 9th. The group grade was assessed by an oral presentation and project report. The project group reports were due on December 16th. The project showcase included the oral presentation and was hosted on December 17th at City Hall in Oslo.



# Pilot Objectives

The main objective of the pilot was to test if the full-time CityStudio framework could be adapted to the educational and urban context in Oslo. This experiment has been deemed a success because CSO was able to generate collaborative project-based relationships between City of Oslo staff members and students in the Oslo region. This is at the heart of the CityStudio framework. We engaged diverse actors in dialogue and design thinking processes which led to four student group projects and one cohort project.

Students were able to fulfill the learning objectives sought through the course design and gain the skills and experience planned. Some students even exceeded expectations. For example, two students published their written opinion editorials in online magazines.

In turn, CityStudio was also able to create new connections at an institutional level by collaborating on the course. CityStudio connected faculty, management, researchers, city staff, business leaders and students. Within the City of Oslo we also began making connections within the organization by connecting city staff from various departments and agencies working on similar strategic areas. We aim to increase within-institution connections as we continue CSO activities. The course also facilitated interdisciplinary collaboration at a student level as well as among teachers and researchers associated with the course.



Aligned with the Four Areas of Success framework used to evaluate CSO, the pilot achieved the following high-level objectives:

- 1) **Provided students with a professional and practical learning experience**
- 2) **Connected diverse actors and institutions in a collaborative setting**
- 3) **Generated smart solutions in urban development and inspiration for the City of Oslo staff members**
- 4) **Engaged directly with community to generate on the ground impact in Oslo**

# What is Success?

A framework for evaluation was created to understand if the pilot was successful. This framework identified the areas CityStudio Oslo needs to fulfil in order to meet our stakeholders' interests. It was used as a guide to design the surveys and the evaluation.

The Four Areas of Success are:

## 1. Connecting, within and across

*institutions, disciplines, departments, actors, generations and cities.*

## 2. A new way of working

*together by focusing on challenges and bringing research, collaboration and creativity to practice.*

## 3. Active learning

*opportunities to bridge theory to practice and practical education that emphasizes transferable and professional skills for work life.*

## 4. Local impact

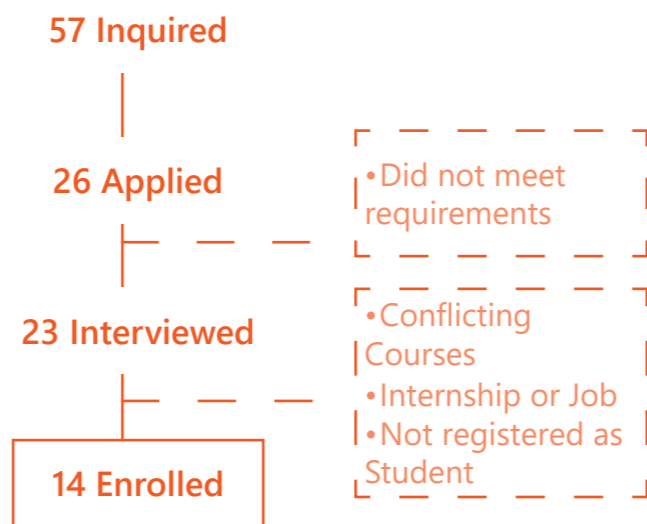
*through the student-led projects that engage directly with city level issues, community actors, and feasibility.*

# Student Recruitment

The course was comprised of six students from UiO, five NMBU students (current and alumni), two exchange students, and one alumni from the University of Bergen who enrolled as a single course student at UiO. Although the course was open to students at AHO, no students attended.

Student recruitment began after the spring semester concluded, following course establishment. Through an online form, 57 students expressed interest in the course. Students who inquired were associated with UiO (65%), NMBU (14%), OsloMet, AHO, and BI (1%). Three inquired from outside of the Oslo region and three did not provide study information. In total 26 applied, not all of whom inquired first. 23 students were interviewed. One applicant was turned down for not meeting the pre-requisites. Eight withdrew their application due to receiving a job or internship, or having conflicting mandatory course work. This included one AHO student who had to take a mandatory six-credit pre-diploma course. Lastly, one applicant was not registered as a student in Norway. Fourteen students enrolled and completed the course.

The enrolled students were from a mix of study levels. Three students were current bachelor level students. Three students had finished their bachelor degree. Seven were current master level students and one student who had finished their masters.



Student recruitment to enrolment flowchart: Six students were not able to enrol due to conflicting course work and two withdrew due to a job or internship offer.

Study disciplines were somewhat diverse. This was noted in the course evaluation as valuable. Students also encouraged CityStudio to aim for greater diversity in the study fields for future years to increase interdisciplinary learning and bring in skills from other fields into the projects.

The study field distribution was as follows: human geography (5), international environmental studies (3), urban and regional planning (2), organization, management and work (1), culture, environment and sustainability (1), politics and public administration (1), law and political sciences (1).

# Projects Outcomes



**Majorstien** – Is an installation that aimed to increase the awareness and frequency of walking between Blindern and Majorstuen as well as increase knowledge of local biodiversity efforts. The pathway consists of nine directional arrow signs, fourteen wayfinding signs, three explanatory project signs, two informative signs on biodiversity and 250 meters of lighting. The pathway will remain installed until summer 2020, at least, and continues to create awareness of and promote walking and biodiversity. The Agency for Urban Environment staff reported this project has generated new ideas in their team.



**TeenCity** – Hosted a workshop bringing eight disconnected actors together who were all working with creating teen-friendly spaces in the city. They gained insights into how to create space in the city for teenagers and emphasized the need for the City of Oslo to connect between agencies and community stakeholders. The Department for Urban Development is following-up with TeenCity as their project is relevant to a strategic area that has increased in political priority.



# The Participation Room

**The Participation Room** – Hosted a multi-stakeholder workshop focused on public participation processes in Oslo. 18 people attended and were either private developers, city staff from various departments and agencies, designers, researchers or students. They came together to try to agree on a response to ‘What is good enough public participation?’ The City of Oslo recently created a position for coordinating public participation activities in the city who spoke at and participated in the event. Findings were submitted to the Agency for Planning and Building Services.

**The Shortcut Report** – Is a three-part walkability analysis of 21 metro stations in east Oslo. All of the students contributed to GIS mapping 146 shortcuts and assessing walkability at the stations. Data collected by the student group was actively in use in February 2020 and is considered valuable at the Mobility Division at the Agency for Urban Environment. The department has ambitions to upgrade identified shortcuts dependent on funding in 2020.



# Community+

A Social, Spatial and Co-Created Approach to Omsorg+

**Community+** – Compiled a set of recommendations on Omsorg+ housing design and operations. Their work focused on providing socially active environments for the elderly residents. They conducted qualitative interviews with residents, meet with housing workers and used observational methods. The service delivery and operations of Omsorg+ at the site studied will soon be the responsibility of the City of Oslo. The Agency for Planning and Building Services suggests the project may be relevant for the Municipal Undertaking for Social Housing and the local districts that host this type housing.





# Student Perspective

Overall, students were highly satisfied with the course. All (14) students responded to a midterm and final course evaluation survey. During the course, we also conducted a one-hour feedback discussion with the students. This report focuses on the final course evaluation survey results and may summarize points from the midterm assessment.

In the final survey, **All students reported** that they:

*Felt they contributed to making Oslo better through the course,*

*Learned valuable skills at CSO,*

*Established new connections and trusting relationships,*

*Had fun learning at CSO, and*

*Would recommend CSO to other students.*

In the midterm report, 100% of students also reported seeing Oslo differently as a result of the course and enjoyed coming to CSO to learn.

Thirteen students reported the semester was successful for their personal learning goals and that they felt more connected to Oslo because of the course.

Twelve students reported feeling more confident in what value they can bring to a work place from their time at CSO.

Twelve out of the 21 learning outcomes were fulfilled according to all of the students. Seven learning objectives were fulfilled according to thirteen students. The weakest learning objectives had nine and twelve positive responses. Learning outcomes are defined in the UiO Course Description HGO4240.

The dialogues, workshops, cabin trip, applied theory days, project formation, reflections and visits to other locations were mentioned as well executed, engaging and having high educational value.

## Why should other students take the course?

*"This is a unique opportunity to gain broad and applied knowledge beyond your own field of studies, impact the "real world" as a student and have an amazing group learning experience"*

*"You learn so much, personally and professionally. I really enjoyed the practical learning form and how it differs from academic university learning"*

*"Students can apply the knowledge they acquire at university in real world situations. They also gain insight into how the City of Oslo functions as an organization that cannot be gained anywhere else - not even as an employee in the organization."*

*"Doing CityStudio not only gives the students a hands-on and practical way of doing 'the urban', but also close supervision and help that is rarely seen at university-level in Norway."*

Activities that stood out most to the students were:

- Engagement with Designit
- The showcase at City Hall
- Workshops: presentation skills, ideation, op-ed writing and project planning
- Dialogues: Aspelin Ramm, climate strategy, city master plan, private development and public ownership, Designit, Oslo Science City, Young Entrepreneurs, Accenture
- Guest lectures: Gro S. Hanssen, Ingar Brattbakk, Tin Phan
- Video call with CityStudio Vancouver
- Attending Oslo Urban Arena
- Katapult Communications visit



To understand our course from the student perspective, we also asked

## What made this course interdisciplinary?

All students reported that the diverse backgrounds in students, teachers, the municipality, and everyone involved was central. As well, the space to cooperate closely, discuss freely, and receive feedback from these diverse perspectives created the interdisciplinary environment. One student articulates:

*"Because we have different disciplinary backgrounds, we notice different aspects of qualities about a topic, and when we can talk about those, I got new ideas, points of view and the opportunity to voice my own opinions – developing my talking skills and my feeling of what my field of study 'is'."*

Students also noticed that a problem-centered instead of theory-centered approach helped cultivate an interdisciplinary experience as well as having students from multiple countries.

## What can we do better next year?

Written feedback informed that we could improve with the following actions:

- Communicate the whole schedule and course plan from the start
- Clarify poster challenge and shortcut challenge – integrate poster challenge and group poster
- Reduce number of assignments running during project implementation
- Integrate course reading material throughout the course
- Increase regular feedback channels throughout the course
- Add more dedicated project time immediately after group formation

Students felt we should add an Illustrator or InDesign workshop and more visual representation skills to the course.

No elements stood out as needing to be removed from the course, though suggestions to improve the course through details were made. Specifically, the Shortcut Challenge and Poster Challenge can be revised.

Between the midterm and final evaluation, feedback specific to the four main teachers and components of the course were collected. The detailed information will inform the course development in 2020.





# City Perspective

Feedback was obtained from six city staff members in the final evaluation. Four acted as Key City Contact and as a dialogue guest. One was both a dialogue guest and involved in planning and one was only involved in planning. Five were from the Agency for Planning and Building Services and one was from the Agency for Urban Environment.

*All staff reported that they would like to see their department continue their engagement with CityStudio Oslo.*

Five out of six felt engaging with CityStudio brought value to their department and also reported that the project outcomes met or somewhat met their expectations.

The negative response resulted because a group project outcome was better suited for another department than the Key City Contact's department, and because they had expected a more physical intervention.

A survey was sent to staff after they visited the studio for a dialogue. Of the eight city dialogue guest respondents:

All reported they would like to return to CityStudio in 2020,

All would recommend engaging with CityStudio to a colleague, and

Six reported learning something new during their visit.



They used words like inspiring, engaging, informative and fun to describe their visit. A full description of this is in the 2019 Midterm Evaluation Report.

At the start of 2020, the Shortcut Challenge and at least two of the group projects were being used at the city.

*"The cohort project gave us data on shortcuts, and saved us both time and money. The group project generated some new ideas." – City Staff*

Time requirements were less than expected for three city staff and as expected, more than expected and much more expected for one staff each. One staff who felt the workload was less than expected and reasonable met with the student project group three times and corresponded with them by email for follow-ups.

In the final evaluation, four staff members indicated interest in being involved in 2020. Two staff members did not respond to the question.

## What can we do better next year?

*"The students managed to produce results in a very short amount of time. It was engaging to be a part of CityStudio." – City Staff*

City staff provided feedback in three main areas:

- Involve the staff in the project development phase more
- Broaden the dissemination of projects within the City of Oslo
- Start defining projects earlier

Several responders would like to see more projects that are physical interventions and used words like 'hands-on' to describe their expectations. At the same time, the theoretical projects received positive feedback from other staff and they encouraged a mix of theoretical and physical projects moving forward. A recommendation to engage the private sector more was provided as a means to achieve more physical projects.





## Why is CityStudio valuable for the city?

The three leading reasons, according to city staff, were that CSO helps:

- Generate new ideas, by engaging with the students' perspective,
- Connect across departments and agencies at the city, and to the private sector and academia,
- And in the future, it should act as a project archive to encourage continuity and building off of existing knowledge in project development within the City of Oslo



## Teacher Perspective

Responses and feedback via final evaluation surveys were obtained from six teachers. Three of the teachers were considered part of the studio team and three were guest teachers.

Teachers reported that the students were engaged in learning and attentive. Satisfaction was reported with the course being truly interdisciplinary and providing an interesting cross-section of all the universities in the Oslo Region that the students processed for use in their projects. One suggested we strive for greater diversity in the students' study backgrounds in future cohorts.

Respondents reported course outcomes meeting (4) or partly meeting (2) their expectations.

Three provided justification to this. One reported that the projects were innovative and interesting. Another felt the outcomes were thin for the number of course credits and the focus was too broad. The last respondent reported that the projects exceeded their expectations and regarded the interdisciplinary network of the projects a strength. The same respondent reflects that they have high expectations that the course will improve in the next version.

The studio teachers and two guest teachers (5) felt the course provided valuable educational experience for students in their disciplines and enjoyed teaching in the course. The same respondents would recommend students and colleagues to

participate in the course. The remaining guest teacher responded and reported uncertainty over these questions or negative responses.

*All respondents think CityStudio is creating or offering something of value.*

Theoretical days followed an outline of lectures on a method or theory in the morning, then an afternoon to apply the content on an assignment, followed by a group discussion on the assignment. Teachers reported that this worked well. With student feedback, we know that the discussions provide the greatest learning outcomes for the students and wish more time will be allocated to this over executing the assignments in the future.

## What can we do better next year?



Suggestions from the teachers for 2020 include increasing content on methods for turning research into practice and closer supervision during the project phase. Little use of the reading list was reported and may be increased or reconsidered. The evaluations seem to reflect a need to better communicate and clarify the academic and professional learning objectives of the course to all that are involved.

Earlier and more thorough coordination among the teaching group was suggested and is in progress for the 2020 course. The first meeting with the course content team will be in March 2020, three months earlier than 2019 planning. The pilot evaluation and teacher reflections will be used to revise the course description.



# Communication Highlights

Sep 2018, VårtOslo, Her er ni på topp kommunale tiltak under miljøhovedstadsåret 2019

Feb 2019, SDG Conference Bergen, Day Zero

Mar 2019, Oslo Kommune, Campus Oslo: Strategi for utvikling av kunnskapshovedstaden

Jul 2019, CityStudio Vancouver Blog, Oslo earns title of first European CityStudio

Aug 2019, Universitas, Satser på nytt klimaemne ved UiO

Aug 2019, Norsk Studentorganisasjon (NSO) Conference

Sep 2019, Fagseminar, arranged by the Planning and Building Agency

Dec 2019, E24.no Ledertalentene, Topplisten 2019 Jennifer Vallee

Dec 2019, Uniforum, Majorstien skal gi folk på UiO bedre helse og naturopplevingar

Jan 2020, Ministry of Research and Education, Kontaktkonferansen

# Studio Location

CityStudio took place at Greenhouse Oslo, a co-working space located in Grønland, which is in downtown Oslo.

In the course evaluation, common characteristics that students and teachers reported as important for a good CSO location included:

- Centrally located
- Off campus and neutral
- Space for small group work, as well as individual studies and workshops
- A social atmosphere
- Access to a kitchen or lunch area



UNIVERSITAS Nyhet Kultur Magasin Debatt

PDF Utgivelsesplan Om Universitas Annonser NOR ENG søk...



ENGASJEMENT: – Vi vil ha studenter som vil utrette noe meningsfullt, sier prosjektleder for Citystudio Jennifer Vallee.

## Satser på nytt klimaemne ved UiO

Studenter skal finne nye løsninger for å gjøre Oslo til en klimavennligere by gjennom CityStudio.

## Majorstien skal gi folk på UiO bedre helse og naturopplevingar

Majorstien er det nye namnet på gangvegen mellom Blindern og Majorstua. Det skjer etter at dei tre studentane Patrick Bolliger, Vilde Slagsvold og Syvert Kråkenes har fornya den med belysning, vegskilt og med informasjon om naturen langs stien.

Av Martin Toft  
Publisert 17. des. 2019 16.42

Del på



NYSKAPING: Patrick Bolliger (t.v.), Syvert Kråkenes og Vilde Slagsvold viser fram fomyinga av gangstien mellom Blindern og Majorstua, som har fått namnet Majorstien. Det er resultatet av prosjektstudiet ved CityStudio Oslo.

Jennifer Vallee

Prosjektchef, City Studio Oslo

Har satt opp samarbeidsprosjektet City Studio Oslo, hvor universitetet og Oslo kommune skal studenter, med bistand fra forskere, ansatte i Oslo kommune og andre interesserte...

E24 LEDERTALENTENE





# Evaluations

Response rates for the final survey were 75% for studio teachers and only 20% of guest teachers. Of the total visiting city staff, 40% responded to the final survey. Those who were involved throughout the course or after the midterm evaluation had higher responses rates. One in-person meeting was also used instead of a survey response.

Next year, final evaluations may only target Key City Contacts and repeat teachers. A phone or in-person meeting with each Key City Contact and studio teacher may be used instead of, or in conjunction with, online surveys to clearly understand their perspectives on the project they supported. However, time commitments are an obstacle. Online surveys sent immediately after visits from dialogue and teaching guests worked well and should continue. However, the response rate from guest teachers should be improved. As well, surveys should include reporting in-kind hours in the future.

A mix of surveys and a focus group discussion worked well for receiving feedback and insights from the students. During the midterm evaluation, the students were given designated in-class time to fill out the survey to ensure the responses were completed.

Surveys included a mix of question types including open-ended answers, multiple choice and yes or no responses. Next year, questions will be refined and made more specific. Dichotomous questions should

be reduced and replaced with scales or multi-level categorical questions to capture experiences.

To better assess our impact, CityStudio needs to create a system for receiving updates on the projects as they are used and developed after the semester ends. Key City Contacts or city agencies may need to carry the responsibility to report continued activity to the Project Manager. In addition, CSO should complete long-term evaluations in the future with the alumni network to understand the educational value of the course.

## Administrative Observations

The final organization and administration of CSO 2019 differed from the original project proposal and project plan. The original plan suggested that four working groups (academic content, administration, location, and city involvement) were set up. The Project Manager was to coordinate the working groups and report to the Steering Committee. Only the group focusing on the academic content was established.

Tasks originally assigned to the working groups (apart from academic content) were, to a large extent, carried out by the Project Manager and the supporting

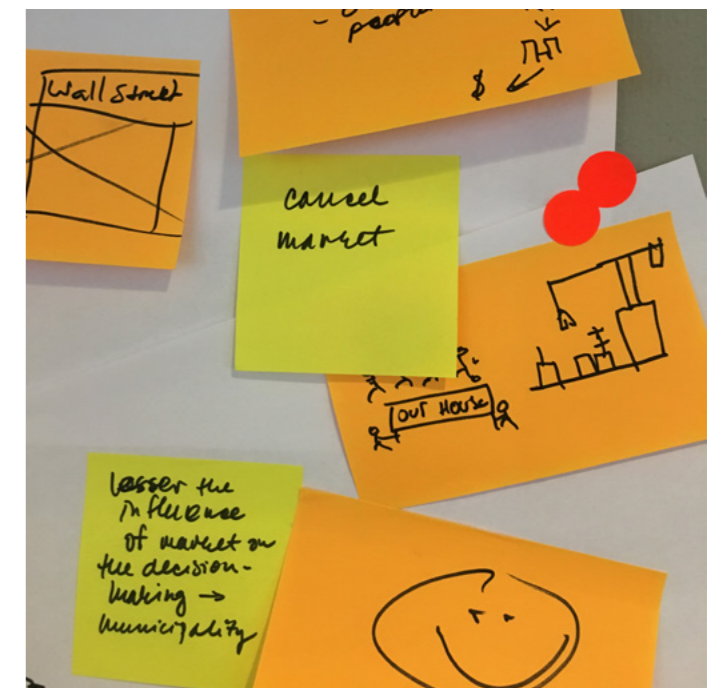
administrative staff at UiO before being presented to the Steering Committee. As a result, solutions presented to the Steering Committee were governed by rules, regulations and practices at UiO. Adaptions and alterations were made based on the input from the other partners where possible. Administration of the course registrations, exams, and the teaching platform also followed the rules, guidelines and practices at UiO.

The project first received backing from the top management at the partner institutions. However, as described in previous sections, the formalization of the project was slow. The representatives from the partner institutions in the Steering Committee changed frequently and the partners were not able to keep the same pace regarding internal processes as the project owner. Internal organizational challenges differed in each partner institutions and included identifying key personnel, navigating where to place the project in the institution's organizational structure and gaining administrative support.

In order to get CityStudio running in the fall of 2019 a pragmatic approach was required. Major issues, such as course establishment, study level, finances and location of CityStudio were predominantly resolved within UiO, and are not considered long-standing solutions.

The pilot was a proof of concept that hit the ground quickly and without fulfilling

all desired structures. Moving forward, CityStudio can now formalize and improve administrative and operational processes through developing the course, relationships and platform.





## Conclusion

Through the pilot, CSO set the building blocks for establishing a system in Oslo that connects across the municipal, academic, and student networks. The project was successful in the key areas identified as important to the partners. As well, it confirmed that the pedagogical model is valuable to students in Oslo region's higher education system.

Because of the positive results and feedback on the pilot course, CityStudio Oslo is repeating the course with improvements,

and expanding it in 2020. In the next semester, students will attend from three schools instead of two and the capacity will increase to 24 students. The course will also engage with additional departments and staff within the City of Oslo.

Revisions to the course description and structure will be informed by the detailed evaluations and the experience of the team that will continue delivering and building the course.

## Afterword

CityStudio Oslo has a multifaceted story to tell. I often introduce CityStudio as a course that gives students the space and tools that they need to be able to create and execute a project for their city. However, shift the narrative's perspective and the students actually become a means to a bigger end; to learn how to work together to get to a more desirable tomorrow.

Our partners believe we need to work with interdisciplinary perspectives and across organizational structures to address the world's so-called 'wicked problems'. While the students are out building the city, CityStudio is also working to create a system that facilitates collaboration and knowledge sharing across generations, institutions, disciplines and sectors. We're asking: by educating students together, can we connect research to practice, understand interdisciplinary collaboration, and embed the processes and tools that we teach into our own institutions?

To explore these questions, our partners gather knowledge in the same way as the CityStudio students do, learning by doing.

Administering, teaching and planning the course with five major institutions in Oslo was difficult. What was easy however was coming together around the need to learn how to work together to solve complex problems, and that we need to educate students to do the same.

The pilot was the first experiment in this bigger process. We learned a lot, and we're eager to do it again even better next time – letting a greater ecosystem grow around it with each iteration.

Putting this together required a leap into the unknown for our partner institutions, city staff, and the students. I admired that the CSO Steering Committee constantly held the interest of collaboration, and interdisciplinary connections above the administrative, financial and coordination challenges that came with co-delivering this course. I respected that the students came ready to make a difference and I am grateful they trusted us even though we only revealed a few steps forward at a time. I am thankful for the city staff who committed themselves early on and welcomed unknown project outcomes and open dialogues.

Thank you to everyone who came with a genuine interest in hearing what the students had to say, ask, and offer. Thank you for inviting us into your work, providing guidance to the students and allowing the pilot to be an experiment in itself.

Jennifer Vallee,

Project Manager and Founder of CityStudio Oslo





# Acknowledgements

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**City Staff:** Gaute Lerstad Thorsnes, Ingvild Stræte, Iselin Hewitt, Sigurd Oland Nedrelid, Terje Elvaas, Hans Aambø, Erlend Finstad, Astrid Sollid, Andreas Tvesteraas, Ine Laulo Gjellebæk, Karoline Berg Maus, Terje Grytbakk, Øyvind Sätvedt, Helene Egeland, Kristine Høglund Solgaard, Hanne Marte Furset, and Jan Fredrik Lockert.

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**Course Content Team:** Per Gunnar Røe, Jennifer Vallee UiO; Elin Børrud, Tin Phan, NMBU; Espen Aukrust Hauglin, AHO

**Steering Committee:** Vebjørn Bakken, UiO; Sebastian Peters, NMBU; Anita Schjølset, OsloMet, Malin Gjesllestad, City of Oslo; Lisbet Harboe, AHO.





# Appendix

In-studio hours are reported by institution in the table below. A cumulative total value of 610,000 Norwegian Kroners (NOK) for teaching contributions from partnering institutions is estimated. Each lecture hour was awarded 3.5 hours of preparation time. One hour was valued at 1,000 NOK. The City of Oslo also hosted the project showcase event at City Hall in addition to their cash contributions.

Project support hours from city staff members and community contributions were not directly reported. Therefore, the actual is a better-informed estimate than pre-course prediction.

Greater teaching time than predicted was received from NMBU due to unanticipated availability of a temporary hire at the Centre for Integrated and Transdisciplinary Teaching in Planning.

## Budget CityStudio Oslo 2019

Incoming	NOK
Funding, UiO	330,000.00
Funding, City of Oslo	350,000.00
<b>Total Incoming</b>	<b>680,000.00</b>
Outgoing	
Payroll expenses (project leader)	491,000.00
Location, Greenhouse (Aug – Dec)	92,000.00
CityStudio License	246,000.00
Operations: Events and Activities	56,000.00
Operations: Office	16,000.00
<b>Total Outgoing</b>	<b>901,000.00</b>
<b>Balance: 2019 Deficit</b>	<b>-221,000.00</b>

	People	Hours, predicted	Hours, actual	Lecture hours	Total
<i>Community</i>	7	49	52	--	52
<i>City Staff</i>	14	62	60	--	60
<i>NMBU</i>	4	88	236	8	264
<i>AHO</i>	5	35	35	4	49
<i>OsloMet</i>	2	12	24	6	45
<i>UiO</i>	1	--	173	6	200
<b>Total</b>	<b>33</b>	<b>246</b>	<b>580</b>	<b>69</b>	<b>670</b>