

Meanwhile Learning Innovation Jam



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Design a learning module that leverages the meanwhile in urban regeneration in address to sustainable urban development challenges

Step 1 - Inception

Start from "opening to possibilities". Prepare a short presentation with concrete examples of temporary uses in response to a diversity of sustainable urban development challenges. You can use your own knowledge or have a look at [Temporary Use Cards](#) available at **T-Factor Toolbox**.

Step 2 - Design Brief brainstorming

Depending on the number of participants and their own interests, you can now create different working groups, each addressing one or a set of more specific urban development challenges (ex. health and wellbeing, climate adaptation and resilience, sustainable and green economies, etc.). Use these challenges as the starting point to discuss and brainstorm on problems and opportunities you want to embed within the learning module, as well as the core themes to be explored. Agree on a few specific learning objectives and finally frame your design brief - understood as a working prompt to be given to students at the beginning of the module. In T-Factor, we worked with the following design briefs:

- **'How can temporary uses contribute to testing new forms of social inclusion in [name of the site under regeneration]?'**
- **'How can temporary uses contribute to making [name of the site under regeneration] a demonstrator of circular practices at neighbourhood level?'**
- **'How can temporary uses contribute to making [name of the site under regeneration] greener, healthier, pleasant and more resilient to climate change?'**

Step 3 - Learning Outcomes

Now move to the right side of the canvas and start mapping out key learning outcomes - i.e. what students will know (**knowledge**), will be able to do (**skills**), and will think and behave (**attitudes**) by the end of the module. Use post-its of different colours, this will help you re-organise information at a later stage.

Suggested time: 1 full day, depending on the number of participants

Equipment:

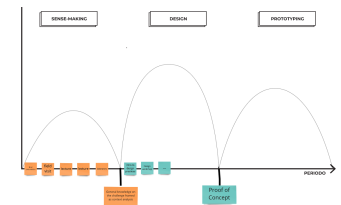
Post Its & Markers of various colours
Printed Canvases (1 per group and 1 for facilitators)
Sticky Dots
Temporary Use Cards (optional)

Step 4 - Organise the learning module

This is the last and likely longer step. Use the matrix to start structuring the learning module, for example in terms of period (ex. September-June) and total number of hours.

Then, explore the different phases - you can use **Sense-Making / Design / Prototyping** as a general reference for main learning phases. You could draw **'learning arches'** for each phase and sub-phase, organising the arches based on the period & hours. You could also inquire into the key milestones for each phase, in the form of "At this time, students will [know, be able to do, produce, etc.]". It's up to you (and the time you have for the workshop) to decide how deep you want to go.

As a minimum result, you should be able to end up the workshop with a general structure and key phases, a preliminary organisation of main themes you want students to explore, and main intermediary and final outputs that students will produce.



The **Meanwhile Learning Innovation Jam** was delivered in **Bilbao** on May 26/27 2022, to co-design three learning modules jointly developed by Universities and grassroots, each responding to a thematic challenge. Discover more!