Online Session-Flow Map

April – May – August

Week 1

Session 1

- **Pre-task** Introduction through a student-written description on the Padlet platform
- **Introduction** to the BIP and Confluences
- **Keyword activities**
  - The participants were divided into **5 groups** and worked by selecting a **term** related to urban water: ***Resilience, risk, adaptation, infrastructure***
  - The objective was to demonstrate that different disciplines do not simply speak different languages, but observe and interpret different systems
- Discussion on learning outcomes **(ILOs)**
  - Critically reflecting on disciplinary roles
  - What knowledge is valued
  - Systemic analysis
  - Inclusive collaboration
  - Urban challenges
- Interdisciplinary **skills and reflections**
  - Analysing who defines the problems
  - Choice of analytical scale
  - Building a shared interdisciplinary language
  - Prioritisation of values and interests
- **Learning methods**
  - Skills (communication and integration)
  - Knowledge (systemic thinking)
  - Attitudes (open-mindedness and humility)
- **Organisational** aspects and questions
- **Anticipated the task** to be discussed in session 2

Week 2

Session 2

- **Welcoming** the students
- Explanation of the **WHY-WHAT-HOW** framework (used to **categorise and introduce** the keywords)
  - The framework was explained through a **structure** of three fundamental questions that helped participants reflect more deeply on the project
  - For each of the three **questions** – WHY, WHAT and HOW – was followed the same working pattern
- The three sections dedicated to the **WHY-WHAT-HOW** framework (used to **illustrate** the keywords)
  - The session continued the development of the shared vocabulary through the use of key terms, with the aim of providing students with a common conceptual foundation on the main topics of the course and highlighting the multidisciplinary nature of the teaching
  - The students began to understand how to critically analyse a complex urban system, examining it from various disciplinary perspectives and working collaboratively
- **Phase 1: Keywords** Students write a keyword related to the topic under discussion and share it in the shared online space via Mentimeter
- **Phase 2: Explanation** Teachers took turns introducing three keywords for each question, drawn from their own disciplines
- **Phase 3: Discussion** The words that had emerged were discussed together to identify links between concepts and disciplines
- The **task** to be carried out during the glossary sessions was explained to the students in detail. They were asked to create a **visual glossary** of the key terms that emerged during Sessions 1, 2, 3, and 4
- The glossary was **developed gradually** over the course of the sessions, reflecting the teachers' different approaches, and has become an individual booklet; **on-site**, it will help to create a collective concept map
  - On the **platform** shared by students, a folder has been made available containing **glossary's template**
  - At the end of the online sessions, students will **upload the glossary** PDF to the platform by the specified deadline and **print** it before the on-site week
- **Anticipated the task** to be discussed in session 3

Week 3

Session 3

- **Welcoming** the students
- Explored the theme of co-design in urban systems
  - The main themes on which the session was based were: co-design, system(s), city, participation, collaboration, challenge and project
- The activity, which drew on these words, was a creative exercise: **'Interview with a Word'**
  - **Each participant** chose a keyword, imagined themselves as that word, was interviewed by a fellow participant, responding as if they were the concept itself, and then the roles were swapped
- Explore the different meanings behind the concepts across different disciplines, to develop listening skills and mutual understanding, and thereby to build a common language
- The interviews revealed various **interpretations** of each concept
- **Case study** of Helsinki Bay: Töölö Bay, presented as an example of a process of transformation over time and contested civic participation
- The **Visual Glossary activity** was revisited
- **Anticipated the task** of session 4
  - Each participant:
    - Choose a **keyword** and an image related to the theme
    - Write a brief **explanation** of the term's meaning within its own discipline
    - Formulate a **question** requiring an interdisciplinary response
    - Upload everything to **Padlet** with an **image** or drawing

Week 4

Session 4

- **Welcoming** the students
- This session offered a more theoretical and interpretative reflection on how the two professors observe and understand urban spaces
  - Meaning that **spaces** take on for people
  - Meaning of **urban lighting**
- Relationships among the **terms** from a transdisciplinary perspective
- Compiling a **shared glossary** and, consequently, to using keywords
  - Each group chose a **facilitator**
    - Students in the group presented the **term** or concept they had chosen **prior** to the session
    - Discussion on how these concepts help to understand **complex urban issues**
  - The group selected at least **two concepts** from different disciplines
    - The group developed a **hybrid concept**: a new concept arising from the integration of different perspectives
    - The group uploaded the following to **Padlet**: the selected concepts, the agreed definition, and a representative image
- Anticipated the **logistic information** of session on-site

One week on-site

5 Days on-site

- Day 1 EXPERIENCING URBAN WATERS | Linking the glossary to the Töölö Bay
- Day 2 ADDING MEANINGS | diverse experts, roleplaying and revisiting the glossary
- Day 3 CONCEPT | Moving from 'glossary' to 'actions'/'sentences'
- Day 4 CONSTRUCTING INTERDISCIPLINARY, COHERENT VISIONS | Building on Days 1 to 3
- Day 5 COMMUNICATION, DISSEMINATION | Explaining to various audiences

Week 5

Session 5

- Class **debriefing** and **feedback**
- **Final assessment**
- **Reflections** and **development**
- Distributing **certificates** and **closing** the Confluences BIP

How to read it

Flows

- Session sequence and interrelationships between activities
- Interrelationships between sessions

Session elements

- Opening Session
- Pre task
- Final task, for next session
- Sequence of activities
- Collaborative activities
- Goals of session