



Blended Intensive Programmes as an Innovative and Interdisciplinary Learning Approach

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Overview

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- Blended Intensive Programmes (BIP)
- Changing Cities Cycle (CCC)
- Key Topics and Deliverables
- Learning Objectives and Skills-based Teaching as well as Assessing
- Project Execution and its Challenges
- Conclusions

FH JOANNEUM

- One of the largest universities of applied sciences in Austria
- Teaching university with research component
- 3 sites with main campus in Graz
- **Building, environment & society**



FH JOANNEUM Campus, © FHJ

VUCA-WORLD

- Volatility
- Uncertainty
- Complexity
- Ambiguity

BLENDED INTENSIVE PROGRAMMES

Erasmus+ Blended Intensive Programmes (BIPs) are short and intensive study programmes which are based on a specific topic with a defined curriculum in an international partnership.

CHANGING CITIES CYCLE



CCC Rotterdam © Inholland UAS

Changing Cities Cycle

Academic year	Host institution	Topic	ECTS	Miscellaneous
2022/2023	Inholland UAS	The Rotterdam Armada	4	Municipality of Rotterdam
2023/2024	FH JOANNEUM UAS	Hybrid Nomad	4	KIUBO
2024/2025	CEU San Pablo	Climate Resilience	4	Municipality of Madrid – Office of the New General Plan
2025/2026	Centria UAS	To be defined	4	To be defined

KEY TOPICS AND DELIVERABLES



Madrid Skyline © CEU San Pablo

Key Topics

The world's cities are at the forefront of the sustainability challenge. Rapid urbanisation, climate change, and social inequality are just some of the pressing issues that cities must navigate to ensure a healthy and equitable future.



Kiubo © Tanja Psonder

Deliverables

Stage	Deliverables	ECTS Credits
1	- Poster presentation of the chosen concept based on best practice examples - Questionnaire for a defined group of respondents to gain information at the beginning of the physical week (participative aspect)	1.25
2 = physical week	- Persuasive design proposal presentation in the form of an architectural competition - Analogue or digital model respectively video clip (reel)	1.5
3	- Presentable written outcome (summary or report) or video recap - Peer assessment form which is included in the summary	1.25

Learning outcomes

Rubric	Learning objective	Stage
1	Understand, analyse, discuss, and critically use topics related to Changing Cities and societal urban transformation processes and challenges through research and comparison of theory, evidence, examples, and best practices.	1
2	Develop a concept for a service / product / design or means based on a given briefing and responding to a multidisciplinary analysis of urban, social, and economic aspects and necessities.	1
3	Develop a model / prototype / site specific design of a site-based intervention / service / product.	2
4	Social and methodological learning outcomes.	2
5	Reflect on the value and meaning of the learning experience.	3

Constructive Alignment

- Learning objectives and assessment = directly linked,
- reflection = a key aspect,
- key competencies such as critical thinking, problem-solving skills, digital implementation and intercultural communication.

Formative and summative assessment:

- Continuous monitoring of project progress > coaching sessions,
- panel of experts (cf. architecture competition) > learning objectives achievement and skills implementation,
- data collected from formative assessment > effective learning environment.

Skills-based Teaching and Assessing

Skill-based assessment:

- Domain-related skills vs. academic knowledge,
- variety of methods e.g., project observations,
- interpersonal abilities such as problem-solving, communication, and data analysis.

Students = **agents of change**:

- Critically question approaches and results,
- consider alternatives,
- engage in self-reflection.

PROJECT EXECUTION AND ITS CHALLENGES

- Motivation > enthusiasm
- Group formation > (online) socialisation



Industrial hall © FHJ

CONCLUSIONS

- Skills-based and student-centred learning
- Reality of everyday working life

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