

Introduction

Accessible but Little Integrated in the Community
Currently, the university of Hamburg has 43.326 students and 12.824 employers. It is therefore a major traffic attractor. The University is well accessible by subsidised public transport. However, transport, including sustainable transport highlights the individual mobility needs. The focus tends to neglect the role of transport for community development and vice versa. Scholars argue that the focus on personal needs and spatially car-oriented towns have facilitated the process of an individualistic society and less social participation in the community and mutual support. **The project “100 Days Living Lab for a Sustainable Climate Friendly Campus”** develops mobility solutions with the campus community that comprises university employees, students and adjoining residences.



Call for participation in the project 100 Days Living Lab for a Sustainable Climate Friendly Campus. Source: own picture

Aim

Community-building and Collaborative Spatial Participation

Transport planning and solutions are still mainly based on projections of the economic and demographic development. However, this project aims to generate context- and community sensitive sustainable transport solutions. While recognising the individual transport needs the project objects to foster spatial participation of the community to develop transport solutions, that recognize the community and the context. It aims to stimulate collaborative solution-finding and implementation, as well as the better understanding and recognition of the spatial context.



No Participation:

- exclusion
- passive use

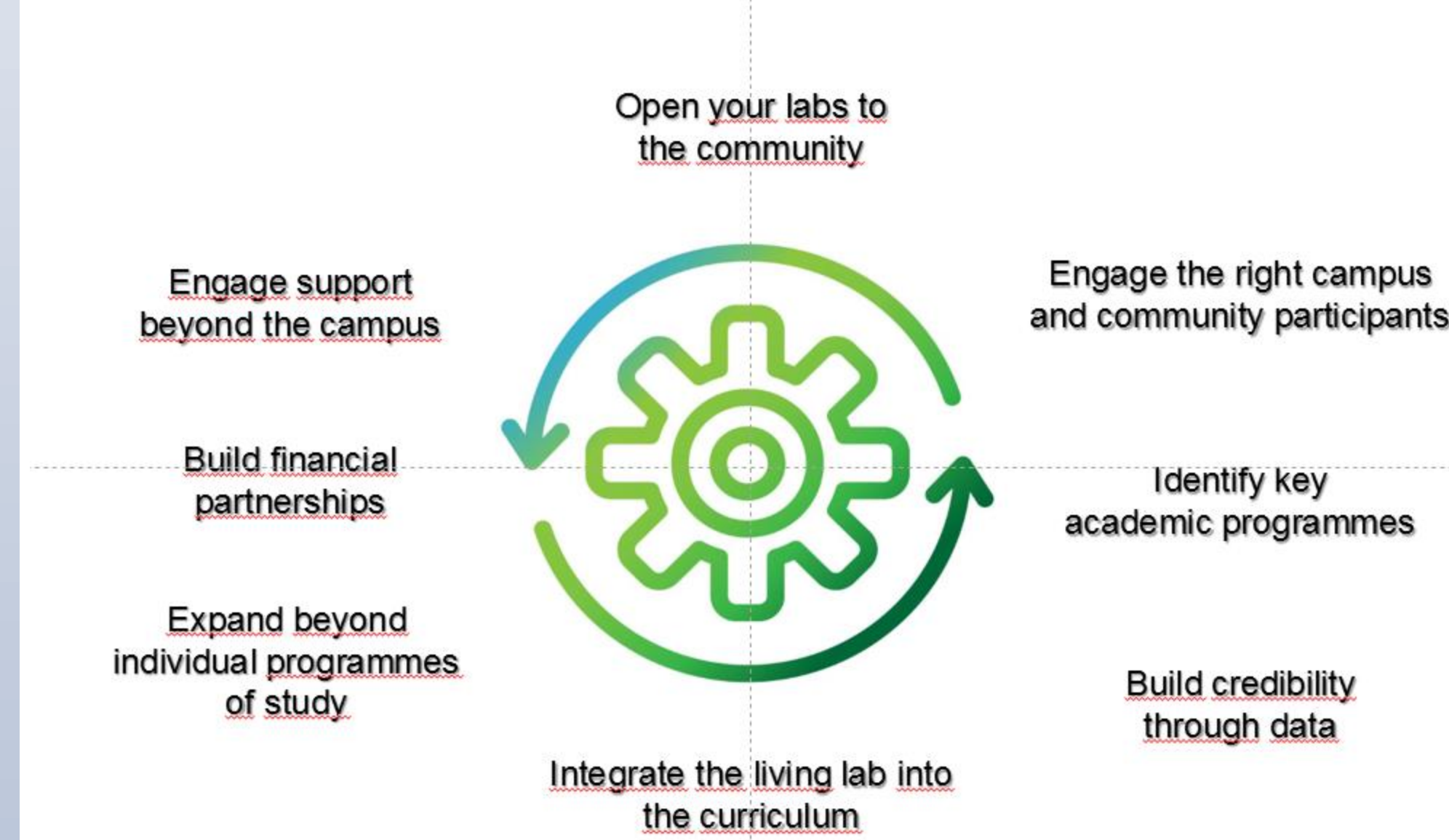
Full Participation:

- self-organized
- independence of institutions
- appropriation
- inklusion

Methodology

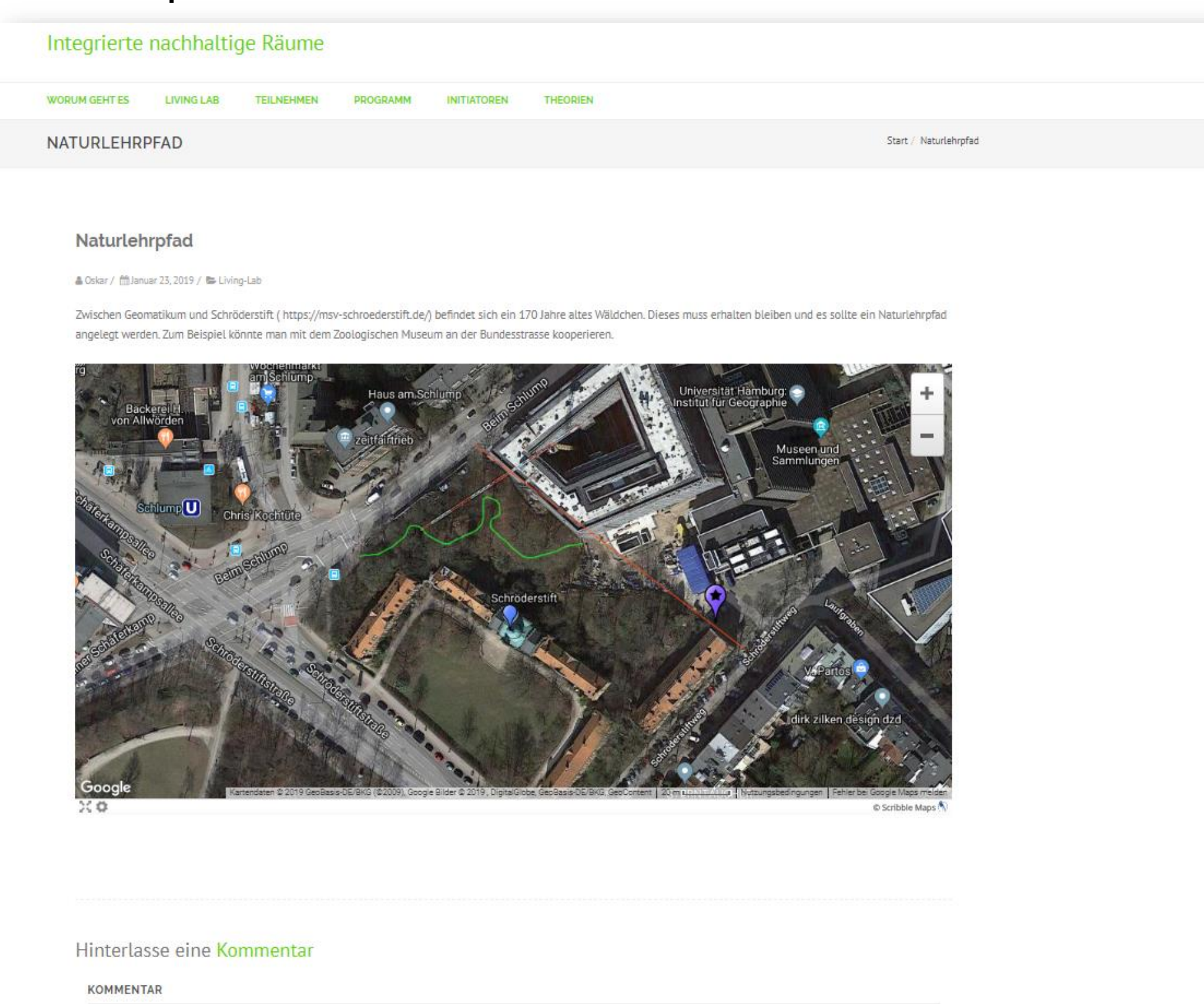
The Campus as Living Lab

The campus as real world setting that involves multiple actors and their interaction. It includes an active role of actors as co-innovators and the lab facilitates a collective action in a dynamic setting. Accordingly, the university establishes a supportive environment.



Social-geocommunication as Online Research Method

The social-geocommunication tool enables collegial web-mapping and visualisation of the transportation solutions. The blog allows to formulate, share and to collegial develop ideas.



Web-based social-geocommunication tool. Sources: own picture, includes Google Maps



Results

An Educative Community Nature Trail



The extension and redevelopment of the university, faculty of Mathematics, Informatics and Natural Science, destroyed part of the garden from the adjoining historical protected Schroeder Stift. The area is managed by a residents' association. Source: own picture



Due to the bus and metro Station, the Schroeder Stift Garden became a main passageway to the university. Source: own picture



Most passers-by often neglect the biodiversity of the area. Therefore, residents proposed an educative nature trail that can upgrade the garden and provides a fieldwork area. Source: own picture



Increasing and safeguarding biodiversity through improving the walkability. Integrating the university with the community through collaboration with the community. Source: own picture

Learned Lessons and Impact

Learned Lessons

- The living lab is an ongoing long-term interaction and learning process. It is a very dynamic process, because actors were in and out. It is mainly based on volunteer work, making it difficult to commit actors. Nonetheless, it generates new ideas and it give actors outside the university the possibility to participate.
- The web-based social-geocommunication is both facilitator and obstacle. Manly elderly community members have difficulties to use the website. The mapping helps to visualize ideas but needs learning.
- The interaction process and the outcome highly depends on engagement and key actors. The university is both facilitator and obstacle.
- The living lap means additional work to the daily routine, across administrative boundaries, so it is time and resource intensive.

Impacts

- The project created new collaborative networks.
- The university involvement build credibility to ideas.
- The project is a pilot project in this form.

Conclusion

The context-sensitive transport solution development, generated ideas that differ from the usual bike-sharing and car-sharing solutions. The idea of an educative community nature trail combines public transport access with walkability, environmental education and consciousness. The nature trail is also an instrument to spatially and academically integrate the university. Community member stressed that the living lab and the social geo-communication tool gave them the possibility to participate and to become active. Nonetheless, the implementation process is ongoing and the outcome depends on key actors.

Acknowledgments

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