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RESEARCH ARTICLE

Framing third places for universities' third mission – Field Configuring Events as collaborative learning and transfer formats

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Abstract

The paper uses the heuristics of a spatial perspective of so-called Field Configuring Events (FCE) to investigate the question of how these new educational and project-related transfer and collaboration courses in higher education context can capture the fundamentally changed institutional role – often called "third mission" or transfer competencies – fostering regional development. In doing so, the paper applies the concept FCE to an empirical case and aims at reconsidering the conceptual perspectives of this concept. The conceptual goal is to further refine the heuristic FCE and to align it more appropriately to understand dynamic knowledge production as an expression of new temporary (micro-) geographies.

INTRODUCTION

Securing and generating relevant transfer knowledge is considered as a decisive asset of universities (Etzkowitz & Leydesdorff, 2000) in the last decade. Since then, the changed role model of university, its third mission attempt, was concentrated on the university's influence on (regional) economic development (Markman et al., 2005): commercialization activities and cooperation with (local) industry partners have been short-handed attributes in regional policy activities for a long time. In Germany, the discourse on third mission approaches concentrates on knowledge and technology transfer capacities (Göransson et al., 2009). From a wider point of view on higher

education, however, scholars have addressed the social contribution of universities when rolling out third mission activities and new institutional positioning (Berghaeuser & Hoelscher, 2020). This includes all social, entrepreneurial, and innovative activities that universities perform in addition to their teaching and research duties (Loi & Di Guardo, 2015).

Based on this, a closer look has emerged on the role of collaborative training (Francis et al., 2018), problem-driven education skills (Stentoft, 2017), and technology enhanced learning methodologies (Scanlon et al., 2019). Since third mission practices go well beyond formal cooperation with external companies, closer attention is needed to better understand the socio-spatial fields of concrete interaction and required capacities among interdisciplinary group work.

Reduced lifetime cycles of relevant knowledge forms weaken the longer durability of formal degrees (Bachelor of Arts or Master of Arts). Consequently, the discussion of adequate institutional training and learning formats that allow and guarantee constant and up to date knowledge transactions among universities and companies has been intensified (Meusburger, 2008). From a neo-institutional point of view, scholars focus on the interaction and knowledge formation processes that can be observed in institutionally embedded new temporal educational formats: These are makerspaces, Fablabs, open workshops and open design labs (Kleibrink & Schmidt, 2015; Liedtke et al., 2015). They are considered as attractive knowledge places for the generation, canonization, and dissemination of relevant forms of knowledge artefacts among institutional partners, further networks, and market players, as well as students and docents. Since there has not been a conceptually driven view on the micro-geographies of these flexible places the following research interest is to shed light on process-related dynamics of temporary occasions for relevant learnings and knowledge creation in higher education courses.

The paper uses the heuristics of a spatial perspective of so-called Field Configuring Events (FCE) introduced by Anand and Watson (2004) and Lampel (2011). The aim is to investigate the question of how these new educational and project-related transfer and collaboration courses in higher education context can capture the fundamentally changed institutional role – often called "third mission" or transfer competencies –fostering regional development.

In doing so, the paper applies the concept FCE to an empirical case and aims at reconsidering the conceptual perspectives of this concept. FCEs have gained interest in economic geography, organizational sciences, and management studies, and initiated fruitful discussions in recent years on the role of temporary social events in explaining new relevant knowledge formation, new industry standards and market-changing processes (Anand & Watson, 2004; Lampel, 2011; Lampel & Meyer, 2008). To date, it appears that a focus of the research contributions has been applied to economic sectors, technology fairs, awards ceremonies in creative and media markets or consumer markets (Grabher et al., 2018) and to a lesser extent on small-scale educational and learning formats that are perceived as driver and "connector" to enterprises, manufacturing, and companies.

Therefore, the analytical focus here lies on the role of immanent forms of acquiring this multidimensional practical and methodological knowledge forms that stretch beyond the Polanyian implicit and explicit notion of knowledge (Manniche et al., 2016). Changed combinatorial knowledge dynamics such as exploration, examination and exploitation have gained momentum due to new competence expectations of students on the one hand and modified expectations of potential employers. Shifting socio-political concepts such as third mission, co-creation and changed collaboration expectations between market and science have dynamized the formation of these two poles as well as its relation. At the core are changed role understandings between the labour market and the institution of science as a learning and educational institution to react to societal needs. In many places, new so-called third places are emerging in the form of maker

spaces, Fablabs, workshops, and open design labs institutionally integrated into knowledge and educational institutions (Karvonen & van Heur, 2014; Kleibrink & Schmidt, 2015; Lange, 2015; Troxler, 2014).

The conceptual goal is to further refine the heuristic FCE and to align it more appropriately to understand dynamic knowledge production as an expression of new temporary (micro-) geographies. From the ongoing discussions, gaps and missing links will be suggested, which, in the sense of heuristic concepts, will be explained on the one hand by means of a concrete case of a transfer format, and on the other hand will be linked back to the theoretical FCE discussion. The criteria are space/place understandings (1), the role of infrastructures (2), the role of design and learning methodologies (3) and the role of temporary social and spatial proximity (4).

These four spatially related analysis elements will be developed from the discussion on FCE to investigate the question to what extent FCE are able to describe micro-formations of new learning and transfer methods in universities. Interest is focused on the question of how such interactions are curated and orchestrated and to what extent they can further inform the understanding of micromechanics FCE. Based on a case of a university of applied sciences in Berlin, the HTW Berlin, the conceptual elements of the FCE debate will be examined in detail to gain further insights for the performance of the FCE concept, to understand – so the key objective – new forms of knowledge production under changed social expectations. Key interest is directed at the role of so-called spatially informed third (mission) places to describe newly curated practices and processes of (micro-)geographies of knowledge production.

SUBJECT OF RESEARCH, QUESTIONS POSED AND PERSPECTIVE OF INVESTIGATION

The thematic starting point is the increased interest of scientific and educational institutions to develop new collaborative learning and transfer fields. This happens against the background of global and regional competitive situations to respond to changing social and entrepreneurial expectations as well as to knowledge-specific expectations (Francis et al., 2018; Scanlon et al., 2019). Universities and educational institutions are faced with the challenge of, on the one hand, maintaining a plurality of disciplines and, on the other hand, meeting increasing performance ("output") expectations that are critical to decision-making at a comparable European and global assessment level (Berghaeuser & Hoelscher, 2020).

More urgently, the question arises of how plural diversity can be maintained to safeguard processes of knowledge production and to be open to epistemic diversity, to respond constructively to an ever-increasing regional diversity in terms of gender, culture, language, and identities, but also to regionally and thematically differentiated knowledge processes (Manniche et al., 2016).

Subject of research – Conceptual foundation and key terminologies

The starting point of the article is the guiding concept "Third Mission", a growing component, action principle and area of responsibility for universities worldwide. The term gives a name to activities, tasks, and achievements that universities have been practising for many years in addition to teaching and research (Roessler et al., 2015). Since the 1980s at the latest, there has been a discussion about the third mission of universities. The theoretical approaches are based on economic concepts of the so-called *Entrepreneurial University* (Harloe & Perry, 2004) as well as

new knowledge forms such as *Triple Helix* (Etzkowitz & Leydesdorff, 2000) and *Mode-2* (Bender, 2004; Gibbons, 1994; Nowotny et al., 2001).

At universities, the Third Mission has added a third academic mission to the two missions of teaching and research. This means, according to Roessler et al. (2015), that already today teachers are much more involved in areas that are not exclusively to be attributed to teaching or research and are perceived as public (Roessler et al., 2015). According to Göransson et al. (2009), the task here is to link universities with civil society and companies.

In concrete terms, this means that, in addition to the traditional tasks in research and teaching, higher education institutions also carry out activities that can be of benefit to their respective regions (Loi & Di Guardo, 2015). These can be further training courses, scientific support for regional processes, knowledge transfer in any form. This also includes cooperative research projects with regional companies. Third Mission is thus a strategic profile-building task. In practical terms, this means, for example, initiating cooperation that achieves transfer effects between companies, students, and universities.

Still not a subject of much discussion, universities are developing innovation spaces (Toker & Gray, 2008) or *Third Places* such as Incubators, FabLabs, and Living Labs: The term *Third Places* is an answer to what universities and colleges want to achieve in concrete terms: In addition to teaching and research on the one hand, and practice and application on the other, to organize transfer to business and society and to offer the necessary places, infrastructures, and methods. *Third places* can be transfer workshops that bring two spheres into productive exchange with new offers of interaction and solution-oriented methods. This means that the Third Mission is geared to regional potentials, or that it founds new institutions to turn more publicly to society. Knowledge as a collaborative competence and as the key to a successful transition design is at the centre of attention.

Co-creating knowledge and dissemination methods in collaborative context

The need for a space-differentiating perspective on Third Mission can be explained not only by the new competitive challenges of the universities for successful Third Mission, but rather by a differentiated perspective on the understanding of the necessary knowledge. Meusburger (2008) stresses the persistent inequality of "knowledge in space" and of access to knowledge against the background of the debate about the global availability of knowledge by means of information technologies. According to Meusburger (2008), a differentiation of forms of knowledge is needed that goes beyond the distinction between "tacit" and "explicit" knowledge. Combinatorial knowledge dynamics such as exploration, examination and exploitation, as introduced by Manniche et al. (2016), overcomes this dichotomy. The inclusion of spatial context conditions and spatial interactions is essential for the generation, justification, and application of new knowledge (Meusburger, 2008, p. 36).

To this end, according to Meusburger, one must take much greater account of findings from organizational theories, because simple sender-receiver models – also in the sense of classical teaching and mediation methods – neglect the recipient's cognitive processes (Meusburger, 2008, p. 36). In Germany's dual education system, Wiemann et al. (2019, pp. 360–361) differentiate between technological, social, and self-competencies.

"FIELD CONFIGURING EVENTS" – KEY TERMS, CONCEPTS AND THE STATE OF THE ART

Defining the role of events in dynamic socio-spatial contexts

In recent years there has been a lively discussion about interaction- and process-related explanations starting with the Bourdieuian concept of a social field. It has been applied as a setting in agents and their social positions are located (Anand & Watson, 2004). In the following, a field is defined by social interaction and its organizational modes. Management scholars have dynamized the notion of a social field by time, such as temporality. To heuristically refine and specify these interactions, Meyer et al. (2005, p. 467) have introduced the term FCEs in Management Studies. Consequently, the concept of *Field Configuring Events* has been invented to fill disciplinary gaps to better grasp where and how relevant knowledge shapes market, products, and institutional logics (Anand & Watson, 2004). This refers to events, i.e. "places where business cards are exchanged, networks are constructed, reputations are advanced, deals are struck, and standards are set" (Meyer et al., 2005, p. 467). FCEs are thus described by Lampel and Meyer (2008) as places of action and social arenas in which people from different organizations and with different intentions meet periodically, but only once, to introduce new products, develop new industry standards, knit social networks, recognize skills, exchange, and interpret information and do business. Also, organized events to explain innovation and knowledge transfer processes have been the focus of urban and economic geography (Henn & Bathelt, 2014).

As a research perspective, Lampel and Meyer propose to address social events in which new products emerge as part of an ongoing development process and as an expression of the evolution of institutional, organizational, and professional areas. According to Powell et al. (2005), industries begin as agglomerations of individuals, groups, and organizations that initially meet sporadically and later become increasingly in contact with each other. These contacts promote competing and collaborative interactions and depend on the specific local conditions and individual strategies allowing or hindering market development.

In a similar way, Maskell et al. (2006) have presented the role of meetings of professions as so-called temporary clusters. They thus understand, for example, concrete international trade fair events and argue that these events enable processes of interactive learning and knowledge generation between companies in a relevant way. The existing spatial proximity and multitude of so-called face-to-face contacts between exhibitors, visitors, and multipliers from many parts of the world make it possible to exchange information on markets, products, and innovations at trade fairs in a concentrated form.

Current challenges of the concept FCE

The concept of *Field Configuring Events* in its present form has been applied only roughly and in a broad manner. For example, little attention has been paid to the genre-specific lines of conflict between established and new market players, and to the role of structural outsiders in general. The rapidly growing euphoria about the efficiency of the concept of field-configuring events has so far not been able to conclusively clarify to what extent the events can be addressed as places of assurance – in the sense of field-maintaining events – or as a social field from which new innovations and new genres emerge (Henn & Bathelt, 2014).

In the following, the question arises as to how efficiently the concept bypasses the range from informal to highly formal events, which can range from spontaneous ad hoc conferences, low-threshold bar camps, participant-centred world cafés to formal and long-planned and controlled specialist and political conferences on a global level (Schüßler et al., 2014). It is often unclear how these formations can be identified as social forms of flexible organization. Furthermore, it is not always clear which intended direct social effects will occur. Since these are often transitional contexts, i.e. real liminal spaces apart from formalized interaction relations, the discussion to date still moves strongly in highly abstract description categories.

The discussions about *Field Configuring Events* provide a strong argument for the high relevance of social and spatial proximity: Especially in insecure and young globally oriented markets, the markets oriented towards face-to-face and experienced live experience provide an analytical offer to explain the transfer of new values into further valuation cycles from the perspective of personal interaction at concrete locations. Powell et al. (2005) argue that spatial aspects are crucial for understanding how organizational fields (Meyer et al., 2005), such as regional clusters, emerge without relying on ex-post submissions from institutional entrepreneurs who have skilfully and rationally worked towards institutionalization.

THE CASE OF THE INNOVATION WORKSHOP AT THE HTW BERLIN UNIVERSITY OF APPLIED SCIENCES

In the following, a form of knowledge collaboration between students, lecturers, method coaches and SMEs will be examined based on an event, a curricularly embedded Innovation Workshop at a German university, to what extent such socially constructed temporary third locations of the university are helpful on the way to achieving the so-called Third Mission.

Over four semesters, between 2017 and 2019, data could be gathered by mapping protocols prior, parallel and after the courses. Various context discussions with facilitators, leading docents, entrepreneurs as well as practical observations of the interaction flow during the workshops, allow to present the following results. Following Knoblauch (1996, 2000), the detailed descriptions of observable and thus relevant information allow for application to the giving research questions (Rose, 2001). To trace questions of social interaction in temporary occasions at events, location sketches of the teaching and workspaces, which result from a documentation procedure in the sense of ethnographic workplace studies, are suitable (Knoblauch, 2000). Such mappings are not yet the subject of debates at FCE so far. Workplace studies are closely related to ethnographic methods and context analyses (Knoblauch, 1996). They focus attention on the practical spatial situation with which certain actions are carried out interactively with other actors and materializes in a meaningful way.

Regional context

The HTW Berlin is located in the east of Berlin (Germany) in the district Treptow-Köpenick. The regional economic structure consists of service companies, craft and production enterprises, tradesmen, and creative people. Currently, Schöneweide is home to around 300 SMEs with around 3000 employees. Seven companies each have more than 100 employees. These figures do not yet include the estimated 400 artists and freelancers from creative industries who have conquered the spatial niches in recent years and now represent an important field of innovation

for Schöneweide. A further focus is on optics, photonics, and biotech. As one of the largest universities of applied sciences in Germany, the HTW Berlin is not only the knowledge centre of the region, but also of special importance for Berlin as a science location. Despite a generally high level of innovation activity, the university's transfer potential for regional structural change is still underused, as most research cooperations and teaching projects with SMEs and other institutional partners take place in supra-regional contexts. As part of its Third Mission, the university has been striving since 2014 to increase the transfer of knowledge to society and would like to become more involved in the region in the future.

Structurally, however, there is a lack of channels of communication and mediators to the actors and topics of the region. This bridge cannot be built from the everyday teaching and research mandate of the HTW. At the same time, most teachers, staff, and students do not spend much time in the city beyond the regular university events and have rather imitated about knowing the region.

To date, the campus of the HTW Berlin has not yet connected with the urban space and is perceived as an island by many residents and local tradespeople. On the university side, there is a need at various levels to raise awareness of Schöneweide as a place of transformation with exciting topics for teaching and research projects and a new connotation of the region.

The long-term goal of the HTW is to change the perception in such a way that it is avant-garde to implement projects in the transdisciplinary city laboratory, which is unique in Germany, and not to do anything in the "periphery" that damages the reputation.

Milestones of an Innovation Workshop as "Third Space" as a temporary interface between university, students, and SMEs

The *Innovation Workshop* is a fixed-time format and was offered between 2016 and 2018 as a cross-faculty curricular module as a general science supplementary module (so-called AWE modules) at the HTW Berlin. The participating students solve questions of locally resident SME in teams. The questions are concrete, practice-relevant tasks provided by local companies. The Innovation Workshop provides a special learning and practical experience for students and companies. It takes place at a "third location" between the university and the company, outside of the usual seminar structures and entrepreneurial (everyday) spaces and practice. For the duration of the Innovation Workshop, a workspace will be occupied that offers a workshop environment and invites the participants to try out and experiment. Methods, tools, and team workstations are provided by method coaches.

In the Innovation Workshop, the students apply the disciplinary knowledge they have learned to date and relate it to a new subject matter and question unknown to them. This must be solved within 5 working days, or at least variants and scenarios of its solution must be developed. External method inputs and a target-oriented moderation of the work process create a special situation and enable interdisciplinary work. At the end, the students present their work results to the companies and invited guests.

The Innovation Workshop has the urgent goal of developing a set of methodologies, practical training and transfer formats. It is intended to give participants better opportunities to enter the job market, improve their portfolio structure and provide companies with new ideas and talents. With the help of the Design Thinking method, complex problems are solved, and new developments mobilized at the same time (Greenwood et al., 2019). In general, the method ensures that something new is born in the form of products and processes. The conceptual

roots of the Design Thinking method lie in an increased emphasis on the user perspective and user-friendliness of products and processes during the research, creation, and development process (Figure 1).

The concept is based on the conviction that new developments emerge when interdisciplinary groups are formed, and they first agree on a jointly shared problem. Based on the correct question as well as recognized needs and motivations of users, an iterative, application-oriented process is used to systematically search for surprising derivations and solutions. In the Design Thinking method, co-creation is a central moment without which there is no higher degree of coordination and acceptance for a solution.

The Design Thinking method ideally brings together a heterogeneous group of people as a *social field* from different disciplines, including experts and laypersons, men and women, experts, and non-experts (and the people should also be selected in this way). With the help of Design Thinking, as many perspectives and assessments of the situation as possible from different worldviews can be taken up. This field of action – the micro-space of the workshop – provides a first level of acceptance for a prototypical solution. Similar to a large-scale event, or e.g. an urban based cultural event in a city, the workshop stretches beyond the institutional and geographical boundaries to tie together various participants and actors from different social fields.

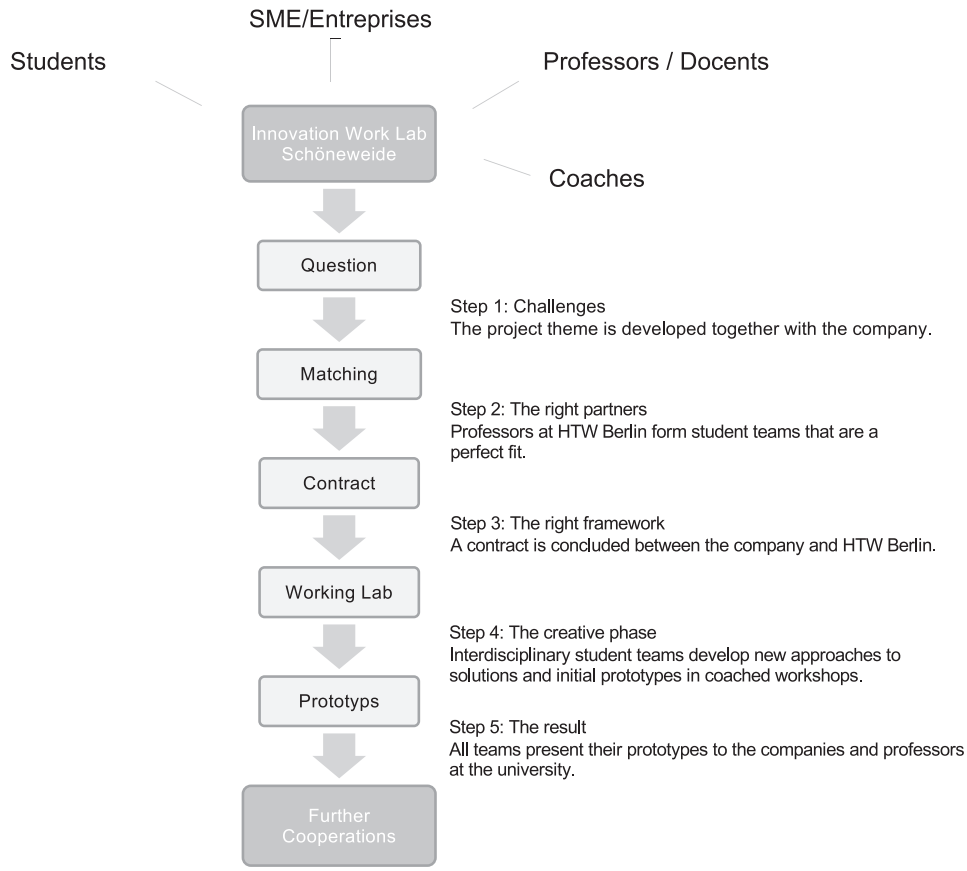

FIGURE 1 Process design of the Innovation Workshop. Source: own draft

Analysis criteria of the Schoeneweide Innovation Workshop

Building on the milestones on FCE, the following section seeks to operationalize how temporary proximity is orchestrated, controlled, personalized, and materialized in a particular case that has not related to FCE. In doing so, the concepts adaptation to a new case context (see Section Regional context) will be tested to provide information from a distinct spatial point on arenas regarding their effects on learning, interaction, and exchange. The references to open process dynamics of knowledge production in temporary fields can be operationalized as follows from the above-mentioned discussions.

Spacing and temporary placing of social goods and people

Spatial effectiveness, i.e. spacing processes (Löw, 2008), are an analytical key to investigating the ordering of social goods and people on the basis of visualized, mapped micro-processes (Löw, 2008). Field protocols as well as micro-spatial mapping, as used in the so-called Workplace Studies as an empirical survey instrument, can thus be applied to temporary events to trace how interaction is a controlled and not an arbitrary, spontaneous, or solely "creative" process. Workspaces, framed by partitions, characterize the group-oriented workspace of 4–5 teams with 4–5 persons each. The following arrangement shows how team-oriented work is arranged (Figure 2).

For intermediate presentations, group discussions and further explanations, the workspace structures will be temporarily changed. The participants stand or sit in front of the presentation

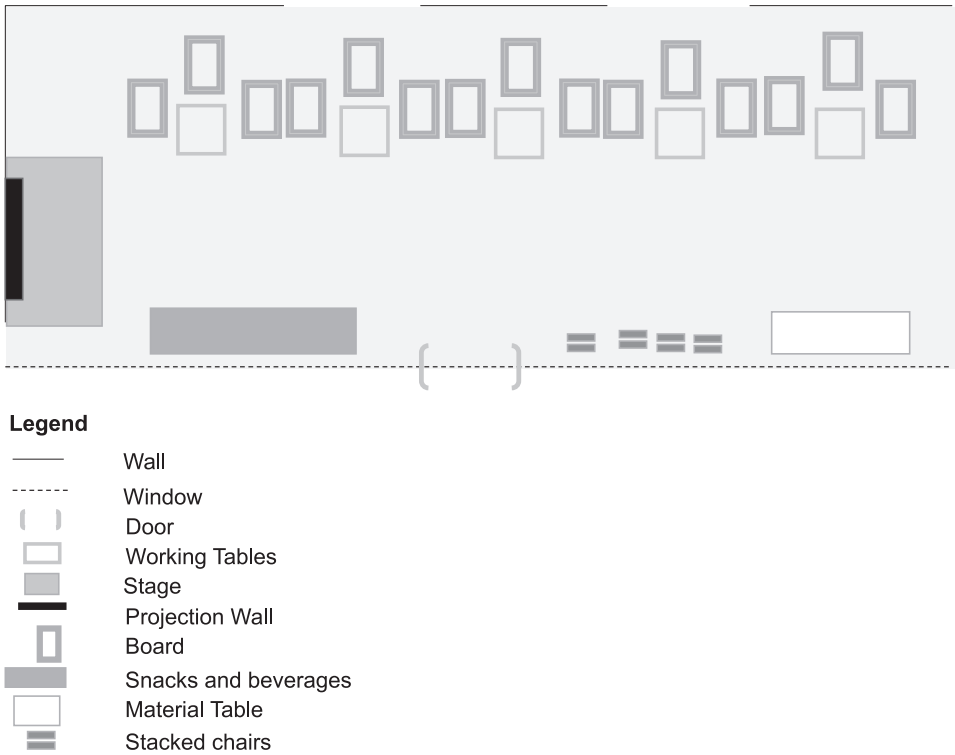

FIGURE 2 Spatial arrangement of social infrastructure goods and teams. Source: own draft

area for 10–20-min performances, explanations, and discussions in the whole group. The following illustration shows the space-time reprogramming of the room (Figure 3).

The effectiveness of this arrangement of worktables and group interaction is unfolded by focusing on the team as opposed to a classical orientation towards lecturers. The modular arrangements of the physical work infrastructures opened up working and talking face to face, separating the teams from each other in microspaces and also opening up a spatially delimited way of working. From the students' point of view, such arrangements were unusual and unfamiliar. The break with the everyday routine created openness, the working method face to face was little familiar, the composition in the team new, so that a high work intensity, a directness in a new working environment as well as a high communication readiness showed up.

Hacking, process infrastructures and thematic (re-)framing

In contrast to linear information and knowledge transfer processes, in open learning situations other social and idea-based knowledge development formats must be examined. Serendipity is not the driving momentum of the Innovation Workshop, but rather a methodical process infrastructure in which play, exploration, empathy, as well as offside and "oblique thinking" with the material data are effective criteria for knowledge production. Such practical formats are not yet represented as temporary events in the FCE literature. Their methodical-systematic process design is situational and geared to the continuous (re-)framing of object-related (and not generalistic) conditions.

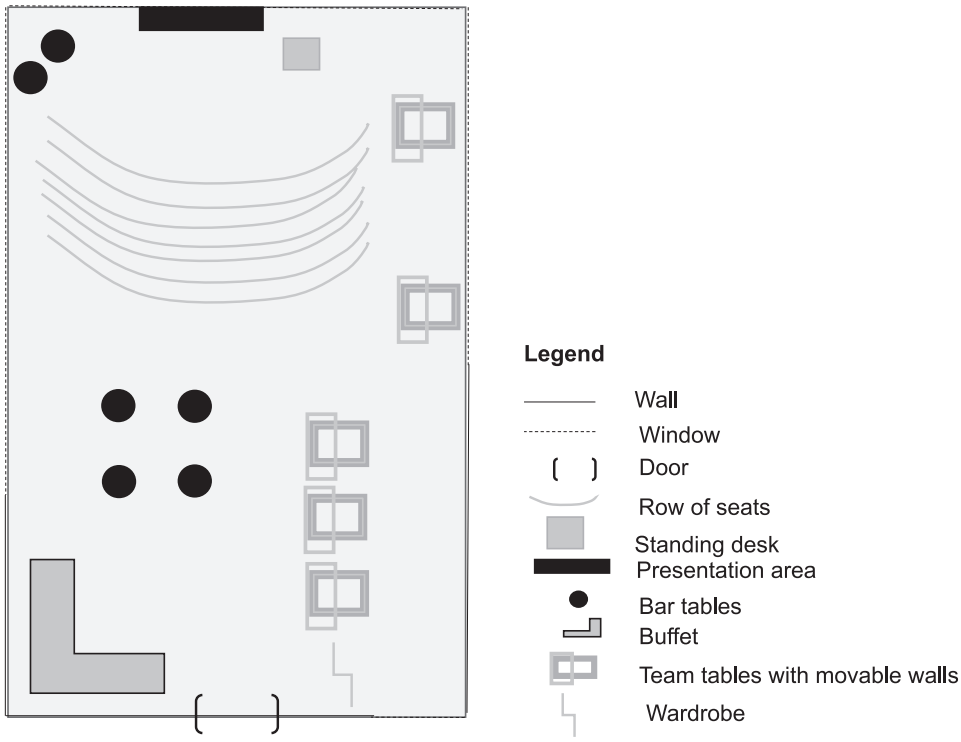

FIGURE 3 Spatial-temporal reorganization of social infrastructure goods and teams. Source: own draft

During the Innovation Workshop, *Design Thinking* was used as the overarching method of work and ideas and solution. The method was flexible and could take different directions. They should have an active, positive, and stimulating effect on the students so that spontaneous ideas could emerge. This form of brainstorming should stand in contrast to the daily routine and structures of the university and encourage students to explore other perspectives and attitudes to problems or questions.

Each method applied was presented in advance by the coaches to the entire group. The actual implementation of this method was then carried out in the individual groups. The disciplinary origin of the students influenced both the acceptance and the effectiveness of the methods.

It became clear that one of the methods, the break-out method, appealed to all students and was often successfully applied to enable a change of perspective. Various breakout methods such as 'thinking out of the box'-method were procedures that offered an escape from the familiar thinking horizon of the students. This extension(s) of the horizon and a change of perspective formed a central point in the innovation process of the format. This reframing and the consideration of the problem or question from different perspectives was responsible for triggering innovative potentials and calling up the innovative power of the workshop.

Adaptation to new questions, new challenges are accompanied by team-specific methodological process developments, each of which requires specific infrastructures: If, for example, a playful video clip appears to be the right means of transport and communication instrument for a prototypical idea, other work processes will result than in the case of a software solution.

Hacking is thus a form of the reconnection of solution authority to the teams and not to formal-educative specifications. As a result, individuality advances to an experiential value in the form of the regaining of independent solution competence, which is sometimes no longer really recognizable in the schooled Bachelor's degree courses.

Visualization, prototyping, and designing 3-dimensional ideas

Team-oriented work, which rewards cultural and social diversity, unfolds its effectiveness when raw and unfinished ideas are visualized ad-hoc in the workshop process, mapped and exhibited to others. An examination of the materialities of knowledge production, the "quick wins" or also called "think pieces" of raw and unfinished intermediate knowledge, is analytically possible on the basis of the visualization intensity of the mental work processes (Fabbri & Charue-Duboc, 2013; Rose, 2001).

In these events, internal or purely linguistic thinking takes place explicitly visually. It can therefore be the subject of an analysis, being observable and directly documentable in the process. This also applies to the 3-dimensionally visualized "built" representation of ideas, which as prototype construction can show intermediate results ad-hoc and commented on by others, tested for validity and then represent "built ideas" (Liedtke et al., 2015).

With the help of large canvas prints on movable walls, ideas, observations, insights, questions, and ambiguities were continuously visualized either directly on the canvas or with the help of post-its. Raw and unfinished ideas in the workshop process are continuously visualized, mapped and thus in space, so that they can be processed by others, commented on or used as the basis for further ideas. Ideas were also prototypically built, mostly from materials provided on site, in order to create haptics, sensors and evidence for initial ideas and solutions and then to obtain further ideas in the process of making (Figure 4).

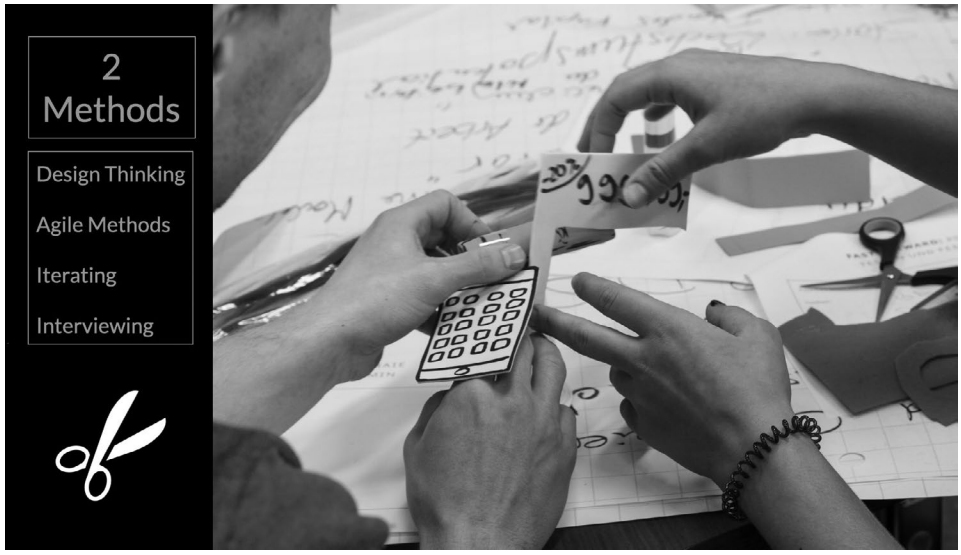

FIGURE 4 Visualization in the work process. Source: own picture

Practical making and the drawing of thoughts, the 3-dimensional "building" of ideas represents a new field of subject matter for students who are far removed from design. It is initially associated with non-scientific, non-professional and irrelevant. In addition, it triggers worries about failing to meet entrepreneurial expectations and curricular requirements and about achieving disadvantages (Figure 5).

In the course of this work and method offer, it became apparent that the (1) avoidable playful, the (2) surprisingly experimental and the (3) temporary handicrafts as well as (3) visualization opened up dynamics, flexibility and perspective changes and extensions in the respective work steps for the students. While referring to Manniche et al. (2016) and their combinatorial view on knowledge the first component relates to exploration. The second to examination, and the third to exploitation. The lack of one single form of knowledge will be framed and reassured by the coaches and facilitators in order to recognize findings about user acceptance, functionality or rejection, and dysfunctionality in the process. This visualized iterative knowledge gain proves to be a fruitful cross-disciplinary accelerator of knowledge, since it reveals results that are not promised but can be seen in all directions and thus fulfils a catalytic function.

Temporary social proximity and intensity enhancer

Events are social gathers in which spatial and temporary proximity is accompanied by social intensity. Such intensity is framed by practices of physical activities, game challenges and so-called "pressure cocker methods", which in the form of interactive movement games and warm-ups incorporate physicality as a momentum of intensity into the process of preparatory knowledge production.

Physicality, social intensity, and temporary social and physical closeness are an analytical element – very contrary to the classical university form of knowledge transfer – which are the subject of observations and can thus also be fed into an analytical process. In general, in the FCE literature such body understandings and the role of physicality have not yet been the subject of consideration to supplement and better understand the effectiveness of temporary field meetings. group work, flexible workspace constellations, company visits, practical doing, and

FIGURE 5 Visualization in the work process. Source: own picture

situational rejection of raw ideas require a different physical presence than purely cognitive-individual, seat-based (thinking) processes entail.

DISCUSSION: CAN FCE-CONCEPTS ADEQUATELY DESCRIBE MICROFORMATIONS OF NEW LEARNING AND TRANSFER METHODS IN UNIVERSITIES?

The research interest was to identify conceptual perspectives for new, temporary knowledge transfer formats from the discussion offers on FCE. Based on an example – the *Innovation Workshop Schöneweide* at the HTW Berlin – the contribution aims at applying conceptual elements of the FCE to a transfer format. The following findings can be presented:

Out of the box – Into the fields – Temporary framing of open learning processes

The curricular offer of the Innovation Workshop can be addressed as a temporary field of different actors: Lecturers, entrepreneurs, facilitators, and students come together for a limited period at a third location outside the teaching, research, and entrepreneurial activity routines. "Out of the box" interdisciplinary teams work on prototypical ideas and solutions with the help of creative process methods. The temporary "field" is highly dynamic, practical doing iterates with cognitive-analytical methods, situational framing of questions and knowledge gains are aimed at goal attainment that has not been available to date, open and not pre-defined. In this form, the heuristic FCE elements help to reconstruct process dynamics.

However, the case has not yet been considered and provides indications of subcomponents of such third-place transfer processes that have not been addressed yet. These are, on the one hand, the micro-spatial situations, which have not been considered to date, and which can be identified through conscious processes of assimilation and rearrangement of social goods and people.

Thus, social processes are directed, social condensations and intensifications are permitted, and phasing of interactions are directed.

Similarly, the literature on FCE has so far paid little attention to materialities in the form of flexible spatial architectures, working materials and bodies, which should be given greater consideration in the role of events. These materialities – which have not yet been implemented here – would have to consider and include digital and project infrastructures to a greater extent.

Collective output centring vs. individual learning processes?

Temporary field meetings are collective and cyclical social gatherings. In literature on FCE, such meetings are designed to present standards, guiding themes, products, and other core elements of a market to the field members and to advertise their relevance argumentatively, analytically or in a winning way.

To date, there are few approaches or findings in the FCE literature for spontaneous deviations, sales movements from the dominantly constructed "field mainstream" or situational ad-hoc associations that are alternative or different to a core motif of a field association. The role of outsiders, Mavericks and others was first introduced by Jones et al. (2016) but not understood as an object of field formations.

This raises the question of how individual progress in learning and cognition can be legitimized in the format presented here in relation to team-collective process methods. This perspective would then pose the question of how offside team results or offside team processes can be communicated and evaluated.

Materialities of temporary collaboration

To date, the conceptual debates have hardly provided any indications of material components, which are nevertheless essential for creative and knowledge production processes (Fabbri & Charue-Duboc, 2013). The case of the presented temporary Innovation Workshop as well as the interaction practices and methodologies are essentially based on the interplay of knowledge gain through progressive iteration on the materialized and temporarily effective prototype. This partial element of the working process is an indicator for a stronger examination of the built worlds and architectures, their aesthetics, and functionalities, with the help of which events are orchestrated, symbolically charged and interactions designed.

THIRD SPACES AS GEOGRAPHIES OF MICRO-EVENTS? – IMPLICATIONS FOR THE EXPLANATION OF THE THIRD MISSION

Finally, summarizing findings and implications for spatial sciences and economic geography are presented. The case of the Innovation Workshop – a form of Third Place – shows how temporary physical and symbolically charged new spaces can open-up cognitive, emotional, and professional classification and structural action offerings outside of standardized educational practice.

Research on the functionality of regional clusters would certainly benefit from drawing greater attention to the role of such organized temporary social organizations (Anand & Watson,

2004) and temporary clusters (Maskell et al., 2006; Schuldt & Bathelt, 2009). They contribute to a relational, symbolic, and institutionalized density or thickness (Amin & Thrift, 2007) within an emerging regional field.

The case also shows why local, decentralized producer communities within the framework of institutional theories (e.g. Marquis et al., 2007), in which the concepts of space and place have so far been ignored, should be targeted more intensively, although they play an important role in symbolization and field-building processes (Glynn, 2008).

Not only major ceremonial events (Skov & Meier, 2011) played a role in market formation. The presented case points out that smaller events were staged performatively and play an equally important role during field formation. Using these relational arrangements of events in social spaces, it can be shown how options open up for participants that allow them to sit down in relationships between work processes and social communities.

The results suggest that further investigations, not only in the field of higher education, but also on organizational field formation, including regional clusters, should deal more closely with such temporary microevents and their forming production and demand structures. The results suggest that such microevents were actively imagined based on social interactions, which took place in physical and communicative spaces as the object of a third mission, and then constructed to guide action.

The results shed light on the formation of a new combinatorial knowledge category based on a specific methodological approach that combines common processes and products with social and sustainable value from different disciplines and social levels instead of an inflexible and static process logic. This category is therefore not based on fixed knowledge building blocks, but on a specific process of creative co-production.

From the results, recommendations for action can be derived for university actors and decision-makers in the field of knowledge-based urban development, for example, by suggesting that more attention should be paid to the concrete places where interactions take place. Such exchanges must then be analysed in more detail "bottom up", with the aim of how protagonists outside these local networks, both nationally and internationally, succeed in making attention gains visible for themselves (Faulconbridge, 2007).

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