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INTREPID FUTURE INITIATIVES

Re-imagine urban curricula (a needs assessment)

Josefine Fokdal, Giulio Verdini, Matej Nikšič,
Alenka Fikfak and Olivia Bina

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Citation

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Introduction

Background of this workshop

This Workshop is organized as part of a EU-funded Network (COST Action): INTREPID – whose objective is to inspire change in how we understand knowledge and build leadership for interdisciplinarity http://www.intrepid-cost.eu/.

INTREPID is currently in its final phase and this workshop is part of the task to reflect on "The Future of Academia and Universities: as if ID and TD mattered" (INTREPID Futures Initiative). The idea is to make a contribution towards shaping the space and terms of knowledge production in a way that enables more sustainable urban futures.

Details of earlier INTREPID work on this issue are available here:

- Barcelona's Training School (February 2017): 'Inter and Transdisciplinary Urban Research' with the aim to make a contribution towards shaping the purpose, character and space of knowledge production in a way that enables more sustainable urban futures. This initiative has expanded to include the development of an urban curriculum of the future http://www.intrepid-cost.eu/barcelona-training-school-2017/;

- London's workshop (March 2017): 'Universities and Knowledge for Sustainable Urban Futures: as if ID and TD mattered' http://www.intrepid-cost.eu/london-workshop/

- Gagliato's workshop (July 2017): 'The future of Academia and trans-disciplinary knowledge production in the urban field' http://www.intrepid-cost.eu/gagliato-workshop-wg3-transdisciplinary-toolkit-in-practice/

Moreover, during the INTREPID working group 3 meeting in October 2017 in Dubrovnik it was decided to focus on the development of urban curricula in light of the SDGs under the framework of the future universities focus:

- Dubrovnik's WG3 meeting (October 2017) http://www.intrepid-cost.eu/dubrovnik-mc-wgs-meeting/

Framing the question

In order to formulate a research question that could link urban curricula, sustainability and SDGs and to draft a survey to be implemented among INTREPID members, an additional meeting was held in London in May 2018. Based on the assumption that the world is becoming increasingly urban and, in some regions of the world, at an unprecedented speed, the focus of the survey was on the knowledge required to tackle these problems. However, it has been acknowledged that while Higher Educational Institutions (HEI) should prepare the next generations to respond to these societal challenges, promoting transformative knowledge within society in line with SDGs, studies confirm that there is still a long way to go to achieve this great transformation.

In this context, despite the scale and pace of urbanization requiring urgent shift toward sustainable thinking, urban curricula across the world have been reluctant to integrate the necessary content and skills such as sustainability and interdisciplinarity. Therefore it is considered important to address the obstacles to the production of ID and TD knowledge, seen as precondition to enable real transformative knowledge and consequently greater sustainability (Bina et al., 2017, Verdini et al., 2018).

Under these premises a survey was implemented between July and August 2018. Based on the four dimensions of ESD as defined by UNESCO (2014b; 2017) - learning content, pedagogy and learning environments, learning outcomes and societal transformation - the survey was distributed online to almost 100 INTREPID members with the request to respond to which role the SDGs and aspects of the four dimensions are integrated in the urban curricula they are involved with. This pilot research has informed the forthcoming chapter: Fokdal, J., Verdini, G., Bina, O., 'The 'urban' dimension of ESD (Education for Sustainable Development): Which skills and knowledge future University urban-related curricula should pursue? In SDSN Global Report on Sustainable Education. Global MDP, Columbia University Press.

The chapter moreover (which is reported in appendix) was circulated in preparation of the INTREPID Action Workshop of Ljubljana held in Ljubljana in December 2018 and some preliminary questions were put forward, in particular:

- Are reality and perception aligned in how we teach urban-related curricula?

- Do we readily adopt changes in our curricula in response to outside pressure and impulses?

- How can we strengthen practice-based learning in order to co-produce programmes to promote a meaningful interactive and learner-centred approach?

The Ljubljana Workshop

Aims

This WG3 Action Workshop is designed to re-imagine urban curricula as if inter and trans-disciplinarity mattered. The aim is to carry out a 'needs assessment' based on WG3's work on obstacles and enablers of ID and TD in urban research and teaching, and propose core elements of a new curriculum.

This action workshop builds upon a pilot survey implemented in June-July 2018 among INTREPID members aimed to explore The 'urban' dimension of curricula for an Education for Sustainable Development: which skills, competences and knowledge? It reflects on limits and opportunities of such survey, particularly in relationship to concrete experimentations of ID and TD in the context of Slovenia. It proposes eventually a set of recommendations for developing a manifesto for a new urban curriculum.

The Agenda of the Workshop

Agenda
DAY 1, Wednesday, Dec 5th: 9:00 – 17:30

9:00 - 9:30 Registration
9:30 - 11:00 Introductory Session
       Welcome address by local host institution| Igor Bizjak, director of UIRS, and
       Matej Nikšič, local host at UIRS
       Presentation of TD1403 and WG3 | Josefine Fokdal
       State of art of Urban Curricula | Giulio Verdini
11:00 - 11:30 Coffee Break
11:30 – 13:00 Session 2 : State of art of Urban Curricula - Brainstorming
13:00 – 14:00 Lunch break
14:00 - 15:30 Session 3 – Work in groups; Reporting |Sabina Cioboata
16:00 - 16:30 Coffee Break
       16:30 – 17:00 Lecture: Introduction to Day 2 case study - The general
       overview of the urban development of Ljubljana |Breda Mihelič, UIRS
       emeritus

DAY 2, Thursday, Dec 6th: 9:00 – 17:30

9:00 - 10:30 Guided tour: Plečnik and Ljubljana | Katarina Metelko, Museum of
architecture and design (MAO)
10:30 - 11:00 Warming-up-coffee
11:00 – 13:00 Urban Planning Curriculum - Slovenian Perspectives
       Opening and moderation by Depart. of Urban Planning, Faculty of
       Architecture, Ljubljana| Alenka Fikfak

       Presentation of »MEMUD« (Middle European Joint Master for Urban Design)
       | Tadej Glažar, Ilka Čerpes and Vid de Gleria, Faculty of Architecture

       Analogical Systems as a Pedagogical Tool in Urban Design | Tatjana
       Capuder Vidmar, Biotechnical Faculty, Department of Landscape Architecture

       Student workshop as a successful method of project-based learning in higher
       education study programmes | Alma Zavodnik Lamovsek, Faculty of Civil and
       Geodetic Engineering

       Brownfileds regeneration - Work between the Urban Planning Institute's
       interdisciplinary projects and Faculty's teaching activities | Boštjan Cotič,
       Urban Planning Institute of RS

       Hands-on experimentation as a teaching approach in enabling participatory
       urban design | Matej Nikšič and Alenka Fikfak, Urban Planning Institute of RS
       and Faculty of Architecture

13:00 – 14:00 Lunch
14:00 – 15:00 Introduction to the Case Study of *Vodnikova cesta*

Opening and moderation by Urban Planning Institute of the Republic of Slovenia| Matej Nikšič
Marko Peterlin, IPoP, Institute for Spatial Policies and *Uredimo Vodnikovo*
Klemen Milovanovič, LUZ, Urban Institute of Ljubljana
15:00 – 15:30 Transfer to case study area (public transport, organised by UIRS)
15:30 – 16:30 Guided tour
16:30 – 17:30 Reflection time (*Valentin Vodnik* Primary School, Adamičeva ulica 16)

DAY 3, Friday, Dec 7th: **9:30 – 15:30**

9:30 - 10:00 Lessons learned from day 1 and 2 (Hans Thor Andersen/Prue Chiles)
10:00 - 11:30 Further steps (Giulio Verdini and Josefine Fokdal)
  • Survey modifications
  • Final INTREPID conference
11:30-13:00 Establish a roadmap towards Lisbon and beyond

Workshop Results

DAY 1 – STATE OF ART OF URBAN CURRICULA

During the morning the state of the art of urban curricula was presented, highlighting a series of elements for **discussions** arisen from the survey implementation. These were related to: definitions, the issue of inequality, SDGs, curriculum, ID, TD, skills. The ppt is available at: http://www.intrepid-cost.eu (to add the correct link once online).

The preliminary conclusion was also presented in the following form:

We claim that programmes are generally considered highly inter and transdisciplinary, facing explicitly a broad notion of sustainability, informed by ethical consideration and promoting critical thinking.

However:

1. There is an evident inbalance towards a broad environmental agenda, or a broad social justice agenda, in terms of content learning, which could be re-balanced by widening contents related to complementary agendas including, for example, politics and practices for tackling urban inequality.

Open question/s: What disciplines, subjects do we need?

Possible actions: To review urban-related programmes in light of the 17 SDGs and their relationship with goal 11 would be highly desirable.

2. There is sometimes a relatively light approach to inter and transdisciplinarity, which is ensured by a combination of academic and non-academic knowledge and by a certain degree of connection with the outside world but might not be enough.

Open question/s: Can we strengthen practice-based learning in order to co-produce programmes and promoting interactive and learner-centred approaches? Can we stimulate a further reflection on what is the civic mission of Universities? Open and porous Universities are desirable (and suitable to achieve inter and trans disciplinary knowledge) if they can retain a certain degree of independence and therefore resistance by potentially disruptive or narrow non-academic interests.

Possible actions: To review carefully practices of practice-based learning within urban-related programmes.

3. In terms of skills, the tendency seems towards a changing set of relevant ones. However, again this is not neutral. While we recognize the importance of cross cutting skills to face complex real world problems associated with ICT learning, those skills seems largely the result of outside demands.

Open question/s: Are Universities and teaching staff in a position to critically evaluate why and how those skills should be pursued, assessing them against the ultimate purpose of University mission and assigning the right space to their delivery in programmes?

Possible actions: To carefully review skills taught in urban-related programmes.

BRAINSTORMING

During the second part of the morning a open session was held to define priorities to be discussed in the afternoon. Two inter-related topics were selected, mainly related to point n. 2 on the practice of inter/trans disciplinarity:

- Group 1: The driving forces of changes in urban-related curricula (**or societal challenges**);
- Group 2: The nature of **project-oriented learning** in urban-related curricula;

Working Group 1 on 'Societal challenges to ID and TD in urban curricula'

Participants: Giulio Verdini, Matej Nikšič, Carolina Henriques, Daniela Silva

Rapporteur: Carolina Henriques.

Main points discussed:

1. External factors influencing urban research

2. How to implement Sustainable Development Goals (SDGs) and New Urban Agenda (NUA)

Notes from the discusses and questions:

In Slovenia, changes in the 90's led to the restructuring of urban planning departments and planners lost executive power, leading to the need for new tools to fight for people's right to the city.

Urban planning also failed in the West after the neo-liberal agenda started questioning the welfare state structures – leading to private actors now having greater room to push for their own agendas.

Are there any available tools for planners now in response to this shift?

Within Academia, a lot is being done, but there is little communication within institutions and results stay "on the shelf" - meaning they're not used to inform policy.

How can we change this? by emphasizing the need for "commons"? Who gets to be involved in this collaborative learning process? Should students be trained to identify who should be a part of these collaborative processes?

Another problem is that students feel "useless" or "powerless" and need to learn how to engage with multiple actors.

Could competition in schools help make curricula more innovative and suitable to answer these "real" needs?

The lack of time to learn is also a problem and "slow research" movements could also help give students more opportunities to fail and learn from the process without being "stuck" on the need for the best outcomes.

How can we encourage disciplinary integrity in this process, while also learning how to speak the "market language" needed to engage with the actors engaged in planning today?

Alert: co-production means nothing without consciousness about how we are creating knowledge (and who is involved in that process).

Accepting that failure is a part of any process must be a part of any student preparation to move outside the Academia. Also, learning to identify skills and competences in others, especially those that complement the ones we have, is critical to learn how to work with others.

Keywords: building bridges; accepting failure; focus on skills

Working Group 2 on 'Project-Oriented Learning' (POL)

Participants: Josefine Fokdal, Dagmar Jäger, Prue Chiles, Hans Andersen, Sabina Cioboata

Rapporteur: Sabina Cioboata

As part of UNESCO's agenda on Education for Sustainable Development, there is a call for 'problem-oriented learning' (POL) and for new, innovative pedagogies, which foster different types of skills and competences.

Therefore, the working group was in consensus about the fact that 'problem-oriented learning' might be one of the ways to address some of the aspects set out by the UNESCO Agenda.

A. Contradictions and challenges in implementing 'problem-oriented learning':

• POL Resource exhausting:

- POL more demanding because it means that as a teacher you have to be involved in the specific project, dedicating more time and energy to setting it up: workshop preparation (conceptualization, communication, networking etc.), teachers have to follow students very closely, often it is difficult to find relevant supporting theories or literature etc.

- However, the process can be conceived as a fruitful exchange, where teachers can also learn from students, they can co-think, co-create. Everything must be conceived as a constant learning process.

• Defining POL, structure and format:

- Discussion about whether or not all forms of teaching can actually be considered POL (even lectures, for example) as long as there is an emphasis on the process, on dialogue, on transparency about what are the objectives and expectations.

- Difficulties with reaching a balance between offering a broad variety of topics and investigative tasks, but also ensuring that issues are addressed in-depth, within time limitations.

- Difficulties with defining which should be the core topics addressed and the core disciplines included.

- How much of it should be academic problem-solving and how much should it be practice problem-solving?

• Accreditations and curriculum requirements:

- Universities have prescribed content objectives and requirements: percentage requirements about specific relations between teaching methods (e.g. lectures versus studio-based learning).

- However, in the experience of the UK: working outside academia was immediately welcomed by accreditation boards, especially when it demonstrated an interdisciplinary approach (links to management studies, communication studies etc.)

- Nevertheless, it is important to note that it can be very difficult to do this in certain academic landscapes across Europe (which prescribe a certain precondition or relationship between different ways of teaching).

- Denmark experience: study board composed of 50% students & 50% professors discuss curriculum proposals.

• Employability:

- Often difficult to negotiate with the chamber of architects with regards to accreditations. Nevertheless, it is important to understand that academic education is not the same as the chamber's expectations.

- In this sense, architects have to be challenged and taught/encouraged to ask the right questions – they can then find and learn the technical information if needed.

- With regards to employability more generally: a well-rounded student will always be more employable and desirable.

• Motivating students:

- What is the best way of motivating and engaging students, especially in the context of POL?

- Strong motivator: freedom of choice and opportunity – choosing their own topic and developing their own analysis. However, before encouraging this freedom, things still have to be framed: how and what should be framed? Important to note that you are often also working within time limitations.

• Mediating group dynamics:

- Group dynamics often difficult to deal with: encouraging teamwork, conflict management (teacher working as mediator but also allowing students to be independent), making sure that all voices are heard, engaging all students.

• Self-reflection and problem-framing:

- Eurocentrism and the issue of dealing with multi-cultural classrooms (what challenges are faced when dealing with the ambition of educating 'tomorrow's change agents'? – some of which, often, do not come from Europe but are educated in Europe).

- How can teaching practices and contents transform when educators start reflecting critically on their own socio-cultural background, on their academic background, in relation to the background of those they are teaching.

- Problems have to be stated, framed and addressed with sensitivity to specific contexts.


B. Advantages of 'problem-oriented learning':

•   Emphasis on processes rather than outcome. Design of processes included in the learning continuum: visualization of problems and questions, communication & exchange, path towards solutions etc.

•   Equal dialogue, collaboration, co-creation, co-thinking, co-production of knowledge. Seeing things eye-level. Students taking ownership of questions and problems.

•   Pragmatic, deductive- oriented learning. Applied knowledge and skills.

•   Intensity gained from focusing on issues in depth.

•   Self-reflection, critical thinking, constant feedback and exchange.

•   Encouraging thought spaces on a variety of different scales.

•   Freedom to discuss, to develop ideas and solutions together.

•   Developing a better understanding not only of the solutions but also of the questions.

•   Mutual and continuous learning process.

•   Getting outside of university frames (even physically going out into the field).

C. Some basic POL principles touched upon:

•   POL should be about processes and their design, rather than about outcomes.

•   Coaching students.

•   Encouraging independent thinking and problem-formulating.

•   Encouraging interactive and inclusive processes.

•   Cumulative research practice: building upon existing knowledge rather than repetition.

•   Site and context-specificity.

•   Self-reflection.

•   Transferability of knowledge into solutions.

•   Work on different scales.

•   Inter-cultural and inter-generational teamwork and mutual learning.

•   Knowledge transfer: communication, dissemination.

•   POL is both about pre-action as well as about post-action. (e.g. giving back to communities if they are involved in the process - ethics.

→ Skills ideally developed: teamwork, inter-cultural communication, learning to learn from others, co-production of knowledge, diplomacy, conflict mediation and negotiation within a team, sensitivity to different contexts, self-reflection and questioning, transferability of knowledge into solutions, problem-stating and ability to identify and formulate relevant questions, ethics, independent thinking, critical thinking, management of project processes, thinking at different scales and in different contexts etc.
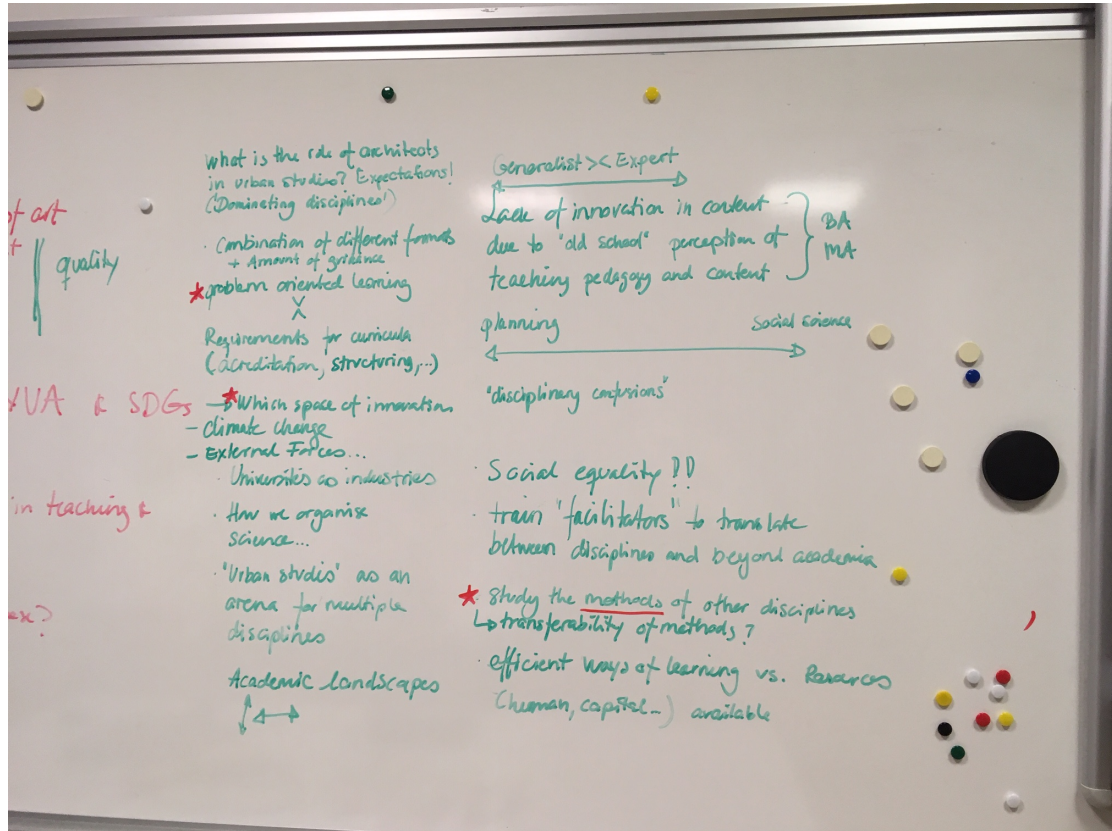
DAY 2 - *ID and TD experiences in Slovenia*

Invited speakers presented the state of art of inter- and trans-disciplinarity in urban planning studies in Slovenia. Afternoon: Study visit to Vodnikova cesta to discuss approaches to participatory urban development and regeneration in practice. Lessons learnt opened a discussion on the innovation needed in urban curriculum to enhance the new generation of urban professionals in inter/trans-disciplinarity.

Abstract of presentations

Presentation of »MEMUD« project (Middle European Joint Master for Urban Design)

Authors:

Prof. Tadej Glažar, Dr. Ilka Čerpes, Assist. Vid de Gleria

University of Ljubljana, Faculty of architecture

tadej.glazar@fa.uni-lj.si, Ilka.cerpes@fa.uni-lj.si, vid.degleria@fa.uni-lj.si

Abstract:

MEMUD is a project of transnational cooperation in the field of higher education and research with a focus on the central European region. Its main focus lies on the exchange, integration and mediation of knowledge, so as on forming highly skilled urban designer who are able to propose new solutions to the challenges of tomorrow´s cities. It tackles the following issues: the exchange and internationalization of knowledge, the specification and diversification of education in the field, innovation in teaching and social dimension of higher education. The programme seeks to establish a structure that allows the long-term exchange of knowledge, not to be limited to universities, but to be open to entire urban sphere.

Analogous Systems as a Pedagogical Tool in Urban Design

Author:

Assoc. Prof. Tatjana Capuder Vidmar

University of Ljubljana, Biotechnical Faculty, Department of Landscape Architecture
Tatjana.CapuderVidmar@bf.uni-lj.si

Abstract:

According to the contemporary science about space developed by mathematicians and proved by physics models produced by economists, sociologists, psychologists, and urban planners – if and when they have tried to introduce strictness and rigour into

research of different systems changing in time – have been in general caricatures of reality (Gleick, J., 1987).

Urban space is a complex and one of seamingly chaotic systems. It has many characteristics (qualities) changing in time while one is stable. Such non-linear systems are self-similar in different scales and universality is inherent in them. These facts proved by the contemporary science can be the core issue for understanding urban spaces and reasons why 2D and 3D urban models (usually) do not work in reality.

At the Department of Landscape Architecture we have introduced the new perspectives on space at the Urban Planning subject. We use self-similarity and universality of non-linear systems as a pedagogical tool in urban design. By comparison between characteristcs of an urban space and an analogical system which is observable in a small scale and in a short time students are able to grasp more than three dimensions of a space. Consequently they are able to think beyond 2D plan and 3D vizualisation and create urban spaces with the awareness of their complexity.

Student workshop as a successful method of project-based learning in higher education study programmes

Author:

Doc. Dr. Alma Zavodnik Lamovsek

University of Ljubljana, Faculty of Civil and Geodetic Engineering

alma.zavodnik@fgg.uni-lj.si

Abstract:

Project-based learning (PBL) is becoming an increasingly important teaching approach at technical faculties. The purpose of this paper is to discuss the key elements of PBL from the theoretical perspective, and then show its significance and practical application in the higher education study process. The analysis of student workshops, which have been held as part of various courses in the field of spatial planning over the past 15 years, showed that PBL has more advantages than disadvantages for both teachers and students. On the basis of good experience with PBL, we introduced project-based work into the curricula of the second-cycle study programmes of Spatial Planning, Geodesy and Geoinformatics, and Civil Engineering at the Faculty of Civil and Geodetic Engineering of the University of Ljubljana (UL FGG). Every year, we include additional activities that help to motivate students to study at UL FGG.

Brownfileds regeneration - Work between the Urban Planning Institute's interdisciplinary projects and Faculty's teaching activities

Author:

Assist. Boštjan Cotič

Urban Planning Institute of the Republic of Slovenia

bostjan.cotic@uirs.si

Abstract:

Brownfields regeneration is a complex process, which includes participation of several disciplines to achieve sustainable development. Urban planning is considered just one of these disciplines. However Urban planning itself is a discipline or a process that involves several disciplines, from architecture and land use planning to transportation and many others. It is not easy to master the complexity of this type of processes since nobody can be excellent in all required topics. Therefor there is a strong need for management of knowledge, people and processes. Another challenge is how to give this knowledge to students in a way, that they will easily comprehend and remember it.

Hands-on experimentation as a teaching approach in enabling participatory urban design

Authors:

Assist. dr. Matej Nikšič and Assoc. prof. dr. Alenka Fikfak

Urban Planning Institute of the Republic of Slovenia and University of Ljubljana, Faculty of Architecture

matej.niksic@uirs.si, alenka.fikfak@fa.uni-lj.si

Human Cities is a European project that has been running in several European cities from 2008 on. It was set up under European Commission's Creative Europe 2007-2013 programme seeking new cultural-sector-based approaches to better urban life. One of its main activities implemented in 11 European cities were experiments in the field of the participatory improvements of urban public spaces. The presentation will shortly describe the context of the regeneration of the public spaces in the city of Ljubljana and put light on the discrepancy in attention given to central and suburban public spaces of the city. On the example of Ruski car (Russian Tsar) neighbourhood at the northern outskirts of the city it will illustrate how Human Cities experiments became a testing bed for not only developing bottom-up approaches to urban design, but also developing new teaching methods to enable future professionals and potential active citizens to cooperate for a better local public space.

Case study short description: Vodnikova cesta is a historic road that led from the city centre of Ljubljana to the rural landscapes north-western to the city. It was historically aligned with rural architecture, while the growth of the city after WWII made it part of the urbanised inner city area. The wider district was built-up with the individual and collective housing as well as public institutions which generate more traffic in the area. The historic rural structures along the road remained and give the road a distinctive spatial character, as well as make the road corridor narrow, at some points too narrow to allow the flow of all types of traffic on the separate lanes. Different stakeholders try

to address the issue and develop a new concept and design for Vodnikova cesta to better meet the needs of contemporary users and turn it into a decent open public space. Cooperation between disciplines as well as various stakeholders is needed in these endeavours, however it does not always go smoothly when it happens.

DAY 3 – WRAP-UP

Participants: Josefine Fokdal, Giulio Verdini, Matej Nikšič, Prue Chiles, Hans Andersen, Dagmar Jäger, Tatjana Capuder Vidmar, Carolina Henriques, Daniela Silva, Sabina Cioboata

Why is ID so difficult? It appears that despite much celebration of the idea of ID and TD practice is less promising. If it is such a good idea then why does it remain a rhetorical phenomenon? A possible answer is that the settings remain within the meaning horizon of a single discipline. One example is our recent discussion in Ljubljana regarding solving urban challenges through design. Obvious this is a method used generally by architects but rarely by anyone else. Thus, by choosing a specific approach or methodology some disciplines are excluded.

Overall when cases are presented (here and elsewhere) there are normally really good programs demonstrating excellent ways of processing their projects. Yet, it is hard to show real interdisciplinarity. A typical example is the lack of e.g. sociologists or economists involved in urban projects.

There is normally a remarkable exclusion of a good deal of the intended objectives formulated as SDG; all or at least most of the social/ economic/ political goals have been erased from the urban agenda; are they too dangerous to deal with? Or do they demanding knowledge of social sciences, which is considered to reduce the 'urban' issue to just a part of current social situation? The SDGs selected were those that could be build and sketched. And this in itself selects and excludes approaches/ disciplines.

Regarding ID/ TD at universities: This is a most difficult thing; departments are constructed upon strong disciplines and what is at the margins of this is in a priory in a weak position – not a part of the core discipline, nice but not necessary to have. Institutions play a major role. In particularly in times of budget cuts and/ or reorganization the cross-disciplinary activities easily become the first victim.

A few dilemmas:

- Are things really interdisciplinary? Is inter-disciplinarity the solution? If so, what are other ways in which it can be fostered, beyond just sitting people from different disciplines around the table?
- What can be the outcomes of the COST Action project? Are we trying to solve something which is perhaps unsolvable?
- What are the tools needed to deal with current societal change? How will we address inter-disciplinarity and trans-disciplinarity in relation to current societal change (example proposed in discussion: public participation in relation to migration and to heterogeneous community groups).
- What role can academia realistically play in fostering global change?

- What curriculum advancements have already been made: are we actually able to say anything new? Think both in terms of pedagogical methods as well as curriculum contents.
- Is urban studies a discipline or a field? What is the knowledge cannon? How can academia find the balance between theory, practice, and knowledge-production?
- Need to reflect on the nature of knowledge as being context-specific versus knowledge as being universal.

Concluding remarks

- SDGs can be a starting point for choosing curricula core focuses which do not directly situate themselves within any specific discipline. SDGs can act as a unifying language between all disciplines.
- Emphasis within education (and especially within urban studies and related fields) on the complexity of the SDGs: not only climate change, but also health, education, housing for all, poverty alleviation etc.
- Benefits of workshops such as this one: seeing how things are done both similarly and differently in another context (understanding that innovation in curricula and teaching methods is being addressed in many places), deconstructing and reconstructing your perceptions of a place and what happens there.
- Failure and unexpectedness have to be part of any fruitful learning process: students must develop the ability to think realistically, to adapt and to rethink solutions and processes if their original ones fail – without, however, being pessimistic: the spillover effects of small actions can have quite a strong impact in the long run.
- Need to also give close consideration to assessments: evaluate processes and not outcomes.
- There is a need of different knowledge for addressing/framing one single problem.
- Students must learn to learn and to think critically; we are in an age where data exists but students need to learn how to use it.
- Need to move from content to questions (in US curricula)
- Methodologies are the answers, to learn, to fail, to grow – learning to learn.
- Knowledge is context-specific – how can we facilitate learning to learn in each different context?

Manifesto (a very first draft! Feb. 2019 by PC)

An Urban Curricula:

Universities should be present in towns and cities – we need to open our academies more, to show what we are doing, to work with others and to invite people in.

Architecture and Urban Planning should be less divided and more interdisciplinary work together more, maybe a shared first degree. Invite as much knowledge from other disciplines. However, understand our discipline to be able to transfer from it.

The Urban needs to welcome the Rural and visa-versa.

There is a necessity of a broad knowledge about cultures, humanity, etc. speaking towards the generalist.

Collaboration takes time, we need to teach skills to allow collaboration to develop, and time for it to flourish.

We must address current big issues, the big challenges at the micro level as well as the macro level – working at different scales is vital. Just like we need to be Local and Global.

Failing is fine, and a huge learning curve, it should be encouraged and written about.

Design is a vital and instrumental part of all urban and architectural issues. it is not an add on, it is not a luxury. Everyone should have the right to good design.

Project oriented learning starts by framing open problems. To develop open problems, experimental approaches serve to develop answers – including achievements, corrections and failures as fundamental parts of experimental approaches

Design-thinking and thinking in opportunities (instead of solutions) should be applied to a broader curricula.

Work harder at inclusivity. Architecture and Urban studies is still a preserve of the priviledged. We should seek role models of all genders races and backgrounds.

An Urban education is more than getting a degree, we should reward a wider sense of purpose.

Further inputs:

1/ manifesto (charter) of the European programme - agreed by all partner institution of reiseuni_lab to realize the research-based, european pilot project (2008/2016)   www.reiseuni.eu

2/ architect's profession & education - six key terms on a research based academic and european education (2014/15) (*Dagmar Jäger, V:I_1. Architect's Profession & Education – 6 Points. In: Reiseuni Report)*

3/ key qualities and seven key terms on project-oriented (problem-oriented) studies, connecting research and education - *(See Reiseuni Report, Vol:I_2.2.3 and Vol:I_2.2.4)*

4/ Research by Design - Tradition of Architecture Research – Experimental Real Laboratories of the 20th Century (*Dagmar Jäger, in: Reiseuni Report, Volume 2.1, 2018*)

5/ Research about Design Processes: Design Reflection – Decoding of Design Strategies (*Dagmar Jäger, in: Reiseuni Report Volume 3.11, 2017*)

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