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Marco Vedoà is PhD candidate in urban planning, design and policy at Politecnico di Milano (Department of Architecture and Urban Studies). He is passionate about traditional and digital cartographies and participates the debate on the relationship between active citizenship and heritage. He also participated in several projects to develop digital systems for the enhancement and communication of cultural landscapes. He collaborated on the Scuola Attiva Risorse project as a research fellow, experimenting with the potential of ICTs for participatory landscape representation.

Gloria Cossa graduated in architecture at Politecnico di Milano where she is teaching assistant in Architectural Representation courses. She works in an interior architecture firm in Milan and in developing graphic design and illustration for research on sustainability and circular economy themes. Interested in participatory processes for cultural landscape enhancement, she collaborated with Scuola Attiva Risorse in the co-designing processes and leading educational projects.

Heritage and landscape education is crucial to training young people in active and responsible citizenship, protection of the public assets, appreciation of the cultural diversity and intergenerational dialogue. Therefore, it cannot be limited to sporadic experiences and on outstanding heritage and contexts but must be transdisciplinary, inclusive and practicable everywhere.

This book relates the research and action project “Scuola Attiva Risorse” (ScAR), winner of the Polisocial Award that recognizes research for social purposes at the Politecnico di Milano. The text describes an experimental and innovative action delivered within the fragile context of the urban peripheries. This participatory process involved schools, universities, cultural institutions, administrations and private actors in interpreting and enhancing the “hidden” cultural heritage in Milan’s fringe neighbourhoods.

Casonato, Vedoà, Cossa

DISCOVERING THE EVERYDAY LANDSCAPE

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Gloria Cossa

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A cultural heritage education project
in the urban periphery

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ISBN 978-88-6242-482-0
9 788862 424820 € 22

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