

Pedagogies of inclusion Vol. 2



A playbook for spatial design education.



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Who are the participants?

What are the key principles and values that guide your teaching practice?

What is the learning journey like?

What do we mean by Inclusion?

What should be different when learners leave the room?

What does this mean in practice?

Introduction

This playbook has been created for education practitioners who want to develop approaches, methods and tools for addressing issues of inclusion in European cities. The primary audience of the playbook are educators working in the fields of architecture, urban design and other built environment disciplines, within and beyond academia.

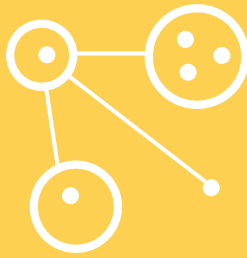
Although it is aimed at practitioners with previous experience in socially engaged learning, newcomers may also find it useful. In addition, educators might find this playbook a useful resource to explore aspects of the learning journey in tandem with their learners and civic partners.

This resource was created within the context of the EU-funded project, Designing Inclusion (desinc.org). It is based on input from all the project's partners, and it follows the report Pedagogies of inclusion—Vol.1, which mapped existing European initiatives in designing and learning for inclusion.

1. Housing Europe is a collection of public, cooperative and social housing federations gathering 43,000 housing providers across Europe.

The content of the playbook is premised on a diagnosis of the current learning needs of practitioners working at the intersection between spatial design and social inclusion, and was developed by the project's partner organisation, Housing Europe¹. Learning needs are the gap between a learner's current level of knowledge and developed skills, and the level of knowledge and skills required to perform a task or address an issue. Partners in the Designing Inclusion project were particularly interested in uncovering some of the learning needs expressed by built environment practitioners who have increasingly found themselves dealing with questions of diversity and inclusion in urban development processes—particularly in the aftermath of the so-called European migration crisis in 2015.

Reflecting on the experiences of their member organisations, Housing Europe has identified five competencies that spatial practitioners must develop to design and manage the built environment in an inclusive way within the context of migration.



Networking and collaboration

Working cooperatively with others across disciplinary and sectoral boundaries; fostering formal and informal collaborations with a range of organisations, including residents' groups, civil society organisations and local governments.



Engaging vulnerable communities in projects and processes

Planning, designing and implementing projects together with those who have a stake in the project, including both arriving and settled communities.



Communicating across cultures

Embracing the complexity of navigating layered social and cultural boundaries, and activating different forms of expertise to translate both words and ideas.



Envisioning new scenarios

For instance, by helping local authorities to think creatively about existing resources, and how they can be mobilised in different ways to activate change.



Innovation and creativity

Continually creating and identifying novel approaches to address challenging social and technical situations and problems, for instance by questioning traditional urban development concepts and design approaches.






These points highlight that spatial practitioners are increasingly expected to develop multidimensional responses to the needs and aspirations of all city dwellers beyond the delivery of built solutions—especially within the context of migration. Thus, they also indicate the need to develop new approaches and tools for learning and teaching in architecture and allied disciplines, to equip future practitioners with the competencies needed for them to have a positive impact in the world.

Educators in the field of spatial design are increasingly involved in learning experiences that touch on questions of inclusion and migration. However, they may not have had the opportunity to reflect on how these aspects can be made more integral to the learning journey.

This playbook is designed as an educator's book to provide a foundation and structure for making learning decisions that link spatial design and inclusion. This encompasses identifying and articulating learning needs, developing learning partnerships, and connecting a team of teachers and learners with an agreed set of learning aims and outcomes.

Structure of the playbook

Each section of the playbook is organised around a theme and series of questions, and includes several examples of how the project partners of Designing Inclusion have approached each aspect of learning design. These examples are meant to stimulate discussion or challenge thinking rather than prescribe ways of teaching. Moreover, this is not a static document: As our thinking on learning for inclusion develops, we may add or revise both questions and examples, and publish updated versions of this book.

<p>UNDERSTANDING INCLUSION P.7</p>  <p>01</p>	<p>CREATING A VISION ON LEARNING P.12</p>  <p>02</p>	<p>DESIGNING LEARNING AIMS & OUTCOMES P.17</p>  <p>03</p>
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What do we mean by
Inclusion?



Understanding Inclusion



Inclusion is a contested term that has different meanings for different people. Rather than attempting to provide a single definition, these diagrams explore ideas commonly associated with inclusion as it relates to the experience of migration.

We are conscious that many more concepts and frameworks on inclusion exist. Thus, instead of trying to be exhaustive, we have selected words and ideas that, over the course of our collaboration, have prompted reflective conversations. The list is also not meant to be static, but dynamic and open-ended. We might add more words in the future and we also invite you, the reader, to add or modify its content.



Feel free to add your own thoughts when you see this icon.

Access

Access is the opportunity to reach the resources and relations needed to move forward on a journey. For example, access could mean the opportunity to use services, find information and be advised, get healthcare, reach different networks, and find a job and decent housing. Barriers to accessing different opportunities may be created by environmental, social or economic factors.

2002 A. SEN. *Social Exclusion: Concept, Application, and Scrutiny*. Manila: Asian Development Bank.

Agency

Agency is the freedom of an individual to independently choose and do the things that she or he values, within both the limits and opportunities set by wider societal and spatial structures. In the context of migration, agency can be heavily affected by the legal as well as social and cultural frameworks defining the migrant's status, which can greatly constrain or expand the choices available to her.

2015 I. A. CELIK. *In Permanent Crisis: Ethnicity in Contemporary European Media and Cinema*. Chicago: University of Michigan Press.

2016 N. AWAN. *Diasporic Agencies: Mapping the City Otherwise*. London: Routledge.

2017 ISAYEV, E. *Between Hospitality and Asylum: a Historical Perspective on Agency*. *International Review of the Red Cross, Migration and Displacement*. 99(904): 1-24.

Empowerment

Empowerment is the process of gaining the freedom and power to do something. Here power is not defined as 'power over', or solely 'power to', but as the power 'that emerges from within', which is positive and life-affirming. In relation to inclusion, 'empowerment' occurs through the attainment of essential resources, tools and skills and, even more importantly, through cultivating an environment that nurtures the creativity, potential and capabilities already existing within.

2005 N. KABEER. *Inclusive Citizenship: Meanings and Expressions*. London: Zed Books.

2013 *Empower, Equip, Enable*. Cambridge English Dictionary. Cambridge: Cambridge University Press.

2015 UN GENERAL ASSEMBLY. *Transforming Our World: the 2030 Agenda for Sustainable Development, (A/RES/70/1)*. New York.

Multiple membership

Multiple memberships refers to the opportunity to make meaningful connections across diverse social and cultural groups. It is the possibility to simultaneously belong to multiple and different communities (of place, culture, interest...). The idea of multiple membership recognises the layered nature of one's social identity (based on race/ethnicity, sex, gender, age, dis/abilities...) as well as the complexity of each person's own sense of identity in relation to multiple places and networks.

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- 1991 K. CRENSHAW. Mapping the Margins: Intersectionality , Identity Politics, and Violence Against Women of Color. *Stanford Law Review* 43(6):1241–99.
- 2010 T. T. MINH-HA. *Elsewhere, Within Here: Immigration, Refugeeism and the Boundary Event*. London: Routledge.
- 2014 S. COSTANZA-CHOCK. *Out of the Shadows, Into the Streets: Transmedia Organizing and the Immigrant Rights Movement*. Cambridge: The MIT Press.

Open-endedness

Open-endedness means that a framework is not limited by a definition nor boundary and allows for adaptation and change over time; It refers to a system that can be continuously challenged, improved and modified to reflect change. Within the context of inclusion, open-endedness refers to the need to continually challenge, improve and modify social and spatial contexts so that they respond to changing populations and to their different needs and aspirations.

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- 2010 M. MOSTAFAVI. *Ecological Urbanism*. Baden: Lars Müller Publishers
- 2014 C. REED & N.M. LISTER. *Projective Ecologies*. New York: Harvard University GSD & Actar Publishers.
- 2017 M. MOSTAFAVI (ed.). *Ethics of the Urban: The City and the Spaces of the Political*. Zurich: Lars Müller Publishers.

Pluralism

Pluralism is rooted in the acknowledgement that different convictions and interests should coexist within a society as the outcome of a conscious process of respect and attribution of value; It extends beyond notions of diversity and cosmopolitanism by highlighting mutual engagement and choice. A pluralist position advocates for the flourishing of multiple perspectives within a common (spatial) framework.

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- 1998 B. LAHIRE. *L'Homme Pluriel*. Paris: Nathan
- 2003 L. SANDERCOCK. *Cosmopolis II. Mongrel Cities of the 21st Century*. London & New York: Continuum.
- 2005 W.E. CONNOLLY. *Pluralism*. Durham: Duke University Press.

Protection

Protection refers to a legal or other formal measure intended to preserve rights. Article 1 of the United Nations Universal Declaration of Human Rights states that “all human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood”. Displaced persons often have no protection from their own State. If other countries do not protect them, they may be condemned to a situation where their basic rights and even their lives are in danger.

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- 1948 UN GENERAL ASSEMBLY. Universal Declaration of Human Rights (217 [III] A). Paris.
 - 2016 S. FINE & L. YPI (eds). Migration in Political Theory: The Ethics of Movement and Membership. Oxford: Oxford University Press.
 - 2016 A. BLOCH & S. MCKAY. Living on the Margins: Undocumented Migrants in a Global City. Cambridge: Policy Press.

Reciprocity

Reciprocity is the mutual adaptation of persons and groups to each other: directed by each toward the other. In relation to inclusion, reciprocity refers to the interactions and interdependences between minorities and majorities, and between privileged and disadvantaged individuals and groups. The principle of reciprocity highlights the necessity to transform existing social and spatial structures from within, to eliminate barriers and enable a broader participation in society.

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- 2003 C. MOHANTY Feminism Without Borders: Decolonizing Theory, Practicing Solidarity. Cambridge: Duke University Press.
 - 2007 M. SLOTE. The Ethics of Care and Empathy. London: Routledge.
 - 2016 K. TROGAL. Caring: Making Commons, Making Connections. D. Petrescu and K. Trogal, eds. The Social Production of Architecture. London: Routledge.



What are the key principles and values that guide your teaching practice?



Creating a vision
on learning



A vision on learning articulates a set of principles that underpin the curriculum or programme design. Typical questions that might prompt the development include: What are the fundamental beliefs about learning that underpin your programmes? What are the key principles that guide you in shaping and delivering learning experiences?

Engaged learning: We believe that learning about inclusion is best achieved through the engagement of the people affected, so we promote partnership-based and action-oriented learning programmes that immerse learners in real-life situations. The aim is to bring the learning process closer to local communities, and to situate the learning process within on-going discourses and claim-making processes. The positioning of the process of learning closer to real life emphasises the fundamental value of experiential knowledge and social participation in the transformation of the built environment.

Learning for the future: Whether undertaken at the architectural or urban scale, the essence of spatial design is to explore new possibilities and opportunities for the future. Impact is not created exclusively through the production of insight and knowledge about the present. It results from people imagining that things can be done differently, and exploring ways of making change. For this reason, learning objectives should reflect an inclination towards action, and the acquisition of skills that can support the critical production of new social and technical futures.

Multidisciplinary learning: Complex spatial challenges, like the ones posed by migration, can only be grasped through multidisciplinary or transdisciplinary approaches that question the boundaries between conventional disciplines, and organise teaching and learning around the construction of meaning in the face of real-world problems or themes. Within the context of learning for inclusion, this approach recognises the value of spatial design as a method of enquiry, while also highlighting the combination of disciplines and forms of knowledge that are needed to understand and engage with the complexity of the spaces of migration and encounter.



Reciprocity

The exchange between community partners and education institutions should generate mutual benefits.

Communication

Good and timely communication among all involved partners is important, and should include feedback about outcomes and the sharing of outputs.

Co-production

Community partners and education institutions should work to co-develop initiatives wherever possible.

Sustainability

Relationships between education institutions and their community partners should be designed strategically and with wider timeframes in mind, to avoid instrumentalisation.

Partnerships

Education institutions should try to facilitate partner-led approaches so that initiatives respond to the needs and/or aspirations of their community partners and of other stakeholders involved in the learning process.

Impact

Learning programmes involving external organisations should be carefully planned to avoid repetitious or numerous requests.

Recognition

Explore and implement appropriate forms of recognition for community partners involved in learning programmes.

Reputation

Education practitioners and learners involved in engaged learning programmes should be mindful of their legacy, and consider the implications of their work on future partnerships.

Guiding Principles

In pursuing engaged forms of learning, we are guided by an open set of ethical principles. These principles draw on the University of Sheffield's Principles of Engaged Learning and Teaching.

What should be different
when learners leave the
room?



Designing
learning aims
and outcomes

3

What is the purpose of this course? What is it trying to achieve? What should be different when learners leave the room? Designing the learning aims and outcomes are a key part of ensuring that the approach learners take to inclusion in the future, will change as a result of the course or programme.

Learning aims serve as broad purposes or goals, and are generally a statement of the intentions of the teacher when designing or running a course. They are not intended to be statements of what learners will learn or do, but rather overarching intentions of the course.

Learning outcomes are the skills and knowledge that learners should be able to demonstrate by the time the programme or course has been completed. Whereas aims state what the teacher plans to achieve, outcomes state what the student should achieve.

Learning aims



Here we have illustrated the shared aims of our learning programmes.

01



Expose participants to the complexity of **real-life situations** encouraging them to understand the city from the point of view of those who inhabit it.

02



Develop a grounded and transdisciplinary **vocabulary and set of concepts** with which to analyse, understand and explain complex urban spaces and experiences where issues on equality, diversity and inclusion are at stake.

03



Introduce hybrid **forms of urban practice** that bridge the gap between research and action, design and social development to encourage the production of more equitable, diverse and inclusive cities.

04



Develop creative planning and design approaches, **methods and tools** that are based on a critical review of past and present practices in architecture, urban design and urban planning for equality and inclusion.

05



Encourage learners' commitment to **self learning**, peer learning, and collaboration, and foster intellectual curiosity, critical thinking and independent judgment.



06



Learning outcomes



Here we have shown the intended outcomes of our programmes.

01



Develop nuanced readings and representations of complex urban situations based on a combination of hands-on experience, theory-informed practice, and critical reflection.

02



Identify a range of socially responsible forms of urban practice, and evaluate them in relation to a wider landscape of motives, models, and possibilities for architecture and urban design, planning and development.

03



Select and apply context-responsive methods and tools for designing and transforming urban spaces in ways that are equitable and inclusive of the diverse needs and aspirations of their inhabitants.



04



Who are the participants?



Identifying the
participants

4

Participants include both learners and teachers, and can be described in terms of their background, motivations and aspirations, as well as their experience or seniority. In this chapter, participants are profiled to learn about the programme's audience and tailor learning activities to meet their specific needs and desires.

The profiles include formal learners (e.g. students) as well as teachers and civic partners who might also be involved in the learning journey. Describing the background and motives of everyone involved helps us to imagine a horizontal learning environment where the boundaries between learners and teachers are blurred and knowledge can flow in different directions.





Melanie

Melanie, 43 years old, is a **university lecturer** from Belgium with a background in architecture. She is socially driven and has an interest in action research and engaged learning. Melanie agreed to teach on this programme because she is looking forward to working with colleagues from other departments and disciplines, and to connecting with local organisations working on issues of migration. She believes that this programme will be an opportunity to expand her understanding of the city and its migration dynamics, as well as her understanding of the social value of her own discipline. She also hopes that she will be able to incorporate lessons learnt and outcomes into her own teaching practice.

Charles

Charles, 32 years old, is a **freelance urban researcher** from France with a background in architecture and international development. Alongside his professional commitments, he collaborates with an architectural NGO that provides training in the fields of participatory design and planning. He is passionate about cities and social justice and enjoys teaching, although he wouldn't want to make it his profession. He is contributing to this programme as a trainer because he wants to better understand how his organisation can become more relevant within a European context, specifically to work with and for people who have been forcibly displaced from their homes and countries.



Tommaso

Tommaso, 20 years old, is an **undergraduate student** in architecture from Italy. He has recently started an internship in a large architectural practice, but finds that this is not quite the type of work he would like to do in the future. During his gap year, he spent some time abroad volunteering with an NGO and he would now like to explore if he can train and work as an architect in the field of development. He is interested in this programme because he would like to improve his understanding of how to engage with this context, as he doesn't currently have any experience or connections in this field. He also is passionate about social justice and wants to be a volunteer.



Jing Ma

Jing Ma, 28 years old, is a **postgraduate student** originally from China. Her educational background is in civil engineering, and she has worked in various European countries, specifically in NGOs and large-scale engineering companies. She recognises that this programme can offer a critical learning environment, and therefore hopes that by enrolling in this course she will broaden her understanding of the built environment, which will potentially improve her professional standing in her home country. She has also been considering starting a PhD, and she believes that this programme could potentially provide a good platform towards her future research as it would further refine her research skills.

Sara

Sara, 36 years old, is an **experienced professional** who has worked as an engineer across Europe for about 12 years and is currently doing a PhD. She has attended some training in participatory planning and research, and is very interested in participatory design and working more closely with vulnerable communities. She was born in Bosnia but was forced to move to the United Kingdom as a child. She would like to start a project in the neighbourhood where she currently lives that is linked to her PhD research, but feels she needs to develop her skills in this area first, which is why she decided to attend this programme.

She doesn't feel confident facilitating activities, and this is something she is particularly keen to improve.



Ana

Ana, 54 years old, is a **psychologist** from Spain running a small community based NGO that supports migrants who have recently arrived in Europe. She decided to participate in this programme because she would like to develop a better understanding of her local context and increase the impact and effectiveness of her actions. Although her hands-on experience has provided her with extensive knowledge of local dynamics and problems, she is hoping that the research and teaching community will contribute towards that understanding, and act as a resource for further improving her awareness and knowledge. She is also hoping to learn new methods and tools that she can then bring into her work within the organisation. Furthermore, she is looking forward to learning from other participants.



What is the learning journey like?



Creating
learning methods



Learning methods describe the overarching narrative and the modes through which learning about inclusion happens. How are you going to achieve your outcomes? What types of activities are needed to enable or support learning for inclusion?

2. For further resources on this topic see the Massive Open Online Course (MOOC) created by Politecnico di Milano with content from the Desinc partners: [Action Learning for Inclusion \(2018\)](#).

Our suggested learning methods² start with situating oneself within a context, and move on to exploring different ways of engaging with a specific situation and group of people, and then onto mapping out the issues at stake, envisioning future possibilities, collaboratively assessing the value of the work produced, and communicating the outcomes of the process to a wider audience.



TOOLS



- Setting up a base
- Site visits & walks
- Informal dialogues
- Local open lessons

SITUATING

Situating means...

- A local and contingent approach, defining a collective process of learning related to specific dynamics, facts and relationships;
- Familiarising with people and spaces in an informal and spontaneous way, fostering relationships, listening to personal stories and observing social practices;
- The horizontal sharing of different types of knowledge;
- A daily and direct experience of the context and a continuous relationship-building activity;
- ...



TOOLS



- Definition of the mutual learning agreement
- Development of pilot projects and actual intervention in collaboration with inhabitants/ community partners

ENGAGING

Engaging means...

- From the very beginning, sharing the advantages and responsibilities associated with defining goals, methods, and expectations: these should be the result of an exchange, matching equally the requirements from each part involved;
- Different actors come together and engage in a mutually transformative relationship that is meant to evolve in intensity and frequency over time;
- Making sure that outcomes, findings and products of the collaborative work are accessible and usable by community partners, for their purposes;
- ...



TOOLS



Social and participatory mapping

Critical cartography and counter mapping

MAPPING

Mapping means...

- Using critical approaches to making maps as tools of enquiry, dialogue and interaction with communities to represent social practices and dynamics in relation to space;
- Using maps as critical tools, not just to map physical qualities of space, but also to map social relations embedded within a place;
- Using maps as grass-roots tools to collect others' perspectives;
- Considering mapping a social process, bridging the gap between designers and community members/inhabitants;
- Using mapping to transfer power to community members/inhabitants;



...

TOOLS



Deep listening

Scenario building

Postcards from the future

ENVISIONING

Envisioning means...

- Enabling a shared vision of the future that emerges through creative acts of imaging and discerning;
- Supporting a systematic method for thinking creatively about dynamic, complex, and uncertain futures; Thinking creatively about dynamic, complex, and uncertain futures;
- Using scenarios as tools that are adaptive to change and transformation, and that include multiple perspectives;
- ...



TOOLS



Focus group discussions

Public presentations and debates

Written feedback

Reflective essays

Reflective reviews

EVALUATING

Evaluating means...

- Framing the projects as 'mutual learning' mechanisms for all concerned and recognising the value of the project processes, as well as the project outputs;
- Implementing a diverse range of feedback methods so that voices from as many actors across the project can be captured;
- Evaluating a project/activity both in the short-term and in the long-term; The effects of the learning processes become more complex over time;
- Collaboration should not be confined merely to the design and delivery of a project, but continue into its evaluation;
- ...



TOOLS



Storytelling

Participatory video

Exhibitions

Publications

Maps

COMM-
UNICATING

Communicating means...

- Providing expressive tools to the members of communities and fostering dialogues among peers;
- Supporting the creative expression of groups and communities; giving them full control over what is communicated and how; making participants feel committed and able to narrate and express themselves;
- Creating communication tools that can foster access to knowledge and information;
- ...



What does this mean in practice?



Examples of
future learning
scenarios



The following pages illustrate four different ways in which issues around inclusion could be made more integral to spatial design education. These scenarios are exploratory in nature, and aim to test some of the ideas developed in this playbook.

The four scenarios include:

01

A hands-on design **workshop**

02

A trans-disciplinary curricular **unit** specialising on issues of migration

03

A **programme** composed of a design studio and two supporting units

04

A learning and teaching **framework** that spans across disciplines and departments

Some of these imagined learning programmes revolve closely around the topic of migration and displacement, others are broader in focus and aim to introduce a learning space where this and similar topics can be explored with students/learners.

01 Workshop: Inclusion by Design

The activity consists of a two-week, intensive and hands-on workshop in which a group of participants from a variety of backgrounds will explore the concept of inclusion in practice. This workshop will be facilitated by a non-profit design organisation that provides training and education services, in partnership with one, or more, local organisations that are active in a place where issues of migration are significant. Activities will take place in-situ, for example in a neighbourhood where the local partner is already developing and implementing work that addresses issues of migration and hospitality. The activity will form part of a wider training programme that seeks to enable built environment practitioners to engage reflexively with the challenges of inclusive and sustainable urban development.

Key features

Context

Civil society organisation
Architecture and urban planning
Lifelong learning

Programme

Workshop



Timeframe: Short-term



Learning aims

This activity aims to:

01



Build capacity of urban practitioners spanning disciplines and levels in the public, private, academic and civil society sectors, to contribute to the planning, design and development of urban programmes and projects that foster the inclusion of migrants in cities.

02



Introduce socially responsible forms of professional development that bridge the gap between research and action, as well as education and practice.

Learning outcomes

By the end of the course learners will:

01



Be able to appreciate the challenges and opportunities surrounding migrant inclusion in different social, cultural, political and economic urban contexts.

02



Have an in-depth understanding of the specific circumstances and constraints that built environment professionals must respond to when addressing issues of inclusion in urban areas.

03



Apply different frameworks and methodologies for a design-based approach to urban development that is embedded in a process of community participation and engagement. This will increase their confidence, communication skills and sensitivity when working in challenging settings.



Learning methods

SITUATING

Prior to fieldwork the leading organisation, with a local partner, will produce a preparatory document containing information about the context, stakeholders involved, and all other relevant information.

ENGAGING

This will be achieved throughout the two-week workshop, specifically through various different participatory activities such as design sessions, focus groups and exhibitions, and others considered relevant to the framing of the project.

MAPPING

Mapping will be a key part of the workshop and will overlap with the 'engaging' element. Social mapping will be used as a tool to understand and document the local context and also to stimulate dialogue.

ENVISIONING

Learners will perform a series of participatory visioning exercises with the local stakeholders to uncover their needs and aspirations, and possible pathways to change.

EVAULUATING

Learners will engage in self-evaluations in their own reflective journal during and after an activity. Further evaluations will be conducted through a final exhibition targeting key stakeholders and a focus group discussion with the local partner.

COMMUNICATING

Regarding the local area in which the workshop will take place, this will be done through local groups and context specific responses. The outcomes of the workshop will be further disseminated through social media, international events and a final report or video about the project.

02 Unit: Spaces of global migration

This is a trans-disciplinary postgraduate unit or summer school that explores the spaces of global migration and the social, legal-political and economic dynamics shaping them. The unit is open to students throughout the humanities and social sciences disciplines, as well as to lifelong learners who are affiliated with one of the local partner organisations. The focus is on understanding the subjective experience of migration from an interdisciplinary perspective, and on the approaches, methods and tools that enable an analysis of different forms of expulsion, mobility and resettlement through the lens of space. The programme provides the foundations for the development of multidimensional narratives and forms of intervention that intentionally engage with migration from the perspective of those on the move.

Key features

Context

Higher education institution
Multiple departments (Social science)
Postgraduate level
Lifelong learning

Programme

Curricular unit



Timeframe: Semester



Learning aims

This activity aims to:

01



Introduce learners in academia and in the civil society sector to the challenges faced by migrants, with a focus on the experience of resettlement.

02



Develop a vocabulary and a set of concepts with which to analyse, understand and explain experiences of migration.

03



Provide relevant skills and tools to develop forms of intervention that engage with migration from the perspective of those on the move.

Learning outcomes

By the end of the course learners will:

01



Demonstrate awareness of the scale and complexity of the conditions experienced by people 'on the move'.

02

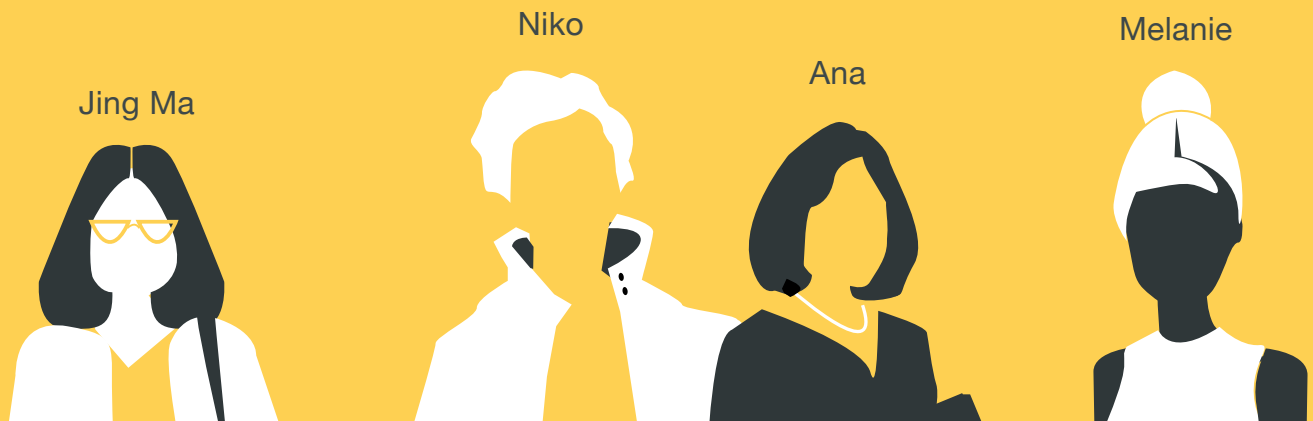


Discuss the ways in which experiences of migration can be analysed from different disciplinary perspectives and apply their own disciplinary knowledge to examine migration experiences in-depth.

03



Identify ways of transforming urban space that can have a positive impact on the lives of those who have been forcibly displaced and are in transit or settling in a new place or community.



Learning methods

SITUATING

Participants will spend time on-site gathering relevant information. This will contribute to a better understanding of the context and the issues they will be focusing on, from multiple perspectives.

ENGAGING

This will be achieved through field and site visits, as well as through a range of activities that entail direct or indirect contact with the issues and relevant participants.

MAPPING

The programme's activities will involve the documentation and mapping of participants' own life histories and experiences of travel. Mapping will also be undertaken through an examination of the experiences of others, and by translating those experiences into visual and written stories of migration.

ENVISIONING

The programme will involve mapping and envisioning a migrant's spatial, emotional, political, legal and economic journey, and consider these dimensions in terms of timescale (from start to finish and from present to future).

EVAULUATING

This will be achieved through the dissemination of outcomes in reflection sessions. This process will also involve civil society partners, and be completed through public presentations and exhibitions where feedback will be collected from partners.

COMMUNICATING

Communication will be achieved through the creation of shared archives between the university and civil society partners, where the outcomes of students work can be made widely accessible.

03 Programme: Urban practices

This programme consists of a package of three complementary units:

1. **Urban Concepts and Design Studio** links the conceptualisation of an urban intervention with the analysis of a site and its inhabitation. Learners develop a reflection through the back-and-forth dialogue between field experiences and theoretical framings.
2. **Methods in Urban Research** supports the studio, and trains learners to recognise, apply and critically assess a range of approaches, methods and techniques in urban analysis. The unit focuses on a specific site in relation to the studio assignment.
3. **Relevant Practices** introduces learners to research principles and improves their critical analysis skills. Specific assignments, site visits and case-based studies encourage learners to develop a grounded and comparative understanding of contemporary spatial practices.

Key features

Context

Higher education institution
Department of architecture and urban planning
Postgraduate level

Programme

Cluster of curricular units



Timeframe: Semester



Learning aims

This activity aims to:

01



Reinforce an understanding of urban design as a complex process requiring a careful shift from urban analysis to design conceptualisation, and then a shared vision for the future (Urban analysis studio).

02



Display the conceptual grounding and related methods of inquiry pertaining to each contributing discipline, including geography, anthropology, urbanism, art and architectural history (Research methods).

03



Provide an overview of current design challenges and strategies based on a critical review of past and present practices oriented thematically in relation to the main design endeavour undertaken in the studio (Relevant practices).

Learning outcomes

By the end of the course learners will:

01



Critically analyse and suggest transformations for a complex design intervention by using an inter-scalar and multi-dimensional understanding of city-making.

02



Examine a site by combining a variety of disciplinary lenses and related methods of description.

03



Visualise urban transformations through a variety of media and techniques that reflect the inter-scalar and multidisciplinary of their acquired skills.

Melanie

Jing Ma



Learning methods

SITUATING

Learners will conduct intensive fieldwork on a regular basis on an on-site learning and teaching environment.

ENGAGING

The programme will involve meetings with a variety of stakeholders, whom learners will then pursue in a more tailored manner, based on their specific research questions and design ambitions.

MAPPING

The programme will encourage learners to test and revisit methods of urban analysis that can combine views from above and below, and lead to an interpretative and critical cartography.

ENVISIONING

The programme will involve the development of projective scenarios based on phasing and a sequence of temporal horizons. These will allow for imagining socio-ecological processes of a complex nature that have open-ended and adaptive qualities, but are still critically contextual and spatially robust.

EVAULUATING

Peer-to-peer and inter-group discussions will be carried out regularly, based on affinities and the complementariness of design strategies and approaches.

COMMUNICATING

Learners will be asked to give presentations that combine oral and visual communication, as well as mediate between individual and group contributions.

04 Framework: Off Campus

Off campus is a cross-departmental initiative established within the framework of a university's social responsibility strategy, and managed by the university's social engagement unit. Off campus is intended as a network of 'local living labs' based in the peripheral, often marginalised areas of a city, where students and staff can develop action-based research and learning initiatives as well as live projects that support local communities in the transformation of their own neighbourhoods. Simultaneously, the initiative aims to encourage local communities to lead or be engaged in educational and cultural activities together with university staff and students. The initiative aims to support a space of mutual learning based on the sharing of knowledge between university and city. The university's presence in local urban areas through a set of physical spaces aims to give concrete and tangible form to the institution's commitment to the city and its residents.

Key features

Context

Higher education institution
Multiple departments
Multiple levels of study

Programme

Cross-departmental initiative



Timeframe: Multiple years



Learning aims

This activity aims to:

01



Expose participants to the complexity of real-life situations, while simultaneously encouraging them to reflect on the processes, roles and effects of their engagement as researchers and professionals.

02



Introduce socially responsible forms of academic and professional development that bridge the gap between research and action, as well as education and practice.

03



Encourage learners' commitment to self-learning, peer learning, and collaboration, and foster intellectual curiosity, critical thinking and independent judgment.

Learning outcomes

By the end of the course learners will:

01



Develop nuanced readings and representations of complex social situations, based on hands-on experience and critical thinking.

02



Identify and evaluate pathways towards more socially responsible forms of academic and professional development in relation to a wider landscape of motives, models, and possibilities for their future.

03

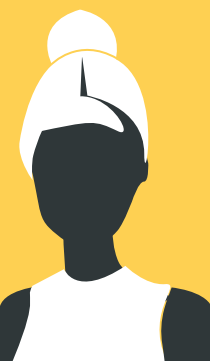


Clearly define a range of learning needs that they might need to address to pursue their chosen pathways of professional engagement.

Tommaso



Melanie



Ana



Jing Ma



Learning methods

SITUATING

Participants will conduct a series of activities both on and off site. These will include setting up of a base and being physically located on site, organising site visits and walks with the involvement of community partners as local guides, and holding classes and seminars for inhabitants and community organisations.

ENGAGING

The programme will promote a continuous interaction with inhabitants and community partners, including local authorities, through informal conversations. Activities will include informal and structured dialogues and interviews, life-history interviews, and inquiries about local needs and desires.

MAPPING

The programme will use several forms of participatory mapping, including mapping desires and everyday life practices of inhabitants and community organisations, mapping spatial and social dynamics within the local context, and mapping social networks.

ENVISIONING

This will be achieved through drafting images of the future, linking both material (physical, projects) and immaterial (practices, uses, perceptions, processes) dimensions.

EVAULUATING

Evaluations will be conducted through reflection sessions. This process will also involve community partners/inhabitants in a number of public presentations and exhibitions, where feedback will be collected from partners. Further feedback will also be collected through evaluation questionnaires and/or interviews.

COMMUNICATING

Learners will produce local maps to guide inhabitants and/or external visitors through the neighbourhood. Additionally, communication will be achieved through the creation of open and public archives (of books, articles, reports and projects) where the knowledge produced can be accessible to the community.

Who are the participants?



Learner profiles

Describe the composition of the target learners in your planned learning initiative. Who are they? What are their ages, places of origin and cultural backgrounds? What education and work experience do they have? What are their skills and career trajectories? What are their motivations to engage with you? If you foresee a diverse range of learners, describe each profile separately.

What are the methods of teaching delivery you are hoping to utilise?

Learning methods

SITUATING

ENGAGING

MAPPING

ENVISIONING

EVALUATING

COMMUNICATING

