Erasmus+

Foundation for the Development of the Education System

Cooperation for innovation and the exchange of good practices

Strategic Partnerships

Strategic Partnerships for higher education

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eurokreator

Universidad Cardenal Herrera CEU

POLITECNICO MILANO 1863

Politechnika Krakowska im. Tadeusza Kościuszki

Erasmus+

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CEU Universidad Cardenal Herrera

POLITECNICO MILANO 1863

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1. Introduction

The idea for a common course was initiated during former cooperation of the partner universities. During the visits a different approach to the topic of public space design was observed and became an inspiration for a joined course focused on the spatial and non-spatial aspect of public space, regarding socio-cultural and environmental issues. Public areas shape community ties in neighborhoods. They are places of encounter and can facilitate political mobilization, stimulate actions and help prevent crime. They are environments for interaction and exchange of ideas that impact the quality of the urban environment. Therefore socio-cultural aspect of space such as local identity, place attachment are crucial for activation of public areas of the city. On the other hand the rapid development of informational technologies connected with smart city structure raise the ethical questions of being monitored and supervised that may be perceived as affecting basic concept of freedom. There are certain limits that may differ regarding the citizens culture or city regulations and therefore the research on the concepts of integration, safety, inclusion and supervision should be examined and compared to achieve more universal approach to public space design.

The other aspect of public space are environmental issues such as environmental conscious design – water management, sun/shadow studies, greenery, air pollution avoiding systems, renewable energies that should be implemented in public space design in order not only to preserve the resources but also to display the need of more environmental conscious behaviour. In this approach public space may also become the setting for everyday rehabilitation considering the impact of natural elements on population health. Apart from the research questions, lately, especially during the pandemics we have experienced a rapid development of distant learning techniques and the opportunity to incorporate in a common course AR/VR technologies to test the possibilities of using them in an off-site teaching process.

2. Experience of the project partners – methodology of courses conducted by partners in the field of public space design.

2.1. University CEU Cardenal Herrera- methodology, results (ARC)

2.1.1. Introduction

Teaching Urbanism in ESET is focused both on student's training in the understanding of the city, its shape (studied from history), its parts and elements and the relations between them, its project (result of intentions, techniques, and instruments), as well as the training of the future architect in his task of designing the city, through the multidisciplinary exercise that this activity requires.

On the other hand, it becomes necessary to characterize the teaching of Urbanism within the global training of the Architect degree. In this sense, we must reinforce the clearly projective profile of the learning of Urbanism, very related to the architectural project.

This discipline is based on the principle of acquisition of knowledge, according to which the person who develops it only learns with the work that in first person develops.

However, from a methodological point of view, we can not forget the necessary integration of a wide range of subjects related to Urbanism (in its broadest sense), accepting the triple nature of Urbanism Art-Science-Politics, which will allow us to approach the process of reflection and design of the city and the territory.

2Y_2S	3Y_1S	3Y_2S	4Y_1S	4Y_2S
INTRODUCTION TO URBAN PHENOMENON	URBAN PLANNING TECHNIQUES	URBAN PLANNING	THE PROJECT OF THE PUBLIC SPACE	Landscape and Territory
The Shape and the elements of the city City Function The perceptual dimension The social dimension .	Lesson 1. The urban project. Principles and design. Lesson 2. Residential units. Lesson 3. Street system. Lesson 4. Public areas and commercial spaces. Lesson 5. Building regulation system.	Lesson 1. Fundamentals of Urban Design. Introduction Lesson 2. FUD. Appreciating the context Lesson 3. FUD. Creating the Urban Structure Lesson 4. FUD. Making the connections Lesson 5. The Project of Public Space. Criteria and strategies. Lesson 6. The Project of Public Space. Designing with green.	Lesson 1. Public space and sustainable mobility Lesson 2. The Project of Public Space. Criteria and strategies Lesson 3. Resources for Design Lesson 3. Designing with green Lesson 4. Urban elements	Lesson 1. Regional planning. The system of settlements. Lesson 2. Natural elements and territorial infrastructures Lesson 3. Structure planning Lesson 4. Landscape and Green Infrastructure
P01 Reading the city P02 The image of the city P03 Collage your city P04 Spaces for walking + places for staying P05 Urban Acupuncture	Exercise P01. Urban Planning parameters. Exercise P02. Residential unit analysis. Exercise P03. Urban development project.	Exercise P01. SWOT Analysis of the area and its surroundings. Exercise P02. Detailed Plan Exercise P03. Project of public space	Exercise P01. SWOT Analysis for urban quality assessment. Exercise P02. Intervention strategy Exercise P03. Project of public space	Exercise P01. Green Infrastructure Project Exercise P02. Structural Planning Regeneration Exercise P03. Project Presentation

2.1.2. 3rd Year. 2nd Semester 20/21. (3Y2S)

6th semester of Fundamentals in Architecture Degree

Summer semester

Title of the subject: Urban Planning

Objective

The Report of the Degree in Fundamentals of Architecture includes a series of specific objectives of the training in architecture, of which we reproduce those that are directly related to the Area of Knowledge of Urbanism and Spatial Planning and, therefore, with the URBANISTIC SUBJECT:

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4th. Adequate knowledge of Urbanism and the techniques applied in the urban design and urban planning process.

5th. The ability to understand both the relationships between people and buildings and between these and its environment, as the need to harmonize these architectural creations and spaces, depending on the needs and the human scale creations.

6th. The ability to understand the profession of architect and its role in society, in particular by developing projects that take into account social factors.

In relation to the specific objectives of this subject (UR3: Urban Planning), it is focused to prepare the student to solve with solvency complex urban problems and to formulate urban planning proposals on certain fragments of the city.

In this sense, the student is put in contact with the knowledge and interpretation of how the architect takes part in the construction and transformation of the city and territory, based on their recognition and analysis, and the intentions and ideas to project reforms of existing fabrics, as well as to plan new urban developments, configuring the new urban edge areas of the city.

For this reason, the teaching process considers the need to achieve a comprehensive knowledge of the urban space, its correlations and interactions, as well as to encourage the capacity for synthesis, description, interpretation, and critical analysis of reality.

2.1.3. 4th Year. 1st Semester 20/21. (4Y1S)

7th semester of Fundamentals in Architecture Degree

Winter semester

Title of the subject: The Project of Public Space

Objective

The Report of the Degree in Fundamentals of Architecture includes a series of specific objectives of the training in architecture, of which we reproduce those that are directly related to the Area of Knowledge of Urbanism and Spatial Planning and, therefore, with the URBANISTIC SUBJECT:

4th. Adequate knowledge of Urbanism and the techniques applied in the urban design and urban planning process.

5th. The ability to understand both the relationships between people and buildings and between these and its environment, as the need to harmonize these architectural creations and spaces, depending on the needs and the human scale creations.

6th. The ability to understand the profession of architect and its role in society, in particular by developing projects that take into account social factors.

In relation to the specific objectives of this subject (UR4: The Project of Public Space), it is focused to prepare the student to solve with solvency complex urban problems and to formulate proposals for the redevelopment and improvement of certain areas of the city.

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In this sense, UR4 aims to complete and complement the training of the future city planner from a new approach that allows addressing the projects of public space (mainly focused on existing urban fabrics) from the perspective of sustainable mobility, considered as an essential factor in the conception of the public space although, necessarily, it must go hand in hand with other considerations related to the perception, safety and comfort of the new projected space.

Therefore, the first premise from which we must start is that it is not possible to talk about sustainable mobility without talking about urban public space treatment, due to the fact that, among the different functions that this space must perform, mobility stands out.

The subject is conceived with a propositional approach, so that alternatives are formulated, and proposals are made to change and improve the existing reality, focusing attention on the public part of the urban space.

Finally, we will have to progress in the management of the techniques for the communication of the results of the analysis and the proposals.

2.2. POLITECNICO DI MILANO - methodology, results

2.2.1. Foreword

At Politecnico di Milano, Urbanism is taught both at the bachelor and at the master level, being part of the curricula of all the programs offered by the School of Architecture Urban Planning Construction Engineering, so even if a complete and specialized “Master in Urban Planning and Policy Design” is offered, the major subject of Urbanism is taught by the faculty members in all the several programs present in the School.

In Italy the teaching methods are a variable and can vary from teacher to teacher in name of the constitutional ‘freedom of teaching’. What is asked by the legislator is teachers to guarantee students achieve a result as required by the School’s approved degree program (that has been approved by the Ministry of Education and University). This allows, even within the same didactic course, to instruct research, study and design activities also of an interdisciplinary and transdisciplinary nature, permitting the student to understand the complexity of reality and be able to dominate it through an adequate and coherent design action. For this international experience, two courses have been chosen (a studio course and an optional course) in which students are asked to design architectures in urban open spaces of different scales (scaling of the project) and to prepare multimedia projects for reading and understanding open space. In both courses the interaction with the contents of the urban planning discipline is declined in an open and complementary way, allowing the student to understand the essential framework of some central set-ups and some cultural background in the Italian context, and widening international comparisons; highlighting the most important nodes in the scientific, disciplinary and professional debate in a European and an international context; completing, through rich and complex Studio experiences, design exercises that can generate high level technical products. The Politecnico di Milano’s main purpose is allowing students to build a personal and independent background through the useful combination of disciplinary areas and multidisciplinary approaches.

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Participating Course Programs at this action

2.2.2. "Architectural Design Studio 2"

2020/2021 Master's Degree in Architecture - Built Environment – Interiors, 1st year 1st semester (winter semester)

Objectives of the teaching

Within the Studio, advanced methodologies are applied for the description and interpretation of the physical contexts and products - practical and theoretical - of contemporary architectural culture, with the aim of experimenting with the transformation of the built environment through the architectural project. The Studio are based on the integration of specific skills, in the field of architectural composition, with others from different fields of study such as, among others, of urban studies, interior architecture and architectural technology. In this way, the appropriate paradigms are outlined to know and understand, in historical perspective and at different scales, the inhabited space in its multiple configurations: morphological and typological, ecological and environmental, economic and social, anthropological and cultural. In the Studio, integrated knowledge allows you to modulate the choices made by the architectural project in relation to the complexity of the contexts in which it is applied and the technologies it implies. In this context, techniques, tools and methods acquired in the field of architectural design are used to investigate complex relationships such as those that are established between open spaces, built and relationship spaces, infrastructure and landscape, cultural heritage and neglected or vulnerable areas, technologies, materials and construction processes.

Expected learning outcomes

According to the Dublin Descriptors (DdD), passing the exam certifies the acquisition of the following results:

DdD 1 knowledge and understanding

- knowledge of the fundamental elements of the architectural and urban composition for their use in the design process for the transformation of places.

DdD 2 ability to apply knowledge and understanding

- ability to control the compositional aspects of the project, its typological and functional characteristics, which regulate the qualitative relationships of the architectural forms of the space.

DdD 3 (autonomy of judgment), 4 (communication skills) and 5 (learning ability)

- ability to operate and communicate independently the design choices made (DdD 3, 4 and 5).

Evaluation modality

Students are invited to guarantee the maximum of interaction during all the in-room compulsory activities of the Architectural Design Studio (lectures, discussions and tutored design and research activities).

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The project is divided in assignments that organize the design process in successive stages. Each partial assignment will be evaluated by the critics and will contribute to the final grade. Attendance is therefore required in the studio during all scheduled class periods. The instructors want to talk individually to each group at least once a week. Students will be evaluated mostly on conceptual clarity, design process and analytical skills as presented through drawings and models. Progression of the studio work during the design sequence is highly emphasized.

To pass the first two steps Architectural Design Studio, students, divided in groups of max. 3 individuals, will prepare 2 oral presentations on their design work progression in relation to the Studio brief, to be discussed and evaluated in a public discussion (mid-term presentations).

2.2.3. "Metabolism of City and Landscape"

2020/2021 Master Degree in Landscape Architecture – Land Landscape Heritage

2nd year 1st semester (winter semester)

The challenges posed by the change in contemporary landscape require to integrate and connect skills of different knowledge under the umbrella of sustainability such as landscape architecture, urban planning, ecology, architecture, social sciences, etc...

The course "Metabolism of City and Landscape" aims to integrate technology and culture mainly for the recovery of a territorial heritage and the regeneration of a suburban area.

The student become aware of the strategies and techniques for the recovery of the derelict areas (post-industrial, post-agricultural, shrinking urban fabrics) that fill the contemporary landscape, taking count of the limited resources available and the possibility of their use/management in an efficient, sufficient and resilient way on a territorial scale and how to combine conflicting requests for a sustainable approach.

Expected learning outcomes

At the end the students, through the contributes given through lectures, workshops, and field visits, will be able to understand the notion of metabolism applied to contemporary cities and landscape, and to manage the complexity of sustainability, namely the knowledge necessary to design and manage the transformations of the contemporary landscape.

They will use an evaluation protocol to understand where to best allocate the limited resources available for a transformation of a portion of landscape.

In accordance with the 5 Dublin descriptors:

1 - Knowledge and understanding: The students will be guided in bettering their knowledge and understanding of the subjects involved in the course by the teachers and their collaborators who will help students to manage the complexity of the sustainable transformation of the landscape;

2 - Applying knowledge and understanding: The students will develop their own research on Metabolism through flipped-classes, speak and tell demonstrations, and detailed design and methodologic proposals);

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3 - Making judgements: The students will be encouraged in checking their own results and develop their own judgment capacities through analysis and workshop reports;

4 - Communication skills: students, divided in groups of max. 3 individuals, will prepare 2 oral presentations on their research work progresses in relation to the Course brief, to be discussed and evaluated in a public discussion (mid-term presentations);

5 - Learning skills: students will demonstrate their completed skills at the final exam, when there will be a public oral discussion with teachers and tutoring staff about the course results (Assessment of final test delivered as video-clips, tables, and written reports) obtained during the supported and autonomous learning activities.

Content

Environmental Design: from ecology to resilience.

Cities and landscape transformations: the metabolism as a metaphor.

Applied strategies and technologies for landscape and urban recovery.

Design and technologies for the reclamation of derelict areas.

Sustainability at territorial scale.

Sustainable neighborhoods.

Ecology: energy, climate, resources, (regional-territorial) grid.

International examples of regeneration in the urban landscape.

Implementing the notion of metabolism on a real case-study providing an analysis reading processes that merges city and landscape as a whole.

Prerequisites

Knowledge of the principles of sustainability declined in three dimensions: ecology, economy, and society.

Knowledge of technical interaction between architecture and urban landscape.

Evaluation modality

The exam is oral, during the exam student will discuss on the contents of the lectures and the other didactic activities related to the course.

The course is elective, but students are invited to follow the lectures and the other didactic activities. Students that will decide to not attend the lectures must define with teachers a specific literature to be discussed during the exam.

The attending students will be requested to present a short video-clip developed according to the contents of course and under the supervision of the teachers.

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2.3. CRACOW UNIVERSITY OF TECHNOLOGY - methodology, results

2.3.1. Winter semester

20/21 Ist degree 3 year 5th sem

The content program of the course covers architectural and urban issues related to shaping intensive forms of living in the city. The subject of the design study as part of the course is the concept of a building or a complex of several buildings with a residential function along with the necessary services resulting from the location conditions and the concept of land development with public space also available to. The project covered by the project complements the existing urban fabric and is related to a specific urban spatial, functional and cultural context. The project may also concern the issues of revitalization of degraded areas and adaptation to residential functions of post-industrial facilities.

The aim of the course is to master the basic principles of design and composition in architecture and urban planning, in particular the knowledge and skills related to the development of an architectural concept of multi-family residential buildings in the context of an urban location. The course participants will learn the principles of creating the desired relationships between the elements shaping the space: the importance of the cultural and spatial context for the identity of the place and the creation of new aesthetic values, the role of the natural environment and urban public space for the quality of the urban living environment. The program of the course provides the opportunity to master the knowledge and skills of shaping the appropriate functional and spatial relations of the apartment and building elements, the relationship of structural, material and technical solutions (internal installations) with the architectural form and the comfort of life of the inhabitants. The aim of the course is also to familiarize students with applicable laws and procedures related to the design and implementation of investments covered by the course program.

The condition for passing the course is participation in classes, in accordance with the rules set out in the regulations of the studies and the course program (design exercises, reviews, enclosures), obtaining a positive assessment of the course work: submission of the design work developed in accordance with the required form and scope within the time specified in the program substantive, as well as participation in the presentation and defense of the thesis before a committee composed of academic staff conducting the course, and invited critics (including an external examiner from the Chamber of Architects). The final exam is the summary of the knowledge gained while working on the project.

2.3.2. Summer semester

20/21 2nd degree 1st year 1st sem

The course program covers issues related to the urban and architectural design of the living environment in downtown areas.

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The subject of the study is the functional and spatial concept of a housing complex in the context of the existing urban fabric in places with little investment or degraded.

The main aim of the course is to provide students with the principles of urban and architectural designing of multi-family housing complexes in an urbanized context, the implementation of which favors the implementation of sustainable development postulates and shaping spatial order in the context of its essential components and the activation of public spaces in city centers through sustainable design and participation of the local community in observing the principles of space ethics.

During the implementation of the course task, students also learn about the mutual relations between the consequences of design decisions made on urban and architectural scales.

Stage 1

The basis for formulating the design assumptions for the area covered by the study are urban planning analyzes

and architectural, primarily including:

- analysis of the building structure (the so-called schwarzplan, composition, height of buildings, architectural valorization, etc.);
- functional analysis of areas and buildings (including, inter alia, the analysis of "green" areas, analysis of the distribution of objects for various purposes, etc.);
- analysis of the transport system (broken down into pedestrian traffic, car traffic, public transport, bicycle traffic, etc.);
- historical analysis;
- analysis of planning regulations (local spatial development plan);
- other analyzes related to the specificity of the studied area.

The above-described phase of pre-design works should be documented in the form of:

- diagrams and plans prepared in a specific scale adapted to the presented content,
- photos,
- sketches,
- original comments.

The analyzes, depending on their subject matter, should take into account the distinction in the way space functions, e.g. due to the time of day or the weather.

The summary of the analyzes (SWOT) should include an assessment of favorable and unfavorable phenomena that may have a significant impact on the direction of work on the exchange rate project. Among them, the most important are:

- location conditions,
- communication nuisance,
- assessment of the state of spatial order,
- characteristic elements of the development
- and elements of the natural environment

that could have a significant impact on the conceptual framework.

Stage 2

Based on the analyzes (stage 1), design guidelines will be formulated, including:

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- indication of the purpose of individual parts of the site,
- the place and nature of connections within the designed complex and with the surroundings,
- basic urban indicators (building intensity, size of biologically active areas, building height, etc.),

the so-called regulatory plan - development scheme with:

- basic lines delimiting areas for various purposes,
- regulation lines (e.g. binding or impassable building lines).

The way in which the guidelines are presented should be synthesized, readable and unambiguous. The diagrams illustrating them should be provided with an individually composed legend. The possible text part supporting the graphic presentation should be concise.

Stage 3

Based on the guidelines (stage 2), an urban concept for the area should be prepared.

The project should take into account in orderly relations, combining them into a harmonious whole, all conditions and requirements:

- functional,
- socio-economic,
- environmental,
- cultural

as well as compositional and aesthetic.

Particular attention should be paid to the functional (including communication) and spatial connections with the surroundings within the range adapted to the nature of the area covered by the study and adopted design solutions.

Moreover, the designed residential complex should be supplemented (adequately to its scale and the needs identified in the course of the context analyzes) with functions that meet the basic and higher needs of the users of the designed space.

Examples of facilities intended for the purposes of the above-mentioned functions:

- commercial, service, catering, etc.
- education and sciences (kindergartens, primary, secondary and higher schools),
- health services (including nurseries, clinics, etc.),
- administrative (e.g. local government administration bodies),
- sports and recreational (generally accessible),
- culture.

At least as important as cubature objects are the spaces they create of a diverse nature resulting from, inter alia, from the buildings that shape them. Public, semi-public and private spaces and their possible hybrids must have a defined function, but they should also be the result of a compositional search, taking into account such elements as:

- dominants,
- subdominants,
- accents
- viewing openings,

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- perspective closures
- and other elements of the urban composition.

One should bear in mind the way of solving public spaces through sustainable design and participation of local communities while observing the principles of ethics. Activation of these public spaces will be an important element of the scope of the project.

The designed facilities and spaces should be adapted to a specific number of users (e.g. residents of neighboring buildings, users of the entire area covered by the project, all residents of the city, region, etc.).

A properly designed communication system should correspond to the intended use of the areas it is to serve in terms of:

dimensions and shape (throughput),

safety standards (segregation of traffic, accessibility, fire routes),

and comfort of use (zones of calm traffic, parking standards).

The existing infrastructure related to public transport (e.g. stops) and alternative means of transport (e.g. bicycles) should be designed or modified.

Stage 4

The final stage of the course is the preparation of a land development plan for a selected part of the area covered by the urban concept (stage 3) and an architectural design for a multi-family residential building located on it.

The adopted architectural solutions, in addition to having high functional, spatial and aesthetic values, must also comply with the applicable regulations in the field of:

- layout, dimensions and standard:
- common spaces (communication),
- flats,
- any premises for other purposes,
- parking lots / garages,
- technical and auxiliary rooms;
- access to daylight;
- access to sunlight;
- installation equipment (ventilation, passenger lifts, etc.);
- fire safety;
- other than the above regulated by the provisions cited above.

The architectural design should contain at least 4 types of apartments (1-, 2-, 3- and 4-room apartments). Their surfaces should be rational and the size relations between individual rooms must correspond to their purpose (e.g. bedrooms larger than the living room are unacceptable).

Apart from legal regulations, the principles of universal design should be taken into account when developing the 4th stage of the course project.

The number and type of parking spaces should be consistent with the document entitled "PARKING SERVICE PROGRAM FOR THE CITY OF KRAKÓW".

The condition for completing the course is:

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participation in classes in accordance with the rules set out in the study regulations and the course schedule (reviews, timely project delivery, etc.);

obtaining a positive evaluation of the course project (in terms of form and scope with the information provided as part of the starting materials);

participation in the defense of the thesis before a designated committee.

3. Methodology of a common course a combination of a semester course, mobility workshops, remote classes and the use of AR applications

In each of the editions, periods of work and training are combined both face-to-face and online.

Specifically, it is established that the first part destined to the Seminar of knowledge of the city is developed remotely through connections through video call platforms, according to the following details.

3.1. About the online sessions:

CEU UCH University uses the platforms MS Teams and Blackboard Collaborate Ultra. CUT usues MS Teams, Zoom and Microsoft Whiteboard.

Politecnico di Milano uses for teaching the following platforms: Ms Teams, Cisco Webex and Cisco Meetings, Zoom, more the didactic is supported by the home-designed and owned platform BEEP.

Each partner will use the most appropriate tool considered for videoconferences and will invite the rest to them.

3.2. On the group work.

Students will work in groups made up of different students from the three universities.

Each group will have students from the three universities.

They will be organised by the teachers.

The students of each group who are members of the host university hosting the edition will be in charge of representing the group.

For the storage of digital documents and information of each group, a system will be set up to facilitate the exchange of files and backup copies.

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3.3. On-Line connections.

Video calling technology will be used for both the explanatory sessions, lectures and remote reviews.

Each organizing university will use the aforementioned video calling technologies that it deems appropriate to carry out the on-line sessions.

Nowadays, there are many free connection alternatives for group work, so the platform they use will not be an intercommunication problem. If necessary, one of the platforms used by each university will be used.

3.4. Work methodology of student groups.

It is proposed that Collaborative Online International Learning (COIL) be developed for group work.

COIL enables global learning regardless of the student's geographic location.

The class format must be adapted to the reality of interactive teaching, promoting remote collaborative work tools using the latest communication technologies.

All this enables pedagogical innovation and internationalization of content and teaching systems.

- The work will be face-to-face during the weeks of the workshop in the host city.
- The AR application will be used during the workshop in situ in the city that is a subject of design to evaluate the conceptual phase of the groups project.

4. Phases and contents of the course

Timeline of the course:

There will be differences in the academic year schedule in between the Partner universities.

University CEU Cardenal Herrera academic year (15 weeks):

Winter semester: 2nd week of September until the end of December

Spring semester: 1st of February until the end of May

Polimi (14 weeks):

Winter semester: middle of September until Christmas

Spring semester: last week of February until end of May

CUT (15 weeks):

Winter semester: 1st October – end of January

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Spring semester: 3rd week of February until the end of the 3rd week of June

Course:

Winter semester: 2nd week of October (online sessions 5 occurrences – 3 weeks), November (onsite – 10 days), final presentation (online – January)

Spring semester: 1st week of March (online sessions 5 occurrences – 3 weeks), April (after Easter) onsite, final presentation (online) last week of June

- General schedule
- Public spaces assignation.
- Analysis of the city.
- Mapping. Layout of the information.
- Reviews.
- Delivery.
- Public presentation and critics.
- Seminar

The seminar will be online and will take place in 10 sessions. (Students – design groups supervised)

In order not to impede the normal development of the classes at the partner universities, a schedule will be sought to facilitate it.

- Group arrangement. Each one with member from each university.
  12 students from each country – (ca 15 groups)

- Lectures: Approach to the city. "Knowing the City"

Day 1 Mo	Historic Background (lecture by a historian)
Day 2 Tu	Urban Evolution (lecture by a planner)
Day 3 We	Greenery Evolution (lecture by landscaper)
Day 4 Th	Architectural Evolution (lecture by an architectural designer)
Day 5 Fr	A Contemporary Town
Day 6 Mo	Presentation of the Milanese Sites
Day 7 Tu	Reading the Cityscape by Filming (a method introduction)
Day 8 We	Processing the Cityscape
Day 9 Th	Designing the Cityscape
Day 10 Fr	Discussion and Critiques

- Workshops

The workshop will be in person and will take place in 5-7 sessions.

The face-to-face workshop will take place at the host university of each edition. Students and professors from partner universities will travel to the host campus.

The Workshop can work autonomously, or each partner can integrate it in the assessment system of any of their subjects.

During the stay, visits to the city will be organised in order to learn more about it.

The work developed during the workshop will consist of:

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- Visits.
- Reviews.
- Delivery.
- Public presentation and critics.

Development:

Subsequently, after the workshop, the teams must finish developing their project for activating the public space to be presented.

An Augmented Reality (AR) presentation may be developed.

The groups will deliver:

- Mapping / Analysis.
- ACPS Strategy. Drawings.
- Written memory and explanation.
- Public presentation in pdf.
- 5 representative images of the projects proposed.
- Model images or AR representation.

Results.

Finally, once the on-line presentations of each team have been made, the jury will assess them.

After assessment of the works presented, the committee made up of the persons in charge of the project from each university will assess the publication of the works.

5. Duration Calendar and dates

Regardless of the integration of the work to a subject of the partner universities, the work could last the following weeks:

- Seminar: 2 weeks
- Workshop: 1 week
- Development: 1 week
- Results / Delivery: 1 week
- Publication. 8 weeks

6. Integration into the Syllabus

The possibility arises that each partner university integrates or not the project within the subject that it considers appropriate in its architecture study plan or considers the project as complementary training and optional ECTS.

In the case of CEU UCH, the subject is integrated into the degree of Fundamentals in Architecture in the subject of Architectural Projects (3rd s01, 4th s02, 3rd s01). Within this

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subject, another longer project may be proposed in the host city in order to be evaluated together with the ACPS work for the final evaluation of the subject.

In the case of Politecnico di Milano, the subject is integrated into the Master degree of Architecture Build Environment and Interiors (BEI) in the course of Architectural Design Studio 2 (Master Degree, 1st year, 1st semester), and into the Master of Landscape Architecture – Land Landscape Heritage in the course of Metabolism of City and Landscape (Master Degree, 2nd year, 1st semester). Within these subjects, other longer project may be proposed in the host city in order to be evaluated together with the ACPS work for the final evaluation of the subject.

In case of CUT the projects is integrated into Urban and Architectural Design (the 1st degree, the 3rd year, 5th semester, II degree 1st s01) in the Major of Architecture.

6.1. Affected knowledge Areas.

Urban planning, Architectural Projects, Theory of Architecture and graphical expression, Architectural Design, Environmental Design.

The sites chosen by the Project partners are relevant and crucial for the strategy of city development in order to improve the quality of public space within the city centres. They will be chosen to reflect the contemporary problems in the investigated fields focused on the spatial and non-spatial aspect of public space, regarding socio-cultural and environmental issues.

6.2. Evaluation of the results.

Each partner university will interpret the results obtained and their integration into the syllabus as it deems most appropriate.

At CEU UCH, the project will be assessed as part of the architectural project course. It will be evaluated as a first project and then the professor of the subject will be able to propose another longer project in the city on which they are working. This other project would consist of the design of a building in relation to the area on which ACPS is applied.

At Politecnico di Milano, the project will be assessed as part of the "Architectural Design 2 Studio" and "Metabolism of City and Landscape" courses. It will be evaluated as a first project and then the professors of the subject will be able to propose another longer project in architecture or environmental design set on the city on which students are working. These other projects would consist of the design of a building or a light structure in relation to the area on which ACPS is applied.

At CUT, the project will be assessed as part of the course. It will be assessed as a first project, and then the subject professor will be able to propose the next phase, which would be the building design for the area where ACPS was worked.

The final qualification of the ACPS work developed will be made through a jury made up of members of the three universities.

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6.3. Teaching materials. Publication of the results.

The theoretical lectures will serve as the basis for generating future research articles by the project teachers.

It is proposed to publish:

- The teacher's vision of the host city.
- Action strategies.
- Results of the work.

All of the materials should be adaptable for the listed platforms.

Presentations – (pdf file, recorded sessions)

Additional material on the sites (pdf, dwg, pictures, videos, links for useful data and information)

Additional material on the location (including city and country), local proxemics, groups of factors: physical, transport, socio-cultural, environmental (presentations, recorded sessions/lectures, pictures, videos, links for useful data and information)

Research publications

6.4. Expected results, possible difficulties, methodology development direction.

Project partners expect results that could open both to new investigation fields and to a wider shared knowledge to be applied in future didactic and research proposals.

As for the novelty of the methodology development, it could be possible that some difficulties occur, but it's on Polimi DNA face them moment by moment finding a proper solution according to the suggestion coming from the partners and also from the listening of students' impressions and bettering proposals.

In applied research works like this nothing is sure and valid from the start, but has to be shared, constructed, proved and validated during the entire process as a real common notion, ready to be transferred and adapted to a new situation. This is our method and our direction and our meaning in working together with others.

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