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

Programme – Erasmus+
Key-Action – Cooperation for innovation and the exchange of good practices
Action – Strategic Partnerships
Action Type – Strategic Partnerships for higher education
Main Objective of the project – Innovation
Partnership between regions – No

Grant Agreement Number – 2020-1-PL01-KA203-082013

Project Title –The Activation of the Public Spaces of the City Centres through Ethical and Sustainable Design Based on the Local Communities Participation / Response / Proaction

Output Identification – O2

Output title – The result of intellectual work. Development of a curriculum, a course in urban design

Authors:
Patrycja Haupt
Mariusz Twardowski
Andres Ros Campos
Luca Maria Francesco Fabris

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eurokreator

Universidad Cardenal Herrera CEU

POLITECNICO MILANO 1863

Politechnika Krakowska im. Tadeusza Kościuszki

Erasmus+

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POLITECNICO MILANO 1863

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1. Introduction

The curriculum is based on the methodology of work presented in O1.

2. Assumptions for a joint course combining the partners' experiences.

With a reference to the learning outcomes in a specific field and degree in all partners, and indication of the relationship between studies and the university's strategy, an indication of the socio-economic needs of the creation of studies and the compatibility of learning outcomes with these needs.

Main assumptions:

2.1. Method of training

- On- line, face-to-face
- Sincronous and asincronous (recording Seminar sessions)
- Lectures, seminars, design studio
- mixed group design work (no individual work is planned)

1.1. Content

- Socio-cultural issues such as identity, place attachment, ethics (monitoring)
- Environmental issues (environmental conscious design – water management, sun/shadow studies, greenery, air pollution avoiding systems, renewable energies)
- IT Technologies
  - Distant learning:

CEU UCH University uses the platforms MS Teams and Blackboard Collaborate Ultra. CUT uses 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.

- Teaching materials

2.2. Place of the course in the educational program

Spain, Italy, Poland (In PL: when Italy – 1st degree 3rd year, when Poland – 2nd degree 1year, when Spain – 1st degree 3rd year)

2.3. Spain – description of this training course and place of the subject in the study program

Major: Fundametals in architecture (Unified: 5 years)

Architecture with a conscience: sustainability as the starting point

Our approach to architectural training is to place sustainability at the centre. Our philosophy can be summed up with the three 3 Ps:

Prosperity: we see architecture as the engine for progress and the improvement of life through the enhancement of the urban environment – architecture as the driving force of the modern economy.

People: architecture has to be inspired by and made for real people. The human factor is the key when creating shapes and spaces.

Planet: architecture must create sustainable spaces which contribute to the improvement of the planet.

Our students get continuous advice and feedback on their designs and the development of their projects throughout their degree. Top architects and firms from Spain and across the world come to our School of Architecture to give special lectures and workshops, ensuring that our students receive up-to-date and well-rounded training in sustainability.

2.4. Italy – description of this type of training and place of the subject in the study program

Major: Architecture (Master: 3 years)

Master in Architecture and Urban Design

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General presentation of the Study Program

The Degree Course aims at training the professional figure of the architect, capable of critically combining the contributions of the Italian design, theoretical, humanistic and artistic tradition with the changes and contamination of the cultures of living, the forms and spaces of the contemporary city. , the settlement phenomena of emerging countries, constructive innovation and environmental sustainability. Training must respond adequately to the growing complexity of problems and the new professional responsibilities required on the European and international horizon. Graduates are called upon to prepare projects and direct their realization through the tools of architecture and urban design, having mastered the feasibility of the designed work, also from a legal and economic point of view, and coordinating other specialists and operators in the fields of architecture, engineering, urban planning and restoration. In line with the directives of the European Union, the course promotes a figure of cultured and aware architect able to combine knowledge with know-how, and therefore to carry out design syntheses at various scales with the contribution of a multiplicity of knowledge and of techniques.

2.5. Poland - description of this degree of education and the place of the subject in the study program

Major: Architecture (Bachelor 3 years, Master 2 years)

- Design studio. Educational program (see the previous document for general details)
  - Name of the course: Urb.-arch. design – public space activator design.
  - Level: (3rd-4th year) (obligatory)
  - Essential program

The essential 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 residential function, along with the necessary services (mixed use) resulting from the location conditions, and the concept of plot design. The project complements the existing urban space 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 (lofts). The project covers the development of a building plot with an area of max. 5 ha and public space related to the location of the city: hardened pedestrian and driving surfaces, parking lots, biologically active terrain surfaces - greenery, street furniture, lighting, drainage. The program of the course provides the opportunity to control the knowledge and skills of shaping the appropriate functional and spatial relations of the apartment and building elements, the relationship of constructional, stuff (substance) and technical solutions (internal installations) with the architectural form and the comfort of living of the inhabitants.

- Purpose of the course

The aim of the course is to control the basic principles of the design and composition of architecture and urban planning, in particular the knowledge and skills related to the development of an architectural concept of multi-family residential buildings with various

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functions 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 aim of the course is also to develop students' creativity related to shaping the living environment with high aesthetic and functional values, in accordance with the idea of sustainable development. 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.

- Elements of innovation

Ethics is to be a very important aspect in the context of developing architectural and urban space designs. Knowledge of shaping specific attitudes and lifestyle by arranging public space is insufficient. The Krakow University of Technology intends to use its experience in creating a motor sensory path and apply the knowledge from this project. The idea behind the design of the sensorimotor path is to create a space that would be equally accessible and usable for all groups of users, regardless their income, origin, or degree of efficiency. According to other projects completed by CUT a public space should serve as place for communication, social activities and also as a training place for difficult situations in moving as close to natural conditions as possible (e.g. through weather conditions), but with the elimination of stress caused by e.g. traffic hazards. The place for such activities should be a neighbourly space near the place of residence, where training places can be arranged like playgrounds or outdoor gyms. This element can be not only a training place, but also make the space of housing estates more attractive by introducing natural elements of the composition, such as greenery, water and natural finishing materials.

- Syllabus of the course using the AR application
  - Semester course

2.5.1. Course for the 1st degree of the 3rd year

The course will be international and will be based on the methodology of international studies. Its organizational nature is blended-learning, in the project we are planning pilot workshops and joint work of students in teams. The course materials will also be available online.

Detailed form and scope of the course project development

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.

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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 defence 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.

Drawing part:

50 x 70 cm boards arranged vertically (minimum 6), in black and white technique. In addition to the substantive description of the content of the board (legend, text information), each board must contain the following information: subject name, author's name and surname, year and semester of study, and the name of the University unit in which the project was made along with the names of the teacher subject and group leader. The use of colour is possible in the case of boards with an urban analysis, and visualization of the object (or other after agreeing with the teacher).

- Land Development Project - scale 1: 500 - on a situational and altitude base, mark the directions of the world, ordinates, indicate: access road, plot boundaries (possible fence), building location, access and pedestrian access to the building, parking lot. Include low and high greenery,
- Floorplans of non-repeating storeys - scale 1: 100, order of views according to the levels (-), (± 0.00), (+).
- Ground floor plan with the closest surroundings - scale 1: 100. Indicate: access and pedestrian access to the building (entrance "gate"), parking lots, also low and high greenery, "small architecture", "lighting", "water" ...
- Cross-sections: transverse, longitudinal - scale 1: 100,
- Facades - scale 1: 100

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Caution:

- Mark the levels (-), (± 0.00), (+) on the plans and sections

- Show the construction principle: construction axes, expansion joints. Indicate "places" for installations: central heating, water and sewage, ventilation, air intakes, shafts, drainage of water from the roof ...

- Arrange the staircases in accordance with the evacuation regulations,
- External wall cross-section - scale 1:20 (with a fragment of the facade in the same scale), describe: the layers of walls, ceilings, height ordinates,
- Freehand perspective - take into account the proportions of architectural form
- Visualizations
- Schemes, analyses - a scale that allows for a clear presentation of the analysed elements

Public space chart

Descriptive part

An essay with illustrations - confirming individual studies and knowledge of contemporary trends in shaping residential architecture. Provide: list of literature, sources of quotations, data on analysed projects: author, place, function, material, construction, source (minimum 20,000 characters of A4 page, Arial 11 pt font with a standard margin and 1.5 line spacing + illustrations):

- Description of the adopted conceptual solutions - minimum 16,000 characters of A4 page, Arial font 11 pt with a standard margin and 1.5 space between lines + illustrations
- Application program
- Construction principle - construction module, material, expansion joints ...
- Technical equipment - water and sewage systems, central heating, ventilation, air intake, water drainage from the roof, staircases in accordance with the regulations on evacuation ...
- Finishing materials: facade and interior
- Reduced project boards (A4)

Sketchbook

A sketchbook for the project in A3 format, containing copies of drawings and sketches from all phases of the project development, confirmed by the signature of the group leader (correction note),

A digital copy of the entire project on a CD containing all project charts in the order of their arrangement in * .jpg format with a minimum resolution of 300 dpi. You should also save the essay and description for the project on the CD

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2.5.2. Course for the 2nd degree of the 1st year.

The course will be international and will be based on the methodology of international studies. Its organizational nature is blended-learning, in the project we are planning pilot workshops and joint work of students in teams. The course materials will also be available online.

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

Level 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.

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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
- 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:

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 analyses) 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:

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- 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,
- 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 neighbouring 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;

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- 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:

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 defence of the thesis before a designated committee.

Detailed form and scope of the course project development

The course project consists of a graphic and text part.

The graphic part includes material from:

- stage 1 (analysis);
- stage 2 (design guidelines);
- stage 3 (urban concept), scale 1: 1000 - based on the situation and height, as a composition board (view from above with shadows), supplemented with the necessary diagrams illustrating the adopted solutions (functional diagram, diagram of the road and pedestrian communication system, diagram of the structure of the natural environment, recreation zones and high greenery); on this scale, outside the buildings, the communication system should be drawn (edges of the road, sidewalks, parking lots, exits to garages and underground parking lots) with appropriate parameters such as the width of the road or the turning radius at their intersections; the urban concept should also present the planned and existing greenery, especially the one of a compositional nature (e.g. rows), but it should be remembered that the tree crown symbol should have a diameter corresponding to the dimensions of "adult" plants of the selected species (e.g. Maple leaf 20-30m, oak pedunculate 'Fastigiata' only 4m); on the board in a scale of 1: 1000 one should also illustrate the topography (possible slopes, ramps, retaining walls, etc.);
- stage 4
- land development plan, scale 1: 500 - on a situational and height background, mark the sides of the world, indicate, among others: access road, plot boundaries (possible fence), location of the building, access and pedestrian access to the building, parking lot and take into account green low, high;

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- architectural design, scale 1: 200 - projections of non-repeating storeys - scale 1: 200, the order of projections according to the levels (-), (± 0.00), (+);
- plan of the ground floor with the immediate surroundings (indicate: access and pedestrian access to the building (entrance "gate"), parking lots, also low and high greenery, "small architecture", "lighting", "water", etc.);
- cross-sections: transverse, longitudinal - scale 1: 200;
- elevations - scale 1: 200;
- on plans and sections the levels (-), (± 0.00), (+) should be marked;
- the construction principle should be shown: construction axes, expansion joints;
- indicate "places" for installations: heating, ventilation, plumbing;
- Land Development and Architectural Designs should be developed with the use of appropriate graphic standards and generally accepted markings;
- visualizations;
- handwritten perspective (correct perspective!);

The text part includes:

- an essay with illustrations - confirming individual studies and knowledge of contemporary trends in shaping residential architecture; provide: literature list, sources of quotations, data about the analyzed projects: author, place, function, material, structure, source (minimum 20'000 A4 page characters, Arial font 11 pt with a standard margin and 1.5 line spacing + illustrations);
- description of the adopted concept solutions3 (minimum 16'000 characters of A4 page, Arial font 11 pt with a standard margin and 1.5 spacing between lines + illustrations).

The electronic version of the project must contain the complete scope of the course project as described above.

Deliverables (pdf possible A1, B2):

Obligatory:

- “Superboard” in print A1/B1
- Land development plan (possible scales 1:500, 1:1000, 1:2000 – outline and entrance) mandatory: graphic scale
- Analysis, morphology, intensity of use commercial, residential, greenery, sun studies, materials floorings), drainage – retain rainwater (porosity)/biologically active
- Observe – public space use (misuse, activities – recordings, interviews, background study), understanding circulation, walkability, occupation - dependencies
- Diagnostics (evaluation of space, architecture, SWAT)
- Green canopy, public seats, urban composition factors (landmarks, axis, openings, views), increasing value of the estate by urban design of public space, natural based solutions, water features
- on a situational and height background, mark the sides of the world, indicate, among others: access road, plot boundaries (possible fence), location of the building, access and pedestrian access to the building, parking lot and take into account green low, high;

Brief idea description (300 words)

Optionally (the text including):

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- an essay with illustrations - confirming individual studies and knowledge of contemporary trends in shaping residential architecture; provide: literature list, sources of quotations, data about the analyzed projects: author, place, function, material, structure, source (minimum 20'000 A4 page characters, Arial font 11 pt with a standard margin and 1.5 line spacing + illustrations);
- description of the adopted concept solutions3 (minimum 16'000 characters of A4 page, Arial font 11 pt with a standard margin and 1.5 spacing between lines + illustrations).

Architectural design (possible scales 1:200, 1:100)

- An introduction about location, landscaping, and the concept developed in your project;
- Building external façade, section (vertical and horizontal), and “internal façade”(the view from the interior of the building).
- - architectural design, scale 1: 200 - projections of non-repeating storeys - scale 1: 200, the order of projections according to the levels (-), (± 0.00), (+);
- plan of the ground floor with the immediate surroundings (indicate: access and pedestrian access to the building (entrance "gate"), parking lots, also low and high greenery, "small architecture", "lighting", "water", etc.);
- cross-sections: transverse, longitudinal - scale 1: 200;
- elevations - scale 1: 200;
- on plans and sections the levels (-), (± 0.00), (+) should be marked;
- the construction principle should be shown: construction axes, expansion joints;
- indicate "places" for installations: heating, ventilation, plumbing;

All drawings must appear as ‘pure’ technical drawings of your building (please: no ‘make-ups’, no shadows, no patterns. No modular grids. No quotes. Anything!) All the drawings must to be at the right scale, and the scale has to be properly shown (also with a metric bar);•Building envelope layers detailed sections showing also thermal bridge cutting solutions;•HVAC systems(simplified plant scheme showing the typology, evaluation of the components encumbrance: solar thermal panels, PV panels, heating/ventilation/distribution system).

Evaluation:

- Analysis

Understanding the site

- Proposal (idea – development)

Idea: originality + addressing the problems of activation

Development: functionality, composition

- Communication

Graphic presentation – speaking presentation

- Workshops

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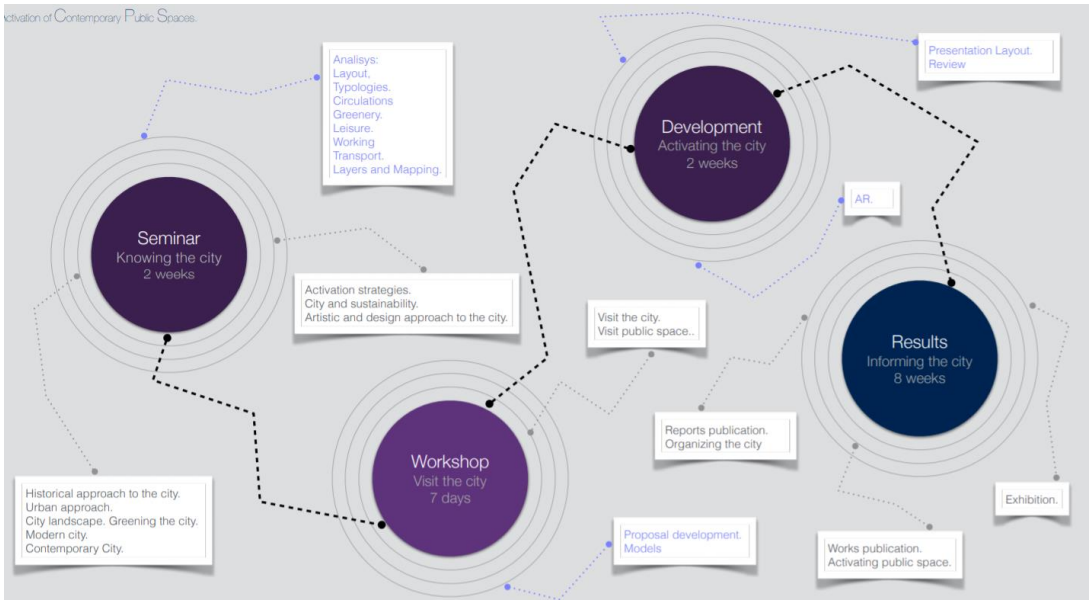

2.6. UNIT PROGRAM

7 days onsite

Knowing the City

Content (as per programme): Historical approach to the city; Urban approach; City landscape; Greening the city; Modern city; Contemporary City.

Analisys (as per programme): Layout, Typologies; Circulations Greenery; Leisure; Working; Transport; Layers and Mapping

Activation strategies (as per programme): City and sustainability; Artistic and design approach to the city.

SEMINAR (on-line, as per programme): Group arrangement (Each one with member from each university); Lectures: Approach to the city. "Knowing the City"; Public spaces assignation.; Analysis of the city; Mapping. Layout of the information; Delivery; Public presentation and critics

WORKSHOP (on site, as per programme – 1 week):

Visit the city; Visit public space; Proposal development. Models [Visits; Reviews; Delivery; Public presentation and critics].

PROGRAMME

City Ready for Rethink URBAN DESIGN?

SEMINAR ACTIVITIES (ON-LINE)

Day 1 Mo Historic Background (lecture by a historian)

Day 2 Tu Urban Evolution (lecture by a planner)

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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	Delivery and Critiques

WORKSHOP (IN PRESENCE)

City: LEARNING BY FILMING

URBAN DESIGN AS A CITYSCAPE CONCEPT PROCESS

3 x 7 days workshops

Bibliographic reference:

Fabris, L.M.F.; Granello, G., 'Learning-by-filming. A method to introduce non-LA students to landscape reading', in K. Jørgensen, N. Karadeniz, E. Mertens, R. Stiles (edts.), The Routledge Handbook of Teaching Landscape, Routledge, Oxon and New York, 2019. Pages 69-83. ISBN 9780815380528 (hardback) ISBN 9781351212953 (ebook)

(the chapter will be shared during the classes)

Focusing on environmental design and landscape architecture techniques, this course introduces – also to students without any architectural or landscape architectural background – the relevant meaning of these multi-layered open space infrastructures inside a contemporary urban metropolis.

APCS Students will interact during the programmed activities and will produce a short video-clip and a project proposal (APCS major) about the sites analysed during the workshop.

In front of a common methodology the concept is to give students the possibility to 'study' also the behavior of colleagues having a different background but a working on a common task, doing research and analysis on the same site and comparing the final results.

This workshop is based on the methodological experience maturated in 9 editions of ATHENS course 'Poli-19' and 3 years of didactic work with the students of the course of 'Metabolism of City and Landscape' hold at the Polimi Master in Landscape Architecture – Land Landscape Heritage.

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Schedule

	morning	afternoon
Day 1	Milan Open Spaces Typologies	Sites Visit (examples and project locations)
Day 2	Resilience and Ethics in Design	Sites Visit (examples and project locations)
Day 3	Urban Future Design	Sites Visit (examples and project locations)
Day 4	Workshop Activities	Workshop Activities
Day 5	Workshop Activities	Presentation and Critiques

All the activities (lectures, visits, and workshop activities) will be in presence and tutored.

“Designing Urban Open Spaces through Concepts and Imagines in Movement” Project

Choose a Future Spatial Design Concept related to the Site The concept must be expressed through a noun.

Etymology What’s the etymologic root of the noun chosen? What is the inner or ancient meaning of the noun? What is the historical period when this noun appears and in which context (common language, scholar language, ...)? The etymology must be documented by writing, by reading (root could ‘sound’ very different from the today pronunciation), and by imagines supporting the texts.

History and fortune of the noun Students must describe the historic ‘travel’ the noun has done to reach the actual meaning and provide clues about its ‘fortune’ in time.

References Which is today the actual meaning of the chosen noun? Students must provide a series of ‘proves’ that explain the actual meaning of the chosen noun. This means to demonstrate by references where, when and why this noun has become part of the common or scholar language to express “that” concept. References has to be written as ‘references’ adopting the Harvard Citation System.

Future Students must indicate the possible meaning of the concept expressed by the noun chosen in the next future, considering 2050 as the time limit. Students are invited to demonstrate, by logic connections and terms, how the concept they have decided to study could be expressed in the future. That means is evolution in the next future.

Future must be narrated by writing, by pronunciation and by imagines, and finally represented in the Open Space Site Project.

ATHENS Students must design a storyboard of the video-clip, that has to be presented and discussed in class in the final presentation.

ACPUS Students must provide the Project Design for the Open Space Site.

The groups working on the same Urban Open Space Site can freely collaborate along all the workshop venue.

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2.7. Remote Classes

Remote classes allow the student to develop the ability to interact with other students from other universities, other nationalities and other cultures. Knowledge becomes universal as the university claims.

In this way, technology is not a barrier but an opportunity to broaden the student approach reaching the whole world. Contacting the entire planet, allows sharing universal knowledge. Obviously, the transmission of presencial knowledge cannot be substituted, but we can complement it through remote classes.

Initial study: 2nd week of October (online sessions 5 occurrences – 3 weeks),

Initial study period would consist of two major activities – the lectures, recordings and other teaching materials will be available online at the time convenient for the students. All of the materials should be adaptable for the platforms listed below.

The second activity is the seminars – group work supervised by the teachers. The groups members would come from different universities and the meetings will take place online in real time using the platform used chosen by the workshop providing Partner.

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.

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.

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

The remote classes will continue after the onsite – 7 days workshop (according to section “5.2 Workshop”)

Final presentation will take place online. The final designs will be presented in front of the jury consisting of the staff member of Partner universities.

3. Learning outcomes (specific for each university):

Learning outcomes derive from the requirements of the national standards and European standards. Because they are subject of national higher education law, the cannot be

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modified or unified. Project Partners agree on leaving them in their original form of each of the countries.

3.1. KNOWLEDGE: THE STUDENT KNOWS AND UNDERSTANDS:

Spanish mandatory skills:

BASIC SKILLS:

BC 3. Students shall have the ability to gather and interpret relevant data (typically within their field of study) for making judgments that include a reflection on relevant social, scientific or ethic issues.

BC 4. Students shall be able to transmit information, ideas, problems and solutions to both specialized and non-specialized audiences.

BC 5. Students shall have developed those learning skills needed to undertake further studies with a high degree of autonomy.

EUROPEAN MANDATORY SKILLS:

EDU 3. To know the urban planning and the techniques applied in the planning process. EDU 7. To understand the relationships between people and buildings, and between buildings and their surroundings, as well as the need to link buildings and the spaces between them according to the needs and the human scale.

Polish mandatory skills:

WP-3 knows and understands issues in the field of building physics - thermal and humidity requirements for building partitions; basic phenomena concerning illumination with daylight and artificial light; sound protection and adequate lighting; interior acoustics and propagation in open space, acoustic insulation of partitions

WK-1 knows and understands the basics of architectural design - principles of architectural design; elements of an architectural composition has knowledge of the various technical and material means necessary to present an architectural idea.

WK-2 knows and understands issues related to the basics of urban design - principles of urban design; elements of the urban composition; relations between the elements that shape the space

WK-4 knows and understands issues related to the history of architecture and town planning - cultural conditions of architecture and town planning; history of general and Polish architecture; basic directions of contemporary architecture; history of town planning and theories of town planning.

3.2. SKILLS: STUDENT CAN/IS ABLE:

Spanish mandatory skills:

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GENERAL SKILLS:

GC 1. Ability to develop and apply their spatial vision through graphical tools as a means of expression.

GC 2. Analytical and synthesis skills, providing effective decision-making for the resolution of problems.

GC 3. Ability to work in interdisciplinary teams, ability for negotiation and consensus. GC 4. Leadership skills, initiative and entrepreneurial spirit, by means of organization and planning

GC 5. Ability to research and relate different areas of knowledge that come together in the professional practice.

GC 8. Professional and ethical awareness. Active respect, both to people and to the environment. Professional ethics. Attitude to offer solutions which are sensitive to social needs and to assess their impact.

GC 10. To have founded and rigorous criteria about current society and culture.

GC 11. To be able to understand and synthesize complex propositions, critically, in the context in which they are presented.

Polish mandatory skills:

UK-1 is able to identify the mutual relations between the object and its surroundings; is able to perform architectural designs with a low degree of complexity; can use various technical and material means to present an architectural idea.

UK-2 is able to identify the mutual relations between the facility and its surroundings; is able to prepare an urban inventory, design complexes of buildings with greenery and selected urban devices

UK-3 is able to prepare land development plans in accordance with technical, social, natural, cultural and legal requirements

UK-4 is able to identify and take into account the cultural conditions of building forms and styles of architectural objects and urban layouts; can indicate and take into account the relationship between old and newly designed architecture; is able to identify and respect the existing cultural environment; can evaluate architectural works from the point of view of location, cultural conditions, utility, structure and aesthetics against the background of changing conditions in urban planning

UK-19 can interact with other people as part of teamwork (also of an interdisciplinary nature)

3.3. SOCIAL COMPETENCES: THE STUDENT IS READY FOR:

Spanish mandatory skills:

SPECIFIC SKILLS:

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CE 3 To have good understanding, applied to architecture and urban planning of the systems of spatial representation.

CE 4 To have good understanding, applied to architecture and urban planning of the analysis and shape theory and the laws of visual perception.

CE 10 To have good understanding, applied to architecture and urban planning of the bases of topography, hypsometry and cartography, and land modification techniques.

CE 35 Capacity for the design, practice and development of urban projects.

CE 37 Capacity to develop functional programs of buildings and urban spaces. CE 39 Aptitude to suppress architectural barriers.

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CE 45 Capacity to design and implement urban routes and projects of development gardening and landscapes.

CE 46 Capacity to apply urban rules and ordinances.

CE 53 Adequate knowledge of architectural, urban and landscape traditions of the Western culture, as well as its technical, climatic, economic, social, and ideological foundations.

CE 58 Adequate knowledge of methodological foundations of urban planning and territorial and metropolitan structuring.

CE 59 Knowledge of the drafting and management mechanisms of urban planning at any scale.

Polish mandatory skills:

KK-2 is ready to undertake development team projects and their presentation

KK-3 is ready to undertake the preparation of land development plans and their presentation

KK-4 is ready to evaluate an architectural work from the point of view of location, cultural conditions, utility, structure and aesthetics against the background of changes in urban planning and cultural conditions for the construction of forms and styles of architectural objects and urban layouts;

KK-13 is ready to perform basic scientific research in the field of analysis, case studies and inference

4. Summary

The course, although it will have some alterations in between the projects Partners that we are not able to avoid due to national specific requirements for the teaching process will be set fully in the leading discipline of Architecture and Urban Planning.

The combined programme and described activities are aimed at improving the program of studies and ensure the highest quality of education in all the Partner universities, by the cross experience used for creating the specific educational module.

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The research activity in all the parties will be based upon the methodology of multi criteria comparative analyses. The cultural differences would be – on one hand challenging, on the other hand inspiring and beneficial. The spots chosen by each partner that will be a subject of architectural and urban design by the students. The analysis preceding the design process in the four groups of factors: social, economic, environmental and ethical are intended to be based on different points of view among the international group members. In that way – the remote and on site work should be equally beneficial.

The competences of the international teaching staff in architectural and urban planning of building complexes and public spaces will ensure the quality of analyses and design.

The hybrid method of teaching is expected to be highly beneficial, for the students of all the involved partner organization will remain in operational contact throughout the semester. In that way the benefits of introducing the joined programme will show up in the final presentations ant they will lead to implementation of the process leading to the achievement of learning outcomes.

All the students will work using freely the electronic library resources and electronic knowledge resources available for all the Project Partners.