

Contents

<i>List of figures</i>	viii
<i>List of tables</i>	ix
<i>List of boxes</i>	x
<i>List of contributors</i>	xi
<i>Foreword</i>	xv
Daniel Galland	
<i>Acknowledgements</i>	xviii
1 Introduction: transformational change in planning education pedagogy? <i>Andrea I. Frank and Artur da Rosa Pires</i>	1
PART I PEDAGOGICAL DEBATES	
2 Education for 21st century urban and spatial planning: critical postmodern pedagogies <i>Terry Lamb and Goran Vodicka</i>	20
3 Planning education and planning the university: a becoming-symbiosis <i>Ronald Barnett</i>	39
PART II TEACHING AND LEARNING IN, FOR AND WITH COMMUNITIES	
4 Pedagogy built on working with communities: a first semester core course <i>Ayse Yonder, Mercedes Narciso and Juan Camilo Osorio</i>	57
5 Planning with the community: engaged professional education in ethno-nationally contested city <i>Rachel Kallus</i>	74

6	Challenges in education of participatory planning: collaborating with patients and physicians to plan mental health facilities <i>Elsa Vivant</i>	94
7	Beyond the classroom: new skills through community–university outreach <i>Camila D’Ottaviano and João Farias Rovati</i>	108
8	Collaborative and innovative participatory planning pedagogies: reflections from the Community Participation in Planning project <i>Gavan Rafferty, Grazia Concilio, José Carlos Mota, Fernando Nogueira, Emma Puerari and Louise O’Kane</i>	125
PART III DEVELOPING NEW CLASSROOM-BASED COMPETENCIES		
9	Urban design studio as a critical learning space within the architecture curriculum: the evolving pedagogical approach to “PROJECTO 5” <i>Teresa Calix</i>	142
10	Addressing the interplay of design-based disciplines and social sciences in urban development education <i>Lukas Gilliard, Nadia Alaily-Mattar and Alain Thierstein</i>	157
11	Using theatre and performance for greater reflexivity in planning and design education <i>Marleen Buizer and Iulian Barba Lata</i>	174
12	MIKROAKADEMIE: peer learning to enrich the curriculum and enhance participation and self-reflection <i>Andreas Brück and Angela Million</i>	188
PART IV FURTHER EDUCATION AND LIFE-LONG CAPACITY BUILDING		
13	Online, but not isolated: addressing a key challenge of digital distance learning <i>Adam Sheppard</i>	204

Contents

vii

14	A problem-based and process-oriented curriculum in continuing education <i>Anita Grams</i>	221
15	Professional training for social responsibility: fundamentals and practice of a residency programme in architecture and urbanism <i>Maria L. Refinetti Martins and Paula Custódio de Oliveira</i>	236
16	A student workshop on tactical urbanism: one day to change the 100th year neighbourhood? <i>Duygu Cihanger Ribeiro</i>	251
17	Conclusion: nurturing new learning landscapes and pedagogies <i>Artur da Rosa Pires and Andrea I. Frank</i>	267
	<i>Index</i>	281