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## Teaching and Training about Places, Memory, and Communities

[reading book]

Abstracts



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Dynamics of Placemaking

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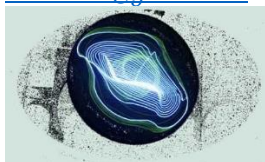
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Keynote

## Storytelling as Media of Knowledge Retention

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There will always be an insurmountable gap between life and memory – but this is precisely the field in which ethnography continually positions itself. Telling an ethno-story is thus a way of preventing life from fading in time. Herein, thus, lies the significance of ethnography in its capacity to retain memory. Ethnography, implying the retention of action, language and gestures, has involved recording techniques that translate life into information. From the descriptions crystalized in the field-notebooks of the first participant observers, to the later aggregation of photographic imagery, sound and film, and more recently with the relevance of algorithms triggered by the digital turn, an ontogenetic inquiry places media at the core of ethnographers' experience of fieldwork. As a condition of the ethnographers' practice, mediations bind life experience to its later interpretation.

Within a lineage of ethnographic tools, storytelling remains a constant. It is a media within media. Through storytellers we access a chain of time. Proverbs, parables and other moral allegories “is a ruin which stands on the site of an old story and in which a moral twines about a happening like ivy around a wall.” This consideration emerges on Walter Benjamin's “The Storyteller: Reflections on the Work of Nikolai Leskov,” where Benjamin recovers the figure of the storyteller as the link that connects the present to a chain of transmission of experiences. With this communication, we attempt to disclose the political relevance of storytelling as media of knowledge retention.

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Keynote

## Mapping the Unseen: Exploring the Intersection of Space, Sexuality, and Gender through Participatory Geospatial Web

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Space representation via maps is recognised as a socially constructed form of knowledge with nuanced meanings and power dynamics. The geospatial web, characterized by the ability to map and mark places through web-based tools, has become a powerful platform for sharing and shaping realities. As individuals and groups engage in participatory geospatial practices, new perspectives emerge, contributing to alternative citizenship possibilities. Such activities, seen as social practices, contribute to the democratization of mapping tools, thereby enhancing public participation and empowerment. The geospatial web is a platform for the dissemination of personal narratives, emotions, and bodily responses to specific places, challenging dominant power relations. The intertwining of emotions, subjectivities, and spaces is explored, highlighting their mutual constitution in specific temporal, spatial, and cultural contexts. Integrating geospatial web technologies in teaching equips educators with powerful tools to enhance the learning experience, enabling students to explore real-world applications, analyse spatial data, develop critical spatial thinking skills in diverse academic disciplines, preparing them for the evolving demands of a technology-driven society. Collaborative web mapping enriches teaching by engaging students in active, resourceful, and interdisciplinary learning through the exploration and creation of geospatial data. It provides an interactive platform where learners can actively participate, fostering a dynamic and inclusive hands-on learning educational experience, and bringing real-world context and engagement to the classroom. This presentation addresses the gendered and sexualized dimensions of urban spaces, particularly in relation to the experiences of lesbian communities. Traditional urban studies often overlook the everyday lives of lesbians, portraying them as 'invisible' or 'imperceptible' in the material landscape. The case study "Creating Layers of Lesbian Visibility" explores how participatory geospatial practices can disrupt heteronormativity and empower discriminated groups. The findings underscore the need for learning and reflection on the contents and tools of geospatial citizenship online practices. The potential of these practices to create collective significance from individual memories and stories is evident, presenting opportunities for counter-mapping practices and alternative citizenship possibilities.

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Keynote

## A street, a square, an avenue: Ana, Maria, Maria, Maria, Mariana

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Susana Mendes Silva's artistic practice is developed around drawing, installation, performance, research, archival practice and, above all, around encounters - with the public, with space, with history and with her peers. This leads to the creation of works whose historical and political references become visible as exhibitions, objects or actions that convey poetic and political messages.

In this performative conference, Mendes Silva, will talk about some of her recent art projects that explore the relation between toponomy, (in)visibility, and absence in public space from a feminist perspective. These projects include the performance "Mariana" (2021) that departs from the research she made during an art residency in the Regional Museum of Beja about the controversial author of the "Portuguese Letters" Mariana Alcoforado; "Alameda, Avenida, Mariana, Maria, Maria, Maria" (2022) which was shown in the group show "Pacto" and which is a critique about street hierarchies and a proposal for naming avenues after Mariana Alcoforado and the Three Marias (that are the authors of the seminal feminist book "The New Portuguese Letters"); and "Ana" (2023) which is a digital based artwork located in the neighbourhood of Alvalade in Lisboa about the artist Ana de Gonta Colaço who lived between 1903 e 1954.

**Susana Mendes Silva** is a visual artist, performer, assistant professor at the University of Évora and member of the board of AAVP - Association of Visual Artists in Portugal. Her work includes a research component and archival practice, which translates into works whose historical and political references are materialised in exhibitions, actions and performances through the most diverse means of production. Her universe contemplates and reconfigures diverse social contexts without losing sight of the singularity of the individual. Her psychological intimacy or her voice are often vehicles for the dissemination and reception of poetic and political messages that summon and reactivate the memory of participants and spectators. Susana studied sculpture at FBAUL and attended the PhD programme in Visual Arts (Studio Based Research) at Goldsmiths College, London, with a scholarship from the Calouste Gulbenkian Foundation. She has a PhD in Contemporary Art from the College of Arts of the University of Coimbra, with a thesis based on her performance practice - Performance as an intimate encounter.



Keynote

## Local Heritages Unearthed: A Placemaking Journey “from stone to lime” in Community Heritage Rehabilitation

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Examining the role of placemaking practices in heritage preservation prompts a contemplation of their universal relevance and the need of tailoring them to specific regions and communities. A pivotal question arises: Is the integration of placemaking principles into the discourse of heritage education an essential component for fostering a sense of belonging and community? Illustrating these principles is the case study of the ancient techniques involved in the extraction, carving, and firing processes, collectively denoted as “from stone to lime,” in the Lourinhã region. The case of Lourinhã serves as a symbolic marker for safeguarding intangible and tangible heritage linked to the technologies, uses, and purposes of local stone and lime materials. The methodological approach, encompassing creative and tactical placemaking, is centred on interviews with the local population, especially former lime and stone workers. This enabled the systematic collection and documentation of invaluable local knowledge. The development of a thematic route, aptly named “from stone to lime,” is poised to disseminate this wealth of information and enhance its significance. The dissemination will find a dedicated space in an interpretation centre ingeniously established within a restored lime kiln dedicated to these historical lime production and trades. This approach not only promotes the preservation of ancestral and placemaking practices related to calcium carbonate use but also highlights their multifaceted local utility. Rooted in centuries-old practices, lime is used to pest control, soil fertilisation, disinfection of agricultural spaces, and as a protective shield in buildings, and even holding aesthetic value. To further enhance the educational aspect, a pedagogical kit titled “from stone to lime” will be developed. This kit, complemented by a road exhibition, aims to contribute significantly to heritage education, particularly within the county's school community. By intertwining tangible experiences with historical narratives, the placemaking pedagogy ensures that the community not only value its heritage but actively engages with and perpetuates it through the lens of placemaking principles.

This work co-authored by José Cruz<sup>1,4</sup>, Carla Tomás<sup>1,5</sup>, Carla Abreu<sup>1</sup>, João Serra<sup>6</sup> | <sup>4</sup>Centro de Investigação e de Estudos em Belas-Artes, Departamento Ciências da Arte e do Património Francisco de Holanda, Faculdade de Belas-Artes da Universidade de Lisboa Portugal. <sup>5</sup>GeoBioTec, NOVA School of Science and Technology (FCT-NOVA), Portugal. <sup>6</sup>Câmara Municipal da Lourinhã, Portugal. [joao.serra@cm-lourinha.pt](mailto:joao.serra@cm-lourinha.pt)

**Vanessa Henriques Antunes** works in the field of Conservation and Restoration of Paintings (technical art history, painting recipe treatises, and historical documents on painting materials and its characterization and degradation. My particular focuses are ground layer materials, techniques, and their preservation, since, from my point of view, this layer is the most directly responsible for the painting durability. My motivation for research is to preserve techniques and material history, focusing on Portuguese painting from the 15th century, and learning on colour uses, and technologic variations through times.

## 01 Imagological Readings of Placemaking. Teaching Identity Heritage in Romania

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The presentation aims at describing the objectives and tools used in the course Imagology and Cultural Heritage taught in Romania. Imagological readings of placemaking refer to an analytical approach that explores the construction and representation of places or locations in literature, art, media, and culture. This perspective examines how people, cultures, and societies create and define their sense of place through various forms of expression and representation, including textual and visual narratives.

When examining placemaking through an imagological lens, one can discover cultural representations, stereotypes and archetypes, identity and alterity, the sense of belonging, the hegemony of power and the perception. As this approach helps us understand the complex interplay between culture, literature, art, and the creation of meaningful places in our world, my presentation is focused on teaching methods of cultural and identity heritage, helping young and adult students, explore and understand their own cultural and personal identities in the context of heritage, based on these key elements.

Looking at how places are described, portrayed, and understood in various forms of cultural expression, such as literature, art, film, and media, encourage students to explore and analyse cultural representations in literature, art, media, and personal stories related to their own heritage and develop critical thinking when examining how their heritage is portrayed in different forms of cultural expression and how it relates to their own personal experiences. Understanding stereotypes and archetypes that are associated with particular places is crucial for understanding how a place is constructed in the collective imagination as placemaking is often deeply intertwined with the identity of a culture or community. Imagological readings of placemaking explore how the representation of a place contributes to the identity and sense of belonging of the people who inhabit it. This includes examining how people identify with a place and how that identification is influenced by cultural narratives.

Teaching identity heritage is a valuable and enriching educational endeavour that can help students better understand themselves, appreciate diversity, and develop a strong sense of cultural awareness and respect. As teaching strategies and methods, the following techniques are very rewarding, Multidisciplinary Approach, Guest Speakers and Cultural Activities, Comparative Analysis, Reflective Journals and Personal Projects and Open Dialogue shall be used to propose some lesson plans.

Teaching imagology and identity heritage in placemaking can have positive outcomes for individuals and communities. Some potential outcomes include increased cultural understanding and awareness, strengthened social cohesion, promotion of diversity and inclusivity, preservation of cultural heritage, and improved mental health. It's important to note that the effectiveness of teaching these concepts depends on various factors, including the pedagogical approach, community engagement, and integration into real-world projects.

Keywords: Imagological reading; identity heritage; teaching methods; Romania.

## 02 Contemporary Urban Concepts: Understanding Course Curriculum and Student Results regarding to Placemaking and Digitalisation

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Placemaking is very important for urban studies, as it implies how to make a certain open public place liveable for the local community through planning, design and maintenance., Contemporary urban studies are also characterised by the rising number of different developmental theoretical concepts. They reflect the complex state of ongoing urban development, where ecological, economic, societal, cultural technological, and digital challenges and solutions compete for attention and priority and ultimately overlap through them. “Contemporary Urban Concepts” Course at the Faculty of Architecture in Belgrade, Serbia, is shaped to involve students in this topic at “Integrative Urbanism” master’s programme. The main course objective follows this – to learn students to be ready to deal with the contemporary urban challenges and transformations by becoming aware about the fast-changing nature of contemporary urban planning and design. By curriculum, the course includes both theoretical and practical parts. In the theoretical part, students learn about the most important concepts through a series of lectures. Then, they use the acquired theoretical knowledge in the practical part, by selecting and describing one such urban concept. Finally, students need to check its compatibleness and implementability by analysing local urban plans and design projects of one local community (city, municipality). The final result of the course is the comprehensive presentation of the chosen concept, the analysis of local urban policy relating it with the “location bank” as a conclusive part. This is the short overview of the locations within the community which fit best within the settled analysis, and which are the main potential for the future urban development. Therefore, the final outcome of the course to have students trained to accept, adapt and implement novel urban concepts from understanding their general elements, values, and principles, to their in-situ concretisation as planning measures and design solutions for local communities. In addition, students also test the potentials of local urban practice to address and be flexible with contemporary urban trends. The course is in the starting semester of master-level studies. Hence, used teaching-learning methods target to train students for independent scientific-practical research. A focus in the course methodology on literature and policy review, where students have a lot of freedom to structure their research through a deduction method – from general to concrete (from a concept to a location bank). They use standard tools for this, combining fieldwork and computer-based work. Many of the urban concepts presented by lecturers and selected by students contain the key or partial focus of open urban space, therefore including the elements of placemaking. However, the promotion of digitalisation in an urban environment, such as the concepts of digital city, data city, smart city of urban gaming has become internationally prominent, has widened the course focus. Several students have chosen to analyse these concepts, while even more of them have incorporated digitalisation and ICT-driven urban development through other concepts. The aim of this presentation is to explain how the course curriculum and existing learning and teaching activities influence the student work and results regarding placemaking and digitalisation.

Keywords: Urban concepts, placemaking, digitalisation, step-by-step research, theory vs. practice

### 03 The role of culture on gender imbalance in street names: Educating how to design cities

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Street names represent the history and culture of the cities. However, a gender imbalance is observed in the street names of cities in many countries. Thus, it is important to exhibit the factors that may play a role in such an imbalance. In this study, 145,933 street names in 30 major European cities were examined, for understanding how the six dimensions of culture (namely “power distance”, “individualism”, “masculinity”, “uncertainty avoidance”, “long-term orientation”, and “indulgence”) as proposed in the Hofstede's Cultural Dimensions Theory (Hofstede, 1980; Hofstede, 2011), are connected with the representation of females in the street names. More specifically, the objectives of this study are: (1) to investigate the gender imbalance in street names in the sample European cities; (2) to clarify which cultural dimensions negatively or positively affect the representation of female street names; and (3) to contribute to the development of placemaking education and teaching methods to address gender imbalances and align with UNESCO's 2030 Agenda, particularly sustainable development goals 4 and 5 (Education and Gender).

The analysis results showed that there are statistically significant relationships between Hofstede's cultural dimensions and female ratio of street names. For instance, “individualism” and “indulgence” have shown to positively impact the ratio of female street names. In contrary, “masculinity”, “power distance”, and “uncertainty” have a negative effect on the ratio of female street names. These findings indicate that the ratio of female street names may be higher in cities with a cultural background that emphasises individuality and tolerance. The results also reflect that the ratio of female street name is lower in cities with a lower tolerance for uncertainty, more patriarchal, and authoritarian cultural background.

This study's analytical method and its provided acknowledgement may be used in the development of education modules and in the performance of awareness activities for specific groups (e.g., university students and citizens). The development of such training programs is anticipated to shape cultural sensitivity. The expected outcomes of such attempts are the university students and stakeholders with higher awareness who are more willing to engage in the process of proposing and naming streets, understanding the importance of balanced representation. Another long-term outcome is the hope for a more equal society where gender imbalances in street names are addressed.

Keywords: Street names, culture, education

## 04 Soundwalk as a scientific, creative, and pedagogical tool

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In collaboration with the course "Cartografías Sonoras" at the Department of Interfacultative Music of the Universidad Autónoma (Madrid), the Paisaje Sensorial Office Lab, we would like to propose a pedagogical approach aimed at engaging teachers, students, urban planning offices, and citizens in collaborative urban interventions centred on soundscape. This approach seeks to empower students, encouraging them to actively participate in the process of shaping public spaces through sound and citizen involvement. Sound, as a medium, possesses physical, sensory, and perceptual qualities that bridge the emotional and rational aspects of the experience of a place, transcending conventional aesthetic versus scientific distinctions. Recording, editing, processing, creation, performance, and production of sound works are the main activities developed using Augmented Soundwalk, highlighting its role as a creative scientific and pedagogical tool. Since the first appearance of soundscape as a concept, the field of education centred on creativity along with listening and sound has always been very important and remains relevant. Hildegard Westerkamp, who is part of the World Soundscape Project team, wants to propose a soundwalk to the public with her suggestions and questions as guidance. From this first proposal, many others have been developed. The soundwalk, with its several complementary techniques, is one of the most complex tools for exploring the city's soundscape. This potential of the soundwalk is also captured in the ISO standard, which recognizes in a more technical framework the soundscape as "a sound environment (or sonic environment) with emphasis on how it is perceived and understood by the individual, or by a society. Acoustics-Soundscape-Part 1: Definition and conceptual framework. We use the term 'augmented' soundwalk with a double meaning - on one hand, the use of technologies that help us to amplify or augment the feeling of our bodies and measure the environment; on the other hand, the possibility of inhabiting possible worlds thanks to the activation of the imagination through attentive listening. The data, as well as video and audio material, will be used by teachers and students to create installations and collaborative actions in public spaces with the participation of citizens. A multi-layered Mapa map will be built as a place for local people, artists, researchers, urban planners, and municipalities to work together, as well as to provide collective knowledge about the sound in the environment in which we are living and to improve collaborative design for a sustainable and creative environment. This pedagogical experience aims to create a collaborative space between academia, citizens, and administration; contribute to a greater awareness and active involvement of students in their urban environment; and involve them in collaborative urban interventions focused on soundscape. It will allow an interdisciplinary curriculum to develop creative and scientific educational tools for urban planning and sound research, promoting citizen participation in shaping public spaces through sound. We have carried out the first experience with third and fourth-year students in the history and science of music and music technology elective course "Cartografías Sonoras" in the first semester of the 2023-2024 academic year. Until now, we have implemented a transversal lesson plan; carried a Soundwalk Puerta del Sol Madrid with the students; Realised a Soundscape Database; analysed the first proposals by the students (video, sound work). We have programmed a Seminar in La Corrala cultural centre of Universidad Autónoma de Madrid: Listen to your city programmed for May 2024 with collaboration of Dirección General de Patrimonio Cultural , Madrid City Council, and Universidad Europea de Madrid. In addition, we have started a collaboration with Gulce Kirdar, architect and research from Istanbul.

Keywords: Soundscape, soundwalk, pedagogical transversality, creative/imaginative environment, map

## 05 Exploratory tools for placemaking with teenagers, young professionals and planning staff

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Imbuing sustainable changes in the way public open spaces are being produced and reproduced calls for gaining knowledge on two sides of the same coin, 1) how people use, appropriate and reproduce these spaces, and on the flip side, 2) how people's usage of public spaces is being perceived and understood by professionals responsible for these spaces. Although complementary, these two sides seem not to be always intertwined, and this is necessary to be able to respond to sustainability, inclusiveness and user-friendliness goals.

In our contribution, we will shed light on how placemaking is being framed for training and capacity building in Lisbon (Portugal). Backed by methodologies and tools applied in collaborative research activities and projects (CyberParks and C3Places) that enables us to gain knowledge and experiences, we will discuss and relate to the views of teenagers, young planners and municipal planning staff in the co-production of public spaces. A great array of methods and tools is being used to collect meaningful insights and thus tailored inputs to achieve the research objectives. For getting teenagers' spatial perceptions and views include design workshops and co-creation labs, exploratory guided site visits and field notes. The programme also encompasses keynotes from invited guests and a series of discussion sessions. Semi-structured video interviews and discussion sessions were used to get the views of young planners. A summer school in Lisbon on the increasing digitization of society provided the framework to interview these ongoing professionals on their views on placemaking in the future. Structured interviews were applied to planning staff of a district council of Lisbon. To foster a broader discussion among the planning staff, the preliminary results of the research on placemaking with teenagers and young professionals were presented. This was used to start the discussion and opened the opportunity to the staff to become acquainted with the views of end-users about their work.

Summing up, we will discuss the principles and practices of placemaking training from a threefold view (teenagers, young professionals and planning staff) and the rich mixed methodologies to approach each group. All results make clear the need for a different methodological approach if the proposal is to bring up a holistic view toward a more inclusive and responsive urban environment.

Keywords: Civic engagement, spatial practices of teenage students, young planners, planning staff

## 06 Different methods and techniques in teaching placemaking at Faculty of Architecture - University of Belgrade

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The teaching about placemaking at the Faculty of Architecture starts from the third semester and continues until the master's thesis. The main studio in urban design and planning which covers most of the topics related to placemaking is in the eighth semester. The research polygon for the students' projects is usually the historical urban centre of the selected town or city.

This studio is divided into three compatible courses that are interconnected. Studio project is the main course where student develop their urban and architectural projects; Seminar, which represents a theoretical background research where students elaborate possible implementation of sustainable solutions in their urban projects or do an implementation of the urban design through building camp and Workshop where student are evaluating their projects using the criteria for urban qualities of open space (which are the part of the course in the third semester).

The Studio is divided into two parts: research and project. Most of the innovative methods are used in the research part. Starting from the beginning alongside in situ analysis and planning documents, students present the first impressions of the future city through their vision and development scenario. Afterwards they start thematic research of the location including learning methods such as brainwriting, creatively exchange ideas among themselves and superheroes, where they solve the identified problems of the research polygon in two steps presenting the creative solutions. Kevin Lynch methods is related to the sense of the place, memory, and identity, while Space syntax method is used for the measuring of the concentrations of the users and activities of the location, and it relates to attractiveness and accessibility of the place. Kevin Lynch methods is developed into three steps: (1) students formed a questionnaire based on the theoretical concept of the City Image by urban sociologist Kevin Lynch, (2) they conduct an on-site survey with inhabitants (online and/or in situ) and (3) then create graphs and diagrams for discussion. They used a survey and questionnaire for the first time to develop the concept oriented to "users' needs", which was innovative, as they need to adapt their concept to local space and local population, i.e., there is the element of collaborative learning. Furthermore, the students check the results crossing them with Space Syntax research. The concept is followed by the SWOT analysis. The whole research was further analysed and graphically presented in diagrams. The main results and implications of the research and workshop were included in the research report. After these methods students are well prepared to develop a conceptual model of urban design and present it to the citizens through a workshop or exhibition. After accepting conceptual design, they continue to work on a program and final design of the project.

The Workshop relates to the implementation phase of the project. The students evaluate their final design project using five criteria to assess the quality of a public open place: safety, comfort, accessibility, attractiveness, and readability, and correct their projects if needed.

Keywords: Teaching, placemaking, user needs, innovative methods, quality of public place

## 07 Creative Placemaking: New Approaches and Inclusive Methods of Teaching Architecture at University level

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The modern era of technologies, the high-level stress lifestyle and data infused perception is reflected into almost every aspect of life, including the present process of education. Furthermore, the pandemic period presented a challenge for both teachers and students in the architecture field. In order to achieve more creative ideas, we have to implement creative approaches and interesting methodology in education. Although the concept of Placemaking is a rather new approach, it has already been integrated in many courses among the five-year educational process at the Faculty of Architecture at the University of Belgrade. Several educational approaches and methodologies are implemented in the two elective courses: “Architecture in Context” and “City and Design”. Both courses are developed for the master’s level of Architecture studies. The teaching methodology of the course “Architecture in context” is based on learning by doing and problem-based methods as well as the participation and collaboration of students and scientific organisations, different institutions and with private and public enterprises. The specific results of the first course include concrete outcomes such as international exhibitions of students in scientific conference of Balkan Architectural Biennale; developing a unique publication developed with the active participation of PE “Belgrade Fortress”; shooting and publishing the series of Podcasts about placemaking and contemporary architecture challenges entitled “Evina klasa”, and organizing the student design competition and exhibition for the most creative ideas in architectural and urban design, in collaboration with “Hormann” private company.

Different approaches regarding the Placemaking concept, the memory of place, the involvement of local community is integrated into the second elective course “City and design”. The main goal of the course is developing the “sensing the place” methodology. This rather complex methodology includes site analysis, creating C&I network for survey development on both spatial and emotional characteristics and memory of space / the place attachment. In order to have a combination of more objective (C&I) and more subjective (user perception) outlook on the space, students developed and conducted a survey among local users of public open spaces. The survey included a questionnaire, interviews, and focus groups with the local community, including questions regarding the exact open public space, frequency, duration and activity in the space. However, the focus of the survey was on the user perception and their emotional connection to the space, alongside with their opinion on the beneficial health and well-being aspects of the space. The outcome of this elective course is divided into three phases: (1) in depth analysis of the site and theoretical background, (2) summary of the survey results and (3) creating emotional maps (emotional typology of place) regarding specific open public space examples, with the involvement of the community.

We, as educators, have to adapt, and transform the way we teach in order to be competitive in dealing with the challenges caused by contemporary overflow of information, and Placemaking concept may be the key to overcoming these educational issues and producing creative outcomes not only for the teacher and students, but also for local community in private and public sectors.

Keywords: Creative education, place attachment, participation, teaching methodology, emotional maps



## o8 Explore placemaking research methods with migrants in a city space

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Much of the literature on home and belonging is focused on relational elements (interpersonal relationships) and human actors. In this paper, I focus on migrant men's use of the public space within the city and how these range of practices can be studied. Employing a material approach in the study of social and local belonging can be a promising tool to understand migrant belonging. City as the site of exploration is an approach that was employed in my study that emphasises the importance of 'new knowledge' that migrants bring to a new space, making the city space meaningful through new ways of seeing it and using it, regardless of the users' local histories, and as such, creating valuable situated meanings about the urban space.

I propose three pedagogical tools and methods to explore migrant belonging in city space.

1. The first is through mapping consumption sites, such as shops where they migrants purchase items that would help them materially build relations to locations. These objects of consumption can help towards imagining a home. Mapping these locations include two layers: mapping objects that would constitute a sense of attachment; and mapping the material relations between objects and the locations to pinpoint the spatial aspects of objects.
2. The second method is through eating practice and using culinary practices and spaces of cafes and restaurants, where migrants can 'taste home'. This mapping is based on a variety of sensorial elements that are involved in relation to food within city spaces and can help approximation of tastes in relation to home.
3. The last method is through connecting a range of miscellaneous practices within city spaces captured in photographs, to homeland and other transnational locations. This method will create a link between homes in different countries.

Lessons learned: Places making in relation to home in migration is a sensorial act. It cannot be connected only to spatial understanding of the place. Places of home are 'felt'. Devising methods for understanding places are obscure. It is important to try and test new avenues for adding new dimensions to ways of understanding home such as eating or touching.

These methods are inspired by a course on urban and regional planning attuned for scholars in sociology of migration. See URP - 4040 - Placemaking: Theories, Methods, and Practices: [https://academic.cpp.edu/senate/docs/GE061156fr\\_1.pdf](https://academic.cpp.edu/senate/docs/GE061156fr_1.pdf)

Keywords: Home, migration, belonging, city, food, walking interviews

## 09 Enhancing Placemaking through Artistic Practices and Innovative Pedagogical Approaches: The MAX-Project at Plattform Kulturelle Bildung Brandenburg

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The MAX-Project at Plattform Kulturelle Bildung Brandenburg presents a pioneering initiative in the federal state of Brandenburg, aimed at rethinking teaching and education with artistic practices in elementary schools. As such, it is an integrative practice of „aesthetic placemaking“. Artists apply for a one-year residency at rural elementary schools and get a free atelier for the duration of the project. Artists are obliged to be present at two days a week, opening their ateliers to students and provide an aesthetic place and giving workshops. These children have not been exposed to exchange with artists nor with artistic practices beforehand. The transformative attempt via aesthetic education aims at empowering students and educators alike by integrating artists-in-residence programs into educational settings creating a sense of „free space“ within the school environment. By fostering a synergy between artists, students, and local communities, the project endeavours to redefine the role of aesthetic education in shaping democratic, vibrant, tolerant and inclusive public spaces at schools in Brandenburg. One example is the artist-in residence of Sibylle Zeh. The class room has become a truly „free space“: Zeh sometimes paints very meticulous pictures, alternating between phases of abstract and figurative painting. She tries out what she can offer children and the framework in which she can provide support. At the same time, the classroom also becomes a free space for her own artistic exploration. For example reflecting her own past experiences at school channelling into her artistic practice today. As early as the beginning of the 1990s, she dealt thematically with the loss of species and the destruction of the environment. Back then, she created a series on different trees and forest structures. In her school days, she made a large tree house drawing with ink in art class, she explains, a project that she now carried out with a 5th and a 3rd grade class. The initial situation at the school was very complex. "At the beginning, there were children," says Sibylle Zeh, "who completely resigned, others couldn't concentrate for five minutes." In the end, however, all the children worked continuously for two double lessons. What's special in this case: The MAX scholarship holder's studio is hosted by a school for children with special needs, but it is also open to students from the neighbouring elementary school: the artistic space, the free space becomes an integrative space where students from both schools experiment together - by means of aesthetic and artistic practices. The MAX-Project's unique strength lies in its adaptability to various educational contexts, from primary schools to higher education institutions. Furthermore, the MAX-Project leverages its network of cultural educators to infuse fresh perspectives into educational settings throughout Brandenburg. In conclusion, the MAX-Project represents a shift in educational practices by harnessing the transformative potential of placemaking through the close contact with artists and artistic practices. Through dynamic collaborations in the framework artists-in-residence, the project empowers students to become active contributors to the cultural and physical fabric of their school-communities. By nurturing creativity, critical thinking, and civic engagement, the MAX-Project sets a new standard for education's role in fostering vibrant and inclusive public spaces.

Keywords: Aesthetic placemaking, artist-in-residence, cultural education, rural areas

## 10 Placemaking in a post-COVID world: How 1st and 4th year architecture students envision public spaces after COVID-19- Reflections from Research Method Course

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The full extent of COVID-19's impact on urban lifestyles is not yet clear, and any long-term influence on city planning currently remains speculative. Nevertheless, significant transformations have occurred in public space design to ensure safety, functionality, and adaptability amid the crisis. This study aims to analyse the effects of living environment alterations due to the COVID-19 pandemic on conceptualizing and designing urban spaces. Considering that city redesign has not yet been executed according to health protocol requirements, this study focuses on how first and fourth-year architecture students approach public space design within our city. The first-year architecture students, due to their superficial knowledge about design, also play the role of bringing information as Tirana citizens. On the other side, fourth-year students are the ones who took the initiative to learn about placemaking in post-COVID times. This would help to build a collaborative model for placemaking and engagement. What is the approach of a fresher in architecture and a senior to placemaking? The authors, after introducing the protocol requirements for the public spaces, evaluate free-hand sketches created during a workshop and analyses them based on principles discussed in the literature. Simultaneously with the workshop, the students answered a questionnaire administered to gather insights into their decision-making processes that further explained the choices they made in their designs. The findings highlight key differences between the two student groups: 4th-year students (n=20) exhibited a purpose-driven design approach, emphasizing flexibility, adaptability to public health measures, while 1st-year students (n=20) focused more on aesthetic aspects. As a result, this research provides insight into the future of placemaking as well as architectural students' decision-making processes for creating pandemic-resistant cities.

Keywords: Neighbourhood design, healthy communities, engagements skills, placemaking strategies

## 11 Quality of life through the built environment: Innovative approaches to stakeholder analyses at the University of Ljubljana

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This contribution presents an innovative and transformative approach integrated into the urban design course at the Faculty of Architecture, University of Ljubljana, that was introduced within the recent curriculum reform at the Department of Urban Planning. The progressive teaching method is designed to equip students with a comprehensive understanding of the built environment and the intricate power dynamics among stakeholders. By offering a more hands-on and direct engagement with the subject matter, it aims to not only enable students to identify and appreciate the quality of built environments but also deepen their insight into the multifaceted roles played by diverse stakeholders that vary from professional and institutional ones to the civil society groups and individuals. The central objective of this approach is two-fold – firstly, to develop the understanding of qualitative and quantitative indicators of well-designed places. Secondly, to delve into the complexities of stakeholder analysis, emphasizing the multifaceted roles, interconnections, and unique interests and powers held by those involved in shaping good places. The focal point of this investigation is the exploration of how civil society can be involved or excluded from the decision-making processes linked to placemaking, and what is the role of an urban designer in this process. Through a series of thoroughly designed activities, including on-site visits through students' group walks, in-depth classroom discussions, and the use of graphical representations, this approach aims to offer students a holistic view of the stakeholders' involvement in shaping the environment. This methodological shift from the ex-cathedra lectures not only enhances students' recognition of the significance of built environments but also fosters a comprehensive understanding of the intricate relationships and dynamics among stakeholders. By deepening their knowledge of stakeholders' roles and their influence, this approach endeavours to empower students to critically evaluate the participatory nature of decision-making in placemaking processes. Through these hands-on experiences, students not only understand the direct impact of stakeholder dynamics on the built environment but also develop the skills to navigate the complexities of real-world urban challenges.

By showcasing the impact of these innovative educational methodologies, this contribution aims to highlight the move towards nurturing a more informed, engaged, and responsible wave of future placemakers and community influencers. It underscores the transformative potential of hands-on educational techniques in cultivating a new generation of urban designers that will be well equipped to actively participate in shaping the environments that will have the characteristics of well-designed places and at the same time reflect the needs and aspirations of the users of the built environments. By instilling a sense of responsibility and civic duty, the course aims to cultivate a mindset that extends beyond the academic realm. Graduates from the program are anticipated to become advocates for inclusive and environmentally conscious urban development, leveraging their understanding of stakeholder dynamics to bridge gaps and create spaces that resonate with the principles of a just city. In essence, the continuation of this approach not only equips students with academic knowledge but also nurtures a mindset that is essential for the ongoing evolution of placemaking practices.

**Keywords:** Stakeholder analysis, urban design education, built environment, participatory decision-making, transformative teaching

## 12 Approach for sustainable participatory placemaking

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Traditional urban design education has primarily focused on a visual approach to design of urban spaces. However, there is a growing trend among planners to adopt a multisensory approach, considering all human senses in the creation of a sense of place. Additionally, there is an increasing need to incorporate sustainability aspects into the pedagogy of placemaking on a local level, addressing environmental concerns and creating comfortable microclimate conditions.

This contribution examines a case study involving a participatory and sustainable urban design approach used in a workshop conducted by the architectural office MDC Architectonica in the Karpos neighborhood of Skopje. The workshop aimed to equip students with tools and methods for participatory and sustainable design applicable in their future work. Both students and local citizens participated in the placemaking process through an iterative, collaborative approach. During the pre-design stage, the Walkshop tool was employed to familiarize participants with the space, intervention possibilities, building typology, economic activities, and collective memories. Another tool used was a socio-environmental perception cartography, a semi-structured survey with questions organized into social, environmental, multisensorial, and economic categories. Citizens assigned relevance to these categories using the Analytic Hierarchy Process (AHP). Survey findings were summarized, and a SWOT analysis identified strengths, weaknesses, opportunities, and threats in the planning area. Through open discussions and post-it notes, students and citizens collectively reflected on the desires and possibilities for the place's development. In the design phase, students presented their draft ideas to 10 local citizens for feedback. Collective brainstorming and the Situation Analysis method, a playful and creative approach involving children in the participatory process, were utilized to understand local users' needs, expectations, and wishes. A draft solution was presented to citizens, who evaluated it based on the four categories and weights assigned via the AHP method. The results were presented on a spider chart.

The applied tools and methods provided a holistic and deeper insight into the urban context, users' needs, and visions for urban space development. The interaction between students and citizens facilitated a dynamic, information-driven process structured by placemaking tools. Integrating these aspects into students' placemaking education allows them to envision urban designs through a holistic, anthropocentric, and sustainable approach, ultimately creating a strong sense of place.

Keywords: Placemaking & sustainability, urban design, tools, methods

## 13 Situating co-design and living lab practices in urban planning for placemaking

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Contemporary planning taught in schools and practiced in municipalities is pragmatic and incremental but often is conservative, rather than transformative, as it seeks to develop solutions that adjust to the status quo. As a reaction to this, placemaking and co-creation methods have emerged to connect social innovation to urban development. The aim of this contribution is to display co-design, co-planning, and co-creation methods undertaken in Urban Living Lab (ULL) project that aimed at regenerating urban peripheries in Europe. We contextualize ULLs within planning theory in relation to the ideas of ‘agonistic planning’ and the ‘trading zone’. ‘Trading zones’ are devices that enable knowledge sharing across different epistemic communities (planners, lawyers, architects, etc.). For example, in our project we used the concept of multifunctional nature-based solutions as a “device” to enable discussion with planners, politicians, citizens, companies. At the same time, the ULL setting enables what Mouffe has called “agonism” among stakeholders whereby contrasting constituencies recognize the legitimacy of each other and compete, in a constructive spirit, for solutions aimed at improving urban areas.

The difference between conventional incremental planning and living labs aimed at placemaking is that the former is strictly focused on reaching an agreement while the latter appreciates the exchange between two parties that have incommensurable ideas about society. It is, in other words, the difference between mainstream planning and urban experiments is the same between discussion and dialogue. Dialogues are open to exploration and do not necessarily aim to reach a deal. Discussions instead are narrower and aim at reaching a compromise between incommensurable principles.

Our work will show that ULLs function as ecosystems that enable dialogues (in our case around the benefits of NBS) that aim at building hybrid understandings between different value systems: while some stakeholders are drawn by their interest to test already available technological solutions, others focus on people empowerment, while some other are keen to expand their portfolio of NBS to other locations. The experimental character of ULLs enables a broad engagement of society in developing understanding of complex urban issues.

Keywords: Living labs, trading zones, urban regeneration, agonism

## 14 Teaching methodology on the use of the CPTED approach for the creation of safer public spaces

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This contribution aims to present teaching methodology on The use of the CPTED (Crime Prevention Through Environmental Design) approach for the creation of safer public spaces. It is part of the course entitled: Providing Internal Security and Public Order in Public Spaces – Practical Aspects at WSB University in Dabrowa Gornicza (Poland) dedicated to the students of master studies on National Security Studies. The whole course takes 40 teaching hours and refers to different aspects of placemaking, social behaviours, legal regulations etc. The CPTED module takes 8 hours of lectures. Students are also preparing group projects on detecting the CPTED practices in their neighbourhood as a part of their evaluation in the course.

The CPTED is a widely recognized multi-disciplinary approach to crime prevention that uses urban and architectural design and the management of built and natural environments. CPTED strategies aim to reduce victimization, deter offender decisions that precede criminal acts, and build a sense of community among inhabitants so they can gain territorial control of areas, reduce crime, and minimize fear of crime.

The course aims to analyse the CPTED as the idea used to the creation of safer public spaces. The course focuses on the presentation of the CPTED concept and its evaluation in terms of efficiency in safety providing, inclusiveness, and additional values.

During the course, various teaching methods are used, such as:

- 1) Practical methods: seminar, subject exercises, project method;
- 2) Feeding methods: informative lecture, reading, description, explanation or clarification;
- 3) Activating methods: case study, seminar, discussion, brainstorming;
- 4) Problem methods: conversation lecture and problem lecture;
- 5) Exposure methods: movie, field study.

During 8 hours of the module, it is provided:

1. Theoretical introduction to the CPTED concept;
2. Examples of the “old” and “new” styles of the CPTED elements in selected European and American cities;
3. The role of urban greenery in the CPTED concept;
4. Additional value of the CPTED elements for urban public spaces (decorative, ecological, informational etc.);
5. Implementation of the CPTED elements and the danger of social exclusion;
6. Exercise on practical detection of the CPTED elements in improvised places.

After graduation from the CTED module students should:

1. Know the CPTED concept and explain its main ideas referring to the security and safety in public spaces;
2. Be able to give different examples of the CPTED infrastructure and other elements;
3. Be able to find examples of the CPTED in the neighbourhood;
4. Be able to discuss the advantages and disadvantages of the CPTED.

Keywords: Public safety, CPTED, public spaces, placemaking

## 15 Developing Strategic Insight: Teaching Approaches for Urban Planning Design in the University of Cambridge's Master Program for Design, Strategy and Leadership in the Built Environment.

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The master's program for Design, Strategy, and Leadership in the Built Environment (IDBE) at the University of Cambridge is an innovative and transformative educational endeavour, offering students the tools and knowledge to confront the challenges of sustainable design and interdisciplinary collaboration. The program represents a unique approach to teaching design, a comprehensive understanding of the complexities of the built environment and develops skills of strategic decision-making, inventive problem-solving and team leadership within the built environment . It also addresses industry challenges like sustainability and global climate change, enabling graduates to actively participate in the creation of visually appealing, sustainable and socially supportive spaces and places .

The IDBE program's teaching approach, methods, and techniques facilitates effective collaboration and communication among various stakeholders in the built environment. All participants have a professional qualification and a minimum of three years experience in practice in a built environment discipline. In this way, the course brings together an interdisciplinary cohort of well- motivated individuals who have confidence and ability in their core discipline and are now looking for new responsibilities and challenges. The program also benefits from the insights of leading practitioners and experts, providing students with access to the latest industry best practices and research.

The program's structure includes seven residential weeks in Cambridge over two years, during which students engage in formal lectures, workshops, seminars, and studio design projects. These projects are undertaken in small interdisciplinary teams and are guided by experienced design tutors. Between residential weeks, students complete self-selected assignments, encompassing case studies, essays, and a thesis.

The IDBE program at the University of Cambridge offers valuable lessons in interdisciplinary collaboration, strategic thinking, sustainability, practical skill development, effective communication, adaptability, networking, diversity and inclusion . These lessons are applicable not only to urban planning and design but also to a wide range of fields where complex problem-solving and leadership are essential .

**Keywords:** Interdisciplinary collaboration, strategic thinking, sustainability, effective communication, adaptability, networking, diversity, inclusion



## 16 Placemaking teaching and education in Israel

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The Israeli society grapples with various sources of disparities and tensions. Recognizing these challenges, Yaara Rosner-Manor explores the concept of "placemaking" as an urban mechanism aimed not only at enabling diverse local voices but also at updating and adapting the 'urban DNA' to accommodate the city's constituents and their diversity (Rosner-Manor et al, 2020). The imperative for placemaking in Israel is driven by the need to address societal disparities. Urban planning is a prominent academic subject. Moreover, teaching and training related to placemaking extend to grassroots levels led by civil society organizations, often associated with the Kibbutz and youth movements as in MAKOM, the Council of Mission Driven Communities (<https://www.makomcommunities.org>). Examples:

1. The Urban Clinic at the Hebrew University - This clinic's Internship Course provides 10-15 MA students in urban planning the opportunity to engage in real-life projects. Guided by Clinic staff and planning practitioners, the course connects with a network of 40 Jerusalem community planners. The final projects undergo presentation to external professionals, fostering practical implementations. Students are exposed to local, community placemaking activities, medium-level intermediaries, and statutory planning. Multiple feedback loops among these levels assimilate local experiences into the broader planning process. It enables the adaptation of statutory planning to local cultural specificities and needs.

2. Bezalel Academy of Arts and Design - Fostering Art and Activism. The "Art and Activism" annual course, initiated by Eytan Shouker, seamlessly integrates students' professional skill development with socially oriented projects. The course begins with a focus on fundamental concepts like community, art in public spaces, and activism. In the second semester, through individual and group exercises, students' progress to implementing interventions projects in public spaces. Initially in Shderot the course transitioned to both Western and Eastern Jerusalem (mostly Arab). This shift was guided by the expectation to establish a continuing dialogue with the communities where the Academy is located, and students reside. The course successfully executed over 40 public space projects.

Noteworthy successes include the HaMesila (Train Track) project in 2008, where residents advocated for an urban park on an abandoned track section, gaining support through art events organized by the faculty and students of the course. This protest achieved remarkable success and stands as a paradigm of effective placemaking.

3. The Tarbut Movement - Cultivating Change Through Art - part of the MAKOM partnership, the Tarbut Movement comprises young artists residing and working as urban kibbutzim in struggling towns. Their mission is to employ art and culture for self-empowerment and social change. Key elements include a Youth Organization engaging in public service, Urban Kibbutzim involved in education-related activities, and initiatives like Batei Yotzrim, serving as local hubs for creativity and renewal. The Tarbut School integrates arts with community intervention methodologies, providing a recognized two-year track by the Ministry of Culture and academic accreditation for completing B.A. studies at Beit Berl College.

These initiatives collectively represent a concerted effort to address societal disparities in Israel through innovative placemaking approaches, fostering community engagement, and utilizing art and culture as catalysts for positive change.

Keywords: Placemaking, community planners, activism, arts, Kibbutz

## 17 Safe Placemaking: Preventing and Combating Violence against Women

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The present contribution intends to indicate that spatial production, social structures, and placemaking processes impact cultural bonds, resulting in a complex network of heterogeneous lifestyles of gendered place identities. It also aims to inspect the recently published literature on the placemaking processes and integrate the insights articulated on gender dynamics and unequal socio-spatial power relations and socio-cultural norms.

The study will start from the provisions of international laws as they are reflected in the UN CEDAW (Convention on the Elimination of All Forms of Discrimination against Women) has been instrumental in bringing to light all the areas (spaces in our case) in which women are denied equality with men, and the Convention of Istanbul that identifies gaps in legislation and finds best practices – covers a broad range of measures, including obligations ranging from awareness-raising and data collection to legal measures on criminalising different forms of violence. Unlike other international treaties for tackling gender-based violence, the Convention provides for the implementation of comprehensive and coordinated policies between national and governmental bodies involved in prevention, prosecution, and protection activities. The study will also use as a case study the sheltering houses for the victims of violence as (un)gendered spaces. Thus this research can open discussions and debates in the education environment while offering these tools as means of awareness in fighting against violence. The social challenges on these topics illustrated in literature, history, philosophy or sciences have to be reflected in the curriculum for all stages of educational programs. They may be accepted as educational materials at least for the elective courses. Our findings and results of this research will be published, and it can be used as a pedagogical tool to cover the gap of awareness concerning violence against women and many other topics such bullying, inclusion, human trafficking in a dynamic intercultural space.

By running the Project “VENUS - Together for a safer life!” the National Agency for Equal Opportunities between Women and Men (NAEO), within the Ministry of Family, Youth, and Gender Equality in Romania, created and developed along with NGOs an integrated innovative national network of 42 sheltered homes for victims of domestic violence (one sheltered home in each county), in order to ensure the transfer to an independent life and the socio-professional reintegration of victims of domestic violence. At the same time, 82 complementary services were created and developed for victims of domestic violence, namely 42 Support Groups that provide specific psychological assistance and personal development programs and 42 vocational counselling offices that provide vocational counselling services, guidance professional and accompaniment to identify a new job in order to overcome crisis situations related to domestic violence and professional reintegration. Until now, there were over 8,000 victims who benefited from the services (sheltered houses, support groups, vocational counselling). These shelters were open to the refugee women, too.

Keywords: Safe placemaking, gender violence, good practices

## 18 Empowering design studio with data-driven approach through collaboration

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The integration of data-driven practices into urban design studios is pivotal for enhancing students' practical experiences and problem-solving skills, providing evidence-based decision support, and understanding urban dynamics. This study examines how to effectively integrate data-driven approaches into the early stages of a design project, using the conducted workshop as a case study. In the Environmental Informatics Course, the students adopt data-driven methods to audit public space dynamics and make conceptual decisions for urban furniture. The learning objectives are to gain knowledge of public space and placemaking, acquire practical experience in digital analysis and observatory methods, develop geospatial intelligence, and master data-driven decision making. The students leveraged the Public Life Tools created by the Gehl Institute for site observations and analysis. This research follows a four-step process (1) data collection; (2) data mapping into Geographic Information Systems (GIS); (3) determining factors that influence urban dynamics; and (4) generating conceptual ideas for urban furniture design. According to the results, data-driven methods are useful for creating user scenarios, identifying target groups and user needs, and formulating functional decisions. Promoting social activities, providing inclusiveness, and amplifying sensory experiences are among the placemaking outcomes that increase place attachment. This workshop has led to the following important lessons: The requirement for enlarging data diversity and quantity and technical skills in QGIS for efficient geospatial mapping necessitates collaborative mapping platforms in GIS to help overcome technical limitations and enlarge the database. Collaborative 3D modelling - interoperable with GIS—is required to provide consistency in the design process. As the references demonstrate, an active learning approach is implemented within collaborative tools and blended learning methods into project-based learning to integrate data-driven practices into the design studio. The active learning approach emphasizes student interaction through collaborative digital tools and blended learning methods rather than traditional lecture-based methods. The blended learning methods combine digital and in-person teaching via online resources, collaborative platforms, and learning management systems. This study will update the project workflow by utilizing digital teaching tools and collaborative GIS and modeling platforms to apply active learning approach in a collaborative and data-driven context. The main goal is to integrate data-driven practices into early design stages using collaborative learning. Data on urban form, function, and activities was gathered from social media scraping, map digitization, and site observation. The data collection, analysis, and representation are performed with collaborative GIS platforms. QGIS Cloud, Felt, and Mergin Maps can be employed for managing, tracking, and publishing GIS projects. The collaborative 3D modelling platforms are used in the design development phase for modelling urban furniture. Speckle Connector- a Grasshopper plugin- provides data interoperability with geospatial data in QGIS and 3D modelling in Rhino by supporting design models with a georeferenced dataset. For collaborative modelling, Modelo enables users to combine multiple Rhino 3D models on an online platform. To ensure consistency, design projects focus on DIY (do it yourself) urbanism under the umbrella of placemaking. Expected outcomes include streamlined data-driven practices, enhanced collaborative decision-making, improved problem-solving and digital engagement, and consistent design quality. A data-driven approach in project-based learning bridges the practical-educational divide and supports the development of evidence-based placemaking strategies through collaboration. The study's findings provide collaborative practice and decision-support for urban design studios that implement a data-driven approach.

Keywords: Data-driven approaches, project-based learning, collaboration, active learning approach

## 19 Placemaking in teaching landscape architecture students to design public spaces

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Designing public spaces is a 30 h design course for master's students of landscape architecture at the Warsaw University of Life Sciences (SGGW), Poland. It is organized in cooperation with owners/managers and users of the space selected for placemaking workshops, and carried out together with students, teachers and specialists from different disciplines: sociology (Warsaw University) and interior design (Academy of Fine Arts in Warsaw).

The purpose of the course is to teach students designing public spaces with participation of representatives of the local community and by using placemaking methods involving all stakeholders to work together. All stages of the interdisciplinary design process are aimed at improving the social functioning of the place selected for the workshop. The first stage is to define the place and its preliminary identification through a data collection method based on physical elements inventory. The second stage is to meet the local community and spend time together on site. The community asset mapping – a process of empowering the local community in identifying various assets of the place as well as relationships among the community and place – is implemented through face-to-face conversations, in-depth interviews (also online surveys) and other techniques such as storytelling. It is to evaluate the place (its assets and challenges) and to understand main needs and expectations of its users. The third stage is to develop a place vision based on insights from the series of placemaking workshops – analyses of collected data made in interdisciplinary teams of students, stakeholders and specialists. They result in defining the character of place and the statement of shared stakeholders' goals, explaining how the place will be used and by whom, and finally formulating a clear idea of the place. The fourth stage is a common work on creation of the place concepts through drawings helpful for visualization of its positive changes – the improvement in its social functioning, recreational attractiveness and accessibility for all potential users. The fifth stage is public presentation of designs and selection of the one that best suits the stakeholders. Further individual cooperation gives students the opportunity to participate in implementation of the winning project and site improvement interventions.

After completing the course, students have a wider knowledge of social, spatial and functional conditions necessary to create good-quality and user-oriented public spaces. They understand the role of social participation and are able to use placemaking methods and tools in design work.

**Keywords:** People-centred design, inclusive design, social participation, cooperation, successful public spaces

## 20 Jewish Places in Soviet Minsk. Reconstructing City's Alternative Spatiality During Late Socialism: An Online-Course Syllabus Proposal

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During this workshop, I would like to present a syllabus draft for the interactive online course. The course will dwell on the Jewish History of the city of Minsk, the capital of present-day Belarus, during the period of late socialism. Its focal points are the Jewish places and the alternative city's spatiality. Minsk, populated up to forty percent by Jews in the interwar period, lost most of its Jewish population in the Holocaust. Yet up to the early 1990s, when the Jewish emigration from the Soviet Union reached its peak, the Jewish presence, cultural and economic, shaped the identity and the landscape of the city significantly.

With the emigration of Minsk Jews, the memory of the recent Jewish presence in the city faded away very quickly from the collective memory of its dwellers. Similarly, it was withered from the city's history as well as architecture. One of the reasons for such, in many cases, intentional forgetting is the authoritarian and centralized memory politics of the Belarusian state.

This course will offer students the possibility to learn about the Jewish history of Minsk during late socialism inviting them to explore its alternative spatiality. As well as reflect critically on and question the domination approach to the city's history and placemaking strategies as coming from the state. In this course, I intend to combine the level of the University seminar (aimed at the graduate and undergraduate students of the University of Giessen, where I teach) as well as of public history level addressed to the representatives of the broader public interested in the period of late socialism and Jewish history in Eastern Europe, and zooming between theoretical and practical levels. I also plan to introduce the elements of citizen science and invite former and present city dwellers to contribute to the content of the learning modules.

Keywords:

## 21 Travel writing and placemaking: teaching cultural area studies with the help of text

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This course is designed to address undergraduate (BA) audience in their senior year(s) as part of course offerings for cultural, historical or literary studies. Students will be expected to have acquired the skill of critical reading and textual analysis as well as basic notions of European history and culture. Students will be expected to consult the material (primary and secondary sources) to enable an informed discussion in the classroom.

Travel writing has been an established genre in literature and in other modes textual representation, but its application for other disciplines significantly broadened of late: traditional emphasis following the paradigm of truth vs. misrepresentation has shifted towards an enquiry concerning the modes or representation. Area studies, concerned with the cultural, political and social dynamics of a certain region, has been interested in understanding how the 'other' sees the region through a culturally and historically inflected lens. Travel writing thus offers a particularly useful and commonly available set of texts for examining the region. Placemaking, which concerns itself with the processes of shaping a place to create a sense of belonging, can also be linked through making space 'home' with the help of such writings.

My presentation will focus on a number of selected travel texts with an East Central European reference point, whether authors or objects of enquiry. The travel texts will focus on Siberia, Moscow and London. Second, relevant contemporary placemaking practices will be discussed and analysed, deriving from digitally available material. An understanding of the use of representation influencing contemporary placemaking practices will be developed during these conversations. The teaching schedule will contain week-by-week readings and tasks to be shared in Lisbon. The first bloc will focus on visits to Russia over 500 years, the second on visits to London and the last on using cultural heritage. Teaching methodology will rely on methodologies available for classroom instruction, with a strong element of group discussions. Special attention will be paid to student presentations based on previously provided worksheets.

Assessments will comprise

- 60% - scholarly essay,
- two 20% submissions of scholarly reflections on cities in the light of material studied in the course through primary readings and the examination of these primary readings in the context of other personal (or transmitted) experience of the space. One of these reflections will be a self-reflexive blogpost while the other will use the cultural heritage preservation concepts for tourist promotion.

The best blogposts and cultural heritage short texts will be presented to the general public on a specific website.

ILOs

- increased familiarity with history, the genre of travel writing and representational conventions
- increasing familiarity with cultural heritage practices across Europe
- independent reflection skills
- writing skills developed: for an academic audience and for commercial purposes

Keywords: Travel writing, heritage industry, East, West

## 22 Digital Resources for teaching art history, architectural history and heritage conservation

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In our presentation, we will discuss the ways to productively incorporate digital resources in teaching art history, architectural history and heritage conservation for the degrees including design, architecture, art history and urban studies. We will explore the opportunities of digital resources in the ways they contribute to teaching methods, learning activities and learning assessments. The presentation will include and visit the resources such as online texts; images; chronologies, collections of accessible visuals, films, videos and essays on key art and architectural historical themes, movements, and artists, digitized catalogues, and books that students can use for additional reading or research-based assignments as well as software tools. Furthermore, we will introduce digital maps as a tool for inquiry-based learning. We will discuss the role of digital resources for research, participation and creativity as well as the ways they help students discover additional topics, make new connections, respectively strengthen community-orientated learning formats, and to enhance skills in self-driven research processes.

Keywords: Pedagogy, digital resources, art and architectural history, heritage conservation, self-driven research

## 23 Urban Development and Conservation of the Cultural Environment in Greece.

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The aims of the course, in addition to urban development, are also the protection of the cultural and architectural heritage, the physiognomy of the place, and the preservation of its historical memory and cultural identity. The lectures focus on urban areas that presents significant architectural and cultural heritage. These lectures are used in Postgraduate Courses related to Anthropological approaches to cities, the preservation of the Cultural Environment, Environmental Planning, and spatial policies for the cities development and protection.

The methodological approach focuses on how the urban areas that present a significant cultural and architectural heritage, have been developed. They refer to spatial policies that were followed and how the urban development and cultural identity of the area has been influenced by the local community. The main used methodological tool is the case studies. The chosen urban area should presents a remarkable developing character, over time, or has remarkable historical importance. The survey then focuses on the human activities that have been developed, and the policies that have been implemented. Then, it focuses on social and cultural activities that take place throughout the year, and how these contribute to the preservation of the cultural identity and historical memory of the area in which they live. Geospatial data, land use plans, and cultural elements from a research in situ and literature are used to complete the research. Geographic information systems are used to process geospatial data.

Upon successful completion of the course, students will be able to understand basic spatial concepts, the concept of historical place, the physiognomy of a place, and the cultural elements that make it up. They acquire the ability to identify, evaluate, and capture cultural elements through field research and observation. The aim is the students to be able to apply similar research in various urban areas in Greece. So, they will estimate the current situation and propose measures to preserve the memory of historical places and cultural heritage.

Keywords: Urban development, conservation of the cultural environment.