



## Joint intensive course/students

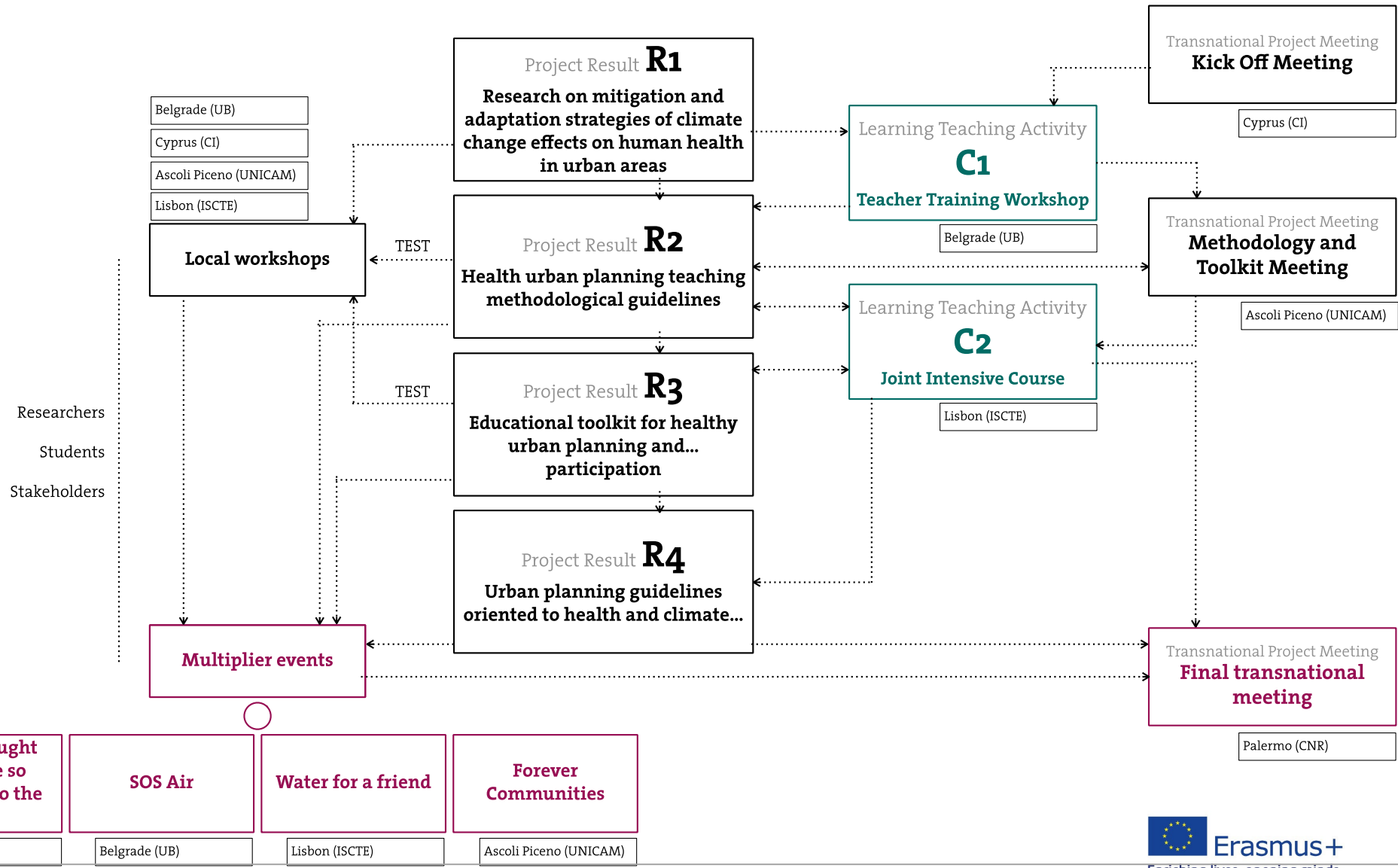
Lisbon, May 23-26, 2023

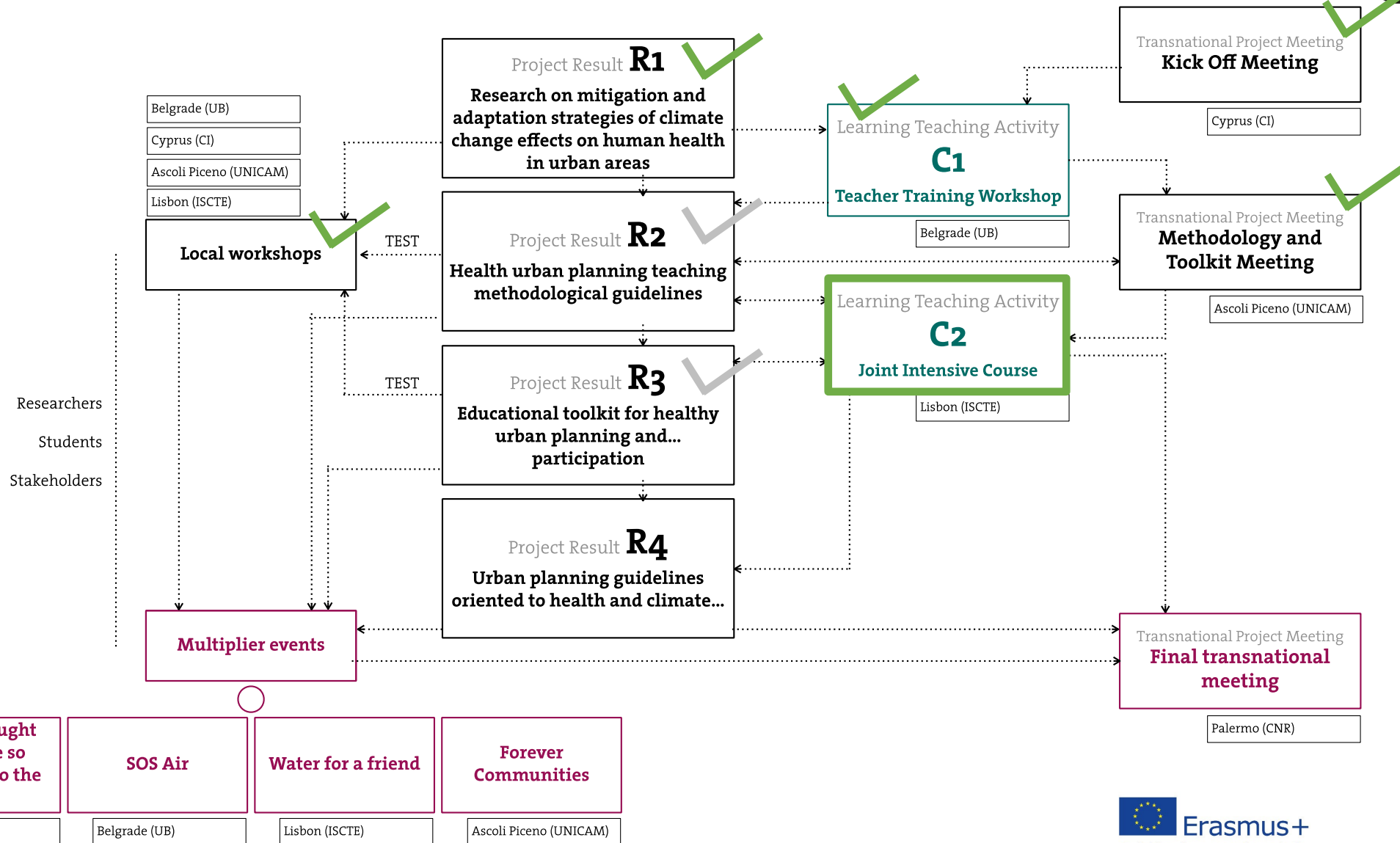
### Session 1

# Overview of Local Workshops and the Results R2 “Healthy urban planning Teaching Methodological Guidelines”, and R3 “Toolkit”

UNICAM AND ISCTE





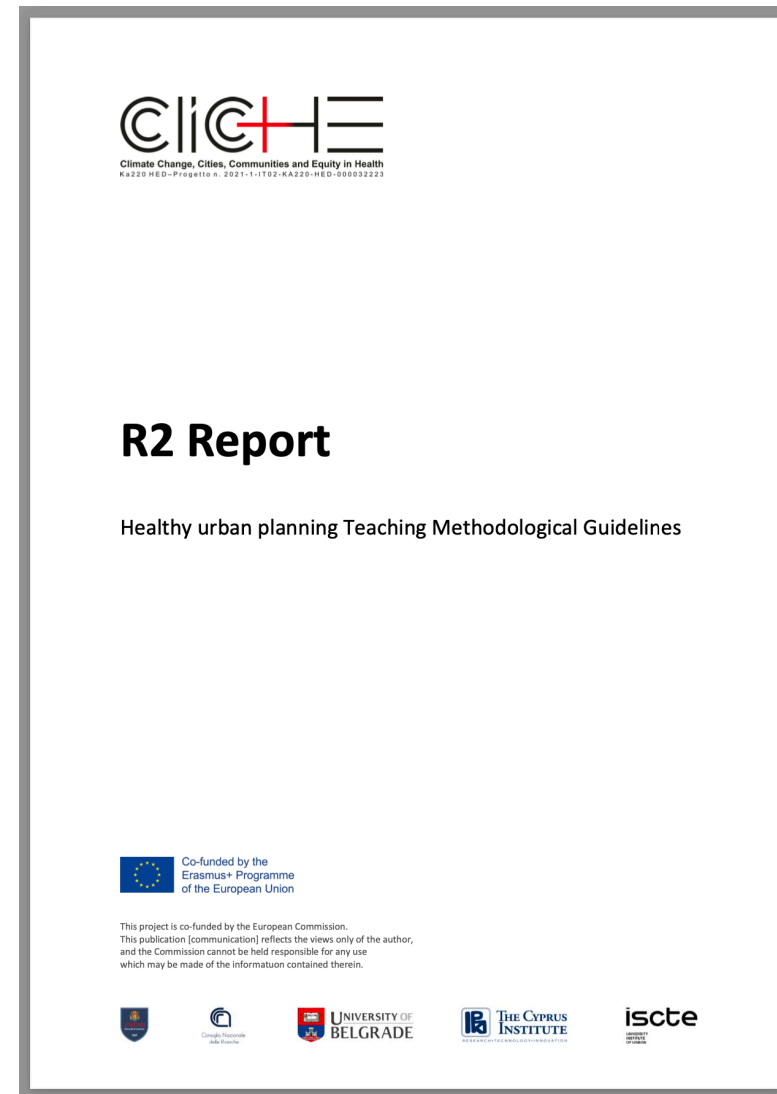


Project Result **R2**  
**Health urban planning teaching  
methodological guidelines**

## Objectives of Result 2

a methodological framework for the design of the **training curriculum** with objectives, skills, and competencies of the students, pedagogical approaches and identification of suitable technologies, and planning of educational activities.

The pedagogical approach is aimed at making people (students in *primis*) understand the importance of planning, urban design, and technologies that can mitigate the effects of climate change on health (thermal stress, cardiovascular disease, kidney disease, food insecurity, mortality increase due to the spread of viruses, effects of natural catastrophic events, etc.).



Project Result **R2**  
Health urban planning teaching  
methodological guidelines

## What are these guidelines about?

The Cli-CC.HE Teaching Methodological Guidelines are developed in the form of

**manual** and in **e-learning mode.**

It is aimed at instructors and tutors of the educational courses. The purpose is to assist them in creating shared, integrated knowledge of issues in urban regeneration, climate adaptation, and urban health by introducing a new teaching method.

TESTED DURING THE LOCAL WORKSHOPS /  
ASSESSED, NOW, DURING THE JOINT INTENSIVE COURSE

## A step-by-step investigation, from the assessment to the integrated design...

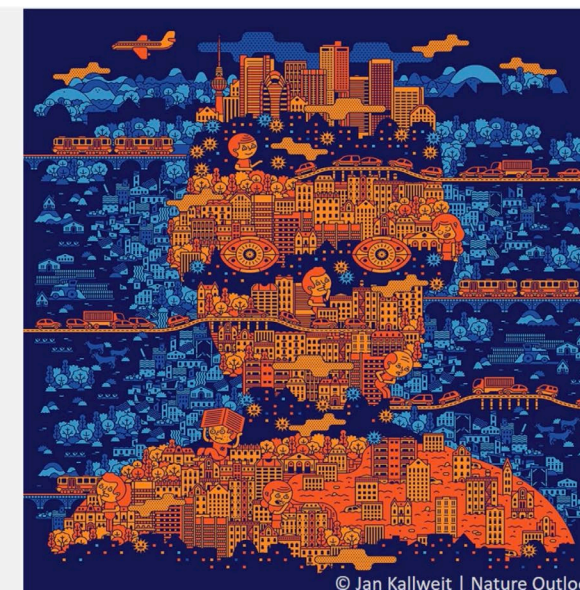
relying on the contribution of cities participating in the project with local administrators, citizens and stakeholders

E-Learning

Erasmus+ Action Type: KA220-HED - Cooperation partnerships in higher education  
Climate change, cities, communities and Equity in health Cli-CC.HE  
Project Reference: 2021-1-IT02-KA220-HED-000032223

### Activity 4.1

#### Integrated vision of "Urban health" regeneration

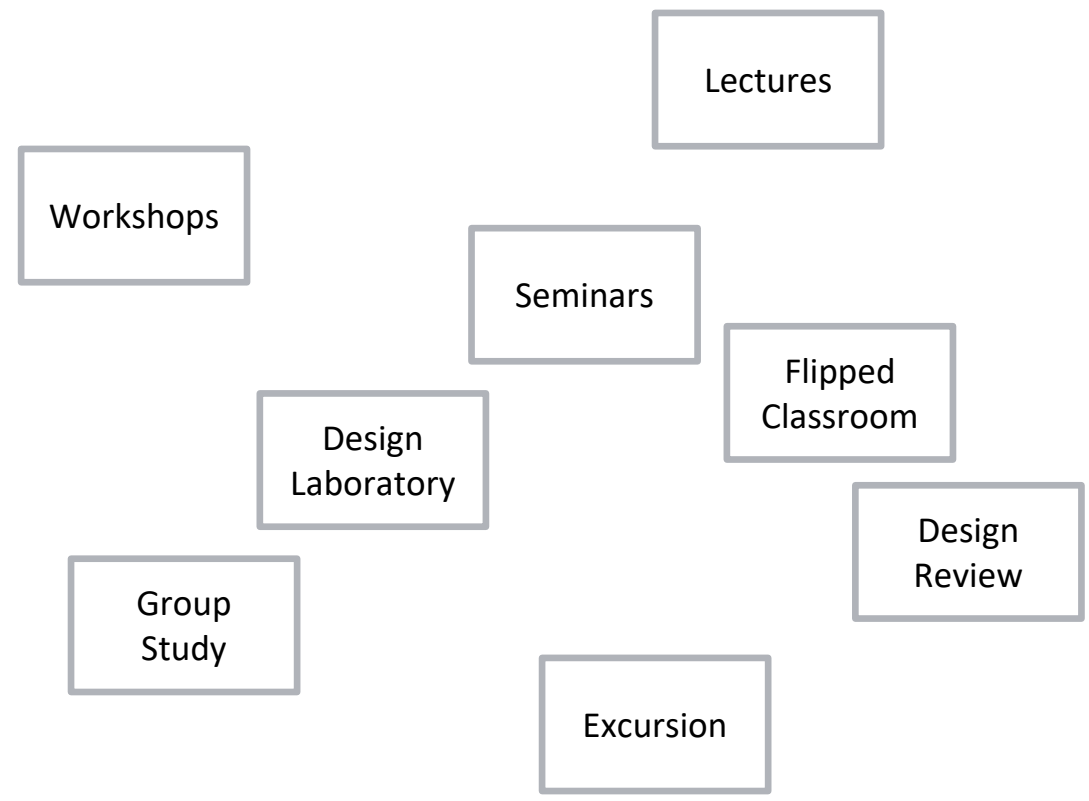


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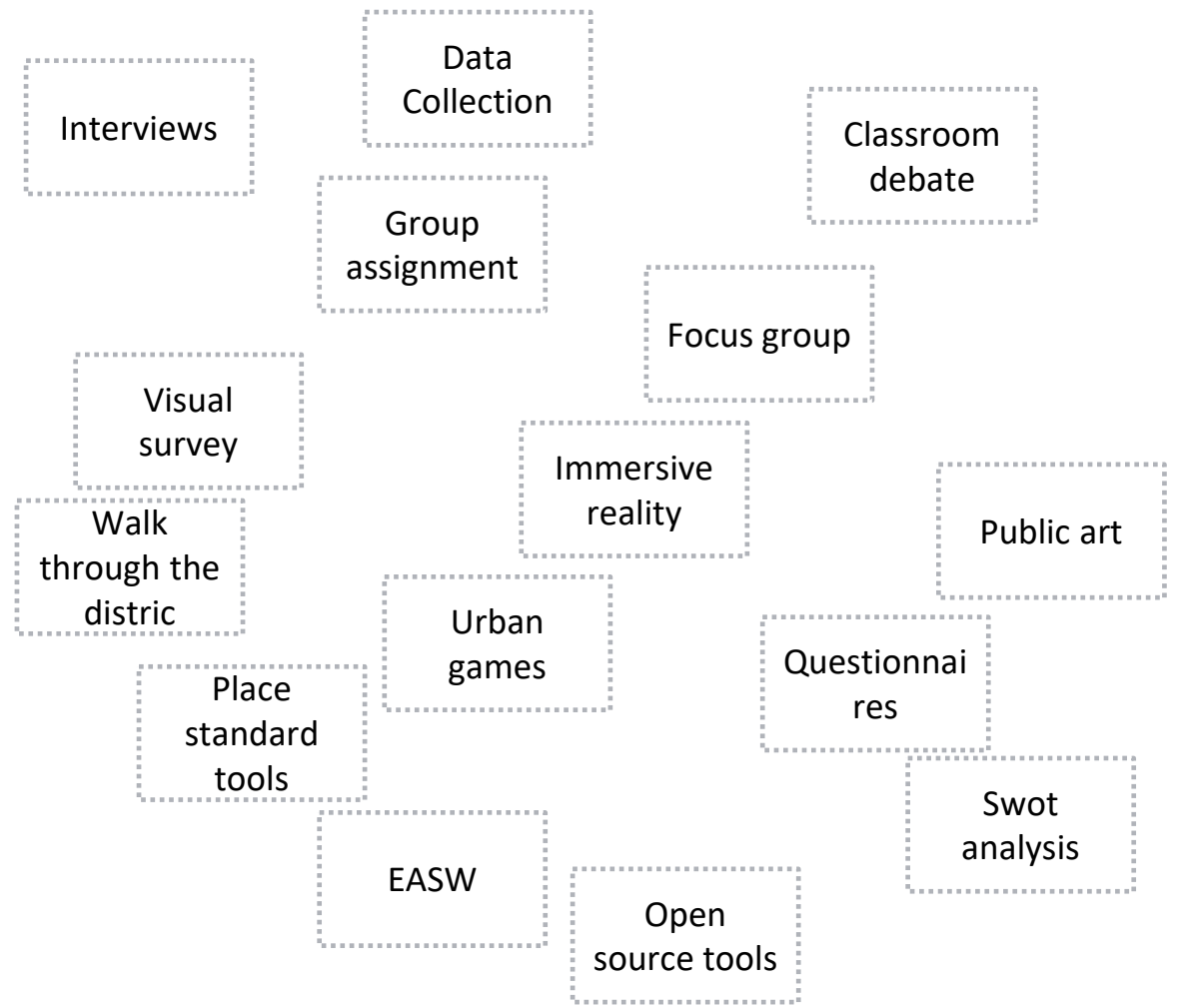


Project Result **R2**  
**Health urban planning teaching methodological guidelines**

### Pedagogical activities



### Methodology tools



## R2. Cli-CC.HE Teaching activities

### Teaching activity sheet

1. General Info		
a) <b>General Definition</b>	Insert Activity explanation (from AF)	Max 1500 characters
b) <b>Authors</b>	Insert name and acronym of the partner and names and titles of authors	
c) <b>Terms</b>	Include a glossary of the main concepts used in the activity (for example: "scenario", "community participation",	Max 3 concepts; max 500 characters for each definition

2. Contents and Goals		
2.1 <b>Content description</b>	Define relevant content for learning and teaching on the specific activity	Max 5000 characters
2.2 <b>Educational goals</b>	Define relevant educational goals for the specific activity	Bullet points list, Max 1000 characters
2.3 <b>Interdisciplinary Character of the activity</b>	Describe, if relevant, why the activity is interdisciplinary and which disciplines it involves and how.	Max 700 characters

3. Activity Outcomes		
3.1 <b>Course Type</b> (Pedagogical activity)	Choose among:  Lecture Workshop Seminar Excursion Laboratory Self-study Design Review Flipped Classroom Group Study Other (please specify)  For each chosen item, explain what they consist of and what role they play in the activity	Max 1500 characters

3.2 Methodology Tools and contents		
	Choose among:  Literature study Data Collection-Best Practices Classroom debate Group assignments Focus groups Visual surveys Walk through the district Best Practices Public Art Performance Immersive reality and interactive tools Questionnaires Urban games Open source digital tools to support environmental design and education SWOT Matrix Place standar tool Scenario Workshop EASW Other (please specify)	Max 1500 characters

4. Relevant References for Theory and Practices		
4.1 <b>Example and references</b>	Provide bibliography	Max 1500 characters

5. Applying learning and Process implementation		
5.1 <b>Students Deliverables</b>	Choose among:  Illustrated Report Maps Oral and design presentation Album/poster Video Exhibition Project/design solutions Other (please specify) Multimedia outupt  For each chosen item, explain what they consist of and what role they play in the activity	Max 1500 characters

6. Learning Outcomes		
6.1 <b>Checklist</b>	Expected learning outcomes for students/ competencies which they could obtain from the activity carried out	Teachers' evaluation levels (Likert wording): Very Unsatisfied"; Unsatisfied; Neutral; Satisfied; Very Satisfied.
6.2 <b>Teachers' Competences</b>	Necessary competencies of teachers to be engaged in the teaching process	Max. 1000 characters



## R2. Cli-CC.HE Teaching activities

### Activity 4.1

#### Integrated vision of “Urban health” regeneration

The goal of this activity is to study the principles of restoring and maintaining urban health in an integrated manner and with a variety of tools, inspired from existing regeneration projects from around the world;



### Activity 4.2

#### Local inquiry and mapping: Get to know the neighborhood from above and from within

The goal of this activity is to know the neighbourhood from above and from within' is to enable the discovery of neighbourhoods in the desk study and based on the interaction with the neighbourhood, the places, and the people that live there, to integrate technical knowledge with knowledge from experiences in the places;





## R2. Cli-CC.HE Teaching activities

### Activity 4.3

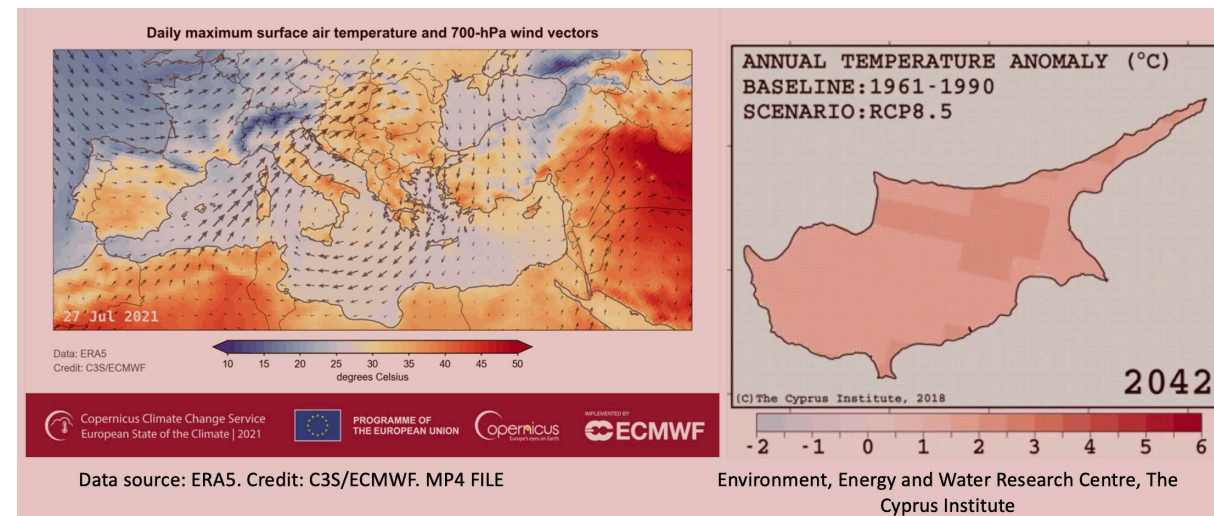
#### Health and climate profile

The goal of this activity is to introduce students to phenomena exacerbated by climate change which may influence the physical and mental well-being of city inhabitants, through simulating future climate scenarios, and understanding the possible health risks that may arise.

### Activity 4.4

#### Evaluation framework

The goal of this activity is to allow students to identify characteristics of the neighbourhood and particular places that generate satisfaction and recognition, or concern because they are related to climate-change impacts that affect the health and well-being of the local population. From the evaluation of the observed phenomena, certain decisions may arise to achieve the first design choices.



## R2. Cli-CC.HE Teaching activities

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### Activity 4.5

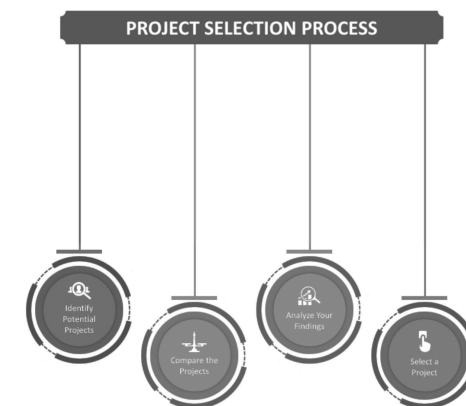
#### Project Scenarios

The goal of this activity is to make students propose and develop visions for the future that intend to favour structured reflections on the possible evolutions of the environmental, urban, social, etc. context, to withstand climate change, assessing actions for adaptation capable of protecting the health of people and the quality of life in the neighbourhood.

### Activity 4.6

#### Project Proposal selection

The goal of this activity is to teach students about purpose, content and methods of evaluation of design alternatives. In addition, students will develop basic skills in evaluating and choosing the project proposal that best fits health and climate-adaptation goals and corresponds with the interests of different stakeholders.



## R2. Cli-CC.HE Teaching activities

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### Activity 4.7

#### Results communication and dissemination

The goal of this activity is to help students understand the importance of the 'visibility', meaning, and benefits of the projects' results to both broad public and stakeholders involved in the regeneration project.



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Next step:

Make use of:

- the Revision by the University of Belgrade and;
- the Questionnaires on the skills of Professors and Students before and after the training course

## Results of CLICCHE Project

### R1

Research on mitigation and adaptation strategies of climate change effects on human health in urban areas

### R2

Healthy urban planning Teaching Methodological Guideline

### R3

**Educational toolkits  
for healthy urban planning and urban participation**

### R4

Research on mitigation and adaptation strategies of climate change effects on human health in urban areas

The toolkit is a **training instrument to transfer and apply the methodology** elaborated in R1 and R2.

The toolkit is based on **documents, presentations, maps, videos, and a web tutorial**, and will include indications on how to involve stakeholders, how to reach the target groups, and how to make students and stakeholders take part in the construction of **shared design scenarios**.

## Toolkit step by step guide

This guide is intended to **understand the Clicche methodology** in the clearest and most communicable way possible.

**The 7 activities foreseen in the methodology are expressed within an educational sequence of 4 main phases.**

The sequence of these phases is **not necessarily linear**, with several steps that may be recursive; the same tool can be used in more than one activity but with a different meaning, just as some activities can alternatively refer to more than one tool.

### 7 METHODOLOGY ACTIVITIES:

1. Integrated vision of “Urban Health” Regeneration
2. Local inquiry and mapping
3. Health and Climate Profile Model
4. Framework for Model Evaluation
5. Project Scenario
6. Project Proposals selection
7. Results communication and Dissemination

### 4 PHASES:

1. Background & problem specification
2. Mapping
3. Design Development and selection
4. Experimentation

## Toolkit compendium

This section consists of a collection of **techniques, lectures, workshops and tools** that could be applied in one or multiple steps throughout the Clicche methodology.

The Tools are not mutually exclusive or inherently complementary; rather the planning of how, when, and which are used must be subordinated to the concrete needs and aims of each project.

In this part will be explained all the materials produced to create the toolkit as tools used in Local Workshops and Lectures (8 and 15 may).





## STRUCTURE OF A TOOL (Not mandatory but most of our tools have)

- ✓ Time required
- ✓ Resources required
- ✓ Rationale and Comments
- ✓ Participants
- ✓ Procedure
- ✓ Contents and variations
- ✓ References
- ✓ Examples and visual contents
- ✓ Support Documents

**1.1 | WALKING AS A RESEARCH METHOD**

**Time required**  
 Depending on the size of the neighborhood and the time granted by the accompanying persons, approximately 2 hours.

**Resources required**  
 Camera, mobile phone/phone/another device with camera, notebook, pen.

**Rationale and Comments**  
 This activity aims at observing the neighborhood through the activity of walking, using fieldnotes registered in notebooks or iPad/Tablet. This is an interdisciplinary method, used in architecture as well as in social sciences, which allows to observe in first person the territory and at the same time to conduct an informal interview made on foot as a "walk along". This is a tool to use whenever researchers and students have a small amount of time to get to know the case study. It allows considering realities and scales that are usually not observed, scales and layers that can be discovered by visiting the neighborhood and walking with those who know the territory well, capturing the experience of people.

**Participants**  
 The walking activity is done with an insider or someone who is familiar with the area: inhabitants, associations, local workers, and public administration. Teachers, students, researchers, local community, and stakeholders are all called to participate.

**Procedure**  
**Step 1:** Before starting the walk, it is necessary to make a contact with someone of the territory available to walk along. If possible, propose support material, such as maps, photographic camera, or other graphic and visual supports. The route to take might be established before the walk takes place, or leave our interlocutor free to walk with the rest of the group, allowing the unexpected or "serendipity" to happen.  
**Step 2:** The next step is to go to the place at the established time and the meeting point. Each element of the research group (student, researcher, professor) can ask questions to interlocutors about the history of the place, present and future events, the physical and social space, and the living experience (foot stress, building construction, urban green, etc).  
**Step 3:** Despite being a dynamic activity, it's expected to have moments of stopping during the walking, to rest and to take time to listen to the interlocutors, and to take fieldnotes.  
**Step 4:** All observation and listening notes must be recorded. Fieldnotes include what the participants are seeing during the walk as well as the information given by interlocutors. For more information about the types of notes and how to make written records in the fieldwork, please see the following tool 1.2 "fieldnotes".

**Contents and variations**  
 This activity may include walking along with more than an insider/interlocutor. If an interview is recorded with audio, video and/or photos during the walk, it is necessary to ask for an informed consent to use the material later. For more information about this, please see the following tool 2.1 "Interviewing".

**References**

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- Fortuna, C. (2018). Caminhadas urbanas, com vivências inesperadas. e-cadernos CES, (29).
- Kusenbach, M. (2003). Street phenomenology: The go-along as ethnographic research tool. Ethnography, 4(3), 455-485.
- Revell, L., & Sakar, M. B. (2011). Contemporary ethnographic practice and the value of serendipity. Social Anthropology, 21(2), 178-185.
- Yakub, O. (2018). Serendipity: towards a taxonomy and a theory. Research Policy, 47, p. 369-379
- Reginaldi, C. (2017). Como praticar etnografia nas margens e fronteiras das cidades? Porto: Urbe 20, Como praticar etnografia nas margens e fronteiras das cidades? (expedition.org)
- <https://antropiacriticas.com.br/metodos-walk-along-como-criar-um-metodo/>

**Examples and visual contents**

Photographs of the walk-along in Marvila (Lisbon) as part of the academic course "Walking as a research method: the itinerary method" organized by CRU-bate on the 20th-22nd of February 2020. (Ih. Caterina Di Giovanni)

Maps and some material given during the academic course "Walking as a research method: the itinerary method" organized by CRU-bate on the 20th-22nd of February 2020.

**Support Documents**

3

## Web tutorial

The web tutorial will be displayed in **video and flyout** and will inspire discussion within local workshops guiding it towards concrete results and it will allow participants to compare the results of the laboratories of each university.

After building all the tools, the document encompassing them all will be a web tutorial explaining them to the students. A web tutorial is formed by:

- The first part will explain **how students could build knowledge** about the neighborhood and the local community, the Health Profile, and future climate projections for the neighborhood
- The second part will explain the **methods for constructing the scenarios and sharing them with local stakeholders.**
- The third part will explain the operating **methods for constructing urban project scenarios and design solutions.**

