

### 3\_Teaching planning for the transition

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As the theme of the Congress so assertively states, challenges – such as “natural disasters due to climate change impacts, ecological crises, growing socio-economic unrests and global migrations phenomena, political breakdowns, ambitious public works and mega-projects” – requires, both locally and globally, a *renewed* capacity to plan for supporting and managing change. Developing such capacity, i.e. educating (future) planning practitioners to cope with such challenges when “existing theoretical frameworks, concepts, cognitive abilities and approaches become ineffective”, is a difficult task. To what extent social, political and institutional transitions will shape the relationship between planners, knowledge and society? More specifically, what kind of teaching and learning experience should be provide today in Europe facing multi-ethnicity, profound and deepening socio-economic inequalities, serious environmental risks and weakened processes of integration and social inclusion?

In recent years, the practice of planning education has been significantly enriched by innovative pedagogical initiatives, often superimposed on layers of more traditional approaches but also framed within increasingly formalized educational institutional strategies. There is a growing realization of the need to relate changes in planning education not only with planning challenges but also with broader trends in learning and teaching at higher education level. In this context, Barnett (2011) anticipates the coming of the “ecological university: the university that, as it unfolds into the 21<sup>st</sup> century, takes seriously both the world interconnectedness and the university interconnectedness with the world”. It reflects demands for social responsibility on behalf of higher education institutions that may entail education that goes beyond the scientific knowledge sphere and reaches the realm of action oriented and hope-inspiring attitude development, as sharply highlighted in the 2018 Planning Education Track.

This track invites submissions on:

- innovative challenge-driven educational practices, namely those promoting synergies between teaching, research and society, by working collaboratively with communities, NGOs, vulnerable groups and practitioners;
- experimental pedagogies involving technology-assisted, interdisciplinary, transdisciplinary and/or international teaching aimed at preparing students for today’s and tomorrow’s planning challenges;
- new planning modules, short courses, PhD programs or non-degree education, namely those focusing on supporting transitions in urban contexts and/or framed within, and supported by, the Bologna Process and Europe 2020 strategy;
- planning modules involving staff with different profiles, or pedagogical coordination between different departments and/or university alliances, namely those set within an institutionalized strategy or with the support of dedicated institutional structures, as learning centres or teaching labs.

Papers should take a critical and reflective stance and refer to as well as build on relevant theories and literature on education, teaching, learning, and planning.

**Keywords:** Pedagogy, education, research, innovation, society, teaching/learning planning, international dialogue, tools / technologies, curricula, learning environment, learning processes, social inclusion.