

## **RT23 | REFLECTIONS ON EMERGENT PEDAGOGY IN URBAN DESIGN**

### **Chairs**

- Dr Elisabete Cidre, UCL Bartlett School of Planning, London.

### **Speakers**

- Georgia Butina Watson, Oxford Brookes University;
- Rachel Kallus, Israel Institute of Technology;
- Sara Sucena Garcia, Faculdade de Ciência e Tecnologia;
- Ali Madanipour, Newcastle University;
- Laura Novo de Azevedo, Oxford Brookes University;
- Michael Neuman, University of Westminster;
- Taner Oc, UCL Bartlett School of Planning.

### **Description**

The Journal of Urban Design (JUD) celebrated its 21<sup>st</sup> year in 2016 and published a Special Issue (21/5) on emergent pedagogy in urban design to coincide with the 2016 ACSP Annual Conference, in late October. The collection of papers in this special issue reflects on recent uses of curriculum and pedagogy in urban design educational practice through case-study/accounts or evaluations across several international contexts (Cidre, 2016). The ACSP roundtable opened with a brief summary of some of the viewpoints expressed in the special issue collection of papers (including Loukaitou- Sideris; Neuman; Speranza), followed by an engaging discussion with a panel (including Banerjee, Chatterjee, McDonald, Oc, Ryan) and the audience in order to consider current curriculum paths and new directions of design pedagogy. As the ACSP attracts mainly the US academic community, the debate was richly illustrated with US experience and case studies.

Routledge is currently supporting the development of a new book that expands the discussion and issues put forward in JUD 21/5 and the ACSP roundtable. As such we would like to continue and expand the debate initiated in late October and allow our European colleagues to participate, inform, and possibly contribute towards the achievement of this forthcoming book. As such, the roundtable will address the following questions:

- How does urban design sit alongside other disciplines in built environment education?
- How do we teach urban design?
- In what ways can we teach our students to think creatively and enable them to shape

memorable places?

- Has digital software changed ways of learning and undermined traditional skills?
- How do we balance practice and theoretical dimensions in the 'design' discipline/field?

By drawing from both international expertise and innovative educational practice in current urban design pedagogy this forum will enable discussion about the changing context of the design dimension of planning, particularly within the European context. This forum will seek to reflect on the emergent pathways of urban design education. These will inform the final structure of a forthcoming book.

### **References:**

Cidre, E.M.P. (2016) Pedagogical approaches to urban design education: new pathways for contemporary urban design practice, in Journal of Urban Design, 21 (5).

### **Key words:**

urban design; design pedagogy; design dimension of planning