



Project Team Meeting Buenos Aires 13-14-15 September 2017

CITYLAB MODULE

Universidad Autónoma de Nuevo León

Urban Project Workshop I and II:

Faculty of Architecture

Bachelor of Arts in Architecture

Undergraduate

Summer school and semester course

January 2017-June 2018

7-16 students per semester per module (2 are imparted at a time)

Teams of 2-4

SDG goal(s):

11.3 Enhance inclusive and sustainable urbanization

The objective of the module is to use PBL to generate architectural and urban projects that integrate spatial, functional, technical and regulatory issues in order to respond to the needs of the user or society and improve their quality of life. Student teams must propose 5 strategies with at least 3 different lines of action towards a sustainable and inclusive urban design, as well as a masterplan proposal that helps to reduce consumer culture in Monterrey. The urban area where they are working changes each semester and with it the character of the problem also is modified.



General description of the module

Students are co-designers of the research interests and the final outcomes. However, the urban area to be worked on is selected by a faculty-wide committee. They are actively engaged with the area, propositive, inquisitive and motivated with each implementation of the citylab module.

The module is an obligatory part of the curriculum for architects as Urban Workshop I and Urban Workshop II, we are trying to make it also an optional course for the faculty of Health, Civil engineering, Industrial Design, and Social Science.

So far, the multidisciplinary character of the module has only been regarding the experts and consulting teachers involved, but we are offering the course as an optional course for several faculties starting January 2018.

World Café

<< What are the results of the world café organized at your institution? >>

The results of the world café showed both enthusiasm and reservations for PBL because of perceived strengths and weaknesses in traditional teaching.

<< Which barriers were defined? >>

The barriers detected for the participants were the coordination with external agents, it depends of the academic programs and calendars of the course, the lack of multidisciplinary team of students, the university scheme is divided in careers for each faculty, the implementation of qualitative evaluation notes, the university is based on a quantitative evaluation system and the preparations of students for a PBL model.

<<Which new insights did you get out of the world café? How were they implemented in the module?>>

After the results of the world café a capacitation course for professors was implemented during the summer intersemestral period in order to communicate to professors the advantages of the PBL model, mitigate the concerns about its implementation and develop their abilities as facilitators of PBL courses.

Cross faculty collaboration

<<What are the barriers and success factors in the cross faculty collaboration of your CITYLAB LA module?>>

So far we have had administrative barriers because of the way our class enrollment process works. Other faculties can agree to offer the course to their students, but the students don't give it priority if it doesn't offer them usefull credits.

<<Formulate recommendations to improve involvement of other faculties and implementation?>>

We plan to launch a multi-faculty marketing campaign for the citylab module and communicate its relevance to relevant faculty leaders.

<<How did you enhance interdisciplinary and transdisciplinary competences?>> By opening up the expected outcome of the course to the needs of the enrolled students, and by placing emphasis on 2st century skills like team collaboration, technology, critical thinking, information literacy, and not just the learning outcomes marked by our course syllabus.

Involvement of local stakeholders

WHO? Professors from other faculties and other local universities. Agents from the Municipal Planning Institution, and civic agencies related to sustainable urban planning.

HOW? How will these stakeholders collaborate in the module? As counselors throughout the course.

WHEN? When will these stakeholders be consulted/involved in the module? First once the students have done a primary site analysis, then during key moments of the course, like midjuries and presentations.

<< What are the barriers and success factors in the collaboration of the local stakeholders?>> One barrier is their sustained availability, because of their agendas sometimes this is difficult to coordinate and we have to be flexible in our course schedules. One success factor is their knowledge, and the fact that students feel like stakeholders as well in shaping the future course of the city.

<< Was their an increase in collaboration between local stakeholders and your institution?>> Yes, now almost every urban project is a real project in our faculty. Also, although the module is only imparted by the campus team. many teachers took our PBL course for teachers that we offered during summer 2017 and now they are involving local stakeholders and experts in their different courses throughout all levels of the undergraduate degree.

Students

<< How have students experienced the PBL methodology?>>

...We implemented an end of course survey last semester, and found that 78.5% of students felt they comprehended concepts better in the citylab module using PBL than in a traditional course. 78.6% considered the citylab module fomented collaborative learning. 14.2% of the students felt that the course was not graded fairly. Among the criticism for the module, students felt that it was unfair that the stakeholders opinion impacted their grades, and felt confused by conflicting expert opinions. Positive comments included that the course was more dynamic, that everyone was useful and woking with something that interested them, that they liked the discussions, that they liked the continuity and sense of community that the class created.

Since the module is imparted by several teachers each semester, each group is different, some have more evident leaders and are better at self-irganising, others are more passive and need more prompting to get adjusted to this new way of working.