

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

CITYLAB MODULE

SIMÓN BOLÍVAR UNIVERSITY

Citylab module: DEVELOPMENT OF URBAN PLANS (URBAN WORKSHOP IX)

Department offering the module: Urban Planning.

Program: Urban Planner - **Level :** Undergraduate.

Modality: Workshop- **Term :** January-March 2017

Total number of students: 3 **Number of students per group:** 3

SDG Goal: 11. Make cities and human settlements inclusive, safe, resilient and sustainable. **11.3.** Enhance inclusive and sustainable URBANIZATION and capacities for participatory, integrated and sustainable human settlement PLANNING and management in all countries.



General description of the module



Role of the students. Active and Participant: By identifying urban problems and establishing a hierarchy of problems and strengths they generated proposals of urban intervention, incorporating the understanding of complex situations and the sustainable development approach.

The students had contact with local actors, professors, and other students and were able of making decisions, working as a team, and to exercise their oral, written and graphic communication skills.



Integration with the existing curriculum. The module already is part of the fourth year of the career of urban planner and with the experience of PBL, it was decided to relax the teaching method to reinforce the student's role in building his own knowledge. It is hoped to be able to replicate this approach in other urban workshops.

Multidisciplinary character of the module. It was motorized through the exchange of students with professors (architects, urban planners, geographer) and students of architecture and urbanism as well with professionals from the Metropolitan Institute of Urbanism of the Caracas's Metropolitan Government and some community leaders, whose debates represented an important input for students.

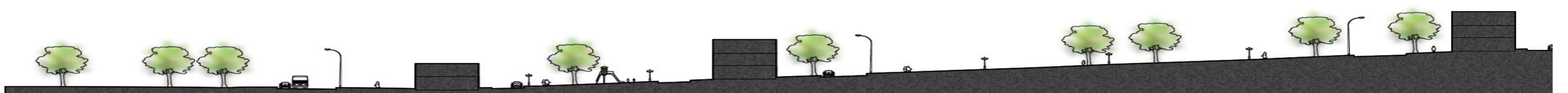


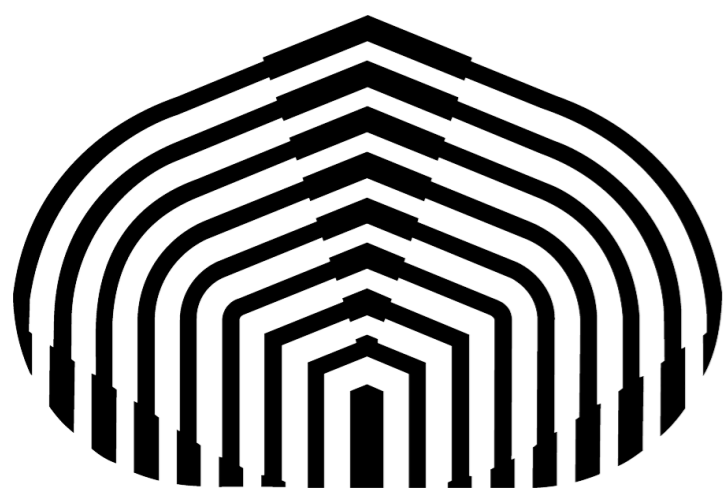
Involvement of local stakeholders



The government of the Caracas Metropolitan Area, through the Metropolitan Institute of Planning workshop Caracas-IMUTC (imutc.org) provided information regarding the study area and technical support for this Citylab Module. The area studied is one of the priorities of its strategic plan. Two Urban Planner IMUTC, Zulma Bolivar (president) and Kenny Cayama, participated as advisors and jurors.

This experience ratifies the university's alliance with the local actors of the city for the study of real cases, considering that the urban planner and architecture careers already handled as a teaching strategy this approach to local actors, through the institutionalization of agreements or agreements and collaborations between professionals. However, one of the common barriers was the limited academic calendar of 12 weeks and the availability of government representatives for the meetings.





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CITYLAB MODULE

SIMÓN BOLÍVAR UNIVERSITY

Citylab module: ARCHITECTURAL DESIGN STUDIO VII-VIII-IX

Department offering the module: Architecture, Design & Fine Arts.

Program: Architecture Level : Undergraduate.

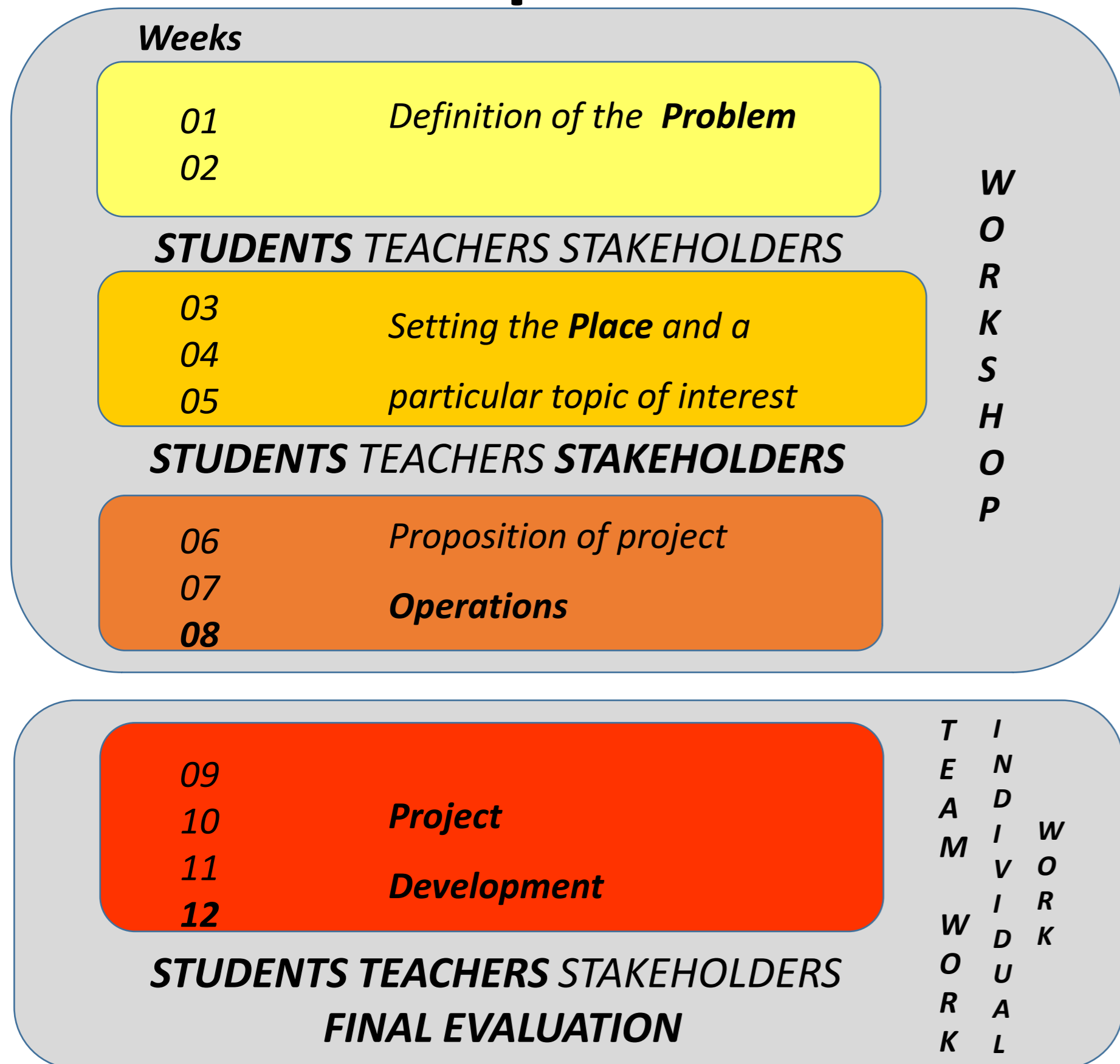
Modality: Workshop Term: January-March 2017

Number of students: 22 Number of students per team: 2-6



SDG Goal: 11. Make cities and human settlements inclusive, safe, resilient and sustainable. **11.3.** Enhance inclusive and sustainable URBANIZATION and capacities for participatory, integrated and sustainable human settlement PLANNING and management in all countries. **11.7.** Provide universal access to safe, inclusive and accessible green areas and public spaces, in particular for women and children, the elderly and persons with disabilities.

General description of the module

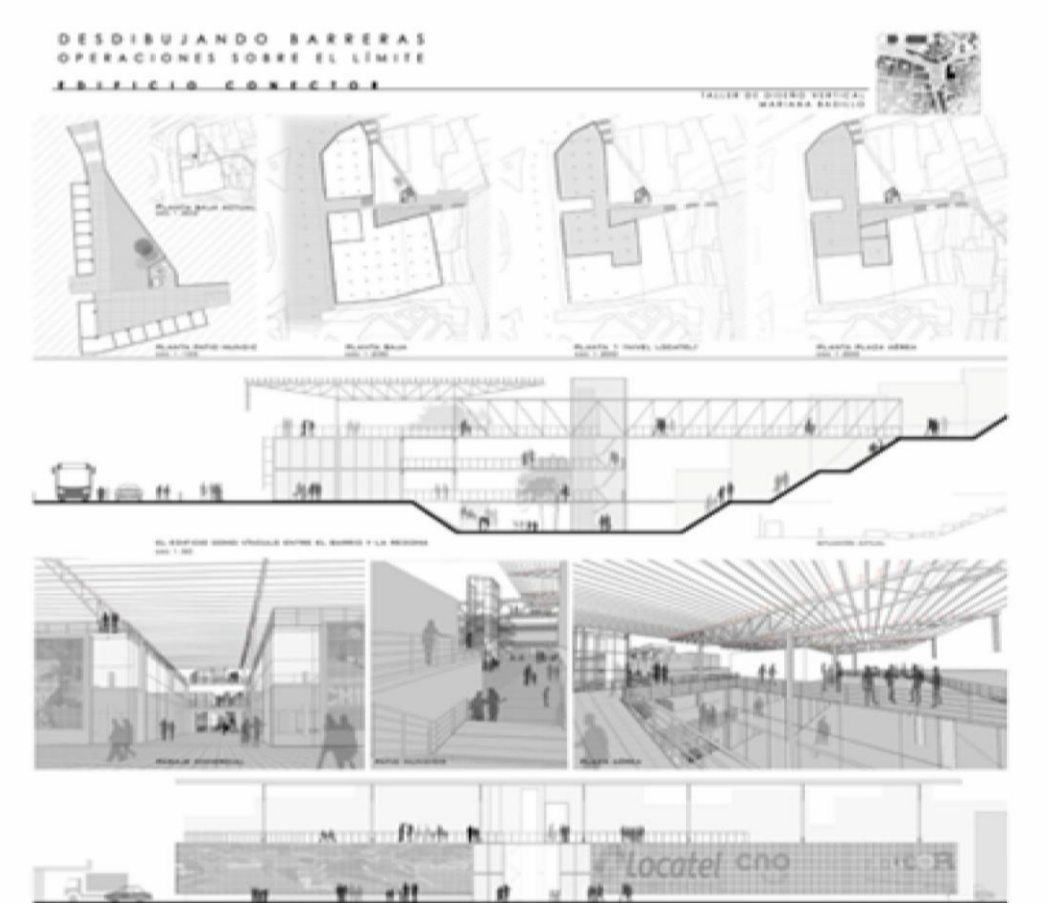


Integration with the existing curriculum:

The module is already part of the five year architecture studies, and with the incorporation of the PBL experience, the construction of knowledge focused on the student, supported by the exchange with other professionals and local actors.

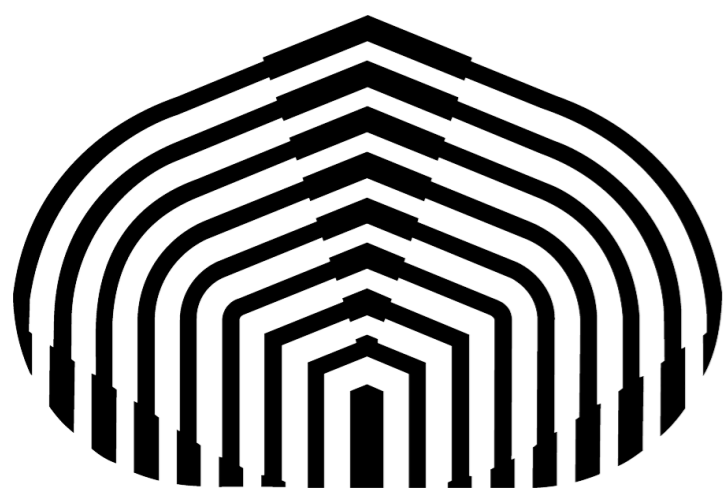
Multidisciplinary character of the module:

The students had the opportunity of interact with professors (architects, urban planners), independent professionals (engineering) and students of other disciplines; as well as with professionals from the Sucre Municipality. Equally, a teacher expert in educational theory was present at several times to monitor and to document the process.



Involvement of local stakeholders

The government of the Sucre Municipality, through one of the member of the Municipal Legislative and some professionals of the mobility and social departments provided information. The added value in this experience was the greater contact with the inhabitants of the place of study, to whom the students made special consultations and later they presented the advances of the workshop to know their expectations.



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World Café



The world café strategy was applied to double level: debate and reflection in small groups of students, both of the same course as with students of other courses of the same career; and exchange between the teachers in order to talk about the PBL approach and its application in the selected modules. These meetings facilitated the construction of the knowledge between the students and professors, and the enrichment of approaches, as well as it allowed to define and coordinate the educational strategies under a collaborative attitude.

As barriers to the process of development we identified the limited availability of time and the lack of coincidence of academic schedules among teachers and students of the both carrers.

Students Evaluation of the PBL Experience.

Responsability in urban proposals

52,6 % Students and Proffesors
42,1% Students

Strategies for obtaining information and data.

65,8% Preliminary Review of Information and visits.
17 % Interviews, Surveys and Consultations with local actors

Contribution of invited students and proffesors

73,6% Expand Approaches / New Approaches or Points of View

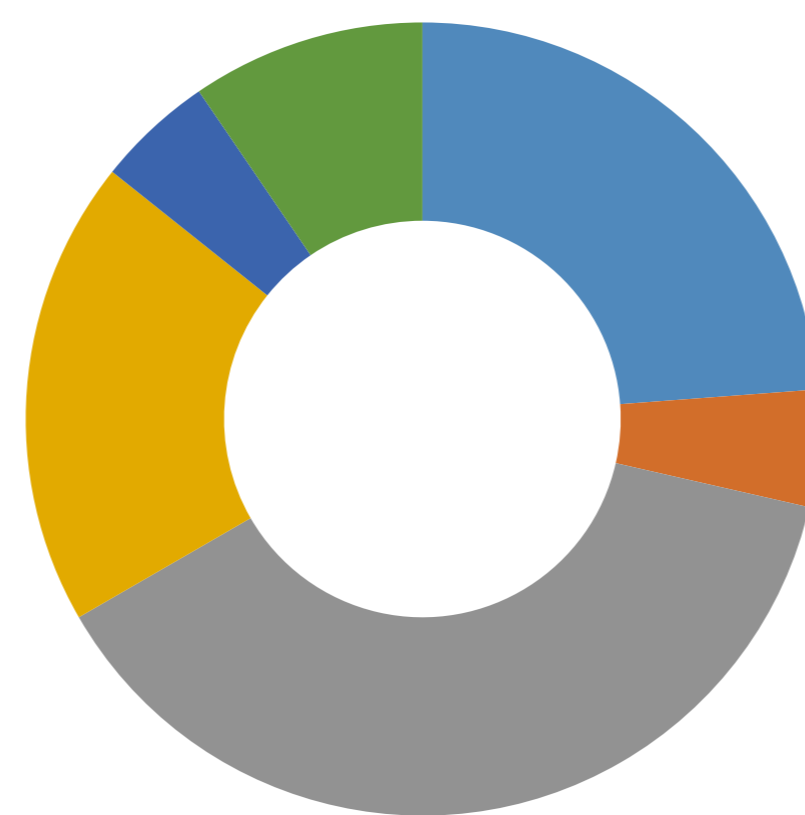
Interaction Strategy with the local actors.

84,6% Meetings and Talks.

PBL Methodology (average mark).

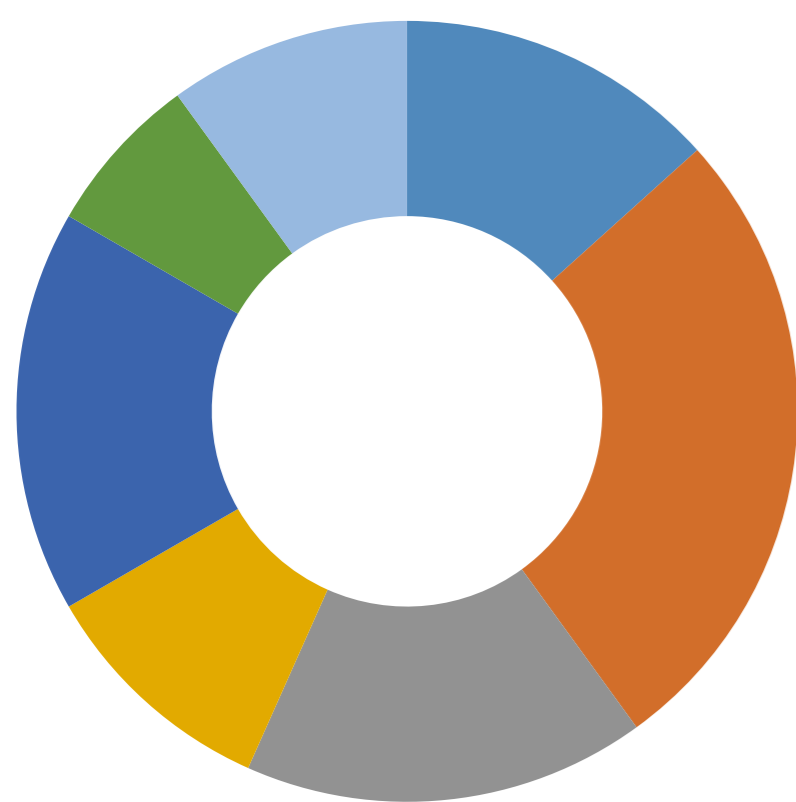
4/5 Utility, Complexity, Dedication, Teamwork and Frecuency of communication.

Contribution from the local actors.



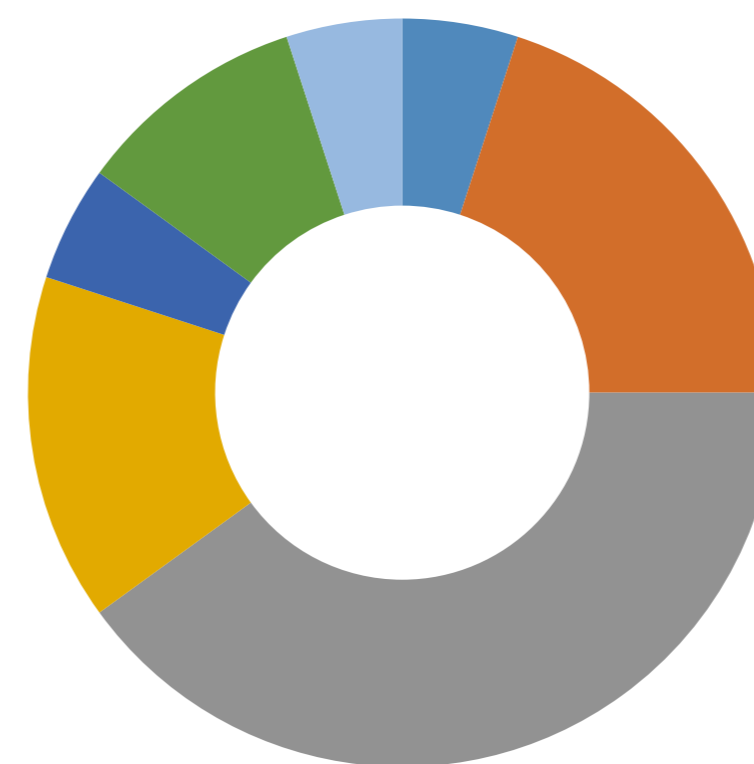
- Real contact with the problem to solve it
- Solutions to real problems are formulated
- It allows to understand the community, its way of life and the possibilities of taking advantage of spaces
- New perception of the city
- Broaden the views on reality
- Compilation of necessary information

Strengthening of competences.



- Promotes research and teamwork
- Approach to reality
- Promotes debate and new approaches
- Contact with the community
- Generation of feasible and diverse solutions
- Apply knowledge in real cases
- Helps improve communication

Application of PBL in other courses.



- Teamwork
- Greater interest for the student
- Broaden the vision and approaches
- Promotes debate
- Generates multiple solutions
- Generates feasible projects
- Not responding

Professors' Evaluation of the PBL Experience.

Applying a mixed modality of the PBL, the case study was defined between the student and the professors, and the problems were identified by the students. The meetings, teamwork sessions, visits and consultations favored the construction of knowledge. The resulting projects were produced independently by the students, in multidisciplinary teams. The experience increased the communication skills, teamwork, multidimensional analysis, synthesis, construction of agreements, initiative, innovation and academic performance. PBL demands more time and dedication for both teacher and student.



Cross faculty collaboration

Barriers: faculties schedules, and a very short academic term (12 weeks). **Success factors:** Tradition of collaborative work, previous links university with local governments, and the use of information technologies. **Recommendations to improve:** To include modalities of exchange to strengthen multidisciplinary, to coordinate the schedules in common, and to specify the debate based on the questions and commitment of problem solving. **For interdisciplinary and transdisciplinary competences:** To increase the support for the meetings in the classrooms, government headquarters and communities. Promote public forums in the university and online to take advantage of the different visions.

