

1. Record Nr.	UNINA990006282510403321
Autore	Compagna, Francesco <1921-1982>
Titolo	I terroni in citta' / Francesco Compagna
Pubbl/distr/stampa	Bari : Laterza, 1959
Descrizione fisica	265 p. ; 24 cm
Collana	Libri del tempo Laterza ; 52
Disciplina	307.76
Locazione	FGBC
Collocazione	XXI COLLEZ.15 (52)
Lingua di pubblicazione	Non definito
Formato	Materiale a stampa
Livello bibliografico	Monografia
2. Record Nr.	UNINA9910733295103321
Titolo	Engaged urban pedagogy: participatory practices in planning and place-making
Pubbl/distr/stampa	UCL Press
Descrizione fisica	1 online resource (276 p.)
Collana	Engaging communities in city-making
Altri autori (Persone)	NatarajanLucy ShortMichael
Disciplina	307.1216
Soggetti	City planning Education, Urban Sociology, Urban
Lingua di pubblicazione	Inglese
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## Sommario/riassunto

Engaged Urban Pedagogy presents a participatory approach to teaching built environment subjects by exploring 12 examples of real-world engagement in urban planning involving people within and beyond the university. Starting with curriculum review, course content is analysed in light of urban pasts, race, queer identity, lived experiences and concerns of urban professionals. Case studies then shift to focus on techniques for participatory critical pedagogy, including expanding the 'classroom' with links to live place-making processes, connections made through digital co-design exercises and student-led podcasting assignments. Finally, the book turns to activities beyond formal university teaching, such as where school-age children learn about their own participation in urban processes alongside university students and researchers. The last cases show how academics have enabled co-production in local urban developments, trained community co-researchers and acted as part of a city-to-city learning network. Throughout the book, editorial commentary highlights how these activities are a critical source of support for higher education. Together, the 12 examples demonstrate the power and range of an engaged urban pedagogy. They are written by academics, university students and those working in urban planning and place-making. Drawing on foundational works of critical pedagogy, they present a distinctly urban praxis that will help those in universities respond to the built environment challenges of today. **Praise for Engaged Urban Pedagogy** is an important book, and its editors are to be congratulated in making the case... that 'engaged urban pedagogy' has potential in helping tomorrow's education and practice meet those challenges.'

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