

Teaching about circularity or climate change in relation to urban design is an ambitious endeavor. The flexibility of this discipline that is focused on developing critical thinking through experiential learning is allowing students to explore complexity of content. Besides, it is an approach that is preparing students to increase their level of autonomy by building on transversal competences such as team work, communication, learning how to learn.

Certificates of participation are given to all students - upon request, and the theme of this edition is closely related to the CircularCityChallenge project - Creating the Next Generation Participatory Contest for Young People to Integrate Circularity in School Curricula.

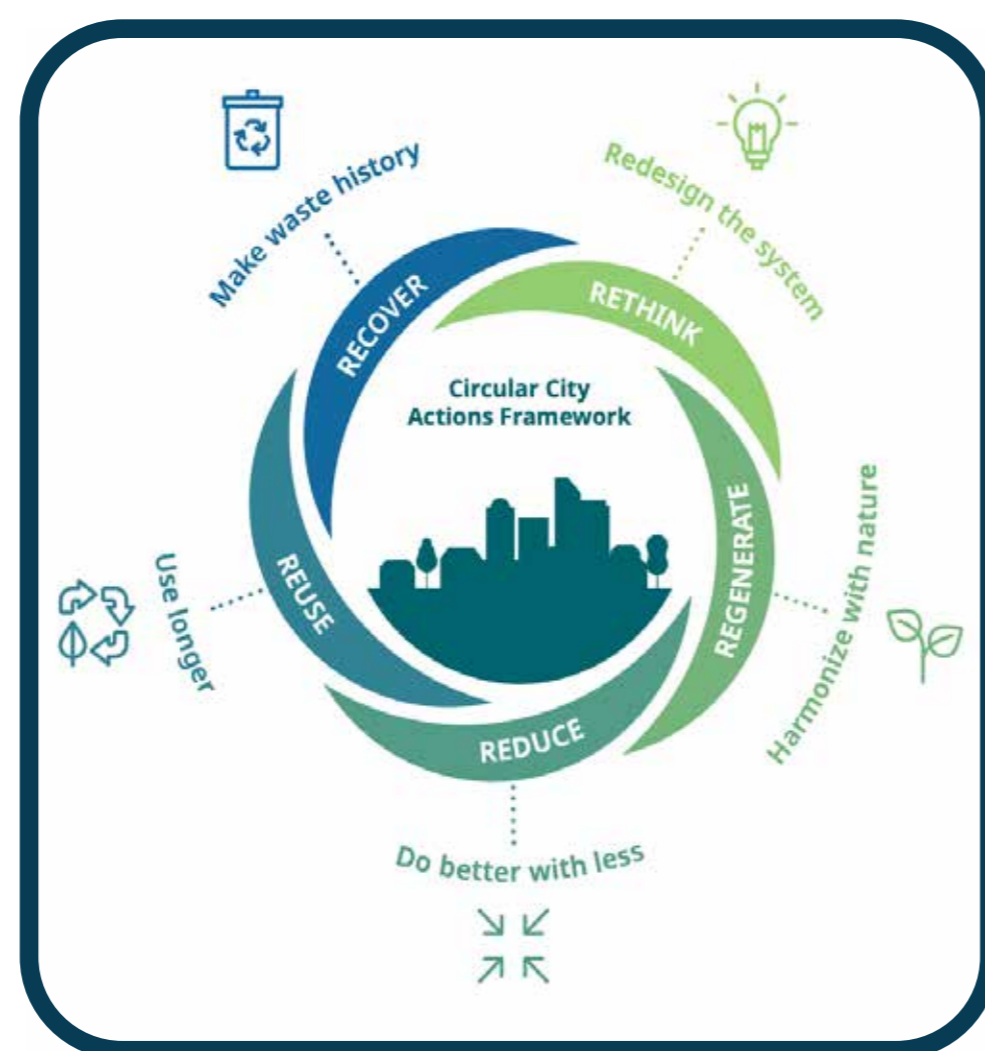
Communications demonstrating:

- a good understanding of the theme of the edition which is directly related to the theme of the CircularCityChallenge project (which will be explained as follows, in section A of this call),
- formulation of relevant research questions in relation to the subject of the CircularCityChallenge project and defining the main subject of the work
- the ability to select and process useful bibliographic references that clarify both the important notions for the chosen subject and the description and analysis of a case study
- the ability to extract and present conclusions/principles that will influence design decisions at the PUZ level (helping for the FU degree)/choosing working methods for bachelor or master theses (for students from other Faculties) .

A comparative perspective on teaching methods is allowed by having two editions of ARUD communication sessions that are connected to research projects: the 2021 edition was based on InClimate international project within the Erasmus program).

The students' tendency was to collect information from the abundant online sources that was not leading to a coherent result in terms of guiding principles for urban design.

Experiential learning is meant to insist in building the capacity of students to keep their focus on the urban design principles that they have to identify in relation to a particular subject.



https://circulars.iclei.org/wp-content/uploads/2021/10/Circular-City-Action-Framework_V2.pdf

Principles of experiential learning:

- learners should be active participants,
- knowledge is situated in relation to a context that is setting specific conditions of space and time,
- learners do get in touch with something that is new to them
- this novelty is bringing some level of risk taking since it is connected to real life issues,
- meaningful learning is helped by a critical reflection of the learning process itself

H. Morris, "Experiential learning – a systematic review and revision of Kolb's model", Interactive Learning Environments, 28:8, 1064-1077, Taylor and Francis, 2020



Visual support for 2022/2023 edition of APUR online event

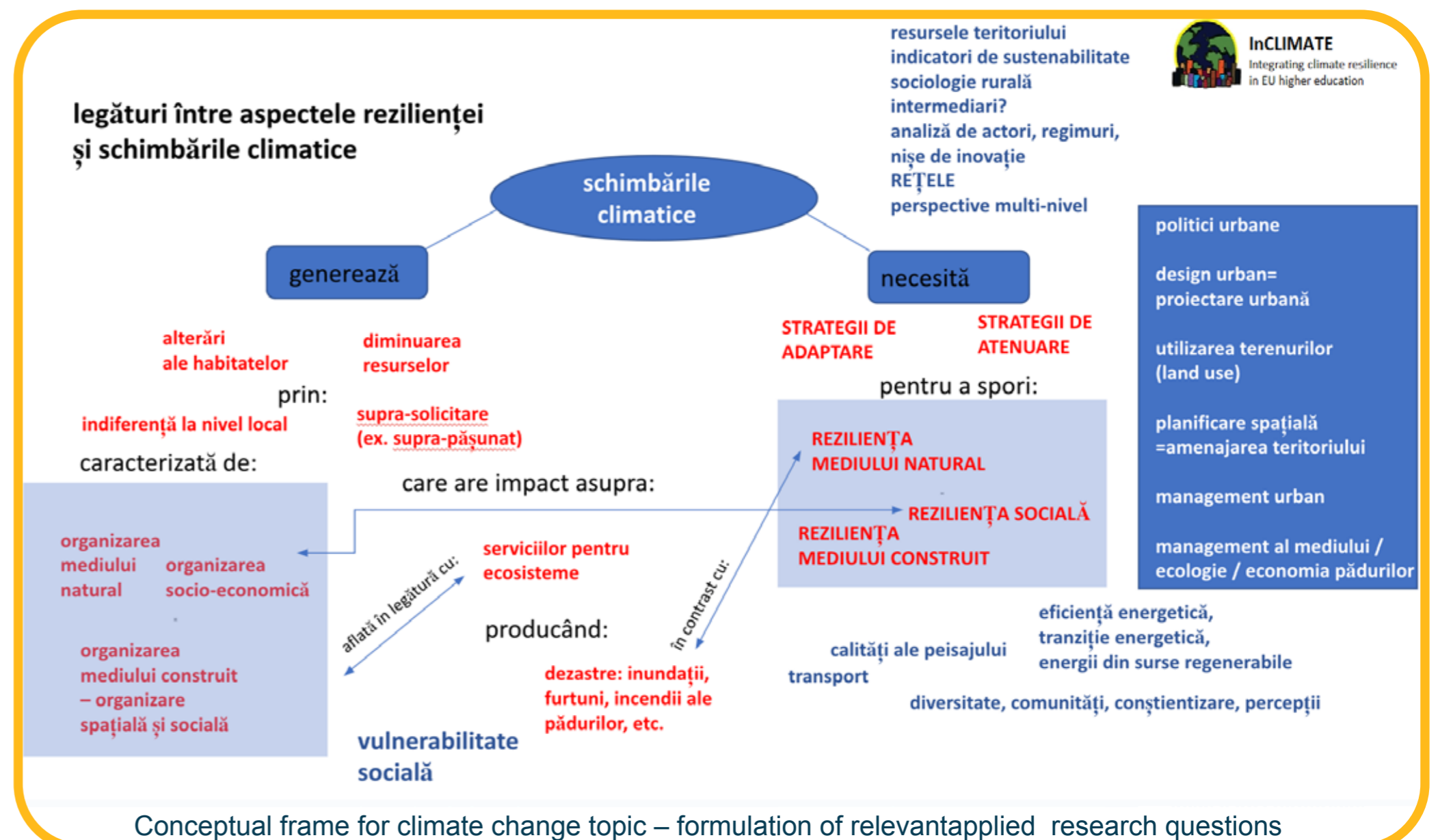
sesiunea de comunicări științifice studențești
EDIȚIA a VI-a
2022-2023

PROIECTARE URBANĂ PENTRU CIRCULARITATE ÎN ORAȘ

In the case of APPLIED RESEARCH AND URBAN DESIGN, the learning results are to be achieved through a frame in which points are given for presenting a paper in an online public event.

The public presentation is prepared during the semester, with guidance from the teaching team, in order to be able to formulate an applied research question in connection to urban design principles and then to select and apply the methods for finding the answers (literature review, case-studies, interviews). Also, it is a discipline engaging students in current professional debates from participating in summer schools, workshops, editorial projects, etc.

The flexibility of this discipline is high in terms of content but not in terms of method for allowing a learning by doing experience. The main aim is to develop critical thinking and autonomy through experiential learning. With this freedom, students are encouraged to explore complexity in terms of content.



Conceptual frame for climate change topic – formulation of relevant applied research questions

When guided to analyze processes and not just to describe results, through the case study method, although more difficult, becomes obviously useful in answering the research question and in defining guiding principles for urban design.

Both editions have shown that bachelor degree students in urban design programs are not willing or prepared to get invested in reading scientific literature of extensive lengths. One lesson for the teaching team was to select the references (even from gray literature) that are already on the operational side.

ACKNOWLEDGMENTS

Although the author of the present article had the coordination of this discipline since the academic year of 2020/2021, special recognition is to be given to Gabriel PASCARIU who created this flexible mechanism of ECTS from participating in various relevant events and introduced it in the curriculum.

Also, the teaching team for this discipline is not only giving guidance for each step of the process for preparing the Student Communication presentation, but they are also doing extra-work for connecting this discipline to undergoing research projects and to organize the communication session. Hence, special appreciation has to be given to: Laura TUCAN, Eugen MARINESCU, Matei CHOCECI, Dana MILEA.