



UPRUN⁺

Teaching Manual



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This teaching manual was developed as part of the project **Urban Planning for Social Resilience in Urban Neighborhoods. Transformative Change through Civic Engagement (UPRUN)**. The project aimed to provide future planners and other built environment professionals with a more sophisticated understanding of neighborhood resilience and the role of civic engagement in fostering transformative change.

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1. Introduction

Welcome to this manual for the course Urban Planning for Social Resilience in Urban Neighbourhoods: Transformative Change through Civic Engagement. It helps you as an educator to plan and deliver the course by explaining its purpose, structure, and teaching approach. You will find practical guidance on how to use the materials effectively, adapt them to your own context, and engage students in meaningful learning experiences.

The course builds on insights from the UPRUN project (Planning for Social Resilience in Urban Neighbourhoods) and explores how civic engagement supports neighbourhood development and urban transformation. Key topics include citizen initiatives, participation and co-production, social infrastructure, public space, and the roles of municipalities and civil society in community-driven change. By addressing these themes from multiple perspectives, you can encourage your students to reflect critically on how planning practices can strengthen social resilience across diverse urban contexts.

This manual is designed for flexible use. You may teach the entire course as a full semester module or select individual units and teaching formats that best fit your institutional setting, discipline, or student group. The materials have been tested across different countries and academic fields, including architecture, civil engineering, urban design, planning, and economics, and can easily be adapted to local circumstances. The manual also outlines ways to connect theory with practice through case-based and problem-based learning approaches such as workshops, simulations, role plays, or flipped-classroom formats that promote active participation and collaboration among students.

All teaching resources are available on [Learning-UPRUN](#). We invite you to tailor these materials creatively within your own courses and share feedback or additional resources so that the platform continues to grow as a living repository for innovative teaching on civic engagement and socially resilient urban development.

Course Title	Urban Planning for Social Resilience in Urban Neighborhoods: Transformative Change through Civic Engagement
Target Audience	• Bachelor's and Master's students in urban planning, architecture, urban design, civil engineering, geography, public policy, and related fields • Suitable for interdisciplinary cohorts • Adaptable for professional development contexts
Level	Intermediate to advanced undergraduate / graduate level No prior expertise in civic engagement is required; basic planning knowledge is recommended.
Recommended Duration	Standard format: 12–14 teaching sessions (one semester) Flexible use: units can also be used in shorter modules, workshops, or studio courses

Overall Learning Objectives	By the end of the course, students will be able to: • Explain key concepts of civic engagement, co-creation, co-production and social resilience in urban contexts. • Analyse relationships between public institutions, civil society actors and other stakeholders in neighbourhood development with regard to their contribution to socially resilient communities. • Critically assess participatory planning approaches in terms of inclusivity, power relations, limitations and transformative potential for strengthening social resilience at local level. • Apply frameworks of community and social resilience to real-world case studies using problem-based or case-based learning methods. • Design or propose community-driven interventions that integrate spatial design with social innovation and collaborative governance strategies aimed at enhancing social resilience within urban neighbourhoods. • Reflect on their own role as future professionals contributing to inclusive and socially resilient urban transformation through dialogue and co-production across disciplines and sectors.
Core Components	• 18 modular teaching units in three thematic sections • Case study database (30+ European cases) • Teaching formats: lectures, workshops, simulations, role play, problem-based learning • Two assignment pathways: discussion paper or studio-based design project
Teaching Philosophy	The course combines theory with real-world cases and interactive formats. It supports experiential, collaborative learning and prepares students for participatory and socially responsive planning practice.
How to Use This Manual	You can: • teach the full module in sequence, • select thematic clusters, or • integrate individual units into existing courses or studios. All materials on Learning-UPRUN can be adapted to local contexts.

Figure 1: Course at a Glance

2. Course Structure

This course helps you prepare future planners, architects, urban designers, and other built-environment professionals to understand **social resilience at neighborhood level** and the role of **civic engagement** in shaping sustainable cities.

How to Use the Course Structure

This chapter explains the overall structure of the course and how the teaching units are organised. The course is designed as a modular framework that can be adapted to different disciplines, institutional contexts, and teaching formats.

Section 2.1 introduces the three core thematic areas that structure the course: community engagement and neighbourhood development, participatory planning and co-production, and community resilience and place-based leadership.

Section 2.2 provides an overview of the 18 available teaching units and suggests how they can be organised across a semester. Instructors may follow the suggested sequence or select individual units depending on available time, course objectives,

The course links civic action with urban transformation. Students explore how public space, community initiatives, participatory planning, and collaborative governance can support more just and resilient neighbourhoods. Through theory and practice, students identify strategies that strengthen social participation, collective action, innovation, and learning in local communities.

The course is interdisciplinary. It combines design thinking and grassroots perspectives with institutional viewpoints on municipal action. It also encourages students to reflect on their future roles as professionals working with communities through inclusive planning and design.

The course is designed for flexible implementation. It is typically taught over one semester (about **12–14 sessions**), but you may also select thematic areas or individual units depending on your institutional needs, discipline, and regional context.

2.1 Core Themes and Conceptual Framework of the Course

To support coherent but flexible teaching, the course is organised into **three thematic sections**. The sections build on each other, but each one can also be taught as a stand-alone module. This allows you to adapt the course to your institutional context, discipline, and student cohort.

1 Community Engagement, Tactical Urbanism and Neighborhood Development

In this first section, you introduce your students to the core ideas and objectives of the course. Together, you explore various fields of civic action within urban neighborhoods and discuss the significance of community-based initiatives for local development processes. You guide students through conceptual approaches to **civic engagement**, **tactical urbanism**, and **community-led transformation** — laying the foundation for understanding how everyday practices and bottom-up initiatives contribute to shaping resilient neighborhoods.

2 Participatory Planning and Co-Production in Community Development

Building on these introductory insights, this second section focuses on **collaborative planning processes** between citizens, professionals, and public institutions. Here, you examine different forms of participation — from targeted stakeholder involvement to co-production — clarifying distinctions between cooperation and genuine co-creation in planning practice. Your students learn how to design effective **civic-public partnerships** while exploring ways municipalities can work hand-in-hand with community-based initiatives to achieve shared goals. This section emphasizes practical methods for participatory design and governance while inviting critical reflection on inclusivity and representation in planning processes.

3 Community Resilience, Transformative Capacity and Place-Based Leadership

The third section introduces advanced concepts related to building resilient communities. You present theoretical foundations of **community resilience** alongside strategies for strengthening local capacities through social infrastructures, networks, and leadership models. Together with your students, you explore topics such as fostering transformative change at neighbourhood or municipal levels, developing place-based leadership skills among actors involved in community development, and understanding how civic engagement contributes to long-term adaptability within urban systems.

Each thematic area provides a distinct perspective on civic engagement while remaining closely interconnected with the others. In the next section, you will find guidance on how these themes can be implemented over a semester, including suggestions for structuring your timeline as well as an overview of all 18 available teaching units that form the backbone of this course.

2.2 Course Implementation and Overview of Teaching Units

Each of the three thematic sections comprises approximately **five to six independent teaching units**, resulting in a total of **18 units** within the overall course framework (see figure 2). You are encouraged to select those units that best align with your teaching objectives or combine them across sections according to your thematic priorities, institutional requirements, or disciplinary focus. This flexibility allows you to adapt the course content to different educational settings and regional contexts while maintaining coherence across topics.

No.	Title	Type of Lecture
Community Engagement, Tactical Urbanism and Neighborhood Development		
1	Introduction – The role of neighborhood, well-being, urban development, and the increasing importance of civic actors	Mapping & spatial analysis, case-based learning, interactive seminar
2	The Intertwined Realities of Environment, Community, Sustainability and Resilience	Interactive seminar, blended learning, documentary learning
3	Civil society and civic engagement	Lecture, case-based learning, blended learning
4	Tactical urbanism as approach of citizen initiatives	Interactive seminar, case-based learning, simulation game or role play
5	What explains the performance of community-based initiatives?	Lecture, flipped classroom, case-based learning,
Participatory Planning and Co-Production in Community Development		
6	Co-Creation, Co-Production, and Community-Driven Neighborhood Development	Lecture, challenge-based learning, flipped classroom
7	Planning with people: a stakeholder simulation for resilient cities	Interactive seminar, case-based learning, role play
8	Design governance, constructive integration between formal (state/public) and informal (civil society/private) place-shaping modes	Interactive seminar, case-based learning, scenarios
9	Temporary residents and heritage: exploring forms of public-civic cooperation in a city without ownership	Interactive seminar, problem-based learning, simulation games
10	Participatory approach and social inclusion in cultural heritage areas co-creation (Urban Living Labs)	Interactive seminar, challenge-based learning, simulation game
11	Governance for Resilience – Designing Civic-Public Partnerships from the Municipal Perspective	Interactive seminar, challenge-based learning, simulation game or role play
12	Voices from the Ground – Community-led Urbanism and the Struggle for Integration	Interactive seminar, challenge-based learning, simulation game or role play

Community Resilience, transformative capacity and place-based leadership		
13	Community and social resilience – Voice of community and civic initiatives	Lecture, flipped classroom, challenge-based learning
14	Designing social infrastructure: enhancing community resilience through collaborative creation of public spaces and third places	Interactive seminar, problem-based learning, scenarios, flipped classroom
15	Spatial analyses for social resilience	Mapping & spatial analysis
16	Evaluating Community and Neighborhood Resilience	Interactive seminar, flipped classroom, case-based or problem-based learning
17	Transformative capacity and place-based leadership	Lecture, flipped classroom, case-based or problem-based learning
18	Conclusion / presentation of assignments	

Figure 2: Overview of Teaching Units

To help you plan your semester effectively, you might consider structuring your timeline as follows:

- **Weeks 1–4:** *Introduction phase* — focusing on *Community Engagement* topics and establishing conceptual foundations.
- **Weeks 5–8:** *Deepening phase* — addressing *Participatory Planning* approaches and integrating relevant case studies.
- **Weeks 9–12(–14):** *Consolidation phase* — exploring *Community Resilience* themes and applying knowledge through project work or simulations.



This suggested timeline serves merely as guidance; you can adapt it according to available time slots, student workload expectations, disciplinary orientation (e.g., architecture, urban design, civil engineering), or national and regional contexts. Flexibility remains central: Each unit provides materials that can stand alone or complement other lectures within broader curricula. By using this modular approach, you can tailor the content according to your pedagogical preferences while fostering interdisciplinary dialogue around civic engagement in urban transformation processes.

Combining theoretical insights with practical examples drawn from diverse case studies provided via **Learning-UPRUN** enables you to create dynamic learning experiences that resonate with students' interests and reflect real-world challenges faced by communities worldwide. Ultimately, this implementation guide is designed to support you in organizing your course effectively and ensuring balanced progression across topics while leaving room for adaptation, reflection, experimentation, and innovation in your teaching practice.

3. Teaching Methods and Approaches

In this chapter, you will find guidance on how to design your teaching practices in ways that actively engage students, foster inclusivity, and connect academic learning with real-world urban challenges. In the complex field of urban development, traditional instructional models often struggle to capture the multi-dimensional challenges involved in building resilient cities. The approaches presented here move beyond traditional instruction toward more participatory, reflective, and transformative forms of education – methods that mirror the very principles of civic engagement and social resilience explored throughout this course.

Designing Your Teaching Approach

This chapter presents pedagogical approaches and practical teaching formats that support the learning objectives of the UPRUN course. The methods introduced here are designed to help students actively engage with questions of civic engagement, social resilience, and neighbourhood development.

Section 3.1 introduces inquiry-based learning approaches such as case-based, problem-based, and challenge-based learning. These approaches encourage students to analyse complex urban issues and develop their own solutions.

Section 3.2 presents experiential and interactive teaching formats – including documentary learning, spatial mapping, simulations, and role plays – that allow students to apply theoretical concepts in practical and collaborative settings.

Section 3.3 discusses how these approaches can be combined through blended-learning strategies, digital tools, and reflective learning processes. Together, these methods create flexible learning environments in which students move from analysis to experimentation and reflection.

Our understanding of good teaching is grounded in collaboration, reflection, and co-production. Rather than positioning yourself as the sole transmitter of knowledge, you act as a facilitator who creates conditions for inquiry, dialogue, and shared discovery. Inspired by Action Learning Sets, this perspective encourages students to take responsibility for their own learning processes while benefiting from collective problem-solving within peer groups. In such settings, the classroom becomes a site of socially mediated knowledge, where diverse experiences are exchanged and new insights emerge through interaction.

Teaching for social resilience means cultivating an environment where learning is inclusive, meaning that every student feels recognized as both contributor and learner. This involves valuing different backgrounds, perspectives, and forms of expertise; encouraging open discussion; and linking theoretical content to lived realities in communities. Inclusive learning environments thrive when teachers guide students from concrete experience (for example through fieldwork or community-engaged

projects) toward reflective observation and ultimately active experimentation, enabling them to apply knowledge creatively in practice.

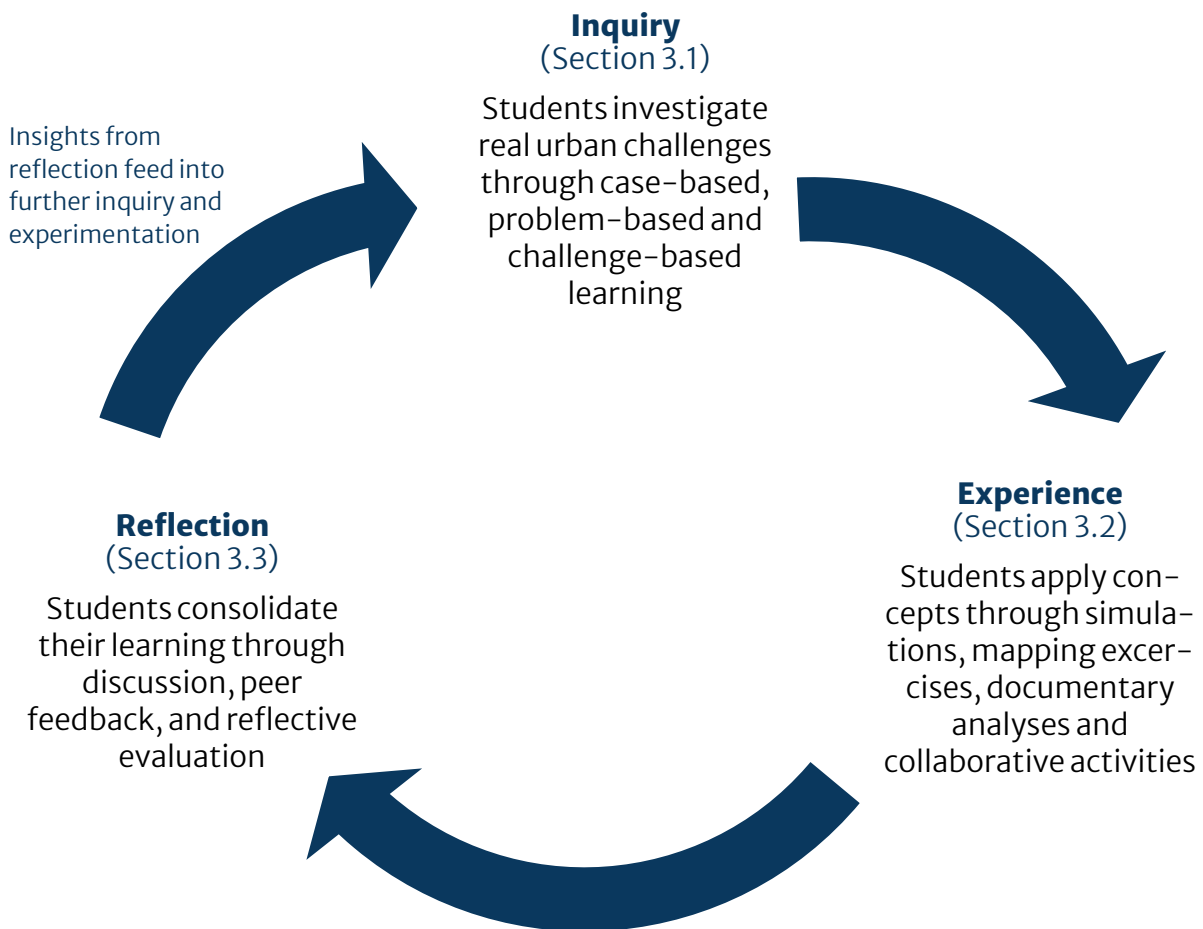


Figure 3: Learning Cycle in the Course (© UPRUN)

The core idea of the UPRUN project – Transformative Change through Civic Engagement – resonates with the broader “civic turn” in higher education, where universities are increasingly recognized as active agents of social innovation and community transformation within their regions. Teaching urban planning for social resilience therefore means preparing students not only to understand cities and neighbourhoods but also to act within them responsibly. Through Community-Engaged Learning (CEL) approaches that address real-world “wicked problems,” students develop both academic competencies and civic capacities essential for future professional practice.

Central to this process is transformative learning, which engages not only the intellect (“head”) but also emotion (“heart”) and action (“hands”). It invites critical reflection on assumptions about participation, power relations, or sustainability while empowering students to contribute meaningfully to community-driven change. Such learning experiences are inherently social as they rely on collaboration between students, educators, practitioners, and community members who together co-create new knowledge relevant for resilient urban development. For students preparing to plan resilient communities, the capacity for reflection-in-action is a crucial competency. It

enables them to navigate the complex social dynamics that arise during participatory processes and neighbourhood transformations. Through practicing adaptive thinking in unpredictable situations, they come to understand how theory guides action and how action, in turn, reshapes theoretical understanding.

To support these learning processes, this chapter introduces a set of teaching methods that place students in active roles as analysts, collaborators, and problem-solvers. Many of these formats simulate or recreate the kinds of negotiation, uncertainty, and multi-actor decision-making that characterize real urban planning processes. In doing so, they allow students to develop higher-order professional skills such as critical thinking, collaborative problem-solving, and strategic spatial reasoning within a structured yet exploratory learning environment. Ultimately, this chapter aims to inspire you as an educator to integrate these pedagogical approaches into your own teaching practice by facilitating active participation rather than passive listening; linking local realities with global perspectives; combining empathy with analytical rigour; and creating learning environments where civic learning translates into transformative outcomes. In the following sections, you will be introduced first to case-based and problem-based learning approaches before exploring blended-learning approaches and methods that support experiential engagement with issues of social resilience.

3.1 Inquiry-Based Learning Approaches

To effectively teach social resilience in urban neighbourhoods, your role as an educator is to connect theoretical concepts with real-world experiences. One way to achieve this is through inquiry-based learning approaches, such as **case-based**, **problem-based**, or **challenge-based** learning. These approaches place students at the centre of active inquiry rather than passive knowledge reception. Instead of simply receiving information, students investigate real situations, analyse complex problems, and collaboratively develop possible responses.

Inquiry-based approaches are particularly valuable in urban planning education because they mirror the realities of professional practice. Planners regularly face situations that are uncertain, contested, and shaped by multiple actors with different interests. By engaging students in structured inquiry processes, these methods encourage them to explore diverse perspectives, develop critical thinking skills, and design practical solutions grounded in civic engagement and community development.

While these three approaches share a common emphasis on active inquiry, they differ in their focus and level of application. Case-based learning centres on analysing real examples to understand how planning processes unfold in specific contexts. Problem-based learning invites students to investigate open-ended planning problems and explore possible responses. Challenge-based learning moves one step further by asking students to design and test concrete interventions that address real urban challenges. Together, these approaches gradually guide students from analysis toward action-oriented learning.

Case-Based Learning

In a case-based approach, students work with concrete examples that illustrate specific challenges or dynamics within urban neighbourhoods. By analysing these cases, they learn how planning decisions, social processes, and forms of civic participation interact in real contexts.

You can use case study reports from the UPRUN database as teaching materials; these examples offer rich insights into diverse local initiatives across Europe. Each case provides an opportunity for comparative analysis, allowing students to explore how varying cultural, institutional, and spatial contexts shape strategies for fostering social resilience. Through this process, students learn to identify patterns, compare governance arrangements, and reflect on how different planning approaches influence community outcomes. By working with real examples, students can better understand both the universal principles of community-driven urban transformation and the locally specific conditions that shape outcomes. This approach helps them appreciate the diversity of civic engagement practices across contexts (for example, in teaching units 3 and 6) while identifying transferable insights applicable to their future professional work.

Problem-Based Learning

Problem-based learning (PBL) moves beyond analysing existing cases by inviting students to address open-ended questions or challenges derived from real-world situations. Rather than working toward predefined solutions, students are encouraged to formulate and explore problems themselves. For example, students might investigate questions such as: How can municipalities sustain long-term collaboration with citizen initiatives? Which planning tools help create inclusive public spaces in socially fragmented neighbourhoods?

As an educator, your role is to guide this process by providing conceptual frameworks and methodological tools while allowing students significant autonomy in exploring strategies and testing ideas collaboratively. Through group discussions, research tasks, and iterative reflection, students gradually develop possible solutions to the problems they investigate. In this regard, PBL fosters critical thinking, teamwork, creativity, and self-directed learning – skills that are essential for future planners working on socially resilient cities.

Challenge-Based Learning

Challenge-based learning builds on similar principles but places stronger emphasis on developing and testing concrete interventions. Students not only analyse cases or define problems but also design practical responses to contemporary urban challenges (see, for example, teaching unit 14). In this format, students may work in teams to develop strategies addressing issues such as improving access to green spaces, strengthening social infrastructure, or enhancing participation mechanisms in diverse

neighbourhoods. The learning process often includes interactive activities such as simulations, scenario exercises, or role plays in which students assume different stakeholder perspectives (for example citizens, planners, municipal officials, or community organizations).

Through these activities, students experience how planning decisions emerge through negotiation and collaboration between actors with different interests and priorities. As a result, challenge-based learning helps students better understand the complexities of participatory planning and the power relations that shape urban transformation processes.

3.2 Experiential and Interactive Learning Formats

Experiential and interactive learning formats allow students to actively engage with the social, spatial, and political dimensions of urban resilience. Instead of only discussing concepts in abstract terms, students apply theoretical knowledge through observation, negotiation, and collaborative problem-solving. These formats complement inquiry-based learning approaches by providing practical learning environments in which students can test ideas, explore different perspectives, and reflect on the complexities of real planning processes.

Such activities often combine in-person interaction with digital tools, enabling flexible and inclusive learning environments. By integrating methods such as documentary analysis, spatial mapping, or simulation exercises, educators can encourage students to connect theoretical insights with real-world contexts while developing analytical, communicative, and collaborative skills relevant for participatory urban planning.

Documentary Learning

Short films and documentary material can serve as powerful entry points for exploring urban resilience and civic engagement. Carefully selected documentaries, such as those produced by UN-Habitat or similar organizations, illustrate grassroots initiatives, participatory planning processes, and urban transformation projects from different regions. These visual narratives help students understand how theoretical concepts manifest in everyday urban practices and community-driven initiatives.

To make documentary viewing an active learning experience, instructors can structure the session through guided observation and reflection. Instead of showing a film in its entirety, the documentary may be divided into short segments. After each segment, students can respond to questions, participate in polls, or discuss their observations in small groups. Digital tools such as Mentimeter or Wooclap allow instructors to collect responses quickly and visualize different interpretations within the class. These pauses provide opportunities to connect what students observe with theoretical concepts introduced in the course. For example, students might identify elements of social infrastructure, forms of civic participation, or spatial inequalities represented in the film.

They may also compare the featured initiatives with experiences from their own communities, encouraging reflection on similarities and contextual differences.

Documentary learning therefore transforms passive viewing into an analytical activity in which students interpret real-world examples and engage emotionally with urban narratives. By combining visual storytelling with discussion and reflection, this method can stimulate critical thinking and deepen students' understanding of the social dynamics underlying resilient urban development (see, for example, teaching unit 2).

Mapping and Spatial Analysis

Mapping and spatial analysis activities help students explore the physical and social dimensions of resilience through empirical observation and spatial interpretation. By analysing neighbourhood environments and visualising spatial patterns, students learn how social conditions, infrastructure, and environmental risks interact within specific urban contexts.

One common method is empirical neighbourhood mapping, in which students document features of their own neighbourhoods through photographs, field notes, sketches, or simple maps. These observations can be linked to indicators of resilience, such as access to public space, availability of social infrastructure, or exposure to environmental risks. Through this process, students begin to recognise how spatial arrangements influence social interaction, accessibility, and community wellbeing. More advanced courses may integrate Geographic Information Systems (GIS) or Public Participation GIS (PPGIS) tools, allowing students to conduct social vulnerability mapping, hazard risk analysis, or participatory mapping of community needs. In addition, analytical frameworks such as SWOT analysis can help students systematically evaluate the strengths, weaknesses, opportunities, and threats of specific neighbourhoods in relation to resilience.

Mapping activities are particularly valuable because they translate abstract discussions about resilience into concrete spatial observations. They encourage students to combine qualitative insights with spatial evidence and to develop visual representations of complex urban dynamics. In many teaching units, the findings from mapping exercises later serve as the empirical basis for simulations, design proposals, or collaborative planning exercises (see, for example, teaching units 1 or 15).

Simulation Games, Scenarios, and Role Plays

Simulation games and role-playing exercises allow students to experience the negotiation processes that shape urban development. In these activities, educators recreate realistic planning situations in which students must analyse problems, represent stakeholder interests, and collaboratively develop solutions.

In role-play simulations, students assume the positions of different stakeholders involved in urban development processes, such as municipal planners, citizen representatives, NGO leaders, or private developers (see, for example, teaching units 7 or

10). These roles are often distributed through role cards that describe the stakeholder's interests, responsibilities, and constraints. Working within these assigned perspectives, students negotiate planning decisions and experience the tensions that frequently arise between civic initiatives, institutional frameworks, and market actors.

In some teaching units, simulations are further structured through elements of gamification that help replicate the time pressure and uncertainty of real planning processes (see, for example, teaching unit 4). Instructors may introduce time-limited negotiation rounds, role cards with hidden interests, or challenge tasks that require groups to adapt their proposals in response to changing conditions. Such mechanisms encourage active participation while highlighting how information asymmetries, competing priorities, and professional perspectives influence decision-making.

Scenario planning exercises can also be used to explore long-term uncertainties. Students may be asked to imagine alternative futures for neighbourhoods affected by demographic change, climate impacts, or economic transformation. By comparing different planning strategies, participants reflect on how policy choices, for example investments in green infrastructures or community-managed facilities, may influence resilience outcomes over time.

Role-playing formats also strengthen communication and negotiation competencies essential for participatory planning. Students learn to articulate their own positions clearly while listening to and responding to the perspectives of others. For example, stakeholder simulations (see, for example, teaching units 11 and 12) invite students to negotiate an urban intervention through clearly defined roles representing different institutional and community perspectives. Participants may take on roles such as an initiating actor proposing a project, a governmental authority responsible for regulatory oversight, community representatives affected by the intervention, expert advisors providing analytical evidence, or policy actors representing broader governance frameworks.

To ensure meaningful learning outcomes, simulations should be followed by structured reflection sessions. During these debriefings, students analyse the decisions made during the exercise, discuss conflicts that emerged during negotiation, and connect their experiences to theoretical concepts introduced in the course. Such reflection helps shift the focus from “winning” the simulation toward understanding the social dynamics, power relations, and collaborative processes involved in urban governance. Through these experiential learning formats, abstract theories of participation, governance, and resilience become tangible experiences. Students not only discuss collaborative planning processes but actively participate in them, allowing knowledge to emerge through interaction, negotiation, and reflection.

Guest Lectures and Practitioner Engagement

In addition to the teaching formats described above, practitioners such as municipal planners, community organisers, architects, NGO representatives, or leaders of civic initiatives can be involved as guest contributors to the course. Practitioner engagement

can provide students with valuable insights into how concepts such as civic engagement, co-production, or social resilience unfold in real planning contexts.

Guest sessions may take different forms. Practitioners may present their own projects, discuss specific case studies from the Learning-UPRUN database, or participate in moderated conversations with students about challenges encountered in practice. Such exchanges help students connect theoretical frameworks with lived experience while also exposing them to the complexities of decision-making, negotiation, and collaboration in urban development processes. When international case studies are used in the course, local practitioners can still play an important role by reflecting on similarities and differences between the presented cases and their own regional contexts. This comparison often stimulates critical discussion about how governance structures, cultural conditions, or institutional frameworks shape civic engagement processes in different places.

3.3 Integrating Methods for Teaching Social Resilience

Teaching social resilience in urban neighbourhoods requires learning environments that connect theory with practice, analysis with action, and reflection with collaboration. The approaches presented in the previous sections – for example case-based, problem-based, and challenge-based learning, as well as experiential formats like simulations, mapping, and documentary learning – are most effective when they are thoughtfully combined within a coherent course design. Across these different formats, the underlying pedagogical principle remains consistent: learning becomes most meaningful when students actively engage with real-world challenges rather than passively receiving information. Integrating different methods allows educators to create learning experiences that mirror the complexity of urban planning practice, where analytical thinking, spatial understanding, and collaborative negotiation must be combined.

Blended Learning as an Integrative Framework

Blended learning provides an effective framework for combining different teaching methods within a course. By integrating digital learning resources with in-person interaction, this approach enables students to explore theoretical materials independently while classroom time is used for discussion, collaboration, and practical application. Students may prepare for sessions by reading texts, listening to podcasts, or watching short films and documentary materials. Face-to-face meetings can then focus on interactive activities such as group discussions, simulations, mapping exercises, or collaborative workshops that deepen reflection and support collective problem-solving (see, for example, teaching units 2, 3, 6 or 9). Blended-learning formats can also contribute to inclusive learning environments by accommodating different learning styles. Visual learners may benefit from film and visual materials, auditory learners from podcasts or discussions, analytical learners from preparatory readings, and interpersonal learners from collaborative group work.



For teaching the core ideas of the UPRUN project, particularly the concept of transformative change through civic engagement, blended-learning approaches are particularly valuable. Real-world civic processes involve both individual reflection and collective negotiation, and blended learning mirrors this dynamic by combining independent preparation with collaborative classroom activities. When students arrive prepared with prior exposure to case studies or multimedia resources, they are able to engage more actively in discussions about participation, social infrastructure, or inclusive urban design (see, for example, teaching units 14, 16 and 17).

Learning-UPRUN as a Teaching Resource

A key resource for integrating these methods is the **Learning-UPRUN platform**, which provides a collection of teaching materials focused on social resilience and civic engagement in urban neighbourhoods. The platform includes case study reports, lecture materials, background readings, visual content, and guidance for educators.

These materials allow instructors to connect theoretical discussions with authentic examples from different European contexts. By working with real-world initiatives, students can explore how community actors, public institutions, and civic organizations collaborate to address urban challenges. Such case materials help students understand how social resilience emerges through everyday practices of cooperation, adaptation, and innovation at the neighbourhood level. Engaging with these real-world cases enables students to:

- recognize barriers and success factors in fostering civic engagement
- understand the interplay between spatial design and social infrastructure

- **develop empathy toward diverse actors involved in neighbourhood development**
- **translate theoretical concepts into strategies applicable in different local contexts**

The resources available through Learning–UPRUN are designed to be used flexibly across disciplines and institutional settings. Teaching units may be implemented either face-to-face or digitally, allowing educators to adapt the course structure according to available time, class size, or institutional requirements.

Combining Methods and Digital Tools

Combining different learning formats within a course can further enrich the learning experience. For example, documentary materials or case studies may introduce students to a specific urban context, followed by mapping exercises in which they analyse spatial conditions or identify indicators of resilience. These insights can then form the basis for simulations or role-playing exercises in which students negotiate planning strategies or design interventions.

Digital tools can support these learning processes by enabling collaboration, visualization, and creative exploration (see, for example, teaching unit 14). Platforms such as Miro or Canva can help students develop visual representations of ideas and planning strategies, while participatory mapping tools like Maptionnaire support spatial analysis and collaborative data collection. AI-supported tools such as ChatGPT or Claude can also be used to stimulate brainstorming, simulate stakeholder perspectives, or assist in developing planning scenarios. These tools can make learning environments more interactive while supporting diverse forms of participation. Some students may engage more easily through visual or digital formats, while others prefer discussion-based or analytical activities. Offering multiple modes of engagement helps create inclusive learning environments in which all students can contribute meaningfully.

From Analysis to Action

When thoughtfully integrated, the teaching methods presented in this chapter transform the classroom into a laboratory for collaborative exploration. Students move beyond analysing urban problems to imagining and testing potential solutions together. By combining inquiry-based learning approaches with experiential formats and digital tools, educators can create learning experiences that reflect the complexity of contemporary urban planning practice.

Through activities grounded in real cases from the UPRUN database – here referring to simulations of civic–public partnerships, mapping exercises that analyse neighbourhood conditions, or collaborative workshops designing social infrastructure – students gain practical experience in negotiation, co-production, systems thinking, and adaptive planning. In this way, teaching methods that combine reflection, experimentation, and collaboration help prepare future planners to contribute to equitable, participatory, and socially resilient urban development (see teaching units, 4, 7, 10, 11, 12 or 14).

Reflective Debriefing and Evaluation

Experiential learning activities such as simulations, mapping exercises, or problem-based projects are most effective when they are followed by structured reflection. Reflective debriefing allows students to analyse their experiences, connect practical outcomes with theoretical concepts, and critically examine the social dynamics that emerged during the activity.

As instructor you can guide this process through moderated discussions or short reflection tasks. Students may be invited to consider questions such as who felt empowered during the exercise, which perspectives were marginalized, or how the negotiated outcomes might function in real urban governance contexts. Such reflection encourages students to move beyond technical solutions and consider broader issues of power, participation, and institutional constraints in urban planning.

Peer feedback and collaborative evaluation can further strengthen the learning process. Students may review each other's analyses or proposals, provide constructive feedback, and collectively identify key insights from their work. Digital collaboration tools such as Miro boards or shared documents can support this process by visualizing ideas and documenting group reflections. Through structured reflection and evaluation, experiential learning activities become opportunities not only for experimentation but also for deeper understanding and collective knowledge building.

4. The UPRUN Case Study Database

An essential component of the Learning-UPRUN platform is its interactive **case study database**, which provides scholars, educators, researchers and students with access to more than 30 case studies from 10 European countries. These cases form the empirical foundation of the UPRUN project and showcase numerous examples of community-led urban transformation, offering inspiring insights into how civic engagement contributes to social resilience in diverse contexts across Europe. Each case presents unique strategies for strengthening social participation, sustainability and neighborhood development, making the database an invaluable resource for both teaching and research.

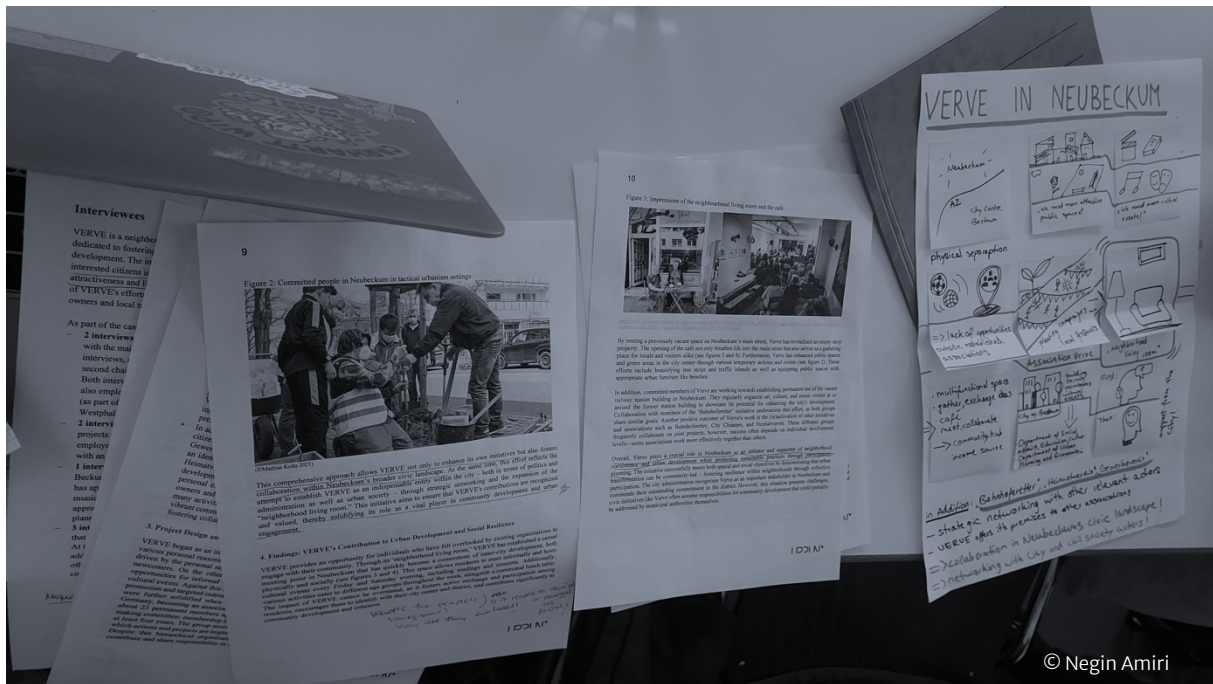
Using the UPRUN Case Study

The Learning-UPRUN case study database provides more than 30 examples of community-driven urban transformation across Europe. Instructors can use these cases to support case-based learning, comparative analysis, group discussions, or project assignments. Cases can be filtered by themes, actors, and forms of civic engagement, allowing educators to easily select examples that complement specific teaching units.

The case studies highlight a wide range of actors and initiatives involved in transformative processes – from grassroots organisations and citizen groups to municipal administrations, NGOs, private partners and educational institutions. This diversity allows you as an educator to explore different models of cooperation between civil society and public authorities while demonstrating how local innovation can drive broader urban change. By working with these real-world examples, students gain a deeper understanding of the complexity of civic engagement, including its motivations, challenges, success factors and impacts on community resilience.

The database is designed as an interactive learning tool that supports various pedagogical approaches within this course. It serves as a central foundation for case-based, problem-based or blended-learning formats by enabling targeted exploration of specific cases relevant to your teaching objectives. You can search or filter the case studies according to criteria such as type or level of civic engagement, main stakeholders involved, role of the public sector, financial support mechanisms, or motivations driving community action. This functionality allows you to allocate selected cases directly to particular teaching units, for example, using cases that illustrate participatory planning processes (teaching unit 7) or those focusing on social infrastructures (teaching unit 14).

In your lectures or seminars, you might use individual case reports as discussion starters, comparative analysis exercises, or group projects where students develop their own proposals inspired by existing initiatives. The materials provided include concise summaries, detailed descriptions of actor constellations and governance structures, visual documentation (photos/maps), and key “lessons learned” drawn from practical experience in various educational contexts.



These lessons offer valuable insights into both success factors and barriers encountered during implementation – helping students critically reflect on what makes civic-public partnerships effective in practice. The case studies included in the Learning-UPRUN database can also serve as starting points for dialogue with local practitioners. Instructors may invite planners, architects, municipal officials, or representatives of community initiatives to discuss selected cases with students and compare them with experiences from their own professional practice. Such conversations allow students to critically reflect on how civic engagement strategies differ across institutional and cultural contexts while gaining insight into the practical realities of urban governance and community collaboration.

Importantly, the database is not static but designed to grow over time. Project partners as well as interested users are invited to contribute additional examples from their own regions or disciplines. In this way, Learning-UPRUN becomes a living repository that evolves through shared knowledge production, reflecting ongoing developments in community-driven urban transformation across Europe.

Let yourself be inspired by the variety of case studies available! Use the search functions to display those that align best with your interests or teaching themes. Discover innovative approaches that demonstrate how citizens collaborate with municipalities to redesign public spaces, create new forms of social infrastructure or strengthen neighbourhood cohesion. By integrating these cases into your teaching units, you enable students not only to learn from others' experiences but also to develop their own ideas for fostering socially resilient communities.

5. Course Assignment

This chapter presents possible assignments that can be used to assess students' learning in courses on social resilience and civic engagement in urban planning. The assignments are designed to complement the teaching approaches introduced in previous chapters, encouraging students to apply theoretical concepts, analyse real cases, and develop practical strategies for community-oriented urban development.

Choosing an Assignment Format

This chapter presents two types of assignments that can be used to assess students' learning in the course.

Analytical assignments (**Section 5.1**) focus on critical reflection and conceptual understanding. Students analyse case studies, develop proposals for community engagement initiatives, or reflect on strategies for strengthening social resilience. Studio-based assignments (**Section 5.2**) involve semester-long design projects in which students develop architectural or urban design proposals responding to social vulnerabilities in specific neighbourhood contexts.

Both formats encourage students to connect theoretical concepts with real-world challenges. Instructors may select the format that best fits their discipline, course structure, and available teaching time.

Two types of assignments are proposed. The first consists of analytical tasks, such as discussion papers or case study analyses, in which students critically engage with key concepts such as co-creation, co-production, and civic participation. The second type focuses on studio-based design projects, where students work throughout the semester on comprehensive architectural or urban design proposals that respond to social vulnerabilities in specific neighbourhoods.

As an educator, you may select and adapt these assignments according to your course objectives, disciplinary focus, available time, and the experience level of your students. Each student typically completes one assignment format during the course. The examples provided here can be used directly or modified to suit your institutional context or local urban challenges.

5.1 Analytical Assignments: Discussion Paper or Case Study Analysis

Analytical assignments allow students to critically engage with the key concepts explored throughout the course, including community engagement, co-creation, co-production, and social resilience in urban neighbourhoods. Through research, analysis, and reflection, students demonstrate their ability to connect theoretical perspectives with real-world examples of community-driven development. Such assignments are typically conducted toward the end of the course and serve as a culminating learning experience. They encourage students to synthesize insights gained from lectures, case studies, and interactive teaching activities, while also developing their research, writing, and presentation skills.

The assignment can be completed either individually or in small groups, depending on the course format and class size. In many cases, the work consists of two components: a written paper and a short presentation. The written paper enables students to articulate their analysis in a structured manner, while the presentation allows them to communicate their ideas and engage in discussion with their peers. In larger courses where presentations are not feasible, the assignment may be submitted solely as a written report.

The specific topic may be defined by the instructor or selected by students within a general thematic framework. Typical assignment themes may include:

- **proposing a community engagement initiative addressing a local challenge**
- **developing strategies for strengthening social resilience through public space or social infrastructure**
- **analysing existing civic initiatives or neighbourhood projects and identifying opportunities for improvement**

The following tasks illustrate two possible formats that can be used or adapted depending on the course context. The task descriptions are intentionally written as instructions addressed directly to students, allowing instructors to share them with their class with minimal modification or to adapt them to their specific teaching objectives and local context.

Develop a comprehensive proposal for a community engagement project that focuses on enhancing social resilience and fostering neighbourhood development

Objective: Design a proposal for a community engagement initiative aimed at strengthening social resilience and neighbourhood development.

Instructions:

1. Exploration phase

Explore the provided case studies and materials on community engagement, social resilience, and neighbourhood development.

Identify a specific issue or opportunity within your local community that could benefit from enhanced engagement or development.

2. Proposal development

Write a detailed project proposal that includes:

- Project title: A catchy name for your project.
- Background information: Briefly describe the community issue or opportunity you identified.
- Goals and objectives: What do you aim to achieve with this project?
- Actors: Who has to be involved in or benefit from this project?
- Engagement strategies: Outline how you plan to engage the community (e.g., workshops, surveys, public meetings).
- Resources needed: List any materials, funding, or partnerships required.
- Evaluation: Describe when your project will be successful.

3. Presentation

Prepare a presentation of your proposal (this can be done through slides for online classes, a video clip or as a poster for in-person classes).

Be ready to present your proposal to classmates, providing an overview of your project and answering questions.

4. Reflection

After presenting, write a short reflection on what you learned from the process of developing your proposal and any feedback received.

Adaptations for different formats:

- For traditional classrooms, students can present their proposals in person and engage in group discussions.
- For online courses, students can use video presentations or discussion boards to share their proposals and provide peer feedback.

Conduct a thorough analysis of a selected case study related to community engagement, and develop a proposal for improving processes of co-creation and co-production in that case study.

Objective: Analyse existing case studies related to community engagement, social resilience, and neighbourhood development, and propose actionable improvements based on the principles learned throughout the course

Instructions:

1. Case study selection

Choose an existing case study from the provided database (or from your own experiences) that highlights a community engagement initiative or project.

2. Analysis phase

Carefully analyse the selected case study by addressing the following points:

- **Overview of the case Study:** Summarize the key aspects of the project, including its goals, target audience, and outcomes. Optionally investigate similar case studies from literature.
- **Strengths and weaknesses:** Identify what worked well in the project and where there were challenges or shortcomings.
- **Application of principles of co-creation and co-production, including public-civic partnerships:** Discuss how the principles covered in class relate to this case study. Which concepts were effectively applied? Where could they have been better utilized?

3. Proposal outlining improvements

Based on your analysis, create a proposal outlining specific improvements for the community engagement initiative. Your proposal should include:

- **Suggested changes:** Detail actionable recommendations that could enhance the project's effectiveness.
- **Rationale for improvements:** Explain why these changes are necessary and how they align with best practices in community engagement and social resilience.
- **Potential impact:** Discuss how your proposed improvements could lead to better outcomes for the community involved.

4. Presentation

Prepare a presentation summarizing your analysis and improvement proposals. This can be done through slides for online courses or as a poster for traditional classes.

Be prepared to present your findings to classmates, highlighting key insights from your analysis and proposed enhancements.

5. Reflection

After presenting, write a brief reflection on what you learned from analysing the case study and receiving feedback on your proposals.

Adaptations for Different Formats

- In traditional classrooms, students can engage in discussions after presentations to foster collaborative learning.
- In online courses, students may use video presentations or discussion forums to share their analyses and receive peer feedback.

5.2 Studio Work Assignments / Architectural Design Studio: From Research to Resolution in Community Engagement

The second group of UPRUN assignments focuses on semester-long studio projects centred on architectural or urban design tasks. In this format, students apply the concepts explored throughout the course, such as community engagement, social resilience, and neighbourhood development, within comprehensive design processes that connect spatial thinking with social analysis.

Studio assignments guide students through a sequence of phases that typically move from contextual research and problem identification to strategic design development and final architectural resolution. Throughout this process, students are encouraged to engage with UPRUN learning materials and case studies while integrating insights from stakeholder perspectives, spatial analysis, and collaborative reflection. The studio format supports iterative learning through successive deliverables, including research documentation, conceptual strategies, intermediate design reviews, and final project presentations. Regular feedback sessions allow students to refine their ideas while developing essential professional competencies such as communication, negotiation, and coordination within complex urban contexts.

By integrating analytical inquiry with design experimentation, studio assignments encourage students to view architecture not only as a formal discipline but also as a tool for addressing social challenges and strengthening community resilience. The following tasks illustrate possible studio projects that can be adapted to different institutional settings or local urban contexts. The task descriptions are intentionally written as instructions addressed directly to students, allowing instructors to share them with their class with minimal modification or to adapt them to their specific teaching objectives and local context.

Develop a design project for a primary school (new construction or reconstruction) which, in addition to providing contemporary education, contributes to enhancing neighborhood social resilience and fostering neighborhood well-being.

Introduction: The school is a place in the neighborhood and for the neighborhood. Designing a school for resilience compels students to view architecture as a tool for civic and social infrastructure development. Schools are optimal for this assignment because they function as high-value public infrastructure in nearly every neighborhood. As accessible hubs for families and children, schools already possess the organizational and spatial structure needed for resilience demands. Designing schools for resilience offers a high return on public investment by enabling them to serve two important functions: daily education and a social anchor for the entire community. Furthermore, schools are crucial for building social capital; their architecture can facilitate intergenerational connection and ensure equitable access to facilities like gyms, workshops or libraries, thereby strengthening community ownership. From a design perspective, the task prompts students to develop innovative solutions that balance the contrasting requirements of pupil security and public openness/accessibility.

Objective: Students will develop a design proposal for a primary school that functions as a civic anchor and resource for the surrounding community, actively enhancing social resilience and fostering neighborhood well-being. Thus, the design proposal for the School for Resilience must integrate the needs of students and teachers with the broader community.

Instructions:

Phase 1: Exploration and context phase

- Identify a neighborhood in your local area that requires either a new primary school or the significant reconstruction of an existing one that fails to meet contemporary standards. Crucially, the selected neighborhood must also demonstrate pronounced social vulnerabilities.
- Explore in depth at least three specific social vulnerabilities (e.g., social isolation or divide, lack of social cohesion within the community, low trust, limited access to safe public space, resource inequality, intergenerational divide). Your research must be supported by realistic, documented evidence (e.g., demographic data, local news articles, municipal reports, documented needs expressed by local non-profit organisations, and interviews with the community and authorities).
- Determine the necessary school capacity based on the neighborhood educational needs and define the core program content related to primary education.
- Develop a comprehensive strategy that articulates how appropriate community spaces will mitigate or eliminate the identified social vulnerabilities. *To learn about social resilience, vulnerabilities and mitigation approaches, use the UPRUN learning package in consultation with your studio tutor.*

- Integrate educational and community needs into a holistic design programme. Address the school's dual purpose:

- 1) Primary education, and

- 2) Community spaces provision. To reconcile both requirements, rethink the standardized organization and operational metabolism of the school. Create an innovative concept and define a catchy name for your School for Resilience.

Phase 2: Project development

Develop the architectural and site design, paying special attention to the following requirements:

- Design flexible spaces that facilitate dual use (serving both educational and community needs). Identify and detail a plan for at least three school premises (e.g., gymnasium, library, courtyard) that can operate independently and safely when the school is closed. Specifically define the off-hours programming for these spaces (e.g., senior poetry evenings, community art workshops, community meetings, or community sports events). As these premises obtain a new, public purpose, this zone must have a separate, non-intrusive public entrance and an independent mechanical and security system to ensure it can operate fully when the rest of the school is closed.
- Based on the social vulnerabilities identified in Phase 1, design dedicated community-specific spaces (e.g., skill-building room, community tools storage, workshops, health counselling room, social services premises, or digital lab) that address core unmet social needs. These spaces must also have an independent public access and their own dedicated mechanical and security systems. Consider connecting both the dual-use spaces and the dedicated community spaces into a single, cohesive zone with a unified entrance and conditioning system for efficient operation and management.
- Utilize façade design, massing, and material selection to establish the school's identity as a welcoming civic landmark, ensuring urban porosity and signalling community pride rather than institutional exclusivity.
- The site plan must prioritize pedestrian and bicycle connectivity with the neighborhood. Design the site boundaries and landscaping to draw the community in, not push it away. Propose a soft boundary strategy (e.g., low walls, permeable fencing, landscaping) that manages security during school hours while offering maximum community access during off-hours. Integrate into the site plan dedicated spaces for community use and interaction (e.g., a community garden accessible to seniors, a shaded outdoor amphitheatre for community events, or a publicly accessible sports court).

Phase 3: Presentation and defence

Prepare a presentation of your project (this can be done through slides for online classes or as a poster for in-person classes). Include a site plan, floor plans, sections, facades, 3D visualizations, and technical details. Highlight and label all community areas by providing a zoning plan.

Be ready to present your project to classmates, providing an overview of your project and answering questions. The Q&A session will simulate a Stakeholder Review Meeting. Your classmates will be assigned roles representing key community stakeholders. You must be prepared to answer their questions, specifically how your design directly mitigates the social vulnerabilities identified in Phase 1.

Phase 4: Reflection

After presenting, write a short reflection essay on:

- What was the greatest conflict or compromise you had to make between meeting school requirements and maintaining public accessibility?
- What is the most significant insight you gained about the role of architecture as a tool for strengthening social resilience?

Adaptations for different formats:

- For traditional studios, students can present their projects in person and engage in group discussions.
- For online submission, students can use video presentations or discussion boards to share their proposals and engage in peer review.

Develop a design project for a Public Hub (new construction or reconstruction) that integrates civic and social functions, with the design process rooted in stakeholder engagement.

Introduction: The architect in the 21st century serves as a facilitator, tasked with synthesizing diverse and often conflicting community needs into a cohesive civic form. This studio challenges the traditional notion of public infrastructure by requiring students to design a complex, mixed-use project that directly addresses social vulnerabilities within a specific urban context. The assignment elevates the studio exercise from formal abstraction to a complex social act. The core resilience goal is to maximize social capital by promoting interaction across social divides. Success is not defined only by the final architecture, but by the rigor and documented evidence of the participatory design process used to define the program and resolve stakeholder conflicts. The final design must showcase programmatic innovation and an elegant resolution of the intense friction generated by integrating contrasting functions into a single, cohesive public building/complex.

Objective: Students will develop an architectural proposal for a Public Hub whose final typology, function, and programmatic mix is determined by, and directly responsive to, the social vulnerabilities identified in the chosen urban neighborhood.

Instructions

Phase 1: Stakeholder roles and needs definition

- Divide into groups of at least two students. Each group will adopt the simulated role of a specific stakeholder within a neighborhood community (e.g., municipal authorities, neighborhood residents, vulnerable community groups, civil society organizations, non-profit organizations, etc.). Roles are maintained for the entire semester.
- Utilize the UPRUN database and learning material, in consultation with your tutor, to understand the established roles and dynamics of different stakeholder groups in a neighborhood.
- Each simulated stakeholder group will prepare a concise *Needs and Priorities Statement* (maximum 1 page). This statement outlines their essential requirements and priorities and must guide all subsequent phases.

Phase 2: Contextual analysis and program definition

Produce a detailed *Project Rationale* document (maximum 5 pages) covering the following points:

- Select a high-need, socially vulnerable urban neighborhood from your area. Document its context through a multi-layered analysis that includes, but is not limited to, the following elements: social and economic profile, built and natural environment, infrastructure and mobility, cultural and social capital, and safety and perception. Define at least three key social vulnerabilities that your project must directly address.
- Identify and consult at least three distinct stakeholder groups connected to the identified social vulnerabilities. The final typology and function must be a direct architectural response to the identified social vulnerabilities and the documented stakeholder needs.
- Select a specific site and develop a detailed programmatic solution for the Hub. Elaborate on the design strategy for resolving potentially conflicting spatial demands. Develop a cohesive architectural concept and define a catchy project name.

Phase 3: Design synthesis and co-creation

Develop the final architectural and site design:

- Clearly delineate distinct functional zones and design the architectural mechanisms that enable each zone to operate effectively and independently while still promoting social interaction.
- Use façade design, massing, and material selection to ensure the Hub has a strong architectural identity and is perceived as an open, welcoming landmark, while projecting civic confidence and reflecting the values and identity of the local community.
- Incorporate advanced sustainable design features (e.g., green infrastructure, resource harvesting) that are tied to the project's long-term fiscal viability. The design must minimize operational costs to ensure the longevity of the social programs.
- Prioritize pedestrian and bicycle connectivity on the site. Maximize the social return of the outdoor space by integrating publicly accessible areas (plazas, gardens, outdoor learning) that facilitate chance encounters between the Hub's distinct user groups.

Conduct at least one co-creation workshop simulation (e.g., a formal meeting, digital feedback session) with at least two other student stakeholder groups. Document their feedback on your design and demonstrate how you responded to their conflicts or concerns.

Phase 4: Presentation and defence

The final presentation is a formal defence of your project before a simulated Design Review Board composed of your classmates.

Prepare a comprehensive presentation including a full drawing set (site plan, programmatic plans, sections, facades, technical details) and high-quality 3D visualizations. The presentation can be done through slides for online classes or as a poster for in-person classes.

The Q&A session will simulate a professional Design Review Hearing. You must be prepared to:

- Defend the programmatic size and relationships of every major designed area based on the evidence collected in phases 1 and 2;
- Explain the three key design conflicts you faced and demonstrate how your final architectural solution provides a verifiable resolution that is fiscally responsible and maintainable;
- Critically reflect on the most significant insight you gained about the architect's role in synthesizing conflicting public demands, and how the project challenged your personal definition of good design.

Adaptations for Different Formats

- For traditional studios: The overall studio work, co-creation peer encounters and Design Review Hearing are conducted in person, with students physically occupying their stakeholder roles.

For online defence: Students use video presentations and discussion boards, with role-playing and peer feedback conducted via synchronous video meetings.

6. Moving Forward: Using and Expanding Learning-UPRUN

Supporting Your Teaching Practice

This manual is designed to help you deliver the course *Urban Planning for Social Resilience in Urban Neighbourhoods: Transformative Change through Civic Engagement* in a clear, flexible, and practice-oriented way. It serves as your teaching companion, supporting course planning, offering guidance on how to combine units and formats, and showing how theory can be linked to real-world neighbourhood challenges through active learning.

Throughout the course, you will guide students to understand that social resilience is not merely a technical or policy goal but a lived process shaped by everyday practices, local capacities, social infrastructures, and civic engagement. You will help them see neighbourhoods as social and spatial systems where people, institutions, and places interact under conditions of uncertainty and change. By focusing on citizen initiatives, participatory planning, co-production and collaborative governance, you encourage students to reflect critically on how planning can support inclusive urban futures.

Flexible Course Design for Diverse Contexts

A key strength of UPRUN is its modular structure: 18 teaching units organised into three thematic sections that you can teach as a full semester module or adapt into smaller blocks within existing curricula. This flexibility allows implementation across disciplines such as architecture, urban design, civil engineering, geography or public policy – and across diverse institutional settings worldwide. The variety of teaching formats promotes interactive learning environments where your students analyse cases, negotiate ideas and test strategies through case-based inquiry, problem-solving exercises or simulations that mirror real governance dynamics.

The assignments provided, both discussion-based tasks and studio projects, help strengthen professional competencies such as communication with multiple actors, negotiation skills and ethical reflection. All materials are hosted on *Learning-UPRUN*, which functions not as a static repository but as an evolving resource base for educators like you. Its interactive case study database offers more than thirty examples from ten European countries that bring diversity and real-world depth into classrooms internationally.

Creating Engaging Learning Environments

The course encourages you to move beyond content delivery by creating learning environments where students analyse, discuss, negotiate ideas and reflect critically. You can use case-based learning to explore real initiatives; problem- or challenge-based

learning for deeper inquiry; simulation games or role plays to reveal governance tensions; or blended-learning approaches that combine digital preparation with classroom collaboration.

A central goal of this module is to help you support students in connecting analytical thinking with practical action. In many programmes focused on planning or design, technical tools dominate while social realities receive less attention; this course addresses that gap by positioning civic engagement as a core dimension shaping legitimacy and long-term sustainability in urban development. You are encouraged not only to teach concepts but also to strengthen professional competencies such as working with diverse actors; communicating clearly; negotiating effectively; managing conflicts constructively; and reflecting on ethics and positionality. The assignments allow your students to link evidence with theory while articulating how proposed interventions respond to social vulnerabilities or local needs.

Joining an International Community of Educators

All materials are hosted on *Learning-UPRUN*, which continues to evolve through shared contributions from instructors worldwide. Its case study database provides rich examples from different European contexts that help you bring diversity and comparison into your classroom while demonstrating how context shapes outcomes. This will remind your students why effective planning must respond sensitively rather than applying one-size-fits-all models.

We warmly invite you to use these resources creatively by adapting activities to local contexts, combining different units, integrating digital tools, translating examples into regional realities, and developing new exercises inspired by your own teaching experience. You can also contribute directly by submitting new materials – such as additional case studies from your region or new workshop designs – using the submission template available on the platform (including title, description, learning outcomes and required materials). Sharing reflections on what worked well in your classroom helps refine this collective resource further. By contributing your experiences and materials through *Learning-UPRUN*, you become part of an international community of educators committed to strengthening socially resilient urban development through transformative civic engagement.