## IDENTIFYING DATA
### Social and educational challenges to cities

| Subject | Social and educational challenges to cities | | | |
|---|---|---|---|---|
| Code | O05M190V01102 | | | |
| Study programme | Master in Cities Challenges | | | |
| Descriptors | ECTS Credits | Choose | Year | Quadmester |
| | 5 | Mandatory | 1st | 1st |
| Teaching language | #EnglishFriendly Spanish Galician Portuguese | | | |
| Department | | | | |
| Coordinator | Zabalza Cerdeiriña, María Ainoa | | | |
| Lecturers | Alonso Ferreiro, Almudena Zabalza Cerdeiriña, María Ainoa | | | |
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| Web | | | | |
| General description | The analysis and study of educational and social phenomena in relation to urban dynamics is an area of growing interest, especially if we take into account how these dynamics affect routines and living conditions in times of crisis, such as the recent health emergency. Contemporary cities present multiple, complex and heterogeneous social and educational challenges. The economic and social opportunities that urban territories harbour in a globalised and technological world are diverse. Creative processes of different order, with important professional challenges, a concentration of talents and the interweaving of diverse cultures, mobilities and practicesare are generated there. But these territories also bring with them, in a more or less visible way, processes of violence and disruption, from the elitisation of some areas, gentrification or the creation of pockets of poverty, the exclusion of people with disabilities, resulting in marginalisation and social and spatial imbalances. They are also scenarios par excellence of resistance, demands and social struggles. On the other hand, educational phenomena linked to urban dynamics have been dealt with in different ways in recent decades, but for the most part, they have been concentrated in the field of scholar pedagogy, with a consequent reductionism and scarce production of knowledge about the complexities present in the relations between current urban contradictions and local cultural and educational productions (Nájera, 2008). Under these assumptions, this subject will address the different educational and social challenges, analysing the possible synergies generated between urban dynamics and educational and social phenomena. More specifically, in the educational sphere, we will focus on the notion of urban pedagogy, its pioneering steps and founding experiences, extending its trajectory in recent decades and addressing the research dimension of the problems of educational action in urban spaces. and the best practices that have been developed in this field, while the urban social challenges that we will address will focus on three fundamental areas, social exclusion and disability in urban spaces (Tucker et al., 2020), urban violence and resistance and social claim movements (Graham, 2010; Pavoni & Tulumello, 2020) and urban regeneration and patrimonialisation (Bandarin and Van Oers, 2014). These issues will be addressed, on one hand, in an analytical and conceptual way, with a global approach, reviewing the international literature, and on the other hand, with an empirical approach, addressing the concrete situations of urban territories in the cities of the Atlantic region. | | | |

## Training and Learning Results

| Code | |
|---|---|
| A2 | Que o estudantado saiba aplicar os coñecementos adquiridos e a súa capacidade de resolución de problemas en nocas contornas ou pouco coñecidas dentro de contextos máis amplos (ou multidisciplinares) relacionados coa súa área de estudo |
| A3 | Que o estudantado sexa capaz de integrar coñecementos e enfrentarse á complexidade de formular xuízos a partir dunha información que, sendo incompleta ou limitada, inclúa reflexións sobre as responsabilidades sociais e éticas vinculadas á aplicacón dos seus coñecementos e xuízos |

| | |
|---|---|
| A4 | Que o estudantado saiba comunicar as súas conclusións -e coñecemtnos e razóns últimas que as sustentan- a públicos especializados e non especializados dun modo claro e sen abigüedades |
| B1 | Ser capaz de buscar e seleccionar a información útil necesaria para resolver problemas complexos, manexando con soltura as fontes bibliográficas do campo |
| B5 | Recoñecer a necesidade de desenvolver unha propia perspectiva crítica cos diversos procesos que poden xerar impactos negativos no espacio urbán |
| C4 | Intervir na análise global do desenvolvemento social das cidades |
| C5 | Propor medidas de diagnóstico de situacións e establecemento de plans e propostas de intervención para alcanzar as metas sociais |
| D1 | Expresarse correctamente, tanto de forma oral como escrita, nas linguas oficiais tanto de Portugal como da Comunidade Autónoma de Galiza |
| D2 | Utilizar as ferramentas básicas das tecnoloxías da información e as comunicacións (TIC) necesarias para o exercicio da súa profesión e para a aprendizaxe ao longo da vida |
| D3 | Desenvolverse para o exercicio dunha cidadanía respectuosa coa cultura democrática, os dereitos humáns e a perspectiva de xénero |
| D4 | Desenvolver a capacidade de traballar en equipos interdisciplinares ou transdisciplinares, para ofrecer propostas que contribúan a un desenvolvemento sostible ambiental, económico, político e social |
| D5 | Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade |

## Expected results from this subject

| Expected results from this subject | Training and Learning Results |
|---|---|
| Understand the contemporary cities as educational, inclusive and social ecosystems. | A3 C4 C5 D5 |
| Understand the diversity and interculturality as powerful crowbars of change in the educational phenomena. | A2 A3 A4 B1 C4 C5 D3 D4 |
| Comprise processes and phenomena of urban exclusion and marginalisation. | A3 A4 B1 B5 C4 C5 D1 D2 D3 D5 |
| Comprise concepts and processes of urban violence in the contemporary world. | A2 A3 A4 B1 C4 C5 D1 D2 D5 |
| Understand how the processes of patrimonialisation can promote the identity, inclusion and urban territorial cohesion. | A2 A3 A4 B1 C4 C5 D1 D2 D3 D5 |

| | |
|---|---|
| Analyse, evaluate and implement plans and innovative programs in urban pedagogy. | A2<br>A3<br>A4<br>B1<br>B5<br>C4<br>C5<br>D1<br>D2<br>D3<br>D4<br>D5 |
| Know the Sustainable Development Goals of cities and relate them to the educational and social challenges of contemporary cities. | A2<br>A3<br>A4<br>B1<br>B5<br>C4<br>C5<br>D1<br>D2<br>D3<br>D4<br>D5 |

## Contents

| Topic |
|---|
| The city as an educational, inclusive and social ecosystem |
| Processes of exclusion and disability in urban space |
| Urban violence and the movements and spaces of resistance and vindication |
| Diversity and interculturality as social wealth in the urban context |
| Educational processes for urban and social cohesion |
| The dynamics of urban territories and the patrimonialisation of historic centres as a process of identity, citizenship and urban competitiveness. |
| Educating cities |
| Analysis of innovative plans and programmes at the national and international level |
| Outlines for an urban pedagogy aligned with the Sustainable Development Goals for cities. |

## Planning

| | Class hours | Hours outside the classroom | Total hours |
|---|---|---|---|
| Seminars | 15 | 0 | 15 |
| Workshops | 15 | 15 | 30 |
| Mentored work | 10 | 50 | 60 |
| Case studies | 0 | 20 | 20 |

*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

## Methodologies

| | Description |
|---|---|
| Seminars | The teacher presents a topic to the students with the aim of providing a set of information with a concrete scope. |

| Workshops | The teachers of the subject present students with a problem or problems of a practical nature whose resolution requires the understanding and application of the theoretical-practical contents included in the contents of the subject. Students can work on the solution to the problems posed individually or in groups. |
|---|---|
| Mentored work | The teaching staff will attend to students in individual and/or group tutoring sessions dedicated to guidance in the study and resolution of doubts about the contents of the subject. |
| Case studies | Students are presented a work scenario, real or fictitious, which presents a specific problem. Students must apply the theoretical and practical knowledge of the course to find a solution to the question or problem.<br>As a general rule, the case studies will be carried out in groups. The different working groups will present and share their solutions. |

## Personalized assistance

| Methodologies | Description |
|---|---|
| Seminars | The teacher will attend individually and/or in group to the students during all the process of learning. |
| Workshops | The *profesorado will attend individually and/or in group to the students during all the process of learning. |
| Mentored work | The *profesorado will attend individually and/or in group to the students during all the process of learning. |
| Case studies | The *profesorado will attend individually and/or in group to the students during all the process of learning. |

## Assessment

| | Description | Qualification | Training and Learning Results |
|---|---|---|---|
| Seminars | There will be written tests, aimed to evaluate the understanding of the knowledge worked on in the sessions. | 40 | |
| Mentored work | Ther will be continuous monitoring of students' progress and their work within the framework of the subject, based on problem solving and participation in the activities. | 15 | |
| Case studies | The solutions proposed by the students to the proposed practical exercises will be evaluated. The evaluation of the practical exercises may be carried out by a correction from the teacher, a defence of the solution provided by the students or an oral presentation of the solution developed. | 45 | |

## Other comments on the Evaluation

## Sources of information

**Basic Bibliography**

Bosch, E. (ed.), **Educación y vida urbana: 20 años de ciudades educadoras**, Santillana, 2008

Graham, S., **Cities Under Siege. The New Urban Militarism**, Verso, 2010

Nájera, E., **Esbozos para una pedagogía urbana pertinente a los desarrollos educativos en las ciudades**, Polis: Revista Latinoamericana, 20, 2008

**Complementary Bibliography**

Bandarin, F., & Van Oers, R. (Eds.)., **Reconnecting the city: the historic urban landscape approach and the future of urban heritage.**, John Wiley & Sons, 2014

Páramo, P., **Pedagogía urbana: Elementos para su delimitación como campo de conocimiento.**, Revista Colombiana de Educación, 57(2), 14-27, 2009

Pavoni, A., & Tulumello, S., **What is urban violence?**, Progress in human geography, 44(1), 49-76, 2020

Pergolis, J.C, Orduz, L. F. y Moreno, D., **Relatos de ciudades posibles. Ciudad educadora y escuela: la práctica significante.**, Idep/Fundaurbana, 2000

Crisp, B.R. & Taket, A., **Sustaining Social Inclusion**, Oxon, 2020

Casanova, H. y Lozano, C. (coords.), **Educación, universidad y sociedad (pg. 16-42).**, Universitat de Barcelona,

## Recommendations

## Other comments

It recommends assist and participate actively in the sessions.