

We are here now

A Pedagogy of Urbanity

“During the nineteenth century, a democracy of peasant origins which drove the revolutionaries could have transformed itself into an urban democracy. It was and it is still for history one of the beliefs of the Commune.

As urban democracy threatened the privileges of the new ruling class, that class prevented it from being born. How? By expelling from the urban centre and the city itself the proletariat, by destroying ‘urbanity’

Lefebvre: Right to the City

Inequality as fragmentation /segregation of our cities is marginalising and silencing societal groups by pushing them to the periphery. What is at stake for us here is not only the problems of inequality in itself but also that this fragmentation is **blocking the development of new possibilities** - new ideas, networks and initiatives.

In spite of our advances in technology we are still in a digital and binary age that excludes nuances and grey zones. Our argument is that this logical / binary / digital - “on or off” as opposed to the “on **and** off” (quantum mechanics) - school of thought is blocking our capacity to come up with truly new ways of addressing problems such as the inequality mentioned above.

Fragmentations or abstraction / absence in prevents a face to face interaction that has an **intuitive character that allow a much richer and deeper dialogue, where spoken and body languages are supported by a situation or atmosphere.**

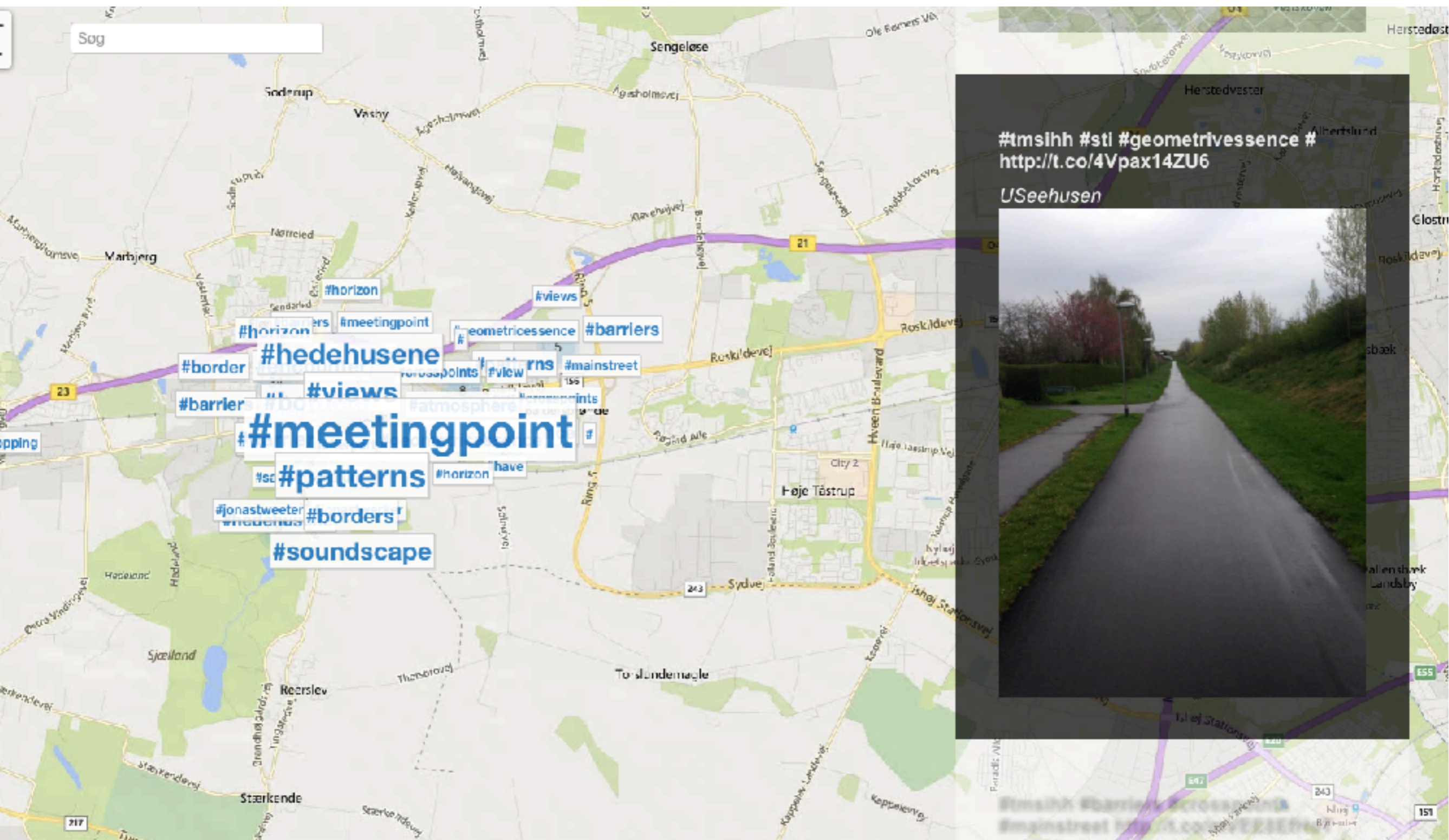
From **localism to the situated - from the potentially romantic ideas of grassroots or “small is beautiful” to the understanding the possibilities of the embodied and intuitive “unplanned collaboration/spontaneous interaction” as the fertile ground for something new to emerge.**

Develop urban streets and squares - classical political and meeting spaces - into a medium for dialogue, interaction and co-creation. Develop tools and methods that are sensitive to the patterns and dynamics of the city, to allow for complexity and openness of dialogues that are concrete and physically part of urban spaces.

This allows for a more intuitive interaction that can spark and nurture the often small and fragile beginnings in urban processes and spaces that gives rise to new ideas, networks and initiatives - and challenge status quo.

Case 1 - Supertanker/CiTyBee in Copenhagen





#tmslhh #sti #geometrivenessence #
<http://t.co/4Vpax14ZU6>

USeehusen





TAXI

123456

Blue jacket on a chair

PLANT
EN TJE

Group photo of people in a red setting
Dinsdag 14 september 2011 in de Grote Kerk, Rotterdam
Lidmaat van de Vereniging van de Grote Kerk
1911-2011







Nærheden og omgivelser

Nærheden



Skulptur af Carl Frederik Høyer til Christian 8. og
Sofie Frederikke af 1859. Kunstindustrimuseet,
København.













Informational card 1: A small white card with text and a photograph of a brick being tested. The text is partially obscured but includes the words "Brick" and "Test".

Informational card 2: A small white card with text and a photograph of a brick being tested. The text is partially obscured but includes the words "Brick" and "Test".



TAK TIL

AXEL HARTMANN
BOLLINIS FAMILIERESTAURANT
DANSK AKRYLPLADE FABRIK A/S
FLÜGGER FARVER I HEDEHUSENE OG ROSKILDE
GAMLE MURSTEN
HØJE TAASTRUP KOMMUNE
KALLERUP GRUSGRAV
KØBENHAVNS UNIVERSITET
NEERGÅRDS CAMPING
NÆRHEDEN
RUTH TRIER OG LILIAN THYRA ANDERSEN

SAMT ALLE FORBIPASSERENDE FOR GODE RÅD OG
UNDERSØGELSE



Case 2 - UEL and Salo Stories

Tampere School of Architecture

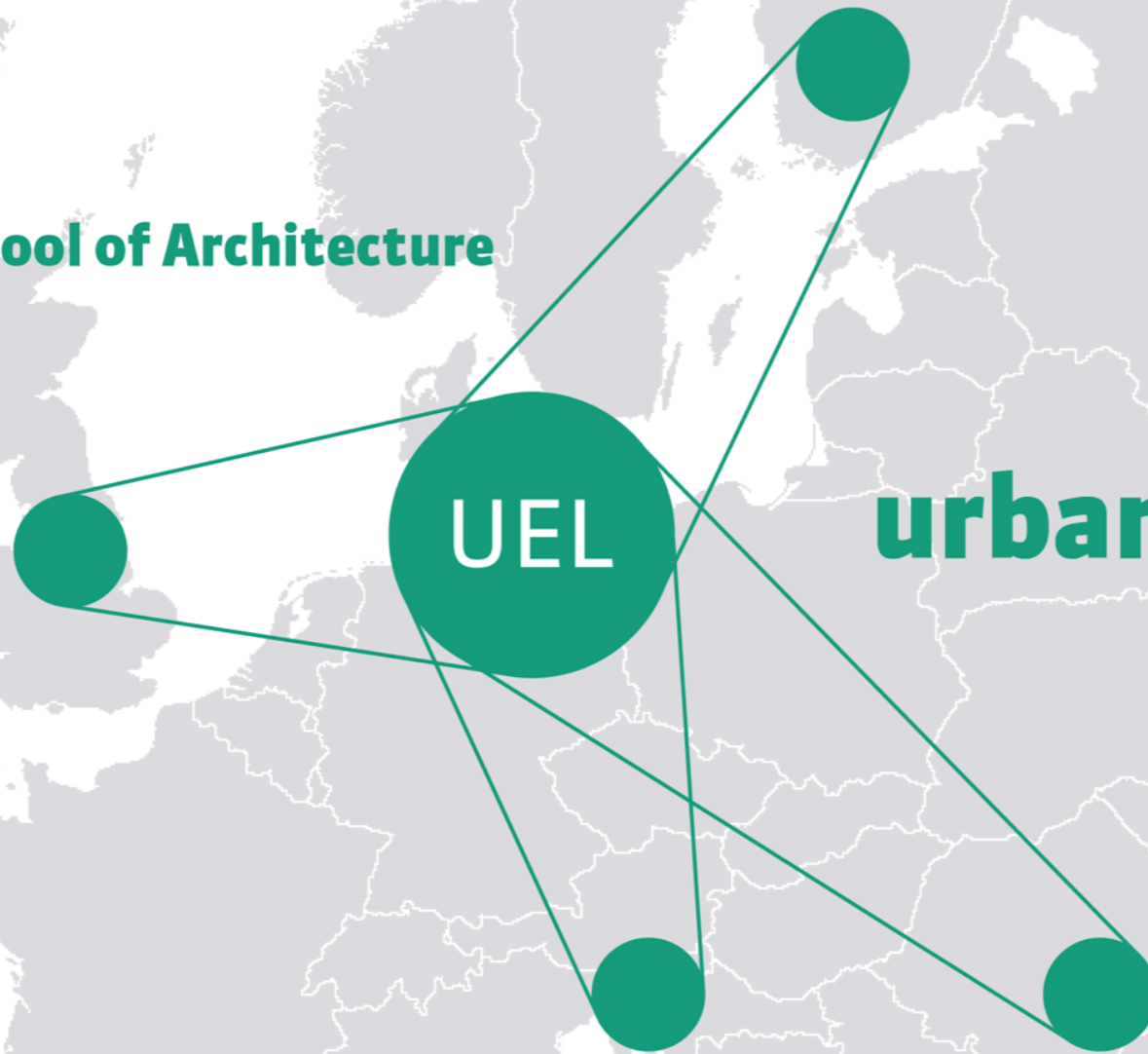
Sheffield School of Architecture

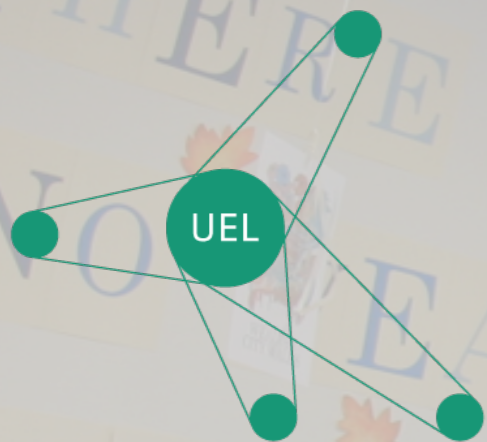
UEL

urban education live

Ljubljana University and IPOP

Bucharest - Association for Urban Transition





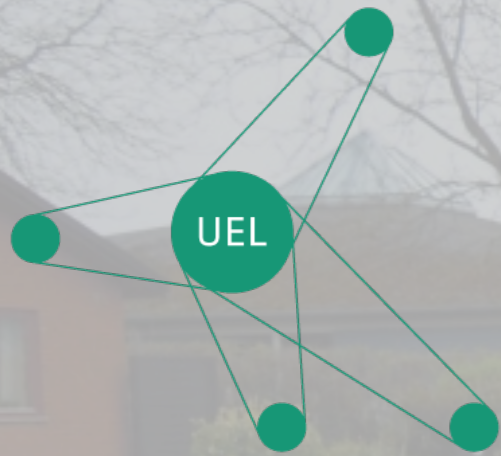
urban education live – aim and results

Aim - A new model for collaboration between universities and urban communities

Results – Inclusive, vibrant and accessible urban communities – innovative ecologies

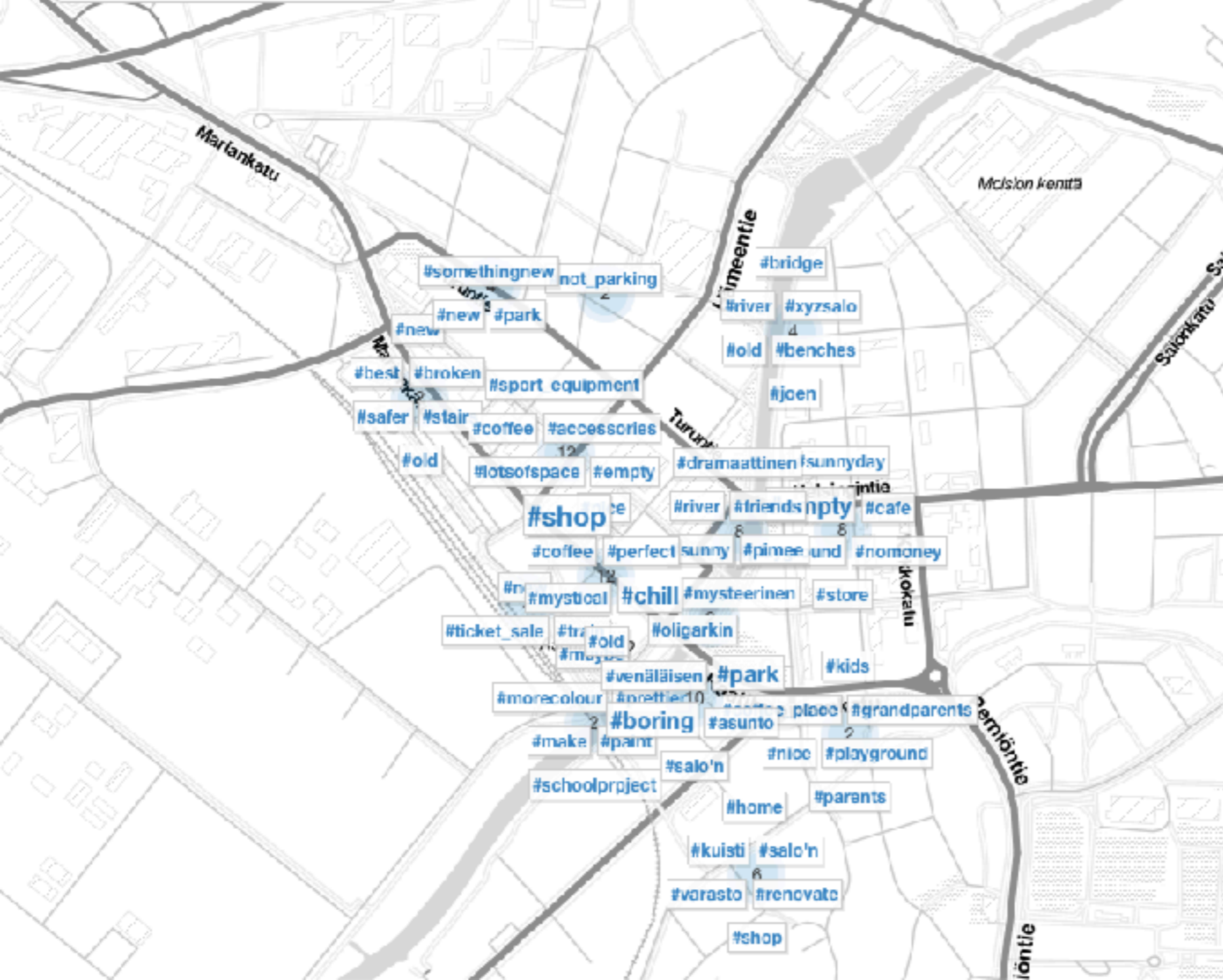
Flexible methods, technologies and theory that can be implemented on a larger scale

Thematic network of actors working on different models for collaboration between Universities and urban communities



urban education live – methods and elements

- 1. The University as an independent broker, curator and catalyst**
- 2. Urban capacity building: New types of empowerment, a trans-educational approach**
- 3. Social mapping: Discovering and documenting local patterns and change**
- 4. The Local Hub for learning and doing: place as a cross-connector**



#xyzsalo #dark #cold #clock Familiar bus station where I go everyday <https://t.co/ThrCOJywPj>

nobodyknows1__



Salo Stories - An atmospheric odyssey

Stories about what is there, dreams of what could be there and actions that can realise the dreams

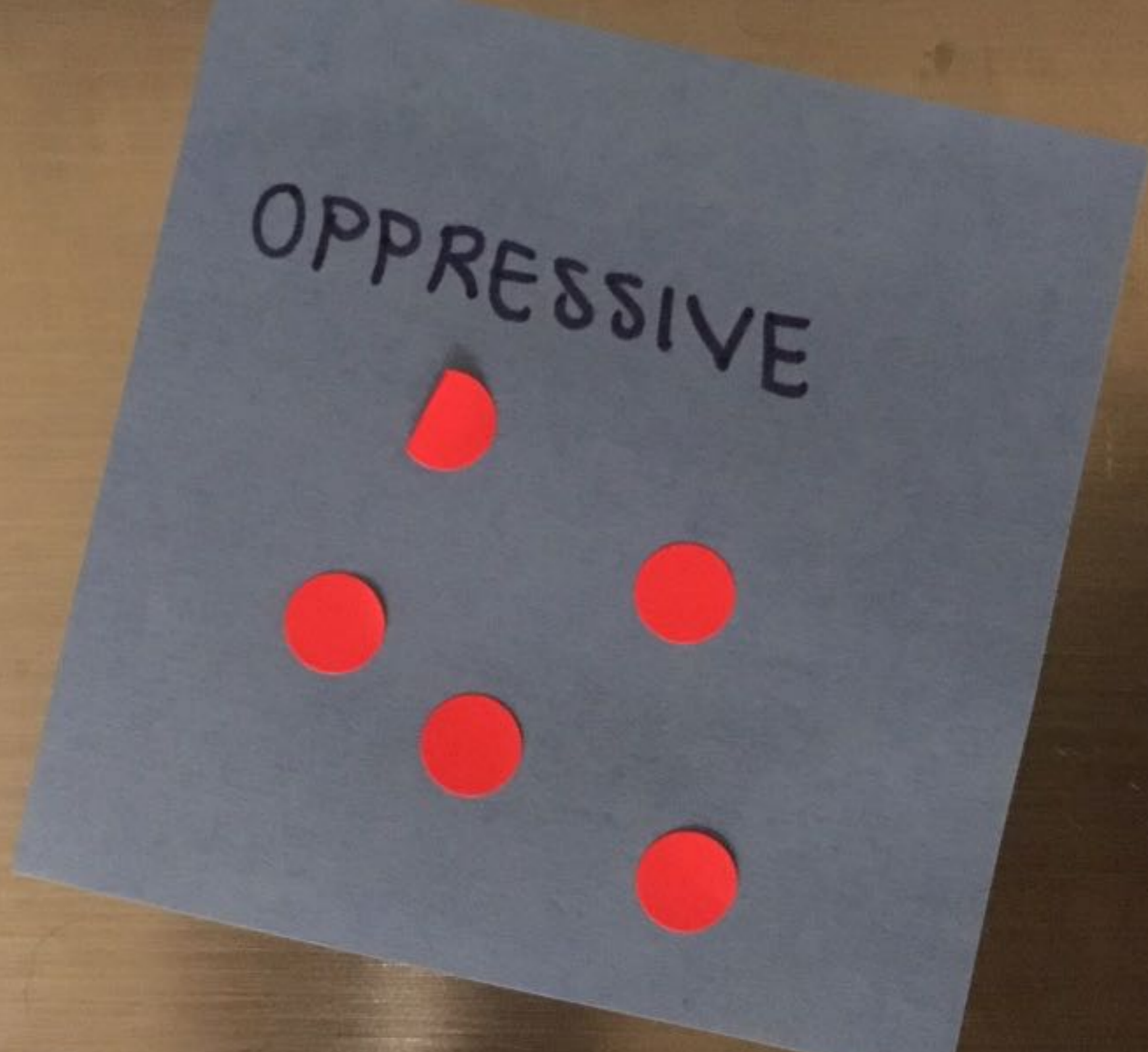
Main 3 elements of the work with the 2 art classes

- 1. What is there:** Perception and dialogue (how does it feel to be there and how to express those feelings)
- 2. What could be there:** Looking for problems and possibilities and dreams for what the future could bring
- 3. How to get there:** Civic entrepreneurship - how to become active citizens and how to organise new initiatives



Week 1 - What is there?

a. Perception - how does the place feel

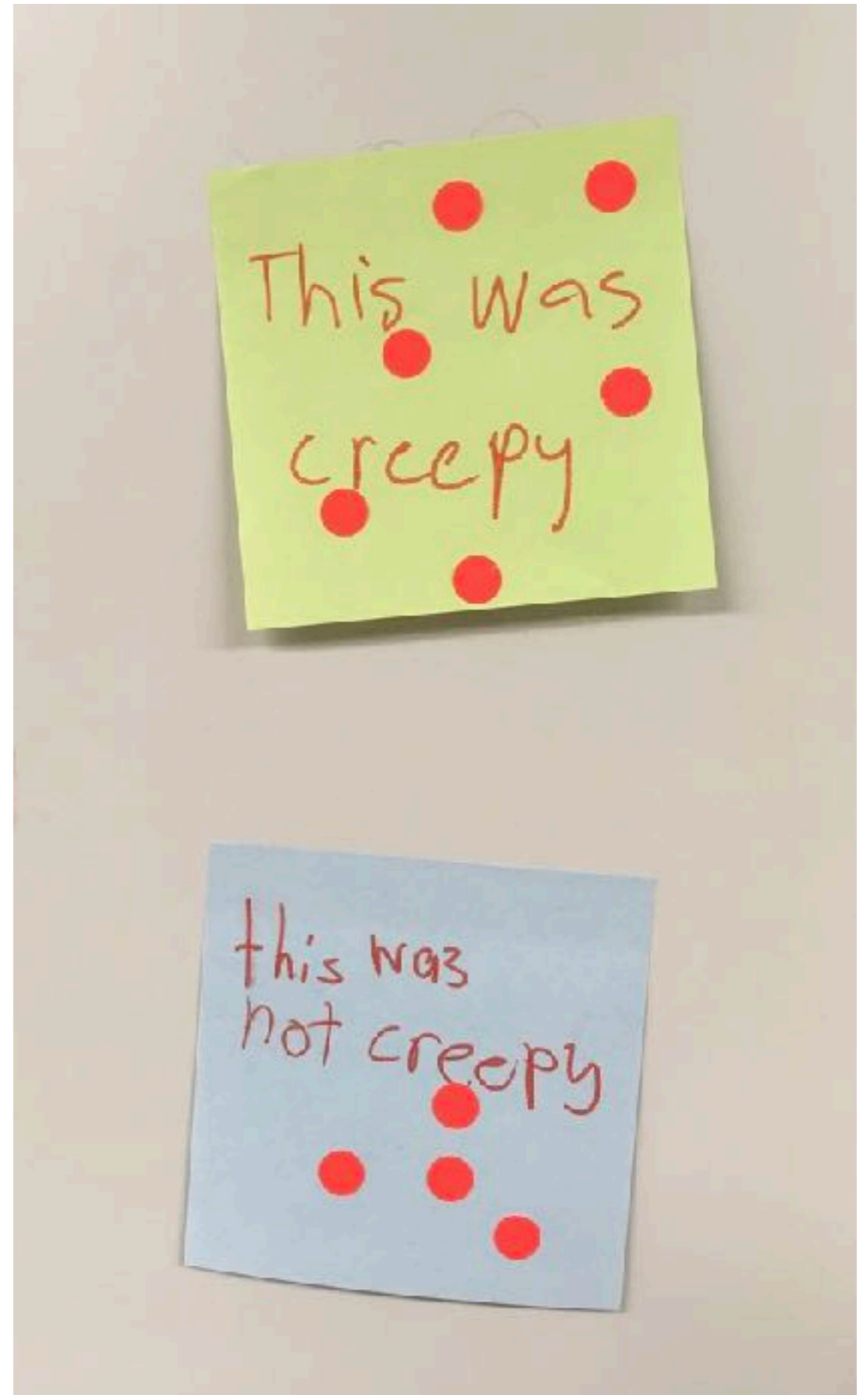


Week 1 - What is there?

b. Putting words on those feelings

Week 1 - What is there?

c. Dialogue - trying to use those words to discuss such a well known place as the classroom





Week 1 - What is there?

d. Discussing the first examples of "situated storytelling" how to explore and express feelings about places.



Apr 27

#xyzsalo #exciting #sporty #goodtimewithfriends



0:12



Week 1 - What is there?

e. Introducing the twitter tool and start using it in well known places - school and home, etc



#xyzsalo #kiire #nälkä tie on vähän kuin verisuoni sydämessä joka sylkee ja ottaa vastaan autot joko rahoja tuhlaamaan tai matkalle

Translated from Finnish by  bing

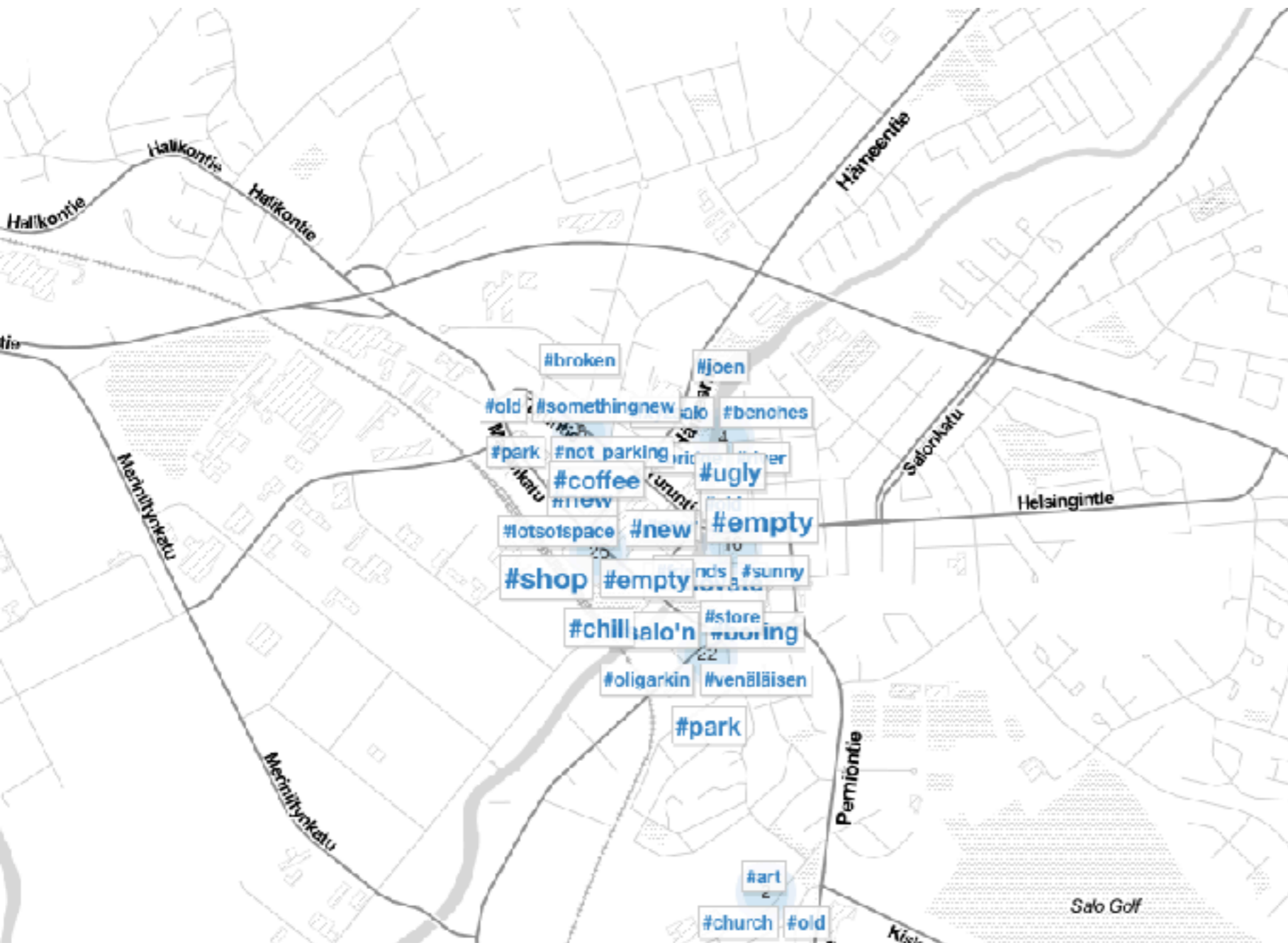
[Wrong translation?](#)

#xyzsalo #kiire #nälkä the road is a bit like a blood vessel in the heart that spits out and take the money to waste or cars, either



Week 1 - What is there?

f. Working with contrasting atmospheres - walking from the classroom to the Viljavarasto. And after that exploring the difference between 3 streets



Ainoo kauppakeskus Salossa
 #XYZSALO #plaza #mall #boringplace
<https://t.co/iHy3aHibLv>

finnishgot7



Week 1 - What is there?

g. Students begin to tweet - "what is there"
 what and where are the important places in Salo



Week 2 - What could be there?

**h. Students are introduced to civic entrepreneurship -
Pro Viljavarasto, Ihme&kumma, and Kulttuuritalo**



Week 2 - What could be there?

- i. Students begin to tweet about things they dream of - what could change for the better in Salo - Kahvila, new shops, youth clubs etc



Week 3 - How to get there?

j. Students work in groups on ideas that they themselves could engage in - how to realise that good idea - organisation, money, communication



Week 3 - How to get there?

**k. Students work on how to present their ideas:
What, Why and How**

Next steps I

Develop curriculum - Situated storytelling

Different types of media

How to tell stories in general

How to explore places

Next steps II

Develop curriculum - Civic entrepreneurship

Organize

Economy

Communicate

Next steps III

Collaborations

University

City

Local businesses

Next steps IV

More active role - involvement with community

Anchor institutions

A new format - We Are Here Now

Process: Overall process - 20 weeks

A super site specific process where a group of new (university) students working hands on with a number of learning processes that aims at **connecting body and presence - lived experiences - with reflections producing new knowledge and concrete socio-spatial-urban change**

The process will be relevant for students that intend to pursue **a wide range of studies** - the arts, humanities, social and human sciences.

The aim is to discover these specialisations as **a part of a complex whole** - linked to an everyday in a concrete community (urban) society - and learn how to keep it complex by working together.

The process will cover aspects **from the sensory, the social and societal** but also the **(self) organisational** that trains the students to be able to do things together

Basecamp - 2 weeks

The process in a nutshell: Sensing, naming and taking a new base together. A quick run through a number of the overall elements of the process as a part of a very concrete and functional effort to "inhabit" a new common space

Functions: Meeting place - lectures, presentations, public meetings. Workshops, Eating together, Working stations, cosy lounges, etc.

Result: An understanding of the general concept, each other and some of the more specific topics.

Explorations - 1 week

A - inner and outer - dialogue with a location and the atmosphere - being there

Searching and mapping a wider area to choose a location with a certain characteristics that makes it important. Also locations should be able to be "inhabited" in the following expedition.

A deep immersion into the location - **how exactly does it feel there and how does the location change by somebody being there**

Working on simple structural organisations that can be enacted later using physical expressions: **body (mime) or spatial interventions**

Expeditions - 2 week

Groups of app. 6 people go to the locations found in the individual explorations and **inhabit them - sleeping in tents and cooking on the spot**

The individual "communicates" via **unspoken languages his or hers experience of being there alone. curating how the groups inhabits the place.**

The group(s) works together on a **performance/mime that can express the common experiences from the expedition.**

Expeditions - 2 week

Literature studies - sensory/social - based on the exploration and expedition - the readings will be organised in triangulations where 3 texts are discussed using a common and/or contrasting themes

**Perception and sensorial apparatus, psychology, social group dynamics, means of expression, language, semiotics, dialogue, existential and philosophical aspects of "being - there - together"
Methods of learning from experiences**

The groups produce a "work" as a conclusion where the format of expression is free

Contextualising - 1 week

Individuals go back to their original location

A deep immersion into what and how the place was created/produced, economy, politics, nature, daily use, local conflicts or initiatives etc.

Students start building up an archive of the information collected, working with the organisation of the archive - how to structure, categorise the information.

Urbanizing - 3 weeks

Working in groups again and going to the streets and public spaces in the community to **engage in dialogues that can deepen the understanding of the information gathered**

Engaging in street dialogues that is drawing on the different concepts of engagement

Gradually building up a local agenda (what and where is it important) that draws on the many types of dialogues, information etc and the structuring of it - maps etc.

Urbanizing - 3 weeks

Literature studies - societal - based on contextualising and urbanising

Economics, The political, Democratic models, Citizenship, Science and scientific methods,

Urbanity - space and time, segregation, gentrification, critical thinking, learning process, power structures, organisational theory and methodology, practical project development

The groups produce a written work with an analysis and synthesises of the experiences and their relevant theoretical concepts

Work - 10 weeks

A product and a process that draws on all the above and that is above all super site specific - The main question is **how to urbanize a certain local community?**

Several resulting 'works' (written, spatial, visual, political, cultural) all of them to be part of a **public intervention.**

The larger group will from now on be **free to self organise and do what they find relevant.**

A number of evaluations and a final event - presentation - will be scheduled, but the students themselves can decide how they want to do them.

Process - We are here now

Basecamp

Exploration

Expedition

Contextualising

Urbanising

Work

Rhythms and movements

From the body to the social to the societal

**From personal experience and understanding
to collective and communicative knowledge**

From the concrete to the abstract and back

**The rhythm between the unfocused and
focused thought process - intuitive and rational**

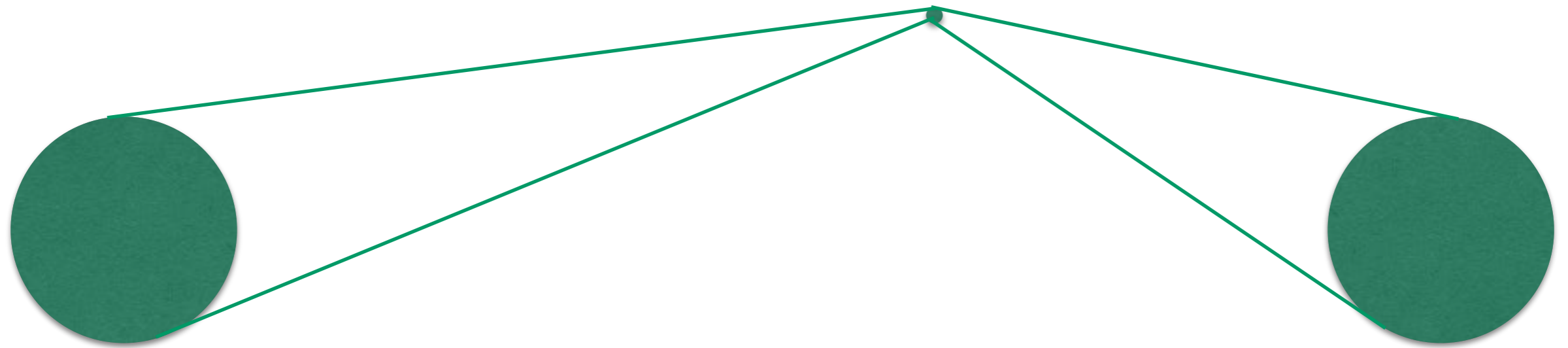
The city is complex and constantly changing

The risk of stopping or splitting the city - rational analysis and scientific knowledge

Calls for a integrated and intuitive approach

Urbanity as social and situated change

Pedagogy of urbanity - A learning processes where the experiences of change leads to new insights that can be used in further processes of change



We are here now

A Pedagogy of Urbanity