



Good Practice Report

Erasmus+ Strategic Partnership

Urban Dynamics
(2015-2017)

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I. Grußwort

Seit Oktober 2015 koordiniert die Kieler Romanistik in Zusammenarbeit mit der Humangeographie der CAU das forschungsbasierte Lehr-Lernprojekt „Urban Dynamics“ im Rahmen einer Erasmus+ Strategischen Partnerschaft mit den Universitäten Paris 8, Santiago de Compostela, Del Salvador (Buenos Aires) und Pernambuco (Recife).

In den vergangenen zwei Projektjahren wurden verschiedene Maßnahmen in den Bereichen Blended Learning (Online Ringvorlesung), Service Learning (Fallstudien), aber auch des interdisziplinären Wissensaustauschs und Transfers (u. a. Symposium in Paris 2016, Workshops in Kiel 2016 und Santiago de Compostela 2017) umgesetzt, die die Internationalisierung wie Digitalisierung an allen Partneruniversitäten strukturell bereichert bzw. befördert haben.

Es freut mich sehr, dass die Universität zu Kiel im Oktober 2017 Gastgeberin der offiziellen Abschlussveranstaltung ist. Dort kommen noch einmal alle internationalen PartnerInnen mit ihren Studierenden zusammen, um ein Fazit zu ziehen und gemeinsam Überlegungen anzustellen, wie es mit der Zusammenarbeit weitergehen soll.

Ich danke den Koordinatoren Prof. Dr. Javier Gómez-Montero und

I. Greeting

Since October 2015 the Institute of Romance Studies of Kiel University (CAU) is coordinating together with the Department of Geography the Erasmus+ funded teaching-learning project “Urban Dynamics” in the context of a Strategic Partnership with the Universities of Paris 8, Santiago de Compostela, Del Salvador (Buenos Aires) and Pernambuco (Recife).

Several action items have been implemented in the course of the past two project years in the areas of blended learning (online lectures), service learning (case studies) and of interdisciplinary knowledge exchange and transfer as well as fostering internationalisation (among others a symposium in Paris 2016, workshops in Kiel 2016 and Santiago de Compostela 2017) and digitalisation in all participating universities.

I am delighted that Kiel University will host the official closing event of this project in October 2017. All international partners and their students will meet once again to draw conclusions and to reflect together on how the cooperation can be continued.

I would like to thank the coordinators Prof. Dr. Javier Gómez-Montero and Prof. Dr. Rainer Wehrhahn and their staff for their engagement in the internationalisation of our

Grußwort // Greeting

Prof. Dr. Rainer Wehrhahn sowie ihren Mitarbeiterinnen und Mitarbeitern für ihr bisher gezeigtes Engagement im Rahmen der Internationalisierung unserer Universität und wünsche ihnen weiterhin alles Gute bei der Implementierung nachhaltiger diversitätsorientierter Strukturen in Forschung und Lehre.

Prof. Dr. Anja Pistor-Hatam

Vizepräsidentin für Studienangelegenheiten, Internationales und Diversität der Christian-Albrechts-Universität zu Kiel

University and wish them all the best for their ongoing implementation of sustainable diversity-oriented structures in research and teaching.

Prof. Dr. Anja Pistor-Hatam

Vice President for Academic and International Affairs, and Diversity of Kiel University

II. Über das Projekt

Das forschungsbasierte Lehr-Lernprojekt „Urban Dynamics“ (UD) gründet auf einer strategischen Partnerschaft (SP) von fünf Universitäten aus Europa und Lateinamerika mit der Absicht, in den zwei Projektjahren MA-Strukturen für eine zeitgemäße komplexitätsaffine (Aus-) Bildung von zukünftigen ‚Urban Managers‘ praxisnah zu erarbeiten und zu implementieren.

Basierend auf über 10 Jahre gemeinsamer interdisziplinärer Forschung und Lehre im Bereich der Urban Studies haben es sich GeographInnen, SoziologInnen und Literatur/KulturwissenschaftlerInnen der Universitäten Kiel, Paris 8 und Santiago de Compostela zusammen mit Partnern aus Argentinien und Brasilien und in Kooperation mit über 15 außeruniversitären Institutionen zum internationalen Ziel gemacht, ein Disziplinen übergreifendes Studiencurriculum zu entwickeln, das auf gegenwärtige Herausforderungen im Kontext urbaner Dynamiken so kompetent wie innovativ reagiert.

Hierfür wurden in den vergangenen zwei Jahren verschiedene Moduleinheiten konzipiert und umgesetzt, bei denen interkulturelles und fachübergreifendes Lehren und Lernen im curricularen Vordergrund standen: So gehörten (1) neben einem wissenschaftlichen Symposi-

II. About the Project

The research-based teaching-learning project “Urban Dynamics” (UD) is founded on a Strategic Partnership (SP) between five universities in Europe and Latin America aiming to establish and implement MA structures for a contemporary and complexity-related education for future ‘urban managers’ during the two-year project in a practically oriented manner.

Based on more than 10 years of joint interdisciplinary research and teaching in the area of urban studies, geographers, sociologists and literary/cultural scholars of the Universities of Kiel, Paris 8 and Santiago de Compostela, together with partners from Argentina and Brazil and in cooperation with more than 15 non-university institutions have made it their international goal to develop a cross-disciplinary course curriculum that reacts to contemporary challenges within the context of urban dynamics in a competent as well as innovative way.

To this end, over the past two years, a variety of modular units with intercultural and interdisciplinary teaching and learning were conceptualised and carried out in the forefront of the curriculum. Thus, the transdisciplinary UD Study and Training Programme included: (1) a scientific Symposium in Paris

sion in Paris (03/2016), (2) zwei praxisorientierten Workshops in Kiel (06/2016) und Santiago de Compostela (03/2017), (3) einer transferfördernden Autumn School (Herbstschule) in Kiel (10/2017) – an denen neben WissenschaftlerInnen und Studierenden stets auch VertreterInnen urbaner Praxis (u. a. Kulturbereich, Verwaltung, Politik, Stadtplanung/Architektur) teilnahmen – auch mehr individuelle bzw. kleingruppenförmige Formate wie (4) eigens projektierte Case Studies (Fallstudien), wo die Studierenden konkrete Vorschläge bzw. Lösungen für urbane Herausforderungen erarbeiteten, sowie (5) passgenaue internationale Internships (Praktika) zum transdisziplinären UD Studien- und Ausbildungsprogramm.

Als Medienplattform für virtuelle Projekttreffen usw. diente die UD Blended Learning Platform (BLP), die in Zusammenarbeit mit dem Intercultural (nunmehr Glocal) Campus (glocal-campus.org) der Universität Jena realisiert wurde. Auf dieser Plattform wurde überdies (6) eine UD Online Lecture Series (Online-Ringvorlesung) umgesetzt, die interdisziplinäre Perspektiven auf urbane Dynamiken von allen beteiligten Projektpartnern sowie eingeladenen ExpertInnen (Horizon Lectures) versammelt. Als letzte (7) curriculare Projektmaßnahme findet im Anschluss an die Herbstschule eine StartUp Academy in Kiel

(03/2016), (2) two practice-oriented Workshops in Kiel (06/2016) and Santiago de Compostela (03/2017), (3) a transfer-promoting Autumn School in Kiel (10/2017) – comprising scholars and students but also representatives of urban practice (such as from the cultural, administrative, political, urban planning and architecture sectors) – but also more individual and small-group formats such as (4) specially planned Case Studies in which students elaborated specific suggestions or solutions for urban challenges, and (5) fitting international Internships.

Providing a media platform for virtual project meetings, etc., the UD Blended Learning Platform (BLP) was created in cooperation with the Intercultural (now Glocal) Campus (glocal-campus.org) of the University of Jena. Moreover (6), a UD Online Lecture Series was established on this platform assembling interdisciplinary perspectives on urban dynamics of all participant project partners and invited experts (Horizon Lectures). As a final project activity, (7) a StartUp Academy in Kiel will take place (10/2017) subsequent to the Autumn School. Here students of all partner universities obtain the possibility to develop their own start-up ideas in the context of urban dynamics together with experts from economy, culture and sustainability.

Über das Projekt // About the Project

(10/2017) statt, bei der Studierende aller Partneruniversitäten die Möglichkeit erhalten, zusammen mit Wirtschafts-, Kultur- und Nachhaltigkeits-ExpertInnen eigene Existenzgründungsideen im Kontext urbaner Dynamiken zu entwickeln.

The following good practice reports of the partner consortium would like to offer a compact overview of the successful UD project work of the past two years.

Die folgenden Good Practice-Berichte aus dem Partner-Konsortium möchten einen kompakten Ausblick über die erfolgreiche UD-Projektarbeit der vergangenen zwei Jahre geben.



UD Santiago Workshop@Facultade de Xeografía e Historia, USC



UD Kiel Workshop@Alte Mu



UD Paris Symposium@City Hall Saint-Denis

III. Good Practice-Beispiele

Innovative Projekte haben *per definitionem* eine begrenzte Laufzeit, in der Noch-nicht-Etabliertes – eben Neuartig(er)es entwickelt und realisiert werden soll. Das birgt Chancen wie auch eine Reihe von Herausforderungen. Über Letztere werden aus transinstitutioneller Sicht der UD Leitfaden zu den internationalen Praktika (Guideline Internships) wie auch aus akademischer Perspektive die Modulbeschreibung des UD Studien- und Ausbildungsprogramms (Study and Training Programme) Interessierten ab 2018 konkrete Erfahrungen sowie hilfreiche Informationen für entsprechende Umsetzungen bieten.

Bei den folgenden Beispielen guter Praxis wurden die fünf Projektpartner gebeten, ausgemachte, durch UD in den zwei Projektjahren 2015-2017 beförderte Impulse, Neuerungen wie auch positive Projekterfahrungen an den Heimatuniversitäten zu resümieren, um so einen Überblick über das qualitative *Plus* einer transkontinentalen Erasmus-Partnerschaft mitsamt ihrem transdisziplinären wie interkulturellen Lehr-Lernprojekt zu geben.

III. Examples of Good Practice

Innovative projects are, by definition, limited to a certain duration during which something not-yet-established or new is to be developed and carried out. This holds opportunities as well as a series of challenges. With regard to the latter, the UD Guideline for International Internships, in addition to the module description of the UD Study and Training Programme, will from 2018 onwards provide interested parties with experiences and helpful information for respective implementations concerning the transinstitutional as well as the academic view.

Regarding the following examples of good practice, the five project partners were asked to summarise certain inputs, new developments and positive project experiences at their home universities that have been promoted by UD during the two project years from 2015 to 2017, in order to gain an overview of the qualitative *plus* of a transcontinental Erasmus partnership along with its transdisciplinary and intercultural teaching-learning project.

UD@CAU (Deutschland)

Strukturen schaffend

Auf administrativ-struktureller Ebene war die Ausgangssituation für die Kieler SP-Leitung keine einfache. Denn als forschungsbasiertes, indes nicht primär forschendes EU-Drittmittelprojekt, das zudem transfakultär aufgestellt und an der Entwicklung neuartiger Lehr-Lernformate interessiert war, mussten alle projektmanagementrelevanten Administrationsprozesse von Verträgen bis zur Finanzverwaltung – zusätzlich zu den inhaltlichen Projektmaßnahmen – selbst entwickelt und zusammen mit den Partnern international optimiert und angepasst werden. Dies wurde durch die von Anfang an solide Zusammenarbeit mit dem International Center (IC) der Universität zu Kiel möglich, das von der Antragseinreichung bis zum Controlling als kompetenter Administrationspartner innerhalb der Universität fungierte. Im Gegenzug haben Good Practice-Berichte zur Erasmus+-Antragsstellung sowie die Bereitstellung von Unterlagen u. a. begünstigt, dass die CAU seit 09/2017 eine zweite Erasmus+-SP zu urbanen Fragen federführend koordiniert (Ancient Cities).

Dabei ist es als ‚Markstein‘ für die Wissenschaftslandschaft an der CAU insgesamt zu werten, dass UD durch gute (trans-)institutionelle Praxis

UD@CAU (Germany)

Creating Structures

On the administrative-structural level, the initial situation for the SP management in Kiel was not an easy one. As a research-based whilst not entirely research-driven EU-funded project, moreover involving various faculties and aimed at developing innovative teaching-learning formats, all administrative processes relevant to the project management, ranging from contracts to financial management – in addition to project measures regarding content – had to be self-developed and jointly optimised and adjusted, together with the partners internationally. This was made possible from the outset through committed collaboration with the International Center (IC) at Kiel University which acted as a competent partner from proposal submission to managerial accounting. In return, good practice reports regarding Erasmus+ applications and the provision of documents contributed, among other things, to the CAU's second Erasmus+ SP on urban issues as coordinator in charge, as of 09/2017 (Ancient Cities).

Thereby, it is to be considered a ‘milestone’ for the CAU's academic landscape in general that UD has formatively, by means of good (trans)institutional practice since

seit 2015 strukturschaffend nicht nur auf die Bedeutsamkeit und Attraktivität von interdisziplinären Lehr-Lernprojekten und ihrer internationalen Drittmittelinwerbung aufmerksam gemacht hat; auch was die Aktualität von universitärer Lehre angeht, hat das UD Lehr-Lernprojekt an der CAU Weichen stellen können, die nun u. a. in der mittlerweile bewilligten HRK-EXPERTISE-Themenwerkstatt 2017 zum Nexus Internationalisierung-Digitalisierung längerfristig positioniert sowie institutionell weiter vernetzt werden können.

Sozial-kulturelle Innovation

Dass ein Lehr-Lernprojekt im Bereich der Urban Studies von literatur/kulturwissenschaftlicher Seite in Kooperation mit der Humangeographie koordiniert wird, ist keine Selbstverständlichkeit. Und haben gerade die Disziplinen übergreifenden Diskussionen im Rahmen von UD-(Lehr-)Veranstaltungen bewiesen, dass eine fundierte sozio-kulturelle Perspektive auf urbane Räume und ihre Dynamiken dazu verhilft, neben stadtplanerischen Koordinaten usw. auch eine Sensibilität für anthropologische Konstanten zu entwickeln, wozu das Imaginäre von Städten (Image etc.) ebenso gehörte wie das ihrer Bewohner (Identifikation etc.). Womit die SP auch starkmachen konnte, dass sozial- und geisteswissenschaftliche Fä-

2015, not only drawn attention to the significance and attractiveness of teaching-learning projects and their international third-party funding. With regard to the topicality of university teaching, the UD teaching-learning project has likewise set a direction at CAU which can now gain a longer-term placement and further institutional connectedness, for example in the HRK EXPERTISE Workshop 2017 on the internationalisation-digitisation nexus.

Social-Cultural Innovation

It is by no means self-evident that a teaching-learning project in the area of urban studies is coordinated by the literary and cultural studies in cooperation with human geography. Besides the development of urban planning coordinates, etc., the interdisciplinary discussions in the course of UD (teaching) events have proven that a profound socio-cultural perspective on urban spaces and their dynamics helps to provide a sensitivity for anthropological terms, including imaginaries of cities (image, etc.) just as much as of its inhabitants (identities, etc.). The SP thereby enabled social sciences and the humanities to contribute substantively and actively to a better understanding of cultural complexities in cities and a reflected handling thereof, being conducive to, for example, an Education for Sustainable Development (ESD).

cher einen realen wie aktiven Beitrag für das bessere Verständnis kultureller Komplexität in Städten und des reflektierten Umgangs damit leisten können, wie er u. a. für eine Bildung für nachhaltige Entwicklung (BNE) förderlich ist.

Neben diesem Nachweis sozialer ‚Relevanz‘ kulturwissenschaftlicher Arbeit und einer interkulturellen ‚Erweiterung‘ sozialwissenschaftlicher Perspektiven befördert das transdisziplinäre UD Studien- und Ausbildungsprogramm dank der Kieler StartUp Academy (10/2017) sowie internationaler Praktikumsstrukturen zudem das, was man ‚sozial-kulturelle Innovation‘ nennen könnte.

Wissenschaft vor Ort

Als komplexe Räume lassen sich Städte und ihre Dynamiken besser erfahren, wenn man neben Grundlagenforschung, einschlägiger Theorie und neuen Konzepten auch den Praxis-Dialog einbezieht, wie ihn insbesondere die zwei UD-Workshops betrieben haben.

Ein einträgliches Beispiel hierfür war die Arbeitsgruppe zu den „Refugee Spaces“ (Ltg. Z-E. Hatham) auf dem Kieler Workshop im Juni 2016, welche die Flucht- und Migrationsdynamiken in Deutschland und insbesondere in Kiel zum Thema hatte. Hierzu wurde zunächst eine interdisziplinäre Gruppe von Studierenden und Lehrenden aus den verschiedenen teilnehmenden Part-

Alongside this proof of social ‘relevance’ of cultural studies and of an intercultural ‘expansion’ of social science perspectives, the transdisciplinary UD Study and Training Programme acts as a promoter of what could be labelled as “social-cultural innovation”, on account of the StartUp Academy in Kiel (10/2017) as well as its international internship structures.

Science on Site

As a form of complex spaces, it serves a better comprehension of cities and their dynamics when not only foundational research, relevant theory and new concepts but also practical dialogue is involved, as demonstrated by the approach of the two UD workshops.

The working group on “Refugee Spaces” (directed by Z.-E. Hatham) serves as a gainful example of the Kiel workshop in June 2016 as it dealt with the dynamics of flight and migration in Germany and especially in Kiel. Firstly, an interdisciplinary group of students and teachers from the various participating partner universities was formed for this purpose. The group then dealt with questions of how the city of Kiel had handled the refugee movements during the years 2015 and 2016, how migrants support each other and how migrants having lived in Kiel for long periods of time assess their situation. To this end,

ner-Universitäten gebildet. Daraufhin beschäftigte man sich mit Fragen, wie die Stadt Kiel mit den Fluchtbewegungen in den Jahren 2015 und 2016 umgegangen ist, wie sich MigrantInnen gegenseitig unterstützen und wie schon länger in Kiel lebende MigrantInnen ihre Situation beurteilen. Hierfür besuchte man eine Erstaufnahmeeinrichtung für Flüchtlinge, sprach mit VertreterInnen der Türkischen Gemeinde im migrationsreichen Stadtquartier (Gaarden) und traf Migranten aus Afghanistan in einem Kieler Schrebergarten.

All diese Begegnungen dienten, neben der methodischen Kompetenzerweiterung im Bereich von Migrationsforschung, vor allem der interkulturellen Reflexion der Teilnehmenden selbst, die *in situ* Parallelen und Unterschiede im Hinblick auf Flucht- und Migrationsherausforderungen in ihren eigenen Städten ausmachen und Perspektiven austauschen konnten. Darüber hinaus wurde deutlich, dass interkulturelle Praxis-Erfahrungen wie diese in Kiel ein bewussteres Interesse für die Menschen hinter den Zahlen und Termini wecken – ihre Chancen, ihre Sorgen, ihre Befindlichkeit. Womit sie auch Transferanlass für gute Praxis andernorts und ggf. für bessere Praxis vor Ort sein können.

an initial reception centre for refugees was visited, representatives of the Turkish community in the ethnic neighbourhood (Gaarden) were spoken to and meetings were arranged with migrants from Afghanistan in an allotment garden in Kiel. Besides the implied methodical skill enhancement in the area of migration research, all of these encounters served the purpose of the participants' own intercultural reflection who were able to identify parallels *in situ* and differences with regard to the challenges of flight and migration in their own cities and to exchange views. Moreover, intercultural practical experiences like the ones in Kiel clearly generate a more conscious interest in the human beings behind the numbers and terms: an interest in their opportunities, their worries, their feelings. This may, therefore, constitute a motivation for a transfer of good practice elsewhere or, if applicable, for better practice on site.



Working Group@UD Kiel Workshop

UD@USC (Spain)

Interactive Approach

The experiences acquired during the UD Study and Training Programme (2015-2017) have been enriching. Teaching based on interactive and collaborative learning methodologies has been fostered among USC students and teachers, as well as among students themselves. An example of this was the elaboration of case studies, through which our students from geography and philology worked together allowing an interdisciplinary and transversal approach of the problematic object of study.

The case studies allow the holistic analysis of contemporary phenomena within a real context. For example, the students from geography and philology studied the squatter movement in Santiago de Compostela. Students researched in practice what happened, in contrast to what theoretical literature says should happen. By doing so, students improved their research capabilities with the integration of special techniques, such as participant observation and semi-structured interviews. In addition, case studies have raised interaction between doctoral and master students. They exchanged knowledge and reinforced teamwork practices, as the MA students performed the

tasks under the coordination of PhD students.

We believe that the implementation of case studies with a multidisciplinary approach is fundamental as practical teaching methodology, especially for students of social dynamics. Through this type of activity they develop independence in research and awareness of the need to analyse social phenomena from different disciplines and viewpoints.

International Practice

Another example of good practice to be highlighted within the UD project is its international internship programme. The new development is that students can only apply for internships to the institutions of other countries. In this way, the programme not only guarantees the students' employability, since it will benefit them to enter the labour market successfully, but it also promotes internationalisation and interculturality.

Through the completion of the internships, students develop a set of capabilities – skills, understandings and personal attributes – that improve their chance to gain employment and to be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy. A form of service learning that should be incorporated by the different university degree programmes.

Since the UD internship programme places students in professional settings that favour the acquisition of knowledge and the implementation of the necessary skills for their future introduction into the workplace, it empowers them to observe, analyse, reflect and to make decisions and act. During the training period, students are able to articulate theory and practice through a global approach to real problems and situations in the workplace, implementing the knowledge gained in the academic curriculum. It also allows them to develop participatory competences, as well as innovative, creative and entrepreneurial ideas.

The fact that the internships take place in *another* country clearly adds an international and intercultural aspect to the training. For, students are able to improve their language skills, vital when it comes to finding employment, in the area of specialisation through daily work in the company and attending language courses at the UD partner university. Likewise, learning to work with people from other cultures prepares them to face the increasingly multicultural work environments that exist globally.

In short, practices, as proposed by the UD programme, provide students with a more comprehensive training for the future labour market.



UD@Cidade da Cultura, Santiago d. C.



UD@A Coruña



Presentation@UD Santiago Workshop

UD@UP8 (France)

Experimental Teaching Methods

The two European workshops (Kiel & Santiago de Compostela) in which Paris students took part fostered their curiosity and their will to be active in field surveys and comparative inquiries in various European cities – refugee centres, cultural centres, reused places ... All participant students made presentations which deeply enriched the study cases. Furthermore teachers were invited to realise distance learning courses on the UD platform. Two of us performed the exercise for a class in English and a class in Spanish. This experiment boosted our will to broadcast distance courses at UP8 more generally.

Interdisciplinarity

One of the great results of UD practices was the cooperation between geography, sociology, culture and literature students to compare various academic approaches. This aspect was particularly valued by the Institute of European Studies (IEE) which is in itself an interdisciplinary institute (with language teachers, political scientists, sociologists, city planners, economists). But it was also deeply acknowledged by our colleagues of UP8 Master in Social and Human Sciences (who are also part of the programme). Therefore,

UD has helped to strengthen internationally the validity of interdisciplinary study programmes.

Multilingual Aspects

All seminars, workshops and meetings were organised in various languages: English, Spanish, German and French. In order to give the possibility to everyone to express him/herself in the most effective way. Thus, Paris 8 Institute of European Studies commissioned during the March 2016 scientific symposium two interpreters: one from French to English, one from Spanish to English. Although this type of expense was not included in the symposium budget (we paid these services on our own recipes), we thought that it was vital for the best possible communication. Generally speaking, thanks to UD our students have been exposed to multilingual aspects of international cooperation. This has promoted their will to learn foreign languages (a programme which is now foreseen in our Master curriculum, for, at least, two languages: English and Spanish).

European & International Scope

UP8 is one of the French universities most experienced in international relations within Europe and worldwide. However, in spite of many conventions signed with international universities, UP8 has only obtained two Erasmus+ Strategic Part-

nerships so far (one more has been granted in September 2017). So, UD was a great opportunity to put UP8 on the European and international map. Thanks to this partnership, we (IEE) could experience a closer relation with UP8 Service of International Relations and International Cooperation and we were able to commission more talented agents and better UP8 practices in the field. The UD programme undoubtedly contributed to the international outreach of UP8 and of the Institute of European Studies. As a consequence the current Director of the Institute has been elected as UP8 Vice-President of International Relations since February 2017.

Transinstitutional Cooperation

Thanks to UD, various opportunities were created to cooperate with professional organisations or institutions: Paris City, Saint-Denis City, CentQuatre, Espace 1789, International City Theatre, Gérard Philipe Theatre (Saint-Denis). These contacts fostered the cooperation between both entities. Some of their representatives were invited to the symposium organised at UP8 in March 2016. Saint-Denis City welcomed all UD participants for a meeting during the same week. Thus, European teachers and students could learn about the activities of a multicultural city, its challenges and its projects and hereby

enriched their understanding of French urban policy these days.



Opening Session@UD Paris Symposium



Perspectives@UD Paris Symposium



Expertise@UD Paris Symposium

UD@USAL (Argentina)

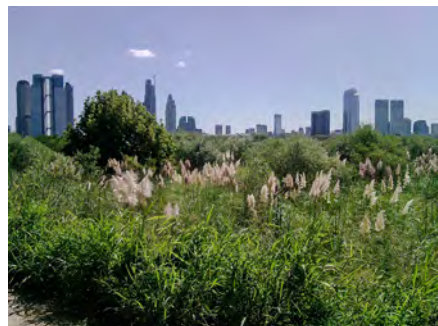
Transcontinental Plus

To be able to partake in a European study and training programme and to contribute with talks and intellectual outputs to a more wide-reaching, non Eurocentric perspectivation of urban dynamics was a clear added value for us. In particular our participation in the workshops and working meetings that took place in Kiel, Recife and Santiago de Compostela has allowed us to present and discuss specific socio-cultural Argentine and Latin American issues from the view of Human Sciences (philology in particular). We were also able to compare them with different European perspectives relating to the same topics (such as popular devotions and episodes of political and criminal violence), developing thereby not only an intercultural but also an interdisciplinary discourse. In the multinational UD context it has also been possible to experience and examine specific urban ‘problems’ and challenges existing in the European Union, but absent in our countries; for example: the massive admission of political refugees, etc.

Blended Interchange

The establishment of a virtual platform as a part of the UD project has

allowed us to enhance and complete the interaction already provided by the presential meetings of the international teams. Without this UD blended learning device it would not have been possible to keep the transatlantic academic interchange of ideas so dynamic over the past two years. That is why we believe that digitalisation and internationalisation combine best for a more global study of urban complexity if sustained by a methodical and medial mix of classical and virtual classroom teaching, on-location workshop experiences, face-to-face meetings (online and event-related), symposium talks and round tables as well as 24-hour available online lectures and materials, as it has been implemented since 2015 by the UD Study and Training Programme to promote international exchange and facilitate worldwide and inclusive availability of resources regardless of location.



Reserva Ecológica / Buenos Aires

UD@UFPE (Brazil)

Intercontinental Dialogue

Besides the fact that non-European students do not receive grants for participation in Erasmus+ funded events or internships – something that does not favour general internationalisation and intercultural learning and working policies – two Brazilian students applied successfully for UD Internships in Spain 2017 at the CETUR (Centre for Tourism Studies and Research) in Santiago de Compostela.

There they assisted a lecture about the impacts of tourism in pilgrim city Santiago de Compostela, where relevant perspectives of *actors* and stakeholders like the local community, private investors and public management were analysed. Their activities also included a visit to the borough of Mugardos (Ferrol), a showcase of public tourism development in Galicia. Besides the specific research activities and networking with tourism professionals and scholars from Santiago de Compostela, it was the combination of research-oriented and practical field work that enriched their intercultural as well as professional experience, enabling a better comprehension of South-Western European geocultures and politics and supporting the ability to adopt and develop new practices for urban tour-

ism development. Hence, the two Recife internees have given proof that with sufficient intrinsic motivation and good preparation the lack of funding complicates but does not inhibit vocational transfer and intercontinental dialogue.

Transferring

Another example for good transfer was the Recife case study regarding “Geography of resistance: Counter-hegemonic registers of the present days” (2016) in which UFPE students from geography, architecture, biology, sociology, tourism and law (1) studied thoroughly the ‘production’ of space in old downtown Recife, (2) analysed conflicts between hegemonic and counter-hegemonic agents as well as (3) the legal situation of the areas, interviewed (4) different agents and (5) made out the various standpoints. The experiences and discussions of the case study group enabled a better understanding of urban dynamics in and of a peripheral city such as Recife. The interdisciplinary case study contributed hereby to perceive the city as a whole and to identify the distinct agents, dimensions, scales, contents and processes, in order to address adequately current urban dynamics and their consequences.

Thus, this case study can be seen as a UD landmark, setting comparative bases for the comprehension of

urban frictions and actual practices of resistance.

Conjointly

In summary, the experiences gained during the UD project administration process were positive for UFPE. First, we got management insights into a transdisciplinary Erasmus+ teaching-learning project. Second, the project's communication with Kiel and between partners was constant and productive thanks to the plurilingual approach of the SP and its communications infrastructure. Third, Kiel applied successfully for further project funding, in order to be able to invite Brazilian students and staff to participate in German UD events, emphasising by this the UD blended learning credo that not only virtual but also presential dialogue is essential for international cooperation. Fourth, the SP came to Recife in order to learn from and get inspired by Brazilian movements and policies. Hence, it was a pleasure to organise on behalf of the UD Project Meeting in Recife (09/2016) a diverse schedule that included visitations, consultations and dialogue with UFPE as well as USAL students.

With this Latin-American Erasmus+ meeting UD emphasised that European and Latin-American transfer is best when bilateral.



Marco Zero / Parque das Esculturas, Recife



Urban Mobility _eporai.com@Recife Project Meeting



Olinda / Recife

IV. Über die UD-Fallstudien

Wie wenig andere akademische Lehr-Lernmethoden eignen sich Fallstudien, wie sie u. a. die Harvard Business School seit längerem praktiziert und UD v. a. soziokulturell weiterdenkt, sowohl um Forschungsorientierung und Employability als auch um Service Learning mittels Blended Learning umzusetzen.

Grundidee der UD-Fallstudien ist, dass Studierende in kleinen Projektgruppen jeweils einen spezifischen ‚Fall‘ bearbeiten, der eigens für sie von einer Team-Leitung konzipiert wurde. Dieser kann ein fiktives, indes realistisches Fallbeispiel oder auch eine reale, noch nicht erschlossene Herausforderung im Kontext urbaner Dynamiken sein. Am Ende gilt es, konkrete Lösungsvorschläge zu präsentieren. Die Resultate müssen hierbei plausibel sein und werden u. a. durch den Einbezug von externen ExpertInnen auf ihre Realisierbarkeit hin überprüft. Neben qualitativen Methoden wie Feldforschung und Analyse kann es je nach Fall auch sein, dass Studierende in bewusst interdisziplinären und/oder internationalen Projektgruppen an ihrem Fall (zusammen) arbeiten, was dann u. a. über den UD Virtual Classroom ermöglicht wird, wo sich die Teams bezüglich Projektmeetings und Interviews on-

IV. About UD Case Studies

More than most other academic teaching-learning methods, case studies like the ones practiced for example by the Harvard Business School and thought one step further, especially socioculturally, by UD are a convenient way to implement research orientation and employability as well as service learning through blended learning.

The basic idea of the UD case studies is to have students in small project groups work on a specific case specially conceptualised by the respective team management. This can be a fictional whilst realistic case example or an actual yet untapped challenge in the context of urban dynamics. The final aim is to present definite proposals for solutions. The results must be reasonable and are reviewed for feasibility *inter alia* with the help of external experts. Apart from qualitative methods such as field research or analysis and depending on the respective case, it may be necessary for students to work together on their case in purposely interdisciplinary and/or international project groups, which in turn is made possible by the UD Virtual Classroom where teams may join up and exchange thoughts online in project meetings and interviews.

line treffen und austauschen können.

So haben z. B. UD-Studierende der Geographie und Soziologie aus Kiel, Paris und Santiago de Compostela im Rahmen der UD-Fallstudie „Learning from alternative spaces?“ (Ltg. M. Helten) partizipative Gestaltungsräume alternativer Stadtentwicklung sowohl vor Ort empirisch erforscht als auch online im virtuellen ‚Klassenraum‘ verglichen und diskutiert, ehe sie die Befunde ihrer Studie dann gemeinsam beim Kieler Workshop im Juni 2016 vorgestellt haben. Kieler Romanistik-Studierende wiederum haben bei der internationalen Fallstudie zu „Cultural imaginaries and urban dynamics of Astorga“ (Ltg. A. Lammers; in Zusammenarbeit mit der UFPE) die Ergebnisse und Vorschläge ihrer „Kulturpotentialanalyse“ im Juli 2016 dann in Spanien Stadt-Verantwortlichen sowie einer interessierten Öffentlichkeit präsentiert. In beiden exemplarischen UD-Fallstudien haben empirische wie ‚hermeneutische‘ Forschungsmethoden einen soziokulturellen Beitrag im Kontext von Urban Commons bzw. demographischem Wandel geliefert, der die beruflichen Kompetenzen der teilnehmenden Studierenden, seien sie im Bereich der interdisziplinären Stadt-Forschung oder des interkulturellen Kulturmanagements in einem internationalen Erfahrungsrahmen erweitert hat.

This way, for example UD students of geography and sociology from Kiel, Paris and Santiago de Compostela have, in the context of the UD case study “Learning from alternative spaces?” (directed by M. Helten), both, empirically investigated on site and also compared and discussed online in the virtual ‘classroom’ participatory creative spaces for alternative city development, prior to a joint presentation of the results of their study at the Kiel workshop in June 2016. Furthermore, students of Romance studies in Kiel have presented on site the results and proposals of their “cultural potential analysis” pertaining to the international case study “Cultural imaginaries and urban dynamics of Astorga” (led by A. Lammers and in collaboration with UFPE) to municipal authorities and the interested public in Spain in July 2016. In the course of both exemplary UD case studies, empirical as well as ‘hermeneutical’ research methods have made a sociocultural contribution in the context of urban commons and, respectively, demographic change that enhanced the participant students’ professional skills, be they in the context of interdisciplinary urban research or intercultural cultural management within an international frame of experience.

V. Zusammenfassung & Ausblick

Die SP Urban Dynamics hat in den zwei vergangenen Projektjahren einen strukturellen wie substantiellen Beitrag für die Entwicklung und Umsetzung eines transprofessionellen MA-Studien- und Ausbildungsprogramms für zukünftige ‚Urban Managers‘ geleistet. Dabei wurde nicht nur ein internationaler, sondern auch transkontinentaler Horizont auf Städte und ihre soziokulturelle Komplexität eröffnet. Durch die forschungsbasiert-interdisziplinäre Zusammenarbeit von Geographie, Soziologie und Literatur/Kulturwissenschaften und ein interkulturelles Lehren und Lernen förderndes Blended Learning Setting war nicht zuletzt der bewusst transinstitutionelle Kooperations-Dialog mit städtischen Stakeholdern aus Praxis und Gesellschaft berufsorientierend.

Doch ist ein entsprechendes Vorhaben nur so viel wert, wie seine Teilnehmenden (Lehrende, Mitarbeitende, Kooperationspartner und Studierende) sich über einzelne Moduleinheiten und Maßnahmenpakete hinaus für ein besseres soziokulturelles Verständnis urbaner Dynamiken engagieren. Geht man hier nach, kann UD langfristiger planen. Allein, damit Studierende bei ihrer Studienwahl eine Zukunftsperspektive mit Nachhaltigkeit im Bereich

V. Résumé & Future Prospects

The SP Urban Dynamics has structurally and substantially contributed to the development and realisation of a transprofessional MA Study and Training Programme for future ‘urban managers’ in the past two years. In doing so, it did not only introduce an international but also a transcontinental horizon on cities and their sociocultural complexity. Due to the research-based interdisciplinary collaboration of geography, sociology and literary/cultural studies and a blended learning setting that promotes intercultural teaching and learning, the purposely transinstitutional cooperation dialogue with municipal stakeholders from the wider society resulted in a career orienting function.

Yet, such an undertaking is only as good as its participants (teachers, contributors, cooperation partners and students) who commit to a better understanding of urban dynamics beyond particular modular units and measures. In view of that, UD has a more long-term perspective. In order for students to be able to combine in their choice of study future prospects with sustainability in the area of urban dynamics, a broadened academic perspective is necessary which *connects* research-based teaching-learning

urbaner Dynamiken kombinieren können, ist noch eine akademische Perspektiverweiterung vonnöten, die forschungsbasierte Lehr-Lernprojekte *zusammen mit* spezialwissenschaftlichen Forschungsprojekten usf. als Ausweis universitärer Qualitätsentwicklung begreift.

Als lernendenorientiertes Erasmus+-Projekt hat UD jedenfalls gezeigt, dass man in Bologna-Zeiten sehr wohl universitären Anspruch mit Berufsfeldorientierung vereinen kann, wenn man nicht nur Credit-Points anbieten, sondern auch Persönlichkeiten heranzubilden möchte. Diese sollen, so das UD-Credo, während ihres Studiums zureichende interkulturelle wie transdisziplinäre Kompetenzen erwerben, die sie im besten Falle dazu ermächtigen, selbst aktiv zu werden, um ihre soziokulturelle Expertise (auch) in den Dienst der Gesellschaft zu stellen.

So will UD weiter mit seinen internationalen Kooperationspartnern aktiv daran und dafür arbeiten, Studierenden diesen universitären Mehrwert eines transdisziplinären Studiums zu ermöglichen. Die Strategische Partnerschaft dankt der Europäischen Union und der Nationalen Agentur (DAAD) sowie allen Kooperationspartnern und Projektförderern für ihre Unterstützung bis hierhin. Wer in Zukunft mitwirken will, ist eingeladen, sich heute einzubringen.

projects *with* discipline-specific research projects, etc. as a statement of university quality development.

As a student-oriented Erasmus+ project, UD has certainly proven that it is very well possible to unite university standards and vocational orientation after Bologna, if not only credit points are offered but also personal development is on the agenda. According with the UD credo, the objective is to gain sufficient intercultural and transdisciplinary competences to enable students to become active themselves and (also) to use their sociocultural expertise for the purpose of society.

Therefore, UD aims to keep working actively together with its international cooperation partners towards this academic added value of a transdisciplinary course of study for students. The Strategic Partnership wishes to thank the European Union and the German National Funding Agency (DAAD) as well as all cooperation partners and project sponsors for their support up to this point. If you are willing to contribute in the future get involved today.

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