

# MEMORANDUM OF UNDERSTANDING

STUD.IO PROJECT

INTER-DISCIPLINARY APPROACH TO  
PROMOTE SOCIABILITY IN URBAN  
ENVIRONMENTS

**Intellectual Output 3 - STUD.IO**

STUD.IO: Joint Master Degree - Expert in planning and  
design of urban social interventions

# **STUD.IO MOU**

103 RESULTS AND THE  
WINTER SCHOOL

# MEMORANDUM OF UNDERSTANDING

## STUD.IO MOU

PILOTE COURSE  
"INTER-DISCIPLINARY APPROACH TO  
PROMOTE SOCIABILITY IN URBAN  
ENVIRONMENTS"



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## **STUD.IO SOCIABILITY THROUGH URBAN DESIGN INNOVATION**

### INTELLECTUAL OUTPUT 3 - Joint Curriculum Interdisciplinary approach to promote sociability in urban environments

#### **Introduction**

The elaboration of the **Memorandum of Understanding (MoU)** for the implementation of the joint curriculum in "*Interdisciplinary approach to promote sociability in urban environments*" was carried out by the STUD.IO project partnership under the scientific coordination of **Assoc. Prof. Violeta Stefania Rotarescu**, from the Universitatea din București and realised in cooperation among the universities of the partnership.

The Memorandum defines the contents of the **Joint Curriculum (IO3)** and the implementation modalities of the training activity, as well as the aspects related to the recognition of the title and the issuing of ECTs; the Memorandum and the contents are the result of the implementation developments of the **Literature Review (IO1)** conducted, which allowed to understand the main training needs and the gaps in the interdisciplinary issues related to the university courses in the urban, sociological, environmental and psychological areas.

The main outcome of the MoU is the specialisation of professional figures who are able to design, activate and manage tools, policies and services related to the processes of social and city transformation, according to growing needs in the field of urban policy

innovation. An innovative element was the **intersectorial experimentation** between the faculties of Social Sciences, Environmental Sciences, Urban Planning and Psychology, which integrate knowledge and perspectives (both professional and scientific) in a pathway that is functional to the growth of students in the field of urban, social and territorial planning in general.

The memorandum, in its specifics, includes all the administrative aspects related to obtaining the degree, with the possibility of proposing new pilote courses at the end of the project, including other universities that will adhere to the memorandum: the agreement in fact defines everything related to student mobility, budget, organisational structure, lecturers in charge, selection criteria and final curriculum.

Specifically, the implementation of the Pilote Course related to the Memorandum took place between November 2022 and will end in August 2023.

The Pilote Course was divided into two training stages:

- An Intensive Study Programme (ISP) in the form of a 15-day Winter School at the University of Enna Kore - in Enna, Italy
- An online training part on a dedicated e-learning platform [www.elearning.studio-project.eu](http://www.elearning.studio-project.eu)

The Intensive Study Programme for Higher Education (ISP) specifically was structured in the form of a Winter School and implemented from **16<sup>th</sup> to 28<sup>th</sup> January 2023**; this ISP lasting 15 days

in total with travels, was organised in Enna, by the University of Enna "Kore" in collaboration with the other project partners. For the implementation of the Winter School, each university contributed to the training activity, elaborating the training plan and the modules implemented during the Winter School, contained in a **specific syllabus**.

Thirty-seven students from the four universities participated in the training activity, of which twenty-nine students benefited from mobility grants covering individual support and travel costs.

As far as the selection criteria are concerned, these are defined in the Memorandum of Understanding, and took into account the criteria set out in the published calls for applications and individual interviews, in English, taking into account cross-criteria of equal access and equal access by gender.

The student registration period was 2 months, between September 2022 and November 2022 in order to better organise the logistical aspects of the mobility. The rankings published by each partner confirmed the names of the participants.

The course was also characterised by the element of interdisciplinarity by the fields of study and relative ISCEDs of the students who took part in the training, belonging to faculties of: Psychology, Social Sciences, Sociological Sciences, Urban Planning, Architecture, Environment, Education Sciences and Social Services, Geography.

The Winter School experience took place between practical activities and classroom lessons, with field visits to implement and test what

had been learnt during the training. At the end of the experience, in accordance with the memorandum, the students submitted theses and related presentations on which they were assessed.

In addition to the students, experts and teachers from each of the institutions in the partnership took part in the Winter School in attendance, contributing to the content defined in the Syllabus and the training programme.

At the end of the experience, the students completed an evaluation questionnaire that confirmed the successful implementation of the activities. The students then continued on the online platform.

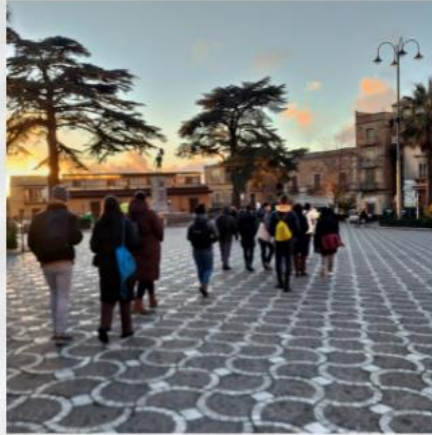
Below are some snapshots of the Winter School experience conducted, followed by the MoU and its annexes.



**STUD.IO**  
**WINTER SCHOOL**  
16-28 JANUARY '23

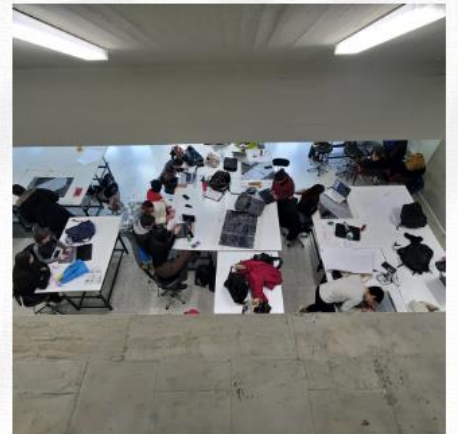
University of Enna "KORE"





**WINTER  
SCHOOL  
EXPERIENCE**

JANUARY '23







## STUD.IO SOCIABILITY THROUGH URBAN DESIGN INNOVATION

# Memorandum of Understanding (MoU)

### Introduction

The MoU regulates mutuals interest, rights, duties of the implementation of the Joint Curriculum in: “Interdisciplinary Approach to Promote Sociability in Urban Environments” related activities.

### Universities involved are the following:

- Universitatea din București (UB)
- Universitat Politècnica de Catalunya - ETSAB (UPC)
- "Kore" University of Enna (UKE)
- Slovak University of Agriculture in Nitra (SUA)

Scientific Coordinator of the Memorandum of Understanding for the Joint Curriculum in “Interdisciplinary approach to promote sociability in urban environments” is **Assoc. Prof. Rotărescu Violeta-Ștefania** - Universitatea din București

### Scientific Committee of the Joint Curriculum:

**Assoc. Prof. Rotărescu Violeta-Ștefania** - Universitatea din București (UB)

### Prof. Eulàlia Gómez-Escoda

Universitat Politècnica de Catalunya - ETSAB (UPC)

## **Prof. Sergio Severino**

"Kore" University of Enna (UKE)

## **Doc. JUDr. Lucia Pašová**

Slovak University of Agriculture in Nitra (SUA)

### **A) Name of the Intensive Study Programme:**

*STUD.IO - Interdisciplinary Approach to Promote Sociability in Urban Environments*

### **B) Coordination and Structure:**

The **Intensive Study Programme** has been coordinated by the University of Bucharest with the collaboration of the project consortium.

The **Winter School** activities have been managed and hosted by "Kore" University of Enna (Italy).

### **C) Period of the Activities**

#### **Academic Year 2022-2023**

1. In-presence lectures: **from January 16th to 28th, 2023**, at the "Kore" University of Enna – Winter School.
2. Online Modules: **May 2023 - August 2023** e-learning platform: <https://elearning.studio-project.eu/>

## D) Aims and learning outcomes

The objective is to train an innovative professional figure called “*Expert in consulting, planning and management of territorial resources for the development of sociability in urban contexts*”.

This professional figure will be able to work in both the public and private sectors, with the aim of promoting local relational well-being through his or her contribution to local planning.

This pathway aims to offer a specialized university training that accompanies students’ careers according to a multi- and interdisciplinary approach, obtained by the confluence between urban planning, architecture, sociology, and psychology.

## E) The Program’s relevance

The Joint Curriculum “**STUD.IO - Interdisciplinary approach to promote sociability in urban environments**” stems from the need, developed over years of experience in the field, to create operational tools and specific training aimed at university students from different domains of specialization. From our research and studies conducted through the Intellectual Output 1 - *Literature Review - Promoting Sociability in the Urban Environments* clearly emerges that there is a need, on territories and in practice, for professionals with multi-sectoral skills in response to the different peculiarities that citizen participation projects, urban and local regeneration projects, development of sociability projects and the detection of expressed and unexpressed needs are key in the process of territorial renewal. This Joint Curriculum proposes an interdisciplinary approach that

highlights the concrete possibility of building bridges between the different disciplines, standing in clear contrast to “self-centered” disciplinary attitudes and “hierarchizing” logics, revealing the possibility of mutual enrichment. This course is fundamental in order to develop a specialized and innovative academic pathway for the training of an expert figure that will gain knowledge and competencies in the following areas:

- core elements of sociology, psychology, urban environment, planning, design, environmental policy and law;
- social interactions embodied in urban space;
- action and retro-action between mind and urban environments;
- the multidimensional (spatial and social networks, policies and law, resources, constraints, opportunities, etc.) and critical analysis of urban environments;
- urban design for social interaction spaces.

## **F) Learning objectives**

Urban environments are spaces that fulfill multiple roles; these specialists need to develop excellent knowledge and skills in understanding and analyzing distal but interconnected concepts.

At the end of the Joint Curriculum the students will be able to:

- **Understand:**
  - › the relationship between the mental state, social interactions and the built environment;

- › the elements of order and legality, and identify deviance prevention profiles in urban space;
  - › the social and urban dynamics, which are connected to consumption phenomena typical of consumers society, considering also non-place issue as an expression of the modern society disintegration;
  - › some primary social elements that, together with their properties, constitute the social fabric;
  - › the link between social policies and the urban context for the promotion of sociability;
  - › the link between social interconnectivity and the urban environment.
- **Analyze:**
    - › the connection between the environment and other phenomena, like sociability, well-being, migration;
    - › social fabric;
    - › order, legality, and deviance;
    - › social dynamics in an urban context;
    - › methodology of social research;
    - › social policies and urban context;
    - › urban fabric composition;
    - › natural layout impact in the urban form;
    - › public space form and materiality.

- Identify the main issues resulting from the interconnection between domains: environment, built environment, mental state, mental health, and social interactions;
- Detecting necessary resources for analysis and interpretation of data and situations;
- Construct and/or use of quantitative and qualitative instruments aimed at observing social reality, in connection to environmental parameters;
- Collect and analyze social reality data.

### **G) Expected learning outcome on completion of the program (knowledge, skills, and general competence) and qualifications**

At the end of the course, students must have achieved the following skills and knowledge:

#### **Knowledge and understanding:**

- topics regarding environment and mental health, social fabric; order, legality, and deviance; social dynamics in an urban context; social research methodology; social policies and urban context; urban history and form; public space design;
- theories and tools suitable for resources and processes' mapping regarding the connection between the analyzed areas, more specifically, the links between social interaction, order, legality, social policies, public space, urban environment and urban form.

### **Applying knowledge and understanding skills:**

- Applying the acquired knowledge and understanding from distal areas in specific professional contexts;
- Ability to observe functionality and dysfunctionality of social urban reality, and to identify resources for its management;
- Ability to think in terms of future change and increased functionality of urban areas.

### **Making judgments:**

- Autonomy in judgment on the impact of urban design and environment on mental health and social life of inhabitants;
- Acquisition of skills for the critical selection of the most suitable tools for situational assessment;
- Evaluate the efficacy of proposed changes;
- Include reflection on social and ethical responsibilities linked to applying their knowledge and judgments;
- Ability to consult institutional and/or scientific sources in the fields of psychology, sociology, environment and urban planning, and to critically analyze available evidence, having in mind the interdisciplinary openness;
- Ability to evaluate the efficacy of urban public spaces in terms of activity and vitality.

### **Communication skills:**

- Can express clearly and coherently the reason for an environmental program;



- Can interact with professionals from other areas, understand their terms, and elaborate reasonings based on concepts from both areas of expertise;
- Gets the ability to write a summary report on the study (collection, analysis and interpretation of data) of a social reality;
- Can report in a critical way, through images and interviews, the quality of interaction in public spaces;
- Can draw sketches and diagrams related to urban form and public space.

### **Lifelong learning skills:**

Can study in a manner that may be autonomous to gain further information about the environment, environmental psychology and psychiatry, the link between social interaction, social dynamics and public spaces in urban environments.

## **H) Joint Curriculum Language and Teaching Staff**

The language of the Curriculum is **English**.

The teaching staff is represented by (online and in presence): Eulàlia Gómez-Escoda (UPC-Barcelona TECH); Alvaro Clua Uceda (UPC-Barcelona TECH), Sergio Severino (UKE); Giada Cascino (UKE); Nicola Malizia (UKE); Mariaclaudia Cusumano (UKE); Violeta-Ştefania Rotărescu (UniBuc); Clara Elvira Turturescu (UniBuc); Carmen Voinea (Sorangeli TRANS); Doc. JUDr. Lucia Palšová, PhD. (SUA) Ing. Mária Bihuňová, PhD (SUA);

- The internal staff of the project (administrative and support - practical activities): Salvatore Alagna (Consorzio Tartaruga), Fabrizio Mascali (Unione degli Assessorati), Emanuele Galati (Unione degli Assessorati);
- External academics from the partnership: Ionuț Virgil Șerban (University of Craiova), Siino Marianna (University of Palermo);

## **J) The academic structure of the study program**

The Joint Curriculum is organized in two phases, as follows:

### **PHASE 1 - In-presence lectures:**

The in-presence activity takes the form of a Winter School; the duration of the Winter School is **13 days**, for a total of **76 Hours**.

In-presence lectures are organized in four modules; each module is structured and conducted by a Partner University and a Partner Organization/NGO.

The total of **76 hours** is divided into:

- 40 hours of theoretical lectures
- 36 hours of practical activities.

### **PHASE 2 - Online Classes:**

Online classes are organized into 12 modules.

Each Module will be provided by a partner University for a total of 12 hours of lessons.

Each module is supported by additional training materials produced by the partnership organizations with a total of 12 hours of additional available training material.

The description of the academic structure and the contents are defined in Annex I.

Below a detailed description of the division.

## Winter school – Lectures

### In Presence-classes (January 16<sup>th</sup> - 28<sup>th</sup> 2023) – University of Enna “Kore”

Winter School theoretical part – Lessons				
Modules' course	Contents	Students' Number	Class hours	Teachers
<b>Sociology</b>	<ul style="list-style-type: none"> <li>The nexus between social interaction and the urban environment</li> <li>Social research methodology for social and territorial planning</li> <li>Urban neglect and vandalism</li> <li>Building and Recreating Urban Pathways</li> <li>Smart City- Smart Society</li> <li>The link between social policies and the urban context for the development of sociability</li> </ul>	40	10	<b>UKE</b>  1) Sergio Severino; 2) Giada Cascino; 3) Nicola Malizia; 4) Mariaclaudia Cusumano 5) Ionuț Virgil Șerban
<b>Urban Planning</b>	<ul style="list-style-type: none"> <li>Tools for the study and representation of the urban fact and the social life between buildings</li> <li>Tools for mapping quantitative urban and territorial data.</li> </ul>	40	10	<b>UPC</b>  1) Eulàlia Gómez-Escoda 2) Álvaro Clua
<b>Psychology</b>	<ul style="list-style-type: none"> <li>Environment and mental health</li> <li>Place attachment and place identity</li> <li>Place cognition and built environment</li> <li>Migration and mental health</li> </ul>	40	10	<b>UB</b>  1) Violeta Ștefania Rotărescu
<b>Environment</b>	<ul style="list-style-type: none"> <li>Green infrastructure and Public open spaces</li> <li>Local Scale: ideas how to improve attractiveness of the place and support the sociability</li> <li>Genius loci / Interpretation/ Play</li> <li>City scale - designing the educational and playful environment</li> </ul>	40	10	<b>SUA</b>  1) Lucia Palšová 2) Mária Bihuňová
<b>TOTAL HOURS</b>			<b>40</b>	

## Winter school – Practical Activities

### In Presence-classes (January 16<sup>th</sup> - 28<sup>th</sup> 2023) – University of Enna “Kore”

Winter School practical part – activities and workshops				
Modules' course	Contents	Students Number	Class hours	Experts and Teachers
<b>Sociology</b>	<ul style="list-style-type: none"> <li>• What is a Focus Group?</li> <li>• Planning the Focus Group</li> <li>• Conducting the Focus Group</li> <li>• Data Collection and analysis</li> <li>• What is Strategic Planning and why It Is Important</li> <li>• SWOT Analysis and Study Aims</li> </ul>	40	9	<b>- Unione Assessorati</b> <b>- Consorzio tartaruga</b> 1) Emanuele Galati 2) Salvatore Alagna
<b>Urban Planning</b>	<ul style="list-style-type: none"> <li>• Urban Planning Workshops</li> <li>• Participatory Process: Co-design Techniques - EASW</li> <li>• On-Spot Visit: Enna and Calascibetta Municipalities</li> </ul>	40	9	<b>- Unione Assessorati</b> <b>- UPC</b> 1) Fabrizio Mascali 2) Eulàlia Gómez-Escoda 3) Àlvaro Clua
<b>Psychology</b>	<ul style="list-style-type: none"> <li>• Public Participation &amp; the Urban Space</li> <li>• Limits and Threats</li> <li>• Tools and Supporting Actors</li> <li>• How to Improve Public Participation - Exercise</li> <li>• Urban Assemblages - how disfunctions of the urban space help develop public participation</li> <li>• Sociability &amp; Participatory Definitions</li> </ul>	40	9	<b>Sorangeli Trans</b> 1) Carmen Voinea
<b>Environment</b>	<ul style="list-style-type: none"> <li>• Introduction to creative workshop,</li> <li>• Workshop about ideas how to improve attractiveness of the place and support the sociability</li> <li>• On spot visit Enna and Calascibetta Municipalities</li> </ul>	40	9	<b>SUA – AAEP</b> 1) Lucia Pašová 2) Mária Bihuňová
<b>TOTAL HOURS</b>			<b>36</b>	

## Joint Curriculum Online Classes (May 2023 – August 2023) – Lessons

Theoretical part - Lessons				
Modules' course	Contents	Students Number	Class hours	Teachers
<b>Sociology</b>	<ul style="list-style-type: none"> <li>• A glossary of the social fabric</li> <li>• Order and legality in urban space: prevention profile against deviance</li> <li>• Landscape, place and non-place: what urban planning for a new sociability</li> </ul>	40	3	<b>UKE</b> 1) Sergio Severino; 2) Giada Cascino; 3) Nicola Malizia; 4) Mariaclaudia Cusumano
<b>Urban Planning</b>	<ul style="list-style-type: none"> <li>• Introduction to the urban fact and to urban planning and design; different times and diverse scales</li> <li>• Introduction to the urban elements in which citizens will interact, understood as the settings in which sociability develops</li> <li>• Introduction to the reading of the natural support and balances in which cities are based</li> <li>• Introduction to cartographic representation</li> <li>• Introduction to urban phenomenology as a key approach for urban analysis</li> <li>• Introduction to network analysis theories and methods applied to urban design</li> </ul>	40	3	<b>UPC</b> 1) Eulàlia Gómez-Escoda 2) Àlvaro Clua
<b>Psychology</b>	<ul style="list-style-type: none"> <li>• Environmental Psychology</li> <li>• Environment and Mental health</li> <li>• Place attachment and Migration</li> </ul>	40	3	<b>UB:</b> 1) Violeta Rotarescu
<b>Environment</b>	<ul style="list-style-type: none"> <li>• EU Environmental Law – basics concepts</li> <li>• Urban environment</li> </ul>	40	3	<b>SUA:</b> 1) Lucia Palšová 2) Mária Bihuňová
<b>TOTAL HOURS</b>			<b>12 hours</b>	

## Joint Curriculum Online Classes (May 2023 – August 2023) – interviews and insights

Practical part - interviews and insights				
Modules' course	Contents	Students Number	hours	Experts supervision
<b>Sociology</b>	<ul style="list-style-type: none"> <li>- Interview with Maurizio Giambalvo: Evaluation tools</li> <li>- Interview with Michelangelo Pavia: Management Skills</li> <li>- Interview with Stefania Giannuzzi: Context Analysis and Need Analysis</li> <li>- Interview with Alexandru Palas: Community organizing methods</li> </ul>	40	3	<ul style="list-style-type: none"> <li>- <b>Unione Assessorati</b></li> <li>- <b>Consorzio tartaruga</b></li> <li>- <b>Sorangeli Trans</b></li> <li>1) Fabrizio Mascali</li> <li>2) Salvatore Alagna</li> <li>3) Carmen Voinea</li> </ul>
<b>Urban Planning</b>	<ul style="list-style-type: none"> <li>- Interview with Aurelia Schera and Alfredo Pensabene: Participatory process and urban planning</li> <li>- Interview with Emilia Pardi: Social Innovation and environmental sustainability</li> </ul>	40	3	<ul style="list-style-type: none"> <li>- <b>Unione Assessorati</b></li> <li>- <b>Consorzio tartaruga</b></li> <li>- <b>Sorangeli Trans</b></li> <li>1) Fabrizio Mascali</li> <li>2) Salvatore Alagna</li> <li>3) Carmen Voinea</li> </ul>
<b>Psychology</b>	<ul style="list-style-type: none"> <li>- Interview with Miroslav Kollar: happiness and urbanism – good practices</li> <li>- Lesson with Loreta Schwarczova: public communication as a tool</li> </ul>	40	3	<ul style="list-style-type: none"> <li>- <b>Sorangeli Trans</b></li> <li>- <b>AEEP</b></li> <li>1) Carmen Voinea</li> <li>2) Pavol Schwarcz</li> </ul>
<b>Environment</b>	<ul style="list-style-type: none"> <li>- Interview with Emilia Pardi: Social Innovation and environmental sustainability</li> <li>- Interview with Daniel Balko: Urbanism, city life and satisfaction</li> </ul>	40	3	<ul style="list-style-type: none"> <li>- <b>AEEP</b></li> <li>- <b>Unione Assessorati</b></li> <li>1) Pavol Schwarcz</li> <li>2) Fabrizio Mascali</li> </ul>
<b>TOTAL</b>				<b>12 hours</b>

## **K) Number of students**

A total of 40 students will be enrolled in the ISP.

For each course, 10 students from each University partner can participate, for a total of 40 students per course.

The online learning platform will be open to all students of the courses and stakeholders interested in the topics with no limits in terms of number of participants.

## **I) Admission requirements and requirements for study progress**

**The intensive study program can be attended by:**

- Undergraduate, Short cycle (EQF level 5);
- Bachelor or first cycle equivalent (EQF level 6);
- Second cycle or equivalent cycle (EQF level 7);
- Ph.D. or equal third cycle (EQF level 8).

The selection and admission procedures are regulated, for each country, by the Partner University, which may take into account the type of motivation, mastery of the English language, and other appropriate parameters.

## **L) Teaching methods and syllabi**

The teaching methods alternate theoretical and practical lessons. In addition, a syllabus is created for each module.

(see the annex of the document and J section with the detailed table).



## M) Assessments and the grading scales used at the respective partner institutions

- In Italy, the evaluation system is expressed in thirtieths, where 0 is the minimum grade, 18 is the minimum for passing an exam and 30 cum laude is the maximum.
- In Spain, the evaluation system is expressed in tenths, where 0 is the minimum, 5 is the minimum for passing an exam and 10 cum laude is the maximum.
- In Romania, the evaluation system is expressed in tenths, where 1 is the minimum, 5 is the minimum for passing an exam and 10 is the maximum.
- In Slovakia, the evaluation system is expressed in joints, where FX (less than 64%) is the minimum, E (between 64% and 71%) is the minimum for passing an exam, and A (93% to 100%) cum laude is the maximum.

The distribution of grades per Country is depicted in the table below:

Qualifications	Italy	Spain	Slovakia	Romania
<b>EXCELLENT</b>	30	9-10	A (1)	10
<b>VERY GOOD</b>	27-29	-	B (1.5)	9
<b>GOOD</b>	24-26	7-8	C (2)	7-8
<b>SATISFACTORY</b>	21-23	6	D (2.5)	6
<b>PASS</b>	18-20	5	E (3)	5
<b>FAIL</b>	0-17	0-4	FX (4)	1-4

Each evaluation committee will issue the final grade obtained by the student using all four parameters to facilitate the recognition of the vote.

A commission consisting of at least two members is created for the evaluation of the final tests.

At the end of the assessment, each student will receive a certificate of attendance at the winter school. The certificate will include details regarding the courses, and the specified modules and grades obtained. A model of the certificate is presented as Annex 2.

#### **N) Evaluation of the study program and quality assurance**

At the end of the winter school students will be asked to complete an evaluation questionnaire form for the attended modules. The evaluation areas are the quality of teaching, the quality of the infrastructures, the content of the learning, the usefulness of education, and the quality of practical activities.

The satisfaction questionnaire is enclosed as Annex III, and the satisfaction report published.

#### **O) Intensive Study Programme (ISP) and European Credit Transfer and Accumulation System (ECTS)**

According to ECTS Users' Guide 2015:

[https://op.europa.eu/en/publication-detail/-/publication/da7467e6-](https://op.europa.eu/en/publication-detail/-/publication/da7467e6-8450-11e5-b8b7-01aa75ed71a1)

[8450-11e5-b8b7-01aa75ed71a1](https://op.europa.eu/en/publication-detail/-/publication/da7467e6-8450-11e5-b8b7-01aa75ed71a1) . the European Credit Transfer and Accumulation System (ECTS) is a tool created inside Erasmus programme, for making studies and courses more transparent. The

final goals of it are to increase the quality of higher education, to stimulate the mobility within and between institutions, and to facilitate the recognition of prior academic learning and experience.

The analysis of the requirements and content of the Winter School conducted to the conclusion that, for each participant university, a number of ECTS will be awarded for each of their students, as follows:

- 5 ECTS for the students of Slovak University of Agriculture in Nitra
- 4 ECTS for the students of Universitat Politècnica de Catalunya
- 4 ECTS for the students of the University of Bucharest
- 6 ECTS for the students of "Kore" University of Enna

#### **P) Financing the academic activities - winter school and the online academic activities**

The activities of the winter school, and all activities concerning the instruction of the students enrolled are financed from the ERASMUS+ project “Sociability Through Urban Design Innovation” (STUD.IO) 2020-1-IT02-KA203-079833 for the period of implementation.

**ANNEX I – WINTER SCHOOL SYLLABUS**

## “Interdisciplinary approach to promote sociability in urban environments”

*WINTER SCHOOL a.a. 2022-2023*

“Interdisciplinary approach to promote sociability in urban environments” 1 <sup>st</sup> week – 16 <sup>TH</sup> – 22 <sup>ND</sup>		Hours: 38 Theory:20 Practice: 18	
Module N.	Module’s Topic	Hours	Teacher
1	<ul style="list-style-type: none"> <li>The nexus between social interaction and the urban environment</li> <li>Social research methodology for social and territorial planning</li> </ul>	Theory: 4 hours	<b>"Kore" University of Enna (UKE)</b> 1) Prof. Sergio Severino; 2) Phd Giada Cascino;
2	<ul style="list-style-type: none"> <li>Urban neglect and vandalism</li> <li>Building and Recreating Urban Pathways</li> <li>Smart City- Smart Society</li> </ul>	Theory: 4 hours	<b>"Kore" University of Enna (UKE)</b> 1) Prof. Nicola Malizia; 4) PhD Mariaclaudia Cusumano
3	<ul style="list-style-type: none"> <li>The link between social policies and the urban context for the development of sociability</li> </ul>	Theory: 2 hours	<b>"Kore" University of Enna (UKE)</b> 1) Prof. Ionuț Virgil Șerban
4	<ul style="list-style-type: none"> <li>Environment and mental health</li> <li>Place attachment and place identity</li> <li>Place cognition and built environment</li> <li>Migration and mental health</li> </ul>	Theory: 10 hours	<b>Universitatea din București (UB)</b> 1) Assoc. Prof. Rotărescu Violeta-Ștefania
5	<ul style="list-style-type: none"> <li>What is a Focus Group?</li> <li>Planning the Focus Group</li> <li>Conducting the Focus Group</li> </ul>	Practice: 4 hours	<b>Unione Assessorati - Consorzio tartaruga</b> 1) Emanuele Galati 2) Salvatore Alagna
6	<ul style="list-style-type: none"> <li>Data Collection and analysis</li> </ul>	Practice: 2 hours	<b>Unione Assessorati - Consorzio tartaruga</b> 1) Emanuele Galati 2) Salvatore Alagna
7	<ul style="list-style-type: none"> <li>What is Strategic Planning and why It Is Important</li> <li>SWOT Analysis and Study Aims</li> </ul>	Practice: 4 hours	<b>Consorzio tartaruga</b> 1) Salvatore Alagna
8	<ul style="list-style-type: none"> <li>Public Participation &amp; the Urban Space</li> <li>Limits and Threats</li> <li>Tools and Supporting Actors</li> <li>How to Improve Public Participation - Exercise</li> </ul>	Practice: 4 hours	<b>Sorangeli Trans</b> 1) Carmen Voinea
9	<ul style="list-style-type: none"> <li>Urban Assemblages - how disfunctions of the urban space help develop public participation</li> <li>Sociability &amp; Participatory Definitions</li> </ul>	Practice: 4 hours	<b>Sorangeli Trans</b> 1) Carmen Voinea

<b>“Interdisciplinary approach to promote sociability in urban environments”</b> 2 <sup>nd</sup> week – 23 <sup>rd</sup> – 28 <sup>th</sup>		<b>Hours: 38</b> <b>Theory:20      Practice: 18</b>	
<b>Module N.</b>	<b>Module’s Topic</b>	<b>Hours</b>	<b>Teacher</b>
10	<ul style="list-style-type: none"> <li>Tools for the study and representation of the urban fact and the social life between buildings</li> </ul>	Theory: 5 hours	<b>Universitat Politècnica de Catalunya - ETSAB (UPC)</b> 1) Prof. Eulàlia Gómez-Escoda 2) Prof. Àlvaro Clua;
11	<ul style="list-style-type: none"> <li>Tools for mapping quantitative urban and territorial data.</li> </ul>	Theory: 5 hours	<b>Universitat Politècnica de Catalunya - ETSAB (UPC)</b> 1) Prof. Eulàlia Gómez-Escoda 2) Prof. Àlvaro Clua;
12	<ul style="list-style-type: none"> <li>Genius loci / Interpretation/ Play</li> <li>City scale - designing the educational and playful environment</li> </ul>	Theory: 5 hours	<b>Slovak University of Agriculture in Nitra (SUA)</b> 1) Lucia Pašová 2) Mária Bihuňová
13	<ul style="list-style-type: none"> <li>Green infrastructure and Public open spaces</li> <li>Local Scale: ideas how to improve attractiveness of the place and support the sociability</li> </ul>	Theory: 5 hours	<b>Slovak University of Agriculture in Nitra (SUA)</b> 1) Lucia Pašová 2) Mária Bihuňová
14	<ul style="list-style-type: none"> <li>Urban Planning Workshops</li> <li>Participatory Process: Co-design Techniques - EASW</li> </ul>	Practice: 4 hours	<b>Unione Assessorati - UPC</b> 1) Fabrizio Mascali 2) Eulàlia Gómez-Escoda 3) Àlvaro Clua
15	<ul style="list-style-type: none"> <li>On-Spot Visit: Municipality of Calascibetta – activities and experimentation</li> </ul>	Practice: 4 hours	<b>Unione Assessorati - UPC</b> 1) Fabrizio Mascali 2) Eulàlia Gómez-Escoda 3) Àlvaro Clua
16	<ul style="list-style-type: none"> <li>Introduction to creative workshop,</li> <li>Workshop about ideas how to improve attractiveness of the place and support the sociability</li> <li>On spot visit Enna and Calascibetta Municipalities</li> </ul>	Practice: 4 hours	<b>Slovak University of Agriculture in Nitra (SUA) – AAEP</b> 1) Lucia Pašová 2) Mária Bihuňová
17	<ul style="list-style-type: none"> <li>On-Spot Visit: Municipality of Enna – activities and experimentation</li> </ul>	Practice: 4 hours	<b>Slovak University of Agriculture in Nitra (SUA) – AAEP</b> 1) Lucia Pašová 2) Mária Bihuňová
-	<ul style="list-style-type: none"> <li>Final exam: presentation from the experimentations and thesis dissertation</li> </ul>	Practice: 2 hours	<b>Slovak University of Agriculture in Nitra (SUA)</b> <b>"Kore" University of Enna (UKE)</b> 1) Prof. Sergio Severino; 2) Lucia Pašová

## **Training objectives**

The objective is to train an innovative professional figure called “Expert in consulting, planning and management of territorial resources for the development of sociability in urban contexts”.

This professional figure will be able to work in both the public and private sectors, with the aim of promoting local relational well-being through his or her contribution to local planning.

This pathway aims to offer a specialized university training that accompanies students’ careers according to a multi- and interdisciplinary approach, obtained by the confluence between urban planning, architecture, sociology, and psychology.

## **Learning outcomes (Dublin Descriptors) - At the end of the course, students must have achieved the following skills, knowledge and skills:**

### **Knowledge and understanding:**

- topics regarding environment and mental health, social fabric; order, legality, and deviance; social dynamics in an urban context; social research methodology; social policies and urban context; urban history and form; public space design;
- theories and tools suitable for resources and processes’ mapping regarding the connection between the analyzed areas, more specifically, the links between social interaction, order, legality, social policies, public space, urban environment and urban form.

### **Applying knowledge and understanding skills:**

- Applying the acquired knowledge and understanding from distal areas in specific professional contexts;
- Ability to observe functionality and dysfunctionality of social urban reality, and to identify resources for its management;
- Ability to think in terms of future change and increased functionality of urban areas.

### **Making judgments:**

- Autonomy in judgment on the impact of urban design and environment on mental health and social life of inhabitants;
- Acquisition of skills for the critical selection of the most suitable tools for situational assessment;
- Evaluate the efficacy of proposed changes;
- Include reflection on social and ethical responsibilities linked to applying their knowledge and judgments;
- Ability to consult institutional and/or scientific sources in the fields of psychology, sociology, environment and urban planning, and to critically analyze available evidence, having in mind the interdisciplinary openness;
- Ability to evaluate the efficacy of urban public spaces in terms of activity and vitality.

#### **Communication skills:**

- Can express clearly and coherently the reason for an environmental program;
- Can interact with professionals from other areas, understand their terms, and elaborate reasonings based on concepts from both areas of expertise;
- Gets the ability to write a summary report on the study (collection, analysis and interpretation of data) of a social reality;
- Can report in a critical way, through images and interviews, the quality of interaction in public spaces;
- Can draw sketches and diagrams related to urban form and public space.

#### **Lifelong learning skills:**

Can study in a manner that may be autonomous to gain further information about the environment, environmental psychology and psychiatry, the link between social interaction, social dynamics and public spaces in urban environments.

#### **Methods and evaluation system**

The oral exam is based on a discussion on the entire program of the course and on an evaluation of the project work.

The parameters used for the assessment are the following:

- 1) ability to focus the question's theme;
- 2) quality of the arguments;
- 3) ability to activate appropriate links with other themes not directly suggested by the exam question, but logically connected in the argument;
- 4) linguistic competence;
- 5) use of a specific vocabulary.

#### **Methods and evaluation system**

The oral exam is based on a discussion on the entire program of the course and on an evaluation of the project work. Evaluation of the online part is based on the activities and duties explained in the e-learning platform.





Co-funded by the  
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of the European Union

# CERTIFICATE OF ATTENDANCE

ENNA, ITALY

16TH JANUARY 2023 TO 28TH JANUARY 2023

IT IS CERTIFIED THAT

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SUCCESSFULLY ATTENDED AND COMPLETED THE WINTER SCHOOL - C1 HE - INTENSIVE PROGRAMMES  
FOR HIGHER EDUCATION LEARNERS ENTITLED:

**INTERDISCIPLINARY APPROACH TO PROMOTE SOCIABILITY IN URBAN ENVIRONMENTS**

The Winter School has been organized in the context of the project  
**STUD.IO - Sociability Through Urban Design Innovation and hosted by "KORE" University of Enna**

*Strategic Partnerships for higher education - Innovation*

*ERASMUS+ 2020-1-IT02-KA203-079833*



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**PROF. SERGIO SEVERINO  
PHD GIADA CASCINO**

Scientific Coordinators for "KORE" University of Enna

# STUDIO - Winter School Erasmus + Satisfaction Questionnaire

Dear student, we would like to personally thank you for your participation in the Intensive Study Program (ISP) organized in Enna from January 16th 2023 to January 28th 2023.

Your contribution during the lectures and your participation was really valuable to us for the goals that the STUD.IO project envisioned.

We ask you for 5 minutes of your time to complete the following satisfaction questionnaire, which will cover the main aspects of the activities made and other general information. Data will be anonymous, we ask you for an honest answer in line with the experience.

1. How satisfied are you with the relevance of the event for your current work/studies?

- Very satisfied
- Satisfied
- Neither satisfied nor unsatisfied
- Unsatisfied
- Very unsatisfied

2. How satisfied are you with the benefit of meeting colleagues/exchanging information in an international context?

- Very satisfied
- Satisfied
- Neither satisfied nor unsatisfied
- Unsatisfied
- Very unsatisfied

3. How satisfied are you with training materials delivered ?

- Very satisfied
- Satisfied
- Neither satisfied nor unsatisfied
- Unsatisfied
- Very unsatisfied

4. How satisfied are you with group activities proposed ?

- Very satisfied
- Satisfied
- Neither satisfied nor unsatisfied
- Unsatisfied
- Very unsatisfied

5. How satisfied are you with lectures?

- Very satisfied
- Satisfied
- Neither satisfied nor unsatisfied
- Unsatisfied
- Very unsatisfied

6. How satisfied are you with courses organization (e.g., calendar , access to materials, notification of changes, etc.)

- Very satisfied
- Satisfied
- Neither satisfied nor unsatisfied
- Unsatisfied
- Very unsatisfied

7. How satisfied are you with with the location of the Winter School?

- Very satisfied
- Satisfied
- Neither satisfied nor unsatisfied
- Unsatisfied
- Very unsatisfied

8. How satisfied are you with the opportunities for participants to interact (have questions answered, share concerns ideal and experiences, etc) during the Winter School?

- Very satisfied
- Satisfied
- Neither satisfied nor unsatisfied
- Unsatisfied
- Very unsatisfied

9. Compared to your language, soft skills (interpersonal ...) , and ICT skills (use of laptop, tools) prior to attending Winter School, to what extent do you feel you experienced an overall percentage improvement after completing the program?

*Please indicate a percentage, from 0% to 100%, that reflects your overall level of improvement in language (english) and soft skills:*

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10. On a scale of 1 to 5 how likely are you to enroll in the Winter School again in the future?

1   2   3   4   5

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Not      Extremely likely

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11. How much did the Winter School meet in general your expectations?

- Exceeded my expectations
- Fulfilled my expectations
- Partially fulfilled my expectations
- Did not fulfill my expectations

12. What is your overall opinion about the STUD.IO Winter School? Please explain your thoughts and share suggestions for improvement:

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# MEMORANDUM OF UNDERSTANDING

STUD.IO MOU



Co-funded by the  
Erasmus+ Programme  
of the European Union



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