

INTEGRATED PLANNING APPROACHES IN HIGHER EDUCATION:
COLLABORATIVE EDUCATIONAL PROTOTYPE TOWARDS
INTEGRATED APPROACHES IN THE PLANNING OF INCLUSIVE,
PEOPLE-CENTRIC AND CLIMATE-RESILIENT CITIES



Co-funded by
the European Union

InPlanEd

Integrated Planning Approaches in higher Education

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ID of InPlanEd

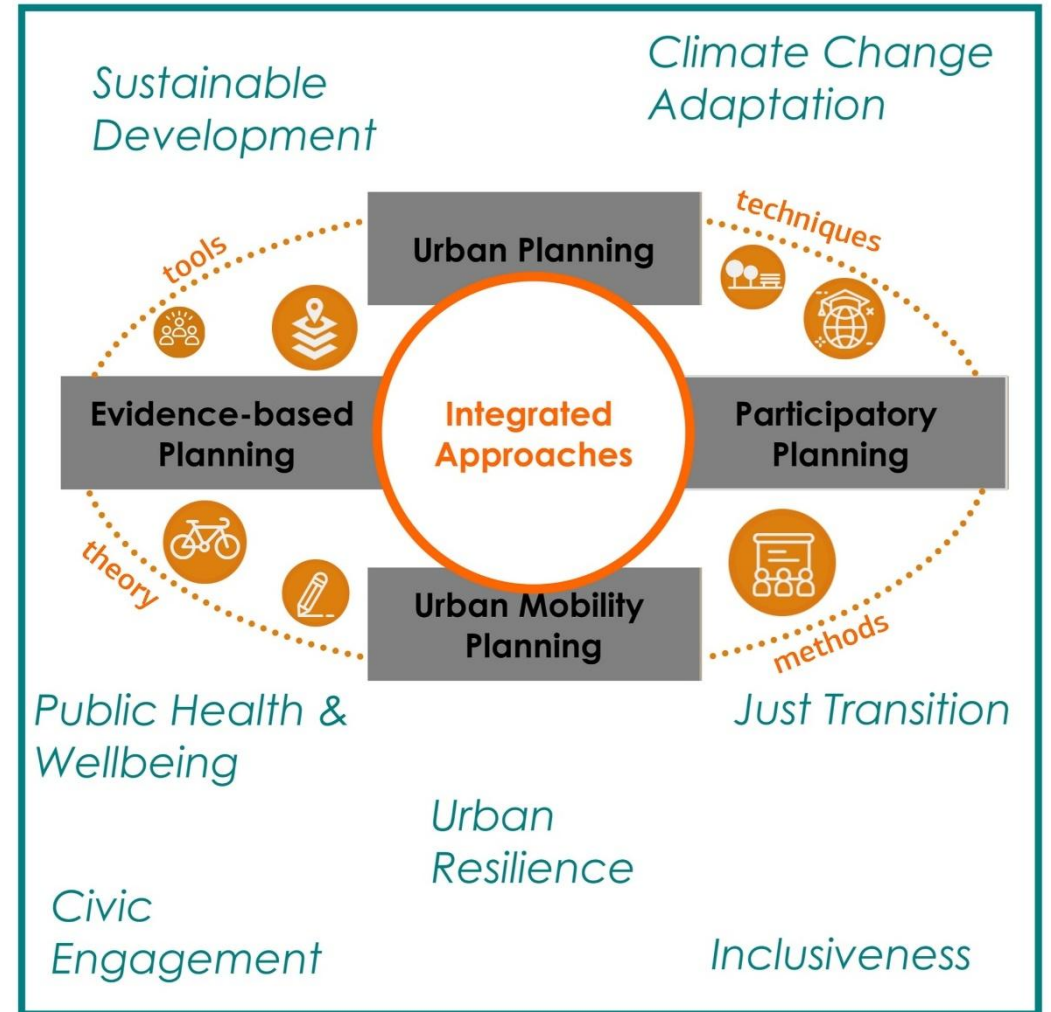


InPlanEd

InPlanEd aims to develop a **transferable Collaborative Educational Prototype** towards **Integrated Approaches in the Planning** of Inclusive, People-centric and Climate-resilient Cities.

Target groups:

1. **HED students of planning-related schools** from different disciplines: The future generation of practitioners
2. **HED teachers, trainers and educators** in general, in the **planning-related schools** from different disciplines
3. Practitioners/professionals in urban, transportation and environmental disciplines & Technical Officers in Public Administration/City Authorities



Partnership



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- **Depart. of Geography and Regional Planning**, National Technical University of Athens: Responsible for [Urban Mobility Planning and GIS-based approaches](#) ([link](#))
- **Commonspace**, collaborative – interdisciplinary planning and design group: Responsible for [Participatory approaches](#) for mapping and planning the urban space([link](#))
- **Society and Urban Form lab**, University of Cyprus: Responsible for [Urban planning/design and Evidence-based planning aspects](#) ([link](#))
- **AESOP**, European Association of Planning Schools: Responsible for exploring the [competence framework](#) of planning-related schools and [assessing the developed material and course](#) ([link](#))
- **Noumena**, Design & Tech Services: Responsible for Evidence-based planning and providing expertise on [cutting-edge planning-related technologies](#) ([link](#))



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University
of Cyprus



noumena

Literature Focus: Inclusive, people-centric, and climate resilient cities

THREE PILLARS

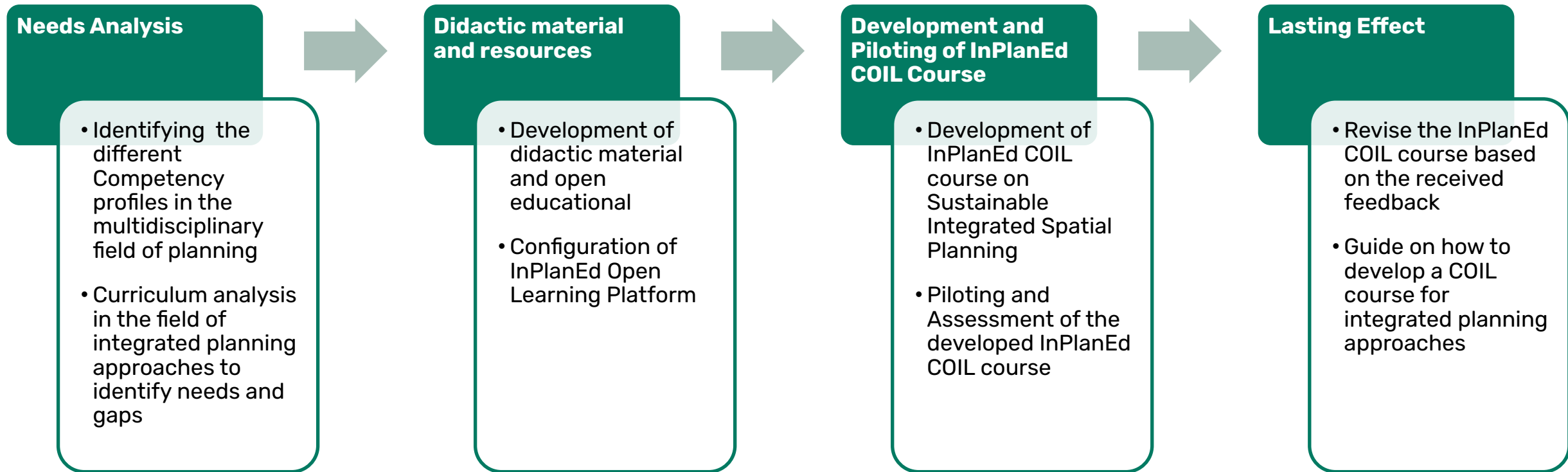
People-centric

Climate resilient

Inclusive



Approach

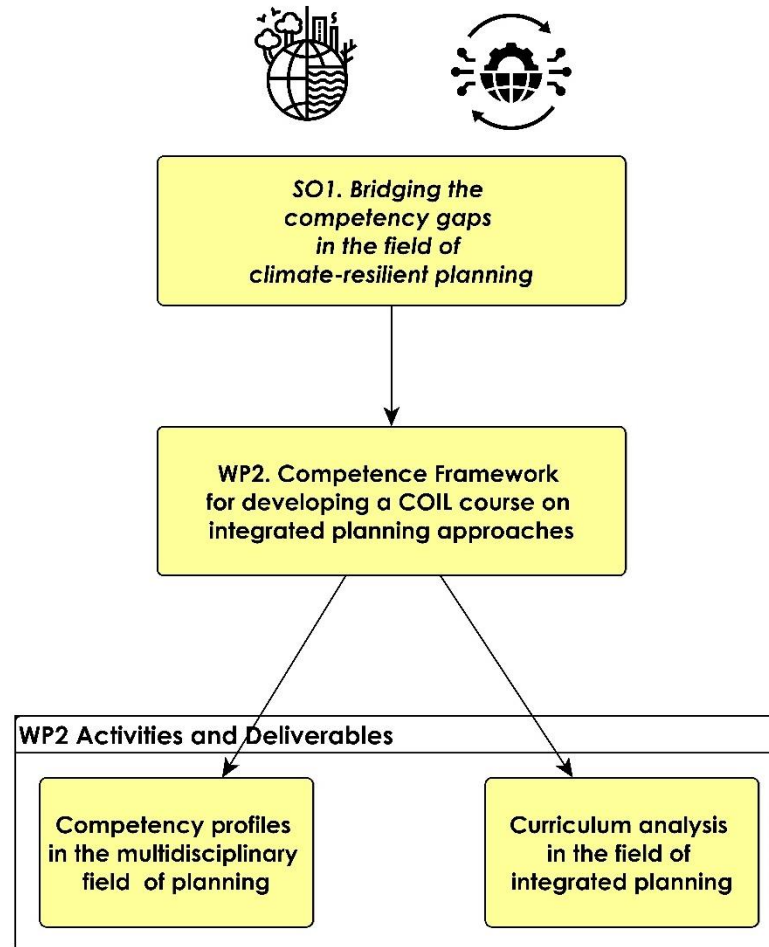


Researching the needs in the field of integrated spatial planning

Researching the needs in the field of integrated planning



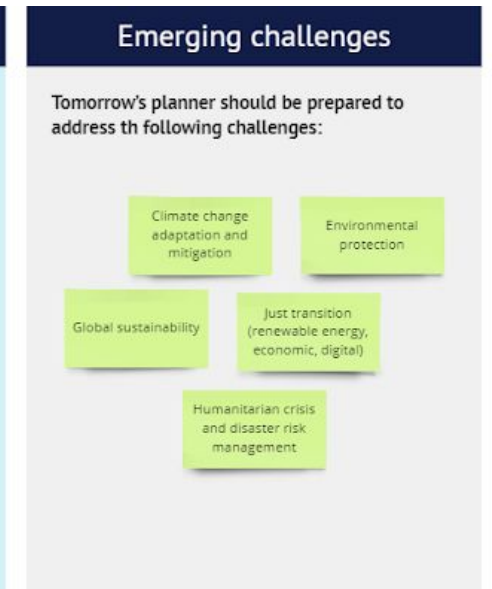
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Needs assessment in integrated planning approaches



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Needs assessment in integrated planning approaches: skills



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Hard skills

- Graphics,
- Geodesy and topography,
- Software/Programming/Modelling,
- Assessments, financing, and econometrics,
- Policy analysis,
- Urban design.

Soft skills

- Public speaking
- Participation and civic engagement
- Teamwork / Problem-solving / Leadership
- Time management
- Critical thinking
- Paper writing

especially, Participation and civic engagement (Facilitation / Mediation / Conflict resolution / Focus groups).

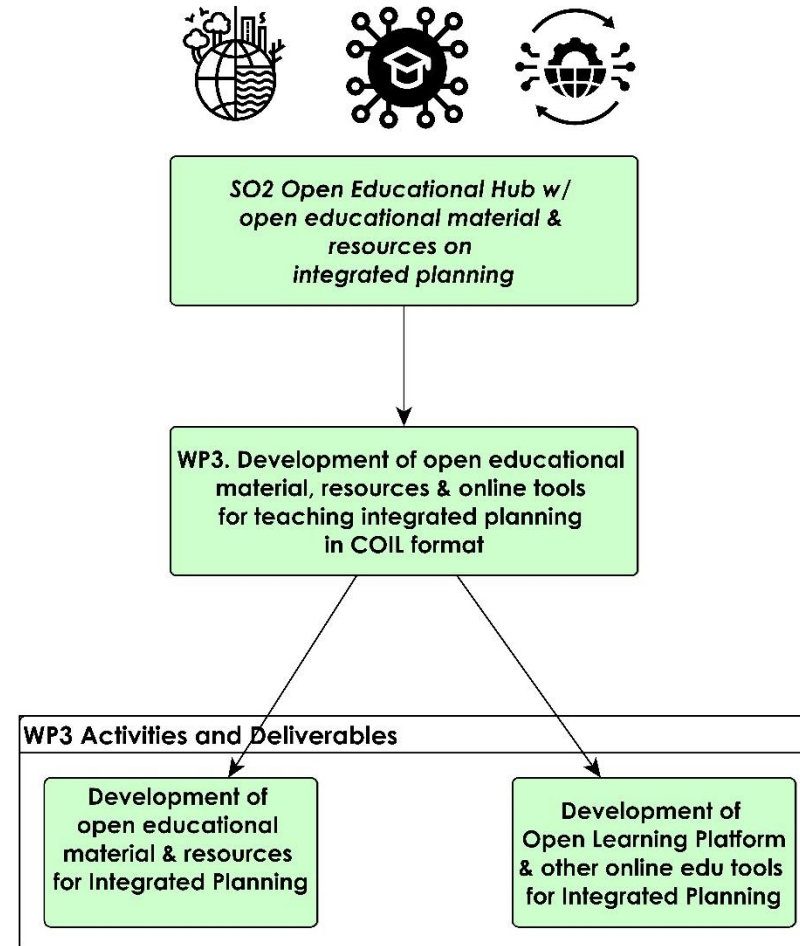
Needs assessment in integrated planning approaches: curricula



- Weakness in evidence-based planning → Dedicated session
- Extremes of urban mobility → Dedicated session
- Participatory planning horizontal → Workshop
- Project-based coursework → Group assignment / relevant case study
- Exposure to the labour market → External speakers / tools from practice

Didactic material and resources

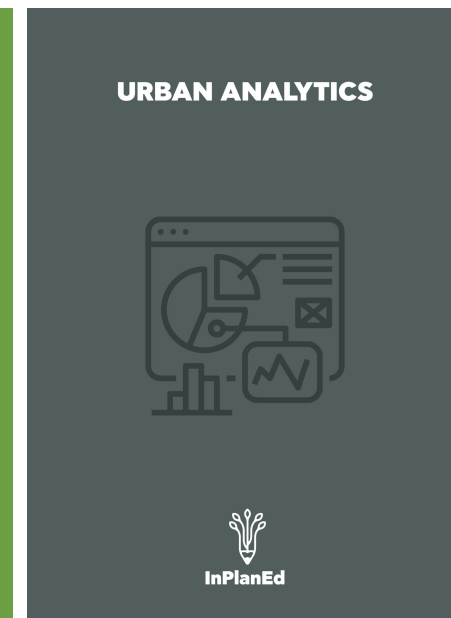
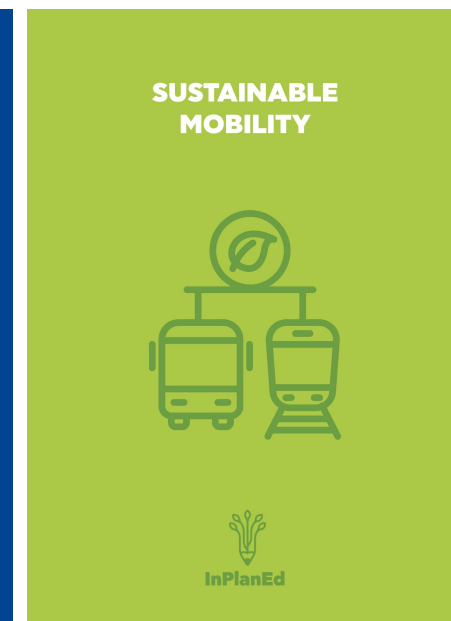
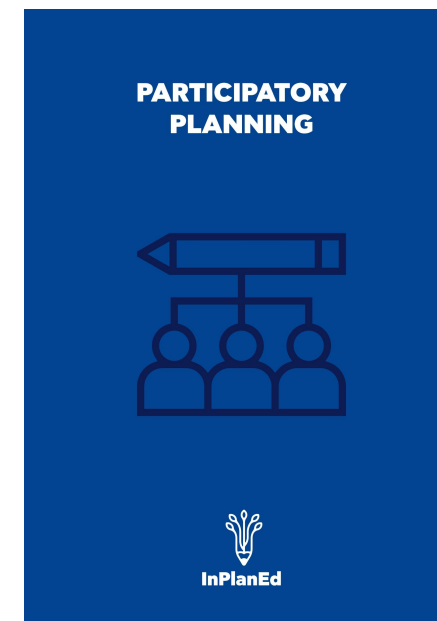
Developing the material and resources for InPlanEd COIL Course



InPlanEd Open Educational Resources

Multiple **Open Education Resources** on Integrated Planning were developed:

- [InPlanEd definition kit](#) consisted of corresponding 24 [definition cards](#) as attractive illustrations of the glossary
- The [InPlanEd Data Sources](#): Consisted of pan-European datasets, but also of datasets particularly relevant to the local context of the Universities piloting the course (Athens and Nicosia)
- [Lecture Summaries](#), including [learning outcomes](#) and [references](#), available both in [English](#) and [Greek](#)
- [Case Study Summaries](#), from Greece, Cyprus and Internationally, also functioning as [good practices](#), available both in [English](#) and [Greek](#)





LECTURE SUMMARY

What an urban planner needs to know about mobility planning, participatory planning and evidence-based planning

EXPECTED LEARNING OUTCOMES

- Get familiar with the mobility planning, participatory planning and evidence-based planning concepts
- Learn how community engagement may promotes evidence-based planning, especially in mobility planning process
- Identify some ordinary community engagement methods applied in urban and mobility planning
- Comprehend the new trends in planning according to which citizens have to be active and interested in decision making - Introduction to neogeography concept
- Learn about crowdsensing and crowdsourcing techniques and how they would be useful in promoting evidence-based planning
- Understand the advantages and disadvantages of modern and traditional ways of community engagement

SUMMARY OF THE LECTURE

By reviewing the perceptions on spatial planning, an evolution is observed; planning is mainly approached as a participatory procedure and this is obvious even in the directions promoted by the official planning bodies that tend to enhance community engagement in planning process. New terminologies come to the fore; neogeography seems to be such a typical example. According to this sense, only active citizens may be considered as residents. It is not a coincidence that European Commission has financed plenty of projects that are based on community engagement and

ΠΕΡΙΛΗΨΗ ΔΙΑΛΕΞΗΣ

Τι πρέπει να γνωρίζει ένας πολεοδόμος για το σχεδιασμό της κινητικότητας, τις συμμετοχικές μεθόδους σχεδιασμού και τον τεκμηριωμένο-με-στοιχεία σχεδιασμό (What an urban planner needs to know about mobility planning, participatory planning and evidence-based planning)

ΕΚΤΙΜΩΜΕΝΑ ΜΑΘΗΣΙΑΚΑ ΑΠΟΤΕΛΕΣΜΑΤΑ

- Εξοικείωση με τις έννοιες του σχεδιασμού της κινητικότητας, του συμμετοχικού σχεδιασμού (και λοιπών συμμετοχικών μεθόδων σχεδιασμού) και του τεκμηριωμένου-με-στοιχεία σχεδιασμού
- Εκμάθηση του τρόπου με τον οποίο η εμπλοκή του κοινού μπορεί να προωθήσει τον τεκμηριωμένο-με-στοιχεία σχεδιασμό, κυρίως κατά την άσκηση του σχεδιασμού για την κινητικότητα
- Ταυτοποίηση μερικών τυπικών μεθόδων συμμετοχικού σχεδιασμού που βρίσκουν εφαρμογή κατά την άσκηση πολεοδομικού σχεδιασμού και σχεδιασμού για την κινητικότητα
- Κατανόηση των νέων τάσεων στο σχεδιασμό, βάσει των οποίων οι πολίτες πρέπει να είναι ενεργοί και να ενδιαφέρονται για τη διαδικασία λήψης αποφάσεων - Εισαγωγή στην έννοια της νεογεωγραφίας
- Εκμάθηση των τεχνικών πληθοπορισμού και του τρόπου με τον οποίο μπορούν να φανούν χρήσιμες για την υλοποίηση του τεκμηριωμένου-με-στοιχεία σχεδιασμού
- Κατανόηση των πλεονεκτημάτων και των μειονεκτημάτων των καινοτόμων και παραδοσιακών τρόπων εμπλοκής του κοινού στη διαδικασία σχεδιασμού

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General Information

Announcements

Didactic Material

1. Introduction I: Plannin...

2. Introduction II: Plannin...

3. Integrated Urban Plan...

4. Site visit group work ki...

5. Evidence-Based Design...

6. Sustainable Mobility in...

7. Participatory Planning ...

8. Tools from practice

9. Workshop on participa...

10. Initial Proposal Prese...

Final Presentations and ...

Educational Resources

Definition Cards & Definit...

Glossary

Lectures & Lecture Sum...

Case studies & Good pra...

- 1. Planning the contemporary city key issues and challenges
 - [1.1 InPlanEd_LucaBertolini_Planning_cities_beyond_mobility_LectureSummary_en.pdf](#)
 - [1.1 InPlanEd_LucaBertolini_Planning_cities_beyond_mobility_LectureSummary_gr.pdf](#)
 - [1.1 InPlanEd_Planning_cities_beyond_mobility_LucaBertolini.pdf](#)
- 2. The theoretical and conceptual framework of planning sustainable cities
 - [1.2 InPlanEd SUMMARIES_planning_for_sustainable_cities_en.pdf](#)
 - [1.2 InPlanEd SUMMARIES_planning_for_sustainable_cities_gr.pdf](#)
 - [1.2_planning_for_sustainable_cities.pdf](#)
- 3. Systems thinking for sustainable development the SDGs and the role of the urban environment
 - [1.3 InPlanEd Systems Thinking.pdf](#)
 - [1.3 Systems Thinking Case Study Summary_en.pdf](#)
 - [1.3 Systems Thinking Case Study Summary_gr.pdf](#)
 - [1.3 Systems Thinking Lecture Summary_en.pdf](#)
 - [1.3 Systems Thinking Lecture Summary_gr.pdf](#)
- 4. Overview of the course
- Material for Class
- Supporting Material
 - [Alexander_1977_A_Pattern_Language_Towns_Buildings_Construction-47-230.pdf](#)
 - [Bertolini_2023_The_next_30_years_planning_cities_beyond_mobility.pdf](#)
 - [Carmona M. et al. \(2003\) Public Places Urban Spaces_ The Dimensions of Urban Design.pdf](#)
 - [Karen Chapple - Planning Sustainable Cities and Regions.pdf](#)
 - [Lawrence_2021_Creating_built_environments_bridging_knowledge_and_practice_divides.pdf](#)
 - [Planning Sustainable Cities and Regions Towards More Equitable Development.pdf](#)
 - [UN \(2023\) The Sustainable Development Goals Report_Special edition.pdf](#)
 - [WEF_2022_C4IR_GFC_on_Cities_Climate_Resilience_2022.pdf](#)



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Definition Cards

INCLUSIVE PLANNING



INCLUSIVE PLANNING

Definition

Inclusive planning involves diverse stakeholders to ensure decisions reflect all perspectives, prioritizing equity and social justice while promoting accessibility and participation. It emphasizes cultural sensitivity, transparency, and accountability throughout the process. Collaboration and trust-building are central, empowering marginalized groups and fostering community ownership. Ultimately, it leads to more equitable and sustainable outcomes, embodying democratic principles by ensuring inclusivity in decision-making.

References

- # Chu, E., Anguelovski, I. and Carmin, J. (2016) Inclusive approaches to urban climate adaptation planning and implementation in the Global South. *Climate Policy* 16(3): 372-392.
- # Germetta, J., Hülsmann, H. and Longo, G. (2005) Social innovation and civil society in urban governance: Strategies for an inclusive city. *Urban Studies* 42(11): 2007-2021.
- # Haase, D., Kabisch, S., Haase, A., et al. (2017) Greening cities - To be socially inclusive? About the alleged paradox of society and ecology in cities. *Habitat International* 64: 41-48.
- # Jane, A. (2014) *Integrated Urban Design & Planning for inclusive Public Space and City-Region connectivity and efficiency*. UN-Habitat Thematic Issue Paper. Epub ahead of print 2014.

WALKABILITY



WALKABILITY

Definition

As Speck indicated in his book "Walkable City" (2012) "walk has to satisfy four main conditions: it must be useful, safe, comfortable, and interesting". In this context, walkability can be described as the quality of urban environment to support and promote safe and pleasant walking for all street users -including people with reduced mobility, women, young children and elderly (Forsyth and Southworth, 2008). However, walkability is an emerging issue -for citizens, researchers, urban/transport planners and authorities- that has evolved into an umbrella term, resulting in various definitions, indicatively mentioned the following: Dovey & Pafka, (2020); Forsyth, (2015); Leslie et al., (2007); Lo, (2009); Talen & Koschinsky, (2013).

References

- # Dovey, K. & Pafka, E. (2020) What is walkability? The urban DMA. *Urban Studies*, 57(1), 93-108
- # Forsyth, A. (2015) What is a walkable place? The walkability debate in urban design. *URBAN DESIGN International*, 20(4), 274-292.
- # Forsyth, A. & Southworth, M. (2008) Cities Afoot--Pedestrians, Walkability and Urban Design. *Journal of Urban Design* 13(1), 1-3.
- # Leslie, E., Coffee, N., Frank, L., et al. (2007) Walkability of local communities: Using geographic information systems to objectively assess relevant environmental attributes. *Health & Place*, 13(1), Part Special Issue: Environmental Justice, Population Health, Critical Theory and GIS, 111-122.
- # Lo, S. H. (2009) Walkability: What is it? *Journal of Urbanism: International Research on Placemaking and Urban Sustainability*, 2(2), 145-166.
- # Speck, J. (2012) *Walkable City: How Downtown Can Save America, One Step at a Time*. 1st ed. New York: Farrar, Straus and Giroux.
- # Talen, E. & Koschinsky, J. (2013) The Walkable Neighborhood: A Literature Review. *International Journal of Sustainable Land Use and Urban Planning*, 1(1), 42-63.

Case Studies & Good Practices



InPlanEd

1 Case Study Summary Intensification & transport interventions in Melbourne



INTEGRATED PLANNING APPROACHES IN URBAN EDUCATION
DEVELOPING EDUCATIONAL PROJECTS THROUGH
INTEGRATED APPROACHES IN THE PLANNING OF URBAN
POLICY-ORIENTED AND CONTEXT-RELEVANT STUDIES



CASE STUDY SUMMARY

Intensification and transport interventions to combat climate change in Melbourne

Location: Melbourne, Australia
Date: 1985-2016

SUMMARY DESCRIPTION



The revitalisation of Melbourne's city centre is a good and early case study of a systems thinking approach because it combined municipal and state government actions, along with NGOs' actions, through a long-term strategy (Melbourne 1985 Strategy Plan) lasting 10-15 years, which initiated further interrelated policy (Portcode 3000) and evidence-based actions (Transforming Australian Cities). As a result, Melbourne's inner city has been intentionally acclaimed as one of the most 'liveable' cities in the world.

CASE STUDY SUMMARY
Case Study Title: Intensification and transport interventions to combat climate change in Melbourne



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2 Case Study Summary ProAire Programme



INTEGRATED PLANNING APPROACHES IN URBAN EDUCATION
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POLICY-ORIENTED AND CONTEXT-RELEVANT STUDIES



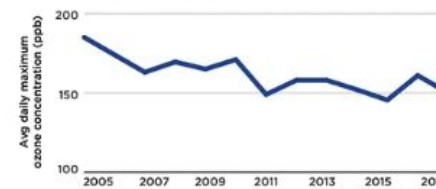
CASE STUDY SUMMARY

ProAire Programme

Location: Mexico City, Mexico
Date: 1990-2020

SUMMARY DESCRIPTION

IMPROVEMENT OF AIR QUALITY IN MEXICO CITY 2005–2017³



Since 1990, the Mexican government has created four Comprehensive Programs Against Air Pollution, which have become increasingly ambitious and include strategies for transport, planning, environmental education, and reforestation. The programme is led by Mexico City in collaboration with the Metropolitan Environmental Commission involving 5 academic institutions, 7 business associations, 20 local, 5 state and 10 federal governments, 1 healthcare secretariat and at least 10 NGOs.

Project Goals:

- Improve air quality and reduce ozone concentration levels
- Reduce health risks from air contaminants

CASE STUDY SUMMARY
Case Study Title: Intensification and transport interventions to combat climate change in Melbourne



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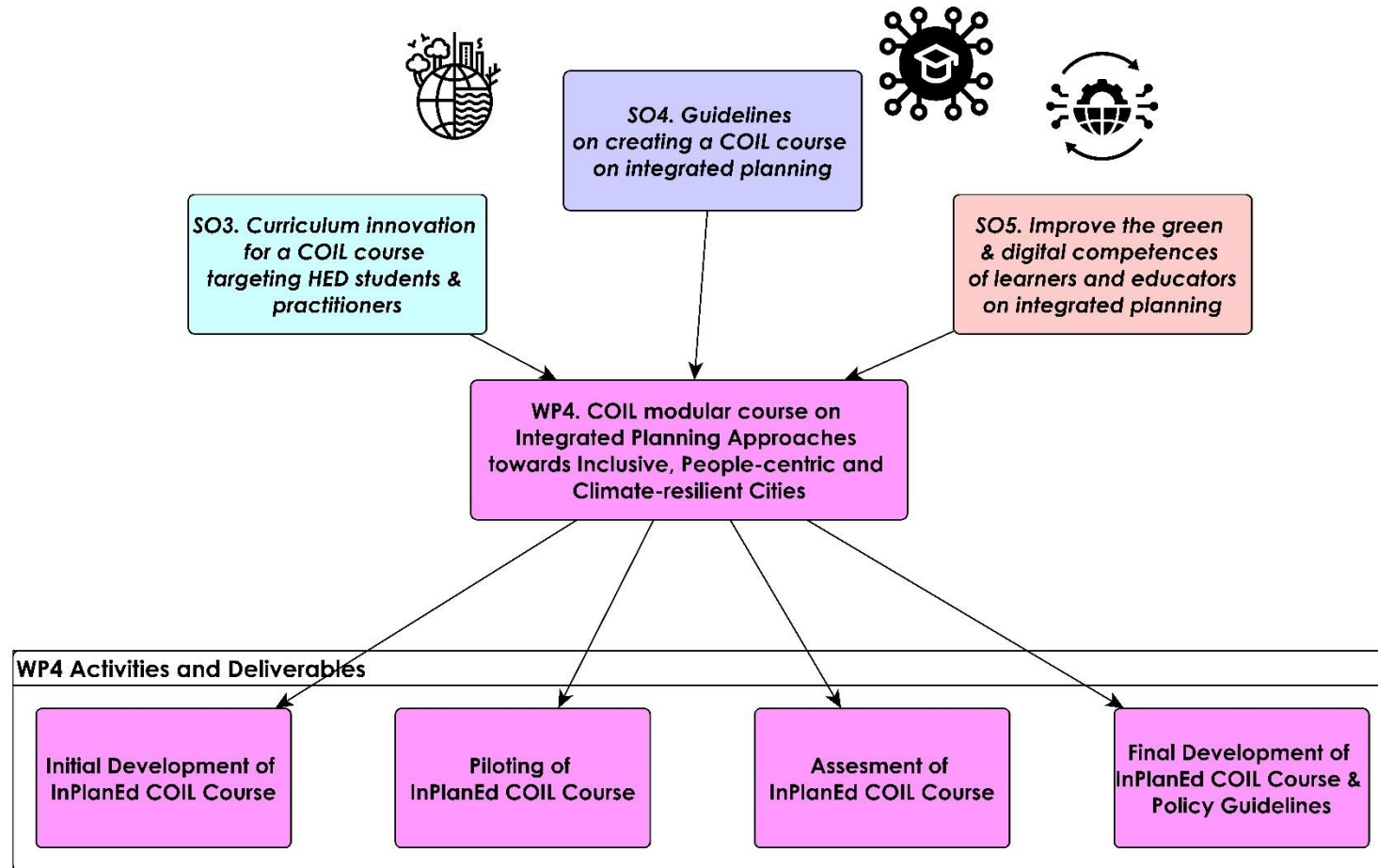
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ID	Data source/Organisation	Description	Spatial Extent (name the specific city or country relevant to the data source)	Granularity/Spatial Resolution	Temporal Information (Reference years, temporal extent, temporal resolution)	Thematics covered by the available data (built environment; socio-demographics; economy; transportation; physical environment, etc)	Primary / Derivative	Typologies of available data (GIS data, Tabular data, Thematic Maps, Textual data)	Availability (Open Source, Open Access, Restricted Access, Paid Access, View-Only)	Link
1	Urban Atlas	Urban Atlas is composed of a suite of products for the Functional Urban Areas (FUA) with more than 50,000 inhabitants in EEA38 countries and UK, that encompasses: 1/ Land Cover Land Use products, 2/ Street Tree Layer, showing contiguous rows or patches of trees covering 500 m ² or more over "Artificial surfaces", 3/ Population estimates per Urban Atlas polygons, 4/ Building Height layer in a 10 x 10 m grid.	Pan-European # Contains 788 FUAs with more than 50.000 inhabitants covering all EEA38 countries and the United Kingdom. (2018 dataset) # Contains 785 FUAs with more than 50.000 inhabitants covering all EEA38 countries and the United Kingdom. (2012 dataset) # Contains 319 FUAs in the EU Member states with more than 100.000 inhabitants (2006 data)	Varies but mostly block-level or better (with the MMU of 0.25 ha and 10 rural classes with the MMU of 1ha.)	2006 - 2018 (6-yearly)	built environment; socio-demographics; transportation; physical environment	Derivative	GIS data	Open Access	https://land.copernicus

InPlanEd COIL Course on Integrated Spatial Planning

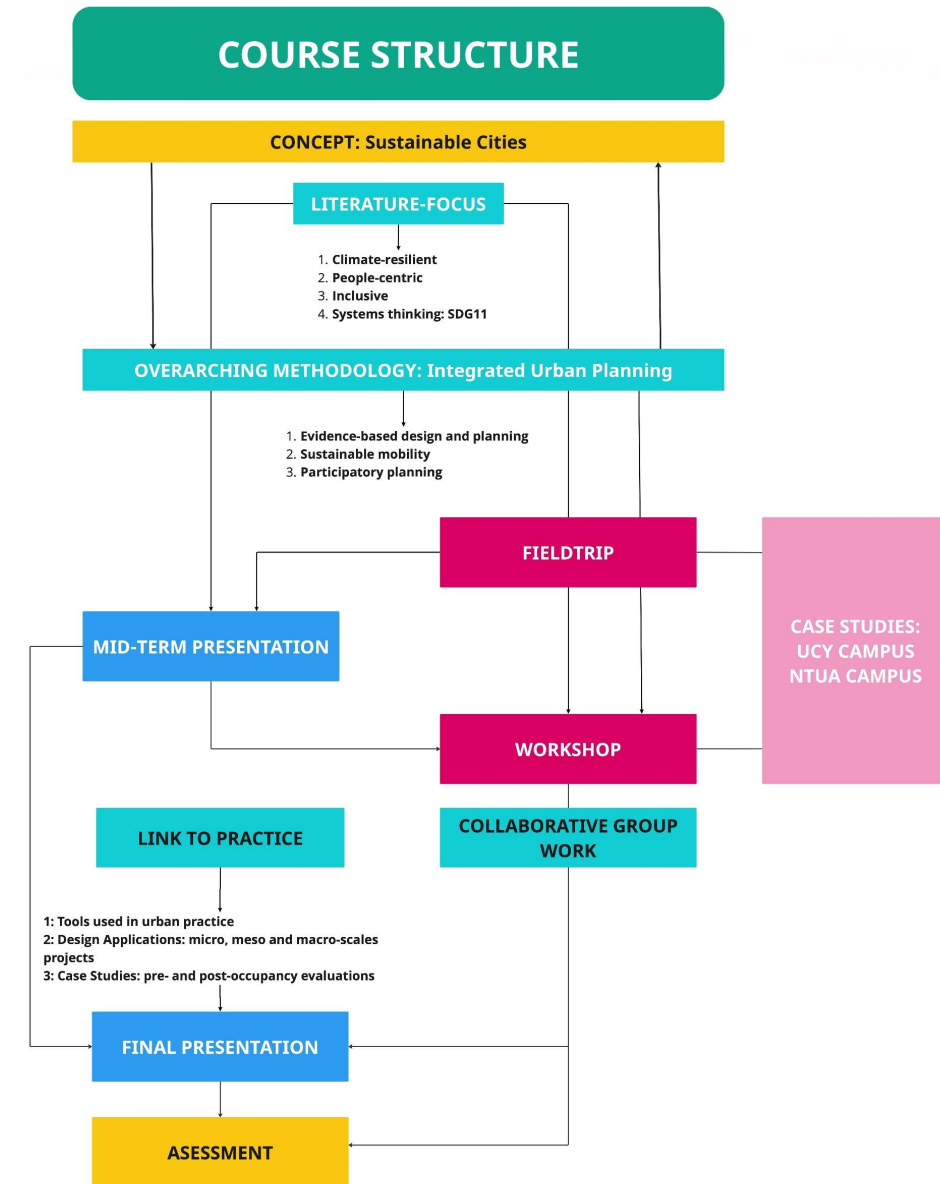
Developing and Piloting InPlanEd COIL Course



InPlanEd COIL Course

InPlanEd COIL course on Integrated Planning:

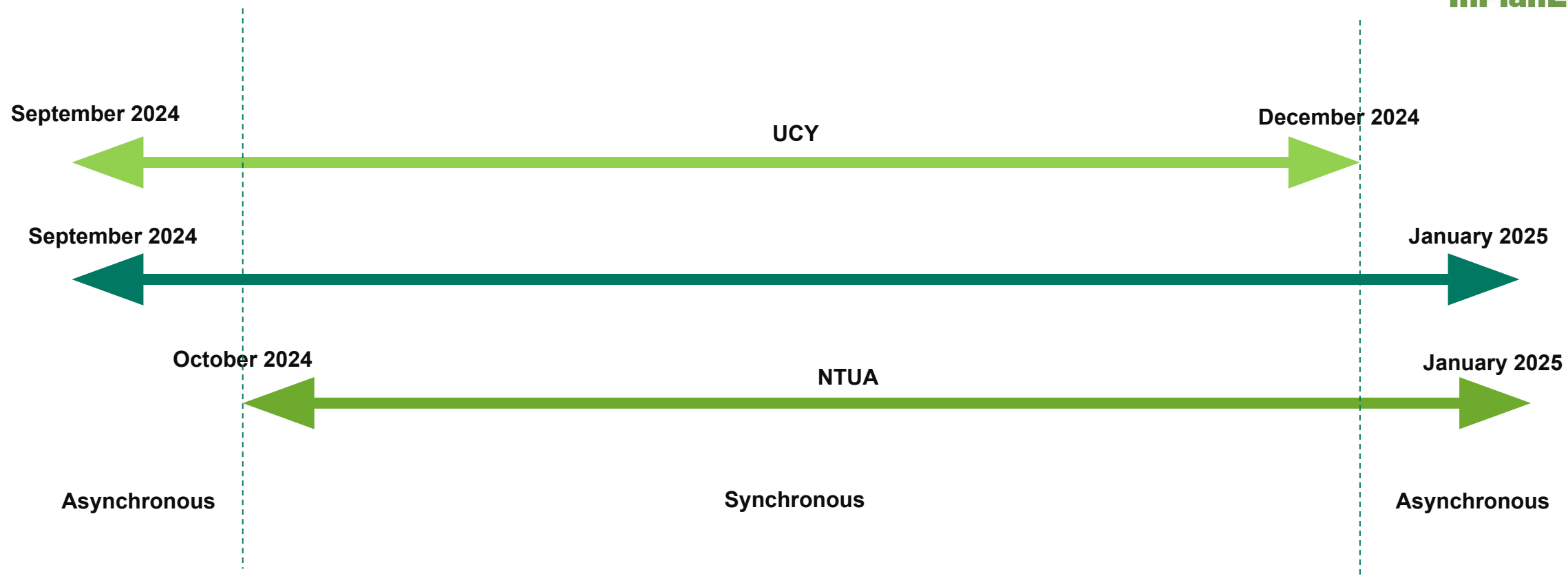
- Developed as a MSc-level course of 13 weeks of 8 ECTS
- It was piloted by NTUA+UCY during Winter Semester 2024-2025 formally attended by 28 students in total
- It includes lectures, fieldwork, participatory workshop, and supported groupwork for the student collaborative project
- All lectures published at [InPlanEd YouTube Chanel](#) gathering 845 Views and 51k Impressions
- [InPlanEd Open Learning Platform](#) (in English and Greek) acting as the common project repository and the virtual learning environment of the InPlanEd virtual exchange
- The [InPlanEd Open Educational Resources](#) published in [InPlanEd website](#)



Timeline



InPlanEd



Participation



InPlanEd

UCY

23 students
5th Year
Integrated
Architecture
Elective
8ECTS

External

1-5 students
Mixed backgrounds
Participation
Certificate

NTUA

5 students
MSc Elective
8 ECTS

Lifelong learning

1. Via UCY Lifelong Learning Centre
2. No possibility of hosting a full course > sessions split into 9 three-hour sessions
3. Accreditation of ECTS could only happen if payment was made > would need academic senate approval to provide accreditation on a free course

InPlanEd

Integrated Urban Planning for Inclusive, People-centric and Climate-resilient cities

Collaborative Hybrid International course



Co-funded by the European Union



Key themes

Inclusive Cities



Integrated Planning



Climate-resilience



Participatory Design



Evidence-Based Design



Integrated Planning Course

Starting in September 2024

2-month course brought to you by the University of Cyprus and National Technical University of Athens

Course overview: Join our cutting-edge course designed for practitioners, Master's students and 5th-year integrated Architecture students. This course explores the integration of inclusive planning strategies, people-centric design, and climate resilience in urban environments.

Course Highlights:

- Innovative and flexible online learning format
- Innovative and flexible online or in-person learning format
- Seminars and workshops led by international experts
- Real-world case studies and practical applications
- Learning materials and recordings of seminars available on dedicated platform
- Taught in English with summary materials available in Greek

If you are interested: fill out the google form to receive the full course schedule, registration details and updates.

Fees and accreditation for students: Free for students registered in EU Universities; 8 ECTS.

Fees and accreditation for practitioners: 1 euro per hour commitment fee! Each session lasts 3 hours. Participation certificate by University of Cyprus.

Lifelong learning



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Αρ. κράτησης	Όνοματεπώνυμο	Email επικοινωνίας
5678	[REDACTED]	[REDACTED]n
5697	[REDACTED]	[REDACTED]ail.com
5687	[REDACTED]	[REDACTED]
5684	[REDACTED]	[REDACTED]
5677	[REDACTED]	[REDACTED]
5695	[REDACTED]	[REDACTED]
5689	[REDACTED]	[REDACTED]
5682	[REDACTED]	[REDACTED].com
5679	[REDACTED]	[REDACTED]n

Αρ. κράτησης	Όνοματεπώνυμο	Email επικοινωνίας
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5688	[REDACTED]	[REDACTED]
5694	[REDACTED]	[REDACTED]
5696	[REDACTED]	[REDACTED]
5690	[REDACTED]	[REDACTED]
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Site visits



Learning outcomes: field-specific



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1. **Comprehend** key contemporary urban issues and challenges.
2. **Comprehend** main approaches of sustainable urbanism: people-centric cities, inclusive cities, climate-resilient cities, sustainable mobility.
3. **Relate** issues and approaches to one's own immediate environment (e.g. case studies).
4. **Describe** main methodologies to evaluate and implement sustainable cities: integrated urban planning, evidence-based design.
5. **Argue** for one's own decision to analyse an observed phenomenon, use a specific methodology, infer causality and potential impact of proposed solutions.
6. **Apply** theoretical concepts and methodologies to frame an observed problem / phenomenon and analyse it (selected concept / methodology).
7. **Hypothesise** the cause of an observed phenomenon and the impact of a proposed solution.
8. Describe/explain the methodologies, approaches and techniques of participatory planning.
9. **Apply** basic practical skills (e.g. digital spatial analysis) to analyse architectural and urban systems and inform design processes in practical case studies.
10. **Reflect** on one's own progress in interpersonal/soft skills (e.g. teamwork skills, public speaking) developed through groups projects, fieldwork and workshops.

Learning outcomes: soft skills



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- 1. Think creatively**
- 2. Develop strategy to solve problems**
- 3. Interact with others**
- 4. Process qualitative information**
- 5. Work in teams**
- 6. Meet commitments**
- 7. Accept constructive criticism**
- 8. Evaluate data, information and digital content**
- 9. Use questioning techniques**
- 10. Address an audience**
- 11. Demonstrate curiosity**
- 12. Adapt to change**
- 13. Deal with uncertainty**

InPlanEd Lasting Effect

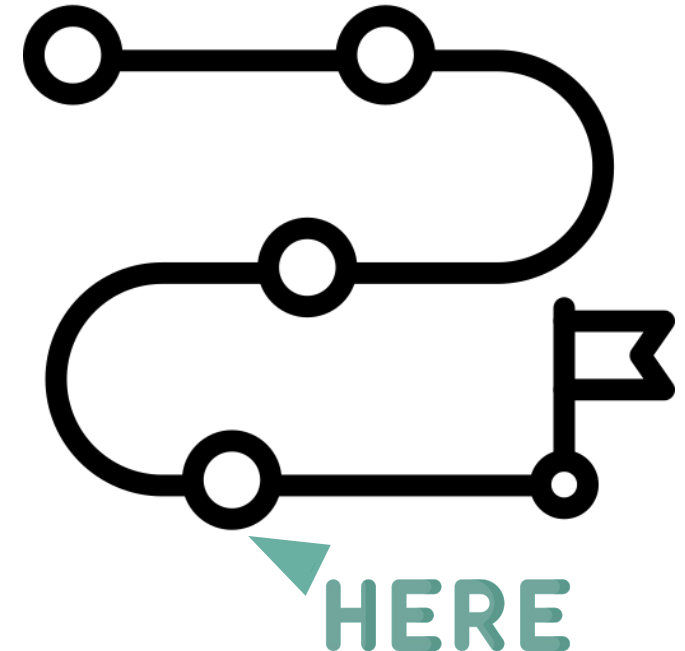
Final outcomes, Impact and Long-term perspective

InPlanEd coming to an end?



Transforming education through forward-thinking solutions

- The InPlanEd project aspired to create a multidisciplinary course focusing on Integrated Planning
- Main pillars: *Urban, Mobility, Participatory and Evidence-based Planning*
- The project embarked into the world of COILs, facing challenges, while opening new educational pathways



Key Outcomes & Impact

InPlanEd Key Outcomes

1. A transferable COIL course on integrated planning approaches
2. An Open Learning Platform with the developed Open Educational Material & Resources on integrated planning approaches
3. Training of higher education students and practitioners in innovative learning practices for integrated planning approaches
4. An open online guide describing how to develop a COIL HED course on integrated planning approaches



Key Outcomes & Impact

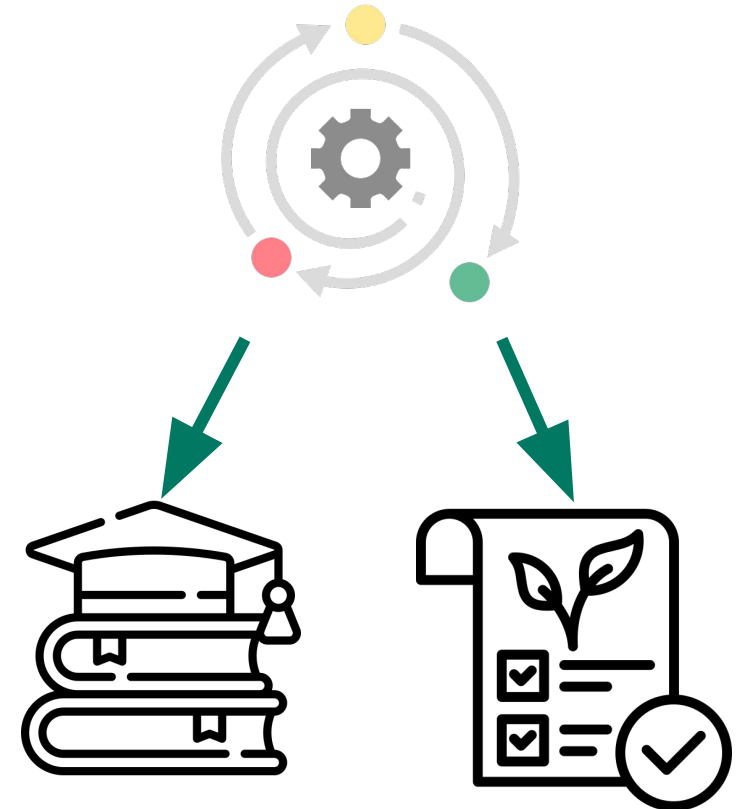
InPlanEd Impact:

- **Educational:**

Providing the framework and resources for developing a MSc-level COIL course on integrated planning approaches

- **Scientific/Policy:**

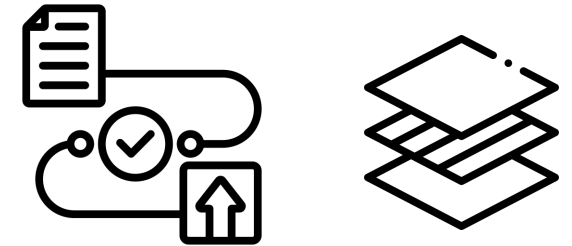
Highlighting the significance of integrated planning approaches on battling climate change, for liveable and inclusive cities



Sustainability Considerations

- The **Guide** accompanying the developed COIL course will function as a **roadmap** to any **HEI** intending to implement a COIL course on integrated planning. This roadmap will identify the **roadblocks** and **provide the resources**.
- The developed material and resources will be an important input to NTUA's and UCY's educational activities **long** after the InPlanEd conclusion
- The project outcomes will urge non-academic organisations that are not part of formal HED process, to **initiate learning activities beyond Higher Education** targeting **professionals and practitioners***

*a crucial missing point in planning education



Sustainability Considerations

- The coordinator (NTUA) will continue to maintain the InPlanEd **Open Learning Platform**, free and accessible to anyone interested, making easily available all **InPlanEd didactic material** and **Open Educational Resources**
- The implementation of InPlanEd course and activities in general sparked the interest of the local partners
- A **community around integrated planning in Greece and Cyprus** is gradually emerging
- **Publication of results in key academic conferences and scientific events for spatial planning** highlight the importance of the project regarding **climate-resilient integrated planning** and **planning education** at a European level



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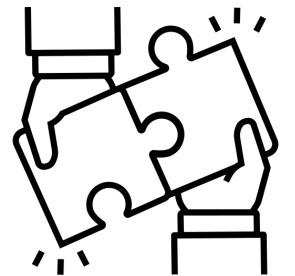
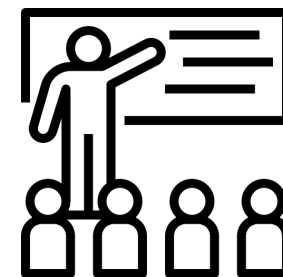
Beyond InPlanEd



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What's next? Let's take the "Integrated way"

- Integrated planning should receive more attention!
- Postgraduate programmes should invest in integrated planning
- COIL courses (though challenging) could be a solution for future educational initiatives
- Contemporary planning needs call for a "Transnational Network of Integrated Planning"





InPlanEd

thank you!



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INTEGRATED PLANNING APPROACHES IN HIGHER EDUCATION:
COLLABORATIVE EDUCATIONAL PROTOTYPE TOWARDS
INTEGRATED APPROACHES IN THE PLANNING OF INCLUSIVE,
PEOPLE-CENTRIC AND CLIMATE-RESILIENT CITIES

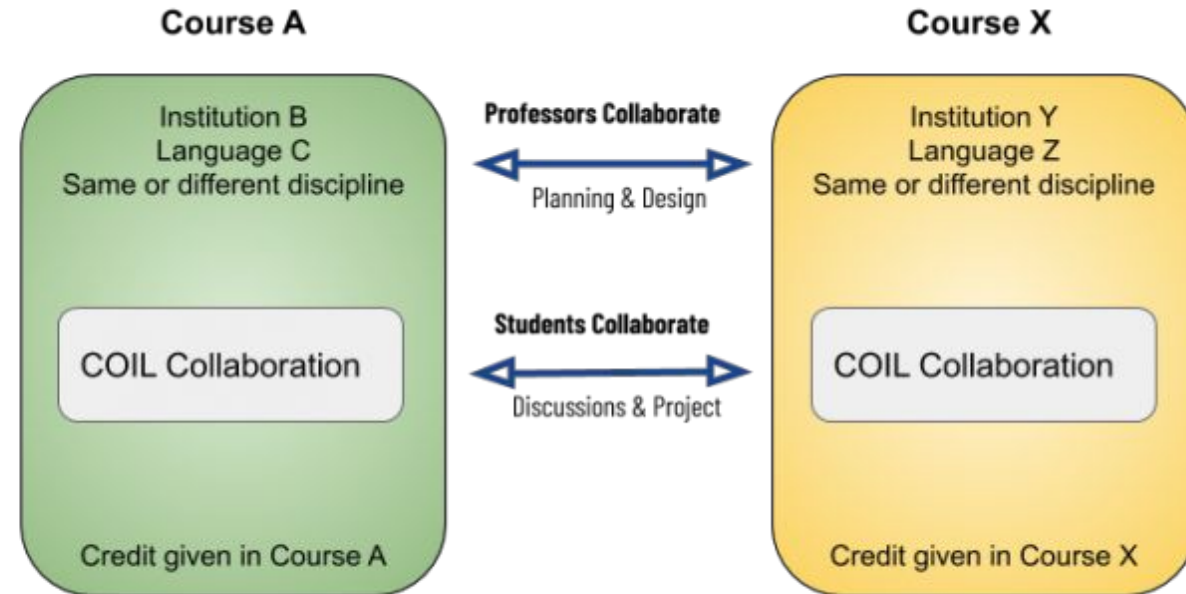


Collaborative Online International Learning (COIL) or Virtual Exchange

In order to qualify as COIL, a learning activity should be:

- **Collaborative:** It involves a cross-border collaboration or interaction with people from different backgrounds and cultures
- **Online:** the interaction between the students and staff in question takes place (mostly or exclusively) online, whether it is asynchronous or synchronous.
- **International:** It must be driven by a set of internationalized learning outcomes aimed at developing global perspectives and/or fostering students' intercultural competences
- **Learning:** There must be a reflective component that helps students think critically about such interactions.

COIL promotes inter-disciplinary & inter-cultural collaborations, which at the core of InPlanEd's approach



Source: SUNY COIL Center

Context



Action: Erasmus+ Cooperation partnerships in higher education

Funding: 250.000 euros

Timeline: 30 Dec 2022 – 29 Apr 2025 (28 Months)

Full project Title: Integrated Planning Approaches in higher Education: Collaborative Educational Prototype towards Integrated Approaches in the Planning of Inclusive, People-centric and Climate-resilient Cities

Applicant: National Technical University of Athens, Greece

Partners:

- Commonsense (CS) – Greece
- University of Cyprus (UCY) – Cyprus
- European Association of Planning Schools (AESOP) – Belgium
- Noumena - Spain

Associates – Supporting partners: Greek Planners Association, Hellenic Institute of Transportation Engineers, Cyprus Architects Association, Institute for Advanced Architecture of Catalonia