

THE CITY AS CONTEXT AND EDUCATIONAL SUBJECT IN THE 21ST CENTURY.

An overview of the research process

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RESEARCH

RESULTS IN PROGRESS

DESIGN

BACKGROUND



LEARNING CITY

LIFELONG LIFE-WIDE LEARNING
EMPOWERMENT 'Commons'
Open School
BOTTOM-UP Community Belonging
REGENERATION Public Space

KEY WORDS...



Facing the complexity of contemporary living, lifelong and life-wide learning can tackle the current challenges within the model of learning cities, thus responding to the needs of society as a whole (Boffo & Biagioli, 2023). Continuing education and learning drive urban revitalisation processes through the active participation of the involved actors and communities, in the sense that they may stimulate urban and social bottom-up regeneration practices. Living consciously and recognising the value public spaces as a common good can allow subjects, groups and communities to actively participate in transforming crisis areas into places of relationships.

RESEARCH QUESTION

Can permanent educational and learning actions foster processes of urban regeneration, that are to be interpreted as the re-appropriation of public space by subjects and communities within the learning city model?

MAIN AIM

Detecting the trajectories of bottom-up generative transformations in a specific urban context (Florence and Seville) through studying some educational and learning processes in the lifelong and life-wide dimension.

METHODOLOGY

Evidence-Based & Participatory Research (Federighi, 2011; Freire, 1971; 1973).

EPISTEMOLOGICAL CONTEXT: Ecological-Naturalistic Approach.

METHOD: Sequential Explanatory Mixed Method (Trincherro & Robasto, 2019).

Quantitative Data Analysis: Jamovi Software.
Qualitative Data Analysis: the Grounded Theory approach (Glaser & Strauss, 2006) was adopted with support of MaxQDA Software for text & video analysis.

STRATEGY: Case Study (Merriam, 1998).

1

QUANTITATIVE PHASE DEFINITION OF THE BOTTOM-UP REGENERATION PHENOMENA IN FLORENCE (March-July 2022)

AIMS: Highlighting → bottom-up regeneration phenomena; → micro-regenerative phenomena related to the activities of associations and cooperatives; → innovative activities implemented by educational institutions open to the city as cultural presidium.

TECHNIQUES: Desk & Web Research & Contextual Data Survey (Nuvolati & D'Ovidio, 2022; Cancellieri & Scandurra, 2012).

2

QUALITATIVE PHASE – FIRST CASE STUDY THE «SUPER GAME» PROJECT AT THE SASSETTI PERUZZI VOCATIONAL HIGH SCHOOL / URBAN DISTRICT Q5 (May-July 2022)

AIM: Highlighting → the meaning that was given to the Project by the students who designed and implemented the summer camp service for the children of Florence; the students' 'glance' toward the city and their idea of living in an urban context; → the significance of the Project for the involved families.

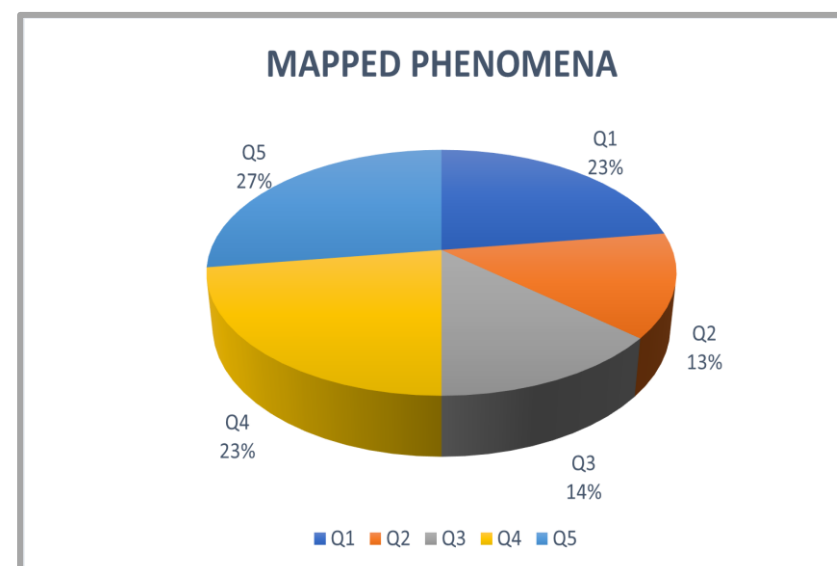
TECHNIQUES: Field Observation & Photographic Survey; Extemporary Interviews; Focus Groups; Mixed Method Surveys; Semi-structured Interviews.

STUDIES

15 DETECTED PHENOMENA

5 URBAN DISTRICTS: Q1 / Q2 / Q3 Q4 / Q5

2 CASE STUDIES SELECTION
«SUPER GAME» PROJECT Q5
«ECOSISTEMA GIOVANI» Q4



PARTICIPANTS

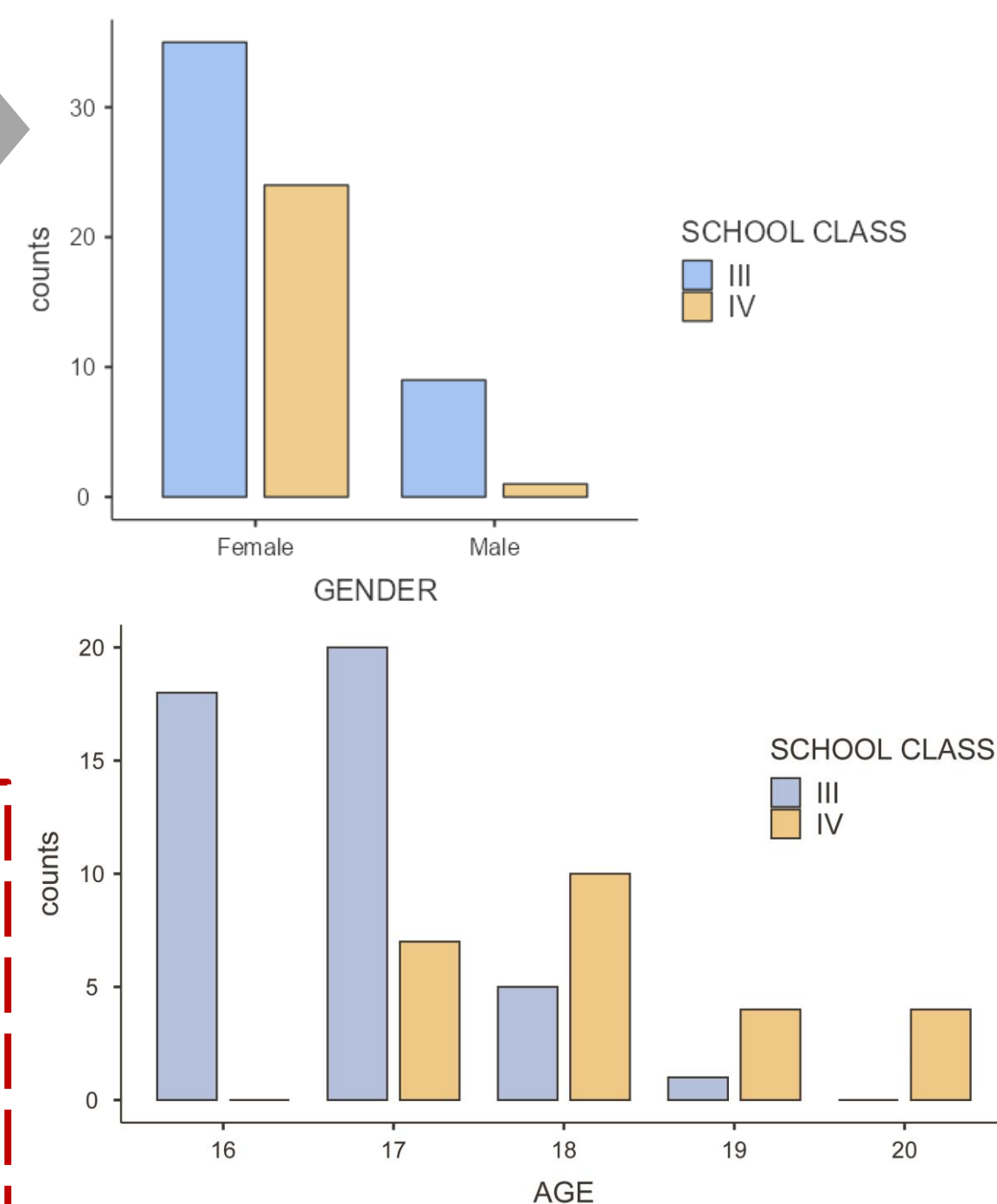
80 Students
10 Teachers
1 Headmaster
40 Families

69 Surveys Received

1 Focus Group

1 Semi-Structured Interview

26 Surveys Received



INVESTIGATED FIELDS (Open-Ended Questions / Students Survey)

The Students' relationship with the city of Florence
The Students' vision of the relationship between their school and the city.
The Relevance of their participation in the "Super Game" Project.
The Significance of creativity in establishing a relationship between their school and the urban context.

EARLY LESSONS LEARNED BY THE STUDENTS' ANSWERS TO THE OPEN-ENDED QUESTIONS...

The importance of amplifying and enhancing any vision of urban places these young people experience emerges from the research. For this reason, a participatory video-research (Giorgi, Pizzolati & Vacchelli, 2021; Decataldo & Russo, 2022) with University students (University of Florence and Seville) was implemented to deepen the youth's view on the city.

3

QUALITATIVE IN-DEPTH PARTICIPATORY VIDEO-RESEARCH WORKSHOP "THE CITY IN THREE MINUTES" / University of Florence

4

COMPARATIVE RESEARCH PARTICIPATORY VIDEO-RESEARCH WORKSHOP "LA CIUDAD EN TRES MINUTOS" / University of Seville

DISCUSSION & CONCLUSION:

What is taking shape is a mosaic of solicitations coming from the research contexts where educational professionals and young people involved expressed their interest in collaborating to achieve a concrete interconnection with the urban and social contexts of reference, thus strengthening life skills towards a 'full citizen' dimension and fostering bottom-up regeneration processes in the peripheral areas of the city. Young people (aged 17 to 22) and professionals were interested in pursuing high educational and research activities oriented towards enhancing the city's generative relationships with communities, subjects, and families in the perspective of a transformation of social contexts.

FUTURE:

The second Case Study "Ecosistema Giovani" is in progress in connection with the other studies already developed.

LIMITS:

Difficulty of involving students and educational professionals uniformly throughout the duration of the respective studies.

IMPACT:

PUBLIC ENGAGEMENT → by participating in three Thematic Seminars organised by the Department Forlilpsi (Research Unit RESILIENT) and addressed to the community at large (2022-2023) to disseminate the early research findings. **RESEARCH TRANSFER TO TEACHING** → by implementing the Participatory Video-Research Workshop within the University Courses of Prof. R. Biagioli (University of Florence) and Prof. J. González-Monteagudo (University of Seville), as an integral part of such Courses.

MAIN AIM: Practice the students' ability to observe and narrate through images and bring out the young people's point of view on the transformations taking place in the city to understand which key themes characterise their experience of urban spaces.

STRATEGY: Video-Voice (Gola, 2011, Wang & Burris, 1997) & Students Voice (Gemma & Grion, 2015).

TECHNIQUES: Design Thinking, Workshops, Visual Techniques.

PARTICIPANTS: 166 University of Florence Humanities for Communication Students (November 2022) + 146 University of Florence Social Pedagogy Students (February-March 2023) + 108 University of Sevilla Educational Science Students (February-March 2023).

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