

EDITORIAL

We are pleased to present the third issue of *Transactions of the Association of the European Schools of Planning*, the open-access, double-blind peer-reviewed journal of AESOP.

The purpose of AESOP is promoting within Europe the development of teaching and research in the field of planning. Since its foundation it has always sought to foster the development of planning education, with the original AESOP Charter signed in Dortmund in 1987 placing a particular emphasis on this dimension of planning school activity. Reflecting this, the focus of the present issue of *Transactions* is on new experiences and issues in planning education. The papers presented here address a range of contemporary issues in the design and delivery of planning education in Europe and other parts of the globe. The focus of the contributions is diverse, ranging from wider structural and contextual issues such as the internationalisation of higher education, through to papers which report and reflect on, experiences of teaching in different institutions and contexts, and using different modes of delivery.

This issue opens with a commissioned piece – a thought provoking essay from Anna Geppert (Sorbonne Université) entitled 'Let's Teach for Real!' This offers a reflection on the impacts of the rise of electronic devices and digital platforms on teaching and learning. The effects of these on attention span, memory and social skills are discussed, and the results of the author's banning of digital devices and eschewal of digital platforms in her teaching are reported.

The second article is from Andrea Frank (University of Applied Science Stuttgart, Germany) and is a detailed examination of how meaningful internationalisation can be enhanced through innovative inter-institutional collaboration. The paper problematises the ubiquitous discourse of internationalisation which permeates the higher education sector, and points to its rather limited, predominantly instrumental implementation. Drawing on selected cases from the field of spatial planning it suggests that interinstitutional collaboration and partnership may be one way to reinvigorate a socially responsible internationalisation inspired by authentic internationalism and learning for global citizenship.

The third paper from Surajit Chakravarty (Indian Institute of Management, Calcutta) and Abdellatif Qamhaieh (American University in Dubai) reports on lessons for planning education from Abu Dhabi. It delves into a further question relating to internationalisation, namely the appropriateness of Western planning education for students from developing countries. This relates to the wider question of whether their education can be based on general principles, or needs to be based on more context specific material. The notions of the 'one world' model of planning education and the assumption that planning curricula, like planning skills, can be transferred internationally are unpacked. The paper argues that the question of appropriate planning curricula ought to be revisited especially from the perspective of education in developing countries and it reports on the authors' experiences gained in teaching Urban Planning in Abu Dhabi.

The final three papers report on modules which have recently been awarded the AESOP Prize for Excellence in Teaching (between 2015 and 2017). The latter was established in 2002 and recognises that teaching is one of the main activities of AESOP Member Schools. The Prize celebrates and encourages excellence in teaching and is one of the means through which AESOP disseminates innovative practices in teaching in its Member Schools. The fourth paper from Francesca Cognetti and Ida Castelnuovo (Politecnico di Milano) thus reflects on the module which was awarded the AESOP Excellence in Teaching Prize in 2015. This was Mapping San Siro Lab, a five-year action learning project in one of the largest public housing estates in Milan. This experimented with a pedagogical approach based on grounded, interactive, action-oriented and hybrid learning, and reflected on how this could foster educational practices which address the inclusive city. The paper uses the experience

to reflect on situated learning, the co-production of knowledge with community partners, and pedagogical and social outcomes of such an action-oriented teaching practice.

The fifth paper from Marco Cremaschi (Ecole Urbaine Sciences Po) draws on the module which was awarded the AESOP Excellence in Teaching Prize in 2016. This considered the challenges and opportunities of migration at the local scale depending on factors such as the demographic size and economic strength of arrival cities or regions. Such elements have already structured a network of places, refugee-cities, integration hubs, and transit points that play different roles in the increasing process of human mobility. The paper reports on a university student workshop which addressed such issues in the context of the island of Lampedusa, through a teaching approach that takes into account the need to integrate different forms of knowledge and disciplinary perspectives.

The sixth paper from Igor Moreno Pessoa, Luz Maria Vergara, Willem Korthals Altes, and Roberto Rocco (TU Delft) reflects on the module which was awarded the AESOP Excellence in Teaching Prize in 2017. This was titled Rethink the City and delivered through a Massive Open Online Course (MOOC) – a mode of delivery which is becoming more widespread including in urban planning education. In an echo of the first article in the issue, the authors note how it is still not clear how this method of delivering a learning experience is being developed, delivered, and impacting planning education. The article uses the case of the Rethink the City module to explore how planning education is facing these changes and contributes to debates about online education.

Taken together the papers presented here offer a glimpse into the diverse questions and practices which characterise planning education at the present time. They address key contemporary themes, such as how planning education responds to ongoing internationalisation, technological change, and the challenges of planning to foster greater social inclusion and justice. The papers also offer an optimistic insight into how planning educators are proactively and innovatively reflecting on and responding to these issues which form a backdrop to their teaching. We hope that readers will take as much pleasure as the Editors in discovering these insightful, thought provoking, and inspiring accounts of evolving teaching practice in the discipline.

Finally, we thank all the authors who contributed a paper to this issue, and especially our reviewers for their support of the journal.

Kind regards

Ela Babalik-Sutcliffe, Andrea Frank, Nikos Karadimitriou, and Olivier Sykes