Instructions for the course on Intellectual Output 2

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Introduction

The structure of the course on Sustainable Urban Mobility should focus on presenting in an easily understandable way the meaning of the sustainability as regards transportation. The teacher should build the lesson having a good knowledge of the ultimate scope of the whole course; teaching sustainability focused on transportation using serious games and interactive models – therefore, references to O1, O3, O4 (and definitions) key points as well as to game's concept, assumptions and components should be continuously provided during the lesson of O2. Multimedia and interactive learning principles should be kept in all sections of the course (dialogue, questions, two-way communications, student motivation, brainstorming, buzz session, case study format- learning how to solve real problems that involve real people etc).

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O2 Chapter 1: Introduction

The scope of the current subchapter is to present the effects of urbanization to passengers' transportation and the changes brought. External costs of transportation should be described to students.

The teacher is advised to present the clear link among O1, O2, O3 and O4 and also refer to the game that the books are introducing. Simple examples can be described at this stage of the course.

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O2 Chapter 1: Introduction

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For the teacher, the following sources can be used for better understanding and presenting the introductory chapter;

- The urban audit of EUROSTAT is a good source of information
  http://ec.europa.eu/eurostat/web/cities/data/database
  The City statistics database provides datasets relating to most aspects of **quality of life** in cities in the EU, Norway, Switzerland and Turkey. The datasets encompass statistical information on individual cities and on their commuting zones (the so-called Functional Urban Areas). The topics covered include demography, housing, health, labour market, education, environment, transport, tourism, etc.

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O2 Chapter 1: Introduction

- Furthermore, UNITED NATIONS present specific details on urbanization. *"2014 Revision* of *World Urbanization Prospects", United Nations* *https://esa.un.org/unpd/wup/*
- As for external costs of transport, the teacher can consult "External costs of transport: key concepts" https://ec.europa.eu/transport/sites/transport/files/themes/sustainable/studies/doc/2014-handbook-external-costs-transport.pdf
- For the European policy context, the teacher can find many sources in https://ec.europa.eu/transport/sites/transport/files/2017-sustainable-urban-mobility-policy-context.pdf

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O2 Chapter 2: The history and future of mobility in EU cities

In the second chapter, the teacher should try to make a historic approach to urban mobility planning in Europe by starting from the early ‘90s with the Green Paper on Urban Environment and ending to the current programming period with EU2020 goals (connection also to world level and UN's Sustainable Development Goals).

The lesson can start by involving students in a conversation regarding today’s challenges in cities/municipalities and the role of EU in showing directions towards Member States should go. The dialogue should show also the global dimension of transport and the role of United Nations and other relevant bodies in shaping the future and facing threats.

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O2 Chapter 3: Sustainable Urban Mobility Planning

The student is now asked to see the following of the book from the side of the policy maker – e.g. being a Mayor. This is considered necessary as being a preparatory step for introducing O3 and O4.

For the 3rd subchapter, http://civitas.eu/ is a helpful forum to be consulted. Thematic groups are very useful also in order to understand and cluster the areas of interventions (http://civitas.eu/thematic-groups)

For the mobility plans and SUMP cycle, please refer to http://www.eltis.org/content/sump-process

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O2 Chapter 3: Sustainable Urban Mobility Planning

Students have the opportunity also via videos to experience sustainable mobility interventions – videos accompanying table 5: Examples of sustainable mobility measures can be presented to the students in order to better (visually) understand the type of measures that are proposed in a SUMP. The videos can also support the Homework phase 2 undertaking.

For both subchapter 3.5 ‘Leading by example: good sustainable mobility practices at the city of Thessaloniki’ and 3.6 ‘A SUMP success story: Manchester’, the teacher can make a brief presentation of the good practices and at the end engage the students in a Q&A section (questions and answers) – without keeping the role of moderator – for identifying the real reasons of assuming the presented paradigms as good practices in sustainable mobility planning.

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O2 Chapter 4: Giving the necessary participatory approach on urban mobility planning

The modern approach in planning is to engage real users (citizens) in it; the teacher presents to the students, modern ways of citizens' engagement (e.g. via online platforms e.g.https://www.motivate.imet.gr/ where travellers' are invited to assess mobility interventions and provide data for their daily trips in order to help transport planners collect transport data via crowdsourcing) and raising awareness on sustainability (e.g. MOTIVATE game, Transport for Greater Manchester website etc).
The students can download and test MOTIVATE app for understanding better the purposes and benefits of similar initiatives that engage citizens' in decision making.

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O2 Chapter 5: Homework materials and guidelines

It is suggested to propose the exercises to be done as a homework after the lesson and to allocate if possible for example 15min at the beginning of the next lesson in order to have a discussion on them (in teams or in debate form etc).

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