

Book Review

Urban Design Education: Designing Pedagogy for an Evolving Field

Hesam Kamalipour and Nastaran Peimani

Edward Elgar Publishing, 2025, 194 pp., ISBN 9781035308057

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1. Introduction

Urban Design Education: Designing Pedagogy for an Evolving Field by Hesam Kamalipour and Nastaran Peimani addresses a persistent gap in urban design scholarship. Since it emerged as a distinct field in the 1950s, urban design has generated extensive debate about its definition, scope, and position between architecture and planning. Yet while definitional discussions have proliferated, systematic attention to urban design pedagogy has remained largely confined to academic circles, circulating through annual workshops and conferences but rarely translated into comprehensive pedagogical frameworks. This book marks a significant intervention by shifting attention from what urban design is to its pedagogy: how urban design should be taught.

The challenge of defining urban design is not merely semantic but reflects ambiguities around the field's core concerns and methods. As Madanipour (1997) observed, there exists a broad agreement on the ambiguity of urban design, even as consensus on its definition remains elusive. Over the past two decades, scholars have increasingly characterized Urban Design as an evolving field (Carmona et al., 2003; Kamalipour & Peimani, 2025), one that has expanded from initial preoccupations with building masses and spatial aesthetics toward broader concerns with the quality of the public realm in both physical and sociocultural terms; and the making of places for people (Carmona et al., 2003, p.3).

This evolution has been characterized by two distinct broad traditions that stem from different ways of appreciating design and the products of the design process. 'Visual-artistic' tradition emphasizing the visual qualities of buildings and space, 'Social usage' tradition primarily concerned with the social qualities of people, places and activities. In recent years, the two have become synthesized into a third broad tradition of 'Making places' (Carmona et al., 2003, p.6). The UK's DETR/CABE definition exemplifies this broader conception, characterizing urban design as 'the art of making places for people': a formulation that explicitly includes how places work and matters such as community safety, not merely how they look, while addressing 'the connections between people and places, movement and urban form, nature and the built fabric' (DETR & CABE, 2000, p. 8).

Recent attempts to establish common ground have yielded more operational definitions. Cozzolino et al. (2020) describe urban design as "a creative and purposeful activity with collective and public concerns that deals with the production and adaptation of the built environment at scales larger than a single plot or building" (p. 8). Their emphasis on scales beyond the individual building, on visualization and rulemaking as dual modes of practice, and on both analysis and implementation distinguishes urban design from adjacent fields while acknowledging its interdisciplinary character.

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Yet these definitional efforts, however refined, leave unresolved the question of how such an evolving, multifaceted field should be taught. Kamalipour and Peimani explain the purpose of the book as to offer an approach to education and teaching in the evolving field of urban design and to fill the gap in urban design education. Furthermore, the book aims to serve as a resource for educators, students, and practitioners, offering practical guidance and scientific insights.

Page| 169

The book's approach is unapologetically systematic and transparent. Each chapter documents not only the theoretical underpinnings of a module but also its practical architecture: weekly schedules, assessment criteria, reading lists, feedback mechanisms, and pedagogical adaptations across multiple academic years, including responses to the COVID-19 pandemic. This level of operational detail distinguishes the work from more abstract discussions of design pedagogy, offering a resource that educators can meaningfully adapt while also raising critical questions about the assumptions embedded in such curricular choices.

Chapter 2 examines the process of how the basic course module in urban design is designed and delivered. It is designed to help students acquire the basic concepts of urban design and develop their analytical thinking skills. Chapter 3 then moves on to the design studio module built upon these fundamental concepts, demonstrating how the knowledge gained in the basic module is transferred to the design process, creative problem solving, and studio-based research. In this context, it examines the theoretical foundations and practical applications of design studio pedagogy. Chapter 4 discusses the methodological and pedagogical approaches necessary for urban design students by addressing how urban design research methods are taught. Chapter 5 focuses on the design, implementation, and evaluation of the urban design thesis module, assessing the thesis process in its pedagogical and theoretical dimensions. The aim of the final chapter is to bring together the insights gained throughout the book to develop a critical, holistic, and forward-looking pedagogical framework for what and how to teach urban design education. The book concludes with a synthesizing Chapter, in which the authors distil eleven core pedagogical principles and situate them within critical discussions of contemporary higher education's structural constraints.

The book's architecture thus mirrors the pedagogical sequence it describes, with each chapter serving dual purposes: as documentation of actual teaching practice and as critical reflection on that practice. What distinguishes this work from typical pedagogical guides is the exceptionally systematic level of detail provided combined with acknowledgment of challenges, adaptations (especially to COVID-19 and shift to online teaching), and unresolved tensions.

2. Chapter 2: A Pedagogy for Urban Design Thinking and Comparative Analysis: Constructing a Foundation

Chapter 2 offers a detailed account of how the Urban Design Foundation module within Cardiff University's MA Urban Design program is designed, delivered, and progressively adapted over time for postgraduate students entering the field. Positioned as a key stepping stone in the program, the module introduces students to modes of urban design analysis and thinking. At the core of the chapter lies the Urban DMAIT framework (density, mix, access, public/private interface, type), developed by extending Dovey and colleagues' "urban DMA" approach. The authors underline that this framework provides a coherent basis through which students can systematically conceptualize and reinterpret the complex problems of urban space.

The chapter first concentrates on the overall design and delivery of the module, followed by an examination of the theoretical underpinnings of the core lectures, the assessment and feedback framework, and the incremental adaptations implemented over several academic years. Although the module has undergone a series of gradual adjustments since 2019–2020, the discussion primarily centers on its 2022–2023 academic year. Within the module's design and delivery framework, the lecture–workshop structure, timetable, and pedagogical choices are examined in depth. This part of the chapter addresses practical questions such as when the module starts and ends, why sessions are scheduled on specific days, and how lecture and workshop hours are

organized. Together, these considerations clarify the rationale behind the temporal flow and organizational logic of the module. Alongside the lectures, the module is supported by workshops, seminars, selected readings, small-group discussions, progress presentations, and individual feedback processes, all of which are clearly defined and carefully structured in advance.

In discussing the theoretical framework of the teaching content, this part of the chapter explains which concepts are covered in the six core lectures, which bodies of literature inform them, and how the material is structured. The literature base is predominantly Western-centered and supports an urban design approach that synthesizes morphological analysis with social and cultural dimensions, strongly shaped by the Dovey school of thought. A further emphasis of the chapter is the clarity and transparency of assessment. The assessment and feedback structure—centered on an individual report that requires a comparative analysis, both graphic and written, of two 16-hectare sites in London through the DMAIT concepts—is examined in detail. Every component, from case-study selection and analytical tools to page layout, use of sources, and formative feedback mechanisms (tutorials and progress presentations), is specified, demonstrating a highly structured and transparent assessment framework.

A recurrent theme throughout the chapter is the flexibility and resilience of the module in response to the COVID-19 pandemic. The authors systematically trace how the module evolves across three academic years—2019–2020, 2020–2021, and 2021–2022—moving from an intensive four-week format to blended and hybrid arrangements. In doing so, the chapter explains how the teaching–learning structure is reconfigured each year, which adaptations are introduced, and how delivery modes, assessment formats, and scheduling respond to shifting institutional and external conditions.

Building on these experiences, the discussion section reflects on the key pedagogical challenges revealed through the module’s delivery and the strategies proposed to address them. The authors engage with issues such as group work, adaptation to pandemic conditions, increasing cohort size, assessment workload, skill-development needs, the limits of intensive teaching models, and tutor capacity. They use these observations to articulate broader reflections on the complexities of navigating urban design pedagogy. In conclusion, the chapter synthesizes the main pedagogical insights emerging from three years of module delivery, highlighting the importance of managing group dynamics, ensuring adaptability under pandemic conditions, addressing questions of resource and assessment management, and foregrounding skill development and staff expertise. It also offers concrete recommendations for future modules—such as integrating flexible teaching methods, strengthening digital literacy, fostering supportive learning communities, streamlining assessment processes, and investing in staff development—thereby outlining a clear roadmap for shaping a more inclusive, sustainable, and effective urban design education.

Overall, Chapter 2 moves beyond documenting a single module to offer a critical and transferable framework focused on teaching foundational urban design concepts, designing structured learning experiences, and adapting pedagogy to changing conditions. In doing so, it makes a meaningful contribution to ongoing debates on how best to prepare students for the challenges of designing more sustainable places and thriving urban environments. As the first case study in the book, the module also provides an epistemic and conceptual foundation for the subsequent chapters on studio teaching, research methods, and the dissertation.

3. Chapter 3: Designing the Urban Design Studio: A Design Studio Pedagogy in Practice

Chapter 3, “Designing the Urban Design Studio”, endeavors to stimulate discussion on the key questions of “what to teach?” and “how to teach?” within the context of design studio pedagogy. Authors explore the capacities and challenges of urban design studio pedagogy, highlighting the intricate balance between pedagogical objectives and the pragmatic realities of teaching design studio in higher education. Through a discussion of the design and delivery of two constructively

aligned and blended urban design studios (Autumn and Spring Urban Design Studio modules) within the MA Urban Design program at Cardiff University, highlighting their interrelations and associated learning and teaching activities, complemented by insights from an empirical study on student perceptions and experiences which resulted in significant alterations and adaptations in the mode of delivery following the Covid 2019 Pandemic, the authors contribute to the emerging literature on urban design education. They point out that it is important for academia to engage in critical reflection on its pedagogical practices, as well as their associated capacities and challenges in times of uncertainty.

It starts with a discussion of urban design studio as an “integral component of built environment pedagogy”. It reviews the existing literature and theoretical perspectives on design studio pedagogy, focusing on key thematic issues of digital technologies such as digital studios and virtual design studios, field study visits, urban policy review, student diversity, design studio topic and locality, learning from urban design precedents, and community engagement; and offers a roadmap for educators and students to enhance its benefits.

It discusses two constructively aligned and closely interconnected urban design studio processes in a very detailed way including module schedules and weekly activities, key learning and teaching activities (Field Study Visits, Small-group Studio Tutorials and Reading Seminars, and Lectures/Guest Lectures), requirements, submission formats and assessment briefs as well as providing samples of analysis and projects. They argue that designing two consecutive design studios can yield better outcomes compared to designing two entirely separate studios addressing different topics and sites, especially for postgraduate students with non-design backgrounds.

Their two studio modules, which focused on a consistent site and overarching topic, incorporated diverse activities, such as analyzing the urban design topic and the context in relation to specific urban design aspects, identifying and analyzing relevant literature and urban design projects through small discussion groups and formative feedback from paired studio tutors, and developing contextually responsive and spatially grounded design interventions, since it is significant to justify design decisions in light of relevant literature and construct well-informed arguments.

Kamalipour and Peimani emphasize that Urban Design pedagogy would benefit from a stronger focus on conducting a critical analysis of relevant policies that acknowledges effective urban design interventions, which aligns with the heightened policy interest in urban design issues in the UK (Chiaradia et al., 2017) and with the pressing requirement “for interventions in the design and development processes that reflect the potentially proactive role of the public sector in shaping places” (Carmona et al., 2017, p. 45).

The chapter's findings about blended learning reveal an important pedagogical insight: student satisfaction correlates more strongly with the depth and quality of tutor-student engagement in small-group settings than with delivery mode or group size. This suggests that debates about online versus face-to-face delivery may overlook more fundamental questions about interaction quality and pedagogical intimacy.

The reaffirmation of field study visits' irreplaceable value merits particular attention. While digital technologies enable virtual site exploration, the authors demonstrate that embodied, face-to-face encounters with urban environments remain crucial for developing the situated knowledge necessary for contextually responsive design interventions. This finding has important implications for programs considering fully online delivery.

The discussion of community engagement reveals pragmatic tensions inherent in postgraduate pedagogy. The authors acknowledge limitations imposed by cohort scale and program duration, while suggesting that selective integration of external practitioner and community stakeholder perspectives might offer feasible alternatives to extensive participatory processes. This honest assessment of constraints is refreshing, though the chapter might have explored innovative approaches—such as partnerships with ongoing community planning processes—more fully.

4. Chapter 4: Learning and Teaching Research Methods: A Pedagogy for Urban Design Research

Chapter 4 systematically explores how research methodologies can be effectively taught within urban design education, one of the most challenging pedagogical undertakings due to the field's inherent complexities of interdisciplinarity and hybrid nature. Indeed, often various empirical and theoretical approaches can be overwhelming for postgraduate students encountering research methodology for the first time. They may also struggle to frame their initial observations and questions into a coherent research design. Peimani and Kamalipour address these challenges by documenting their experiences in designing and delivering the Urban Design Research Methods module. Parallel to the book's broader narrative, the chapter documents their experiences from 2018 through 2023, paying particular attention to the challenges and opportunities that arose from the emergency transition to online learning during the COVID-19 pandemic in 2020-2021 academic year.

Page | 172

This chapter offers a comprehensive and well-documented overview of the module's design and delivery, a feat that arguably fits to the content of the module. The authors begin by establishing the theoretical foundation for teaching research methods in urban design, emphasizing the field's inherently multidisciplinary and multidimensional nature. They acknowledge that urban design research requires non-reductionist methodological frameworks, as no single research method can adequately capture the complex, multiscale dynamics of urban environments. Their approach also acknowledges that the students need to be informed, critically position themselves and develop arguments, and get timely and formative feedback.

The authors provide extensive detail about their module design, including complete weekly schedules with indicative activities, a reading summary template for students to critically engage with, and a detailed assessment proforma outlining the structure and expectations for research proposal. One other key element mentioned is the Weekly Module Maps (WMMs) that 'provide students with an overview of the weekly learning and teaching activities' including 'indicative time commitments', which is favored by 96.4% of students according to survey data reported in the chapter. Unfortunately, no example of these maps is included.

The narrative of the chapter involves foundational content, pedagogical strategies, assessment frameworks, and adaption strategies. Their account of 'Core Module Lectures': the eight-lecture series beginning with foundational concepts of research design and the crucial distinction between design and research thinking (Lecture 1), moving through literature review strategies and research designs, with particular focus on case study/combined strategies (Lecture 2), introducing observation and visual recording methods (Lecture 3), exploring interview methods for understanding spatial experience (Lecture 4), providing hands-on experience with qualitative data analysis through content and thematic analysis (Lecture 5), examining urban mapping's multiple forms—behavioral, morphological, and space-time—as both analytical method and knowledge production while emphasizing multiscale thinking (Lectures 6-7), and concluding with research ethics (Lecture 8). Each account of the lectures is concluded with a set of reflective questions.

The module structure balances multiple pedagogical modes. Beyond core lectures, students participate in small group reading seminars where they critically engage with empirical studies using a provided template, fostering analytical skills before seminars. Discussion sessions offer additional opportunities for students to raise questions about assessment and methodological challenges. This multi-modal approach recognizes that methodological learning requires both conceptual understanding and practical application, though the chapter could more explicitly theorize how these different modes work together pedagogically.

The extensive treatment of the shift from face-to-face to online delivery during COVID-19 provides important documentation of adaptations across three academic years. Student survey data offers particularly valuable insight: while 88.9% expressed satisfaction with live online instructor interaction, only 46.4% were satisfied with student-to-student interaction, highlighting

persistent challenges in facilitating collaborative learning online. The authors' nuanced analysis acknowledges both benefits (flexibility, accessibility, text-based communication options) and costs (difficulty with eye contact, reduced spontaneity, 'monologue rather than dialogue' tendencies) of digital delivery.

Overall, in this chapter, Peimani and Kamalipour produce an exceptionally detailed overview that demonstrates the challenges of navigating students' methodological choices in the inherently interdisciplinary waters of urban design. Key contributions include: (1) the emphasis on methodological pluralism and non-reductionist frameworks as essential for urban design research; (2) the disciplinary grounding of methods in urban design concepts rather than generic social science approaches; (3) the integration of multiscale thinking as both analytical framework and pedagogical principle; and (4) valuable documentation of pandemic-era adaptations.

5. Chapter 5: Designing the Dissertation: A Pedagogy for Research-based Urban Design

Chapter 5, "Designing the Dissertation: A Pedagogy for Research-Based Urban Design", offers a comprehensive account of how the dissertation module within Cardiff University's MA Urban Design program is designed, delivered, and underpinned by specific pedagogical principles. The dissertation module builds on the conceptual, analytical, and methodological foundations of the earlier modules and helps students define their research focus. It then supports them in developing a well-grounded urban design dissertation through engagement with relevant literature and ongoing supervisory guidance. The chapter offers insight into this field by reflecting on the authors' experience co-leading the 2020–2021 dissertation module. In this respect, it addresses the relatively underexplored terrain of dissertation design and delivery through a holistic pedagogical lens that foregrounds the intertwined nature of research and design.

The chapter takes the dissertation module delivered in the 2020–2021 academic year as a case study, examining in detail its design and delivery. It sets out the core components of the module, the process of supervisor allocation, the key readings, the dissertation structure, format and layout principles, the assessment framework, and illustrative examples from student work. The opening section clarifies the stages that make up the dissertation process and the clearly structured timeline. It also explains the rationale for sequencing activities in this way and how students' prior knowledge of research methods—developed in the research methods module—is integrated into the dissertation module. In doing so, the text shows that the academic expectations and requirements of the dissertation are defined in a comprehensive and explicit manner. It then emphasizes the alignment between students' research topics and supervisors' areas of expertise as a key dimension of the module's design. While the supervision allocation process is presented as systematic and transparent, the authors also acknowledge that, due to high demand and uneven distributions of expertise, full alignment could not always be achieved.

The chapter also discusses the key reading list developed to support students' academic research and to encourage deeper engagement with the relevant literature. The readings are organized into two categories: "essential" and "background" readings. While the essential readings focus on research design and methodology, the background readings aim to cover the shared body of urban design knowledge. This structure is intended to equip students with both methodological and conceptual tools. In line with the structural framework presented for other modules in earlier chapters, the chapter sets out a detailed and systematic roadmap for the structure and format of the dissertation. Following this structural outline, the authors turn to the assessment framework and marking and feedback form, which specify how dissertations are to be evaluated. The transparent and highly structured character of the process is further illustrated through curated examples of dissertation submissions.

In the discussion section, the authors reflect on the nature, structure, and pedagogical implications of the dissertation module within urban design education. It advances the academic debate by presenting three models of urban design dissertation: the studio-based model, the theoretical exploration model, and the hybrid model. This framework is used to evaluate different

learning outcomes associated with each model, as well as to address issues such as consistency across dissertation types, institutional constraints, time-management challenges, and the pressures created by increasing cohort sizes. Particular attention is paid to the risks of reduced depth and quality in the context of short dissertation periods typical of one-year postgraduate programs, the difficulties of aligning student interests with supervisory expertise, and the challenge of balancing supervision workload during the summer.

In conclusion, the authors underline the need for a broader debate on the educational aims and outcomes of urban design programs, and bring the chapter to a close by highlighting several key points and implications. The conclusion draws particular attention to the hybrid model as a way to support the balanced development of research, critical thinking, and design skills in research-based urban design education. It stresses the importance of support mechanisms for time management and the enhancement of supervision processes and supervisory alignment. The chapter also highlights the need to strengthen consistency and fairness in assessment and to address resource and workload management in the face of growing student numbers. Furthermore, the chapter puts forward practical tips for future dissertation modules: encouraging early planning and engagement with dissertation topics, balancing theoretical and practical elements, providing support for time management, fostering openness to feedback and revision, and making effective use of diverse forms of expertise.

Taken together, Chapter 5 closes with a critical reflection on the authors' own experience, drawing out key implications and offering guidance for the design and delivery of dissertation modules in urban design. It adds to the book a systematic and critical case study of a dissertation module, thereby making a significant contribution to the emerging discourse on research-based urban design pedagogy.

6. Chapter 6: Visioning a Pedagogy for the Future of Urban Design: A Concluding Discussion

The sixth chapter of the book brings together the results of the modules and case studies discussed in detail in the previous chapters, presenting a broader, critical discussion of urban design pedagogy. The focus shifts from how individual modules “work” to a general vision of urban design education that seeks answers to the questions “what should be taught?” and “how should it be taught?” based on these experiences.

This chapter addresses a broader range of actors shaping urban design education and situates the discussion within the wider institutional and political context of contemporary higher education. In this context, the chapter critically discusses the contemporary higher education landscape—neoliberal governance, the commercialization of education, the perception of international students as a source of income, and the disconnect between administration and academia—showing how urban design programs have become increasingly fragile under these pressures. Nevertheless, the authors do not consider political economy criticism sufficient on its own, emphasizing that urban design's unique knowledge domains and professional competencies must be strongly preserved in the curriculum.

The chapter also addresses the questions of “what should be taught?” and “How should it be taught?” from both theoretical and practical perspectives. Surrounding the question “What should be taught?”, it is argued that urban morphology and typology, design governance and urban codes, critical engagement with the common urban design literature, defensive-level knowledge acquisition from related disciplines, and real project/case analyses should be fundamental components of urban design education. The discussion of “How should it be taught?” is conducted through the balanced use of studios, lectures, seminars, and workshops; establishing a balance between individual and group work; fieldwork and experiential learning; sequential studio series; multi-scale thinking; systematic development of communication skills; and the principles of

“learning by doing.” The quality and motivation of instructors are particularly emphasized as factors that are as decisive as the curriculum.

Section 6 thus serves as a synthesizing conclusion that complements the book and broadens its scope by placing the foundation, studio, research methods, and thesis modules, which are described in detail in sections 2–5, within a broader institutional and pedagogical framework.

The authors articulate several key pedagogical principles that collectively form a coherent vision for urban design education: balancing theoretical knowledge with practical design skills; centering research-based, evidence-informed approaches; positioning urban morphology, typology, and design governance as disciplinary anchors; developing multiscale thinking systematically; strengthening experiential learning through fieldwork and studio practice; employing blended teaching models that consciously integrate multiple pedagogical modes; cultivating diverse communication competencies; designing sequential, constructively aligned program structures; nurturing critical theory without disconnecting it from spatial design competencies; defending academic autonomy and transparency against commercialization pressures; and recognizing passionate, engaged educators as central rather than incidental to pedagogical quality.

7. Concluding Remarks

The *Urban Design Education: Designing Pedagogy for an Evolving Field* makes a substantial contribution to the limited scholarship on urban design pedagogy through an in-depth unveiling of the educational and research journey of the one-year Urban Design MA program in Cardiff. The book systematically documents the program’s pedagogical architecture from foundation module through dissertation, providing detailed accounts of each component alongside its pedagogical approach and positioning. Its longitudinal perspective across four academic years, including careful documentation of pandemic-era adaptations, offers valuable insight into pedagogical resilience and flexibility in emergent situations.

The structured approach to student submissions and educator assessment enhances clarity, transparency, and pedagogical consistency; however, this degree of structure may also limit students’ capacity for creative exploration and constrain their ability to move beyond established expectations. By demonstrating that pedagogy is shaped not only by student–educator relationships but also by institutional frameworks, higher education policies, and wider social dynamics, the authors successfully advance both the theoretical grounding and the practical implementation of urban design education. In doing so, they provide a model that future educators, students, and researchers can meaningfully draw upon. For a discipline still negotiating its identity and scope, such rigorous, self-reflective pedagogical scholarship is as critical as substantive research on urban design itself, since how future generations are taught to think about cities will inevitably influence what urban design as a field becomes.

At the same time, the book’s intensive focus on one program raises questions regarding transferability: while some contextual variability is acknowledged, further discussion on how the Cardiff model can be adapted in different educational, cultural, or institutional settings would deepen its practical relevance. The documentation of student satisfaction surveys provides useful insight into teaching performance and immediate experience, yet it does not fully capture whether the pedagogical approaches achieved their intended longer-term outcomes or professional competencies. Moreover, although the book recognizes the diverse educational backgrounds and international origin of postgraduate students, it provides limited critical engagement with how diversity is addressed within the program or how students’ varied epistemic traditions inform design thinking. Similarly, student voice and agency remain only partially visible: while feedback surveys offer a snapshot of general satisfaction, the book gives less insight into how students navigated internal choices, negotiated expectations with supervisors, or shaped their research pathways.

Finally, greater attention to epistemic diversity—including exposure to urban design paradigms emerging from non-Western contexts—would enrich the pedagogical dialogue and expand the conceptual toolkit available to students. Such engagement is especially relevant for an increasingly globalized field where graduates are expected to work with multiple forms of knowledge and diverse community contexts.

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CRedit Authorship Contribution Statement

Saadet K k Ayaz: Contributions in the main argumentation, conceptualization, methodological approach, writing up of the text, and its review. Nicel Sayg n: Contributions in the main argumentation, conceptualization, methodological approach of the text, and its review.  pek Akp nar: Contributions in the main argumentation, conceptualization, methodological approach of the text, and its review. Elif Simge Fettaho lu  zgen: Contributions in the main argumentation, conceptualization, methodological approach of the text, and its review.

Declaration of Competing Interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Data Availability

Data will be made available on request.

Ethics Committee Approval

Ethics committee permission is not required.

Resume

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