

Degree programme	Type	Course
Business and Information Technology	OP	4
Management of Smart and Sustainable Cities	OP	4
Sociocultural Gender Studies	OP	3

Contact lecturer

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Prerequisites

To enroll in the subject you must

- Have completed and passed a minimum of 120 ECTS of the original degree at the time of enrollment,
- Have completed the pre-registration within the established period.
- Have been assigned to one of the available places for the selected challenge.

Group languages

You can consult this information at the [end](#) of the document.

Objectives

In this subject, it is proposed that students:

- Acquire practical experience in resolving real social challenges in interdisciplinary and collaborative contexts.
- Understand and apply the phases of the Challenge-Based Learning (CBL) methodology and the different actions in each of them: explore the challenge, identify the specific team challenge, investigate, prototype possible solutions, implement and evaluate the process and impact.
- Develop teamwork skills, shared leadership, effective communication and management of projects with social impact.
- Integrate the disciplinary contributions of their degree into a framework of interdisciplinary analysis and action.
- Establish collaborative links with local entities and understand their functioning, values and needs.
- Reflect critically on the social, economic, gender and sustainability dimensions present in the challenges worked on.

Learning outcomes

Business and Information Technology

- CU176 (Make ethical decisions based on democratic values and respectful of diversity in the definition of solutions to social challenges.) Make ethical decisions based on democratic values and respectful of diversity in the definition of solutions to social challenges.
- CU177 (Promote equality and inclusion in the proposals developed incorporating the gender perspective, as well as the prevention of gender-based violence and the guarantee of sexual freedom.)

Promote equality and inclusion in the proposals developed incorporating the gender perspective, as well as the prevention of gender-based violence and the guarantee of sexual freedom.

- CU178 (Design innovative and viable solutions to real challenges by improving or transforming methods and processes specific to the field of study.) Design innovative and viable solutions to real challenges by improving or transforming methods and processes specific to the field of study.
- CU179 (To evaluate the possible social, economic and environmental consequences of the proposals developed to solve the challenges that arise.) To evaluate the possible social, economic and environmental consequences of the proposals developed to solve the challenges that arise.
- SU201 (Analyse complex problems by applying collaborative methodologies and challenge-based learning tools.) Analyse complex problems by applying collaborative methodologies and challenge-based learning tools.
- SU202 (Communicate clearly and rigorously the analyses and proposals linked to the challenges posed.) Communicate clearly and rigorously the analyses and proposals linked to the challenges posed.
- SU203 (Identify the roles, skills, and needs of the team to organize work efficiently and collaboratively.) Identify the roles, skills, and needs of the team to organize work efficiently and collaboratively.
- SU204 (Manage conflicts that may arise in the team through mediation and active listening strategies.) Manage conflicts that may arise in the team through mediation and active listening strategies.

Management of Smart and Sustainable Cities

- CU176 (Make ethical decisions based on democratic values and respectful of diversity in the definition of solutions to social challenges.) Make ethical decisions based on democratic values and respectful of diversity in the definition of solutions to social challenges.
- CU177 (Promote equality and inclusion in the proposals developed incorporating the gender perspective, as well as the prevention of gender-based violence and the guarantee of sexual freedom.) Promote equality and inclusion in the proposals developed incorporating the gender perspective, as well as the prevention of gender-based violence and the guarantee of sexual freedom.
- CU178 (Design innovative and viable solutions to real challenges by improving or transforming methods and processes specific to the field of study.) Design innovative and viable solutions to real challenges by improving or transforming methods and processes specific to the field of study.
- CU179 (To evaluate the possible social, economic and environmental consequences of the proposals developed to solve the challenges that arise.) To evaluate the possible social, economic and environmental consequences of the proposals developed to solve the challenges that arise.
- SU201 (Analyse complex problems by applying collaborative methodologies and challenge-based learning tools.) Analyse complex problems by applying collaborative methodologies and challenge-based learning tools.
- SU202 (Communicate clearly and rigorously the analyses and proposals linked to the challenges posed.) Communicate clearly and rigorously the analyses and proposals linked to the challenges posed.
- SU203 (Identify the roles, skills, and needs of the team to organize work efficiently and collaboratively.) Identify the roles, skills, and needs of the team to organize work efficiently and collaboratively.
- SU204 (Manage conflicts that may arise in the team through mediation and active listening strategies.) Manage conflicts that may arise in the team through mediation and active listening strategies.

Sociocultural Gender Studies

- CU176 (Make ethical decisions based on democratic values and respectful of diversity in the definition of solutions to social challenges.) Make ethical decisions based on democratic values and respectful of diversity in the definition of solutions to social challenges.
- CU177 (Promote equality and inclusion in the proposals developed incorporating the gender perspective, as well as the prevention of gender-based violence and the guarantee of sexual freedom.) Promote equality and inclusion in the proposals developed incorporating the gender perspective, as well as the prevention of gender-based violence and the guarantee of sexual freedom.
- CU178 (Design innovative and viable solutions to real challenges by improving or transforming methods and processes specific to the field of study.) Design innovative and viable solutions to real challenges by improving or transforming methods and processes specific to the field of study.
- CU179 (To evaluate the possible social, economic and environmental consequences of the proposals developed to solve the challenges that arise.) To evaluate the possible social, economic and environmental consequences of the proposals developed to solve the challenges that arise.
- SU201 (Analyse complex problems by applying collaborative methodologies and challenge-based

learning tools.) Analyse complex problems by applying collaborative methodologies and challenge-based learning tools.

- SU202 (Communicate clearly and rigorously the analyses and proposals linked to the challenges posed.) Communicate clearly and rigorously the analyses and proposals linked to the challenges posed.
- SU203 (Identify the roles, skills, and needs of the team to organize work efficiently and collaboratively.) Identify the roles, skills, and needs of the team to organize work efficiently and collaboratively.
- SU204 (Manage conflicts that may arise in the team through mediation and active listening strategies.) Manage conflicts that may arise in the team through mediation and active listening strategies.

Contents

The subject is organized around real challenges posed by entities in the metropolitan area of Barcelona. Each student joins a challenge group based on their pre-registration and the allocation of places. The challenges for the 2026/2027 academic year are:

1.How can we make visible and value the food knowledge of women from the Global South to contribute to more just and sustainable urban food systems?

Agents involved: ViureNou Economia Social (Barcelona) and the Associació Benestar i Desenvolupament (ABD)

2.How can we promote cooperative and community models that facilitate access to affordable, decent and locally-rooted housing?

Agent involved: CENTPEU SCCL (Sabadell)

3.How can we improve the knowledge and use of ethical finance among young people to promote more responsible financial practices?

Agent involved: FETS - Finançament Ètic i Solidari (Barcelona)

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Visits and work sessions with the entity	15	0.6	CU176, CU177, CU179, SU201, SU202, SU203, SU204
Tutoring with a leading teacher	15	0.6	CU176, CU177, CU178, CU179, SU201, SU202
Presentations and exhibitions (Deliveries)	20	0.8	SU202
Independent team work (research, deliveries, preparation of presentations...)	70	2.8	CU176, CU177, CU178, CU179, SU201, SU202, SU203, SU204
Seminars	30	1.2	CU176, CU177, CU179, SU201, SU202, SU203, SU204

The entire course is structured around the Challenge-Based Learning (CBL) methodology, an active and experiential pedagogical framework in which students work in inter-disciplinary teams to address real-world challenges proposed by external stakeholders. Unlike other case-based or project-based methodologies, CBL emphasizes the connection between the global challenge, the specific sub-challenge defined by each team, research, and solution prototyping, as well as its implementation and evaluation within a real-world context with local stakeholders.

Phases of the CBL Process

The course progression follows the distinct phases of Challenge-Based Learning (CBL):

1. Engagement and Commitment: Gaining insight into the external entity and the global challenge. Teams identify essential questions, establish the problem framework, and negotiate with the stakeholder to define the specific sub-challenge they will address. Deliverable: Sub-challenge definition (October).
2. Investigation: Applied research (literature review, fieldwork, interviews, data analysis). Design of the proposed solution. Deliverable: Research methodology and key findings (November).
3. Action: Prototyping and Evaluation: prototyping the designed solution; full or partial implementation; evaluation of results, reflection on impact, and final presentation to the stakeholder and the community. Deliverable: Final solution (January).

The corresponding deliverables for the assessment process can be found in the "Assessment" section below.

Team Structure and Roles

Each challenge-group is a cross-disciplinary team composed of students from two or three participating degree programs. Teams meet regularly in joint working sessions (inter-disciplinary seminars) and in tutoring sessions with the faculty advisors representing each degree.

In-person joint sessions include:

- Presentation and contextualization of the challenge by the external entity (Kick-off session)
- Cross-disciplinary workshops (in-person sessions at the UAB and/or at the stakeholder's facilities)
- Degree-specific tutoring sessions with the designated faculty advisors.
- Midterm and final presentations at the external entity and, where applicable, to local stakeholders.

Independent team-work (research, drafting deliverables, preparing presentations) is a fundamental part of the process and requires consistent dedication throughout the semester.

Annotation: within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Assessment

Continuous assessment activities

Title	Weight	Hours	ECTS	Learning outcomes
Delivery 2 - Research	30%	0	0	CU176, CU177, CU178, CU179, SU201, SU202, SU203, SU204
Delivery 1 - Bonding and Commitment	20%	0	0	CU176, CU177, CU178, CU179, SU201, SU202, SU203, SU204
Individual Critical Reflection	15%	0	0	CU179, SU203, SU204
Delivery 3 -Action	35%	0	0	CU176, CU177, CU178, CU179, SU201, SU202, SU203, SU204

The course assessment is entirely continuous and aligned with the phases of the CBL process. There is no single final assessment. All assessment activities are group-based (in interdisciplinary teams), except for the critical reflection, which is individual. For group activities, students' individual development will also be taken into account.

Each submission will be evaluated based on the following criteria, which will be communicated in detail at the beginning of each phase:

Delivery 1 - Linkage and Commitment (October): clarity in the definition of the sub-challenge, justification of the social relevance, coherence between the global challenge and the specific sub-challenge and quality of the commitment document. The format of the submission will be: oral presentation to the entity (10-15 min) + written commitment document (max. 1,500 words).

Delivery 2- Research (November-December): rigor of the research, solidity of the analysis, feasibility and originality of the proposed solution and interdisciplinary integration. The submission format will be: oral presentation to the entity (15-20 min) + research report (max. 4,000 words)

Delivery 3- Action (January): quality of the implementation or prototyping (total or partial), critical evaluation of the results and impact, transferability of the proposal, quality of the final report and public presentation. The submission format will be: public oral presentation (20-25 min, in front of the entity and agents in the territory) + final report (max. 6,000 words) + prototype or visual material.

Individual critical reflection: depth of reflection on one's own learning process, ability to identify key learnings, critical thinking about team dynamics and the context of the challenge and honesty and rigor. The submission format will be: reflective journal (periodic entries) or final essay (max. 1,500 words).

General assessment criteria

- Each activity must be passed with a minimum grade of 5 out of 10. If any activity does not reach this minimum grade, the final grade for the subject will be that of that activity, regardless of the grade of the rest of the activities.
- Assignments 1, 2 and 3 cannot be recovered once submitted, since they correspond to phases of an active process. Individual critical reflection can be improved and resubmitted within the deadline established by the teacher in charge.
- If students submit less than 50% of the assessment activities, the subject is considered non-assessable.
- A minimum of 80% attendance is required in face-to-face sessions (joint sessions, tutorials and sessions with the entity).
- In all submissions, linguistic correction, the use of inclusive, non-sexist language following the UAB guide, expository clarity and formal aspects of presentation will be taken into account.
- As a future professional, you must show an attitude compatible with the profession as a requirement to pass the subject, as well as an ethical commitment to the profession. Therefore, attitudes of active listening, argumentation, respect for colleagues and teachers, participation, cooperation, empathy, kindness, punctuality or the use of a suitable mobile or laptop only when necessary for class, among others, are required. An ethical commitment to the ethical principles of the profession is required. If these requirements are not met, the grade for the subject will be a 3.

Use of Artificial Intelligence

This course allows the use of Artificial Intelligence (AI) technologies to support the work process, as long as the final result reflects a significant and verifiable contribution from the team and each student. It is necessary to clearly identify which parts have been generated with the help of AI, specify the tools used and include a critical reflection on how they have influenced the process and the result. The lack of transparency in the use of AI will be considered a lack of academic honesty.

Plagiarism and academic dishonesty

Plagiarism or copying, in any assessment activity, will result in a grade of 0 for the affected activity and the loss of the right to recover it. In serious cases, it may result in the suspension of the subject and the activation of the UAB disciplinary protocol. In group work, all members receive the same penalty.

Bibliography

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Software

No specific software is required. The use of online collaborative work tools (word processors, presentations, task management, shared folders) agreed upon by each team is recommended. The responsible and transparent use of Artificial Intelligence tools to support the process will be assessed, in accordance with the criteria described in the evaluation section.

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE