Abstract
Artwork in public spaces has become another normal element among the wide variety of informational possibilities given to city inhabitants for their informal education. Consequently, it has become an object of study in the context of the idea of considering the city as an educative space. The research presented in this paper looks for ways in which plastic artworks, located in public spaces, become representative to the inhabitants. By exploring inhabitants' shared conceptualizations, the pedagogic potential of public artwork is acknowledged. Using a multiple item classification task, high school students and professionals from the city of Bogotá were interviewed. Four big conceptualizations were identified: public space plastic artwork as object, as an interaction element, as urban furniture, and as an element of knowledge. These conceptualizations allow the use of artwork as educational elements because they can be considered didactic elements. The paper discusses the connections among city, public space, art, and education, within the context of urban pedagogy.

Keywords
Urban pedagogy, plastic art, public space, Bogotá.