

Build4People Project

Enhancing Quality of Life through Sustainable Urban Transformation in Cambodia

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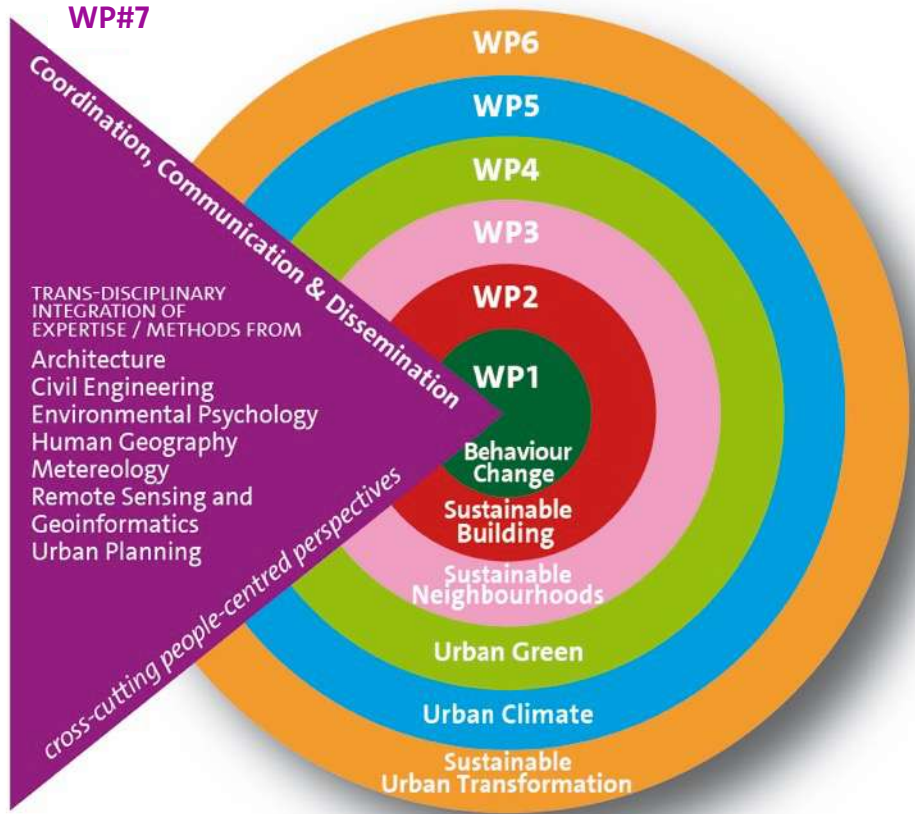
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2nd Build4People Curriculum Development Summit Meeting

25 November 2021

Build4People: Enhancing Quality of Life through Sustainable Urban Transformation

Universität Hamburg
DER FORSCHUNG | DER LEHRE | DER BILDUNG

Work Package #7
Work Package #6

CIUS
CAMBODIAN INSTITUTE FOR URBAN STUDIES

Local Project
Management Partner

OTTO VON GUERICKE
UNIVERSITÄT
MAGDEBURG

Work Package #1

University of Stuttgart
Germany

Work Package #2

EBLE MESSERSCHMIDT PARTNER
Architekten und Stadtplaner PartGmbH

Work Package #3

Eberswalde University
for Sustainable
Development

Work Package #4

INKEK
institute for
climate and
energy strategies

Work Package #5

Research Partners

Implementation Partners

Dissemination Partners

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AGENDA

2nd Build4People Curriculum Development Summit Meeting, 25 November 2021

15:50-16:00: (09:50-10:00 a.m. German time): **Informal joint exchange**

16:00-16:05: **Welcome and Introduction of Agenda**

✓ *Dr Michael Waibel, Build4People project consortium representative*

16:05-16:15: **Presentation of general capacity mobilisation approaches of Build4People project**

✓ *Dr Michael Waibel, Build4People project consortium representative*

16:15-16:30: **Presentation of approach and administrative step to develop a new master course with the working title “Planning for Sustainable Urban Transformation, PSUP” at FAUP-PUC**

✓ *Dr Tep Makathy, Dean of Faculty of Architecture and Urban Planning (FAUP) at PuC*

16:30-17:00: **Presentation of potential content-related input to master course PSUP**

✓ *Each Build4People WP (5 minutes)*

17:00-17:30: **Open Discussion to develop syllabus of the new master course PSUP and discussion of next steps**

17:30: **Wrapping-up and closing of 2nd Curriculum Development Summit Meeting**



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16:05-16:15: Presentation of general capacity mobilisation approaches of Build4People project

- ✓ *Dr Michael Waibel, Build4People project consortium representative*



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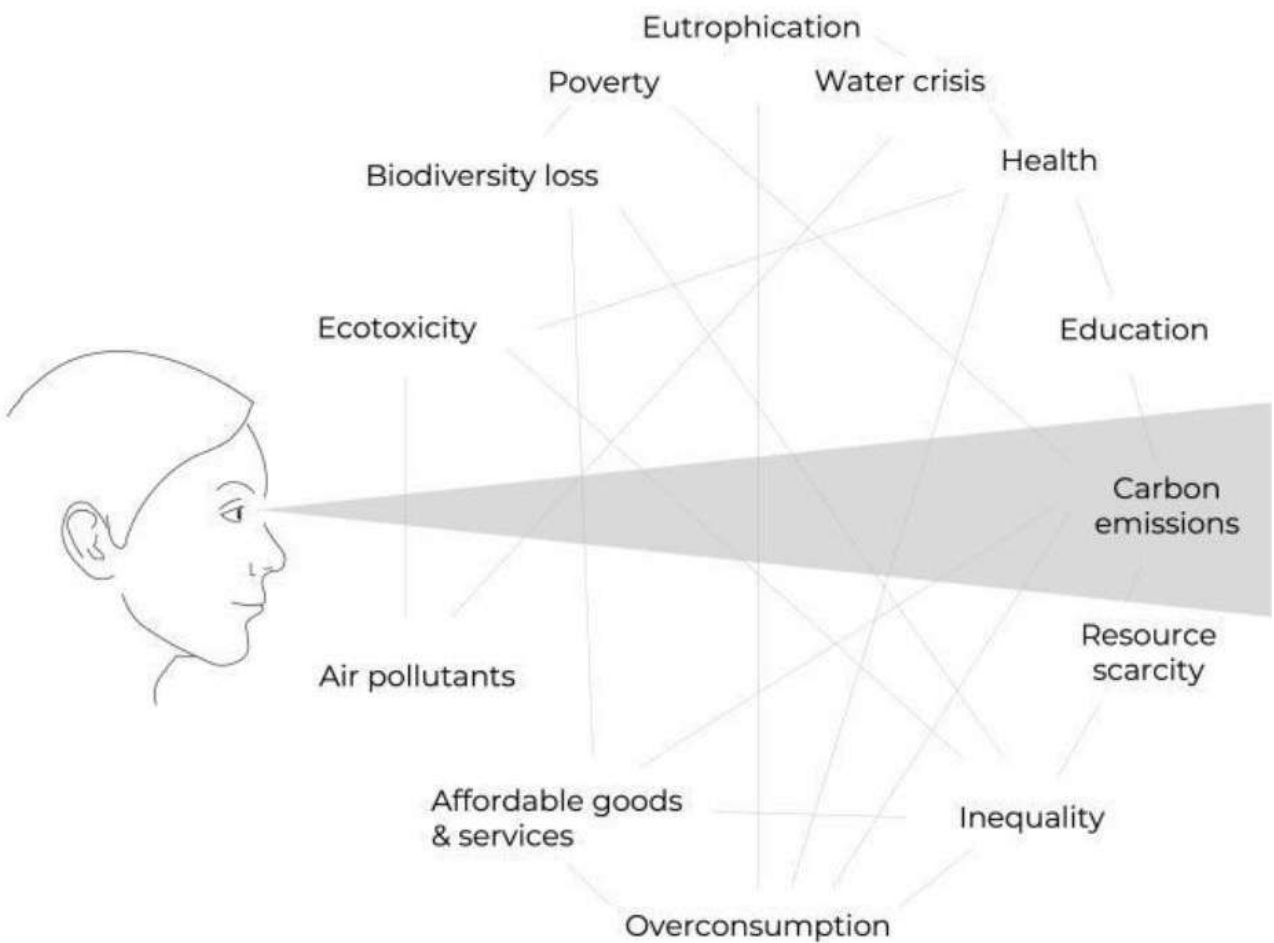
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Carbon Tunnel Vision



Sustainability Transition

Source: Jan Konietzko.

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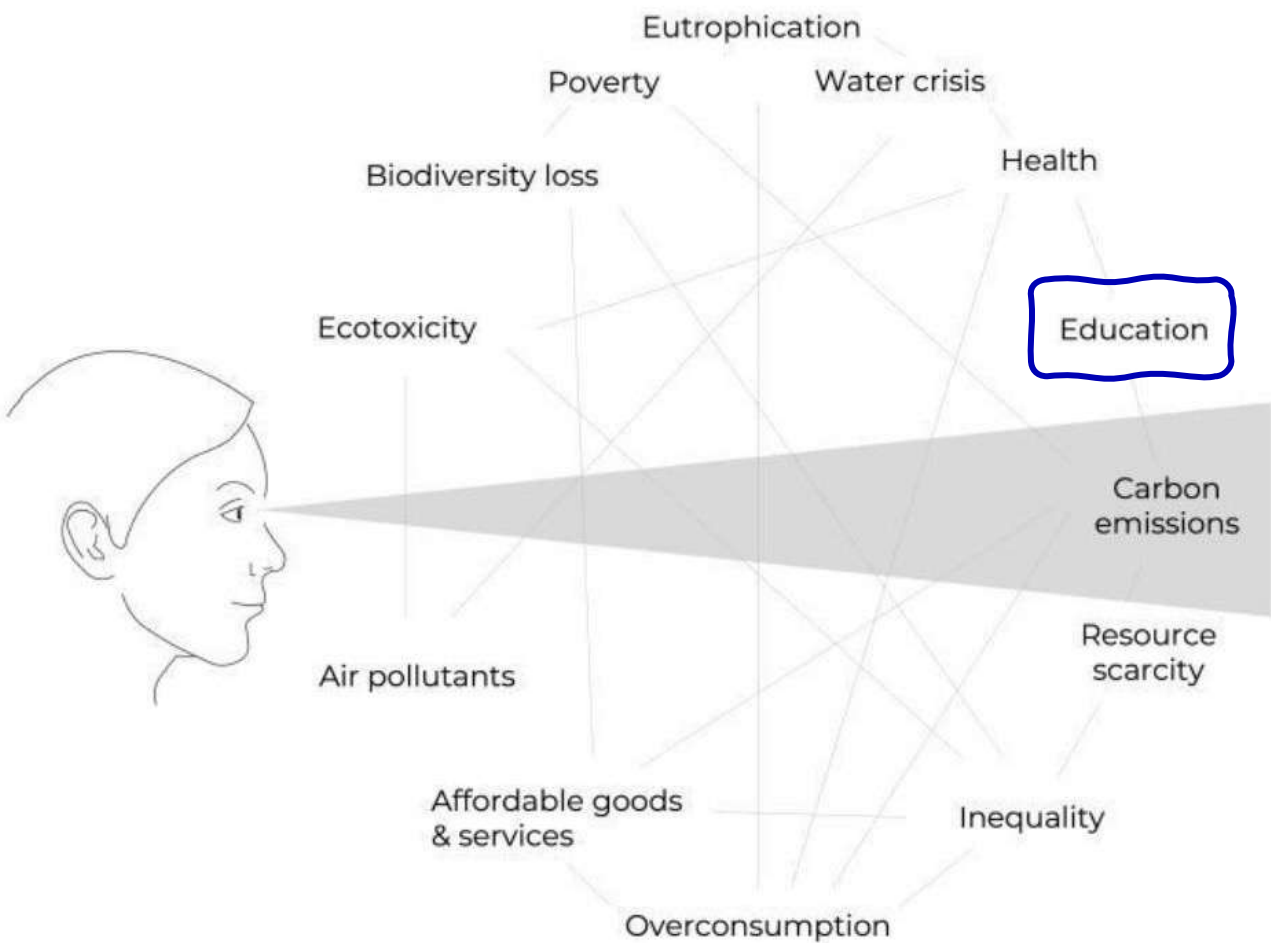
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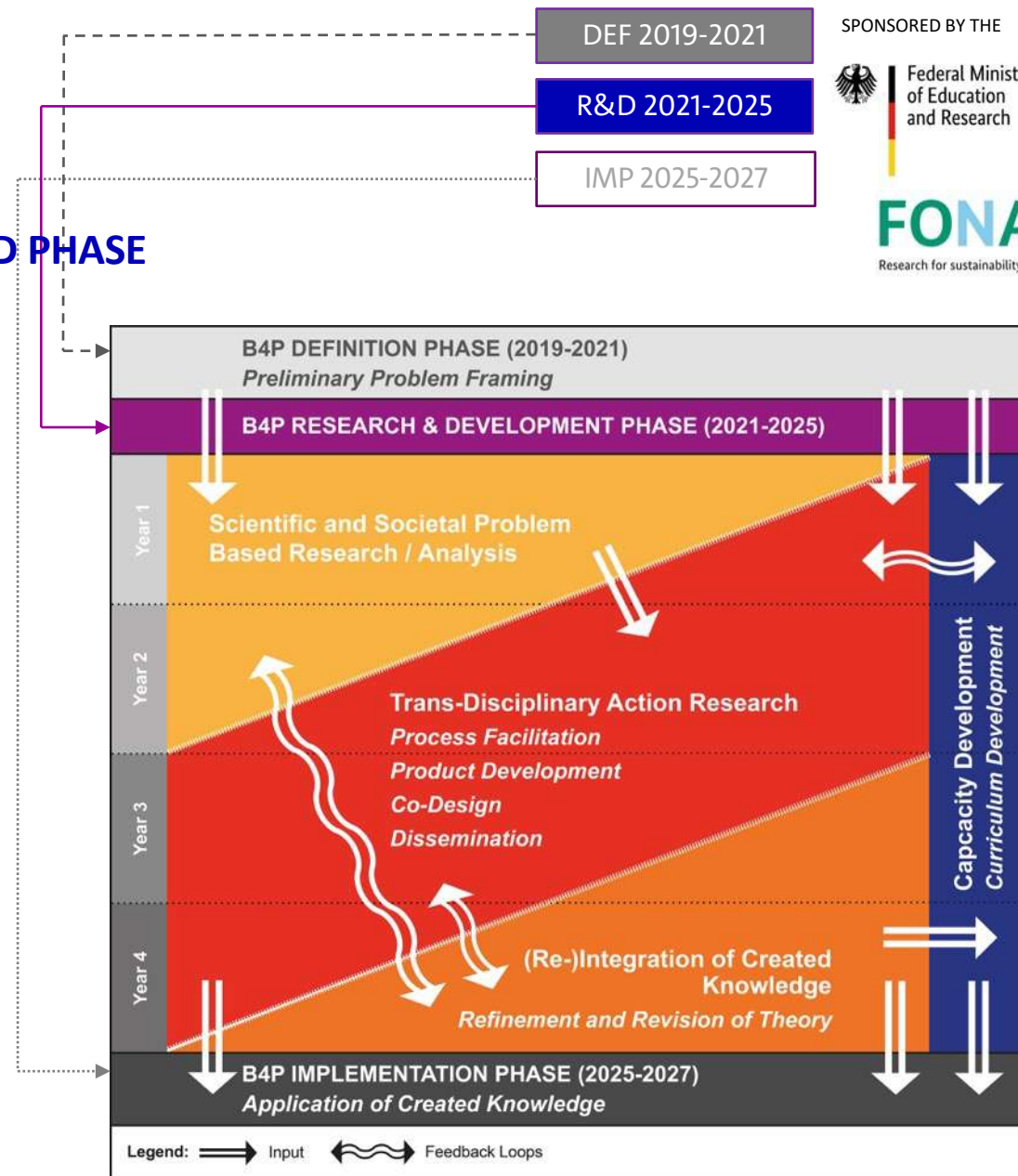
GENERAL APPROACHES OF THE BUILD4PEOPLE PROJECT DURING RD PHASE

Build4People Research Design

The design of the B4P RD phase consists of three overlapping spheres based on renowned trans-disciplinary research approaches in sustainability science. (Lang et al., 2012; Noboa, 2019)

- 1) Analytical phase: Societal and scientific problem-based research,
- 2) Transdisciplinary action research, and
- 3) Concluding phase of reflection, refinement & re-integration of created knowledge.

➤ **State of the art approach based upon an intricate three-phase research design**



Source: Own design based on Lang et al. (2012: p. 28).



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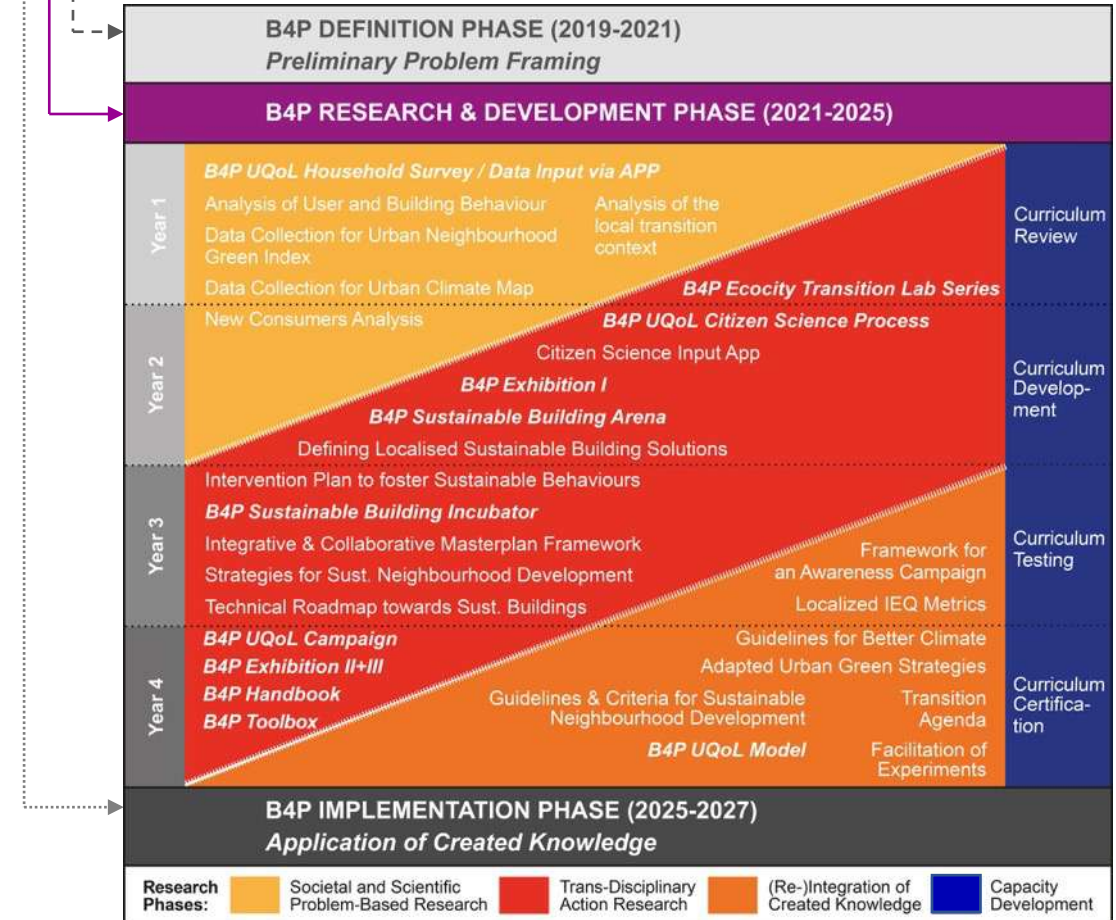
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GENERAL APPROACHES OF THE BUILD4PEOPLE PROJECT DURING RD PHASE

Build4People Research Design

- ✓ Methods, tools and key instruments to achieve the objectives of the RD phase are collaborative planning workshops, strategic niche management approaches, transition management approaches and subsequent experimental implementation.
- ✓ All of these measures will generate *actionable knowledge* for local stakeholders and a basis for *evidence-based decision-making*.
- **Comprehensive transdisciplinary research and added value can best be achieved through the design of *joint* activities and products**



Source: Own design.



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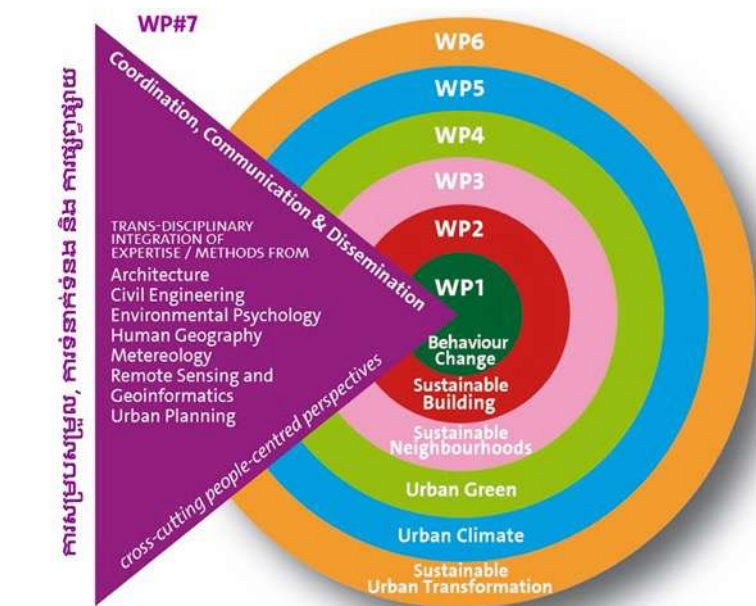
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CAPACITY DEVELOPMENT ACTIVITIES: CURRICULUM DEVELOPMENT AT OUR RESEARCH PARTNERS



1st BUILD4PEOPLE CURRICULUM DEVELOPMENT SUMMIT MEETING

Build4People Consortium

Build4People Project

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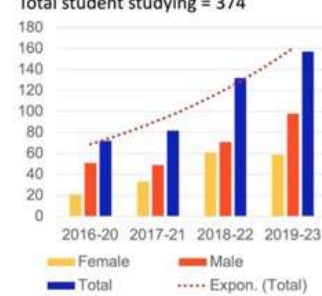
Examples of EU Erasmus+ or DAAD Funding cooperation within Asia and especially South-East Asia

- B.Sc. Program at RUA : "Land Management and Land Administration"
- online M.Sc. Program: "GeoS4S" in China and Thailand (Erasmus+ Funding)
moodle address: <https://geos4s.moodlecloud.com/login/index.php>
- Online; M.Sc. Program: "BioEcon" in Vietnam (Erasmus+ Funding)
moodle address: <http://moodlebioecon.eu/>
- TransSEA program: Transformation for a Sustainable Future in South-East Asia (DAAD long term funding at HNEE), Cambodia, Myanmar, Vietnam, Thailand



Current Situation: Current and Graduated Students

Total student studying = 374



B4P Capacity Development

Curriculum Review

Curriculum Development

Curriculum Testing

Curriculum Certification

Sustainable Urban Transformation Planning

Session #1: Course Overview



Course Unit
SUSTAINABLE URBAN TRANSFORMATION PLANNING
prepared by Build4People WP#6



Course Overview

Research Partners



Implementation Partners



Dissemination Partners



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GENERAL CAPACITY BUILDING APPROACHES OF THE BUILD4PEOPLE PROJECT



- Capacity building to generate *actionable knowledge* takes place intrinsically through the regular communication and joint activities
- Curriculum development opportunity to feed in our refined research findings with a *lasting impact*, after the end of project funding
- Curriculum development inter-disciplinary instrument to compile and connect results from all Work Packages



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SPECIFIC CAPACITY BUILDING APPROACHES OF THE BUILD4PEOPLE PROJECT



- Specific focus on new multi-disciplinary master course on **Planning for Sustainable Urban Transformation, PSUT** (*working title*) at FAUP-PUC, led by Dr Makathy
- Need for new innovative approaches to traditional planning that focus on interaction and engagement between academia & practitioners in a fruitful way, and involve urban citizens and the business sphere.
- New master course shall reflect planning as a tool of communication / moderation / mediation / participation towards a new planning culture
- The **SUTP@PUC** master course shall incorporate B4P's specific cross-cutting, people-led approach (further unique selling points still to be defined...)



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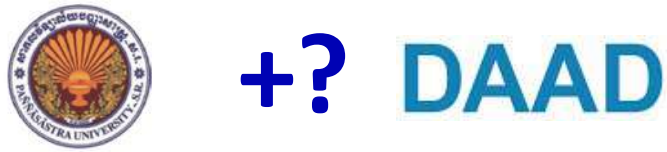


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SPECIFIC CAPACITY BUILDING APPROACHES OF THE BUILD4PEOPLE PROJECT



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- Further Build4People consultancies to curriculum development at other research partners, upon demand
- *RUPP - > MICC / Geography / Psychology / Development Studies;*
- *RUA ->?;*
- *ITC ->?*
- **Build4People will focus its capacity development efforts depending on local demands.**
- **Capacity development requires a lot of ownership from all parties involved!**

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RESOURCES OF THE BUILD4PEOPLE PROJECT TO IMPLEMENT CAPACITY BUILDING APPROACHES

- Substantial human resources dedicated to support curriculum development activities from all Build4People Work Packages
- Continuous work throughout all of the Build4People project duration
- Perspective of further support during envisaged Build4People Implementation phase

Build4People Activities and Milestones

RD Phase, 2021-2025

Work Step VIII.	Build4People Capacity Development											
	Build4People-Consortium											
	2021									2022		
	04	05	06	07	08	09	10	11	12	01	02	03
	1	2	3	4	5	6	7	8	9	10	11	12
	0,15	0,20	0,25	0,20	0,10	0,10	0,10	0,20	0,20	0,20	0,20	0,15
	0,05	0,05	0,05	0,10	0,10	0,05	0,10	0,05	0,05	0,05	0,05	0,05
	0,05	0,05	0,05	0,05	0,05	0,10	0,10		0,05	0,05	0,05	0,10
	0,05	0,05	0,05	0,10	0,10	0,05	0,10	0,05	0,05	0,05	0,05	0,05
	0,05	0,05		0,05	0,05	0,10	0,05		0,05	0,05	0,05	0,05
	0,05	0,05	0,05	0,10	0,10	0,05	0,10	0,05	0,05	0,05	0,05	0,05
	0,05	0,10	0,10	0,10	0,10	0,05	0,10	0,05	0,05	0,05	0,05	0,05

- WP#7
- WP#1
- WP#2
- WP#3
- WP#4
- WP#5
- WP#6

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WORK STEPS TO DEVELOP NEW MASTER COURSE AT SAUP-PUC



+? DAAD

- (1) Each Build4People Work Package should reflect which kind of content from their expertise might be suitable to get integrated into a new master course at SAUP-PUC
- (2) Retrieving of information on formal procedure to establish a new master course at a private university in Cambodia
- (3) Development of first description of the new master course with key aims and development of draft syllabus of such a one year master course in close cooperation with SAUP-PUC
- (4) Identification which content has to be requested outside of Build4People expertise
- (5) Preparation of a coherent course description
- (6) Development of slides of each course unit with a corporate design
- (7) Constant exchange with staff from FAUP-PUC about content and procedure



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INTERIM CONCLUSION

- Curriculum development is a marathon, not a sprint
- Lessons learnt from analysed master courses of countries of the Global North, e.g. duration one or two years?
- Input from Build4People team versus external input / expertise needed (how to get funding for this?)
- Agreement on target till end of 2021: e.g. first design of curriculum contents with titles of all modules in case of new curriculum
- New curriculum: Defining the main objectives and unique selling points
- Build4People: Formation of working groups, regular meetings, next steps



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AGENDA

2nd Build4People Curriculum Development Summit Meeting, 25 November 2021

16:15-16:30: Presentation of approach and administrative step to develop a new master course with the working title “Planning for Sustainable Urban Transformation, PSUP” at FAUP-PUC

- ✓ *Dr Tep Makathy, Dean of Faculty of Architecture and Urban Planning (FAUP) at PuC*

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Faculty of Architecture and Urban Planning (FAUP)
of Pannasastra University of Cambodia (PUC)

Prepared by Makathy Tep, Dean

Virtual Build4People Workshop, 25 November 2021



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2nd Curriculum Development Summit

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Objectives of the National Cambodia Qualification Framework/CQF, 2014

- ✓ Nationally consistent recognition of outcomes
- ✓ Flexibility for people to move between education and training in various sectors and labour market (including credit transfer)
- ✓ Flexibility in a diverse educations and trainings
- ✓ Flexibility for individuals to process through educations and training by improving access to education
- ✓ Encourage the provision of more higher quality vocational education and trainings
- ✓ Promote and enable national and international recognition, and
- ✓ Facilitate regional/ international labour mobility



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Development

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Credit Hours

- ✓ 15 hours for 1 credit: through teaching and instruction
- ✓ 30 hours for 1 credit for laboratory/workshop teaching activities, and
- ✓ 45 hours for 1 credit for field work or internship training activities

The length of the programme (and number of credit hours allocated) may differ depending on expected amount of learning outcomes.

For example “A Master Degree in Technology Education through TVET approaches normally requires at least two years of study to obtain a minimum of 45 credits. With

- Course work, and
- A significant element of supervised research, embodied in a thesis or project work.

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Minimum Credit Hours Required

Levels	Degree	No. of Credits
Doctoral Degree (by subject type)	Doctoral Degree	54
Master Degree	Master Degree	<u>45</u>
Bachelor Degree	Bachelor Degree	120 (157 for the current SAUP)
Higher Diploma	Associate Degree	60
Technical and Vocational Certificate 3		30
Technical and Vocational Certificate 2		30
Technical and Vocational Certificate 1		30
Vocational Certificate		30

Implementation of Master Degree

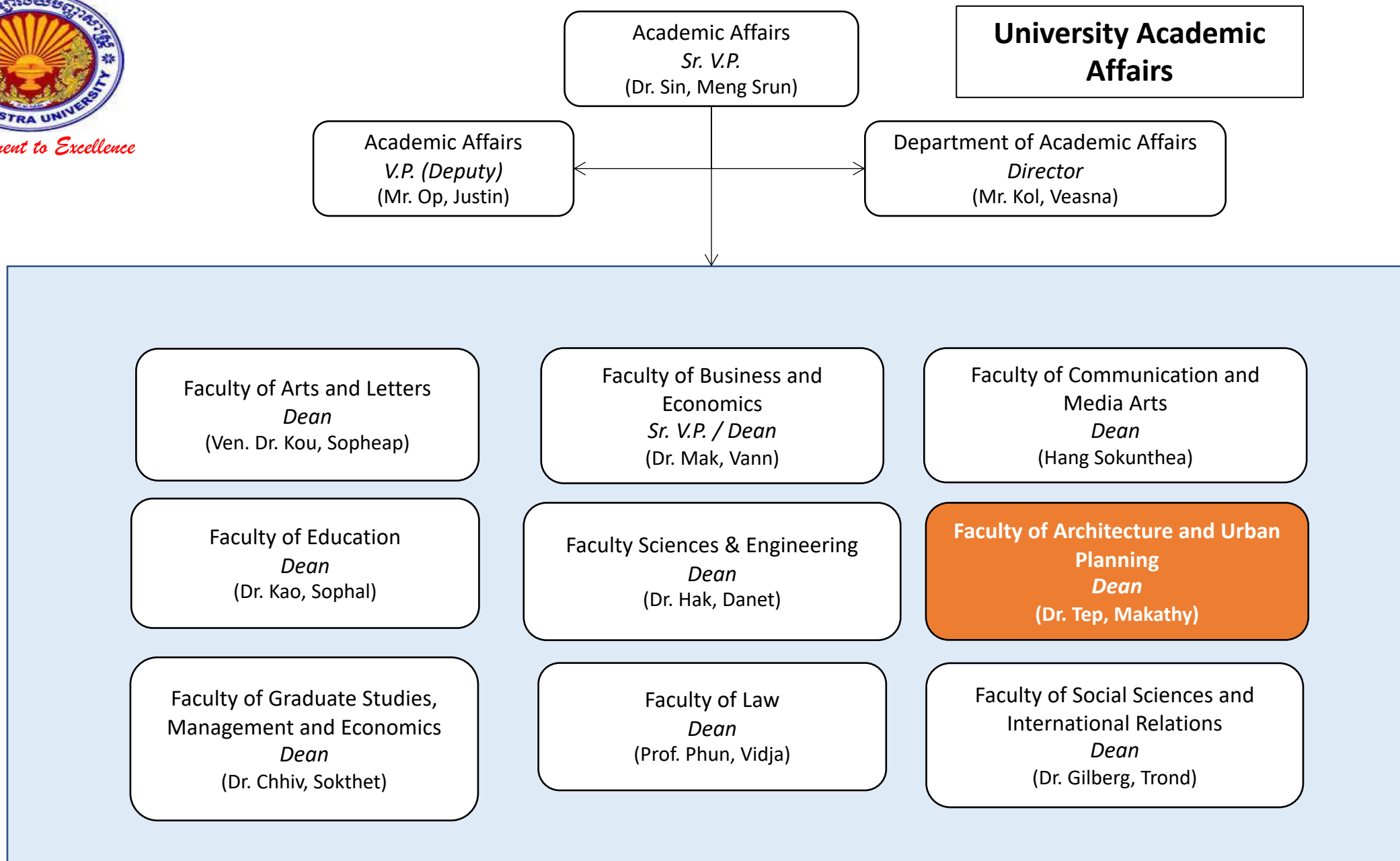
- ✓ A course work based-Master Degree (39 credits of course work + 6 credits for mini research project)
- ✓ A combination of course work and research based-Master Degree (33+12), and
- ✓ Research based-Master Degree (45) [no so popular in Cambodia]



Commitment to Excellence



B4P Capacity
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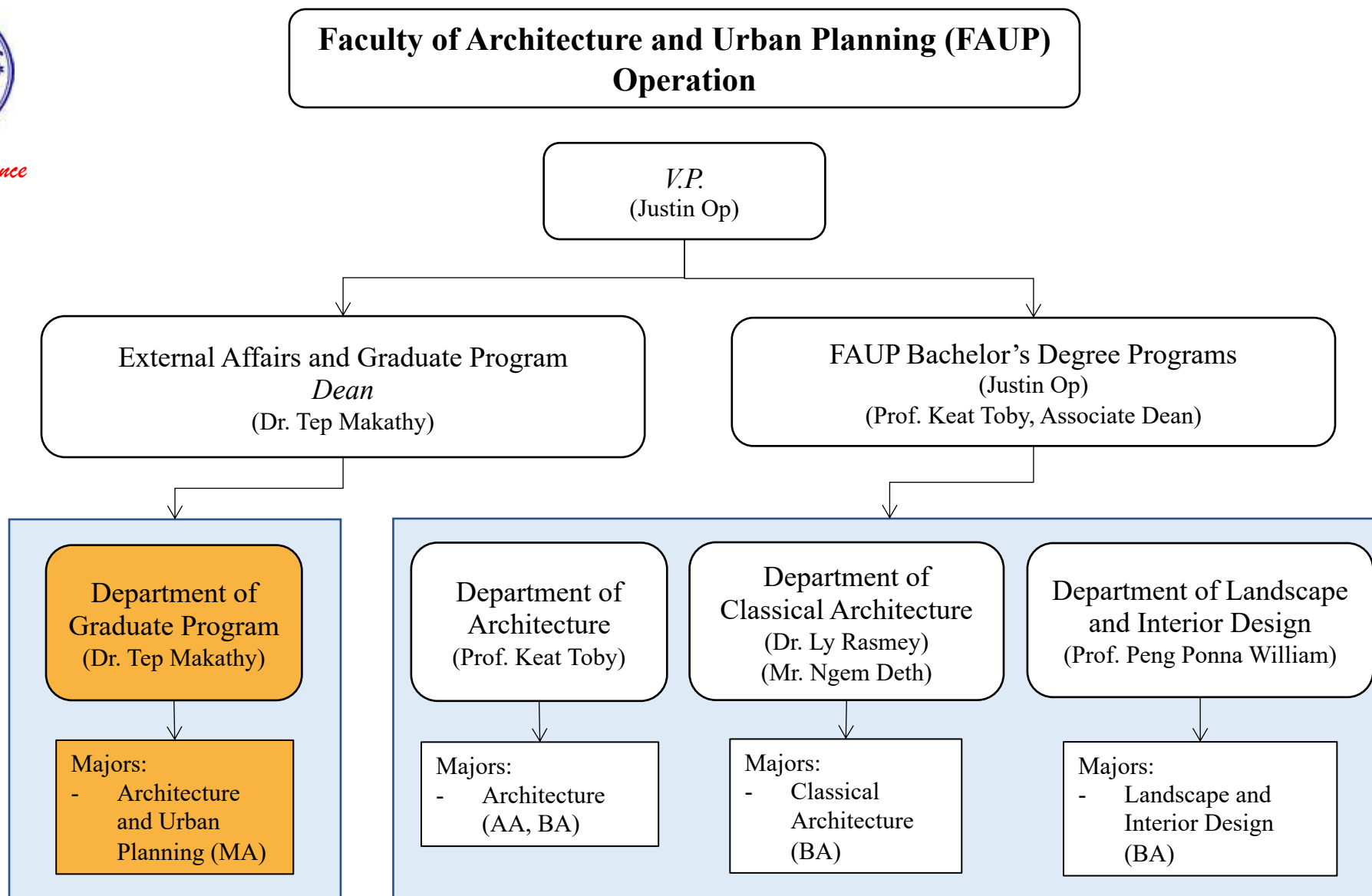




Commitment to Excellence



B4P Capacity Development



Questions for Consideration

- ✓ Need assessment: for programme demand, and to ensure consistency covering

CQF/ACC (Accreditation Committee of Cambodia) and ASEAN’s evolving (Qualifications Reference Framework (AQRF)) requirements,	Duration of the programme
Market demand,	Availability of (appropriate) Teaching resources
Target groups/students (demand)	languages
Curriculum and subject courses	Certification (nationally/internationally recognized program?),

- ✓ Integration of possible inputs from other Work Packages to the programme
- ✓ Collaboration/support from other local partners, ex. RUPP and ITC?
- ✓ Workplan for developing the programme including shared responsibilities

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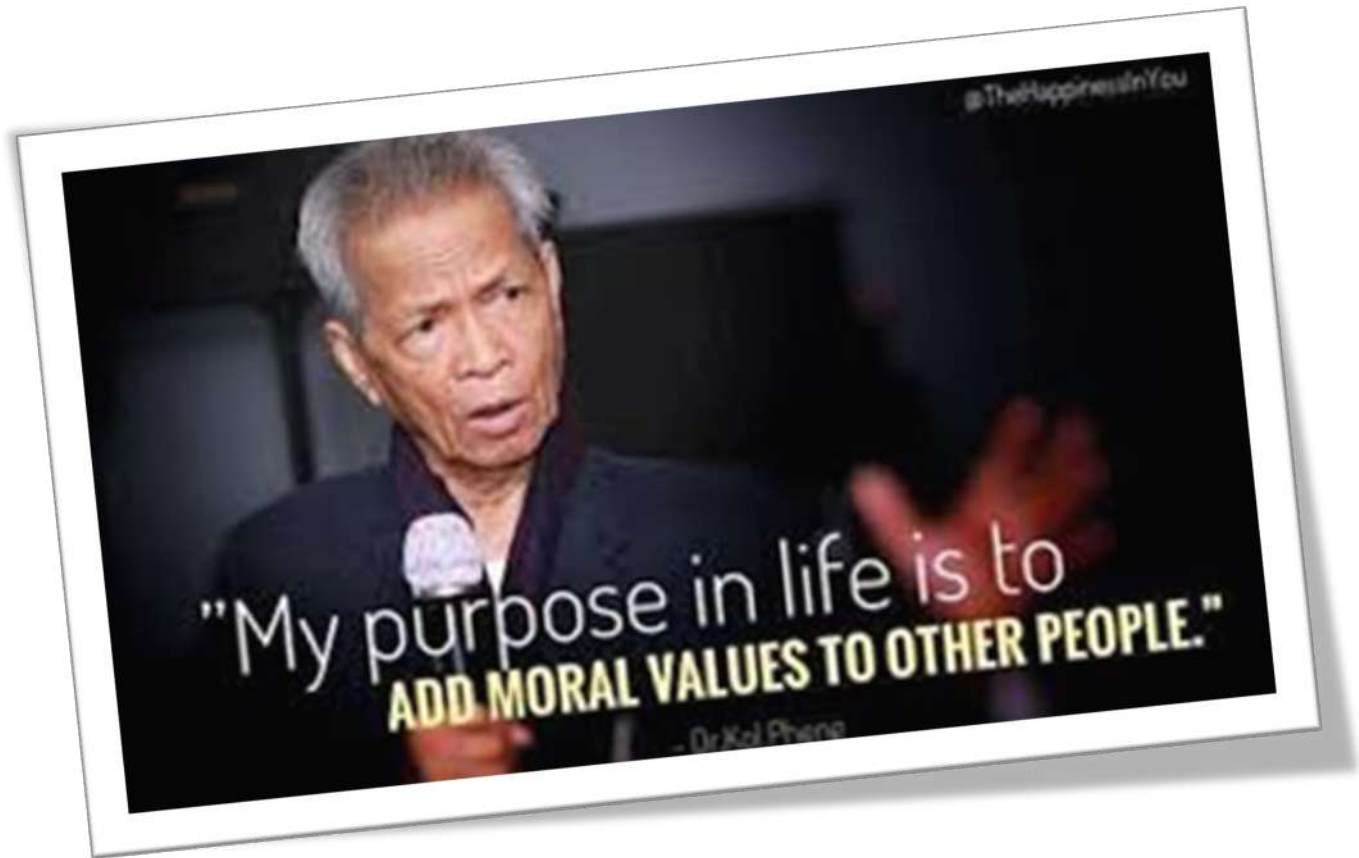
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PUC President
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AGENDA

2nd Build4People Curriculum Development Summit Meeting, 25 November 2021

16:30-17:00: Presentation of potential content-related input to master course PSUP

✓ *Each Build4People WP (5 minutes)*

- ✓ WP#1
- ✓ WP#2
- ✓ WP#3
- ✓ WP#4
- ✓ WP#5
- ✓ WP#6



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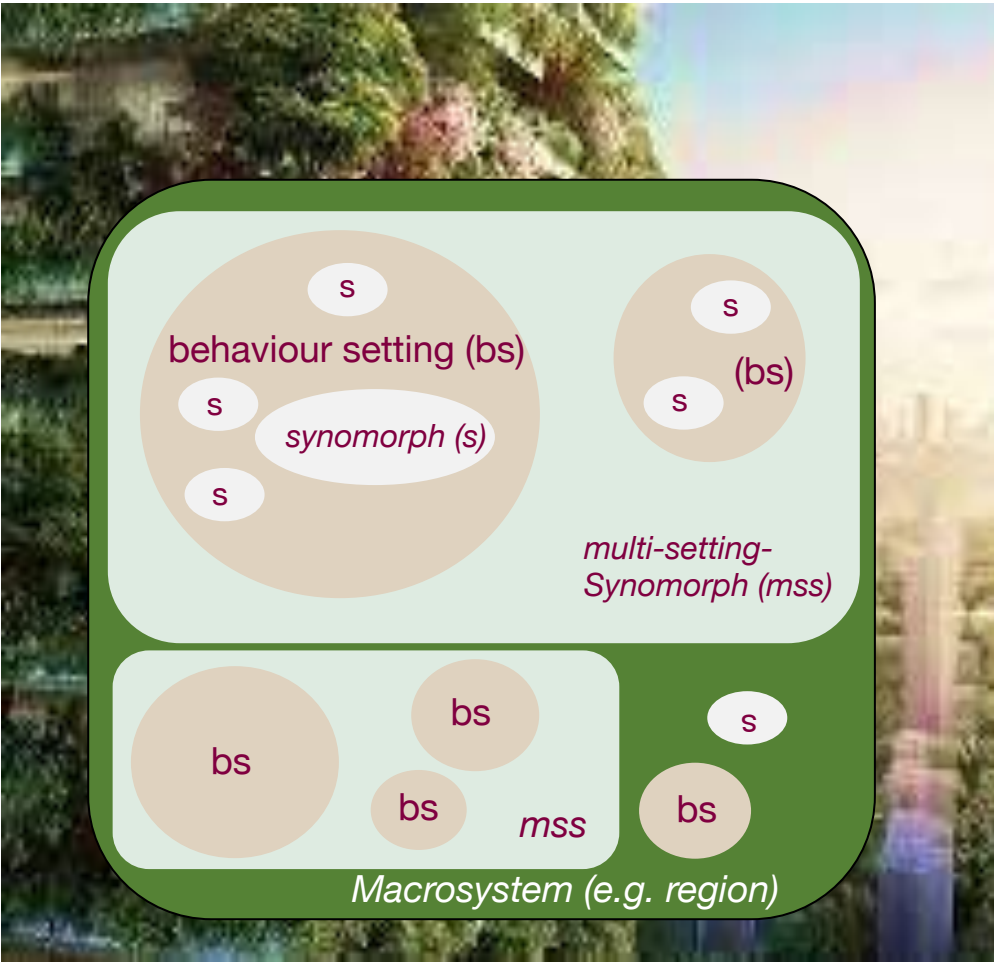
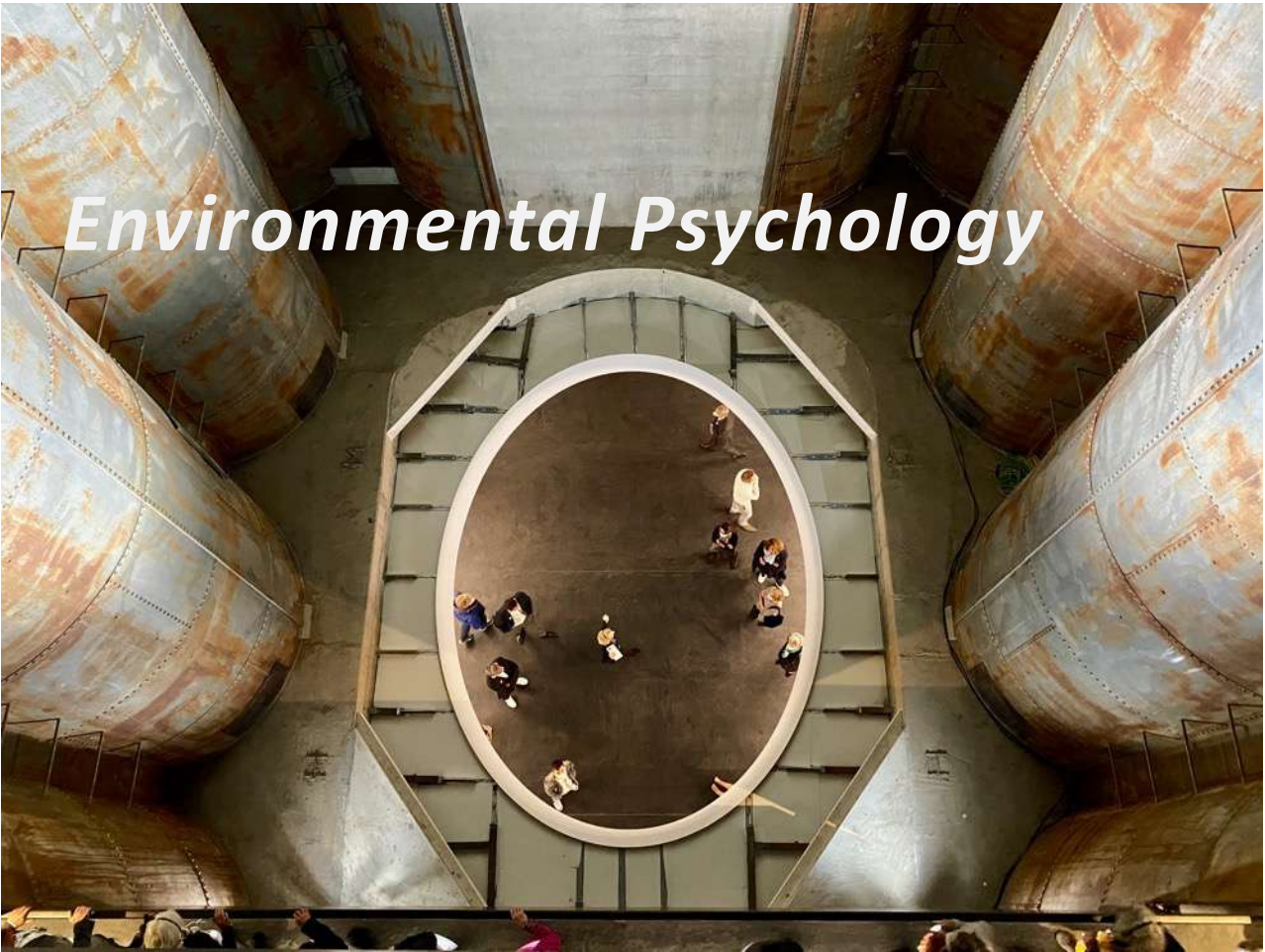
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B4P Capacity
Development

Presentation of potential WP#1 content-related input to master course PSUP



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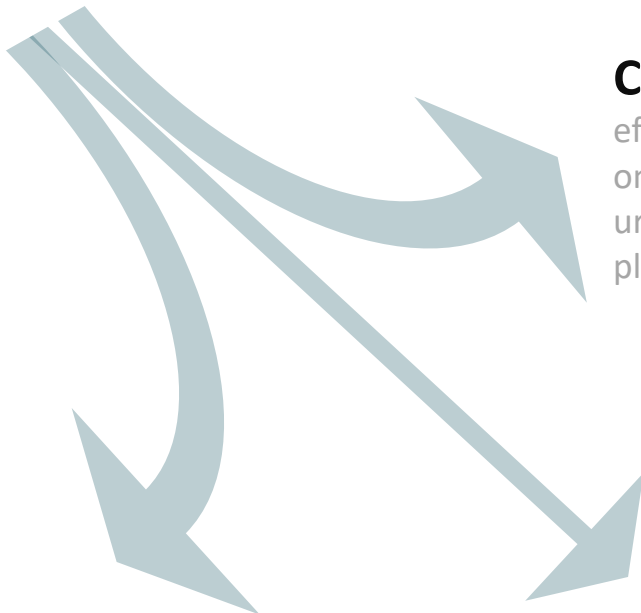
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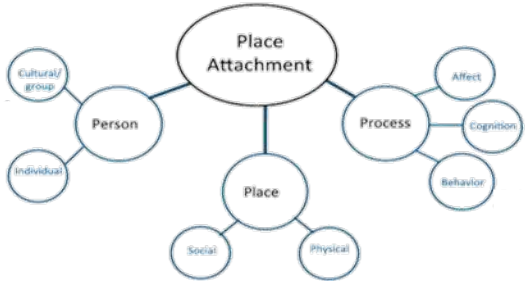
B4P Capacity
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Presentation of potential WP#1 content-related input to master course PSUP *Environmental Psychology*



Classical environmental psychology

effects of the natural and built environments
on mood and behaviour, assessment of urban environments/buildings,
urban stress/wellbeing/health (→ crowding, density, noise, cohesion)
place attachment, behaviour setting survey, affordance theory

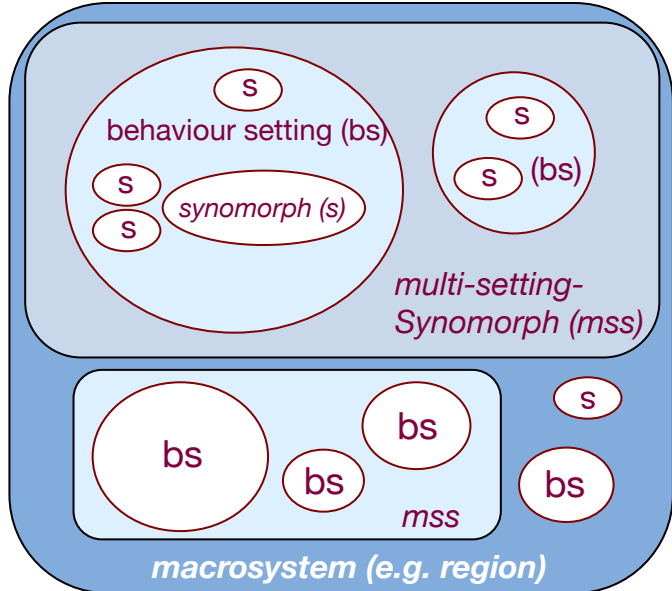


Participatory strategies

participatory design, user-needs analysis,
communication, group processes, methods of
principals of behaviour observation;

Sustainability behaviour

analysis of resource consumption,
support of behaviour change,
acceptability of sustainable technologies/buildings



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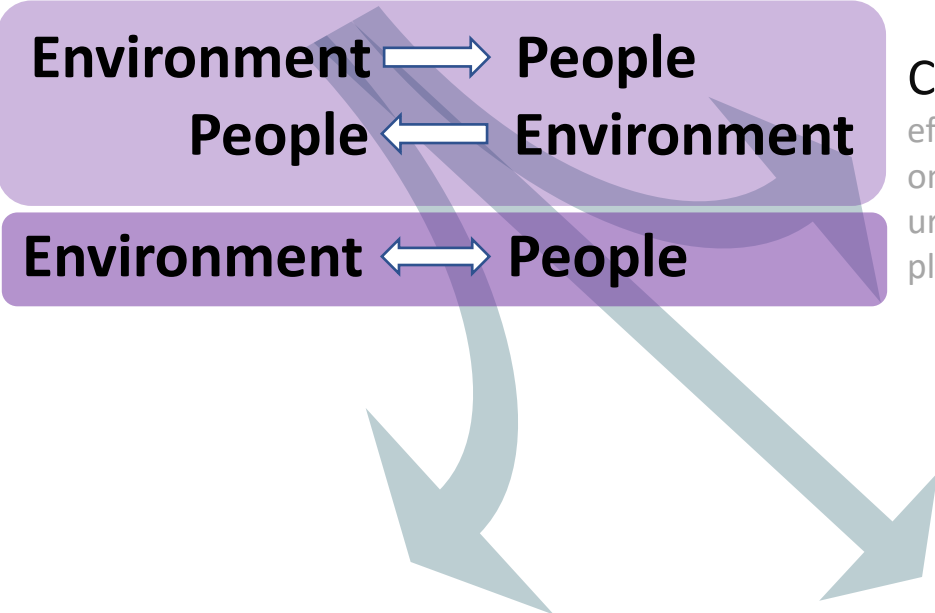
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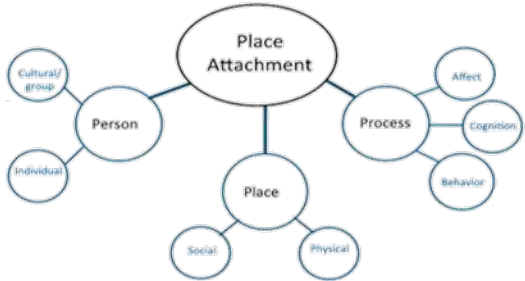
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 B4P Capacity
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Presentation of potential WP#1 content-related input to master course PSUP *Environmental Psychology*

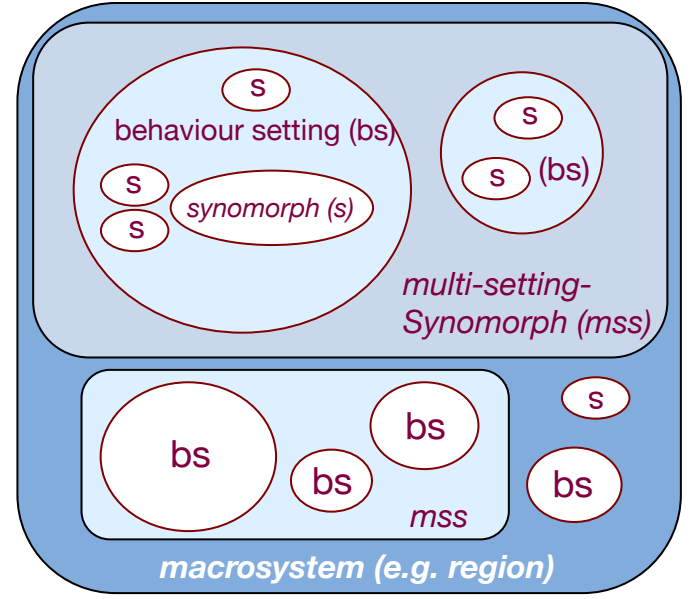


Classical environmental psychology
effects of the natural and built environments
on mood and behaviour, assessment of urban environments/buildings,
urban stress/wellbeing/health (→ crowding, density, noise, cohesion)
place attachment, behaviour setting survey, affordance theory



Participatory strategies
participatory design, user-needs analysis,
communication, group processes, methods of
principals of behaviour observation;

Sustainability behaviour
analysis of resource consumption,
support of behaviour change,
acceptability of sustainable technologies/buildings



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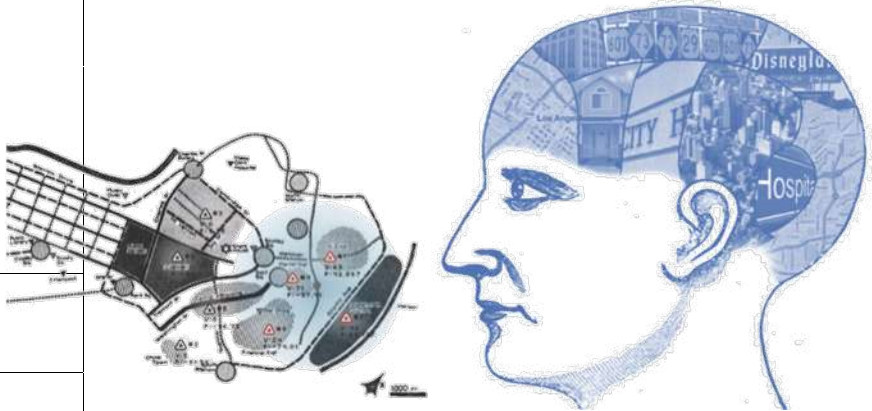
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Presentation of potential WP#1 content-related input to master course PSUP

Curriculum Master of Environmental Psychology (University of Magdeburg)

Year 1		Year 2	
1.Semester	2.Semester	3.Semester	4.Semester
Diagnostics Item-response-Theory; multi-trait- multi method; Item-Design (4 ECT)	Diagnostics Validity, applying models, test theory (4 ECT)	advanced Practicum in Environmental Psychology (10 ECT)	Master-Thesis (28 ECT)
Statistics: Multivariate statistics, structural equation modeling (4 ECT)	Statistics: Methods of Evaluation and Meta-Analyses		
Clinical Psychology + Psychotherapy (4 ECT)	Experimental designs (4 ECT)	Computer-based tutorial (4 ECT)	
	Clinical Psychology + Psychotherapy (4 ECT)	Clinical Psychology + Psychological Report/Assessment, (4 ECT)	
	People -Environment-Interaction I Module S1 (3 ECT)	People-Environment-Interaction II Module S2 (3 ECT)	
U1 Project Management, Evaluation (6 ECT)	U2 Research Methods from the field of Environmental Psychology (2 ECT)	U3 Research Colloquium (2 ECT)	Master Colloquium (2 ECT)
T1 Theories and techniques of Behaviour Change I (3 ECT)	T2 Theories and techniques of Behaviour Change II (3 ECT)	T3 Theories and techniques of Behaviour Change III (4 ECT)	
Introduction to Environmental Psychology Module O1 (4 ECT)	Introduction to Environmental Psychology Module O2 (4 ECT)	Non-psychological elective Module (8 ECT)	

MASTER
ENVIRONMENTAL PSYCHOLOGY,
GERMANY



- Perception/assessment of environment
- People-Environment –Interaction
- Basics of interview technique
- Basics of Behaviour Observation

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B4P Capacity
Development

Draft WP#1 → Module: Socio-Spatial Aspects of Planning /People-Environment Interaction

Input /Lecture Sessions

- 1. Introduction overview,
perception and preference of natural and
built environments
- 2. Individual and social factors of
people-environment-interaction I
- 3. Individual and social factors of
people-environment-interaction II
- 5. urban stress, coping, and wellbeing
- 6. Principals of people-environment-interaction
--> Affordances according to *Gibson*
- 7. Introduction of Barkers Behaviour Setting Survey
- 11. Basics of participatory planning,
lay-expert communication
- 12. The concept of User Needs Analysis and POE

Interactive Seminar Sessions

- 4. Presentation and discussion of space appropriation,
discussion of individual and social factors
- 8. Introduction and training on behavior observation
- 9. Presentation and discussion of the behavioral
observations --> consequences for design & planning
- 10. Introduction and training on Interview techniques
- 13. Presentation and discussion of suggested areas
- 14. Training session: walkabout, interviews
- 15. Discussion POE status Quo; Feedback, Synopsis

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6. Principals of people-environment-interaction --> Affordances according to Gibson
7. Introduction of Barkers Behaviour Setting Survey
11. Basics of participatory planning, lay-expert communication
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Interactive Seminar Sessions

Landscape preferences

The Prospect-Refuge Theory (Appleton, 1996)

Founded on the notion that we seek out opportunities to:

perceive and acquire visual information, explore environments, and find opportunities (prospect);

seek shelter, protection, and environments where one can hide away (refuge).

Restorative effects of nature

Attention Restoration Theory (Kaplan, 1984)

Urban environments ask for direct attention, a lot of stimuli force us to ignore irrelevant information

Natural environments are fascinating, associated with effortless attention

Environmental Stress

1. Impact of environmental stimuli
Environmental stress can be defined as the emotional, cognitive, and behavioural responses to an environmental stimulus (or stressor).
How does the physical environment affect people? (e.g., noise, climate, heat, crowding, light...)

DEF: environmental stress = "imbalance between environmental demands and human response capabilities" (Bilotta & Evans, 2013)

2. Environmental stress theory (Lazarus, 1966)
Stress is a product of an external stimulus and an individual's appraisal of their ability to cope with this stimulus. This can explain why not all environmental stimuli will cause stress for everybody at all times.

3. Eclectic model of environment-behaviour relationship (Bell et al., 2001)

Orientation in urban environments

impact on cognitive maps

Gärling (1986): Mode of wayfinding, emphasizing an internal psychological process.

Perceived danger in public spaces

The impacts of physical features

Landscapes of Fear and Stress (Nasar/Fisher & Gromm, 1993)

- Fear maps (N = 84 students); Ohio, Campus University
- measurement of physical features
- results: concealment / blocked prospect, refuge, escape / anticipated entrapment, lighting (relevant, but no systematic variation)

Impacts of physical features on perceived danger (Bilotta & Henache, 2009)

- on-site experiment with students (N = 120), accompanied walkabout on the campus of the Ruhr-University, Bochum
- results: entrapment (missing of anticipated escape), concealment (blocked prospect), lighting, gender

perceived danger (R² = .30)



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Draft WP#1 → Module: Socio-Spatial Aspects of Planning /People-Environment Interaction

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- 3. Individual and social factors of people-environment-interaction II
- 5. urban stress, coping, and wellbeing

restoration, stress, density, crowding, territoriality

place attachment, space appropriation, cohesion



Task: documentation of examples (space appropriation in Phnom Penh)

Task: description of behaviour Settings in P P

Task: conducting a behavioural observation (group task)

Task: definition of a building /area for an UNA (group task)

Task: conduction and documentation of a POE (group task)

Poster- Presentation and discussion of the POEs

Interactive Seminar Sessions

4. Presentation and discussion of space appropriation, discussion of individual and social factors

8. Introduction and training on behavior observation

9. Presentation and discussion of the behavioral observations → consequences for design & planning

10. Introduction and training on Interview techniques

13. Presentation and discussion of suggested areas

14. Training session: walkabout, interviews

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B4P Capacity
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Presentation of potential WP#2 content-related input to master course PSUP

The main aims of the proposed module are to enable the students:

- 1) to understand the impact of building design on the sustainability, functionality and durability of buildings
- 2) to develop sustainable solutions that will achieve simultaneously the highest possible economic efficiency, comfort and building physical performance with the lowest possible use of energy and resources



Strategies towards Sustainable Building
Source: adapted from Hegger et al., 2013.

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B4P Capacity
Development

Presentation of potential WP#2 content-related input to master course PSUP Course Overview

L0. module introduction

L1. introduction on sustainable buildings and building physics for tropical climates

topics of building physics in the context of sustainable building in general and especially in the tropical climate region

L2. local context and climate analysis

context of the building project in terms of climate conditions, market capacities and availability of applicable technologies

L3. indoor environmental quality – comfort, well-being and health

dimensions of indoor environmental quality, contribution to comfort, well-being and health of building users

L4. Sustainable buildings rating systems worldwide and in the area

the history and purpose of Green Buildings and to the most popular Green Building Rating Systems per area

L5. user perception and post-occupancy evaluation

basic principles of surveying occupants and the design of post-occupancy evaluation surveys



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Presentation of potential WP#2 content-related input to master course PSUP Course Overview

L6. technical building audits and measurements

how can the performance and conditions of buildings be audited, measured and analysed

L7-8. design of a building audit campaign for different building typologies: Introduction and description of the task // Presentations of the students

introduction to energy auditing and how energy and thermal modelling is applied to energy audit projects

students form working groups, pick a building of their choice and start designing an appropriate building audit

L9. technical implication and design strategies

effective design interventions and improvement measures based on the results of building audits, measurements and post-occupancy evaluation campaigns

L10. material selection in sustainable design

overview of the relevant material characteristics and relation between material properties, dimensions of building physics and functional design performance throughout construction, operation and de-construction



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L11. basics of building physical behaviour of materials and products

main physical properties of building materials and their technical relevance and application

L12. renewable energy systems and energy efficiency in buildings

energy efficient technologies, HVAC design optimization and energy conservation measures in built environment

L13. moisture and control of humidity in buildings

sources of moisture and factors inside buildings, impact on thermal comfort and energy performance

L14. resource-efficient and sustainable building materials

renewable, bio-based, recyclable and recycled materials / principles for resource-efficient design and design for recycling are introduced

L15. final presentation and open discussion

short presentation explaining how a project was able to achieve the rating in a selected area in a specific green building rating system



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Presentation of potential WP#3 content-related input to master course PSUP Course “Sustainable and Integrated Neighbourhood Planning - Application Study”

Course teaching guide “Sustainable and Integrated Neighbourhood Planning - Application Study”

Course teaching guide			
Course	MA/MSc Planning for Sustainable Urban Transformation (working title)		
Subject area	Sustainable and Integrated Neighbourhood Planning - Application Study		
Module			
Degree	MA/MSC		
Curriculum		Code	
When taught		Type/Category	
Level/Cycle	Master	Year	
ECTS Credits			
Language of instruction	English/Khmer		
Lecturer/s in charge			
Contact details (e-mail, telephone no.....)			
Tutorial hours			
Department	School of Architecture and Urban Planning		

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Presentation of potential WP#3 content-related input to master course PSUP Course “Sustainable and Integrated Neighbourhood Planning - Application Study”

Main Goals:

- Learning how to address Climate Protection, Climate Adaptation and Resilience in Sustainable and Liveable Neighbourhood Development
- Integration and Application of Acquired Knowledge and Skills from all Modules into a Study Planning Project

WP#3 Content

- Sustainability Applied in Neighbourhood Planning
 - ✓ Multi-layered and Integrated Design Approach
 - ✓ Strategies and Design Guidelines Regarding Sustainability in Urban Areas
 - ✓ Assessment Criteria and Certification Frameworks (DGNB and others)
- Participatory Planning Processes
 - ✓ Core Concepts and Levels of Participation
 - ✓ Facilitation of Community Planning Workshops
 - ✓ Stakeholder Analysis and Management
- Application Study Project
 - ✓ Integration of Lessons Learned from this and other Modules into a Comprehensive Neighbourhood Planning Approach in a Specific Study Area.

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Presentation of potential WP#3 content-related input to master course PSUP

Course “Sustainable and Integrated Neighbourhood Planning - Application Study”

Block 1: Introduction to the concept and analysis of sustainable neighbourhoods

- **Session 1:** Theoretical Input: Overview of Sustainable Neighbourhood Development - World Wide and in Southeast Asia
- **Session 2:** Theoretical Input: Introduction to Multi-layered and Integrated Planning Approaches.
- **Session 3:** Theoretical Input: Strategies and Design Guidelines Regarding Sustainability in Urban Areas – Mixed Use and Vibrance, Energy, Blue and Green Infrastructure, Public Space Design, Climate Responsive Urban Design, Participatory Planning.
- **Session 4:** Theoretical Input: Assessment Criteria and Overview of Sustainable Neighbourhoods Certification Frameworks.

Block 2: Introduction to Participatory Planning Processes

- **Session 5:** Theoretical Input: Introduction to Core Concepts, Levels of Participation, Facilitation of Community Planning Workshops, Stakeholder Analysis and Management
- **Session 6:** Practical session: Community Planning Workshop.

Block 3: Application Study Project

- **Session 8/10:** Discussion Session with Environmental Psychology, Sustainable Buildings, Urban Green, Urban Climate Professors. Group Discussion. (TBD)
- **Session 7/9/11:** 2 Mid-term and One Final Oral Presentation of Design Ideas and Approaches for a Specific Site. Group Discussion.



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Presentation of potential WP#3 content-related input to master course PSUP Course “Sustainable and Integrated Neighbourhood Planning - Application Study”

Course teaching guide “Sustainable and Integrated Neighbourhood Planning - Application Study”

1. Situation /Relevance of the Course

1.1 Contextualisation

Population growth is one of the greatest challenges of urban sustainability. According to UN (2018), today 55% of the world's population lives in urban areas and the number are expected to increase to 68% by 2050. Urban population drives the conversion from rural land and natural surfaces to urban areas, resulting in higher pollution concentration, widespread of impervious materials, monofunctional and poorly integrated housing areas, increased energy consumption and thus, raising urban heat concentrations. Land Use Land Cover (LULC) changes and its impact on the natural environment raise the question of how to design resilient urban areas that include climate adaptation and mitigation strategies, enable community engagement and consider the social, economic and environmental aspects of sustainability. Therefore, the relevance of including within the curriculum a practical, hands-on subject where students are required to design/retrofit a neighbourhood following an integrated/multi-layered approach. This will include strategies and guidelines as well as assessment criteria for Sustainable Neighbourhood Development.

1.2 Relation with other subject areas

- Key course of the MAMSc Planning for Sustainable Urban Transformation (working title)
- WP#2 –Course
- WP#4 – Course
- WP#5 – Course

1.3 Pre-requirements

- BA/BSc Degree in Urban Planning, Geography, Social Sciences, Development Studies, Environmental Studies, Political Sciences, Urbanism or related fields
- Successful completion of Modules Environmental Psychology, Sustainable Buildings, Urban green, Urban Climate

2. Skills

2.1 General

- Knowledge and application of scientific methods
- Working in teams
- Communication and presentations skills
- Transfer from academic knowledge to practical implementation

2.2 Specific

- Capability to engage with, critically reflect on and discuss scientific texts (oral and in text)
- Capability to participate in and moderate group discussions
- Knowledge of state of the art of sustainability research
- Solid relevant software skills such as GIS, CAD and graphic design applications
- Solid Sketching / Hand drawing skills

2 of 10

Course teaching guide “Sustainable and Integrated Neighbourhood Planning - Application Study”

3. Aims

- To provide theoretical knowledge in the field of sustainability and participatory planning applied to neighbourhood design.
- To teach competences to host and moderate a participatory planning process.
- To allow students to apply theoretical concepts and practical skills acquired on during the successful completion of previous modules on a practical urban design exercise following an Integrated / Multi-layered approach.

4. Table of student's dedication to the course

ONSITE ACTIVITIES	HOURS	OFFSITE ACTIVITIES	HOURS
Theory	10	Practical session: Community planning session	4
Oral presentations	12	Self-study hours	100
Discussion session	12		
Total onsite	34	Total offsite	104

3 of 10

Course teaching guide “Sustainable and Integrated Neighbourhood Planning - Application Study”

Block 2: Introduction to participatory planning process (Session 5-6)

Work load in ECTS credits: 2

a. Contextualisation and justification

Participatory planning is an approach to design active, livable cities based on the input and active participation of community residents, leaders and stakeholders in the process, which makes urban planning accessible and community-driven. This block will allow students to understand participatory processes and its influence on community development as well as to apply its principles on a neighbourhood scale. This includes support for the process design, preparation and facilitation of community planning workshops. A focus is on co-production processes, which enable the participants of community planning workshops to actively contribute to the production of plans and concepts.

b. Learning objectives

At the end of this module, the student will be able to:

- Explain the core concepts involved in participatory planning and name the different levels of participation.
- Identify advantages and challenges of participatory planning.
- Identify the requirements to run a participatory planning process as well as the management of relevant stakeholders.
- Practical application of the acquired knowledge in facilitation of a community planning workshop.

c. Content

- Session 5: Theoretical Input: Theoretical Input: Introduction to Core Concepts, Levels of Participation, Facilitation of Community Planning Workshops, Stakeholder Analysis and Management.
- Session 6: Practical session: Community Planning Workshop.

d. Method of teaching

- Lecture style input with interactive question and discussion rounds.
- Practical session.

e. Work plan

- Slides of the above listed lectures.
- Additional information on request and up to necessity, thus, project driven.

f. Assessment

- Assessed in a final application project.

g. Basic references

Campion, Charles (2018): 20/20Visions: Collaborative Planning and Placemaking: RIBA Publishing.
Fröes, I., Lasthein, M.K. Co-creating sustainable urban metabolism towards healthier cities, Urban Transform 2, 5 (2020), <https://doi.org/10.1186/s42854-020-00009-7>
Gehl, Jan (2003): Life between buildings. Using public space. 5. edition. Copenhagen: Danish Architectural Press.

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Course teaching guide “Sustainable and Integrated Neighbourhood Planning - Application Study”

6. Timeframe (in thematic blocks)

THEMATIC BLOCK	ECTS LOAD	EXPECTED PERIOD OF TIME
Block 1: Introduction to the Concept and Analysis of Sustainable Neighbourhoods. (Session 1-4)	1	4 weeks
Block 2: Introduction to participatory planning process (Session 5-6)	1	2 weeks
Block 3: Application Study Project (Session 7-11)	2	9 weeks

7. Summary table of instruments, procedures and assessment/marking/grading systems

INSTRUMENT/PROCEDURE	WEIGHT IN THE FINAL MARK/GRADE	REMARKS
Participation on discussions	20	
Demonstrated the application of knowledge acquired during the previous modules (Environmental Psychology, Sustainable Buildings, Urban green, Urban Climate).	30	
Demonstrated skills in creating new data layers and application of theoretical knowledge on a practical exercise.	30	
The oral presentation style, contents and layouts	20	

8. Curriculum vitae

See links in the professor's and invited lecturers' contact detail box.

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B4P Capacity
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Presentation of potential WP#4 content-related input to master course PSUP

WP#4

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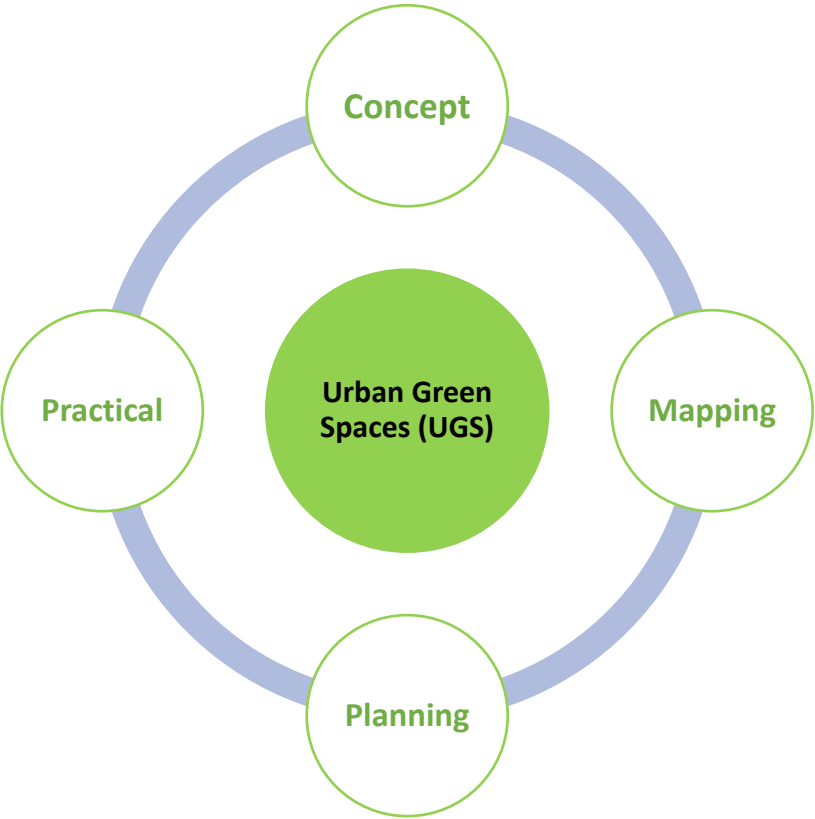
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WP#4

➤ The proposed module on Urban Green Spaces (UGS) consists of four parts:



The students will acquire knowledge and develop competencies about:

- Concepts and definitions of urban green spaces, urban green infrastructure and related terms,
- in mapping UGS using different spatial tools and techniques and methods,
- Integration of UGS in planning, and
- Will apply practical work on mapping and planning addressing UGS concepts



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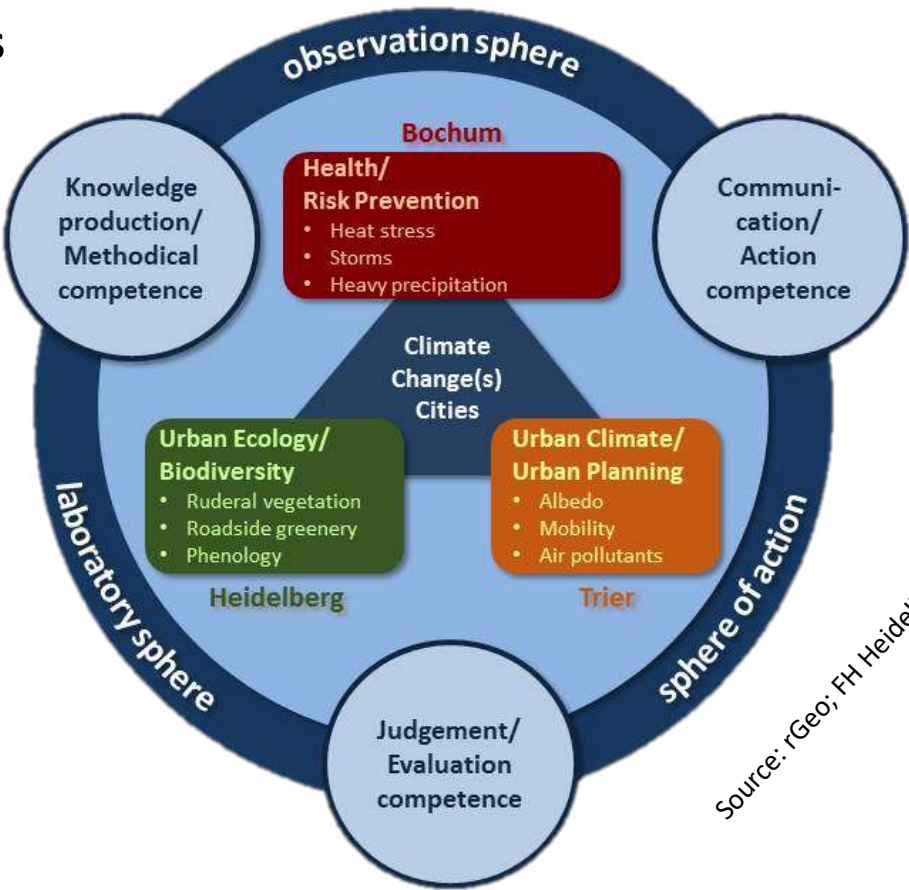


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Presentation of potential WP#4 content-related input to master course PSUP

WP#4

- The proposed module addresses Climate change impacts and adaptation strategies in urban environments:
- A concept to promote students' evaluation competencies through exploratory and self-organized learning.
- This module aims to encourage M.Sc. Students to understand and evaluate the consequences of climate change in cities and to develop sustainable adaptation strategies for their home town.
- The module addresses a joint cooperation in between B4P Work packages and B4P Partners in online learning and out-of-classroom teaching laboratories in Phnom Penh.



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Presentation of potential WP#4 content-related input to master course PSUP

WP#4

Curricular Module overview

Part 1: Concept of UGS (= knowledge transfer /online lectures via moodle)

- UGS: Definition and semantic fields of related terminology
- UGS and UGI in Sustainable Development Goals (SDGs)
- Importance of UGS for sustainable city development
- Non-monetary value of UGS in providing sustainable eco-system services in cities
- with interaction in between WP1, WP 2, WP 3; WP 5, WP6



Source: Frankfurt UAS



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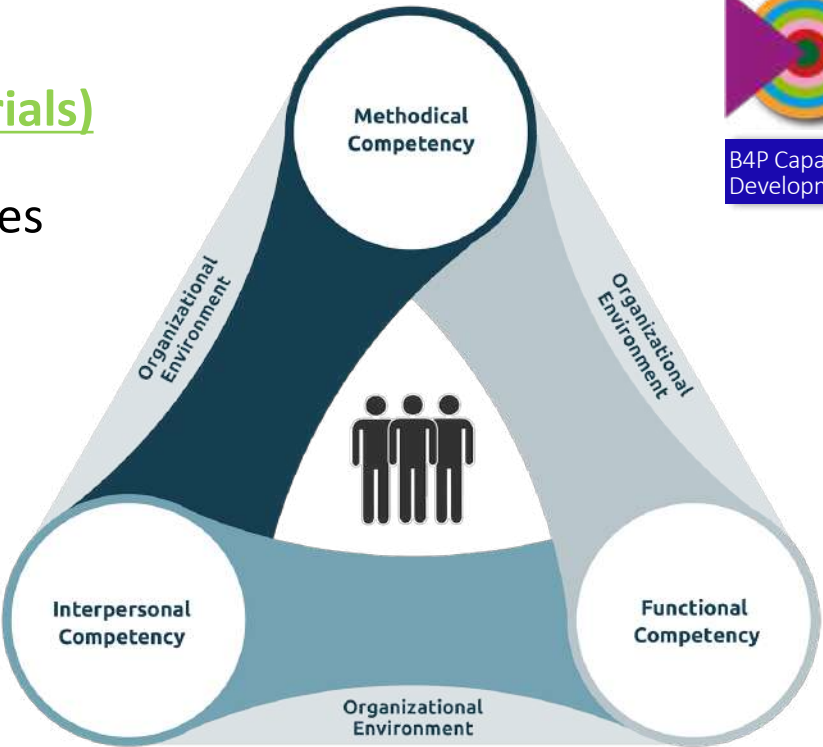
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WP#4

Curricular Module overview...

Part 2: Mapping of UGS (building methodical competences with tutorials)

- Categorization of UGS in cities - specific requirement of tropical cities – UHI (linked to WP5)
- Mapping UGS with remote sensing (RS) and GIS
- Examples of RS approaches with different indices, LST, LiDAR and RADAR data and UAV
- Comparing examples from Phnom Penh – Berlin – Tokyo/Seoul – Bangkok – New York or other cities



Source: Zero Outage

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WP#4

Curricular Module overview...

Part 3: Integrating UGS/UGI in urban planning measures

- The role and function of UGS/UGI in urban spatial planning
- Conceptual, legal and technical implementation of UGS/UGI into regional spatial city planning (scales and metrics)
- Monitoring and evaluating UGS
- Presenting UGS/UGI in Phnom Penh in the Ecocity Transition LAB
- with interaction in between WP#1, WP#3, WP#6

Discussion forum



Source: clipartpanda

Role play



Source: njitvector.com



Source: @Wirtschaft - einfach erklärt



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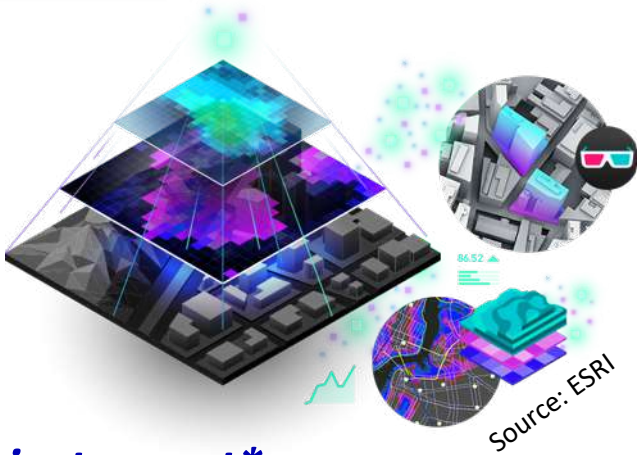
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WP#4

Curricular Module overview...

Part 4: practical application and exercises in the field

- Mapping UGS in the neighbourhood (using Input app)
- Categorizing UGS from social media images (typology and classification)
- Quantifying UGS with GIS- landscape metrics
- Detecting and mapping UGS structures in RS with LST, NDVI, NDWI and other means (using different platforms like QGIS – SCP, R, SNAP etc.)



****The evaluation of the students for this module will be done through a mini project report****

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Presentation of potential WP#5 content-related input to master course PSUP

WP#5

Proposed Module: Applications in Urban Climatology

The urban climate module “*Application in Urban Climatology*” can be implemented in the envisaged master course in regard of issues of urban development, densification, urban design, design of open spaces.

- Fundamentals of Urban Climate / basic physics
- Applications (GIS, numerical modelling, measurements)
- Examples in planning process



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WP#5

Learning Outcomes:

- The WP5 input to this course will enable the students to understand the basics of urban climate. With this they are capable to implement existing investigation to urban planning project or if needed outline research for that.
- With the evaluation of case studies and the numerical simulations they can judge the climatic effect of measures to mitigate urban heat islands and air pollution problems.



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Course teaching guide “Sustainable Urban Transformation Planning”









Course teaching guide

Course	Sustainable Urban Transformation Planning		
Subject area	Planning for Sustainable Urban Transformation (working title)		
Module			
Degree	MA/MSC		
Curriculum		Code	
When taught		Type/Category	
Level/Cycle	Master	Year	
ECTS Credits			
Language of instruction	English/Khmer		
Lecturer/s in charge			
Contact details (e-mail, telephone no....)			
Tutorial hours			
Department	School of Architecture and Urban Planning		

WP#6 Content

- Urban transitions research
- Socio-technical systems
 - ✓ Actors
 - ✓ Discourses
 - ✓ Multi-scalarity
 - ✓ Institutions
- (Transition) Governance
- Transdisciplinary action research
- Urban Geography

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B4P Capacity Development

Presentation of potential WP#6 content-related input to master course PSUP

Sustainable Urban Transformation Planning

Session #1: Course Overview

Course Overview – Lectures

- Session #1: Course overview
- Session #2: General introduction to sustainability
- Session #3: Transformations & socio-technical systems
- Session #4-5: Analysing transformations
- Session #6: Introduction to methodology
- Session #7: Governing transition
- Session #8: Transition labs as transition governance experiments
- Session #9-12: Preparation of transition lab case studies by students
- Session #13-14: Presentation of transition lab case studies by students
- Session #15: Summary & joint evaluation of the course unit

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Presentation of potential WP#6 content-related input to master course PSUP

Sustainable Urban Transformation Planning

Session #1: Course Overview

Learning Aims of the Course

Session #1: Course overview

- Getting to know the professor and the students
- Introduction of the contents of the course unit

Session #2: General introduction to sustainability

- Getting familiar with the topic of sustainability and related challenges
- Knowledge of milestones of the global development agenda

Session #3: Transformations & socio-technical systems

- Getting familiar with the new study field of urban transformation / transition

Session #4: Analysing transformations I

- Multi-Level-Perspective on sustainability transitions
- Multiphase Perspective on sustainability transitions
- Transition pathways
- Understanding transition

Course teaching guide "Sustainable Urban Transformation Planning"	
Block 2: Introduction to the concepts and analysis of transformations & socio-technical systems (Session 3-5)	
Work load in ECTS credits: 1	
a. Contextualisation and justification	
A good understanding of transition processes and their influences is needed to allow students to grasp, support, and implement processes of transformational change towards urban sustainability. This module therefore introduces the research field of transition studies and its core aspects. The introduction of concepts, texts and their discussion will constantly reflect on the need for adaptation to the Cambodian context.	
b. Learning objectives	
➤ Getting familiar with the study field of urban transformation / sustainability transitions research	
➤ Enhanced understanding of past transitions	
➤ Knowledge of socio-technical systems	
➤ Enhanced understanding of the characteristics and particularities of transition research	
c. Content	
➤ Transformation Overview	
➤ Examples of transitions	
➤ Socio-technical systems	
➤ Characteristics / particularities of transition research	
d. Method of teaching	
➤ Lecture style input with interactive question and discussion rounds	
e. Work plan	
f. Assessment	
➤ assessed in final project	
g. Basic references	
Geels, Frank W. (2004): From sectoral systems of innovation to socio-technical systems. In: <i>Research Policy</i> 33 (6-7), S. 897-920. DOI: 10.1016/j.respol.2004.01.015.	
Geels, Frank W., Schot, Johan (2007): Typology of sociotechnical transition pathways. In: <i>Research Policy</i> 36 (3), S. 399-417. DOI: 10.1016/j.respol.2007.01.003.	
Loorbach, Derk (2017): Urban Sustainability Transition. In: Malcolm Eames, Tim Dixon, Miriam Hunt und Simon Lannon (Hg.): <i>Retooling Cities for Tomorrow's World</i> . Chichester, UK: John Wiley & Sons, Ltd, S. 153-170.	
Loorbach, Derk; Frantzeskaki, Niki; Avelino, Flor (2017): Sustainability Transitions Research: Transforming Science and Practice for Societal Change. In: <i>Annu. Rev. Environ. Resour.</i> 42 (1), S. 599-626. DOI: 10.1146/annurev-environ-102014-021340.	
Köhler, Jonathan; Geels, Frank W.; Kern, Florian; Markard, Jochen; Onsongo, Elsie; Wiecek, Anna et al. (2019): An agenda for sustainability transitions research: State of the art and future directions. In: <i>Environmental Innovation and Societal Transitions</i> 31, S. 1-32. DOI: 10.1016/j.eist.2019.01.004.	



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Presentation of potential WP#6 content-related input to master course PSUP

Sustainable Urban Transformation Planning

Session #1: Course Overview

Learning Aims of the Course

Session #5: Analysing transformations II

- Understanding different perspectives for the analysis of transitions, incl. power, actors, etc.
- Getting familiar with geographies of transition

Session #6: Introduction to methodology

- Knowledge of the most relevant research methods in the field of transition research
- Enhanced understanding how to apply these methods in regard of specific transition issues

Session #7: Governing transition

- Getting familiar with forms of transition governance
- Understanding core principles of Transition Management

Session #8: Transition labs as transition governance experiments

- Getting familiar with Transition labs as transition governance experiments
- Connection to subsequent course units during which students their develop own ideas of transition labs

Course teaching guide "Sustainable Urban Transformation Planning"

Block 4: Governing Transitions (Session 7-8)

Work load in ECTS credits: 12

a. Contextualisation and justification

Equipped with the analytical skills and methods of the previous blocks, students shall now learn approaches that actors (like themselves) can use to influence transitions and their directionality. The introduction of transdisciplinary action research methods for transition governance is of particular interest here, as such knowledge is not yet part of university syllabuses in Cambodia, yet. This block prepares student for the following block during which they shall conceptualize and implement their own transition project.

b. Learning objectives

- Knowledge of the term "governance" and its different connotations
- Getting familiar with various forms of transition governance
- Understanding core principles of Transition Management (TM)
- Get to know different types of lab methodologies
- Get to know different thematic fields where lab methodologies can be applied
- Reflection on ethical considerations for these methods and research in general

c. Content

1. Sustainability Transition Research - Overview
2. Introduction to Governance
3. Multi-Level Governance
4. Introduction of key Transition Governance approaches:
 1. Transition Management
 2. Adaptive Management/ Governance
 3. Innovation System Management
 4. Strategic Niche Management
 5. Different Lab Concepts
 - Areas of work for implementing Labs
 - Active & concluded projects
5. Preparation for own project-based work

d. Method of teaching

- lecture style input with interactive question and discussion rounds

e. Work plan

f. Assessment

- assessed in final project

g. Basic references

Bulkeley, Harriet; Breitfuss, Marija; Coenen, Lars; Frantzeskaki, Niki; Fuenschilling, Lea; Grillitsch, Markus et al. (2015): Theoretical Framework. Working Paper on Urban Living Labs and Urban Sustainability Transitions. Lund (Working Paper). Available at: <https://drive.google.com/file/d/0BxHQB0SPBv01NaTmS1JaTGo/view>, [Accessed 13.01.2020]



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Sustainable Urban Transformation Planning

Session #1: Course Overview

Learning Aims of the Course

Session #09-12: Preparation of transition lab case studies

- Learning how to develop and manage an Urban Transition Lab involving multiple stakeholders based on a real case study site
- Getting experience how to achieve progress within a diverse working group

Session #13-14: Presentation of transition lab case studies

- Learning how to present the urban transition lab in a professional way and how to respond to critical questions
- Knowledge how to formulate a written report fulfilling scientific criteria
- Derive lessons learnt from the implementation of the urban transition lab from a theoretical and practical perspective

Session #15: Summary & joint evaluation of the course unit

- Review and reflection of the whole course unit
- Promotion a big picture overall view of the topic SUT
- Achieving feedbacks loop and learning how to do a constructive evaluation



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Sustainable Urban Transformation Planning


Session #8: Transition Labs as transition governance experiments


Active projects



UNaLab



SISCODE



The Digital Opportunity
Traineeships



Social & Creative



REWAISE



WATERMINING


ALL-READY


METABUILDING LABS


URBANOME


MOBIUS


VITALISE

Source & further reading: European Network of Living Labs, n.d.

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Course teaching guide “Sustainable Urban Transformation Planning”









Next Steps:

- Further discuss contents with Cambodian university counterparts (who precisely will be local content partner?)
- Which elements missing/unnecessary for the target group?
- Which skills and knowledge locally needed / in demand?
- How will we organise the training of the future lecturers of this content?
- How we will achieve inclusion into local curricula?

Course teaching guide

Course	Sustainable Urban Transformation Planning		
Subject area	Planning for Sustainable Urban Transformation (working title)		
Module			
Degree	MA/MSC		
Curriculum		Code	
When taught		Type/Category	
Level/Cycle	Master	Year	
ECTS Credits			
Language of instruction	English/Khmer		
Lecturer/s in charge			
Contact details (e-mail, telephone no....)			
Tutorial hours			
Department	School of Architecture and Urban Planning		

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AGENDA

2nd Build4People Curriculum Development Summit Meeting, 25 November 2021

17:00-17:30: Open Discussion to develop syllabus of the new master course PSUP and discussion of next steps





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AGENDA

2nd Build4People Curriculum Development Summit Meeting, 25 November 2021

17:30: Wrapping-up and closing of 2nd Curriculum Development Summit Meeting

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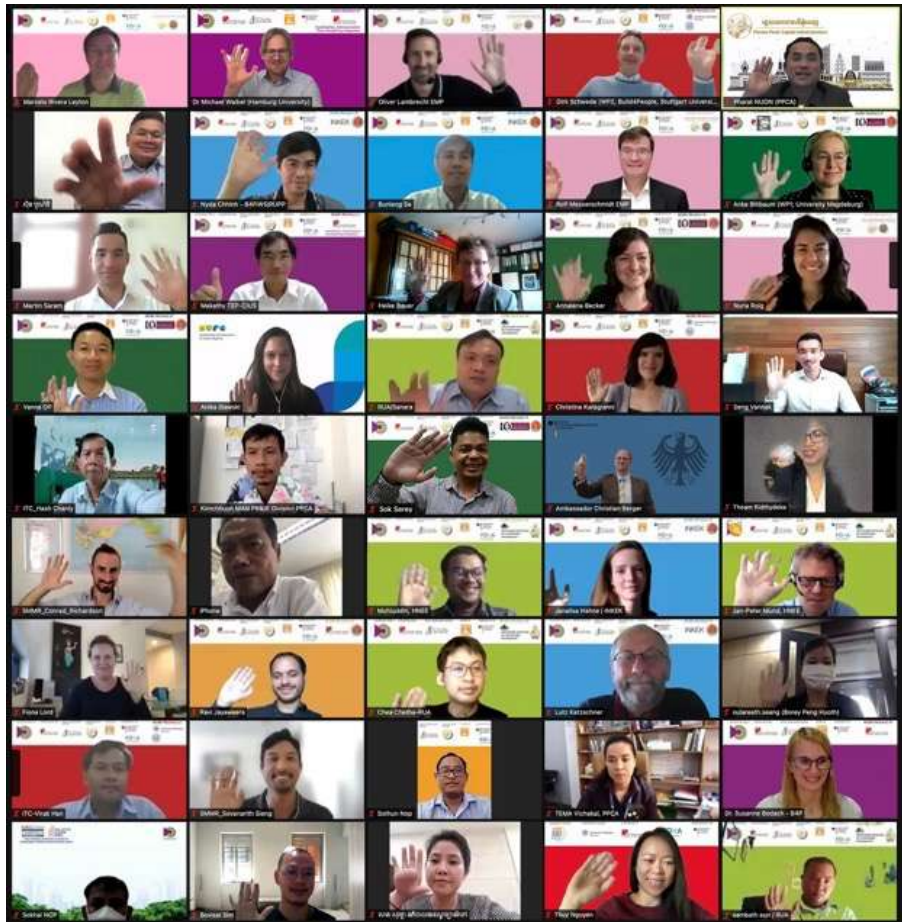
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