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Community Engagement in Placemaking

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Place Agency

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For:

PLACE AGENCY

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This document was prepared as a teaching guide for placemaking academics to engage their students in the topic mentioned in the title. It is part of a 12 module series created through a multi-university collaboration including Curtin University, University of Notre Dame, the University of Technology of Sydney, University of New South Wales, University of Queensland, The University of Adelaide and the University of Melbourne. The module was informed by practitioners through an intensive skillset and gap analysis workshop in Oct 2017.

This module envisioned as a 1-week delivery includes:

- This template including ~10 hours of content as follows

  o A total of ~3 hours of presumed in-class exercises (through a flip-classroom model)

  o A total of ~7 hours of personal study time (i.e. readings/short essays/videos to watch)

- The slides/materials used for the lecture.

- List of 'mandatory' reading and recommended readings relevant to the module content.

The document is subdivided into two sections.

1. Section 1: Provides an outline of the aims of the module

2. Section 2: Expands on the specific topic covered by this module and the recommended exercises for tutorial activities.

1 Section 1: Module outline

Overview

This module will introduce students to the principles and tools required to undertake community engagement. Students will learn how to identify and analyse stakeholders and to assess which is the appropriate tool and engagement strategy to use for different contexts. They will become familiar with the IAPT2 Spectrum and be required to use place-based examples to test and build their engagement capacity. This module uses a flip-classroom model where the students are expected to watch a series of videos containing the key elements of the lecture prior to class thus allowing in-class time for discussion, activities and designing a community consultation strategy. Modules 6 and 10 have incorporated role-play scenarios of a community consultation process and thus, negotiations skills and dealing with conflict are best addressed as part of the designing for change and governance modules.

Note 2: This module assumes that the class is working on a particular case study and will create a community engagement process. This can be designed for each set of students as part of group assignments or as a whole group task as most relevant for the project.

Summary of materials referred to in this Module

The following should be easily accessible through the PlaceAgency web platform, local council and developer websites, or university library databases (journal articles etc). Some are for your reference, and some are needed by students for their activities.

Resources needed for student's independent study outside the classroom.
- Video series detailing key aspects of community engagement theory, available through the PlaceAgency online portal:

What is Community? (4:27 min)	Before Class
What is Community Engagement? (9:23 min)	Before Class
Stakeholders (2:24 min)	Before Class
Techniques for Community Engagement (5:39 min)	Before Class
Engaging with Conflict (5:15 min)	After Class

- Hillery, G. (1955), Definitions of Community: Ares of Agreement. Rural Sociology, 20, 111 – 123.
- Arnstein, S. (1969), A Ladder of Citizen Participation, Journal of the American Planning Association, 35: 216 – 224, DOI 10.1080/01944366908977225
- Nursey-Bray, M. J. (2019), "Community Engagement; What is it?" In D. Hes and C. Hernandez-Santin (Eds) *Placemaking fundamentals for the built environment.* Palgrave Macmillan

Resources needed for students' in-class activities.
- Video resources

Case Study From Lane to Place Crawford Lane (5:54 min)
Darebin Citizen Jury The story (3;42)
Community Engagement, Does it work? (2:09 min)

- For Activity 1, Whiteboard and markers
- For Activity 2, butchers' paper

Objectives of the Module

- To develop skills in negotiation, conflict resolution, listening, cooperation
- To develop knowledge about best practice community engagement
- To develop skills in place-based community engagement
- To develop skills in online engagement tools
- To develop skills in relationship building with and knowing your local community

Module Content

1. Key concepts on defining community, engagement principles, stakeholder, engaging with conflict, etc. Provided through videos to be viewed before in-class time.
2. Stakeholder mapping and analysis
3. Exploring the toolbox of community engagement techniques
4. Deep engagement through fun activities.
5. Ethical engagement and preparing to engage

Learning outcomes

Using the Blooms Taxonomy of learning, upon completion of this module students will be able to:

- Understand the general concepts for community engagement (understand)
- Map community and place with appropriate engagement strategies (apply)
- Develop an appropriate place-based community engagement strategy (apply)
- Built skills in/deeper understanding of conflict resolution, negotiation and listening (apply)
- Reflect on evaluation for place-based community engagement (not the project but evaluating the engagement strategy- Analyse).

Enhanced capabilities

Early in the PlaceAgency program development workshops were held with academics, community and industry representatives. During these, a total of 62 skills were identified from which 14 capabilities were identified as relevant within the context of this module. 8 of these were included in the final module. These are listed below and their location within the module noted.

Cognitive Skills (Head)	Affective Skills (Heart)	Practical Skills (Hand)
Understanding of community engagement spectrum, benefits and limitations – key focus of the videos and lecture. **Importance of engagement in placemaking** – reading. **Power access –** the level of power different groups have, through Activity 1.	**Empathy and deep listening -** all exercises focus on students understanding other's perspectives, and in taking in feedback.	**Ability to improvise -** Through activity 2 **Communication skills and Navigating Complexity –** through various exercises **Identifying and managing the risk of engagement** – through activity 3. **To be flexible, taking in feedback, Ability to creatively problem solving** – through Part H ***Potential skills on facilitation –** depending on how the session is run Resilience

Module Overview (10 hours)

Table 1: Summary of the activities considered within this module and the time equivalency.

In white content that is either delivered in-person or online but requiring some element of students listening/discussing with the group etc. In grey, self-study activities, videos, etc.

ACTIVITY		TIME	NOTES
A	Readings	2 hrs	Hillery, G. (1955), Definitions of Community: Ares of Agreement. Rural Sociology, 20, 111 – 123.
			Arnstein, S. (1969), A Ladder of Citizen Participation, Journal of the American Planning Association, 35: 216 – 224, DOI 10.1080/01944366908977225
			Nursey-Bray, M. J. (2019), "Community Engagement; What is it?" In D. Hes and C. Hernandez-Santin (Eds) *Placemaking fundamentals for the built environment.* Palgrave Macmillan
B	Videos	1 hr	Watch the four videos:
			• What is Community? (4:27 min)
			• What is Community Engagement? (9:23 min)
			• Stakeholders (2:24 min)
			• Techniques for Community Engagement (5:39 min)
			To engage with the content, students should write down dot points of the definitions presented and key messages they got.
C	Web-based Activity Knowledge-based exercise	30 min	The International Association for Public Participation (IAPT 2) offer key guidance on how to undertake public participation/community engagement. They use a spectrum and their tools and techniques are used as a starting point for hundreds of practitioners across multiple institutions. Students will spend 30 minutes surfing this web site and becoming familiar with the spectrum - https://www.iap2.org.au/Home
D	Case study research	1	Using the site area for the final project, complete online research answering the following questions.
			1. What is the key identity of the area (i.e. residential/commercial, tourism, vacation homes, fishing town, suburban area, etc)?
			2. What are the main issues of the area?
			3. What is the demographic profile of the community in the area?
			4. Who are the First Nations people of your case study?
			5. What are the marginalised / vulnerable groups in this area?

				6. Read about the council, from what you read online, reflect on how open they seem to listen to the different groups. **Some considerations for the facilitator:** you may choose to use this as a small assessment task to be included in the journal
E	Lecture/Tutorial	3 hr		This module uses a flipped model asking the student to prepare and watch videos before the session to use all the in-person time to go through exercises. There are a total of 3 exercises: • Activity 1: Defining the community and stakeholder analysis – 1 hr • Activity 2: Designing a community engagement process -1.5 hr • Activity 3: SWOT Analysis – 30 min
F	Videos	10 min		Watch two videos and write down a few dot points on the topic: • Engaging with Conflict (5:15 min)
G	Reading: Knowledge-based exercise	50 min		Students will access the web and find and then read 1 – 3 Indigenous engagement strategies. They will need to analyse what are some of the common principles across them and what it is that Indigenous peoples expect/see as appropriate modes of engagement.
H	Bringing it all together	1 hr		Use the feedback gathered during the SWOT analysis exercise, the two videos and the case studies on Indigenous Engagement Strategies to reflect and improve the community engagement process drafted during Activity 2. Develop a 1-pager for the engagement process.
I	Journal questions	30 mins		Journal questions 4.1. Is trans-disciplinarity as integral to engagement? (max 150 words) 4.2. How will engagement lead to agency in the stakeholders? (max 100 words)
	TOTAL MODULE	**10hrs**		

2 Section 2:

Introduction to Module – Implementation framework for successful places

The module utilises a case study analysis approach to design a community engagement strategy in response to a real place. It assumes that the students are slowly working towards a comprehensive case study analysis or a practice-led implementation applying the sandbox studio approach. In this instance, most sandbox studios opt for conducting a community engagement strategy and this module provides space to develop fun engagement strategies that the students can apply. It is the first draft.

Under this model, each section briefly revisits key lessons from the videos and may expand with a few examples before getting to the activity. There are three key topics:

- Defining the community and stakeholder analysis – 1 hr
- Designing a community engagement process -1.5 hr
- SWOT Analysis – 30 min

2.1   Community and Stakeholder Analysis

This session will pick up on the first three videos (What is Community? https://youtu.be/mBjgGjgAPrk, What is Community Engagement? https://youtu.be/7uRApqfVigI & Stakeholders https://youtu.be/RtJu7ISBBhE) which are about knowing your community and undertaking stakeholder analysis.

The module parts from an understanding that a community is "a group of people with diverse characteristics who are linked by social ties, share common perspectives and engage in joint action in geographical locations or settings" (MacQueen et al. 2001). Or "A collection of human individuals; it is a socio-cultural system; it is socially organized" (Bartle 2007). As such, all belong to many different communities. There are no strict boundaries to 'community' and it must be defined for the specifics of a project. It is a fluid concept.

Based on their case study students should discuss who/what are the community in this instance and undertake a stakeholder analysis using the matrix provided. This matrix will enable them to develop an understanding of the status/characteristics of each stakeholder group and what role they might play, leading to students providing an assessment of how they may go about prioritising who to speak to in their stakeholder engagement strategy.

This activity is conducted as a whole group discussion allowing people to add on their collective research and build on each other's knowledge. It considers approx 20 min for the slide deck section revisiting the learnings followed by a 40 min exercise building a stakeholder map.

Stakeholders importance-influence matrix
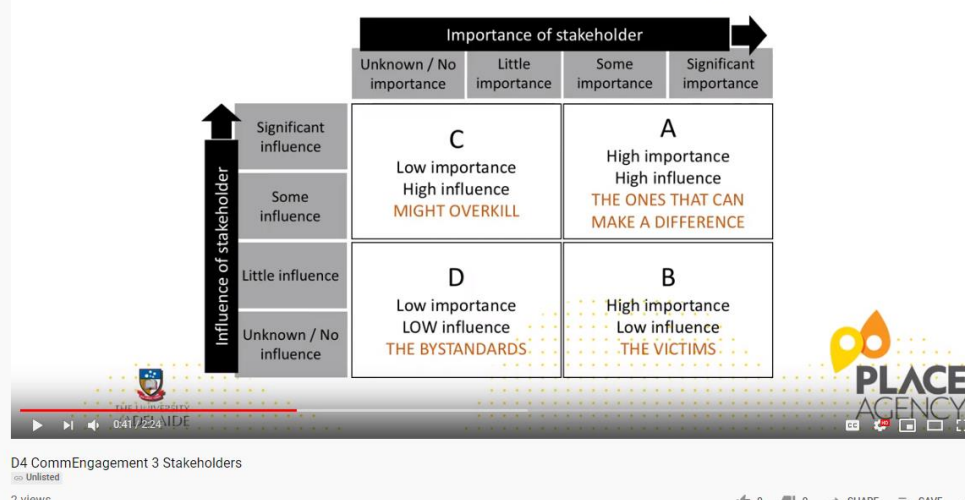
Exercise 1 {facilitated short activities or exercises}

Instructions	Delivery	Time	Objective of the exercise
What are the issues faced by the area?	In-person	10 min	The aim here is for the students to think about how the community is and how do they prioritise
Who will be the most important and influential stakeholders? Map out the different stakeholders based on the importance of the stakeholder for the placemaking initiative and their level of influence What might their throughs on the project be?	In-person	20 min	
Reflecting on the map: What does this map tell us? Define the community for this specific project	In-person	10 min	

Online version: individually thinking about these set of questions.

2.2   Developing an engagement process

This session will pick up on the next video (Techniques for Community Engagement https://youtu.be/ydt1dZksRx4) and explore strategies to engage with a community.

There are two options on how to run this exercise.

- **Option 1: Teamwork -** When students are working in teams towards a single case study where they are conducting a community engagement session.
- **Option 2: World Café -** Using scenarios to understand the potential and limitations of various projects.

The slide deck provides a series of examples of engagement strategies as applied by various sandbox studios. They provide examples at different levels of the engagement ladder from engagement through listening all the way to co-designing strategies. This is not a comprehensive list of engagement methodologies.

Option 1: Teamwork

Working in small teams, each group will explore engagement strategies and justify the most appropriate community engagement tools for each situation

Instructions	Delivery	Time	The objective of the exercise
Split the group into various tables. For each table, select a manager/scribe who will remain at the table through the whole session. Keep teams to 3-5 people. Each table will develop a community engagement process as relevant to the place and the audience of their interest: - What is the purpose of your community engagement process? - Who will you engage? (informed by stakeholder analysis but maybe focused on specific demographics as relevant to the project or student ideas)	In-class or online	10-20 min	Explore a range of tools and develop an engagement process for the study area.
The when and how: - How would you best engage with them? What are the most appropriate strategies and why? - When would be the best time to engage with your target audience?	In-class or online	30-40 min	
Prepare a short pitch	In-class or online	10 min	

Option 2: World Cafe

Using the World Café technique (and thereby also ensuring students learn how to apply an engagement strategy/tool), and using a series of pre-selected engagement scenarios, students will be asked to suggest and then justify the most appropriate community engagement tools for each situation

Suggested scenarios are:

- Indigenous group on Country having input into an eco-resort
- Angry residents who don't want a skate park added to their local park
- Young children – getting their ideas for a new playground
- Teenagers that are too cool to care – getting ideas for what they would want in a market space
- (you can make up others that are suitable to your context)

Exercise 2 – 1 hour

Instructions	Delivery	Time	The objective of the exercise
Split the group into various tables following a world café model. For each table, select a manager/scribe who will remain at the table through the whole session. Keep approximately 5 people per table. Assign a different scenario for each table. Each table will develop a list of engagement tools and create a process for engagement for their assigned scenario. - Rotate every 15 min.	In-class or online	1 hour	This will help the student get a quick sense of 4 different scenarios and how they would engage with each.

2.3 Evaluating Community engagement

This section considers how to assess whether or not an engagement process actually worked. Students will be introduced to the idea of continuous improvement and basic principles of evaluation. This session will look at the video Techniques for Community Engagement https://youtu.be/ydt1dZksRx4 (2:09 min) and then undertake a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis on a place-based engagement scenario.

If the class is large, the exercise runs as a peer-to-peer feedback session, if it is short, it can be conducted as a 'whole-group' activity and add in facilitation practice and strategies as part of the exercise.

Exercise 5 – 1 hour

Instructions	Delivery	Time	The objective of the exercise
A manager will be appointed at each team, this manager will stay at the table to represent their views while the remaining members of the team shift to a different group (clockwise manner). Share: The representative will summarise the engagement process designed by their team.	In class	5 min	For the students to come up with an engagement plan based on the previous activities and an understanding of the SWOT.
Carry out a SWOT on the case study and think of what engagement you can undertake to minimise the weaknesses and threats while maximising the strengths and opportunities – the educator may want to do one of these with the whole class so they are comfortable with the process – 20 minutes	In class	20 min	
as a group come up with a sentence on why you think community engagement matters in a placemaking context – 5 minutes		5 min	

2.4 Adapting the engagement strategy

Crucial to undertaking effective community engagement is understanding how to engage with different cultures. Given the centrality of Country for Indigenous peoples and the focus on place in this course, this is an important element of the module. This section builds upon the Engaging with Conflict https://youtu.be/3VdfH3YST-0 video. In this hour the student will revisit the draft engagement strategy created in Activity 2 and develop an improved 1-pager for the process as it:

1. Incorporates the feedback from the SWOT analysis
2. Examines appropriate engagement strategies for Indigenous peoples.
3. Introduce the idea of welcome to Country and acknowledgement of Country.
4. Incorporate strategies to deal with conflict
5. Considers ethical engagement processes (Ethics slide deck).

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