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A framework for the implementation of placemaking projects



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For:



With the support of



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
 - A total of ~3 hours of presumed in-class exercises (no more than 1-hour lecture)
 - 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 focuses on the Implementation of projects with a focus on placemaking. Students will be exposed to examples of place-making interventions happening at different scales.

The concepts of scale, timeline, resources and power are seen as key elements of implementation. Students will learn about those concepts through examples of placemaking projects implemented at different scales. The expertise of “place-makers” (through videos) is used as a learning tool for students to understand the challenges associated to the implementation of a place-making plan. Implementation can only be taught through the analysis of case studies, thus the very practical approach for this module.

This module fits within the process, product and program aspects of the 5P framework introduced during the Placemaking Fundamentals module.

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.

- Three video Interviews detailing projects at three scales implemented by placemakers, available through the PlaceAgency online portal:

Small Scale Placemaking with Chris Trotter
Medium Scale Placemaking with Patrick Duigan
Large Scale Placemaking with John Mongard

- Darchen, S. et al. (2020), Project implementation, In D. Hes and C. Hernandez-Santin (Eds) *Placemaking fundamentals for the built environment*. Palgrave Macmillan
- Zhang, A. (2018). Thinking temporally when thinking relationally: Temporality in relational place-making. *Geoforum*, 90, 91-99.

Resources needed for students’ in-class activities.

- Butchers’ paper.
- For *Option 2, Activity 2*, student’s must have completed 5 slides on a case study (Activity C). Resources for case study analysis listed below.

Additional resources (reading options for Activity C).

- Beer, T., Fu, L. and Hernández-Santín, C., 2018. Scenographer as placemaker: co-creating communities through The Living Stage NYC. *Theatre and Performance Design*, 4(4), pp.342-363.
- City of Vancouver. (2018). More awesome now. Laneways Learning Guide. Downtown Vancouver Business Improvement Association (DVBIA).

- Floyd, G. (2016). Public Art and the Construction of Community: The Making of Meanings, PQDT - UK & Ireland.
- Healey, P. (2004). Creativity and Urban Governance. *disP - The Planning Review*, 40(158), 11-20. doi:10.1080/02513625.2004.10556888
- Hooper, Paula, Knuiiman, Matthew, Bull, Fiona, Jones, Evan, & Giles-Corti, Billie. (2015). Are we developing walkable suburbs through urban planning policy? Identifying the mix of design requirements to optimise walking outcomes from the 'Liveable Neighbourhoods' planning policy in Perth, Western Australia. *International Journal of Behavioral Nutrition and Physical Activity*, 12(1), 63.
- Madureira, A. (2015). Physical planning in placemaking through design and image building. *Journal of Housing and the Built Environment*, 30(1), 157-172.
- Mackenzie, A. <https://www.pps.org/article/placemaking-and-place-led-development-a-new-paradigm-for-cities-of-the-future>
- Nursey-Bray, M. J. (2020), The art of engagement. In D. Hes and C. Hernandez-Santin (Eds) *Placemaking fundamentals for the built environment*. Palgrave Macmillan
- Toland, A., Cate Christ, M., & Worrall, J. (2020), DigitalXPlace, In Hes D. and C. Hernandez eds., *Placemaking fundamentals for the built environment*, Palgrave/MacMillan
- Woodhouse, A. (2011). Factors influencing the development of Brisbane's laneways as successful urban spaces. *Australian Planner*, 48(4), 292-304.
- Yankova, Dima <https://www.pps.org/article/reconnecting-europes-waterfronts-the-valencian-experience>

Objectives of the Module

- To understand the implementation of “place-making” component (risks, timeframe etc.) for projects of various scales (small, medium, large).
- To understand the roles of stakeholders, powers, resources and timelines in the implementation of placemaking projects.
- To understand the mechanisms of implementation in place-making.

Module Content

1. Implementation of placemaking: timeline, risks, scales, etc.
2. Small scale – single-site projects such as laneways and public art projects including temporary projects (Eat Street and food trucks).
3. Medium-scale – mid-scale projects including suburban centres (SCIP) including permanent structures
4. Large scale – whole of community-scale including large scale infrastructure including planned communities, a high level of complexity, long timeframes, major investments and multiple stakeholders.

Learning outcomes

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

- Understand key concepts associated to the implementation of placemaking (timeframe, risks, etc.) (understand))

- Explain key ideas or concepts (timeframe, scale, risks) about the implementation of placemaking (understand)
- Use information in a new way to demonstrate an enhanced understanding of the implementation of placemaking – build a business case and engage stakeholders (apply)

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)
<p>Social change theory – Placemaking to enact change</p> <p>Understanding of common ways of implementing placemaking project – key focus of the lecture and case-study analysis approach of module.</p> <p>Placemaking action at different scales and its usual risks (managing those risks) – Key focus of module</p> <p>Common implementation issues - case-study analysis approach of module and activity 1</p>	<p>Empathy - all exercises focus on students understanding other’s perspectives, videos support this.</p> <p>Reading the room – might come up through links to power dynamics, who are the actors and agencies.</p>	<p>Procurement process, strategies and timelines – brought in through assessment and self-study time working on large placemaking scale -brought in through activity 2</p> <p>Identifying and managing risk – brought in through activity 2.</p>

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	<p>Darchen, S. et al. (2019), Project implementation, In D. Hes and C. Hernandez-Santin (Eds) <i>Placemaking fundamentals for the built environment</i>. Palgrave Macmillan</p> <p>Zhang, A. (2018). Thinking temporally when thinking relationally: Temporality in relational place-making. <i>Geoforum</i>, 90, 91-99.</p> <p>Place keeping</p>
B	Videos	1 hr	<p>Review a selection of the short videos of placemaking implementation at three different scales (as provided above). Use the following questions to help you engage with the material.</p> <ol style="list-style-type: none"> 1. What are the commonalities for implementation at different scales? 2. What are the challenges? <p>Some considerations for the facilitator: this will feed into Activity 1 discussion on placemaking at different scales</p>
C	A small-scale case study analysis	1	<p>From the extended reading list, choose at least one project and prepare 5 slides that summarise:</p> <ol style="list-style-type: none"> 1. What the project is and its purpose 2. Governance and stakeholders 3. Timelines and Resources (material and budget) 4. Maintenance strategies (place-keeping) 5. Challenges faced and strategies to overcome them <p>Some considerations for the facilitator: you may choose to use this as a small assessment task to be included in the journal</p>
D	Lecture	1 hr	<p>Outline the need for Implementation of Place Making, focussing on key facts and concepts: projects' scales, powers, timeline, stakeholders, business case, etc.</p>

E	Tutorial	2-3 Hr	<p>Depending on how your tutorial time runs, we are presenting 2 options on how this session can be run:</p> <p>Option 1: Through guest speakers (recommended for large classes)</p> <ul style="list-style-type: none"> • Activity 1: Hear about 3 placemaking projects directly from three guest speakers. (these projects are different from those included in readings and represent local placemaking initiatives) • Activity 2: Mapping out projects' implementation framework on the physical scale continuum in small teams. <ul style="list-style-type: none"> • What are the commonalities for implementation at different scales? • What are the challenges faced and strategies used to overcome them? <p>Option 2: Smaller discussions (recommended for smaller groups of up to 20 students) – Please note that this approach will require students to investigate additional placemaking projects before the session (Row C)</p> <ul style="list-style-type: none"> • Activity 1: Introduction to session and debrief on videos. • Activity 2: In small groups of 4, present to each other the analysed case study (5 min max per student) • Activity 3: Mapping out projects on the physical scale continuum in small teams. Use the slides prepared by students to help this discussion. <ul style="list-style-type: none"> • What are the commonalities for implementation at different scales? • What are the challenges faced and strategies used to overcome them?
F	Self-study and assessment	1.5 hr	<p>Working in team project (main assessment)</p> <p>Based on the learnings, what are the challenges this project might face? Design and implementation framework best suited to address these challenges</p>
G	Journal questions	30 mins	<p>Journal questions</p> <p>10.1. Which case studies inspired you most? (max 150 words).</p> <p>10.2. What is critical in the ongoing expression of the potential of a place? (max 100 words)</p>
	TOTAL MODULE	10hrs	

2 Section 2:

Introduction to Module – Implementation framework for successful places

The module utilises a case study analysis approach to explore the implementation framework for successful places. It frames placemaking as a cyclic and iterative process that emerges from the people and asks the ‘placemaker’ to walk in the footsteps of the ‘dweller’.

The modules, developed in partnership with John Mongard (John Mongard Landscape Architects - <https://mongard.com.au>), was directly informed by his experience delivering placemaking projects. He notes that placemaking is “best implemented through a networked planning and design process which involves collaborative design incorporating all types of engagement with users and dwellers” (Drachen et. al. 2019), where the placemaker has a stronger role in facilitating meaningful conversations and leasing between different stakeholders.

The module begins through a 30-min lecture summary of the key aspects of best-practice implementation, followed by a series of case studies explored through said framework. The lecturer is encouraged to update the slides and incorporate local case studies although we also provide some case studies to use as a basis.

Depending on the resource availability, we provide two potential strategies for the teaching activities (2-hr tutorial). The first one invites placemaking experts to participate in a debate and sharing their projects giving light to local placemakers that students can engage with. The second one takes a more desk-based approach encouraging students to identify potential projects and learn from each other.

2.1 A place implementation framework

When we speak about an Implementation framework, we refer to key components that need to be included for a placemaking project to succeed. Based on the three case studies analysed in the Project Implementation chapter, we identified five main components critical for successful places:

- **Governance:** the arrangements that manage and deliver places with the ideal being governance systems that allow for deep engagement and co-creation processes with the people who live and experience the place (the dweller). The power dynamics are explained in more detailed in the ‘systems in place agency’ module, however, critical to this is understanding who the decision-makers are and how open or willing they are to include other people in the process. More challenging projects often have complex power dynamics
- **Stakeholders:** creating a clear map of who is involved in the project, their interests and values assigned to place and roles in delivering said place. Most effective projects include the voices of the dweller through co-designing processes where the results respond directly to the values of the place.
- **Resources:** Strategies employed to fund and find the resources for the project. Please note here that it is important to consider the hours of volunteers in the project as when they are community-led, placemaking projects often lack funding but enjoy the passion of active citizens enacting change in their places. Long-lasting and robust projects rarely come from a position of having small funding.
- **Timeline:** there are two ways to understanding the timeline. In the most literal sense, it is the time it takes between the initial idea and the project competition as well as the things that happen through that time that may challenge or support the project realisation. In the second sense, we refer to the importance of the temporal-framing of the place and how, under the iterative making and remaking of

places, it is important to maintain an ongoing timeline mapping out how the constellations of place experiences and meanings change through time.

- **Maintenance:** The maintenance of the place is an important point to consider in the implementation framework. It includes elements such as, what will the programming or curation of place will be (place-keeping strategy), the resources needed to up-keep the initiative functioning well, and how the place will continue to remain relevant and responsive to the temporal-framing of place and its history.

The key application of this framework is that of understanding that each of these five components varies greatly depending on the scale of the project facing different types of challenges and having to come up with creative ways of solving them.

References:

Darchen, S. et al. (2019), Placemaking implementation, In D. Hes and C. Hernandez-Santin (Eds) Placemaking fundamentals for the built environment. Palgrave Macmillan

Zhang, A. (2018). Thinking temporally when thinking relationally: Temporality in relational place-making. *Geoforum*, 90, 91-99.

2.2 Placemaking at different scales.

The lecture includes a short summary on three placemaking projects at various scales (Art installation, the Gold Coast Centre Improvement Program and the residential project at Brolga Lakes). They analyse these projects through the implementation framework highlighting some differences perceived at different scales. This subtopic focuses on the activities conducted during the tutorial activity where the student takes a more active role in the discussion with the lecturer enacting as a discussion facilitator and guide.

For this, we define three different scales of placemaking projects:

- **Small scale:** These are projects acting at a street level. artist-led placemaking, laneways, etc. They are generally small projects that require a smaller number of people and are more flexible. Examples of this include the Chris Trotter art installation in Brisbane.
- **Medium-scale:** It can include whole street activations (i.e. pop-up park, parklet day), markets or shopping centres. Examples of this include Time Square (NY), Point Cook pop-up park and the SCIP Program
- **Large scale placemaking:** projects acting at a whole of community-scale and large-scale infrastructure including planned communities. These include greenfield and brownfield developments. In general terms, they are projects of a high level of complexity, long timeframes, major investments and multiple stakeholders. Examples of this include the Gold coast light rail (QLD), Brisbane metro, and Brolga Lakes.

The slides provide an outline and summary of the placemaking case studies discussed.

2.3 Exploring and mapping placemaking projects

The full exercise divided into two or three stages will take approximately 2 hours to complete. Depending on the strategy employed, the exercise will rely more heavily in local placemaking initiatives and guests (option 1)

or on the resources provided as part of this module (option 2). The intention is to spend time discussing placemaking projects, mapping them into a scale/power matrix, exploring the implementation framework through them and identifying key challenges and strategies to address them.

The scale/power matrix (fig 1) categorises projects based on the scale of the project (with the larger projects at the right side of the diagram) and the decision-making power as private (bottom side of the project) or public projects (top of the matrix).

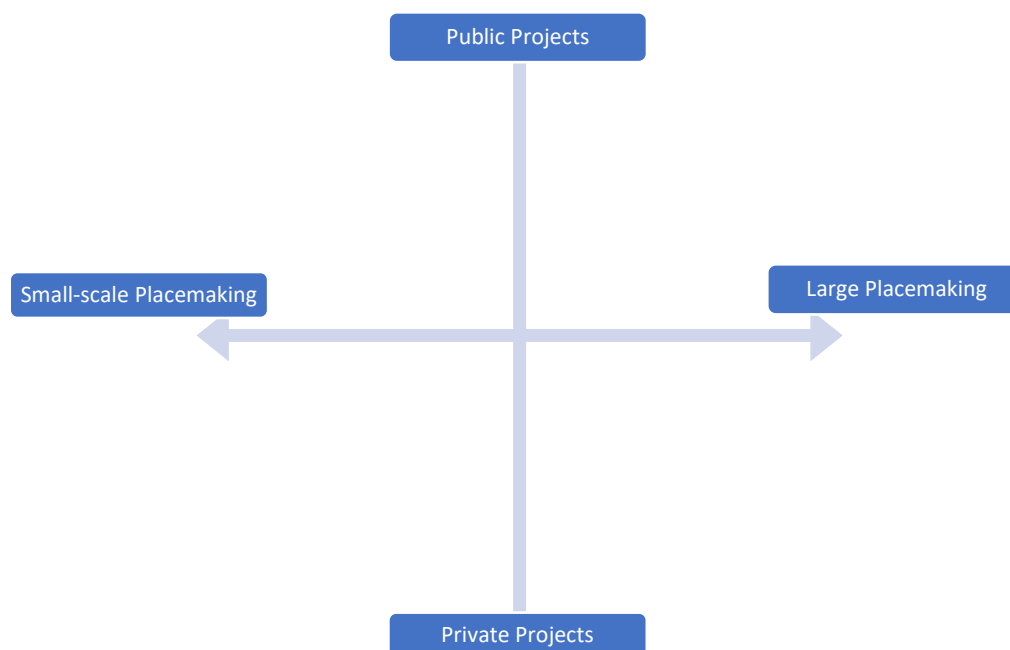


Figure 1: Scale / Power matrix

2.3.1 Option 1: Through placemakers panel.

When having large classes that remain together, we recommend using this approach to expose students to local placemaking projects. The students will first hear from and then ask questions to these local placemakers.

Exercise 1 – Guest speakers and debate panel

Instructions	Delivery	Time	Objective of the exercise
<p>Invite 3 local placemakers to prepare one 10-min presentation (each) on one key project. Attempt to ensure the projects presented work at different scales or present different kind of challenges. Students should be taking notes as they listen to write down the strategies used by each project as part of their implementation framework.</p> <p>After the 30 min of presentations, a 30 min Q&A session will follow exploring the specific outputs, the challenges faced by the projects, the key benefits of the project and its legacy (what happened after the project finished? Was there some programming or maintenance activities implemented?)</p>	In-person	~1hr 10 min	Exposure to local projects and for the student to learn from these projects and apply
<p>After thanking the panel, in small groups of 4 or 5, the students place the projects into the scale/power matrix and annotate the projects governance, resources, maintenance and challenges.</p>	In-person	30 min	

The map will include the three projects they heard as well as information on the projects discussed in the lecture and any other projects they know about.			Quick case-study analysis through the Implementation framework.
Shifting to a whole-group discussion (unless the group is too big), the group will share their insights on their key findings on challenges and strategies to overcome them.	In-person	20	Identifying commonalities and challenges.

2.3.2 Option 2: Through case study videos

In the resources section, we provided the link from three different Queensland case studies. Each video is approximately 10 min long and comprises an interview where the placemaker is talking about their project as an example of a small, medium or large-scale placemaking initiative. During this session, the students will unpack and discuss what they heard from these videos. Please note that these case studies are also explored in the key reading:

Small Scale Placemaking with Chris Trotter
Medium Scale Placemaking with Patrick Duigan
Large Scale Placemaking with John Mongard

Exercise 1 – Guest speakers and debate panel

Instructions	Delivery	Time	The objective of the exercise
The students and lecturer will have a 30 min discussion around the three Queensland case studies.	In-person	30 min	Quick case-study analysis through the Implementation framework.
In small groups of 4 or 5, the students will share five slides on a case study they researched before class (see C in module outline). Taking no more than 5 minutes each, the students the 5 slides created (See the students place the projects into the scale/power matrix and annotate the projects governance, resources, maintenance and challenges. The map will include the three projects they heard as well as information on the projects discussed in the lecture and any other projects they know about.	In-person	30 min	
Staying in small groups, the students will place the projects into the scale/power matrix and annotate the projects governance, resources, maintenance and challenges. The map will include the three projects they heard as well as information on the projects discussed in the lecture and any other projects they know about.	In-person	30 min	Identifying commonalities and challenges.
Shifting to a whole-group discussion (unless the group is too big), the group will share their insights on their key findings on challenges and strategies to overcome them.	In-person	20 min	

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