

2019

People in Place: Placemaking Fundamentals



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Place Agency

10/2/2019

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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

The Placemaking Fundamentals Module is the first in a series of modules that collectively aim to build capacities in placemaking, particularly to expand one’s knowledge and skills in placemaking, and the application of this knowledge and skills into placemaking practice. The purpose of the module is to understand basic concepts and general information of placemaking, including the 5P Placemaking Framework and the limitations of current placemaking approaches. We explore various case studies to showcase placemaking as a “potential thinking” tool (rather than a problem-based methodology) to enable communities to think about the ‘potential’ of a space, rather than focus on its problems, to effectively harness the power of the community into shaping and transforming places that we/they love.

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 class room.

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

What is Place and Placemaking? (4min)

Place Making: (7:04)

Transform Your City With Tactical Urbanism (8:23)

- Hes, D., Mateo-Babiano, I., & Lee, G. (2020) Fundamentals of placemaking for the Built Environment: An Introduction, In D. Hes and C. Hernandez-Santin (Eds) *Placemaking fundamentals for the built environment*. Palgrave Macmillan
- Mateo-Babiano, I., & Lee, G. (2020) People in Place: Placemaking Fundamentals, In D. Hes and C. Hernandez-Santin (Eds) *Placemaking fundamentals for the built environment*. Palgrave Macmillan
- Case studies:
 - Newport Studio, Melbourne, Australia
 - World Urban Forum, KL, Malaysia (see Hes, D., Mateo-Babiano, I., & Lee, G. (2020))
 - Springvale Laneway studio, Melbourne, Australia
 - Living Pavilion, Melbourne, Australia
 - Orla Guaiba, Porto Alegre, Brazil
 - Share-it Square, Oregon, USA
 - CoCreate Cremorne, Melbourne, Australia

Resources needed for students’ in class activities.

- Two videos to be seen during class time:

Watch video Key advice to making great places (5:48)
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Main Takeaways: to achieve long-term benefits for place? (4:38min)
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- For all activities: Butchers’ paper and markers for brainstorming. Post it notes for personal reflections.
- For *Activity 1*, student’s must have completed 5 slides on a case study (Activity C). Resources for case study analysis listed below. Sticky dots in various colours (to represent the disciplines of your students, and cards in different shapes to represent the different working styles: Ideas person (light bulb), the

organiser (square), the detail person (triangle) and the steady worker (turtle) (you can change this depending on you cohort). Post it notes for

- For *Activity 2*, A list of risks and benefits of placemaking to start brainstorming and discussion
- For *Activity 3*, the set of case studies that the students responded to and analysed before the class. These can be the ones provided as part of this study pack or you may choose other more relevant to your context area.

Case studies.

- Codesign Studio, 2014, Tactical Urbanism 4 Australia and New Zealand.
http://codesignstudio.com.au/wp-content/uploads/2016/04/TacticalUrbanismVol4_141027-1-copy.pdf
- PPS placemaking case studies - <https://www.pps.org/places>
- CoDesign placemaking case studies - <https://codesignstudio.com.au/>
- Village Well case studies - <http://www.villagewell.org/projects-2/>
- Cremorne case study - <https://www.streets-alive-yarra.org/place-making/>
- Asian case studies - <https://www.smartcitiesdive.com/ex/sustainablecitiescollective/leveraging-value-heritage-malaysia-through-placemaking/1006286/>; <https://www.pps.org/article/china-placemaking>
- Latin America case studies - <https://www.pps.org/article/the-growing-latin-american-placemaking-movement>; Curitiba <http://livable.org/livability-resources/335-curitiba-brazil>
- Indigenous placemaking - <https://www.pps.org/article/indigenous-placemaking-minga>

Additional resources:

- Bush, J., Hernandez-Santin, C. & D. Hes (2020) Nature in Place, In D. Hes and C. Hernandez-Santin Placemaking fundamentals for the built environment. Palgrave Macmillan.
- Fincher, R., Pardy, M., & Shaw, K. (2016). Place-making or place-masking? The everyday political economy of “making place”. *Planning Theory & Practice*, 17(4), 516-536.
- Pfeifer, Laura, 2013, *The Planner’s Guide to Tactical Urbanism*, McGill School of Urban Planning, Montreal Canada
- Project for Public Spaces (2016) Placemaking: What if we built our cities around places? <https://www.pps.org/wp-content/uploads/2016/10/Oct-2016-placemaking-booklet.pdf>
- Relph, E. (2008). A pragmatic sense of place. In F. M. Vanclay, M. Higgins, & A. Blackshaw (Eds.) *Making sense of place*, 311- 32. Canberra: National Museum of Australia Press.
- Shaw, K. (2008). Gentrification: What it is, why it is, and what can be done about it. *Geography Compass* 2 (5): 1697-1728.
- Trudeau, D. (2016). Politics of belonging in the construction of landscapes: place-making, boundary-drawing and exclusion. *Cultural Geographies*, 13(3): 421-443.
- Willie Caldwell (2015) Multi/Inter/Trans – disciplinary, What’s the Difference? <https://blogs.lt.vt.edu/grad5104/multiintertrans-disciplinary-whats-the-difference/>
- Mittelstrass, J. et al. (2001), On Transdisciplinarity, <http://www.pas.va/content/dam/accademia/pdf/sv99/sv99-mittelstrass2.pdf>

Objectives of the Module

- Develop a common language for placemaking;
- Develop the theoretical foundations of place and placemaking;
- Explore the role of interdisciplinarity in placemaking; and
- Compare placemaking strategies, typologies, scales, relationships, potentials and limitations.

Module Content

1. First, we explore the most common definitions and frameworks used to conceptualise place and placemaking, articulating and justifying the importance of place and placemaking.
2. Second, we introduce the *four dimensions of place framework* to demonstrate the importance of building relationships and the role of interdisciplinarity in placemaking as ingredients to achieving long-term positive ‘place’ outcomes and impact.
3. Third, through the introduction of a breadth of designed and realised case studies both in Australia and internationally, we use the *5P placemaking framework* to critically explore the strengths, weaknesses and potential of the spectrum of strategies commonly used to conduct placemaking initiatives.

Learning outcomes

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

- Gain a better understanding of the theoretical and practical foundations of place and placemaking;
- Develop a wider and deeper comprehension of an array of strategies and case studies to conduct placemaking; and
- Appreciate the role of interdisciplinarity in placemaking.

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 20 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>Understanding and overview on placemaking - <i>key focus of the module</i></p> <p>Common language of placemaking – see definitions included in the slides</p> <p>Understanding other dimensions of placemaking – <i>see four dimensions of place and the 5P Framework.</i></p> <p>Appreciation value and limitations of approach – <i>see the benefits and challenges of placemaking</i></p> <p>Situate approach in historical context – <i>see chapter reading, the story of place, introduction of different placemaking strategies and the purpose of these strategies.</i></p>	<p>While affective skills are needed to apply effective place-based approaches, as this module is providing the starting point, the module was not suited to the development of affective skills.</p>	<p>Strengthen students’ ability to:</p> <p>Critical thinking and analysis - <i>Use of 5P Placemaking Framework to case study analysis</i> - <i>Application of generic theories to specific examples</i></p> <p>Written and verbal presentation of ideas;</p> <p>Ability to analyse social and cultural contexts. - <i>introduction of the concept of interdisciplinarity;</i> - <i>case study analysis</i></p>

Create awareness where to find placemaking resources that would be used for placemaking

– see the additional resources pointing out to case studies and further information.

- introduction of interdisciplinarity

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 3 hrs	<p>Hes, D., Mateo-Babiano, I., & Lee, G. (2020) Fundamentals of placemaking for the Built Environment: An Introduction, In D. Hes and C. Hernandez-Santin Placemaking fundamentals for the built environment. Palgrave Macmillan</p> <p>Mateo-Babiano, I., & Lee, G. (2020) People in Place: Placemaking Fundamentals, In D. Hes and C. Hernandez-Santin Placemaking fundamentals for the built environment. Palgrave Macmillan.</p> <p>At least one case study from the list of supplementary materials.</p>
B	Case Studies 1 hr	<p>Read materials on two of the selected case studies and – prepare 10 dot points on case study including: key strategy applied, key purpose of the activity, reanalysing the case studies based on the 5P framework presented in the readings, the main stakeholders, the benefits and the potential of the case study.</p> <p>Case studies to choose from: Newport Studio, Melbourne, Australia; World Urban Forum, KL, Malaysia; Springvale Laneway studio, Melbourne, Australia; Living Pavilion, Melbourne, Australia; Orla Guaiba, Porto Alegre, Brazil; Share-it Square, Oregon, USA; CoCreate Cremorne, Melbourne, Australia.</p> <p>Some considerations for the facilitator: this will feed into Activity 2 and 3 discussion on placemaking risks and benefits</p>
C	Lecture 1 hr	<p>Provide an overview on place and placemaking</p> <ul style="list-style-type: none"> • Key definitions to shape placemaking common language • What is place and why is placemaking important? • Value and challenges of place • Different purposes in achieving placemaking • Strategies in shaping places; and • Introduce the frameworks for case study analysis, including the 5P Placemaking Framework and the four dimensions of place

			<p>diagram (this relational model is contextualised for evaluation but explored in depth during the Place Evaluation module.</p>
D	Tutorial	2 Hr	<p>Activity 0: Getting to know you. Ice breaking game.</p> <p>Activity 1: Transdisciplinary in placemaking - Relating discipline to place: What disciplines do each person represent, and what does this mean for place-based development? (~40 min)</p> <p>Activity 2: Risks and benefits of placemaking - Small group discussion: Each group will identify and discuss one of the ‘risks’ of placemaking and how to minimise it; and ‘benefits’ and how to maximise it via placemaking. (~35 min)</p> <p>Activity 3: Case Study Analysis. Considering the case studies, reflect on what the benefits of the various case studies and how they are related to the strategies applied. – what do you think is the main challenge, and the key opportunity of this case study? Who are the main stakeholders? (~35 min). To finish, Watch video Key advice to making great places (5:48)</p>
E	Videos	1 hr	<p>Review a selection of the short videos defining place, placemaking and tactical urbanism.</p> <p>What is Place and Placemaking? (4min) Place Making: (7:04) Transform Your City with Tactical Urbanism (8:23)</p> <p>Use the follow questions to help you engage with the material.</p> <ol style="list-style-type: none"> 1. Why are definitions of these terms so diverse? 2. What lens are the people using with their definitions? What aspects are they placing at the centre of the process? <p>Some considerations for the facilitator: this will reinforce their learnings and feed into their journal question reflections.</p>
F	Journal questions Reflective activity:	30 mins	<ul style="list-style-type: none"> • From your discipline what do you see as your role in creating great thriving places that support stakeholders to have agency? (max 150 words) • How would you define objectives of placemaking in project X? i.e. What is its potential? Who could be the people who could be involved? (max 100 words)
	TOTAL MODULE	8.5 hrs	

2 Section 2:

Introduction to Module – Implementation framework for successful places

This module is based around chapters 1 and 2 of the *Fundamentals of Placemaking in the Built Environment* book. Its main aim is to get students to meet, to understand the key terminology used, to see what the main types of placemaking are and to think about the risks and benefits of placemaking.

This is also the time to follow your usual institutional processes of introducing assignments, readings, due dates, expectations and so forth.

The concepts of place and placemaking are amorphous terms where the definition varies greatly depending on who is defining and how they understand the term. In general sense, it is greatly supported in literature that it emerges from the intersection of the physical space and people (where individuals and groups of individuals are both important. As such, this intersection is normally understood as an emotional bond forged between the people and the space based on how the place is lived, conceived and perceived.

We define place as the “constellation of meanings and appropriate behaviours that define an experience in a social setting” (Trudeau 2016); as such, placemaking is “process to increase the capacity and capability of the people to invest a place with meaning” (Place Agency, 2017). In this sense, we also contest that ecological systems are critical for our wellbeing and livability, as such, place emerges from the intersection between people, space and ecology.

Placemaking as a term has multiple benefits. In particular, its purpose (creating meaning) results in place attachments demonstrating emotional bonds as well as behaviours of care towards the place. The place, possessing a unique identity -you know where you are - brings together cultural practices, activities and the environment across multiple scales. Whereas placemaking allows people to take a participatory approach to making the area reflect who they are and their values. However, to work effectively, it must part from the heart, seeking social benefit, equity and wellbeing. Otherwise it may fall under place-masking processes resulting in gentrification (Fincher et al.2016, Shaw 2018).

To understand places, we created the 5P framework. Informed by industry practices and inspired by key placemakers in Australia, we propose a 5-level structure of analysing and creating places. Each P has a series of building blocks to be considered. When arranging the 5P building blocks in different ways it will result in a spectrum of strategies of placemaking. What the 5P framework allows, is to focus the placemaking process as a longer iterative timeframe that may use different placemaking strategies at different times as it is responding to the overarching purpose of the placemaking initiatives in place and using the different strategies to inform the long-term change. The 5 Ps are summarised in the table below:

The 5 P 1 pager summary. From Mateo-Babiano & Lee 2020; Bush et al. 2020.

The 5 P	Summary	Key building blocks strategies applied by project to:
<i>People:</i>	Placing people at the centre to achieve social equity, wellbeing and agency. Seeking to identify what gives meaning to and gives value to place based on community. Placemakers' are <i>facilitators</i> .	<ol style="list-style-type: none"> 1) Trigger change 2) Give Agency: empower community 3) Creating and strengthening relationships 4) Connection with the places (giving meaning)
<i>Process:</i>	How the voices are incorporated into the project. Placemakers aim to <i>design with</i> the community or encourage designs done <i>by</i> the community. 'Solutions are not imposed but emerge through the process'	<ol style="list-style-type: none"> 1) Bottom up: mobilizing community 2) Assets based: uses local knowledge 3) Purpose driven: clear vision 4) It is dynamic, democratic, iterative, futures-focused
<i>Product:</i>	The element that is 'produced' or resulting from the process. Placemakers roles are to facilitate the <i>construction and installation</i> of designs. Need to be flexible and not seeking built outcomes only.	The scale, time and implementation framework applied to deliver: <ol style="list-style-type: none"> 1) Tangible outcomes permanently or temporarily modifying the physical attributes of a space 2) Narratives of place that don't modify the physical attributes of place but shift perceptions 3) Relational outcomes
<i>Program:</i>	Experiences in place. What people can see, feel, do (use and modify) when visiting. "Placemakers' assist the community to <i>plan and manage</i> the structures and processes to ensure continuity" (Bush et al. 2020).	Management <ol style="list-style-type: none"> 1) Activities for activation 2) Governance systems for ongoing evolution 3) Place-keeping strategies Maintenance
<i>Place evaluation:</i>	Monitoring and evaluating the intervention to: Assess progress, identify moments to adapt, demonstrate benefits, help place stay relevant in changing dynamics.	<ul style="list-style-type: none"> • Includes economic evaluation (see Place economics module) and • relational outcomes (see Place Evaluation module) through the four dimensions of place relational model.

Below some examples and potential case studies that can be used as examples. In the lecture, some of these key strategies are defined and some characteristics in terms of their approach, purpose, benefits and challenges presented.

- Strategic placemaking
 - State-led example
 - Victoria Market Night market by Village Well
- Creative placemaking –
 - Poly Art
 - Play in the city
- Comms placemaking (branding)
 - Storytelling: Placemaking is about telling stories– CoCreate Cremorne
 - Repainting a town – Las Palmitas, Mexico
- Tactical Placemaking
 - Tactical urbanism –CoDesign
 - Guerrilla urbanism

- DIY Urbanism
 - Green placemaking
 - Regenerative placemaking - Living Stage by Tanja Beer
 - Combining regenerative development and placemaking
 - Digital Placemaking – Refer to module 7 on digital Placemaking

References:

Bush, J., Hernandez-Santin, C. & D. Hes (2020) Nature in Place, In D. Hes and C. Hernandez-Santin Placemaking fundamentals for the built environment. Palgrave Macmillan.

Fincher, R., Pardy, M., & Shaw, K. (2016). Place-making or place-masking? The everyday political economy of “making place”. *Planning Theory & Practice*, 17(4), 516-536.

Mateo-Babiano, I., & Lee, G. (2020) People in Place: Placemaking Fundamentals, In D. Hes and C. Hernandez-Santin Placemaking fundamentals for the built environment. Palgrave Macmillan.

Rolph, E. (2008). A pragmatic sense of place. In F. M. Vanclay, M. Higgins, & A. Blackshaw (Eds.) *Making sense of place*, 311- 32. Canberra: National Museum of Australia Press.

Shaw, K. (2008). Gentrification: What it is, why it is, and what can be done about it. *Geography Compass* 2 (5): 1697-1728.

Trudeau, D. (2016). Politics of belonging in the construction of landscapes: place-making, boundary-drawing and exclusion. *Cultural Geographies*, 13(3): 421-443.

2.1 Transdisciplinarity in Place and Cognitive Diversity

Placemaking is understood in many different ways. It is constantly defined and re-defined, but this gives the term flexibility as it can be contextualised based on the values of the people engaging with the term. The videos that the students have seen before class ([What is Place and Placemaking?](#) - 4min; [Place Making](#) -7:04; and [Transform Your City With Tactical Urbanism](#) - 8:23) represent some of these lenses. Addressing the topic of transdisciplinarity in place provides a moment to discuss the different lenses or ‘hats’ that people are wearing and how they, depending on how they perceive and define place emphasise different things that they value about ‘place’ and the placemaking process and product.

A good place should be done not only by working with multiple disciplines (multidisciplinary) but approaching it in a way that creates bridges between the different disciplines and transforms them. The transformation is not only around the discipline but the people who work in the project.

- Multidisciplinary: Disciplines working together in an additive manner (working in silos for common goal)
- Interdisciplinary: Works to integrate more than one branch of knowledge. (works across the boundaries of discipline)
- Transdisciplinary: Disciplines work together and transform each other. (holistic approaches transcending more than one branch of knowledge)

We begin by asking, what do different disciplines bring to place? How do they contribute and what role do they have?

Then talk about the importance of understanding the working styles of the people involved in a team. Each person has a different role in enabling place to emerge and that role requires different skills and ways of working. While this is not a full list, we have identified at least four strategies to working:

- The ideas person
- The organiser
- The detail person
- The steady worker

Each working type has pro's and con's and it is important to know these and learn the working style of your team to maximise the benefits.

References:

Willie Caldwell (2015) Multi/Inter/Trans – disciplinary, What's the Difference?
<https://blogs.lt.vt.edu/grad5104/multiintertrans-disciplinary-whats-the-difference/>

Mittelstrass, J. et al. (2001), On Transdisciplinarity, <http://www.pas.va/content/dam/accademia/pdf/sv99/sv99-mittelstrass2.pdf>

Exercise 1 – understanding who is in the room

Instructions	Delivery	Time	Objective of the exercise
<p>Intro and discussion: Talk about the videos watched before the class and the different lenses/hats that they are wearing when they describe their definition.</p> <ul style="list-style-type: none"> • What disciplines do they come from? • What values did they place in the term? 		10 min	Using this discussion as a starting point allows you to check in with students on their engagement with material before class and make a point on the importance of different disciplines working together.
<p>Explain that important of transdisciplinarity and Cognitive diversity (slides)</p>		5 min	Intro to topic
<p>Part 1: Different disciplines If the class and groups are made up of different disciplines, 2 min silent thinking about the trigger questions:</p> <ul style="list-style-type: none"> - What is your discipline? And what does it contribute to placemaking? - What can you bring to the group to help them learn and understand your discipline? <p>Note: More effective when class is made up of different disciplines. If your class has a single discipline, consider giving them a set of disciplines that they are reflecting on or use a different set of questions to explore their cultural background</p> <ul style="list-style-type: none"> - What language do you speak? - Have you lived in another country? 		3 min	Get students grounded in their disciplinary or cognitive differences

<ul style="list-style-type: none"> - What jobs do you do when you aren't at the university? - What are your main hobbies? 			
Share		10 min	
<p>Part 2: Cognitive differences and ways of working</p> <p>Get all students to stand up, move furniture or go outside so you have room.</p> <p>In each corner of the room explain the types of people in a group – the ideas person (light bulb), the organiser (square), the detail person (triangle) and the steady worker (turtle) (you can change this depending on you cohort) – ask students to go to the corner that most identifies with their key working style and if you are a bit of both stand between. – give students a shape to add to their colour</p> <p>Then get students to self-organise into groups where they have a mix of colour and shapes</p> <p>Note: If you have a class of different disciples get students give coloured dots or paper based on disciplines as a way of understanding different perspectives.</p>	In class	10 mins	To know who is in the room and to self-select into small groups of 4 to 6 people. Made up of different disciplines if possible, if not different backgrounds.

2.2 Risks and benefits of placemaking.

In the lecture and readings, the students will have learned about some of the key benefits and risks of placemaking.

In terms of risks, the main ones discussed were place-wash, place-masking and gentrification. In terms of benefits, literature highlights multiple benefits along social, ecological and economic areas (image below). It is important to highlight that most of the social and ecological benefits need very long timescales to fully emerge.



Feelings: civic pride, inclusiveness, social integration, vitality and sociability, sense of belonging, reduced depression

Life quality conditions: reduced accidents, crime and vandalism, improved health, improved wellbeing, aesthetics, recreation benefits, urban resilience

Other: improved educational outcomes



Ecosystem services: resilience, adaptability, improved waterways, reduced heat stress, reduced waste and pollution, cleaner air, increased biodiversity, ecological stewardship (willingness to support sustainable practices)



Increased visitation (footfall and length of visit),

Local businesses: increased revenue, job creation or skill development, reduced public expenditure, increased property value

(Kuo & Sullivan, 2001; Frumkin, 2003; Semenza, March & Bontempo, 2007; Hystad & Carpiano, 2012; Robinson, et al., 2017 and Carmona, 2019)

We have provided an exercise for students to take these risks and benefits and expand on them, explore them and understand them.

Exercise 2

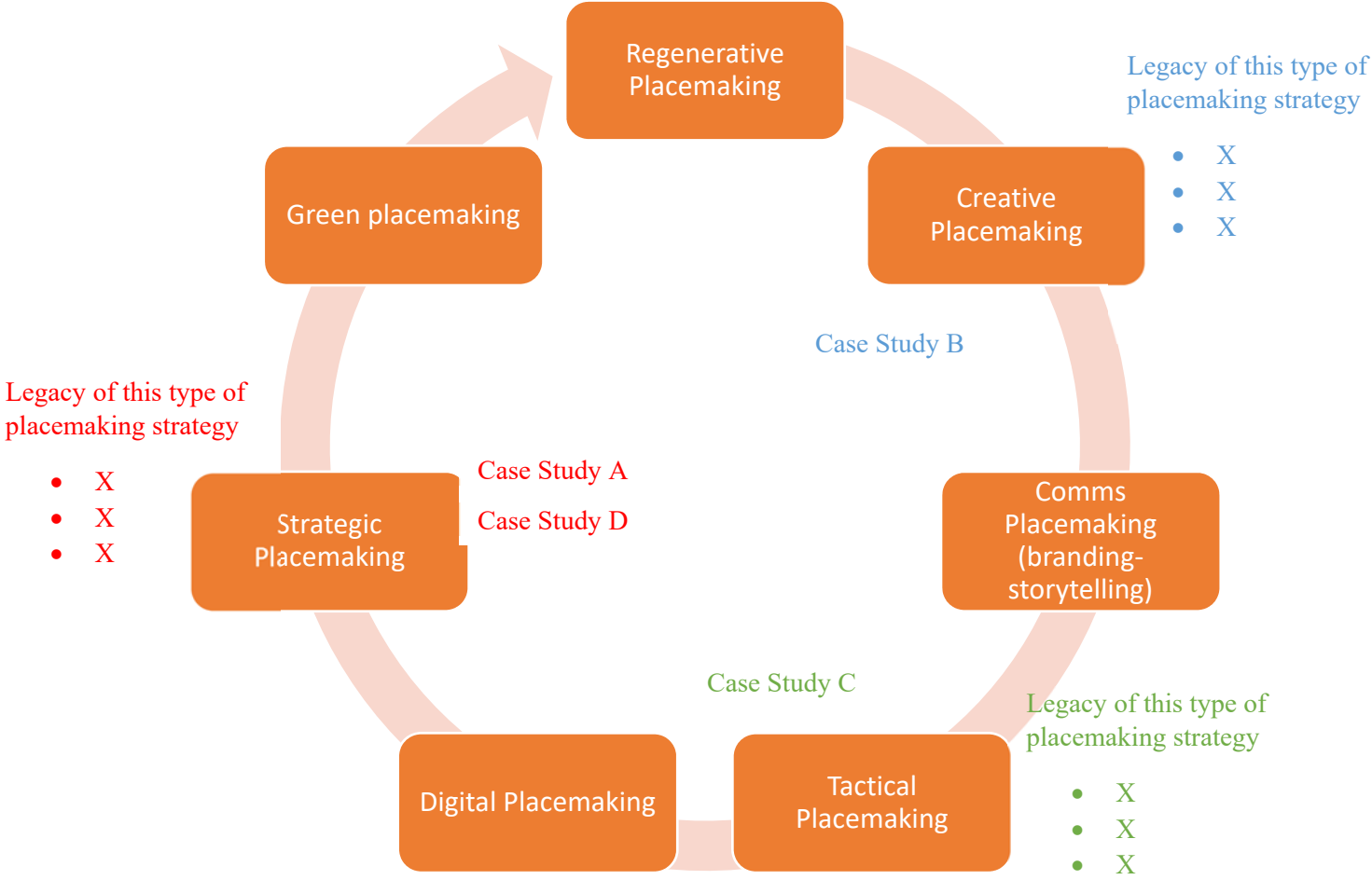
Instructions	Delivery	Time	Objective of the exercise
<p>Group discussion: Brainstorming benefits and risks that were missed in addition to those presented in readings and lecture. Get the students to sit and work in small groups.</p>	Class or online	5-10 mins	Enhance the list of risk and benefits to choose from.
<p>Risk Analysis:</p> <ul style="list-style-type: none"> - Start with risk – each student write down and describe one risk is and why it occurs – 1 minute - Discuss as a group for 5 minutes – choose what you believe are the two main causes and impacts of the risk - Discuss as a group – 5 mins – how you can minimise the risk - Choose a person to speak for the group and present to the class 	Class or online	15 mins	This will build class understanding of risks
<p>Benefit Analysis:</p> <ul style="list-style-type: none"> - Now benefits – each student write down one thing they know about this benefit – why it occurs, or a case study, or something they read – 1 minute - Discuss as a group for 5 minutes – choose what you believe are the two reasons for the benefit and its impacts 	Class or online	15 mins	This will build class understanding of benefits

<ul style="list-style-type: none"> - Discuss as a group – 5 mins – how you can maximise this benefit - Choose a different person to speak for the group and present to the class 			
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2.3 Case study.

Before class, the students should have prepared various dot points on one or two case studies from the selected list of case studies. The intent is to use this case study as a lens through which to test the material learn through the modules of the subject.

In this exercise, the aim is to map out the different case studies according on the strategies and tactics applied, identify what building blocks from the 5P framework were used at each and



Exercise 5

Instructions	Delivery	Time	Objective of the exercise
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<p>Ask student to regroup themselves based on the case studies that they read before the session. Creating one small group for each case study analysed.</p> <p>Discussion points:</p> <ul style="list-style-type: none"> • What was the most interesting thing that you got out of the case study? • What type of placemaking this case study is this? - Strategic placemaking; Creative placemaking; Comms placemaking (branding), Tactical placemaking (tactical, DIY and Guerrilla urbanism), Digital placemaking, Green placemaking, Regenerative placemaking, etc. • What were the key benefits achieved by this case study? Why do you think these benefits emerged? (analysis on the process and how it may have led to certain benefits) • What were the key risks they case study has? • What were the critical elements to the success of this project? 	<p>Class or online</p>	<p>20 mins</p>	<p>Connect lecture and module content to a real-world example.</p> <p>Map of</p>
<p>Group discussion:</p> <p>Each group to give a 2 min summary of the case study while: adding the case study into the map of placemaking strategies and giving mini summary on the legacy of the project. (Image Above)</p>		<p>15 min</p>	<p>Analysis of how the strategy and building block used affect the types of outcomes achieved.</p>
<p>Watch video Key advice to making great places</p>		<p>(5:48)</p>	<p>Closing the session</p>

Imagine. Inspire. Connect. Create.