

Meeting of Planning Professors
5 February 2010

MEETING AGENDA
(morning session)

9:00 Welcome and introductions

Statement of project and meeting objectives by Prof. Brown, highlights of survey results by J Otero, CIP Intern, brief remarks from others on experience, perspectives, main interests (15 mins)

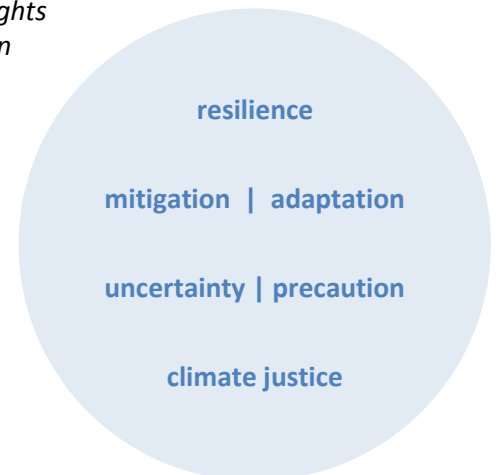
9:15 Course objectives and skills to be developed

Group discussion (45 mins)

10:00 Content of lectures and fit within curriculum (Part I)

Group discussion (2 and a half hours)

Suggested outline of lectures and guideline for discussion follows.



Topic	Selected concepts to be considered
<i>Understanding the science</i>	<i>Basics of anthropogenic climate change science; dealing with uncertainty; reconciling different views and sources of knowledge; ensuring data validity, legitimacy and relevance.</i>
<i>Assessing impacts and vulnerabilities</i>	<i>Downscaling and localizing climate data; integrated I&V assessments; concepts of adaptive capacity, resilience and strategies for measuring community capacity and vulnerability.</i>
<i>Responding to the challenge</i>	<i>Urban designs and systems to reduce GHG emissions and climate risk; statutory instruments to implement them; non-statutory approaches to increase community resilience; climate change visualization tools.</i>
<i>Making decisions</i>	<i>Applying the precautionary principle ('win/win' and 'no regrets' decision making); strategies for prioritizing interventions; ethics of mitigation and adaptation planning.</i>
<i>Developing plans</i>	<i>Contents of climate change plans; strategies and structures for mainstreaming climate change objectives; interdisciplinary and multi-sector cooperation; long term visioning; opportunities and challenges from emerging international climate change regime.</i>

12:30 Lunch (1 hour)

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13:30 Content of lectures and fit within curriculum (Part II)

Group discussion (1 hour)

<i>Implementing plans</i>	<i>Strategies and tools for measuring and monitoring performance; modular and flexible planning processes for increased resilience.</i>
<i>Theory</i>	<i>From 'garden city' to 'climatopia'; risk/resilience based planning principles; planning for a resource-limited, 'post-carbon' era; changing roles of planners; values/action gap; principles of climate justice (intergenerational equity, biocentric perspectives, etc.).</i>

14:30 Best teaching approaches

Group discussion (45 mins)

Teaching approaches and methods, defined (partial).

<i>Term</i>	<i>Definition</i>
Active learning	Learning that occurs through action; learning becomes embodied by physical movement, deliberation, and/or speaking in accompaniment with abstract concepts
Collaborative learning	Learning that occurs through cooperation/negotiation and communicating concepts
Community of practice (CoP)	Organizing frame for the many activities initiated through the university and including outreach, research, and pedagogy. The CoP is a "learning network" and the organizing motivation centers on a particular topic for learning
Learning groups	A means of organizing (usually small) groups of students to complete a project
Peer-to-peer learning	Concepts that are mastered among peers; peer-to-peer learning is meant to be collaborative among learners of similar ages, contexts, or cognitive levels
Project- or problem-based learning	Learning that occurs as a result of students' experiences working on a project or a problem

15:15 Key sources, readings, case studies, other materials

Group discussion (1 hour)

16:15 Student evaluations

Group discussion (30 mins)

16:45 Concluding remarks

Next steps, work plan (15 mins)

17:00 Meeting adjourns

Source: Schweitzer, L.A., E.J. Howard & I. Doran. Planners learning and creating power: a community of practice approach. *Journal of Planning Education and Research* 28:50-60 (2008).