

SELECTED ARTICLES ON PLANNING PEDAGOGY

1. Learning Expectations in Environmental Planning-Predictions and Interpretations by White and Mayo

Most graduate planning programs offer a specialization in environmental planning, yet there has been little recent discussion of environmental planning pedagogy. This article draws on the results of a survey of planning educators to determine trends and patterns in environmental planning curricula. It develops an explanatory model for predicting the learning expectations for various types of knowledge that are part of environmental planning education in U.S. and Canadian planning programs. This model uses individual, organizational, and curricular characteristics to predict the substantive environmental planning topics taught in graduate planning programs. *Journal of Planning Education and Research*, Vol. 24, No. 1, 78-88 (2004)

2. Environmental Educ. in Graduate Professional Degrees: The Case of Urban Planning by White & Mayo

Environmental education (EE) is a prominent aspect of graduate-level master's programs in urban and regional planning. This article draws on the results of a survey of 66 environmental planning educators in urban and regional planning programs to show what types of EE are most prevalent in these graduate professional programs and in planning practice. The authors examine the relative importance of foundational and applied knowledge topics in both master's-level planning education and in seeking employment in the field of environmental planning. Environmental planning educators generally believe that applied knowledge topics are more important than foundational topics for students. *Journal of Environmental Education* Spring 2005, VOL. 36, NO. 3.

3. Our Relationship with the Earth - Environmental Ethics in Planning Education by Martin and Beatley

In the 40-plus years since the publication of Aldo Leopold's "land ethic," the field of environmental ethics has focused on the fundamental basis of humanity's relationship with, and moral obligations to, the earth community. This paper reports the results of a survey on the extent to which planning programs are contributing to the understanding and fostering of new ethical relationships, through the teaching of environmental ethics, sustainability, and environmental planning and management subjects. The paper concludes with a discussion of implications for planning education and recommendations for future curriculum development. *Journal of Planning Education and Research*, Vol. 12, No. 2, 117-126 (1993)

4. Comprehensive Impact Assessment in Planning Education and a Course Syllabus by Raymond J. Burby

Impact assessment skills are used in a variety of ways in planning practice, reflecting expansion in society's concern with externalities associated with growth and development, improved methods for predicting impacts, and wider acceptance of impact mitigation as a goal of growth management. This article reviews the status of impact assessment in planning pedagogy and describes a new way of teaching this subject. At present, few planning education programs address development impact assessment in a comprehensive way. Instead, most curricula either have courses dedicated to teaching methods related to a few categories of impacts, such as environmental or fiscal, or treat impact assessment in passing in courses that cover broader subjects. Here I argue that a comprehensive impact assessment course can have several advantages, and I present the design of such a course and report on initial classroom experience with it. The course combines instruction on causal relationships between characteristics of the built environment and a variety of impacts with the use of computer-based

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models to give students first-hand experience with predicting impacts and testing alternative mitigation strategies. *Journal of Planning Education and Research*, Vol. 12, No. 1, 67-75 (1992)

5. Planners Learning and Creating Power-Community of Practice Approach by Schweitzer et al

Learning networks, such as a community of practice, can be an important way for planners to gain access to, and power in, new professional knowledge domains. In this manuscript, the authors develop, implement, and evaluate a community of practice model for planning education and practice in energy and sustainability planning. The authors find that although this active, learner-centered method helps enable flexible, self-directed study for those learning new content, there is a strong need for leadership in heterogeneous learning networks to help participants overcome problems created by social position and structuration within the network. New knowledge formation within learning networks ultimately challenges some of the planning profession's fundamental assumptions about the validity of "moving knowledge into practice" in contexts with uncertainty. *Journal of Planning Education and Research*, Vol. 28, No. 1, 50-60 (2008)

6. Planning Pedagogy and Globalization - Content Analysis of Syllabi by Pezzoli and Howe

Global megatrends including economic restructuring, migration, and environmental degradation have profoundly transformed planning practice; this reality needs to be reflected in planning education. To this end, a content analysis of sixty-nine planning syllabi was conducted to identify how and to what extent global themes are being included. The analysis highlighted the interdisciplinary nature of globalized planning pedagogy and the greater emphasis on planning theory and history and economic development. The courses were clustered according to common themes, and these are discussed as they relate to planning practice. Noteworthy pedagogical approaches are highlighted. *Journal of Planning Education and Research*, Vol. 20, No. 3, 365-375 (2001)

7. Lessons for Service Learning in Rural Areas by Glenn Harris

The literature about service learning in planning education contains a wealth of insights from practitioners at large research universities in urban settings. Very little has been written about experiences in rural areas. The Environmental Studies Department at St. Lawrence University has experimented with several strategies for service learning in rural northern New York. As a type of service learning, the research seminar offers several advantages over conventional internships and community-based independent study. These advantages are critical in rural areas of sparse population, where few agencies exist. Case studies involving conservation easements, community planning, and historical preservation demonstrate that some agencies derive real benefits from service learning. The case studies also illustrate the following lessons: the research seminar can engage a variety of planning issues and organizations; it is helpful, though not necessary, if sponsoring organizations articulate needs, but they should not anticipate preferred results from research; university staff should pay close attention to the sociopolitical context of participating agencies and ensure that students are fully immersed in the community; and service learning can make tangible contributions to the quality of rural life, thereby making these areas more attractive for residents who wish to stay. *Journal of Planning Education and Research*, Vol. 24, No. 1, 41-50 (2004)

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8. A model for teaching environmental justice in a planning curriculum by Washington and Strong

This article describes a course, Environmental Justice Movement, initiated at the College of Urban and Public Affairs at the University of New Orleans in the spring of 1995. A companion to a course in environmental planning, the course was designed to prepare planning students to engage in the environmental policy debate by exposing them to its historical, moral, and technical dimensions. By examining strategies and tactics of planning practice, they learn to apply their analytic and research skills to appropriate advocacy, mediation, and community planning roles. The course seeks to connect the environmental justice movement with social movement theory, concepts of procedural justice, and advocacy and equity planning. It integrates propositions and concepts about the politics of planning, land use policies, and practices with political philosophy, populist beliefs and what Perry (1994) calls 'the street-level Rawlsian approach.' JPER 16:280-290 (1997).

9. Effective Teaching, Learning: Integrating Problem-based Learn/Teach of Sustainable Design -Douvoulou

The need for integration of the sustainability agenda in education has led to the development of several new courses and revision of existing curriculum. Research has also been initiated in an attempt to provide answers to the question of what constitutes a sustainable design education. Most academics will agree that education is not just about acquisition of knowledge, but the ability to apply that knowledge in the work place and ideally throughout all aspects of life. The teaching of sustainability involves discussing the serious environmental issues facing the world today, but also the practical solutions that we could apply by integrating real-world situations into our teaching and learning (e.g. through problem-solving exercises). This small-scale research investigates the effectiveness of integrating problem-based learning as a teaching tool for a string of units focusing on design for the BSc (Hons) course of "Sustainable Design and Environmental Management" in the Department of Environmental Design and Management in the University of Portsmouth and it draws some valuable conclusions based on students' unit evaluation and peer observation. CEBE Transactions, Vol. 3, Issue 2, September 2006, pp 23-37 (15)

10. Curriculum change for sustainability by Hayles and Holdsworth

January 2005 saw the launch of the 'Decade of Education for Sustainability' and with it a number of initiatives to promote sustainability within the teaching of built environment disciplines. At the School of Property, Construction and Project Management, RMIT University, interest was generated by a project working to embed sustainability within the core curriculum of different schools across the university. This paper explores the pedagogical research approach adopted, one which builds capacity through reflective teaching practice. The course contents of the undergraduate programmes managed by the School were audited to establish where sustainability was taught and where further content could be embedded. Staff members were encouraged to engage with the project team and develop their own understanding of sustainability. Sufficient resources were provided to relevant staff to make changes to their courses. In addition, three new courses that have been developed to meet a need to further explore sustainability in the built environment are described in detail. Delivery of these new courses is significant as there has been a move away from the traditional lecture to a more hands on approach; one which makes it easier for the students to foster values and behaviours, deepening their understanding of sustainability. Delivery of these courses evolved from traditional lectures to experiential

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learning. This approach has also given the students an opportunity to recognise the importance and complexity of sustainability and empower them to make sustainable decisions in their professional lives. Consequently the most successful way of engaging students and enhancing their awareness of the issues has been to personalise the experience, allowing them to take ownership of the notion of sustainability before looking at how this may be applied in their professional lives. **(on-line article)**

11. Making sustainability 'real': using group-enquiry to promote education for sustainable development

Ellis and Weekes. Sustainable development is now widely held as a transcendental ideal of town and country planning, yet the way in which it is taught in planning schools remains problematic. This arises from a range of factors, including the all-persuasive nature of sustainability and the lack of solid examples of success through implementation. The issue of how best to promote learning for sustainable development in planning has arguably intensified in the last two years in the case of the Royal Town Planning Institute-sponsored 'fast track' one-year Masters, which has reduced the opportunities for students to engage in wider (and perhaps even deeper) concepts, including that of sustainable development. This paper explores this through discussion of a specific project developed at Queen's University Belfast, facilitated by a grant from the UK Higher Education Academy. Working with a local community, this entailed a group of students working on their Masters thesis collectively addressing issues of sustainable regeneration in a small Irish market town. The design of the project draws heavily on the concepts of enquiry based learning, experiential learning and action competence, which are seen as being central to improving education for sustainable development (ESD). The paper explores the benefits of such an approach and discusses the ways in which this experience can help enhance student's experience of ESD. *Environmental Education Research* Vol. 14, No. 4, August 2008, 482–500

12. What do planners need to know?

"Taking Our Bearings: Mapping a Relationship between Planning Practice, Theory, and Education" (Ozawa and Seltzer 1999) addresses an important issue: knowledge in planning. Several questions (e.g., Whose knowledge? What kinds of knowledge?) that are raised in debates on the nature of planning are subsumed under this topic (e.g., Friedmann 1993; Alexander 1994). One of these is the question Connie P. Ozawa and Ethan P. Seltzer ask in their useful article: What do planners need to know? *Journal of Planning Education and Research* (2001) 20: 376.

13. Universities and Climate Change Mitigation: Advancing Grassroots Climate Policy in US - Knuth et al

While US climate change mitigation policy has stalled at the national level, local and regional actors are increasingly taking progressive steps to reduce their greenhouse gas emissions. Universities are poised to play a key role in this grassroots effort by targeting their own emissions and by working with other local actors to develop climate change mitigation programmes. Researchers at the Pennsylvania State University have collaborated with university administrators and personnel to inventory campus emissions and develop mitigation strategies. In addition, they have facilitated a stakeholder-driven climate change mitigation project in one Pennsylvania county and started an ongoing service-learning project aimed at reducing emissions in another county. These campus and community outreach initiatives demonstrate that university-based mitigation action may simultaneously achieve tangible local benefits and develop solutions to broader challenges facing local

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climate change mitigation efforts. Outcomes include improved tools and protocols for measuring and reducing local emissions, lessons learned about service-learning approaches to climate change mitigation, and methods for creating climate change governance networks involving universities, local governments and community stakeholders. *Local Environment* Vol. 12, No. 5, 485–504, October 2007.

14. Three Decades of Thought on Planning Education Andrea I. Frank

This annotated bibliography provides an overview of the literature on planning education addressing issues ranging from curriculum content to pedagogy and program accreditation to nation-specific planning education. Its focus is on academic, English language journal texts; however, some key books and Web sites with significant sections devoted to planning education were also included. It was compiled as part of the author's work at the Subject Centre for Education in the Built Environment (CEBE) in the School of City and Regional Planning, Cardiff University with the principal goal to develop a subject-specific educational resource for academics. As such, the bibliography seeks to facilitate informed discussion, the identification of themes and knowledge gaps for further research, and to support the development of a research culture in planning education. Spanning a period of thirty plus years, the compilation offers an opportunity to link change in education to those in planning practice and higher education. *Journal of Planning Literature*, Vol. 21, No. 1 (August 2006)

15. Role-Playing Simulations in UP Educ: Survey of Student Expectations/Outcomes- Meligrana & Andrew

This paper evaluates student learning expectations and outcomes regarding the use of simulations in planning education. In doing so, it examines the degree to which role-playing simulations can help teach planning students the skills identified in an extensive literature on the relationship between planning practice, theory and education. Our research question investigates which specific planning skills may be effectively taught through the use of role-playing simulations. From this arise more specific questions, such as whether role-playing simulations emphasise procedural knowledge over substantive knowledge of planning concepts. Data were obtained using an in-depth survey of graduate planning students who participated in a simulated hearing of a quasi-judicial board that hears planning disputes. Surveys, administered both before and after the simulation game, identified the types of planning skills students both expected and acquired through their participation in the role-playing exercise. Survey responses were compared to the skills that the literature identified as necessary for professional planners. The data collected enabled the authors to identify the types of planning skills amenable to learning through role-playing simulations, and to evaluate the merits and limitations of employing this teaching tool within a graduate planning course. *Planning Practice & Research*, Vol. 18, No. 1, pp. 95–107, February, 2003

16. Understanding and Managing the Unknown The Nature of Uncertainty in Planning by John Abbott

Individuals, organizations, and urban regions face a complex and uncertain future. Planning is about changing the future and therefore must try to understand what is known and unknown about the future. Planning involves understanding and managing uncertainty—focusing on what is unknown as well as what is known. Uncertainty arises from the environment or planning context—environmental uncertainty—but also from the planning process itself—process uncertainty. This article builds on research and practice to identify dimensions of uncertainty in planning. Understanding these dimensions will assist planners in establishing planning processes

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and in managing their ongoing dynamics. To be effective, planning needs to push the bounds of possibility, and this will raise uncertainty and the possibility of disagreement and failure. JPER Vol. 24, No. 3, 237-251 (2005).

17. Shaping the planning profession of the future: the role of planning education by Poxon (2001)

The emergence and development of any profession are closely tied to concerns about the education and training of those who are to be identifiable as professionals. The planning profession is no exception. Thus, greater importance has been attached throughout its history in the United Kingdom to the need for planning education to adapt to the changing demands of the profession which it is seen to serve and, at intervals, there have been calls for quite a different education agenda to be developed to reflect the changing nature of planning in practice. In the late 1990s, there were calls once more for such changes to be made as the role of the planning profession in the 21st century was perceived as being quite different from that of the preceding decades. Within this context, in this paper I draw on the findings of focus groups held with recent graduates of planning education and senior practitioners in the planning field from both the public and the private sector. These findings suggest that, although the calls for planning education to change in line with the changing role of the planning professional are strong, there is in fact a great deal of uncertainty over what this role is at the present time and what it is likely to be in the future. I therefore call for those responsible for the delivery of planning education not simply to take at face value the current demands for change, but to explore the source of these demands in more depth and to uncover the confusion which currently exists over the future of the planning profession. I conclude that, although the perceived role of the planner remains in a state of flux, it is the role of the providers of planning education not simply to fit the planners to the task but to play a part in shaping that task itself. *Environment and Planning B: Planning and Design* 2001, volume 28, pages 563-580.

18. Taking our bearings: mapping a relationship among planning practice, theory and education by Ozawa & Seltzer (1999)

The curriculum for graduate education in planning has been largely dictated by a conception of the planner's role as a technical advisor to the decision makers. The rational planning model has shaped the construction of the core curriculum. Recent work by planning theorists suggests that the planner does more than simply provide technical advice, but serves to facilitate communications in critical ways. This article reports the results of a survey of senior planning professionals regarding the skills and competencies they seek in entry level planners. The results provide a strong support for communicative planning theories and suggest a recasting of traditional conceptions of what constitutes core graduate planning curricula. JPER 18:257-266.

19. Public Finance in Planning Education and Practice by Mary M. Edwards

Planners have significant influence on the fiscal landscape of communities through the day-to-day decisions they make and the plans they implement. To better understand how our educational system addresses fiscal issues in the training of planners, the author surveyed planning instructors from across the United States and Canada and analyzed a series of public finance course syllabi. This article presents the results of this analysis and contrasts the planning instructor survey results with the results of a national survey focused on practicing planners. In this second survey, planners were asked to provide their perspectives on the importance of public finance to effective

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planning. Taken together, the survey results provide an interesting picture of the significance of public finance to planning academics and practitioners. This research is intended to assist planning programs in evaluating their curricula for attention to public finance and the needs of the planning profession.

Journal of Planning Education and Research, Vol. 27, No. 2, 217-227 (2007)

20. Survey of Undergraduate Course Syllabi and a Hybrid Course on Global Urban Topics by Ali & Doan

In recent years, many planning departments at American universities have begun to teach introductory world-cities courses at the undergraduate level. This trend is explained by the growing recognition of the role and importance of undergraduate planning education, increasing interests in effects of globalization on cities, and pressures from university administrators for planning faculty to increase enrollment. This article reviews strategies adopted to teach world cities to undergraduate students. It presents insights from several sources: a content analysis of forty-three world-cities syllabi, a survey of instructors whose syllabi were analyzed, and the experience of one of the authors in teaching a hybrid course in world cities in which part of the course was taught online and another in class. The study findings provide useful suggestions for instructors, departments, and universities interested in innovative approaches to teach undergraduate courses in global urban topics. Journal of Planning Education and Research, Vol. 26, No. 2, 222-236 (2006)

21. Teaching Integrated Land Use-Transportation Planning

Topics, Readings, and Strategies by Kevin Krizek and David Levinson - Planning pedagogy is increasingly focused on teaching interdisciplinary topics in an integrated and synergistic manner. The intersection of land use and transportation is that of two topics that have risen to be front and center for the planning profession. This article focuses on the manner in which planning programs and, in particular, specific courses address land use and transportation planning. After describing the context in which such courses exist, this article analyzes syllabi from fifteen courses in North American planning programs in two respects. The first examines the list of topics covered within each course by discussing the nature of primary, secondary, and peripheral topics. Second, the analysis uncovers the frequency with which specific readings are employed in each course. The article closes by discussing the nature of a land use-transportation course from the University of Minnesota in which there is a lecture and laboratory component. Journal of Planning Education and Research, Vol. 24, No. 3, 304-316 (2005)

22. Preparing Planners for a Globalizing World – The Planning School at the Univ of Guelph by Afshar

Globalization poses new challenges for planning education. For this, a global, one-world approach to planning education is proposed using mutual learning and the comparative method. This is relevant for students with both domestic and international careers. A review of practitioners' and educators' views reveals broad support. However, small schools in particular have difficulty adopting this approach. The planning school at the University of Guelph is a work in progress about how such schools can do so. It has globalized despite small size and resource cutbacks. Challenges remain. Fitting adequate content into a two-year program is a struggle. North-south inequities undermine mutual learning. The global relevance of the approach is untested. Journal of Planning Education and Research 20 (2001):339-352

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23. Globalization and planning education by Amirahmadi

The current globalization calls for a globalizing pedagogy of planning education. By 'globalization' is meant a process whereby certain megatrends are made universal to the human condition, although they are differently experienced by diverse cultures and activities and at various territorial scales. A 'globalizing pedagogy', on the other hand, is a mode of education which brings these trends to bear upon the planning profession in such a way as to allow for the advent of common global visions and locally specific practices. The author gives the rationale for a global approach to planning education, indicates the main characteristics of the current globalization, discusses past attempts at cultural universalism, and pedagogical innovations, and outlines some of the main features of a globalizing pedagogy for planning education. Some of the major challenges that the planning profession faces for adopting a global approach are also identified. *Environment and Planning B: Planning and Design*, 1993, volume 20, pages 537-555

24. A model for teaching environmental justice in a planning curriculum by R.O. Washington and Denise Strong

This article describes a course, Environmental Justice Movement, initiated at the College of Urban and Public Affairs at the University of New Orleans in the spring of 1995. A companion to a course in environmental planning, the course was designed to prepare planning students to engage in the environmental policy debate by exposing them to its historical, moral and technical dimensions. By examining strategies and tactics of planning practice, they learn to apply their analytic and research skills to appropriate advocacy, mediation, and community planning projects. The course seeks to connect the environmental justice movement with social movement theory, concepts of procedural justice, and advocacy and equity planning. It integrates propositions and concepts about the politics of planning, land use policies, and practices with political philosophy, populist beliefs and what Preey (1994) calls 'the street-level Rawlsian approach.' *JPER* 16:280-290 (1997).

25. The core curriculum in planning revisited by John Friedman

This critical assessment of Harvey Perloff's influential paradigm for educating planners begins with a survey of the core offerings of 20 NA planning schools. It proceeds to ask what is specific to planning education, leading into a discussion of the planning 'core.' Planning programs are then challenged to stretch the period of graduate study so that students can acquire true mastery of a specialization which rests on a foundation that includes a knowledge of the urban habitat and its dynamics as well as the skills, methods, and approaches common to all urban professionals. *JPER* 15:89-104 (1996).

26. Expanding the 'Language' of Planning: A Meditation on Planning Education for the Twenty-First Century by Leonie Sandercock

What kinds of knowledge do planners need in a post-modern age in which cities and regions are characterized by fragmentation, polarization, and 'difference' in its many guises? This paper identifies four dilemmas of traditional planning education: the reduction of 'knowledge' to a set of measurable skills; the ossifying of programmes around a core which reinforces an outdated modernist paradigm; the loss of focus on questions of meaning, of value, of the spirit, which has resulted from a divorce between planning and design education; and the tendency

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to draw tight boundaries around professional identity, which prevents a truly interdisciplinary practice from emerging. Preparing planners for the challenges of the twenty-first century might involve the following: identifying the specificity of the domain of planning in a more dynamic way so that the core does not become redundant every decade; articulating planning programmes with environmental and design programmes; shifting from an emphasis on skills to key literacies (five are identified); approaching planning as an ethical inquiry. European Planning Studies, Vol. 7, No. 5, 1999.

27. Clear signals – moving on to planning’s promise by Seltzer & Ozawa

Results from an earlier study indicated that senior planners in Oregon and Southwest Washington expect planning graduates to be equipped with strong communicative competencies built on a base of broad analytic skills. This article reports on an extension of that study to a survey of planners in California, Florida, Maryland, and New Jersey and confirms that these earlier findings are not unique to the Pacific Northwest. The challenge for planning educators is to design a core curriculum that responds to the skills and competencies demanded in practice and to adjust teaching practices and policies to recognize and reward the types of personal qualities sought by employers. Planning educators must consider carefully the field’s unique contributions and weave substance and values back into the curriculum. JPER 22:77-86 (2002).