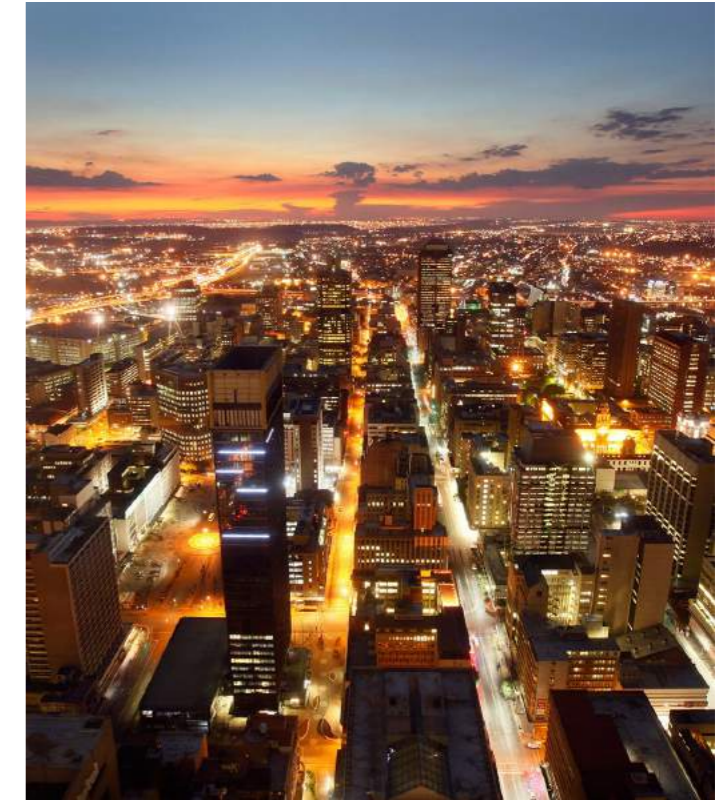


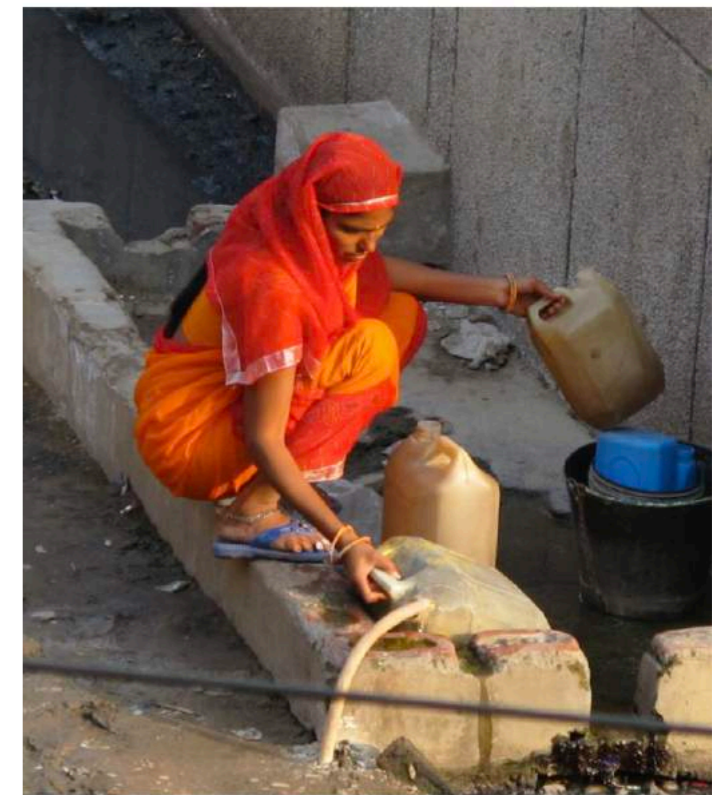
Experiential Learning in a Large Class

Prof. Carrie Mitchell, School of Planning, University of Waterloo

October 17, 2018



Our urbanizing world



Our urbanizing world...full of “wicked problems” (Rittel and Webber, 1973)



Cities

For the sake of our cities, it's time to make town planning cool again

While the cult of the star architect has soared in recent decades, the figure of the town planner has arguably become comic shorthand for a faceless dullard. Yet the role is crucial to our urban future, and needs reinventing

“[Planners] training and practice too often leaves them able to communicate effectively only with other planners and professionals, working in an abstract language that alienates them from people.” David Knight, academic, writer and director of the architecture practice [DK-CM](#)

“Town planners are taught along the lines of a technical profession,” he says. “But in fact **the best educational training is probably something like politics, along with expertise in the softer skills of negotiation, partnership building and group decision making.**” [Professor Andy Pratt](#), an economic geographer at City University

Planners' most important skills:

1. Communication Skills in Writing or Public Speaking.

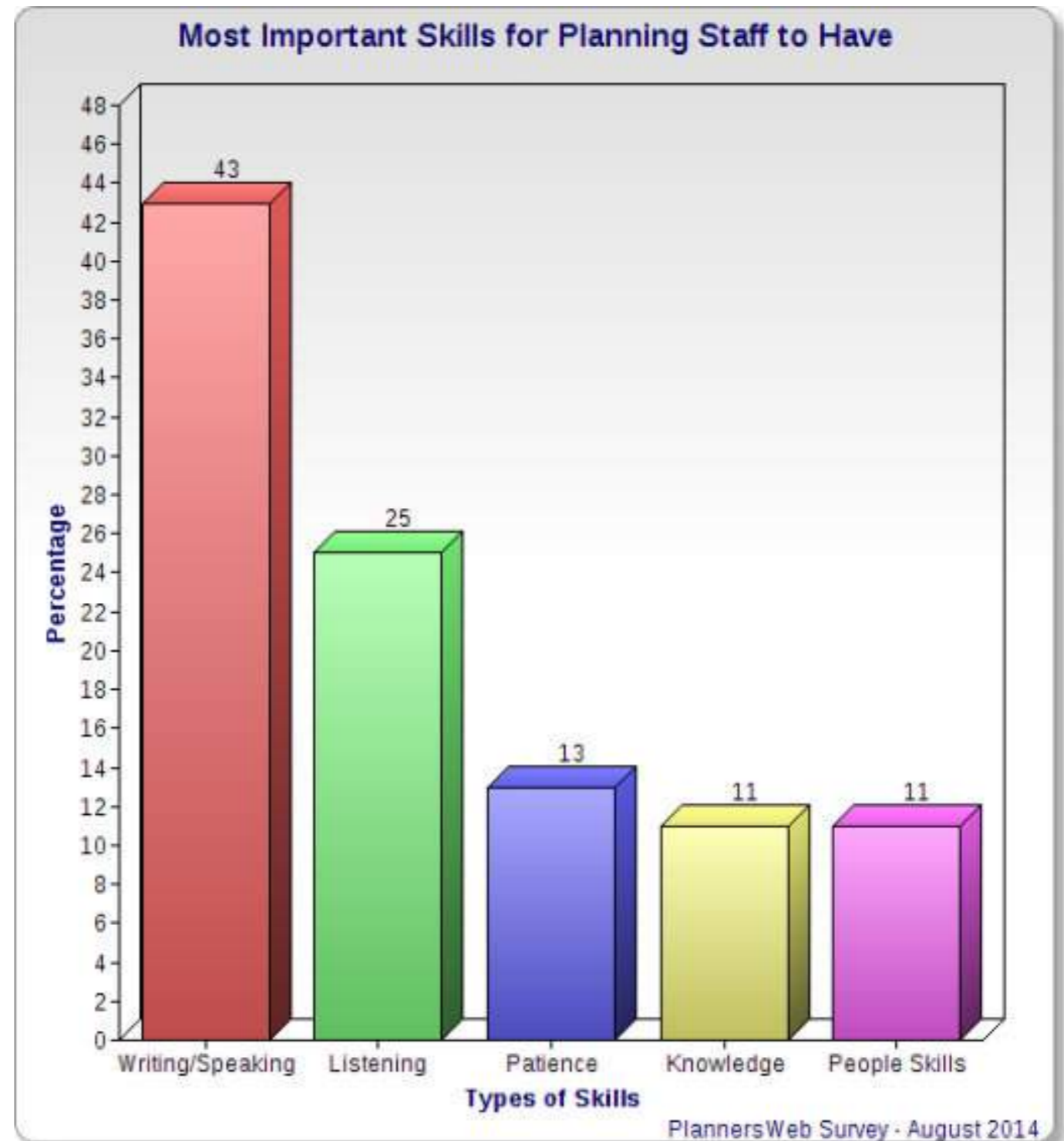
This was mentioned as one of the most important skill planning staff should have by 73 (43 percent) of those responding.

2. Listening. The ability to listen to what people are saying. This type of skill was cited by 43 (25 percent) of those responding.

3. Patience. Mentioned by 22 planners (13 percent)

4. Knowledge. Noted by 19 planners (11 percent)

5. Good People Skills. Cited by 18 planners (11 percent)





PLAN 102

Core components

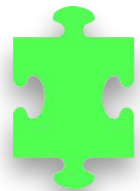
PLAN 102 Intended Learning Objectives (ILOs)



- **Write clear, concise**, and properly formatted planning **reports and proposals** using grammatically correct English;



- Develop capacity to **speak and listen professionally** with peers and superiors (e.g. teaching assistants, professors, and potential employers);



- Recognize and **utilize different types of evidence** (e.g. peer-review, grey literature, and media sources) to justify an environmental problem/issue and develop a proposed solution; and,



- **Apply** contextually appropriate **professional skills** taught in the course (textbook, lectures, and tutorials) in professional settings.

Evaluation structure

Individual work	62.5% (two assignments, participation in lecture & tutorial, individual note taking exercise, final test)
Collaborative work	37.5% (three assignments over a period of eight weeks; collaborative note taking exercise)
Challenge Game (individual)	Up to 3% bonus on final grade

In Partnership With:

ST. PAUL'S
GreenHouse



UNIVERSITY OF WATERLOO
FACULTY OF ENVIRONMENT

JACK ROSEN AWARD

PITCH COMPETITION



Assignment 1

Contract, Proposal, and Pitch (35%)



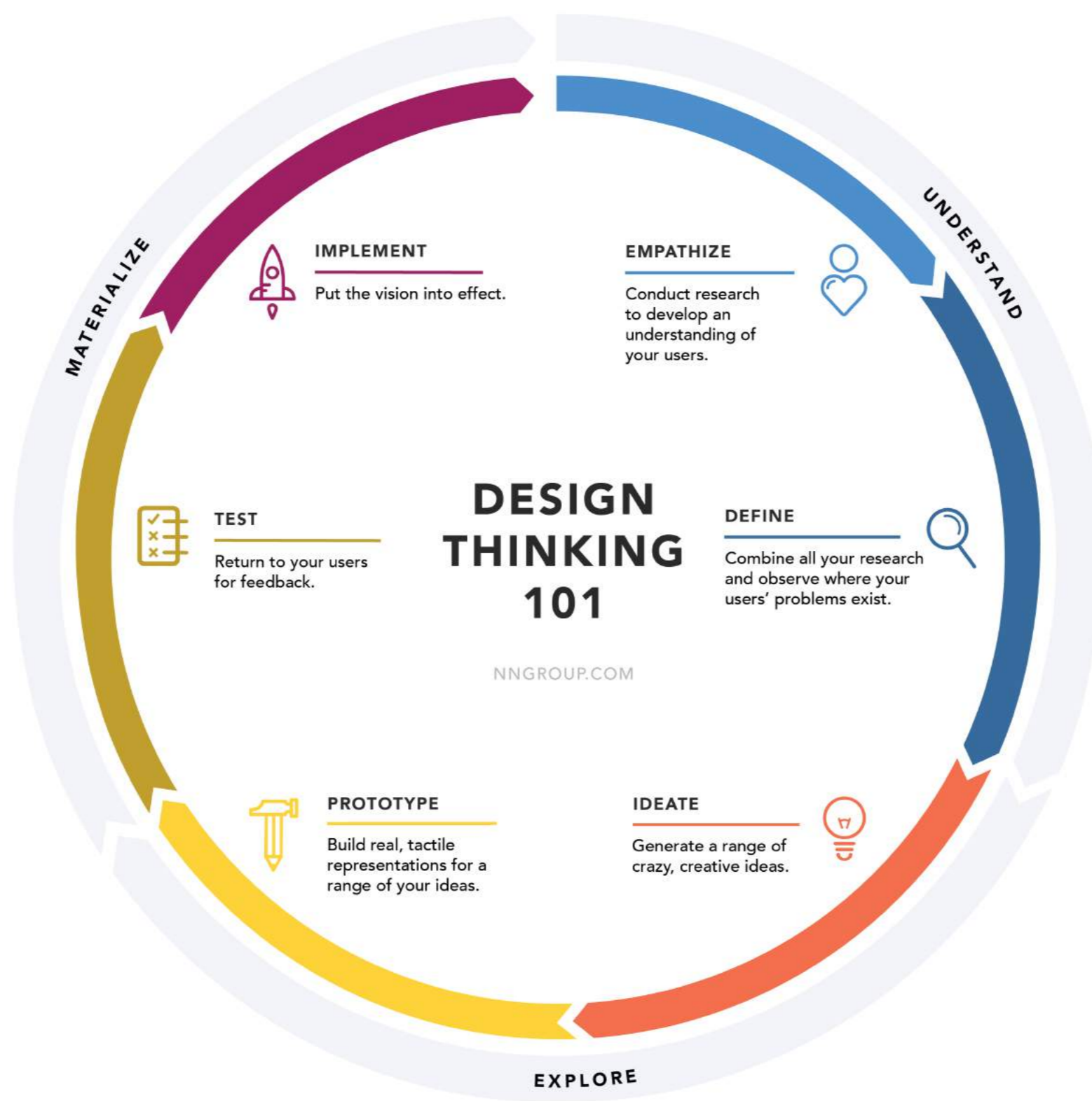
eduTOX
VIDEO CHALLENGE

CONCOURS VIDÉO
éduTOX



Assignment 1

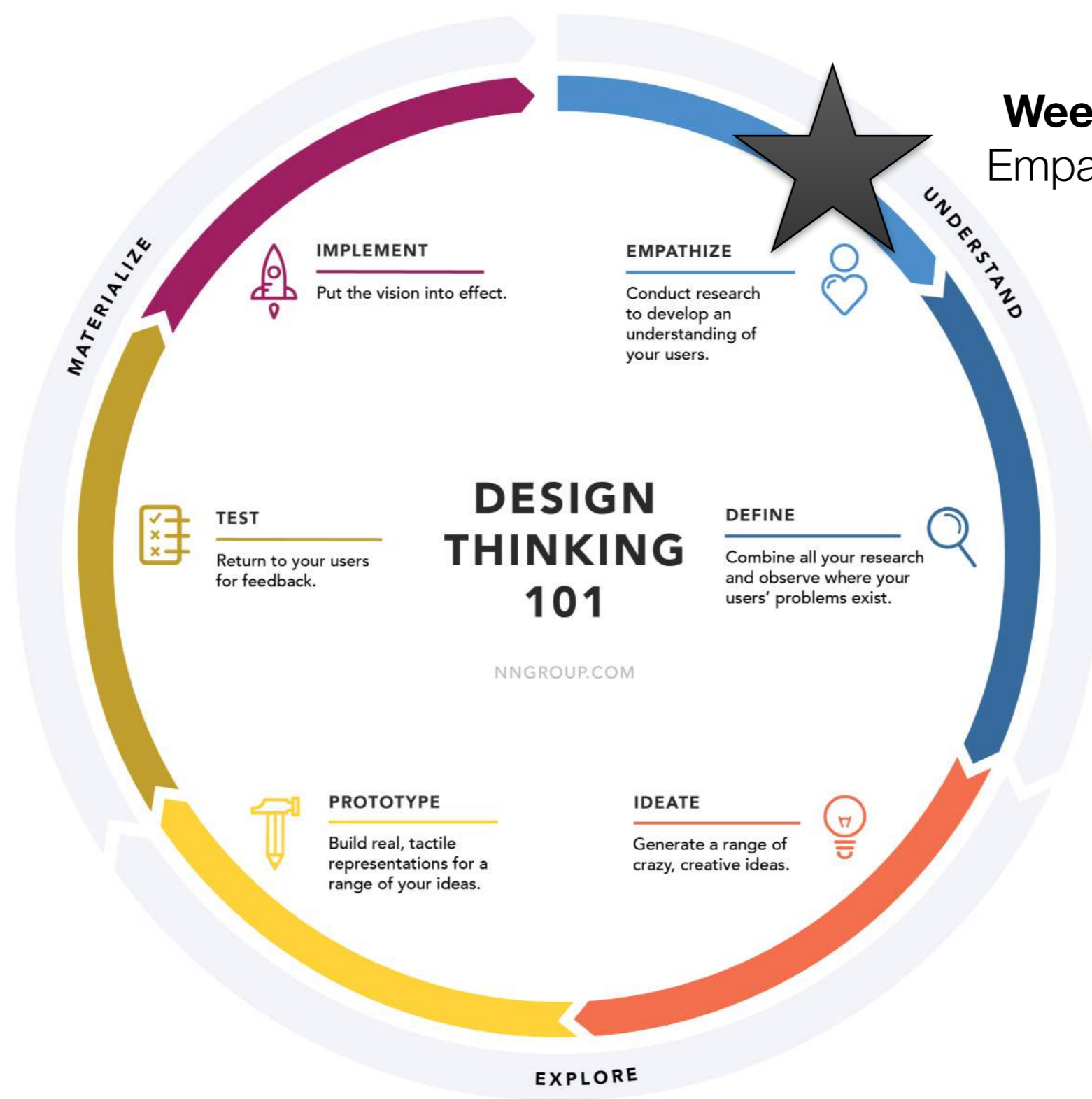
Group proposal & video pitch



Design Thinking

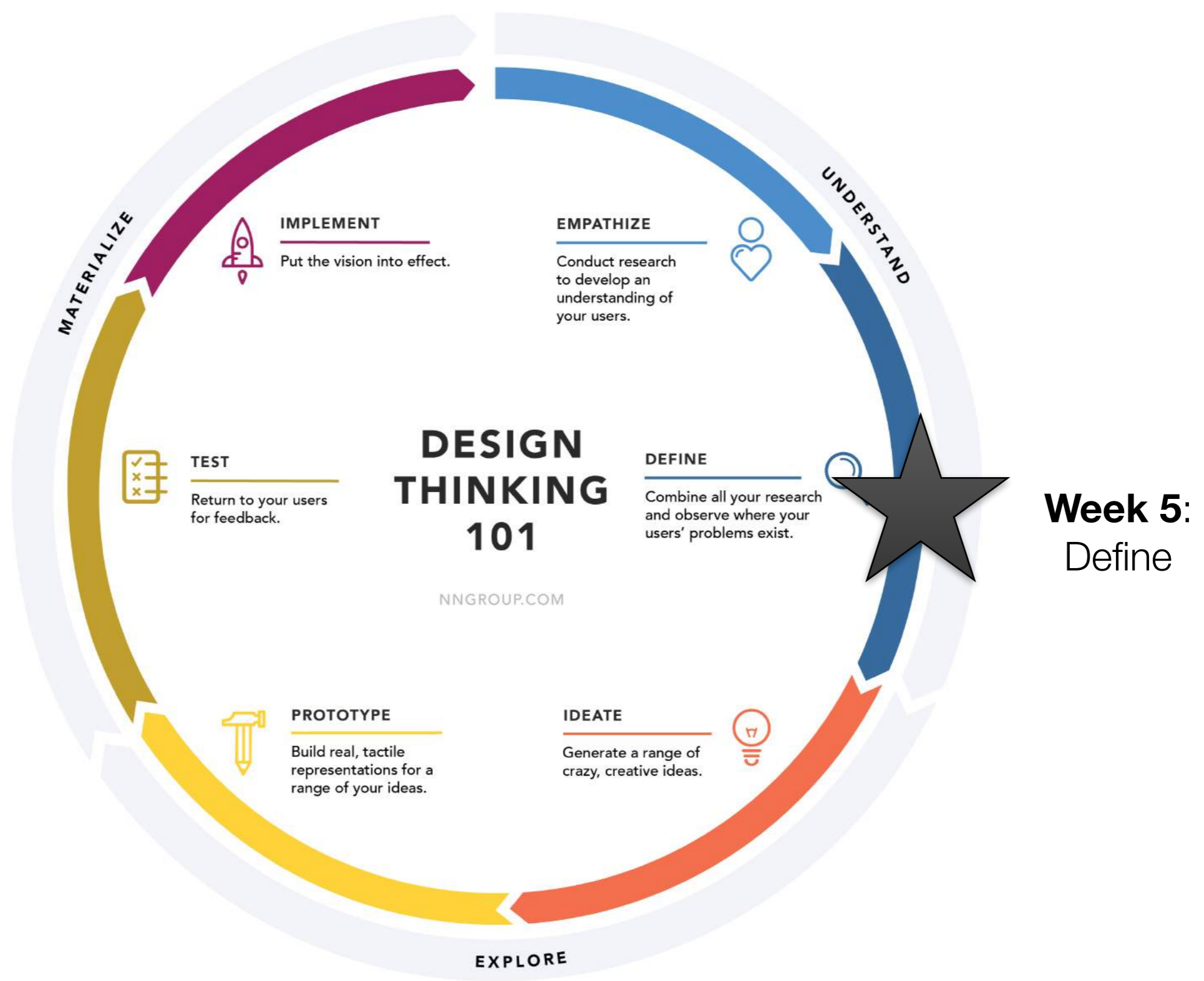
A protocol for problem-solving

Week 4: Empathize



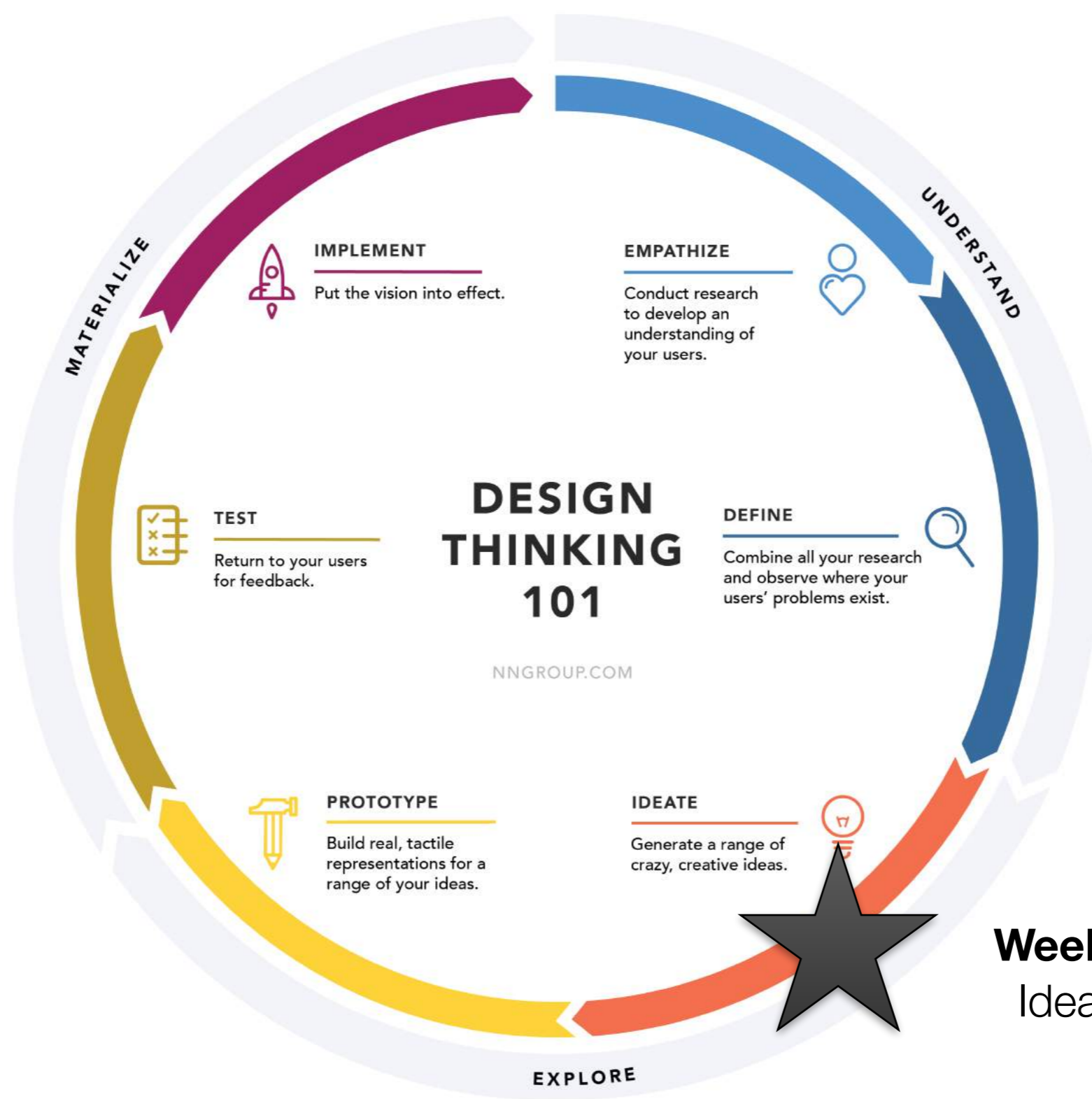
Design Thinking

A protocol for problem-solving



Design Thinking

A protocol for problem-solving

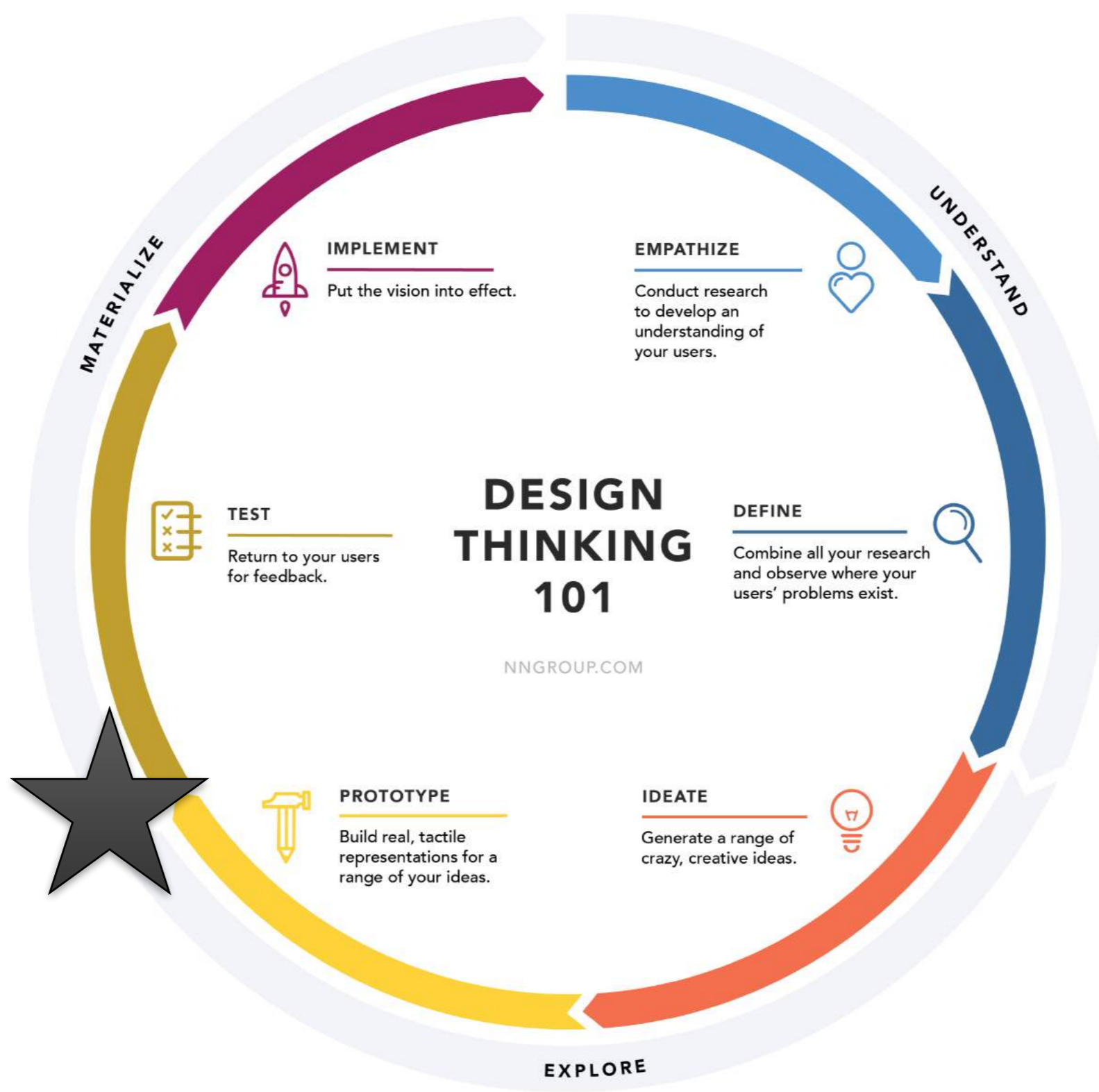


Week 6:
Ideate

Design Thinking

A protocol for problem-solving

Week 7:
Prototype



Design Thinking

A protocol for problem-solving

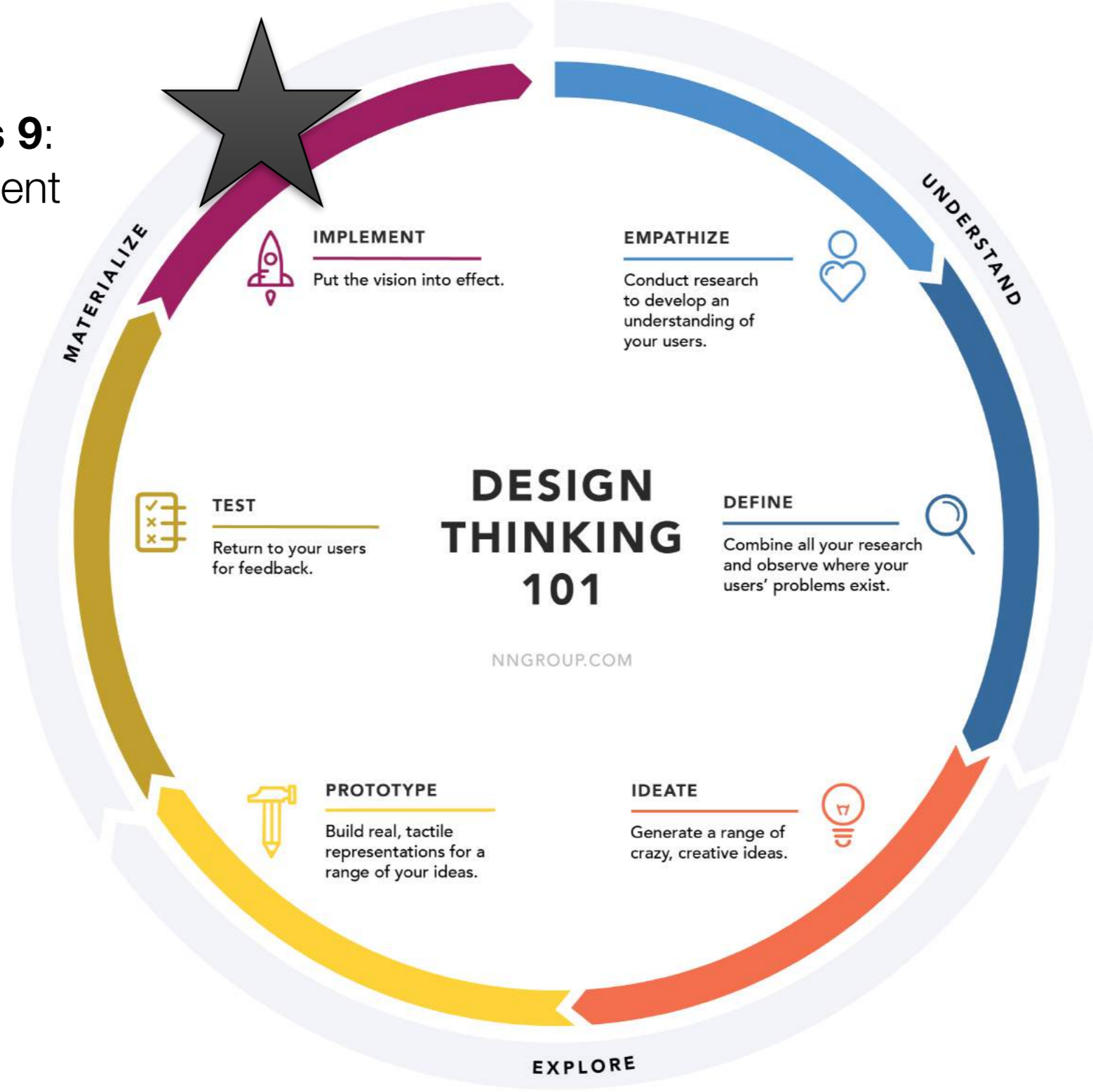
Week 8:
Test



Design Thinking

A protocol for problem-solving

Weeks 9:
Implement



Design Thinking

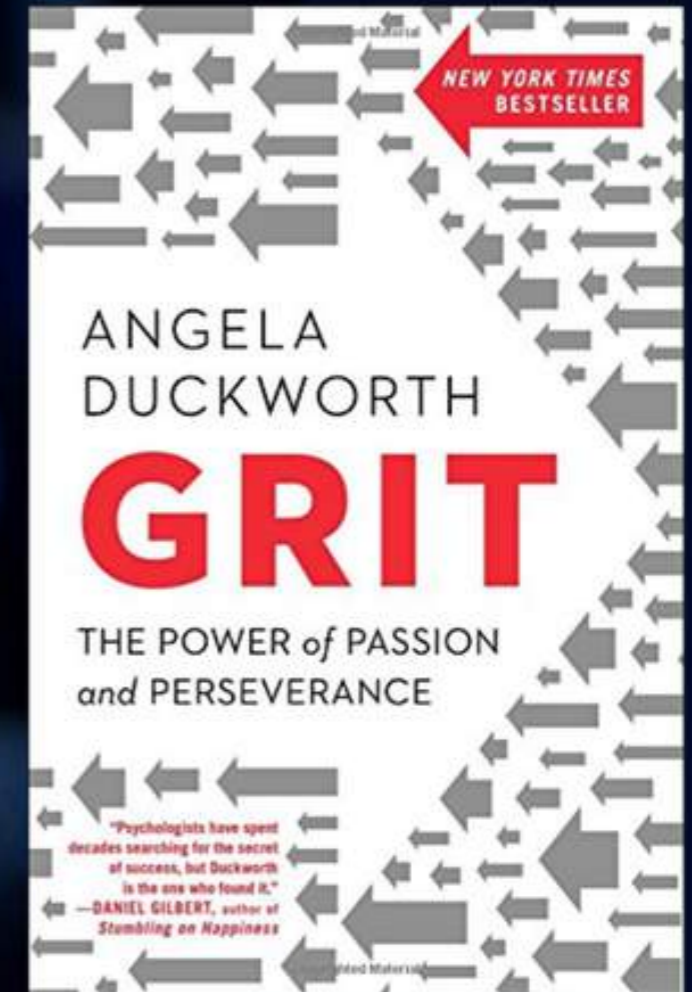
A protocol for problem-solving

Undergraduate students' awards 2014 - 2017

Students/project	Year	Award	Award Value
John Albert, Erin Larmondin, Kaitlyn Whitehead, Jeff Ren for Ditch the Car and Bike to School	2017	First Place: Edutox National Video Competition (edutox.ca)	\$1000
Victoria Cheng, Caleb Dacucos, Laura Kwan, Joshua Leyesa, and Jessica Vieira for The Problem with Pesticides	2017	Second Place: Edutox National Video Competition (edutox.ca)	iPhone 7
Lois Leung, Miila Tuju, Mark Kim and Yasmeen Abu-Obaid for E-Cycle - an idea for removable, rechargeable bike pedals that feature a generator to store power that can later be used to charge devices through a USB port	2016	Honourable mention: Jack Rosen Award for Environment Innovation - University of Waterloo	\$500
Leslassa Armour-Shillingford, Rawan Amin, Yousra Khan, Michael Fong and Elaine Ye for Compact Hydro-Electrical Waste Water Plant (CHEW2P) - a system to harness the movement of waste water in office and residential towers to generate hydroelectric energy.	2014	Honourable mention: Jack Rosen Award for Environment Innovation - University of Waterloo	\$500
Sara Fazal, Katherine Chan, Vanessa Bulfon, Renee Filbey and Ivana Osojnicki for EZceipts - an online system for digitizing consumer receipts.	2014	Honourable mention: Jack Rosen Award for Environment Innovation - University of Waterloo	\$500







 Assignment 1

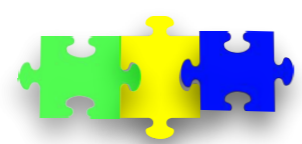
Writing an “informal” report (5%)



CANADIAN
INSTITUTE OF
PLANNERS

Great places IN CANADA

NOMINATE
YOUR
PLACE
NOW!



Assignment 2

Writing a “formal” planning report (15%)



**CANADIAN INSTITUTE
OF PLANNERS**

**INSTITUT CANADIEN
DES URBANISTES**



Applied final test

In-class test (20%)



Challenge Game

Up to 3% on final grade

PLAN 102 Challenge Game



- The goal of the game: **develop/hone soft skills**
 - C1: Seeking help on campus (up to 5 points)
 - C2: Mid-term reflection (up to 5 points)
 - C3: The art of asking good questions (up to 5 points)
 - C4: Expressing gratitude (up to 5 points)

Points earned	Bonus earned
20	3%
17 - 19.9	2%
15 - 16.9	1%

Wk. 1-12

Wks. 4 and 9

Wk. 1-12

Wk. 1-12

Wk. 1-3
and 6

Wk. 1-12

Wk. 4-12

