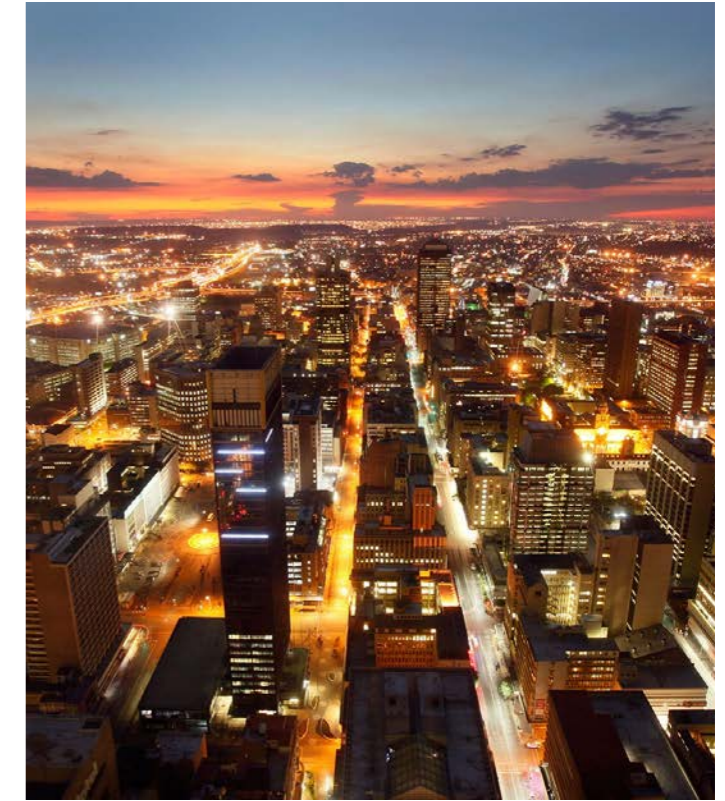
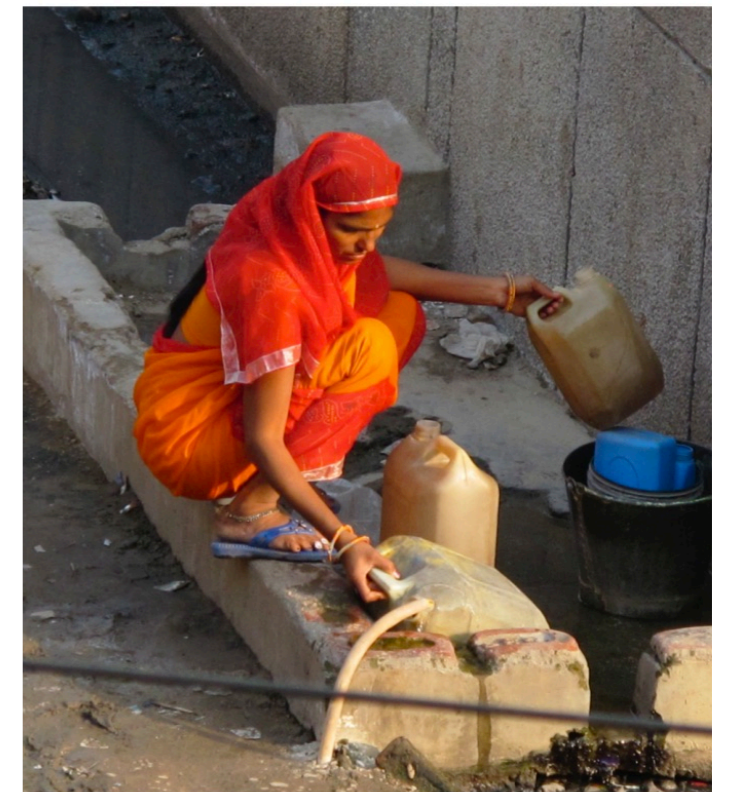


Collaboration, Creativity and Communication in a Large Class (CTE770)

Carrie Mitchell, Assistant Professor, School of Planning, **Paul Cech**, 4th year undergraduate planning student, and **Miila Tuju**, 2nd year undergraduate planning student



Our urbanizing world



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



What are the most important skills planners need?

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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.

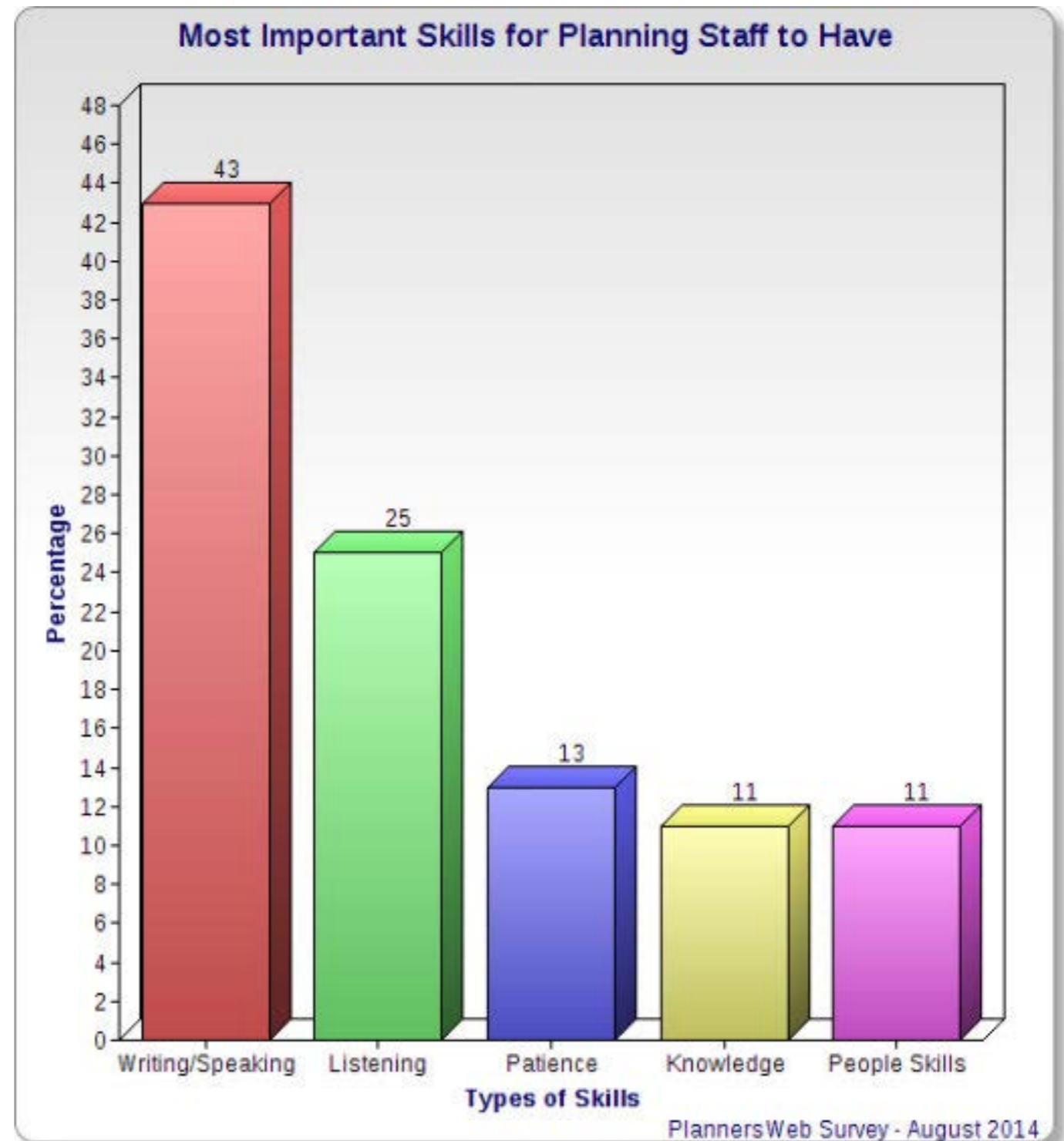
This was mentioned as one of the most important skill planning staff should have by 73 (43 percent) of those responding.

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

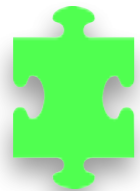
PLAN 102 Intended Learning Objectives (ILOs)



- **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);



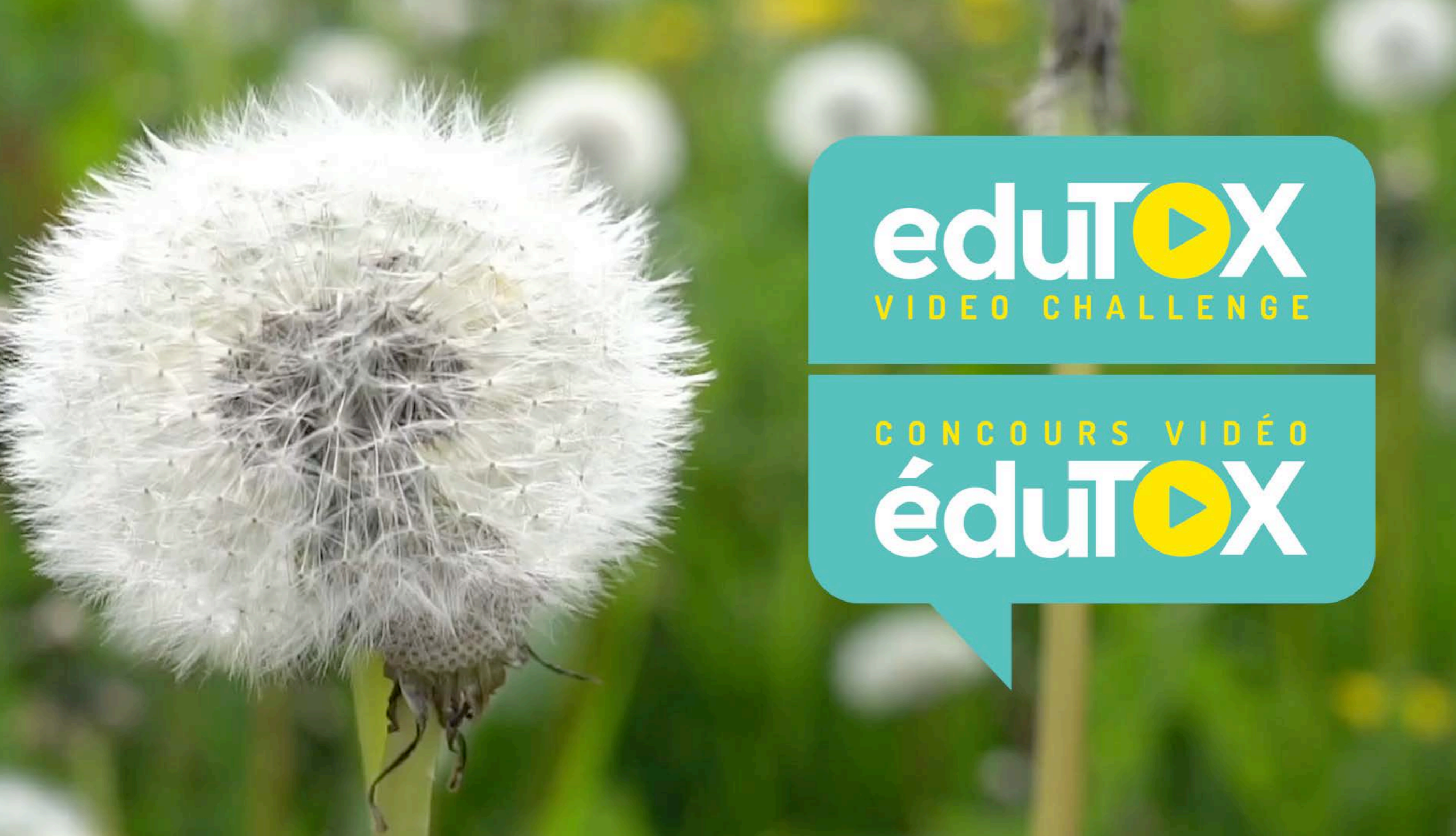
- Recognize and **utilize different types of evidence** (e.g. peer-review, grey literature, and media sources) to justify an environmental problem/issue and develop a proposed solution; and,



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

Evaluation structure

Collaborative work	40% (three assignments over a period of eight weeks)
Individual work	60% (one assignment, participation in lecture & tutorial, final test)
Challenge Game	Up to 3% bonus on final grade



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VIDEO CHALLENGE

CONCOURS VIDÉO
éduTOX

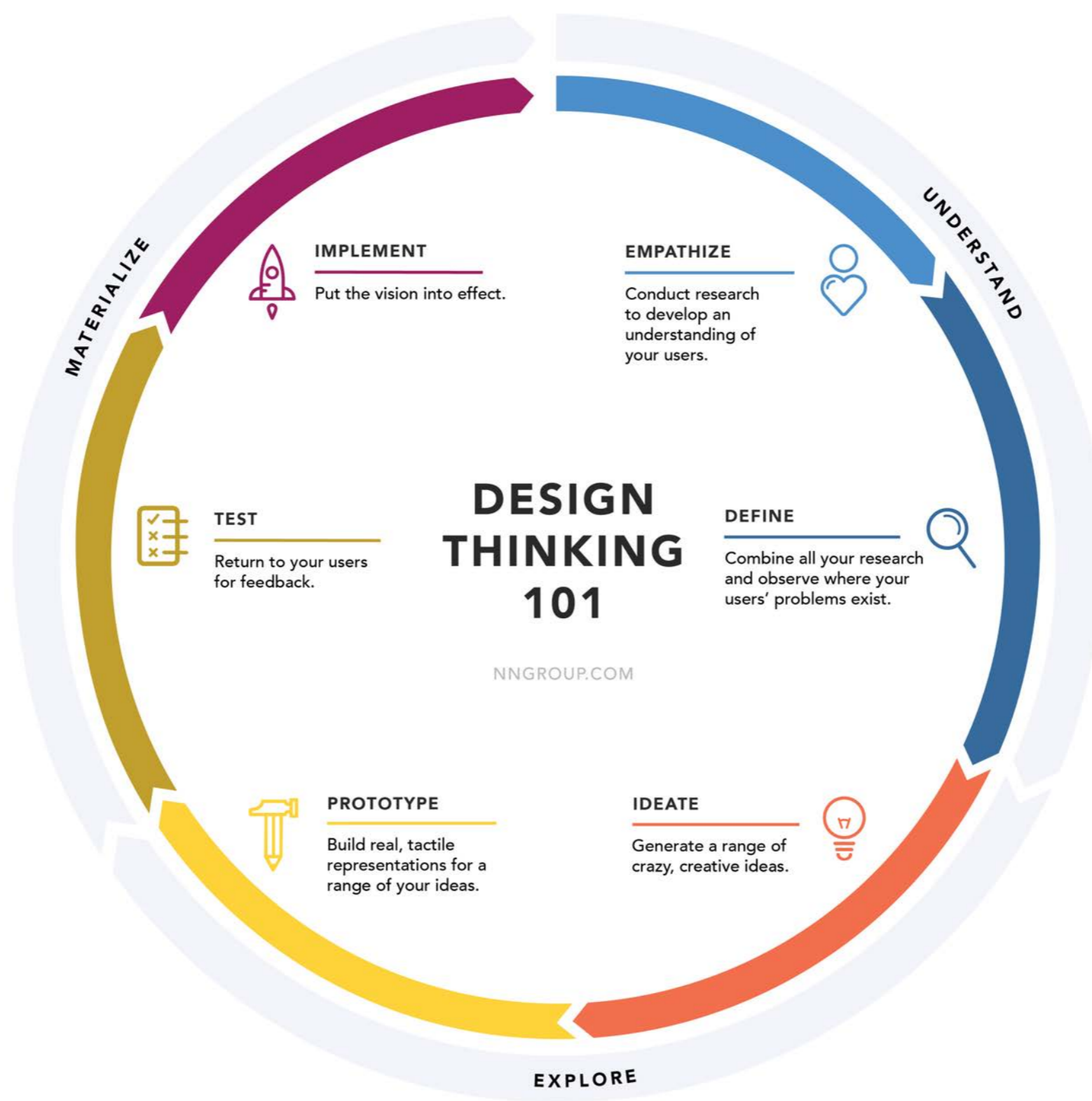


Assignment 1

Proposal & video (2017)

**climate
change
&
health**

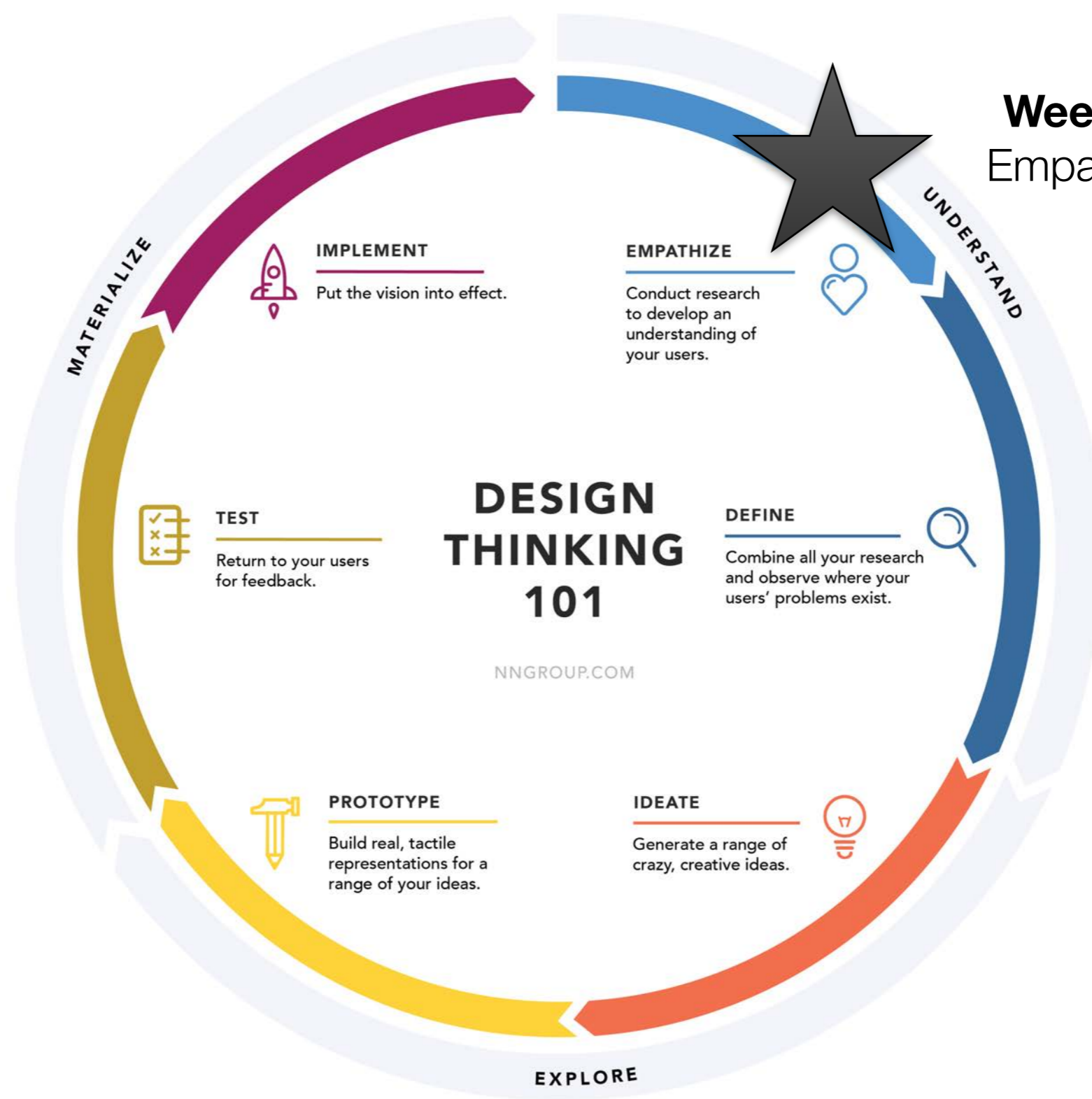




Design Thinking

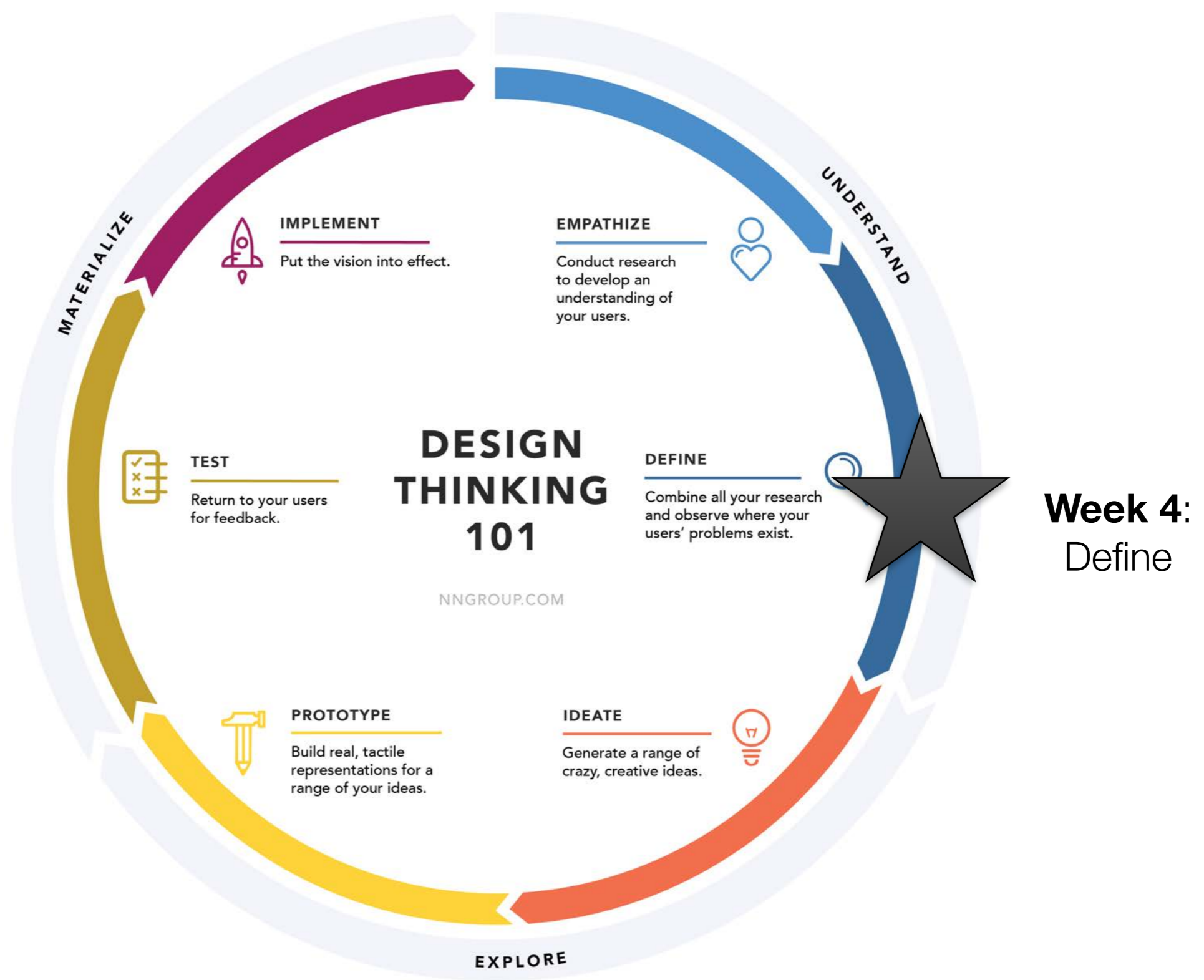
A protocol for problem-solving

Week 3: Empathize



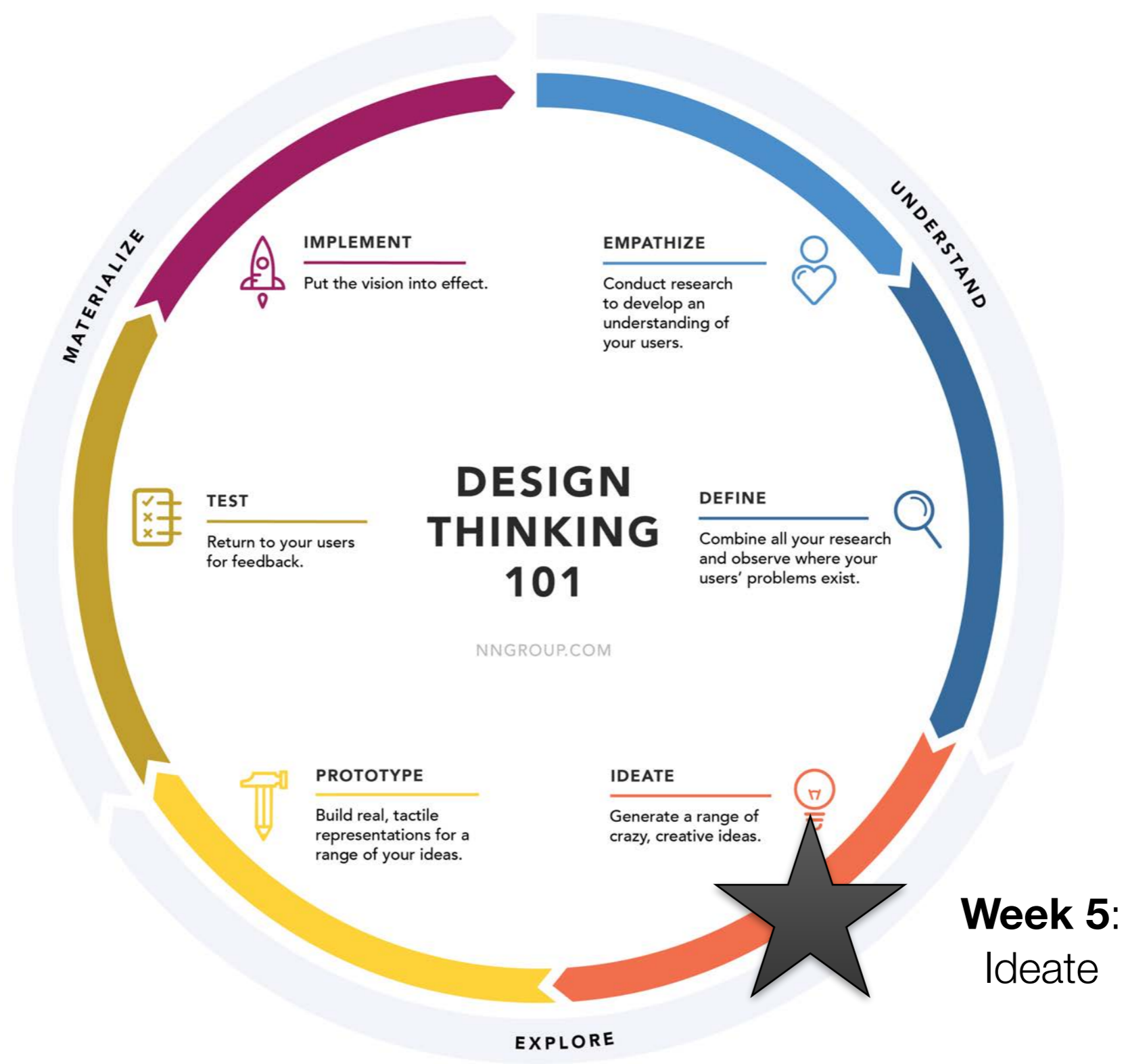
Design Thinking

A protocol for problem-solving



Design Thinking

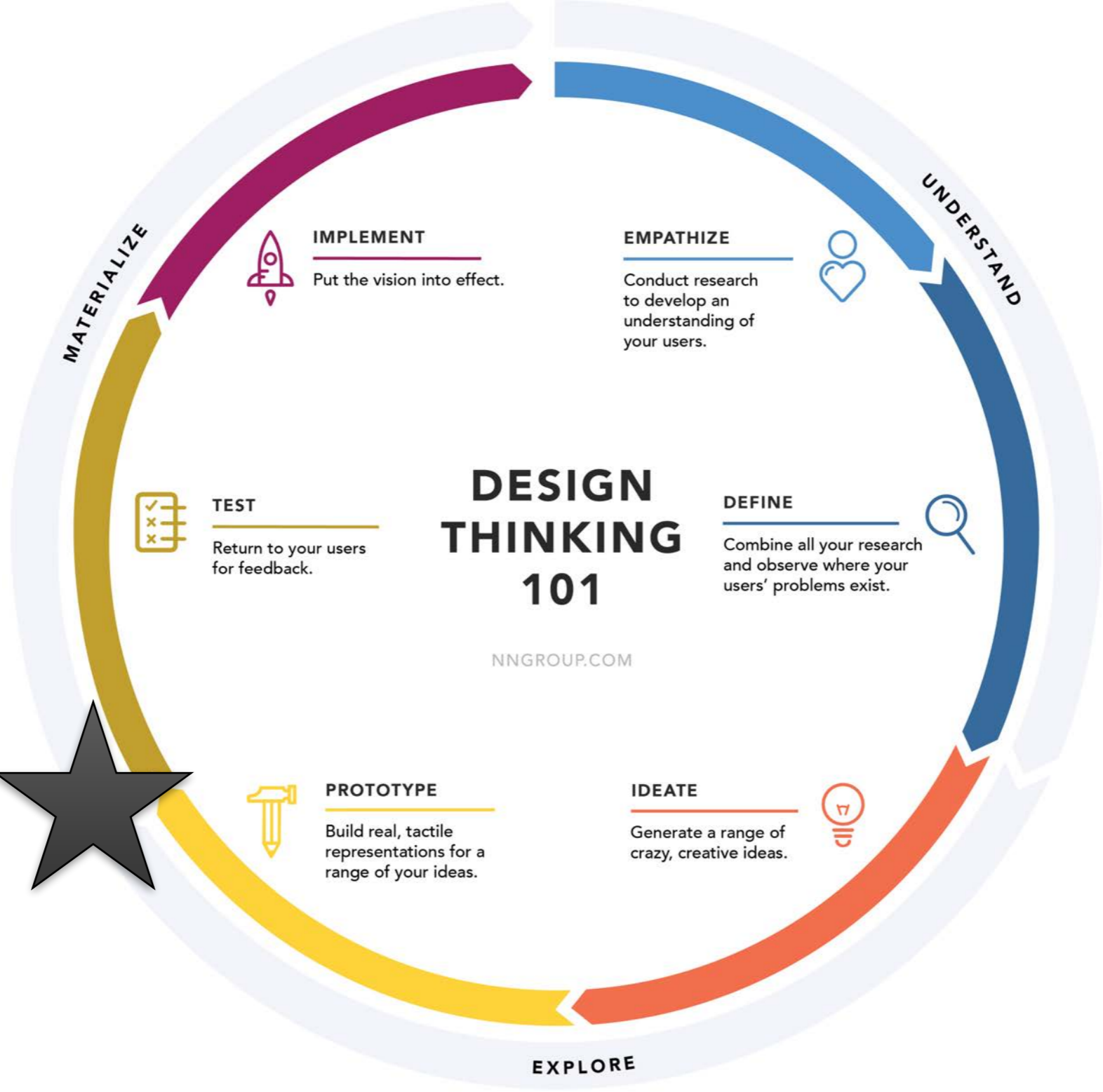
A protocol for problem-solving



Design Thinking

A protocol for problem-solving

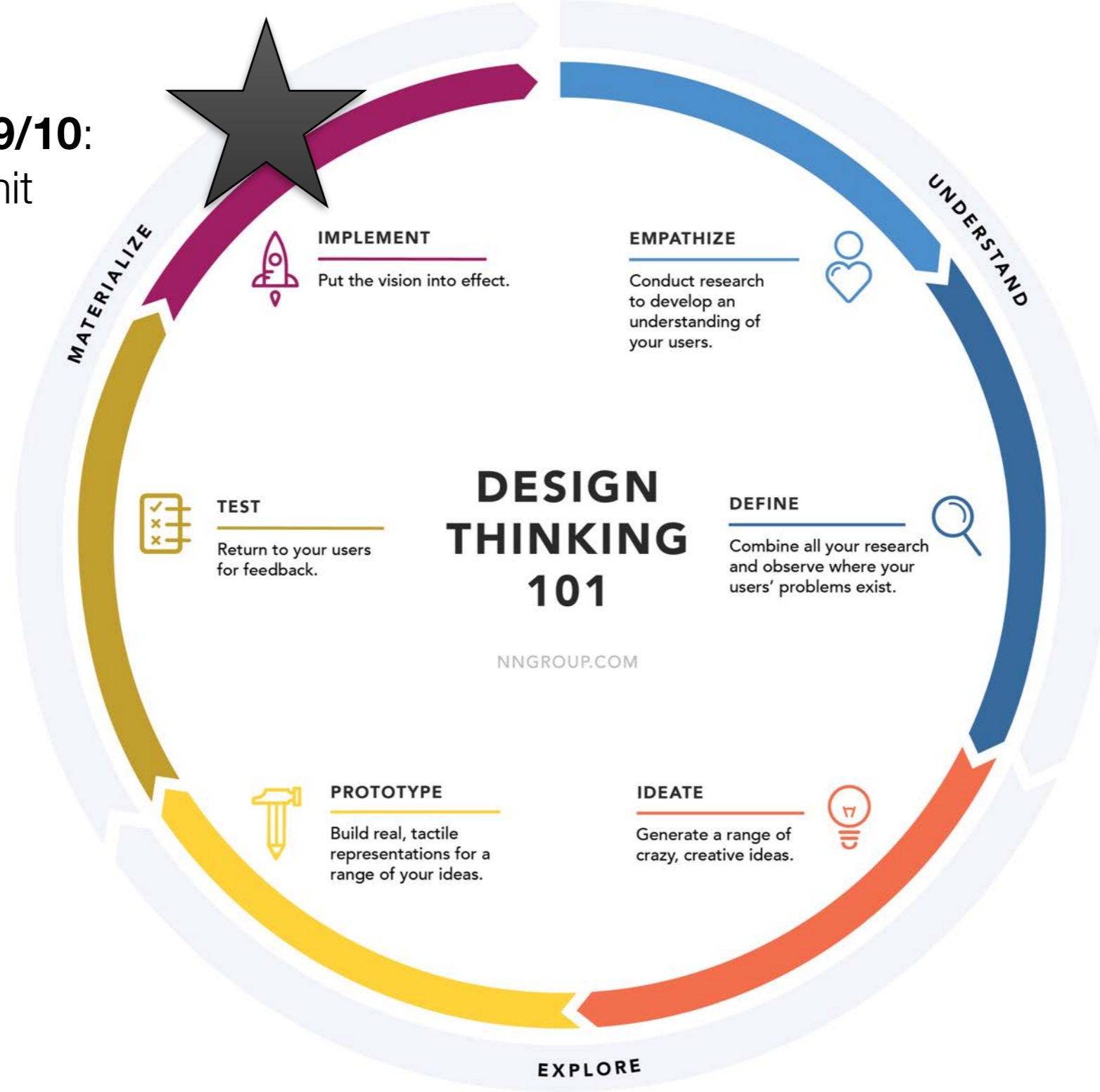
Week 6:
Prototype and Test



Design Thinking

A protocol for problem-solving

Weeks 9/10:
Submit



Design Thinking

A protocol for problem-solving



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VIDEO CHALLENGE

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Assignment 1

Watch videos at edutox.ca

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UNIVERSITY OF WATERLOO
FACULTY OF ENVIRONMENT

JACK ROSEN AWARD

PITCH COMPETITION



Assignment 1

Proposal and pitch (2014 - 2016)



UNIVERSITY OF
WATERLOO



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HONOURABLE MENTION

WATERLOO ENVIRONMENT
HONOURABLE MENTION

WATERLOO ENVIRONMENT
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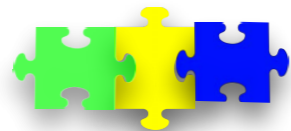




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PLANNERS



Great places IN CANADA



Assignment 2

Writing a planning report



Challenge Game

Up to 3% on final grade

PLAN 102 Challenge Game



- The goal of the game: **develop/hone soft skills**
 - C1: Time management (up to 5 points)
 - C2:: Seeking help on campus (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. 6 and 10; 1c videos

Wk. 1-12

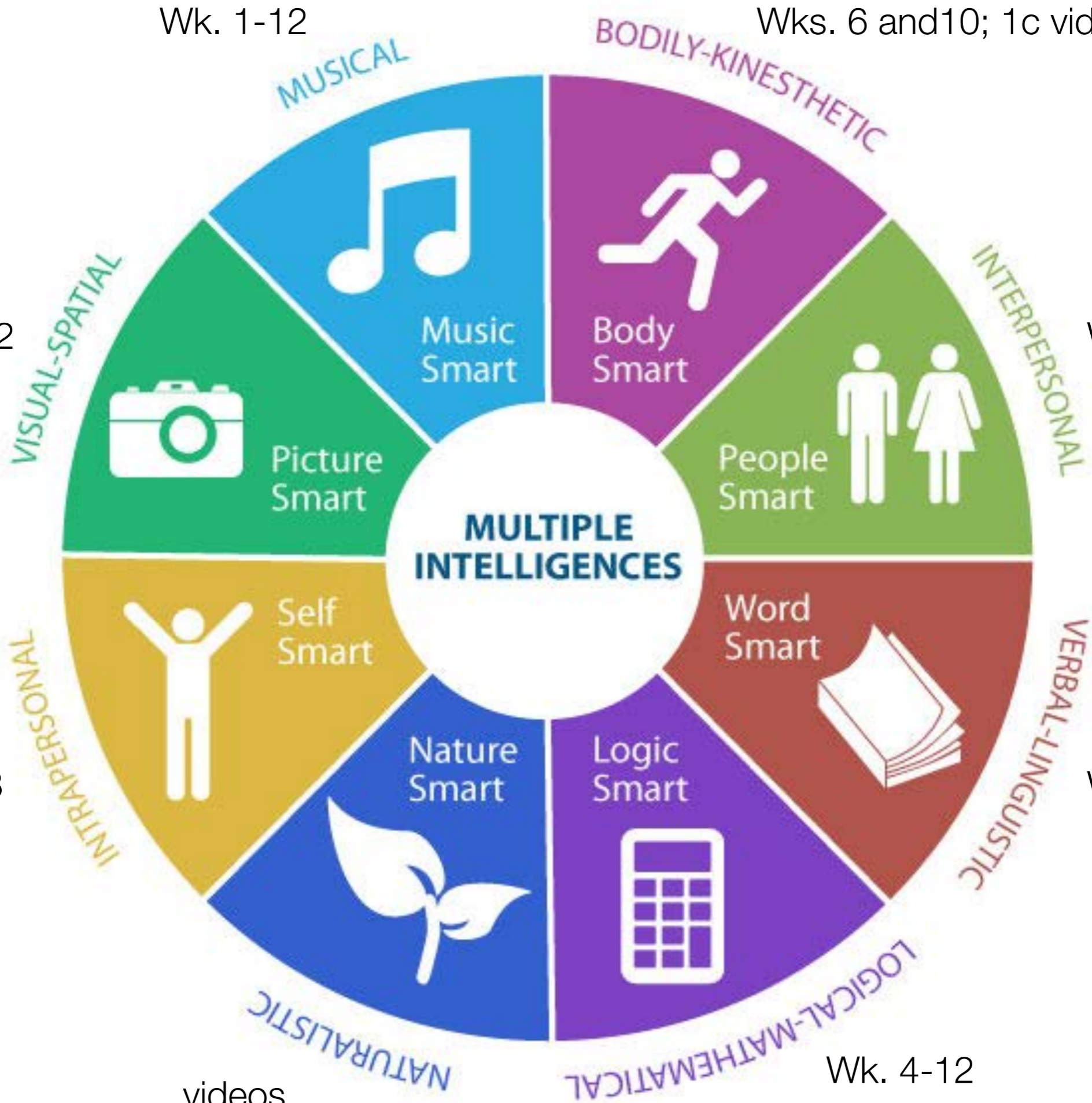
Wk. 1-12

Wk. 1-3

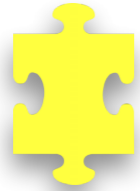
Wk. 1-12

Wk. 4-12

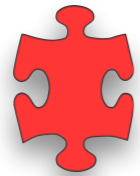
videos



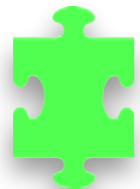
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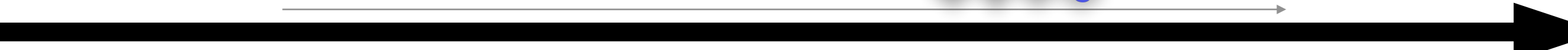


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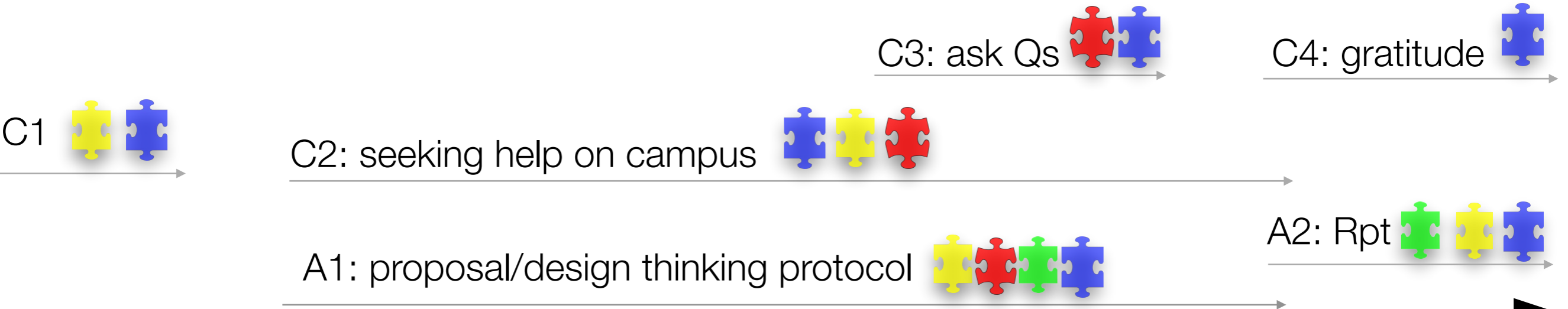


- **Apply** contextually appropriate **professional skills** taught in the course (textbook, lectures, and tutorials) in professional settings.

 Write well
  Listen and speak well
  Evidenced-based problem-solving
  Application



WK 1 WK 2 WK 3 WK 4 WK 5 WK 6 WK 7 WK 8 WK 9 WK 10 WK 11 WK 12



Notetaking/reading skills 

Online professional skills 


Teamwork skills 
Cognitive and identity diversity 

Researching/library skills 


Constructive feedback skills 
PEAR double-blind review of A1 draft

Presentation skills 

Presentation skills 


Co-operative education 

Negotiation skills 
One-minute personal presentations 

Constructive feedback on videos



Image courtesy of computerclipart.com

PLAN 102

Grammar Interventions

Yes, grammar can be fun!

Experiences from students/TA:

Paul Cech and Miila Tuju