

<b>THE CARD OF DESCRIPTION THE EDUCATION MODULE</b>			
Name of course/module <b>STUDY OF LOCAL COMMUNITY DEVELOPMENT</b>		Code <b>AU_K_2.2_002</b>	
Main field of study <b>ARCHITECTURE AND URBAN PLANNING</b>		Education profile (general academic, practical) <b>general academic</b>	Year / Semester <b>1/2</b>
Specialization		Language of course: <b>Polish</b>	Course (core, elective) <b>core</b>
Hours Lectures: - Classes: - Laboratory - Projects / seminars: 45 classes: -			Number of points <b>3</b>
Level of qualification: <b>II</b>	Form of studies (full-time studies/part-time studies) <b>Full-time studies and part-time studies</b>	Education area(s) <b>Technical Sciences</b>	ECTS division (number and %) <b>3 100%</b>
Course status in the study program (basic, directional, other) <b>directional</b>		(general academic, from other field of study) <b>general academic</b>	
<b>Responsible for the course / lecturer:</b> <b>prof. dr hab. inż. arch. Wojciech Bonenberg</b> e-mail: wojciech@bonenberg.pl tel. 61 665 32 60 Faculty of Architecture ul. Nieszawska 13C, 61-021 Poznań tel.: 061 665 32 55		<b>Responsible for the course / lecturer:</b> <b>dr inż. arch. Anna Januchta-Szostak</b> e-mail: anna.januchta-szostak@put.poznan.pl tel. 61 665 32 60 Faculty of Architecture ul. Nieszawska 13C, 61-021 Poznań tel.: 061 665 32 55	
<b>Prerequisites of knowledge, skills, social competences:</b>			
1	<b>Knowledge:</b>	<ul style="list-style-type: none"> <li>▪ student has explicit, theoretically based knowledge including the key issues of urban planning,</li> <li>▪ student has basic knowledge of development trends in urban planning,</li> <li>▪ student has basic knowledge required for the understanding of social, economic, legal and other determinants outside the engineering field of urban planning,</li> </ul>	
2	<b>Skills:</b>	<ul style="list-style-type: none"> <li>▪ student can acquire information from field specific literature, data bases and other properly selected sources in Polish and English, can integrate the acquired information, interpret the said information, as well as draw conclusions and come up with opinions supported with satisfactory reason,</li> <li>▪ student can carry out critical analysis of the manner of operation and assess the existing solutions, systems and processes,</li> <li>▪ student can identify problems and on the basis thereof, can draw up specifications of simple practical tasks in the scope of urban planning,</li> <li>▪ student can – according to given specifications – design the urban complex of residential and service nature,</li> </ul>	

3	<b>Social competences</b>	<ul style="list-style-type: none"> <li>▪ student understands the need for lifelong learning; can inspire and organize process of learning other people,</li> <li>▪ can work and cooperate in a team, assuming a number of different roles therein,</li> <li>▪ is aware of the social role of the urban planner.</li> </ul>
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**Objective of the course:**

- Obtain skills in the scope of physical planning and integrated design at the scale of commune.
- Learning the formal and legal determinants of physical economy and physical planning in communes and contemporary problems and development trends of settlement network.
- Learning the basic instruments and tools of physical planning, urban standards and norms and their role in spatial management of commune.
- Learning the tools and techniques of strategic analysis used in physical planning (SWOT analysis, multicriteria analysis) and modern methods of searching the innovative planning solutions (application of heuristic methods) in creative approach to spatial management of communes.
- Obtain skills of planning and designing in the interdisciplinary teams.
- Obtain the ability to development and verification of alternative concepts of commune spatial development in accordance to local conditions as well as use and justification of innovative solutions in spatial planning.

**Learning outcomes**

**Knowledge:**

number (symbol)	Having completed the course, student can:	Reference to the outcomes of the learning process in the area of technical sciences
W01	student has explicit, theoretically based knowledge and detailed knowledge in physical planning required to development of the feasibility study of the local area urban planning,	<b>AU2_W06</b>
W02	student has knowledge of development trends in designing the settlement complexes and networks in Poland, Europe and in the world,	<b>AU2_W02</b>
W03	student has knowledge required for the understanding of social, economic, legal and environmental determinants of the commune development required in physical planning,	<b>AU2_W03</b>
W04	student knows basic methods, techniques, tools and materials applied in the creation process of commune physical development, can develop the feasibility study of the local area urban planning,	<b>AU2_W10</b>

**Skills:**

number (symbol)	Having completed the course, student can:	Reference to the outcomes of the learning process in the area of technical sciences
U01	student can acquire information from field specific literature, data bases and other properly selected sources in Polish and English, can integrate the acquired information, interpret and critically assess the said information, as well as draw conclusions and come up with opinions supported with satisfactory reasons	<b>AU2_U01</b>

U02	student can carry out analytical studies of spatial resources of commune, can evaluate these resources and come up with respective conclusions on possible transformations of complex, in this atypical, urban and regional spatial tasks,	<b>AU2_U04</b> <b>AU2_U10</b>
U03	can, when formulating engineering tasks and solving them, put together the knowledge in other fields, related areas and apply the system approach, accounting for non-technical aspects and a long time span	<b>AU2_U05</b>
U04	can come up with improvements regarding the existing urban and regional spatial solutions in accordance with the principles of sustainable development, can provide convincing arguments for the assumed solutions based on results of analyses and simulation	<b>AU2_U09</b>
U05	can assess the usefulness of methods and tools to be used for the solution of complex planning tasks, with the account for non-technical and system aspects, in this he/she can propose new methods and tools if any limitations of the so far applied methods and tools are observed	<b>AU2_U11</b>
U06	can prepare scientific elaborations and brief research report in Polish and English, presenting his/her own research results and decisions related to detailed planning issues,	<b>AU2_U02</b>
<b>Social competences:</b>		
number (symbol)	Having completed the course, student can:	Reference to the outcomes of the learning process in the area of technical sciences
K01	student can work on a task, comprising many different problems, in a responsible manner, individually and in a team; is aware of responsibility for given tasks and the need to their implementation in a specified term	<b>AU2_K01</b>
K02	student can think and act in an entrepreneurial and creative manner	<b>AU2_K02</b>
K03	observes the principles of professional ethics; is responsible for the reliability of the obtained results of his/her work and their interpretation	<b>AU2_K03</b>
K04	understands the need of continuous updating and supplementing his/her knowledge as well as the need of the improvement of professional and social competences	<b>AU2_K04</b>
K05	student is aware of the importance of non-technical aspects and effects of engineering activities, in this impact upon the environment and liability for environment affecting decisions	<b>AU2_K05</b>
K06	can respectively determine priorities for the execution of goals set by himself/herself or by others; is fully aware of the importance of professional conduct	<b>AU2_K06</b>
<b>Methods of check the learning outcomes</b>		
<b>Forming evaluation:</b>		
Assessment of learning outcomes takes place at the each of three stages of project and consists of teacher assessment and assessment of groups/design team.		
<b>Stage 1 – analysis of development determinants and priorities of commune:</b>		
<ul style="list-style-type: none"> <li>▪ assessment the ability to work in „professional” teams and responsibility for assigned individual duties;</li> <li>▪ assessment the ability to collecting and critical analyzing information, formulation of conclusions and demands (form: presentation and discussion in the forum of group);</li> </ul>		
<b>Stage 2 – preparation of alternative concepts of commune development:</b>		
<ul style="list-style-type: none"> <li>▪ assessment the ability to work in “multi-sectoral” teams, presenting and justifying design decisions agreed with the team;</li> </ul>		

- assessment the ability to synthesizing data, creating the system solutions, formulation of long-term strategic goals, assessment of elaborations completeness, holistic approach and optimization of spatial management;

**Stage 3 – formation of spatio-temporal models for key areas of commune:**

- assessment the ability to individual work, creative creation and application of innovative solutions of presentation and justification of agreed with team the design decisions;
- assessment of spatial order effects and possibilities of sustainable development in long-term time perspective.

Final grading scale: 2,0; 3,0; 3,5; 4,0; 4,5; 5,0

**Summary score:**

Final assessment consists of:

- an average of partial grades issued by teacher and assessments of involvement and quality of developments issued by group and design team at the end of each design stages;
- assessment of final results of project issued by teacher during review at the last classes in the semester. Assessment criteria are announced at the beginning of the semester.

Final grading scale: 3,0; 3,5; 4,0; 4,5; 5,0

**Course contents**

Develop a vision of commune spatial development taking into account the local and supralocal determinants and future forms of commune spatial development for achieving the long-term strategic goals related to obtaining the competitive advantage, high quality of life and good state of environment.

Introduction – **theoretical part:** analysis of historical and contemporary theories of settlement net development. Athens Charter and the New Charter of Athens – similarities and differences. Analysis of selected design visions of future settlement forms. Urban Planning Act of 27<sup>th</sup> March, 2003.

**Stage 1 – analysis of development determinants and priorities of commune:** is a simulation of work in one-discipline teams; 3-4 – people “professional” teams are aimed at collect and analyze the supralocal and local spatial, social environmental and economic determinants in the scope of: quality of natural environment and landscape, social and cultural determinants, demographic trends, functions of terrains, types and quality of building development, engineering and communication infrastructure. The stage ends with the selection of strategic aims of commune development from among preferential aims for given area of analyses, postulated by “professional” teams (with using heuristic methods, including “brainstorm” and SWOT analysis).

**Stage 2 – preparation of alternative concepts of commune development:** work in 3-4 people multi-discipline teams consisting of “professional” teams representatives. Each team prepares variant concepts of commune development (scale 1:25000, 1:50000). In project must be included the following issues: a. Zoning: partition of area into functional zones, b. Transport: connections with metropolis and internal connections, c. Features of natural environment: spatial layout and functions of green areas, protected areas, areas of environmental threats etc.; d. Building development: system, spatial layout and functions of built-up areas, determination of basic urban indicators; cultural resources; e. Indication of elements and zones of economic activation. Summary is multi-criteria analysis (dot matrix) – joint assessment (by all members of group) of alternative concepts of commune development presented by each team from the point of view of realization possibilities of strategic aims of commune development determined in stage 1. Projects are analyzed with using multi-criteria analysis in order to determine the optimal concept of commune development that is the best to achieve the long-term strategic goals.

**Stage 3 – formation of spatio-temporal models for key areas of commune:** individual tasks consisting in selection of elements distinguishing the commune, which will influence on its attractiveness and preparation of spatial development vision of commune in temporal perspective: 2015 – 2035 – 2050 taking into account demographic trends, functional specifics of terrain, economic activation, quality of environment and landscape (scale 1:1000, 1:2000, visualizations, working mock-up).

An important criterion of projects evaluation is approach method to the following issues:

- a) Connection of local condition with far vision of spatial development, taking into account the long-

range directions of urbanization,

- b) Preservation of cultural heritage, drawing attention to the cultural specificity and creative connection the future vision with valuable cultural heritage,
- c) Harmonious connection of settlement activity with the natural environment,
- d) Preventing the impulsive dissipation of building development (Urban sprawl) causing the irrational elongation of engineering infrastructure net and roads serving the fragmented settlement structure,
- e) Variant presentation of spatial concepts in innovative manner relating to: future form of building development, modern means of transport, method of use the renewable energy sources (from sun, wind, ground),
- f) Formation of closed cycles of energy and materials circulation with biological systems of recycling. Use the natural self-regenerative systems,
- g) No monotony, differentiated surroundings providing people the right amount of emotional stimuli,
- h) Creative using the advanced transport technologies (transport of people and goods) connecting the different types of settlement activity,
- i) Providing easy availability of travel destinations, alternative selection of means of transport. Integration of transport system with urban tissue,
- j) Network structure of public spaces. Using the "green corridors" to connection of more important communication destinations in commune. Spatial layout of "green corridors" is aimed at encourage to walking and cycling, reduce car use by residents.

#### **Basic bibliography:**

1. Biuletyn KPZK PAN (zeszyty), Komitet Przestrzennego Zagospodarowania Kraju Polskiej Akademii Nauk. Warszawa. 2002-8.
2. Bonenberg W., *Przestrzeń Publiczna w osiedlach mieszkaniowych. Metoda analizy społeczno-przestrzennej*. WA. Politechnika Poznańska. Poznań. 2007.
3. Czarnecki W., *Planowanie miast o osiedli*. PWN. Warszawa. 1965.
4. Markowski T., *Zarządzanie rozwojem miast*. PWN. Warszawa. 1999.
5. *Nowa Karta Ateńska. Wizja miast XXI wieku*. 2003. <http://www.frw.fc.pl/pliki/krtatenska2003.pdf>
6. Ustawa z dnia 27 marca 2003 r. o planowaniu i zagospodarowaniu przestrzennym, Dz. U. Nr 80, poz. 717. Warszawa.

#### **Complementary bibliography:**

1. Kaczmarek T., Mazgajski A., *Powiat poznański. Jakość przestrzeni i jakość życia*. BWN. Poznań. 2008.
2. Przegląd Urbanistyczny - kwartalnik wydawany pod patronatem TUP, wyd. Urbanista sp. z o. o.,
3. *Rola planowania przestrzennego w świetle polityki spójności Unii Europejskiej*, IPMiR WAPK, Wyd. Politechniki Krakowskiej, Kraków 2005.
4. Szponar A., *Fizjografia urbanistyczna*, PWN, Warszawa 2003.
5. *Urbanista. Samorząd terytorialny. Rozwój. Ład przestrzenny* - czasopismo wydawane pod patronatem TUP, wyd. Urbanista sp. z o. o., Warszawa. 2007-8
6. [Voogd](#). H. *Multicriteria evaluation for urban and regional planning*, Taylor & Francis, 1983

#### **The workload of student**

<b>Form of activity</b>	<b>Hours</b>	<b>ECTS</b>
Total workload	90	3
Activities that require individual contact with the teacher	54	2
Activities of practical	51	2

**Balance the workload of the average student**

Form of activity	Number of hours
participation in lectures	0
participation in classes/ laboratory classes (projects)	45 h
preparation for classes/ laboratory classes	15 x 2 h = 30 h
preparation to colloquium/final review	6 h
participation in consultation related to realization of learning process	3 x 3 h = 9 h
preparation to the exam	0
attendance at exam	0

Total workload of student:

**90 h****3 ECTS credits**

As part of this specified student workload:

- activities that require direct participation of teachers:

45 h + 9 h = 54 h

**2 ECTS credits**