



Planning Studio with Community Based GIS Spring 2007

Kefalonia, Greece

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Purpose of the course and Course Description

This course is designed to translate your ideas about the rejuvenation of Blue Village into a visual format that can move the community forward. Material from your other courses, from previous cohorts studying in the Kefalonia program, and from original data collection in this course will all contribute to the final output in this course.

A primary tool we will be using is community-based GIS on a handheld Personal Digital Assistant (PDA). Each student will be given a PDA and be taught how to use it in collecting data in the field and with the community when appropriate. You do not need to have any experience with GIS, but for those who do, there will be a great opportunity to expand your skills in this class. Collecting GIS data with a PDA will allow us to collect very specific types of data that can only be gathered by walking around the case study site. Post-processing of the data will then allow us to combine data collected on the various PDAs into a series of comprehensive maps that will provide the primary data for our overall analysis.

The larger focus of the class is related to the course on “Understanding the Social Community”. We will use the GIS technology to map the social space of Blue Village, then use the data to evaluate what seems to work and what doesn’t. With paper maps and GIS, we can then “re-configure” spaces of Blue Village in such a way to make sure that social connections and purposeful public spaces are part of the sustainable redevelopment plans for the town. Other aspects of the site may be collected as well – we’ll assess the needs, desires, and capacities at the beginning of the term.

A major part of this Planning Studio focuses on the research method itself. What do we want to know? What types of data will inform us? How do we phrase questions to get the right data? And how do we collect and analyze the data in a way that empowers the local community so that the *process* of data collection and analysis contributes to the sustainable development goals as much as the *product*? This Planning Studio will not be an exercise in a vacuum where we imagine what the community wants and show them what to do. We will contribute our ideas and expertise along with the community’s ideas and expertise to visually develop a plan for Blue Village that incorporates the social community into the community development context.

Student Assessment

Instrument design	30%
Data collection reflection	20%
Final Group Project	50%

Instrument Design

In order to conduct effective analyses, we need to collect appropriate data. The process of determining what data collect often seems easy and is a step in the planning and research process that students often minimize in importance, even though the entire project hinges on collecting the “right” data. For this assignment, each student will design a data collection instrument appropriate to the subject matter of the course. Students interested in designing an instrument



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with ArcPad GIS will be encouraged to do so (I will provide a separate training for students to learn the appropriate software to do this. Note that you do not need to know any GIS to create the ArcPad GIS-based data entry tool.). Otherwise, you will create a paper version of the data collection instrument. All students must turn in a paper (up to 10 double spaced pages) that includes the following information:

- Tool purpose
- Tool itself (if done in ArcPad, make screenshots of the instrument/tool to include in your document)
- Explanation of each question in the tool justifying its inclusion
- Anticipated analysis – what do you think the instrument as you have designed it will help you know about Blue Village when implemented.

Data collection reflection

After we collect field data, you are to reflect on the process and the tool itself. What went as expected and what did not? Was collecting data in the field useful or could the data have been collected in a different, easier, and more accurate way? If community members were involved in collecting data, was that useful or was it a distraction?

Final Group Project

The class will be divided into groups of 4-5 students, depending on the final enrollment of the class. Each group will be responsible for utilizing the data we collect in class, plus other available data about Blue Village to make an actual plan for the village focusing on opportunities to create spaces that foster social interaction. In this plan, you must consider the physical placement of spaces, but also their function, their relationship to neighboring physical spaces, local culture, existing village assets, and potential downsides or risks of your plans.

Each group will make a public presentation of their design ideas. In addition, each group must submit a final paper that describes and justifies the components of the visual plan. This final report should be written for the community, and thus should be formatted appropriately (single spaced with images and with the best desktop publishing design you can manage). These reports will be living documents and are intended to be an on-going resource for the future inhabitants of Blue Village. So remember, even though this is a student project, your ideas and insights will have a lasting impact on generations of people who will live in Blue Village.



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Potential Readings

- Aberley, D. (1993). Boundaries of home: mapping for local empowerment, New Society Publishers. P. 1-16
- Checkoway, B. (1997). "Reinventing the Research University for Public Service." Journal of Planning literature. 11(3):307-319.
- Craig, W. and Sarah Elwood (1998). How and Why Community Groups Use Maps and Geographic Information. Cartography and Geographic Information Systems 25(2), 105
- Elwood, S. and Leitner, H. (1998). GIS and community-based Planning: Exploring the Diversity of Neighborhood Perspectives and Needs. Cartography and Geographic Information Systems 25(2): 77.
- Greene, R. (2000). GIS in Public Policy. ESRI Press, Redlands, CA. 72-83
- Harris, T. (1998). Empowerment, Marginalization and "Community -integrated" GIS. Cartography and Geographic Information Systems 25(2):67
- Israel, Barbara A., Amy J. Schulz, Edith A. Parker, and Adam B. Becker (1998). "Review of Community-Based Research: Assessing Partnership Approaches to Improve Public Health." Annual Review of Public Health. 19:173-202.
- Keating W. and Norman Krumholz (2000). Neighborhood Planning. Journal of Planning and Education Research 20(1) 111-114.
- Kent, R. B. & Klosterman, R. E. (2000). GIS and Mapping: Pitfalls for Planners. Journal of the American Planning Association. 66 (2), 189
- Kretzmann, J. and John McKnight (1993). Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets" (Introduction Only). Evanston, IL: Institute for Policy Research.
<http://www.northwestern.edu/ipr/publications/community/introd-building.html>
- Reardon, K. (1998). "Enhancing the Capacity of Community-Based Organizations in East St. Louis". Journal of Planning Education and Research. 17(4)
- Sawicki, D. & Flynn, P. (1996). Neighborhood indicators: A Review of the literature and an assessment of conceptual and methodological issues. Journal of the American planning association. 62 (2)
- Schlossberg, Marc and Elliot Shuford (2005). "Delineating 'Public' and 'Participation' in PPGIS". URISA Journal. 16(2), 15-26
- Talen, E. (1998). Visualizing fairness: Equity maps for planners. American Planning Association Journal. 22-38.
- Talen, E. (2000). "Bottom-Up GIS: A New Tool for Individual and Group Expression in Participatory Planning". Journal of the American Planning Association. 66(3). p. 279-294.
- The Urban Institute (1999). "Stories: Using Information in Community Building and Local Policy". Expanded Edition, July 1999. 41 pages.



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Course Schedule

Date	Topic	Assignment
Week 1	Introduction and Site Visit Introduction to ArcPad GIS and personal Digital Assistants	
Week 2	What is our goal? What data do we need? How do we collect such data (method)? How do we ensure we collect data appropriately (data design)? Community-based Participatory Research	
Week 3	Instrument design	Assignment: Instrument design. Due at the beginning of first class this week.
Week 4	Pre-test and instrument refinement	
Week 5	Data collection and discussion	
Week 6	Data collection and discussion	Assignment: Data collection reflection. Due at the beginning of class on the second day of class this week.
Week 7	Data cleaning and analysis	
Week 8	Data analysis and interpretation	
Week 9	Output design and preparation	
Week 10	Output design, preparation, and report writing	
Week 11	Public presentation of ideas	Assignment: Final Paper Due.

Classroom Standards

- ⚠ One thing that makes the University environment great is its explicit purpose to be a place to share ideas and perspectives. Accordingly, this class and the classrooms we use will be one in which each voice is respected, diverse views are encouraged, and differences of opinion at the least, tolerated. Discrimination on the basis of age, disability, national origin, race, marital status, gender, sexual orientation, religion, or veteran status of any kind will not be tolerated.

Final Comments

- ⚠ The readings will not be directly referred to in class and you will not be tested on them, but they are really good. This has three implications for you:
- You should read for main points and themes rather than specific facts. When key terms are present, however, you may want to make sure you understand what they mean.



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- You will be responsible for keeping up with the readings and for understanding them without prodding from the instructor.
 - Remember, you are in college to learn; the readings have been selected specifically because they make a point you might find interesting, and therefore doing the readings is a not an exercise of meeting requirements (although it is), but of helping you in your life-long learning process.
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- ⚠ You are adults and will be treated as such and you are expected to behave as such.
 - ⚠ If you feel the need to sleep in class (hopefully not an issue, but we've all been there), please leave class to do it.
 - ⚠ Cheating is unacceptable and will result in a failing grade in this course. This includes plagiarism. It is your responsibility to understand what this means. I have failed students for plagiarism and am increasingly irritated by it. If you have questions about what constitutes plagiarism, 1) type in "plagiarism" in Google; or 3) talk to me or another instructor.
 - ⚠ Cell phones, e-mailing, text messaging and the like **WILL NOT BE TOLERATED** in class and may result in the confiscation of your electronic gadgets. If your personal messages cannot wait until after class, then the rest of us would prefer you just not come to class at all.