

CREATIVE PLACEMAKING FOR RESILIENT COMMUNITIES



Muna M. Eltahir , Ph.D.

*Associate Professor, department of Architecture and planning
Omdurman Islamic University, Sudan*

Mentor: Mohammad Issack Santally, Ph.D.

Pro Vice-Chancellor (Planning & Resources)

University of Mauritius

<https://placemaking.moodlecloud.com/course/view.php?id=3>

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Motivation	Aim of the Project	Target Audience
<p><i>To provide an overview of creative placemaking – that could include different activities which create resilient communities</i></p>	<p><i>To help in creating new public spaces and projects , that are well executed to build a resilient place — with and for communities.</i></p>	<p><i>Postgraduate students and professionals (urban planners, community developers, etc.)</i></p>

This project will address two UNESCO SDGs



SDG4: It provides a good learning material that could help students and professionals to learn how to develop resilient places.

SDG11: It could help improve the quality of life and safety, and link urban development with social development. It could also promote community organization, and strengthen the sense of communal belonging

<i>Contents of the course</i>	<i>The course will shed light on how placemaking facilitates developing creative patterns of place use, paying particular attention to the physical, cultural, and social identities that define a place, and support its ongoing development as a resilient place.</i>
<i>Functionality</i>	<i>By the end of the course students will develop their connectivity skills and be able to design a project that answers the basic questions of where, why, how, and who will be involved in a placemaking project.</i>
<i>Developed materials</i>	<i>course syllabus; sample lectures; quiz with model answers; educational resource list.</i>
<i>Basic technical information</i>	<i>licensed, open, online course using self-paced e-learning such as Lecture metaphor method where on-screen text and images are synchronized with a voice explanation for each slide.</i>

Design of the Course

Learning objectives	This course provides an overview of <i>creative placemaking</i> — how it creates resilient communities and places through people’s participation.
Instructional techniques	Different instructional techniques are used, such as storytelling, examples, questions and practice with reinforcement feedback. Additional resources include links to online resources, recommended readings, job aids and a glossary; the course will be divided into three units.
Evaluation	The assessment for this course includes both formative and summative assessment. Participation in online discussion forums (15%) 2 Short assignments (25%) each. The formative assessment: Project (55%) Each student shall identify, collect and analyze data that will help in developing a special place that will satisfy community needs, create jobs and create a resilient place.
Delivery strategies	The course with its content will be available in the form of a website using WordPress where anyone can use the resources. PPT presentations with a voice-over for the PPT to better promote understanding of the concepts, there will also be an assessment quiz fore each unit.

Implementation of the Course

Objectives of the project	<i>Introduce eLearning method as a new form of teaching in my Faculty, and in Sudan in general, that gives postgraduate students and professionals (urban planners, community developers, etc.) a choice of attending a regular class or an eLearning one.</i>
Scope of the project	<i>Starts with one eLearning course and introduces others gradually. Encourage other faculty members to do so.</i>
Technical issues	<i>Microsoft PowerPoint presentation with text and videos to simplify the course materials.</i>
Quality assurance	<i>Check the presentations carefully before launching the course</i>
Course marketing	<i>Announce the course widely through traditional modes (e.g. newspapers, professional magazines, etc.), and social media (e.g. Facebook, Twitter, etc.).</i>

Implementation of the Course

Input		Delivery method	Out put	Communicatio n method	project
Unit 1:Theory of Placemaking	Unit 2: Where, why and how to apply theories of placemaking	Simple learning resources such as documents, PowerPoint presentations, and videos. Using Minimum technical software media for communication	Each student will be able to prepare his/her storyboard for a resilient place design project	Tools can be asynchronous such as e-mail or discussion groups,	Students will be able to explain the objectives of his/her project, analyze, discuss, apply the concepts of placemaking to create resilient communities.

Learning Path

Content of the course	Unit 1: Theory of the course	Unit 2: process for developing a project	Unit 3: apply theories by designing a project
Learning Objectives	<p>Understand the meaning of placemaking</p> <p>Understand different actors' roles in placemaking</p> <p>Understand the processes of placemaking.</p>	<p>Understand the importance of place context.</p> <p>Learn how to detail a specific project.</p>	<p>Designing a place making project through analysis setting a number of goal and objectives that create a resilient place.</p>
Learning outcomes	<p><i>Understand how creative placemaking can create resilient places with people's participation.</i></p>	<p><i>Understand how site's uniqueness can be enhanced to create a creative resilient place.</i></p>	<p><i>Understand the link between placemaking and social development by designing a place that is creative and resilient.</i></p>





**Goal:
Creating
Resilient
Communities
through Place-
making**

**Place
making**

**Place-making is a
bottom-up approach
empowers engage,
mobilize**



**• Seasonal and
Continuing
problems**

Where? why



**Method: Interviews,
observation and secondary data**

**Who is
there**

Opportunities



**Residents: Elderly people,
Youth, Children and workers.**

**Partners :Residents,
officials, professionals,
NGOs, And developers.**

Deployment

Assess the objectives and resources	Tools Deployment	
Arrive at a solution based on thorough assessment	Content Accessibility	
Run a pilot	Security	
Resolve deployment issues if any	Mobile	Decide on deployment tools, content accessibility, security issues and testing of the project.
Final Deployment	Testing And Piloting	Testing before Piloting

Project Formulation

Analysis	Is training required to fill a gap in professional knowledge and skills? The task, topics and goals of the course. Target audience. Task and topic analysis
Deign	List a set of learning objectives and define the order in which the objectives should be achieved (sequencing). Select instructional media, evaluation and delivery strategies.
Development	Collecting all the required knowledge and information for the course content, develop a storyboard. developing media and interactive components, producing the course in different formats for Web delivery and integrating the content elements into a learning platform that learners can access.
Implementation	Set a number of objectives, scope of the project, choose the right software, do quality assurance, marketing . At this stage a sample of the courseware is installed on https://placemaking.moodlecloud.com/course/view.php?id=3 as a trial on how it will look like.

Challenges	<ul style="list-style-type: none"> • Concerns about students’ reactions to an unfamiliar teaching method and the impact on student’ course evaluations • Concerns that this ‘new’ strategy of learning may not work in Sudan. • Deeply-entrenched departmental norms about teaching methods and other expectations must be changed. • Course scheduling issues.
How to overcome challenges faced.	<ul style="list-style-type: none"> • Faculty and institutional roles must be re-focused on introducing eLearning as a timely teaching method.
Lessons learned	<ul style="list-style-type: none"> • eLearning can facilitate education for a large number of people who can not afford to enter University or cannot study full-time.
If I had to do it again	<ul style="list-style-type: none"> • I will use a different deployment method that allows direct interaction with students, more than just communicating through online materials and emails, especially at project phase because students can discuss their project interactively, which will help in developing their work. • I would also use a more practical, hands-on format with many examples of best practices
Role of OE4BW and your mentor	<ul style="list-style-type: none"> • OE4BW could help in introducing eLearning in Sudan and other places where it is still unknown. • My Mentor assisted in all phases of course design and implementation. He also assisted in hosting a trial version of the course at Mauritius University, and helped in suggesting a OE license for the course.

Future Prospects for OE4BW Project

- To *publicize/market* this course widely, **and to add follow-up courses**, so that professionals (including government employees) could benefit from it.
- This project will help to upgrade their knowledge and to refine their work routines and standards.
- Also, by *bringing graduate students and professionals together*, cross-learning and fertilization will likely to take place.

I expect this course – the first of its kind in Sudan – to spread the word about OE4BW in Sudan, and to lead to its wider adoption.

Thank you