

AR2U090 METHODOLOGY FOR URBANISM
DEPARTMENT OF URBANISM
FACULTY OF ARCHITECTURE AND THE BUILT ENVIRONMENT OF
THE TU DELFT

COURSE GIVEN BY:

DR. ROBERTO ROCCO, CHAIR OF SPATIAL PLANNING AND STRATEGY

EGBERT STOLK, CHAIR OF ENVIRONMENTAL PLANNING AND ECOLOGY

BUNDLE OF
IN-CLASS EXERCISES

THE COURSE AR2U090 METHODOLOGY OF URBANISM IS A COURSE IN THE MASTER PROGRAMME OF THE DEPARTMENT OF URBANISM OF THE TU DELFT.

When teaching 'urbanism' it is necessary to articulate different research paradigms into a meaningful whole. This goal will be more easily met if meaningful relationships between the various disciplines that are taught in a Urbanism course are discussed in a clear and systematic manner, making different research paradigms explicit, and clarifying their logics of enquiry and methods used.

This course guides students of urbanism into the realms of urban design, spatial planning and environmental engineering and tries to highlight relevant connections between these areas of knowledge and academic and practice-based research.

Visit our BLOG at

<http://methodologyforurbanism.wordpress.com>

For more information, please write to:
Roberto Rocco at r.c.rocco@tudelft.nl

EXERCISE 1

INITIAL QUESTIONNAIRE

Questionnaire

Name:		
St. nr.:	Country of origin:	City
	Gender M () F ()	Age
Graduated in	(name of university of bachelor)	Course
Please, grade the sentences bellow following the system: (1) Fully disagree, (2) Slightly disagree, (3) Neither agree nor disagree, (4) Slightly agree, (5) Fully agree.		
	Grade here:	
1		Research is an essential part of an education at university level.
2		Research is not really necessary for a good and creative design project.
3		Academic research is <u>essentially</u> characterised by the existence of a question and methods to answer it.
4		Being systematic is the <u>only</u> thing that matters in research.
5		Having a method is <u>extremely</u> important in a design project.
6		Method is something that everybody has in an instinctive manner. Everybody has a method to do things. No need to explain methods, because they are all different.
7		I don't need to explain my methods. What really matters is that the results reach <u>my</u> quality standards.
13		Design is a tool for negotiation among stakeholders.
14		I base my projects on the personal opinions I develop in my daily life and in my communication with others.
15		I base my design on research previously done.
16		Wikipedia is a very good academic source. I can use Wikipedia as my main source for my research.
17		Information in the Internet belongs to everyone. Therefore I can use everything I find in the Internet on my research and design project without necessarily indicating where I got it from.
18		As long as I don't copy the exact words from a text it is OK to take as many ideas as possible and use them to underpin my project. I don't really have to mention the text because I already changed the words.
19		Theory gets in the way of my creativity. Designing is all about coming up with great ideas and giving them a shape in the material world.
20		Doing academic research makes me have new and more creative ideas.
21		Without a good research I cannot plan or design in a satisfactory manner.
22		Planners and designers are the ones who guide society's development.
23		Society is complex. Planners and designers need to try and understand society before they can act.
24		Planners and designers are part of a complex constellation of stakeholders shaping space.
25		Planners and designers need to have a sense of public service. They serve the public and their main task is to provide guidelines for other people to achieve their own goals.
26		At the end of this Masters at TU Delft, I will be a:

EXERCISE 2

MIND-MAPPING THE URBANIST

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MIND MAPPING EXERCISE

The objective of this exercise is to explore and unfold core concepts for Urbanism. For the purpose of this exercise, we consider FIVE crucial aspects of the discipline: KNOWLEDGE, SKILLS, TOOLS, QUALITIES and VALUES. We have decided to do this because of the excessive emphasis on tools and skills given in Urbanism studies. These are eminently practical dimensions of Urbanism. It is crucial to teach relevant skills and tools. However, we consider that KNOWLEDGE is the foundation on which all is built (no pun intended). Without knowledge (practical and theoretical), skills and tools are not able to fulfill their tasks fully.

Furthermore, we believe that a discussion on VALUES (of the profession and of the Urbanist him or herself) and QUALITIES (of the Urbanist) are essential elements for professionals to operate in the world. TU Delft also emphasizes the ETHICAL dimensions of the discipline, which we try to explore through the discussion of values, qualities and knowledge.

MIND MAPS are a visual/graphic way of brainstorming, unfolding concepts and expanding ideas. We think this is an ideal technique to tackle the challenge of visual and textual communication, which is central to urbanism.

THE EXERCISE

On a large sheet of paper, draw an ICON that represents the URBANIST, that is, the person that articulates spatial planning, urban and/or regional design and engineering. Make sure the image is representative of the activity.

From that central icon, draw “branches of a tree” representing KNOWLEDGE, SKILLS, TOOLS, QUALITIES and VALUES and from those branches, unfold the words that are relevant to understand these dimensions. So, you need to draw FIVE branches, and from those branches the ideas should unfold like branches. The more fluent and organics your drawing, the more successful you will be in unfolding those aspects. Use lots of colours and icons to illustrate your ideas. To see examples of mind maps for Urbanists, please visit:

<http://methodologyforurbanism.wordpress.com/2013/09/17/mind-mapping-urbanism-2013/>
and

<https://www.flickr.com/photos/robertorocco/sets/72157636143835603/>

EXERCISE 3

SPEED-DATING YOUR RESEARCH AND DESIGN PROJECT:

**UNDERSTANDING DIFFERENT TYPES OF NARRATIVES IN
DESIGN AND PLANNING PRACTICES**

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SPEED-DATING YOUR RESEARCH AND DESIGN PROJECT:

UNDERSTANDING DIFFERENT TYPES OF NARRATIVES IN DESIGN AND PLANNING PRACTICES



One of the pillars of the course Methodology for Urbanism (TU Delft) is the study of the complementarity between TEXT and IMAGE. We believe that designs and plans are made not only of drawings, maps and photographs; they are also made of STORIES or NARRATIVES. In fact, a design IS a narrative of how something should or ought to work in practice. This narrative is composed by IMAGES (drawings, photographs, maps, films) and TEXT (reports, written explanations, captions, map keys but also oral presentations and explanations).

Whenever you design or plan, you use images and words to explain your ideas. The idea that “images speak for themselves” is a fallacy: images and words are complementary and help us convey information in a much more meaningful way.

Words can deliver information that images have a hard time conveying. Likewise, images might contain information impossible to convey otherwise. But there should be no primacy of one over the other in design and planning studies: they are complementary to each other and help us convey complex messages about actions and spatial interventions.

The complementarity between TEXT and IMAGE is one of the EIGHT CRITERIA put forward by BIGGS and BUCHLER (2008) to qualify the relationship between design practice disciplines and academic

research. Their hypothesis is that it is very difficult to understand and evaluate research in practice-based disciplines (like Urbanism) because they cannot be evaluated according to traditional academic criteria. Therefore, we need a special set of criteria to understand and evaluate research in the practice-based disciplines.

They divide these criteria in two groups: the NECESSARY criteria for ANY academic research (both practice-based and traditional research) and the four additional criteria for practice based disciplines. The four NECESSARY criteria for any valid academic research are: QUESTIONS AND ANSWERS, KNOWLEDGE (a theoretical framework), METHODS and AUDIENCE (We explore each of these criteria in different exercises).

The FOUR ADDITIONAL CRITERIA for practice-based research are: ROLE OF TEXT AND IMAGE, RELATIONSHIP OF FORM AND CONTENT, FUNCTION OF RHETORIC, and FUNCTION OF EXPERIENCE. (Again, we explain and explore these criteria in different exercises, but you can read the whole paper by BIGGS and BUCHLER HERE).

In the SPEED DATING exercise, we humorously put forward four types of story telling, differentiated mainly by their length and level of complexity they must have to convey a meaningful and engaging message to each type of listener. The idea is to make students aware of the necessity to structure the narratives that accompany their research and design projects in many different ways. These are the four types:

1. **THE TRADITIONAL TU DELFT PRESENTATION:** At TU Delft, individual presentations last typically 20-30 minutes. Students must tell an audience of specialists (teachers and colleagues) the whole content of their research and design, with the aid of PowerPoint presentations, models and posters. In this mode of story telling, students must display abundant knowledge on the theme they have chosen. They also need to present an engaging story that will entice their audience and make them interested in the project. The audience must understand WHY that project is worth doing and what is the student's contribution to the current debate on that theme. They can SEE the designs and be enticed by them, but they also need to understand why those designs are relevant. Students must PROBLEMATIZE the issue they are tackling. To 'problematize' means to point out what are the issues or challenges that must be addressed. Without a problem, the audience is likely to think, "why am I hearing to this"?
2. **THE COCKTAIL CHAT:** In the cocktail chat, you meet someone at a party, and they want to know what are you doing at the moment. You are very enthusiastic about your project, and you want the person to understand what it is all about. However, you don't want to bore that person to death, so you must keep the level of language to a conversational level (avoid jargon and technical terms. Keep the explanation simple) and the length of the explanation should be under 10 or 5 minutes. However, you also need to explain the context, problematize (What is the issue? Why is this an issue worth tackling?) and your ideas about how to come to good results. All this with a drink in your hands and a smile on your face!
3. **THE ELEVATOR PITCH:** In the elevator version, you must tell the content of your research and design project to a very important person whom you want to guide your project, in just less than TWO MINUTES. The listener is in a hurry, so you must highlight the core theme of your research and design project and WHY IT IS WORTH DOING. Why is it relevant? And why is your approach original? Obviously, the structure of the account must be very economic, so the

context, the issue and the approach must be explained very shortly. Yet, the account must be compelling enough to attract that person's interest. Obviously, the way you speak and your body language are also very important (just like they are in the other versions).

4. **THE DUMMY VERSION:** Inspired by the successful series of books “for Dummies”, this pitch is about telling stories to people who have not had technical training and are not familiar with issues of urban planning and design. In fact, it does not mean they are “dummies” at all. They are citizens and have the right to understand our ideas about urban development. We must communicate to non-experts, common citizens who need to understand our ideas just as our teachers do. In this style of story telling, the level of the language must be controlled to convey ideas clearly and simply, but without patronizing the listener. The complexity of the issue must also be explained, but in a way that makes sense to the listener. If you are tackling an issue of urbanization that is perceived by others as a problem, you probably will be able to explain it in terms that are understandable by all. We emphasize, however, the need to respect each individual's knowledge and to use that knowledge to add to the explanation. All the same elements described in the previous versions must be there, but here your personal empathy, body language and delivery (the way you deliver a speech) are primordial.

THE EXERCISE:

In PAIRS and STANDING UP IN FRONT OF EACH OTHER, students need to tell one another the core of their projects in just ONE MINUTE. This is the “elevator version” (a very summarized version of their research and design project). This must be repeated at least 6 to 8 times, with different partners, and time must be kept.

By doing this, we expect students will realize it is possible to tell a good story in a very short time, but in order to do so they need to choose what elements are essential. The narrative, though compact, needs to be structured, engaging and ought to contain a location, a perceived “problem” or an issue and they ways they are using to tackle that problem.

IF YOU'VE MISSED THE IN-CLASS EXERCISE:

Write down the abstract of your Q3 research and design project (perhaps you've written it already). This abstract should be between 100 and 200 words in length. An abstract is a brief summary that is used to help the reader quickly ascertain the purpose of a text. We are inviting you to develop an abstract that will explain your research and design project.

After having written the abstract, please repeat the exercise, this time using only 140 characters (letters), the same as in Twitter. Get the hint and tweet your research and design!

EXERCISE 4

DEVELOPING KRISHNA-TOKO:

**DEVELOPING SPATIAL REPRESENTATION SKILLS IN
URBAN PLANNING AND DESIGN**

AE2U090 Methodology for Urbanism

Developing Krishna-Toko

**Developing spatial representation
skills in urban planning and design**



**Exercise prepared by Roberto Rocco
r.c.rocco@tudelft.nl**

based on an exercise prepared by M. Carmona and M. Schoonraad

Exploring The Relationship Between Text and Image

DEVELOPING KRISHNA-TOKO

Prepared by Roberto Rocco, r.c.rocco@tudelft.nl

Adapted from on an exercise prepared by M. Carmona and M. Schoonraad

Inspired by the Case Kanembe (Garay/Sandroni/Lungo)

Cambridge, MA, USA 2002

This is an exercise originally created by M. Carmona and M. Schoonraad as a stakeholder analysis exercise. Here, we use an adaptation of the original exercise in order to:

- 1. Understand the relationship between text and image in urban planning, urban design (Urbanism).*
- 2. Understand how this relationship may influence stakeholders in decision making processes.*
- 3. Understand the role of stakeholder involvement in producing effective urban development plans.*

DEVELOPING KRISHNA-TOKO

The history and the development of Krishna-Toko

French colonists founded the city of Krishna-Toko near an old aboriginal settlement in the Krishna Valley in 1753. The settlement was completely destroyed some years later by an uprising of the aborigines and was re-founded by the English at about 1850, 10km to the North in the same valley on the border of the large Mazomba River, one of the widest rivers in the world¹. The main purpose was to extend occupation to the interior of the continent in order to exploit the rich agricultural potential, coal and iron mines and forests.

During the following seven decades, the city grew following colonial patterns of occupation, with military and administrative buildings and the segregated native and European residential areas. The aboriginal population started to settle on the borders, building traditional 'katebas' settlements (informal settlements). When the English Empire intensified the trade with the region, because of coffee exports, a railway was built (1900) connecting the main cities of the vast interior territories to Krishna-Toko, now a major trading city, with a large harbour reaching to Europe and the world.

The city grew on the eastern side of the Mazomba River following a concentric pattern of occupation and later started to extend along the valley following the railway system leading to the hinterland. The poor population arriving to the city especially after independence (1952) was attracted by the process of industrialisation (1959) and pushed to migrate by poverty and draught in the rural areas, following the exhaustion of ore in the mines and the evictions of farmers by rich landowners interested in the monoculture of coffee.

Poor migrants to Krishna-Toko located all around its fringes, but mostly on the Eastern hills, adapting the

katebas to the difficult condition of the steep slopes. Between 1960 and 1980 the city grew from 120.000 to 800.000 inhabitants. In 1969, there was a military coup d'état and the country was under military rule until 1987. The military did not pay much attention to social housing and education. However, in 1989 the military stepped down and the country held its first democratic elections and has been a democracy ever since then. It has grown rapidly and is now one of the biggest economies in the continent.

By 2000 there were approximately 2.500.000 million inhabitants in the city proper. But the whole metropolitan region contains several municipalities scattered around three provinces and a population of approximately 6.500.000². The urbanised area occupies approximately 27800ha.

Krishna-Toko Today

Currently the city takes the form of an open butterfly: towards the north the high-income population has located, moving further and further in search of space and a view to the valley. The rich are also keen on living in high land, so that they can avoid the alarming rates of air pollution.

Strip development has occurred along the river, the railway and the highway A4 that connects Krishna-Toko to the world famous 'sierras' (snow covered mountains where the rich and famous of Krishna-Toko, along with foreign tourists, go skiing in the winter) ³.

Holiday resorts and international tourism have changed the economic base of the region and urban development has rapidly taken place in the nearby sierras and now determines the rapid urban transformation towards the north of the city.

The process of emptying of the central areas and the shifting of residential functions to the north, followed by commercial and financial functions have been reshaping the city and the region and have accentuated the segregation of the low income population towards the south and the central hills. The difference in land and property value is the highest of the whole continent. Property values vary from an average of 4500 'Jens' (approx. 900 Euros) per m² in the northern part of the city to an average of 600 Jens (approx. 120 Euros) per m² in the southern areas. This condition of segregation and poverty is the greatest in the country, and the level of violence is appalling 4.

The rapid de-industrialisation process and the growing employment opportunities in services (specially tourism and personal security services) have, within a few years, reduced the contribution of secondary activities to the formation of the GDP. Krishna-Toko is mainly a services oriented city. However, the growing export-oriented flower cultivation in the Sousin valley to the north is making agro-industrial business an important activity again. The flowers of Krishna-Toko constitute an exotic export, which have traditionally provided work to seasonal workers from the hinterland.

Because of the growing internal market and the connections to the hinterland (freeways and railways that were a heritage from the crop exporting period), many transnational companies have decided to have continental offices in Krishna-Toko. The sophistication of services and the increased connectivity have attracted brains to the city.

The decision of Macintosh to locate their electronic component production plant in the region, has attracted the attention of the two existing universities to R&D. The federal government wants to promote a 'knowledge economy' and the knowledge base of Krishna-Toko seems appropriate to propel the country into the new economy. Approximately 59% of the labour force will be of highly educated people by 2030 because of heavy investment in education. The two universities of Krishna-Toko (the TU TOKO and the Free Krishna University) are powerful players.

PART 2 The future of Krishna-Toko

The importance of public opinion in city affairs has increased dramatically over the last year, motivated by upcoming elections and the stability brought by democracy. The main areas of interest are as follows:

1. The decision of the Ministry of Public Affairs to move the international airport from its current locality in

the south of the city, to a locality 25km to the north. This has intensified the discussion on how the city is planned and how decisions are made. The reasons given for the relocation of the airport are linked to the importance afforded to tourism and the agro-industry, which creates job opportunities in spite of the low aggregate value of export.

An area of approximate 400ha has been expropriated for the construction of the airport. This area is known for the biodiversity of its flora and fauna and the Green Party and other environmentalist groups are strongly opposed to the new airport plans.

2. The decision of Donald Trump to invest in real state in Krishna-Toko. Trump bought 80ha of land at the old railway workshop, which is located next to the node between the new ring (under construction) and the A4 highway. The construction of the new underground railway track has freed up new land for urban development and gives the node a special attraction. The development of a new office location at the node is proposed, containing the following: 51.850m² office space⁵, 45.000m² apartments of 120m² each on average, one hotel, a shopping mall of 35.000m² and 1085 parking spaces.

3. Rumour has it that local authorities are planning to relocate the administrative centre, currently located in the central area, to the new node in the north⁶. This has caused enormous concern, especially to business owners in the central area. The argument of the local authority⁷ is the need to modernise its operations and that the refurbishment of the existing building is more costly than renting offices in the new CBD.

It is suggested that the recycling of the old historic buildings into cultural centres will be an efficient inter-linked operation that will stimulate the revitalisation of the city centre. The concern of the local residents is that after having initiated the re-population of the central areas, through fiscal incentives for the construction of some new residential buildings, the re-design and construction of three main squares financed by the local authority, the construction of underground parking facilities connected with the underground station, etc. the impact of moving administrative functions will have a negative impact on the area.

Moving the 74.000 employees out of the area, will have a negative impact on commercial activities (small scale) which have already been affected by the construction of the three malls. This will also facilitate the return of street vendors (who were moved 500m to the east to the intermodal node containing the railway station and the metrobus) to the central areas.

4. The plans of the Ministry of Housing to remove 60% of the area occupied by 'katebas' settlements in the hills over a ten year period. The plan consists of eviction of those families living in houses built on the

dangerous slope area, which have recently caused 20 deaths because of landslides. The public opinion is divided. On one hand, everybody knows it is difficult to force the katebas to move to the small boxes of 30m² in the far away southern periphery (called ironically 'Space Boxes') in highly dense developments⁸ to match their little purchasing power and the costs of land. However, the white middle class is relieved to see the katebas go, because they are seen as lazy and violent, even though katebas perform most of unskilled work in Krishna-Toko and will have to commute for at least 2 hours to get to their workplaces.

Another current supports the katebas' struggles to invest in the upgrading of their dwellings, through integrated social programs and development of collective tenancy, targeting areas, improving access (stairs, lifts, etc) and services.

5. The plans of the Krishna-Toko Technical University (TU TOKO) to build a new campus and a techno-park next to the Macintosh plant, which is located midway between the airport and the Trump development.

The assignment

PART 1:

Form groups of 3 to 5 people.

Draw the city by reading the description. How should you start? What are the elements that will guide you? Have you thought of using a scale? Have you indicated the north? How do you represent the different areas (residential, commercial, industrial, green, university, etc.)

You have 40 minutes to design the city

You have 2 minutes to present the city

PART 2:

Strategic projects in region.

Each team is asked to choose one strategic project. You will then draw a diagram of the stakeholders involved and try to imagine how the implementation of the strategic project would happen in time and who would be involved where.

Don't forget to pay special attention to the financial and managerial aspects of the project.

Each group must base the concept used in each project accordingly to the nature of social relations existing in Krishna-Toko.

Relevant Urban Information

City Population: 2.500.000 inhabitants

Metropolitan region: 6.500.000 inhabitants.

Urbanised area of the city: 27800 hectares

Density urbanised area: 90 inh/ha

Population Growth rate: 2.1%

Urban Growth rate: 800 ha per year (approximated given lack of information in the metropolitan region)

- The local government is formed by an elected mayor and a legislative body of 23 members. 10 of these members belong to the same party that controls the central government and 13 are of the opposition. The opposition is formed by 3 members of the neoliberal party, 2 of the green-environmental party and the rest of a moderate central-left coalition.

- During the previous year, Krishna-Toko was chosen to host the Union of Tropical Countries conference

- Krishna-Toko is a candidate to host the Summer Olympics in 2020

Number of person per area:

Office building: 1 worker per 25 m²

Commerce: 1 worker per 40 m²

Average household size: 4.1 person

Infrastructure costs is 4 Euros/m² of urbanised land.

For more information about this exercise, please write to:

r.c.rocco@tudelft.nl

EXERCISE 5

LOGICS OF ENQUIRY:

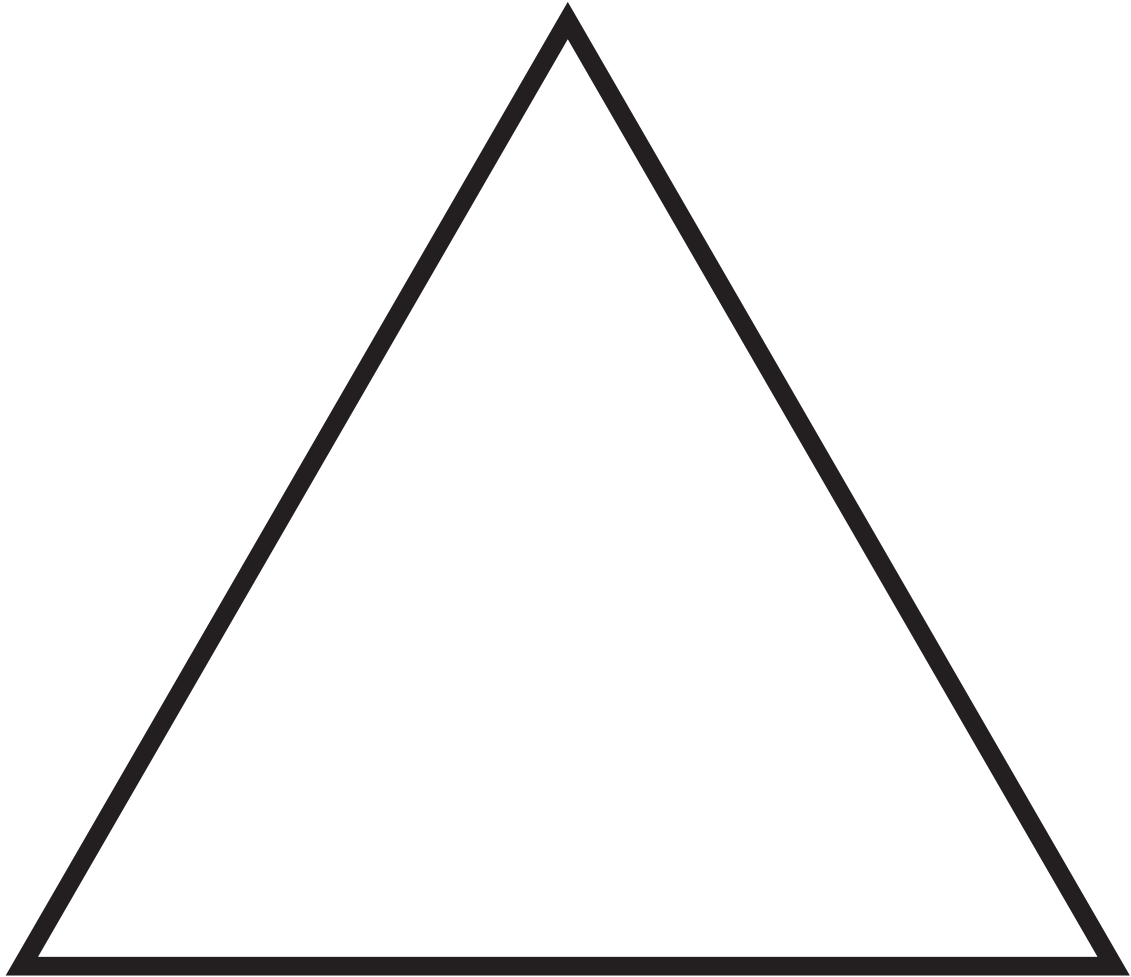
**LOCATING YOURSELF IN THE FIELDS OF KNOWLEDGE OF
URBANISM**

AR2U090 METHODOLOGY FOR URBANISM

*LOGICS OF ENQUIRY

IN THIS EXERCISE, YOU WILL NEED TO 'LOCATE' YOURSELF WITHIN THE HYPOTHETICAL TRIANGLE OF KNOWLEDGE THAT COMPOSES URBANISM AT TU DELFT. FIRST, LOCATE WHERE YOU BELIEVE URBANISM SHOULD BE AS A DISCIPLINE (IDEALLY), AND PLEASE MARK THE WORD 'URBANISM'. THEN, PLEASE MARK WHERE URBANISM AT TUDELFT IS, ACCORDING TO YOUR EXPERIENCE. MARK IT WITH THE WORD "TUDELFT". FINALLY, ACCORDING TO YOUR PREVIOUS EDUCATION AND ASPIRATIONS FOR THE FUTURE, WHERE WOULD YOU BE? MARK A CROSS INSIDE THE TRIANGLE AND WRITE YOUR NAME AND COUNTRY OF ORIGIN NEAR THAT CROSS. WOULD YOU ADD ANOTHER ELEMENT TO THIS GEOMETRICAL FORM? IS IT A POLYGON? A SQUARE? WHAT OTHER CATEGORIES WOULD YOU ADD, IF ANY?

Design



**Human
Sciences**

**Physical
Sciences**

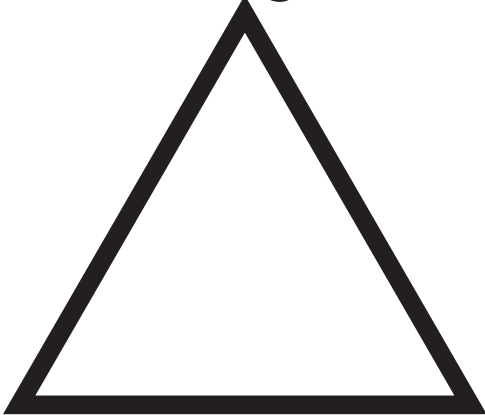
EXERCISE 6

METHODS IN URBANISM:

CONNECTING METHODS TO RESEARCH QUESTIONS

Methods in Urbanism: The course “methodology for urbanism” does not teach you any ‘methods’. It is a course about ‘methodology’, which is the study of methods and philosophy of science (philosophy of science is about what knowledge is and how to get to it in a valid way). However, we discuss methods all the time! Let’s start by making a list of methods we know already, connected to the triangle we saw on the previous page. In the triangle below, write down examples of research methods connected to design, the human sciences and the physical sciences (or exact sciences).

Design



**Human
Sciences**

**Physical
Sciences**

What is the main research question for Q1?

*What is the main practical (design oriented)
question?*

*What are possible academic (theoretical)
questions?*

What are methods to answer:

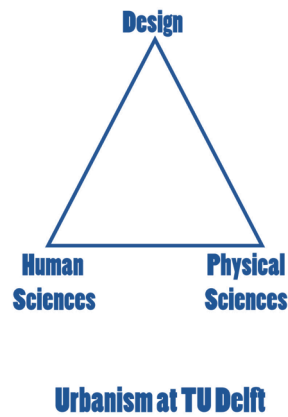
1. The practical question?

2. The theoretical questions?

EXERCISE 7

DEFINING OBJECTS OF STUDY:

**DESCRIBING OBJECTS OF STUDY IN DIFFERENT
RESEARCH PARADIGMS IN URBANISM**



Ar2U090 Methodology for Urbanism

What's our object of study?

In the Methodology course, we learn that Urbanism is a trans-disciplinary activity: it includes elements of the human sciences, the physical sciences and design. In the Department of Urbanism of the TU Delft, there are different communities of practice and research with different epistemological¹ traditions, which conceive our OBJECT of study differently. The challenge is: what IS our object of study? Can you describe it in a short paragraph? Write the answer here:

¹ Epistemology is the theory of knowledge, esp. with regards to its methods, validity, and scope.

On this side of the paper, **DRAW** the object of our study (you can use a scheme, a diagram, an icon, whatever you think will work to inform the reader about your ideas).

Write your full names here:

EXERCISE 8

DISCUSSING EVALUATION CRITERIA:

**WHAT ARE VALID AND
HELPFUL EVALUATION CRITERIA IN URBANISM?**

AR2U090

Methodology for Urbanism

Exercise Number 3 (JAN 2014)

Roberto Rocco and Egbert Stolk

Discussing evaluation criteria: What are valid and helpful evaluation criteria in Urbanism?

In this exercise, you are invited to discuss what are main generic objectives in Urbanism. After we have defined a set of general comprehensive objectives (we shall them meta-objectives here), you will derive criteria to evaluate your designs and plans.

The course Methodology for Urbanism will present you with a set of generic criteria we find relevant. However, this is not an exhaustive list: evaluation criteria depend on the specific circumstances and objectives of your work.

**What are general objectives of Urbanism (meta-objectives)?
Can you connect them to some kind of theory or a specific author? (Please, use numbers and try to be concise).**

Now LINK each objective to a criterion (use numbers to indicate to which objective your criterion responds).

EXERCISE 9

DESIGN YOUR METHODOLOGY:

VISUALIZING THE METHODOLOGY YOU USED IN Q3

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DEPARTMENT OF URBANISM

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DESIGN YOUR METHODOLOGY

One of the main difficulties for students in Urbanism is to differentiate between **TOOLS**, **METHODS** and **METHODOLOGY**.

TOOLS are relatively easy to understand. They are used to accomplish some sort of task. For example: interviews are a tool (or technique) to discover what people think or expect. They are useful in many sorts of ways and are generally used in qualitative research. Photography is also a TOOL to register behaviours or spatial qualities. Statistical analysis is also a TOOL to unveil trends or behaviours and can be used in quantitative analysis.

In our case, TOOLS are part of **METHODS** of analysis. METHODS are “a particular procedure for accomplishing or approaching something, especially a systematic or established one”. The difference between “TOOLS” and “METHODS” is sometimes difficult to explain, because of the way we use these two words in day-to-day language. A METHOD can involve one or more tools to approach a problem. For example: my METHOD to understand how people use public space in Delft involves tracking technologies, interviews, photographs and counting people.

METHODOLOGY is different from METHODS. METHODOLOGY refers to the critical and structured description of the steps you are going to take in order to find an answer to a research questions (a “problem”, in academic terms), WITHIN A THEORETICAL FRAMEWORK and with a clear description of the LOGIC OF ENQUIRY you are adopting. Therefore, describing your methodology entails having a QUESTION and a DESCRIPTION OF THE STEPS you are going to take to answer that question. This must be done within a certain POINT OF VIEW or LOGIC OF ENQUIRY and using an established THEORETICAL FRAMEWORK.

This means that your METHODOLOGY will be inserted in a certain COMMUNITY OF KNOWLEDGE or a group of people who do research or design in the same field as you. This COMMUNITY has probably already established some views and practices of research that you can critically adopt. This is important, because you will then be able to discuss your results and compare them with other peoples' results USING A SIMILAR METHODOLOGY or with people researching the same area but using ALTERNATIVE METHODOLOGIES. In both cases, you should be able to discuss your methods, your steps, your logic of enquiry, your premises and your theoretical framework.

In this way, you can BUILD UPON KNOWLEDGE produced by others and INTEGRATE NEW KNOWLEDGE INTO EXISTING KNOWLEDGE.

THE EXERCISE

In a sheet of paper, please draw a SCHEME representing the STEPS you have taken to answer the research questions and design briefs you had for Q3. The scheme must be as VISUAL as possible in order to be self-explanatory for the external viewer.

This scheme should include a representation of the tools used in a certain order and within a certain logic (the logic of enquiry).

Don't forget to write down your research questions and make sure you write a short answer to those research questions at the end. After all, the viewer needs to understand what is it that you are trying to discover, unveil or answer.

The representation of the methodology should also include reference to the theories you are using, either by explicitly writing the names of these theories or by referencing authors connected to each step.

Don't forget that literature research is part of any sound methodology!