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Project Title: Modernization of Teaching Methodologies in Higher Education: Eu Experience For Jordan And Palestinian Territory

Project acronym: METHODS

Project Number: 561940-EPP-1-2015-1-JO-EPPKA2-CBHE-JP

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Start date of the project: 15/10/2015

Duration: 36 months

| | | | |
|------------------------------|-------------------------------------|----------------------|--|
| Deliverable title | Course Outline | | |
| Author(s) | Dr. Emad Dawwas | | |
| Organisation name(s) | An-Najah National University | | |
| WP Number | 5 | | |
| WP Leader | Birzeit University | | |
| Submission date | July 1, 2017 | Project month | |
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Project co-ordinator name, title and organisation:

Prof. Ahmed Al-Salaymeh, The University of Jordan (UJ)

Address: Queen Rania Street, Amman 11942, Jordan

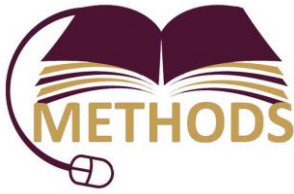
Tel:+962-6-53 55 000 Ext. 22816 **Mob:**+962-777-644364**Fax:** +962-6-53 00 237

Email:methods@ju.edu.jo

Project website: <http://methods.ju.edu.jo>

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An-Najah National University

Faculty of Engineering

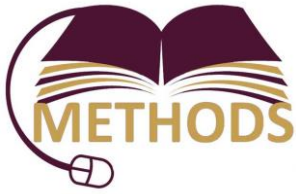
Urban Planning Engineering Department

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|----------------------------|--|--|
| Course title/code | Land Use Planning | |
| Instructor /office | <i>Dr. Emad Dawwas</i> dawwas@najah.edu | |
| Semester- Year | 1 st semester (Fall) 2017/2018 | |
| Compulsory/Elective | 3rd year Compulsory | |
| Program Information | Urban Planning Department | |
| Prerequisites | - | |

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| Course Description | <p>The course is mainly focused on some of the fundamental concepts in land use planning and the process through which the land uses are designated and allocated. The course contains three main parts: the first is the conceptual framework for land use planning; the second is an overview of building planning support systems; and finally an overview of making land use plans.</p> <p>The course is designed on Problem Based Learning (PBL) approach and will be managed through Moodle. Students will play a main role in preparing and presenting the course content in flipping classrooms. The course includes three problem scenarios—one for each course objectives. The course objectives include: (1) studying the conceptual framework for land use planning and its components; (2) introducing planning support systems and their role in land use planning process; and (3) exploring the process of making land use plans at different spatial and administrative scales.</p> |
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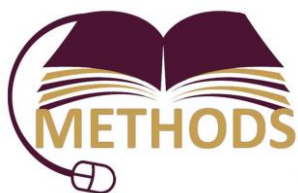


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| <p>Generic Competences*</p> | <p>Transferable</p> <ul style="list-style-type: none"> • Developing problem solving skills in the field of land use planning; • Developing teamwork management skills; • Developing and presenting different alternative scenarios for problem solution. |
| <p>Specific Competences (SCs)</p> | <p>Knowledge</p> <ol style="list-style-type: none"> a. To demonstrate understanding of the main concepts of urban land use planning; b. To frame a conceptual model for the land use planning process; c. To identify the values underlying the land use planning process d. To define planning support systems and their role in the land use planning process; e. To demonstrate understanding of different types of land policy plans at different spatial scales; <p>Technical</p> <ul style="list-style-type: none"> • Preparing posters representing real world land use planning problems; • Using technical land use planning terms accurately and in the right context. |

These competences related also to the project Methods

| Schedule | | | | | |
|----------|--|---|-------|---|-------|
| Week/s | Chapter | face-to-face | hours | Self-study | hours |
| 1 | Introduction to Problem Based Learning (PBL) | Introduce PBL: <ul style="list-style-type: none"> Define a Problem Brainstorming on its causes; Research; Product Performance; and Assessment. | 2 | Moodle Activity Students will read articles and watch a video about the PBL approach as they are involved in such a class for the first time. Students will select any simple case to apply the PBL model in no more than a week. | 6 |
| 2 | Introduction | Introduce the first problem Problem 1: Paradigm Shift or Revolution Brainstorming on the problem List the key words in the problem statement | 2 | The evolution of the modern land use planning | 4 |
| 3 | Land Use Planning Values | Group Discussion Groups will present their preliminary results to the teacher and get feedback on their progress | 2 | Moodle Activity After reading two articles, students will participate in a discussion about the new approaches of land use planning | 4 |



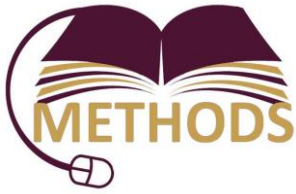
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| 4 | Land Use Planning Values | The teacher will introduce the land use values and open a discussion about the topic | 2 | Continue working on the first problem | 4 |
| 5 | Framing the Land Use Planning Process | The class will work together to draw a land use frame work | 1 | Finalizing the problem | 4 |
| | | Poster Presentation | 1 | Discussion | 1 |
| | | Poster Submission | 1 | Poster submission | 2 |
| 6 | Inputs and Outputs of the Land Use Planning Process | <p>Introduce the second problem</p> <p>Problem 2: Junk in – Junk out</p> <p>Brainstorming on the problem</p> <p>List the key words in the problem statement</p> | 2 | Students will work in groups to analyze the problem | 4 |
| 7 | Introduction to Urban Growth | Urban growth and its relation to the land use planning | 2 | PBL Moodle Activity | 3 |
| | | | | <p>Students will read an article and a book chapter and participate in a discussion on:</p> <p>Urban growth shapes the land use plans or land use plans determine the growth (which</p> | |

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| | | | | one controls the other?) | |
| 8 | Population, Economy and Environmental Systems in Land Use Planning | Exploring different inputs of land use planning process | 2 | Moodle Activity | 3 |
| | | | | Students will watch a video on the new approaches in integrating natural environment with the built environment and participate in a forum discussion. | |
| 9 | -- | Midterm Exam and discussion | 2 | | |
| 10 | Tools of Land Use Planning | Lecture on: Planning Support Systems | 2 | Modeling Land Use | 2 |
| 11 | -- | Students will brief their findings and do the final presentations | 2 | Finalizing the problem and designing the final poster | 4 |
| | | Poster discussion and evaluation | | | |
| 12 | Spatial Scales of Planning | Lecture: Introduce Problem 3 | 2 | Moodle Activity | 4 |
| | | The Missing Link (Spatial Scale of Land Use Planning) Brainstorming on the problem | | Students will read a book chapter on the spatial scales of land use plans and their contents. The students will participate in a | |



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| | | List the key words in the problem statement | | forum discussion about the topic. | |
| 13 | Components of Land Use Plans | Introducing different types of land use plans based on spatial scales | 2 | Finalizing the problem and designing the final poster | 4 |
| 14 | Good Practices in Land Use Planning | Discussion on problem 3 | 2 | Finalizing the poster | |
| 15 | | Final Poster Presentations | | | |
| 16 | | Final Exam | | | |

Problem 1: Paradigm Shift or Revolution (Values Underlying Land Use Planning) (4 Weeks)

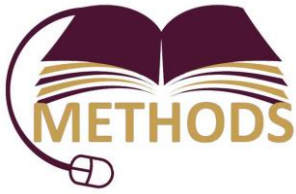
Early in the nineteenth century (1800), the notion of planning the urban areas in a systematic way and the modern land use planning were introduced for the first time. Land use planning and master planning emerged mainly in response to the industrial revolution and its economic, social and physical effects on populated communities.

The land use planning process focused, at the beginning, on the physical aspects of the populated areas, which resulted in neglecting other important “non-physical” aspects of the communities. This approach created major challenges to the planners, the decision makers and the residents. Many countries, consequently, improved their planning systems in order to overcome these challenges. In Palestine, however, the planners are still struggling to move from planning for physical entities to planning for alive communities. Furthermore, the developed countries have achieved outstanding progress in this field and succeeded in improving the residents’ quality of life, while in most of the developing countries –including Palestine—the effect of land use planning on living standards and quality of life is limited, if any.

Problem 2: Junk in – Junk out (Tools and Inputs of the Land Use Planning Process) (6 Weeks)

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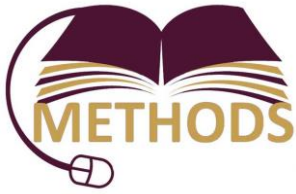
One major role of the planning process is to sustain an acceptable rate of growth that can be allocated wisely and rationally. Land use planning process in Palestine has not been able to prevent the Palestinian communities from two contradictory problems:

- (1) The communities are dense and overcrowded, and
- (2) The communities are spatially expanding in accelerating rates.

Problem 3: The Missing Link (Spatial Scale of Planning) (4 Weeks)

After 1994, the Palestinians established a planning system that includes planning institutions at different administrative and spatial levels. The system has produced hundreds of local land use plans. Although almost all Palestinian communities have prepared master plans, most of the communities suffer from high densities, narrow streets, irregular building heights, high conflict between adjacent communities...etc.

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| Textbook and References | <p><u>Main Textbook:</u></p> <ul style="list-style-type: none">• Berke R. Philip, Godschalk R. David & Kaiser J. Edward (2006). Urban Land Use Planning (Fifth Edition). University of Illinois Press – Urbana and Chicago. <p><u>Suggested Readings:</u></p> <ul style="list-style-type: none">• Bartholomew K., 2005, Integrating Land Use Issues into Transportation Planning: Scenario Planning.[Online]. Available: www.arch.utah.edu/SP_SummaryRpt_Web.pdf• Brail, R., 2001, Planning support systems: integrating geographic information systems, models, and visualization tools. Redlands Calif.: ESRI Press.• Fainstein, S., 2005, Planning Theory and the City. Journal of Planning Education and Research, Vol. 25, pp. 121-130.• Healey, P., 1997, Collaborative Planning: Shaping Places in Fragmented Societies, New York: Palgrave Macmillan. (check this ref.) |
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| | <ul style="list-style-type: none"> Pijanowski, B., Brown, D., Shellito, B. and Manik, A., 2002, Using neural networks and GIS to forecast land use changes: A Land Transformation Model. Computers, Environment and Urban Systems Vol. 26, pp. 553-575. |
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Overall Assessment Criteria

- Problems description, evidence, and alternative solution scenarios 20%
- Three Posters 20%
- Final examination 40%
- Midterm in class exam 20%

Tools and Criteria for the evaluation

| Item | % | Notes | Your Grade |
|---|-------------|--|------------|
| Poster Contents | 40% | Problem definition and different stages of the analysis process and results | |
| Technical Terms | 15% | Introducing the problem and the solutions using technical terms | |
| Poster Main Objective | 15% | To what extent the message of the poster is clear | |
| Elegance of Colors and Symbols Consistency: | 10% | Using colors and symbols in a systematic way | |
| Innovations and Brilliant Ideas | 20% | To what extent your poster is different from others' posters and from the ones discussed in class and in the textbook (in a positive manner) | |
| | 100% | Final Grade | |

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