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Reviewer list

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List of abbreviations

Abbreviation: Definition

DEMo4PPL: Digital Education Modules 4 Participatory Planning

EU: European Union

HEI: Higher education institution

ModPPC: Modular Participatory Planning Curriculum

PPL: Participatory planning

WP: Work Package

1. Introduction

1.1. The DEMo4PPL Project

The DEMo4PPL project addresses the need for inter-disciplinary cooperation with focus on spatial planning and sustainable development aiming to create and test flexible learning pathways towards state-of-the-art knowledge on PPL and digital PPL tools. In doing so, the project adopts the following definitions:

- **Public participation** : A process that directly engages the civic society's decision-making and, more in general, in public action.
- **Participatory planning (PPL)** : A process by which a community undertakes to reach a specific goal by consciously assessing its elements and outlining a course of action to address those elements.
- **Digital participatory planning (PPL) tools** : Digital tools facilitate public participation in planning, allowing community member to generate/communicate/share knowledge and information about their environment.

Based on the gaps and needs identified in the project partners' countries (Project Output O12 - Report: "[Identification of needs and gap analysis at consortium level - Pathways towards Digital education & training modules](#)"), DEMo4PPL will design and pilot a Modular Participatory Planning Curriculum (ModPPC), with a three-fold flexibility: (i) to address specialized thematic subjects across disciplines (ii) to deepen knowledge and expertise in specific PPL methods and tools and (iii) to adapt to different education levels. Aiming at stimulating innovative learning and teaching practice, the project is expected to significantly strengthen HEIs' capacity and readiness for sustainable adaptation to the digital age, promoting cooperation among HEIs and across disciplines and enhancing digital competences of educators, students and practitioners.

1.2. Nature and objective of this report

The report Modular Participatory Planning Curriculum (ModPPC) is based on the findings of WP2 and, more specifically, on the Project Output O12 - Report: "[Identification of needs and gap analysis at consortium level - Pathways towards Digital education & training modules](#)", as well as on the exchanges between partners through work meetings and shared working documents. Its scope is the development of ModPPC, i.e. a first-of-its-kind modular curriculum with up-to-date content and flexible organization in basic and optional educational and training modules on Participatory Planning for Spatial Planning and Development.

1.3. Structure of the report

The following section of the report presents the main educational and training dimensions and disciplines (scientific fields) covered by ModPPC, deriving from the identified gaps in PPL planning and practice and the specific needs and objectives of the partner HEIs. The Section also provides the target groups of ModPPC. In Section 3 the organizational structure of ModPPC, the expected ModPPC learning outcomes and the alternatives for the student/learner performance evaluation are presented. Section 4 is dedicated to the outline and description of each module, categorised according to the above-mentioned organisational structure and addressing one or more of the DEMo4PPL educational and training dimensions.

2. Overview of the ModPPC main features

2.1. Educational and training dimensions

The curriculum covers 4 main educational and training dimensions (Figure 1):

- Theoretical background

Acknowledging the interdisciplinary perspective of PPL, it is necessary to provide a solid theoretical framework which introduces and clarifies the main terms and explains the basic principles and theories of public participation and participatory planning. Moreover, advanced issues in the international scientific and policy debate, especially in the EU as the focus area of this project, may advance current curricula related to citizen and stakeholder involvement for sustainable and resilient planning and development.

- Political, social and ethical implications

Contemporary planning and management strategies consider the different environments in which they are implemented to adopt and adjust the appropriate approaches, while supporting generally agreed global goals and objectives. In this sense, it is important to discuss the interactions between different key-players in the participatory planning process, i.e. policy makers, involved private and public organisations, affected members of civic society, and related challenges, such as conflict of interest, indifference, ethical and practical restrictions.

- Participatory methods, goals, outcomes and capacity

Nowadays, the planning and decision-making frameworks across disciplines related to planning and development integrate public participation processes at different phases, i.e. action decision, assessment of current situation, development of vision and scenarios, formulation of measures and policies, implementation and monitoring, evaluation and lessons learnt. Based on the discipline and the phase, different participatory methods are available, setting different goals, anticipating different outcomes and requiring different levels of capacity, in terms of time, cost, expertise and responsibilities.

- Digital participation

The digital transition is facilitated by rapid technological development and promoted as a mean for improving the effectiveness, inclusiveness, efficiency and sustainability of planning and development in all domains of science, policy and practice. The advancement in telecommunication and data exchange technologies are leading to the development of a variety of digital tools which can widen and accelerate public participation. The systematic presentation of these tools and the enhancement of capacity and know-how is an asset for planners and managers.

Figure 1. Educational and training dimensions of ModPPC

2.2. Disciplines , scientific fields and target groups

The flexibility and modularity of ModPPC allows for specific modules to be easily used by a wide range of disciplines, where public participation is central to policy design and

implementation. However, the main disciplines covered by ModPPC are Planning, Engineering and Management. More specifically, the scientific fields (or “thematic zooms” as described in the abovementioned Project Output O12) which are at the core of the curriculum comprise:

- Land use and spatial planning:

A comprehensive, multi-level and multi-disciplinary process that involves the management, regulation, and strategic organization of land and its resources to optimize the organisation of human activities in space. This process encompasses the development and implementation of policies, plans, and regulations aimed at directing land use and development in a manner that shall contribute to achieve economic development, social cohesion and efficient resource utilization and environmental protection at the same time. Its essence lies in establishing land use zones and regulations to control the type, intensity, and location of development activities. This activity is complemented by visions and strategies produced at the different territorial scales to guide spatial transformation. Community engagement through public participation plays a significant role in land use and spatial planning, involving stakeholders, including the public, to ensure that development meets the needs and aspirations of the community.

- Rural development:

Participatory planning for rural areas is particularly susceptible to the disengagement of local citizens and the subordination of rural interests to urban privileges across cultural, social, economic, and administrative contexts. This results in disadvantages for rural communities and can stimulate local conflicts. Therefore, participatory planning for rural areas should aim to empower local communities not only in their interactions with other stakeholders in rural development but also in their antagonist relationships with urban entities.

- Tourism management:

It concerns the strategic planning, organization, and coordination of activities and resources necessary for effectively running tourism destinations, businesses, and services. Integrated tourism planning is a complex process designed to ensure the harmonious incorporation of tourism into the overall development of destinations. This process considers territorial, spatial, marketing, and management aspects. While territorial and spatial planning are fundamental to tourism development and resource utilization, they alone are not sufficient. Spatial differentiation has always been crucial for enhancing the territorial structure and organization of tourism. Only when tourism is embedded within the broader economic, social, and spatial environment can it contribute to sustainable and harmonious development. Therefore, strategic planning for tourism should be seen as an integral part of the integrated planning process at macro-level.

- Urban mobility:

It concerns the planning for the movement of people and goods along the transport network of the urban area and its interconnections with the interurban transport networks. For more than three decades, planning for urban mobility has been strongly linked to socio-economic and environmental sustainability of cities and their surroundings. Urban mobility is also strongly affected by the technological innovations and the rapid digitalisation of the economy. Public participation, as part of the planning process for urban mobility, significantly contributes towards the development of the appropriate mix of policies and measures which better address the local needs and the global challenges in a user-oriented and socially responsible way.

The curriculum addresses directly the education and training needs of the following target groups:

- Undergraduate students, to improve the quality of their studies, to take part in new and efficient digital pedagogies, as well as to enhance their knowledge and skills (including digital skills) in view of the contemporary labour market needs.
- Postgraduate students (including Master and Doctoral degrees), to improve the quality of their studies, to enhance their expertise through the use of new and efficient digital pedagogies, as well as to advance their knowledge and skills (including digital skills) in view of their specialization and the contemporary labour market needs.
- Practitioners, to offer training in the context of life-long learning, which will contribute to their specialisation, to the upgrade of their digital skills and to the improvement of their professional capacity in a challenging scientific and technological field.
- Educators, to have access to the modular curriculum and teaching material (as well as to the digital pedagogy toolkit and online knowledge hub as main outputs of the project) which can be adjusted to their teaching and training needs, to further expand their expertise through cooperation and to advance their digital skills and competencies.

By safeguarding open access to the curriculum (as well as to all the related material) and by adopting the ModPPC to enhance the understandings, skills and methods of current and future participants, ModPPC also aims to reach out to the Decision makers and Citizens.

3. Organizational structure and learning outcomes

3.1. Organizational structure

A main innovation of ModPPC is the modular structure and flexible organisation. In specific, the curriculum is organised into a set of basic modules and a set of optional modules, i.e.:

- **Basic modules (BASIC)**, which reflect upon core subjects, common across disciplines and education levels.
- **Optional modules-General subjects (OPT-G)**, which focus on advanced knowledge and skills.
- **Optional modules-Thematic subjects (OPT-T)**, for specialised analysis on specific themes, where PPL can be implemented.

The appropriate selection and combination of modules enables the following:

- Design of new, targeted courses from scratch.
- Support of existing courses through the addition of modules and tools.

The above modules can be integrated into the scope and content of courses and programmes at the undergraduate, postgraduate and life-long-learning levels.

In order to holistically cover the issues and topics identified in WP2 and to ensure the capacity to develop new or enrich existing courses at different education and training levels, a total of 23 modules are described. A tabular representation of ModPPC, with examples is given in Figure 2.

ModPPC	BASIC MODULES										OPTIONAL MODULES									
	CORE PP SUBJECTS			GENERAL PP SUBJECTS							THEMATIC PP SUBJECTS									
	no. of modules																			
Education level	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Undergraduate	At least three (3)* modules that are common across disciplines and education levels (e.g. PP theories; main digital PP tools; PP good practice etc.)			At least seven (7)* modules that offer advanced knowledge and skills in specific parts of the core subjects (e.g. Advanced PP theories; Advanced digital PP tools; Institutional framework of PP etc.). These can be selected for integration to the undergraduate and/or postgraduate and/or life-long learning levels according to the needs and goals of participating HEIs.							At least ten (10) modules* that offer specialised knowledge and expertise on specific themes and cases where PP may be implemented (e.g. PP and cultural heritage; The use of PP in destination management; PP for climate neutral cities). These can be selected for integration to the undergraduate and/or postgraduate and/or life-long learning levels according to the needs and goals of participating HEIs									
Post graduate																				
Life-long learning and training																				

** The Table provides an indicative distribution of modules based on preliminary on-line cooperation of partners. The expected total no. of modules will be at least twenty (20). The content and organisation of modules will be defined through the project's needs assessment and gap analysis. It will be ensured that the total number and duration of lectures for the undergraduate and postgraduate level cover at least the requirements of an entirely new course at the corresponding level. It will also be ensured that the life-long learning and training modules will correspond to the requirements of the corresponding LLE framework.*

Figure 2. Organisational structure of ModPPC

Based on the ModPPC approach, the curriculum allows maximum flexibility to combine and compose appropriate sets of Modules. Without compromising this main advantage, the Modules include a proposed minimum and maximum workload (incl. lectures, seminars,

projects, practical work, work placements and individual study) ranging between 11 and 22 hours of total workload. This assumption is based on a scenario of undergraduate studies with an annual total of 60 ECTS (according to [ECTS User's Guide 2015](#)), divided into 30 ECTS per semester. Assuming 3 to 6 courses within the semester and an even distribution of ECTS, each course corresponds to 5-10 ECTS. In the proposed scenario, a semester is divided into 13 weeks with one Module per week. Thus, any combination of 13 Modules will accumulate 5-10 ECTS, with 1 ECTS corresponding to 25-30 hours of workload ([ECTS User's Guide 2015](#)). The scenario proposes an indicative organization of workload which can be modified accordingly to each HEI, programme, course and module based on the local regulations, needs and conditions.

3.2. Expected learning outcomes

Corresponding to the educational and training dimensions of ModPPC (Figure 1), the expected learning outcomes are presented in Table 1.

Table 1. Expected learning outcomes of ModPPC

Educational and training dimensions (code)	Learning outcomes
Theoretical fundamentals (THEO)	Understanding of contribution to democratic processes, responsiveness to society and the citizen and sustainability and resilience of decision-making.
Political, social and ethical implications (IMPL)	Discussing potential challenges and solutions related to digital divide as well as to various geographic and cultural contexts and different socio-economic, political and overall power dynamics.
	Enhancing awareness of methods to enhance public and stakeholder awareness and engagement, addressing indifference, mistrust and conflict.
Participatory methods, goals, outcomes and capacity (METH)	Acquiring systematic knowledge of different methods to address different policy fields, planning objectives and planning process stages.
	Discussing financial and administrative constraints and opportunities for public participation within the planning and/or decision-making process.
	Enhancing scientific and managerial skills.
Digital participation (DIGI)	Acquiring know-how of digital tools to improve cost-effectiveness of participatory activities and to increase stakeholder representation and geographical coverage.

3.3. Evaluation of acquired knowledge and learners' performance

In order to enable the assessment and evaluation of the knowledge acquired in the context of ModPPC, a flexible evaluation framework is provided. More specifically, each module (in the context of the educational/training material) includes a pool of 10 questions which are directed to the learners/students and cover the content and scope of the module. The final pool contains 230 questions. The types of questions comprise: a. Multiple choice; b. Matching; c. True or False.

The pool of questions allows for the appropriate selection of test questions at the end of course or scheme. In specific, the selection of questions from the pool depends on the implementation of ModPPC as a combination of appropriate modules to compile a whole course or a LLL scheme or to enhance an existing course with a selected number of modules. The pass-mark of at least 50% of correct answers (or other threshold depending on the specific course or scheme) validates the learner's/ student's successful completion of the course.

Furthermore, other evaluation methods (such as teamwork and individual projects, essays etc.) are suggested to support the knowledge acquisition and evaluation of each Module.

4. Curriculum description

The list of modules per main dimension and type of module is presented in Table 2.

Type of module (code)	Title of module (code)	Main educational and training dimension (code)
Basic (BASIC)	Introduction to PPL: Theoretical fundamentals and practical implications (BASIC1)	Theoretical fundamentals (THEO); Political, social and ethical implications (IMPL)
	Introduction to digital tools for PPL (BASIC2)	Digital participation (DIGI)
	Introduction to management skills and techniques for Participatory Planning (BASIC3)	Participatory methods, goals, outcomes and capacity (METH); Digital participation (DIGI)
Optional-General (OPT-G)	Advanced PP theories and policy considerations (OPT-G1)	Theoretical fundamentals (THEO); Political, social and ethical implications (IMPL)
	Participatory GIS for Planning (OPT-G2)	Participatory methods, goals, outcomes and capacity (METH); Digital participation (DIGI)
	Digital Decision-making support system (OPT-G3)	Participatory methods, goals, outcomes and capacity (METH); Digital participation (DIGI)
	Management skills and techniques for Participatory Planning A: Community Development and Engagement (OPT-G4)	Participatory methods, goals, outcomes and capacity (METH); Political, social and ethical implications (IMPL); Digital participation (DIGI)
	Management skills and techniques for Participatory Planning B: Conflict Mediation and Negotiation - Communication and Facilitation techniques (OPT-G5)	Participatory methods, goals, outcomes and capacity (METH); Political, social and ethical implications (IMPL)
	Management skills and techniques for Participatory Planning C: Project Funding and Finance (OPT-G6)	Participatory methods, goals, outcomes and capacity (METH); Political, social and ethical implications (IMPL); Digital participation (DIGI)
	Public participation in Environmental Impact Assessment (OPT-G7)	Participatory methods, goals, outcomes and capacity (METH); Digital participation (DIGI)
Optional-Thematic (OPT-T)	Public Participation and Land Use Planning (OPT-T1)	Participatory methods, goals, outcomes and capacity (METH); Digital participation (DIGI)
	Public Participation in local development strategies (OPT-T2)	Participatory methods, goals, outcomes and capacity (METH); Digital participation (DIGI)
	Participatory Planning in the context of Smart Cities (OPT-T3)	Participatory methods, goals, outcomes and capacity (METH); Digital participation (DIGI)
	Participatory Planning for Sustainable Mobility (OPT-T4)	Participatory methods, goals, outcomes and capacity (METH);

		Digital participation (DIGI)
	Public Participation for Walkable and Cyclable Neighbourhoods (OPT-T5)	Participatory methods, goals, outcomes and capacity (METH); Digital participation (DIGI)
	Participatory Planning in Rural Development (OPT-T6)	Participatory methods, goals, outcomes and capacity (METH)
	Participatory Budgeting and Social Participation in Rural Areas (OPT-T7)	Participatory methods, goals, outcomes and capacity (METH)
	Geography and Public Participation (OPT-T8)	Participatory methods, goals, outcomes and capacity (METH)
	Participatory Planning in Tourism and Destination Management (OPT-T9)	Participatory methods, goals, outcomes and capacity (METH); Digital participation (DIGI)
	Framing Sustainable Heritage Management through Public Participation (OPT-T10)	Participatory methods, goals, outcomes and capacity (METH); Digital participation (DIGI)
	Cultural Diversity and Public Participation (OPT-T11)	Participatory methods, goals, outcomes and capacity (METH)
	The Economics of Participatory Planning (OPT-T12)	Participatory methods, goals, outcomes and capacity (METH); Digital participation (DIGI)
	Public Participation and e-Governance (OPT-T13)	Participatory methods, goals, outcomes and capacity (METH); Digital participation (DIGI)

Each one of the modules of Table 2 are described in detail below.

4.1. Basic Modules

Module Title (code)	Introduction to PPL - Theoretical fundamentals and practical implications (BASIC 1)	
Module Type	Core / Basic	<input checked="" type="checkbox"/>
	Optional / General	
	Optional / Thematic	
Aim	<ul style="list-style-type: none">• Introduce the key concepts and theories underlying public participation• Introduce and explore the historical development and evolution of participatory planning practices.• Introduce and sketch out the role of stakeholders, power dynamics, and inclusion in participatory planning.• Critically evaluate the benefits and challenges of participatory planning, from a theoretical perspective as well as through case studies.	
Learning outcomes		
<ul style="list-style-type: none">• Understand and explain core theories and concepts of public participation in planning processes.• Identify and analyse the historical evolution and key milestones in participatory planning practices.• Evaluate the roles of stakeholders and the impact of power dynamics and inclusion on participatory planning outcomes.• Individuate and recognise participatory planning methods through case study analysis.• Critically assess the benefits and challenges of participatory planning from both theoretical and practical perspectives.		
Prerequisites (if any)		
None		
Language	English and partner’s native language	
The module is designed for	On site learning	<input checked="" type="checkbox"/>
	Online asynchronous learning	
	Online synchronous learning	
	Blended learning (please specify if necessary)	<input checked="" type="checkbox"/>
Workload		
Lectures (hours)	5	
Study (hours)	3	
Practice (hours)	N.A.	
Project - Essay (hours)	8	
Content	<ul style="list-style-type: none">• Introduction to Participatory Planning: Definitions, principles, and scope.	

	<ul style="list-style-type: none"> • Theoretical Foundations: Key theories of public participation and democratic governance. • History and Evolution of Participatory Planning: Global and local perspectives. • Stakeholders and Power Dynamics: Understanding roles, influence, and power structures. • Inclusion and Diversity: Approaches to equitable participation in planning. • Case Studies in Participatory Planning: Successes, failures, and lessons learned. • Challenges and Critiques: Barriers to participation, ethical concerns, and limitations of participatory approaches. 	
Teaching methods	Lecture	<input checked="" type="checkbox"/>
	Audiovisual demonstrations - All lectures are followed by podcasts, with accompanying presentations shared with students via e-learning platforms or cloud drives.	
	Hands on practice/gaming	
	Exercises/Quizzes - All lectures are followed by brief quizzes that students can use to check their understanding on their own.	<input checked="" type="checkbox"/>
	Questionnaires	
	Class discussion/workshop	
	Case studies	
	Reading material (e-books, digital reports and papers etc.)	<input checked="" type="checkbox"/>
	Digital pedagogy tools (please specify, e.g. ms teams)	
	Digital PPL tools (please specify)	
	Other (please describe)	<input type="checkbox"/>
Assignments	Essay on how participatory planning is practiced in a selected country, discussing the formal framework for PPL vis-à-vis the actual practices , and critically highlighting good practices and challenges - ideally to be delivered at the end of the Curriculum, hence drawing also on the knowledge acquired through other modules	<input checked="" type="checkbox"/>
Assessment	Multiple choice questions, true/false questions, matching questions. Assessment of assignment.	
Suggested reading material		
Basic reading	<p>Arnstein, S. R. (1969). A ladder of citizen participation. Journal of the American Institute of planners, 35(4), 216-224.</p> <p>Damer, S., & Hague, C. (1971). Public participation in planning: a review. Town Planning Review, 42(3), 217.</p> <p>Innes, J. E., & Booher, D. E. (2000). Public participation in planning: new strategies for the 21st century.</p> <p>Hossu, C. A., Oliveira, E., & Niță, A. (2022). Streamline democratic values in planning systems: A study of participatory practices in European strategic spatial planning. Habitat International, 129, 102675.</p>	
Additional reading	<p>Healey, P. (1997). Collaborative Planning: Shaping Places in Fragmented Societies.</p> <p>Cooke, B., & Kothari, U. (Eds.). (2001). Participation: The New Tyranny?.</p>	

	<p>Fung, A. (2006). "Varieties of Participation in Complex Governance." <i>Public Administration Review</i>, 66, 66-75.</p> <p>Cornwall, A. (2008). "Unpacking 'Participation': Models, Meanings and Practices." <i>Community Development Journal</i>, 43(3), 269-283.</p> <p>Innes, J. E., & Booher, D. E. (2010). <i>Planning with Complexity: An Introduction to Collaborative Rationality for Public Policy</i>.</p>
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Module Title (code)	Introduction to digital tools for PPL (BASIC2)	
Module Type	Core / Basic	<input checked="" type="checkbox"/>
	Optional / General	
	Optional / Thematic	
Aim	<ul style="list-style-type: none">Introducing students/learners to the concept of digital PPL toolsFamiliarize students/learners with the different types and categories of digital PPL toolsEnable students/learners to identify and effectively use appropriate digital PPL tools	
Learning outcomes		
<ul style="list-style-type: none">Basic knowledge of digital PPL toolsUnderstanding of the value and potential use of different digital PPL toolsComprehension of the challenges in the implementation of digital PPL tools		
Prerequisites (if any)		
N.A.		
Language	English and partner’s native language	
The module is designed for	On site learning	<input checked="" type="checkbox"/>
	Online asynchronous learning	
	Online synchronous learning	<input checked="" type="checkbox"/>
	Blended learning	<input checked="" type="checkbox"/>
Workload		
Lectures (hours)	3	
Study (hours)	6	
Practice (hours)	3	
Project - Essay (hours)	N.A.	
Content	<ul style="list-style-type: none">Definition of the digital tools conceptIntroduction of digital tools in the context of PPLSystematic presentation of categories / types of digital toolsAnalysis of the use of digital tools in different stages of PPLOutline of the challenges of implementing digital tools in PPLDiscussion of the potential value of digital tools in PPL	
Teaching methods	Lecture	<input checked="" type="checkbox"/>
	Audiovisual demonstrations	<input checked="" type="checkbox"/>
	Hands on practice/gaming	
	Exercises/Quizzes	
	Questionnaires	
	Class discussion/workshop	<input checked="" type="checkbox"/>

	Case studies	
	Reading material (e-books, digital reports and papers etc.)	
	Digital pedagogy tools (MS Teams)	<input checked="" type="checkbox"/>
	Digital PPL tools (various tools will be presented)	<input checked="" type="checkbox"/>
	Other (please describe)	
Assignments	Group assignment of a specific task to be competed using a digital tool (e.g. have each group of students/learners design an on-line questionnaire to be used in a specific public participation purpose)	<input checked="" type="checkbox"/>
Assessment	Multiple choice questions, true/false questions, matching questions. Assessment of assignment.	
Suggested reading material		
Basic reading	Bokyong Shin, Jacqueline Floch, Mikko Rask, Peter Bæck, Christopher Edgar, Aleksandra Berditchevskaia, Pierre Mesure, Matthieu Branlat (2024) A systematic analysis of digital tools for citizen participation, Government Information Quarterly, Volume 41, Issue 3, ISSN 0740-624X,	
Additional reading	Estefam, Aline. (2021). Strategic overview of digital public participation tools for urban planning. 10.33797/SIDE.21.008. Stéphanie Hasler , Jérôme Chenal , Marc Soutter (2017). Digital Tools as a Means to Foster Inclusive, Data-informed Urban Planning. Civil Engineering and Architecture, 5(6), 230 - 239. DOI: 10.13189/cea.2017.050605.	

Module Title (code)	Introduction to Management Skills and Techniques for Participatory Planning (BASIC3)	
Module Type	Core / Basic	<input checked="" type="checkbox"/>
	Optional / General	
	Optional / Thematic	
Aim	<ul style="list-style-type: none">• Introduce students and learners to the concept of participatory group dynamics.• Discuss the fundamental process of organisational management, specifically how to plan, organise, direct/lead, and control to achieve goals efficiently and effectively• Explain the distinctive aspects of management in participatory planning.• Familiarize students and learners with the holistic skills needed to manage PPL processes.• Equip students and learners with basic managerial techniques for PPL.	
Learning outcomes		
<ul style="list-style-type: none">• Basic understanding of the principles of individual, group and organisational behaviour• Identification the specific aspects of group dynamics that refer to PPL• Understanding what managers do and why management is important in PPL• Awareness about the main skills about managing PPL• Awareness about the main techniques about managing PPL		
Prerequisites (if any)		
N.A.		
Language	English and partner’s native language	
The module is designed for	On site learning	<input checked="" type="checkbox"/>
	Online asynchronous learning	
	Online synchronous learning	<input checked="" type="checkbox"/>
	Blended learning	<input checked="" type="checkbox"/>
Workload		
Lectures (hours)	4	
Study (hours)	8	
Practice (hours)	4	
Project - Essay (hours)	N.A.	
Content	<ul style="list-style-type: none">• Foundations of management and decision-making• Understanding individual and group behaviour• Group dynamics and its implication for PPL• The specific nature of management in PPL• What skills are needed to perform management functions?• Dealing with change• Management techniques for PPL	

Teaching methods	Lecture	<input checked="" type="checkbox"/>
	Audiovisual demonstrations	<input checked="" type="checkbox"/>
	Hands on practice/gaming	
	Exercises/Quizzes	<input checked="" type="checkbox"/>
	Questionnaires	
	Class discussion/workshop	<input checked="" type="checkbox"/>
	Case studies	
	Reading material (e-books, digital reports and papers etc.)	
	Digital pedagogy tools (MS Teams)	<input checked="" type="checkbox"/>
	Digital PPL tools (Slido, examples using various tools - e.g. project management tools or idea generation platforms)	<input checked="" type="checkbox"/>
	Other (please describe)	
Assignments	Group assignment of a specific task to be competed using a digital tool (e.g. Slido)	<input checked="" type="checkbox"/>
Assessment	Multiple choice questions, true/false questions, matching questions. Assessment of assignment.	
Suggested reading material		
Basic reading	University of Minnesota Libraries Publishing. (2024). Principles of Management. Retrieved from https://open.umn.edu/opentextbooks/textbooks/34 Wilcox, D. (1994). The Guide to Effective Participation. Delta Press. ISBN 1-870298-00-4	
Additional reading	Drucker, P. (2012). The Practice of Management. Routledge	

4.2. Optional Modules - General

Module Title (code)	Advanced PP theories and policy considerations (OPT-G1)	
Module Type	Core / Basic	
	Optional / General	☒
	Optional / Thematic	
Aim	<ul style="list-style-type: none">Introducing students to contemporary issues of scientific and policy discussion on public participation and participatory planningExplaining the links with current global and EU policy prioritiesFamiliarizing students with the social aspects of spatial planningExploring the promotion of sustainable development and resilience through public participation	
Learning outcomes		
<ul style="list-style-type: none">Knowledge of the evolution of spatial planning approaches with regard to PPUnderstanding the shift towards new forms of urban governanceComprehension of different participatory models and typologies / critiquesAbility to identify critical parameters for successful PP as well as potential barriers or forms of “nonparticipation”Usage of obtained knowledge for planning purposes		
Prerequisites (if any)		
N.A.		
Language	English and partner’s native language	
The module is designed for	On site learning	☒
	Online asynchronous learning	
	Online synchronous learning	☒
	Blended learning	☒
Workload		
Lectures (hours)	3	
Study (hours)	8	
Practice (hours)	N.A.	
Project-Essay (hours)	N.A.	
Content	<ul style="list-style-type: none">The social and political aspects of spatial planningThe “modern” idea of planning and its link to the concept of democracyThe evolution of spatial planning approaches with regard to PP: from rational comprehensive planning to strategic planning and the communicative turn in planning theoryNew forms of governance, with emphasis on participatory governanceTypologies of participatory planning, with emphasis on the Ladder of Citizen Participation purposed by Sherry Arnstein in 1969	

	<ul style="list-style-type: none">Global and EU policy priorities, guiding documents and the conception of public participation through timePromoting sustainable development and resilience through public participationContemporary theoretical and methodological challenges regarding participatory planning	
Teaching methods	Lecture	<input checked="" type="checkbox"/>
	Audiovisual demonstrations	<input checked="" type="checkbox"/>
	Hands on practice/gaming (only at postgraduate and LLL levels with a strong background in transport planning and sustainable mobility theory)	
	Exercises/Quizzes	
	Questionnaires	
	Class discussion/workshop	<input checked="" type="checkbox"/>
	Case studies	<input checked="" type="checkbox"/>
	Reading material (e-books, digital reports and papers etc.)	
	Digital pedagogy tools (MS Teams)	<input checked="" type="checkbox"/>
	Digital PPL tools	
	Other (please describe)	
Assignments		<input type="checkbox"/>
Assessment	Multiple choice questions, true/false questions, matching questions	
Suggested reading material		
Basic reading	<p>Arnstein, S. R. (1969). A Ladder Of Citizen Participation. Journal of the American Institute of Planners, 35(4), 216-224. https://doi.org/10.1080/01944366908977225</p> <p>Healey, P. (1992). Planning through Debate: The Communicative Turn in Planning Theory. Town Planning Review, 62, 143-162. https://doi.org/10.3828/tpr.63.2.422x602303814821</p>	
Additional reading	<p>Fainstein, S. S., and Fainstein, N. I. (1971). City Planning and Political Values. Urban Affairs Quarterly, 6(3), 341-362. https://doi.org/10.1177/107808747100600305</p> <p>Healey, P. (1996). The Communicative Turn in Planning Theory and its Implications for Spatial Strategy Formation. Environment and Planning B: Planning and Design, 23(2), 217-234. https://doi.org/10.1068/b230217</p> <p>Davidoff, P. (1965). Advocacy and Pluralism in Planning. Journal of the American Institute of Planners, 31(4), 331-338. https://doi.org/10.1080/01944366508978187</p> <p>Hofer, K., and Kaufmann, D. (2023). Actors, arenas and aims: A conceptual framework for public participation. Planning Theory, 22(4), 357-379. https://doi.org/10.1177/14730952221139587</p> <p>Smith, R.W. (1973). A theoretical Basis for Participatory Planning. Policy Science, 4, 275-295. https://doi.org/10.1007/BF01435125</p>	

	<p>Heinelt, H., Getimis, P., Kafkalas, G., Smith, R., and Swyngedouw, E. (eds) (2002). Participatory Governance in Multi-Level Context. Concepts and Experience, Opladen: Leske & Budrich.</p> <p>Mahajan, S. Hausladen, C.I, Sánchez-Vaquerizo, J.,A., Korecki, M., and Helbing, D. (2022). Participatory resilience: Surviving, Recovering and Improving Together, Sustainable Cities and Society, 83, 103942, ISSN 2210-6707. https://doi.org/10.1016/j.scs.2022.103942</p> <p>Demo4PPL Deliverable Report No. O.8 (2024). Report on Participatory Planning approaches and practice at EU level.</p>
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Module Title (code)	Participatory GIS for Planning (OPT-G2)	
Module Type	Core / Basic	
	Optional / General	<input checked="" type="checkbox"/>
	Optional / Thematic	
Aim	<ul style="list-style-type: none">Introduce students/learners to the concept of Participatory GIS (PGIS) in the context of spatial planning.Explain to students/learners how PGIS integrate concepts from geography, social sciences, and environmental studies, fostering a holistic approach to planning.Present to students/learners the principles and approaches for PGIS.Empower students/learners to identify and effectively utilize suitable digital PGIS tools.	
Learning outcomes		
<ul style="list-style-type: none">Understanding the importance of incorporating the community's voice and perspective in the effects of spatial planning.Basic knowledge of digital PGIS tools.Ability to integrate and visualize information from various sources through maps to facilitate discussions among diverse groups.Ability to critically analyze and assess the validity of information collected using a PGIS tool for effective planning.		
Prerequisites (if any)		
Basic knowledge of GIS		
Language	English and partner's native language	
The module is designed for	On site learning	<input checked="" type="checkbox"/>
	Online asynchronous learning	
	Online synchronous learning	<input checked="" type="checkbox"/>
	Blended learning (please specify if necessary)	
Workload		
Lectures (hours)	2	
Study (hours)	0	
Practice (hours)	10	
Project - Essay (hours)	4	
Content	<ul style="list-style-type: none">Definition and concept of the PGISExamples of digital PGIS toolsOverview of PGIS good practicesSpatial data for PGISGetting to know the functionality of digital PGIS toolsFunctionality of digital PGIS toolsCreating a PGIS application	

Teaching methods	Lecture	<input checked="" type="checkbox"/>
	Audiovisual demonstrations	<input checked="" type="checkbox"/>
	Hands on practice/gaming	
	Exercises/Quizzes	<input checked="" type="checkbox"/>
	Questionnaires	
	Class discussion/workshop	
	Case studies	<input checked="" type="checkbox"/>
	Reading material (e-books, digital reports and papers etc.)	
	Digital pedagogy tools (please specify, e.g. ms teams)	
	Digital PPL tools (as basic ArcGIS Online but also various tools presented through examples)	<input checked="" type="checkbox"/>
	Other (please describe)	
Assignments	Project - developing a PGIS case study using the provided tools	<input checked="" type="checkbox"/>
Assessment	Multiple choice questions, true/false questions, matching questions. Assessment of assignment.	
Suggested reading material		
Basic reading	Rzeszewski, M., & Kotus, J. (2019). Usability and usefulness of internet mapping platforms in participatory spatial planning. Applied Geography, 103, 56-69 https://doi.org/10.1016/j.apgeog.2019.01.001 Burnett, C. M. (Ed.). (2023). Evaluating participatory mapping software. Springer.	
Additional reading	Malakar, K. D., & Roy, S.(2024) Mapping Geospatial Citizenship. Springer. Bąkowska-Waldmann E, Kaczmarek T. The Use of PPGIS: Towards Reaching a Meaningful Public Participation in Spatial Planning. ISPRS International Journal of Geo-Information. 2021; 10(9):581. https://doi.org/10.3390/ijgi10090581	

Module Title (code)	Digital Decision-making support systems (OPT G3)	
Module Type	Core / Basic	
	Optional / General	<input checked="" type="checkbox"/>
	Optional / Thematic	
Aim	<ul style="list-style-type: none">Introducing students to the concept of decision-making support system in the framework of urban sustainability;Investigate and analyse urban transformations at the district scale and understand their decision-making dynamics;Identify the potential offered by digital tools to support decision-making;Enable students to experience a Digital Decision-making support tool called “Indicators’ Based Tool” (IBTool).	
Learning outcomes		
<ul style="list-style-type: none">Introducing students to sustainability assessment tools and qualitative/quantitative synthetic measure.Understanding of the potential of decision-making support system in the context of urban transformation.Learning the appropriate use of indicators in the design of urban district areas through an innovative digital tool.		
Prerequisites (if any)		
N.A.		
Language	English and partner’s native language	
The module is designed for	On site learning	<input checked="" type="checkbox"/>
	Online asynchronous learning	
	Online synchronous learning	<input checked="" type="checkbox"/>
	Blended learning (please specify if necessary)	
Workload		
Lectures (hours)	3	
Study (hours)	2	
Practice (hours)	3	
Project - Essay (hours)	3	
Content	<ul style="list-style-type: none">Defining the concept of decision-making in the context of urban transformation;Illustration of sustainability assessment tools and qualitative/quantitative measures;Definition of the potential offered by digital tools to support assessments in the context of urban transformation;Proposal of an urban case study for which to define a transformation;Application of the IBTool.	
	Lecture	<input checked="" type="checkbox"/>

Teaching methods	Audiovisual demonstrations	<input checked="" type="checkbox"/>
	Hands on practice/gaming	
	Exercises/Quizzes	
	Questionnaires	
	Class discussion/workshop	<input checked="" type="checkbox"/>
	Case studies	<input checked="" type="checkbox"/>
	Reading material (e-books, digital reports and papers etc.)	
	Digital pedagogy tools (please specify, e.g. ms teams)	
	Digital PPL tools (IB Tool)	<input checked="" type="checkbox"/>
	Other (please describe)	
Assignments	Group assignment of a specific task to be carried out using the Digital decision-making tool called “IBTool”. Each group of students will be asked to identify performance indicators best suited to guide the design of a given portion of the city that will serve as a case study.	<input checked="" type="checkbox"/>
Assessment	Multiple choice questions, true/false questions, matching questions. Assessment of assignment.	
Suggested reading material		
Basic reading	Lami IM, Todella E (eds.) How to measure urban sustainability, Valori e Valutazioni 32, 2023 Keen, P. G. (1980). Decision support systems: a research perspective. Decision Support Systems: Issues and Challenges, International Institute for Applied Systems Analysis (IIASA) Proceedings Series, 11, 23-27.	
Additional reading	Dizdaroglu D., The Role of Indicator-Based Sustainability Assessment in Policy and the Decision-Making Process: A Review and Outlook, Sustainability, 9, 2017, p. 1018. Poveda C.A., lipsett M.G., A Review of Sustainability Assessment and Sustainability/Environmental Rating Systems and Credit Weighting Tools, Journal of Sustainable Development, Vol. 4, No. 6, 2011, pp. 36-55 Dean M., Participatory multi-criteria analysis methods: Comprehensive, inclusive, transparent and user-friendly? An application to the case of the London gateway port, Research in Transportation Economics, Vol. 88, 2021, 100887.	

Module Title (code)	Management skills and techniques for Participatory Planning A: Community Development and Engagement (OPT-G4)	
Module Type	Core / Basic	
	Optional / General	<input checked="" type="checkbox"/>
	Optional / Thematic	
Aim	<ul style="list-style-type: none">• Introduce students to the strategies of community development.• Explore the role of social and human capital in social participation processes.• Equip students with social leadership skills, establishing cooperation, and creating social networks.• Introduce students how to use ICT tools to enhance community development and engagement.	
Learning outcomes		
<ul style="list-style-type: none">• Students will understand community development strategies and techniques for empowering them.• Students will be able to work with diverse social groups, supporting them in achieving common aims and increasing their engagement.• Students will be skilled at how utilizing human resources effectively to create and manage teams within organizations responsible for social participation.• Students will be able to use tools and methods for facilitating community participation in planning processes.• Students will develop the ability to critically evaluate the effectiveness of social participation initiatives.		
Prerequisites (if any)		
General knowledge about social participation, levels of participation, and PPL		
Language	English and partner’s native language	
The module is designed for	On site learning	<input checked="" type="checkbox"/>
	Online asynchronous learning	<input checked="" type="checkbox"/>
	Online synchronous learning	
	Blended learning (MS Teams)	<input checked="" type="checkbox"/>
Workload		
Lectures (hours)	4	
Study (hours)	4	
Practise (hours)	2	
Project - Essay (hours)	6	
Content	<ul style="list-style-type: none">• Techniques and strategies for community development and empowerment.• Human capital - leadership roles and skills in managing social participation.• Social capital development - building relationships, collaboration and social networks for social participation.• Tools and methods for facilitating community participation in planning processes.• Evaluation of participation processes and strengthening social engagement.	

Teaching methods	Lecture	<input checked="" type="checkbox"/>
	Audiovisual demonstrations	<input checked="" type="checkbox"/>
	Hands on practice/gaming	
	Exercises/Quizzes	
	Questionnaires	
	Class discussion/workshop (Role-playing: Key Leadership Situations - The main goal of the workshop is to develop the ability to recognize and assume key leadership roles in various situations)	<input checked="" type="checkbox"/>
	Case studies	
	Reading material (e-books, digital reports and papers etc.)	
	Digital pedagogy tools (Moodle, MS Teams)	<input checked="" type="checkbox"/>
	Digital PPL tools (ICT tools such as social media, MS Teams, zoom.com, etc.)	<input checked="" type="checkbox"/>
	Other (please describe)	
Assignments	Project: Students will work in groups to develop a project proposal aimed at enhancing community development. This proposal will focus on a specific community issue, and incorporate the principles and methodologies discussed in lectures. The main aim of project is to apply theoretical knowledge to real-case problem-solving skills.	<input checked="" type="checkbox"/>
Assessment	Multiple choice questions, true/false questions, matching questions. Assessment of assignment.	
Suggested reading material		
Basic reading	Morphet, J. (2015). Applying leadership and management in planning: Theory and practice (1st ed.). Bristol University Press. https://doi.org/10.2307/j.ctt1t89bmv	
Additional reading	Viry, G., Van Dülmen, C., Maisonobe, M., & Klärner, A. (2022). On the Role of Space, Place, and Social Networks in Social Participation. Social Inclusion, 10(3), 217-220. https://doi.org/10.17645/si.v10i3.6186 Visvizi, A., & Troisi, O. (Eds.). (2021). Managing smart cities: Sustainability and resilience through effective strategies. Springer. https://doi.org/10.1007/978-3-030-93585-6	

Module Title (code)	Management skills and techniques for Participatory Planning B: Conflict Mediation and Negotiation - Communication and Facilitation Techniques (OPT-G5)	
Module Type	Core / Basic	
	Optional / General	<input checked="" type="checkbox"/>
	Optional / Thematic	
Aim	<ul style="list-style-type: none">• Explain the essence and causes of conflicts about PPL• Familiarize students and learners with the methods and techniques for conflict resolution via mediation and negotiation• Equip learners with basic techniques for communication and facilitation in view of conflict resolution	
Learning outcomes		
<ul style="list-style-type: none">• Understand the nature and underlying causes of conflicts in PPL.• Identify and apply effective methods and techniques for conflict resolution through mediation and negotiation.• Demonstrate basic communication and facilitation skills essential for resolving conflicts.		
Prerequisites (if any)		
N.A.		
Language	English and partner’s native language	
The module is designed for	On site learning	<input checked="" type="checkbox"/>
	Online asynchronous learning	
	Online synchronous learning	<input checked="" type="checkbox"/>
	Blended learning	<input checked="" type="checkbox"/>
Workload		
Lectures (hours)	3	
Study (hours)	6	
Practice (hours)	3	
Project - Essay (hours)	N.A.	
Content	<ul style="list-style-type: none">• Essence of conflict, types of conflicts and reference to PPL• Conflict processes• Conflict solving vs Conflict Management• Conflict-solving skills - mediation and negotiation• Conflict-solving techniques - communication and facilitation	
Teaching methods	Lecture	<input checked="" type="checkbox"/>
	Audiovisual demonstrations	<input checked="" type="checkbox"/>
	Hands on practice/gaming	
	Exercises/Quizzes	

	Questionnaires	
	Class discussion/workshop	<input checked="" type="checkbox"/>
	Case studies	<input checked="" type="checkbox"/>
	Reading material (e-books, digital reports and papers etc.)	<input checked="" type="checkbox"/>
	Digital pedagogy tools (MS Teams)	<input checked="" type="checkbox"/>
	Digital PPL tools (Slido, Trello, YourPriorities)	
	Other (please describe)	
Assignments	Group assignment for outlining possible strategies to solve a conflict situation in planning - DEMo4PLL best practices can be used as case studies	<input checked="" type="checkbox"/>
Assessment	Multiple choice questions, true/false questions, matching questions. Assessment of assignment.	
Suggested reading material		
Basic reading	Lubeck, R. and Fuente, R (2023). Connected & Directed: A Guide for Managing Conflict. Retrieved from https://connectthedots.us/wp-content/uploads/2023/08/Conflict-Guide_WEBFINAL.pdf Talmaciu, I., & Mărcăcine, M.S. (2010). Sources of Conflicts within Organizations and Methods of Conflict Resolution. Management and Marketing, 123-132. Retrieved from https://www.semanticscholar.org/paper/SOURCES-OF-CONFLICTS-WITHIN-ORGANIZATIONS-AND-OF-Talmaciu-M%C4%83r%C4%83cine/0c2c95100714cceb34fbbc45c70c6492ec7564b	
Additional reading	Westmaas,L (2022). Conflict Management: Perspectives for the Canadian Workplace (e-book). Retrieved from https://ecampusontario.pressbooks.pub/conflictmanagement/	

Module Title (code)	Management skills and techniques for Participatory Planning C: Project Funding and Finance (OPT-G6)	
Module Type	Core / Basic	
	Optional / General	☒
	Optional / Thematic	
Aim	<ul style="list-style-type: none">• Explain the essence of project funding and finance about PPL• Discuss various sources of project funding, including grants, loans, and community contributions.• Familiarize students and learners with the financial management cycle (from budgeting to financial reporting)• Equip learners with basic skills and techniques for managing project budgets about PPL	
Learning outcomes		
<ul style="list-style-type: none">• Compression of financial and funding aspects about PPL• Knowledge about the financial management cycle and its application in participatory projects• Enhanced skills in budgeting, financial planning, and financial reporting• Enhanced skills in project management about PPL		
Prerequisites (if any)		
N.A.		
Language	English and partner’s native language	
The module is designed for	On site learning	☒
	Online asynchronous learning	
	Online synchronous learning	☒
	Blended learning	☒
Workload		
Lectures (hours)	4	
Study (hours)	8	
Practice (hours)	4	
Project - Essay (hours)	N.A.	
Content	<ul style="list-style-type: none">• Funding Sources for PPL Projects - public budget allocation, grants, loans, community contributions• Feasibility study and project conceptualization• Basics of budgeting and financial planning• Financial management cycle• Tools and techniques for effective financial management• Financial transparency and accountability.• Techniques for monitoring and reporting project finances.• Participatory Budgeting	

Teaching methods	Lecture	<input checked="" type="checkbox"/>
	Audiovisual demonstrations	<input checked="" type="checkbox"/>
	Hands on practice/gaming	
	Exercises/Quizzes	
	Questionnaires	
	Class discussion/workshop	<input checked="" type="checkbox"/>
	Case studies	<input checked="" type="checkbox"/>
	Reading material (e-books, digital reports and papers etc.)	<input checked="" type="checkbox"/>
	Digital pedagogy tools (MS Teams)	<input checked="" type="checkbox"/>
	Digital PPL tools (Trello and others)	<input checked="" type="checkbox"/>
	Other (please describe)	
Assignments	Group assignment of a specific task to be competed using a digital tool (e,g budget the campaign for renovation of a playground area via Trello)	<input checked="" type="checkbox"/>
Assessment	Multiple choice questions, true/false questions, matching questions. Assessment of assignment.	
Suggested reading material		
Basic reading	European Institute of Public Administration, https://www.eipa.eu/	
Additional reading	Aziz, H., Shah, N. (2021). Participatory Budgeting: Models and Approaches. In: Rudas, T., Péli, G. (eds) Pathways Between Social Science and Computational Social Science. Computational Social Sciences. Springer, Cham. https://doi.org/10.1007/978-3-030-54936-7_10	

Module Title (code)	Public participation in Environmental Impact Assessment (OPT-G7)	
Module Type	Core / Basic	
	Optional / General	<input checked="" type="checkbox"/>
	Optional / Thematic	
Aim	<ul style="list-style-type: none">Introducing students/learners to the role of public participation in Environmental Impact Assessment (EIA) and Strategic Environmental Assessment (SEA) proceduresIntroducing students/learners to the role of evaluation for assessing the sustainability of EIA and SEA proceduresEnabling students/learners to identify stakeholders in EIA and SEA procedures and engage them through PPL toolsIntroducing students/learners to the types and roles of stakeholders involved in EIA and SEA proceduresFamiliarizing students/learners with some methodologies and digital PPL tools in EIA and SEA procedures	
Learning outcomes		
<ul style="list-style-type: none">Understanding the role of public participation in EIA and SEA proceduresAbility to make informed decisions through PPL tools and methodologies within EIA and SEA proceduresPractical knowledge of a digital PPL tool for supporting participation in EIA and SEA proceduresApply the methodologies presented during the course to case studies by simulating the work of a professional team		
Prerequisites (if any)		
N.A.		
Language	English and partner’s native language	
The module is designed for	On site learning	<input checked="" type="checkbox"/>
	Online asynchronous learning	
	Online synchronous learning	<input checked="" type="checkbox"/>
	Blended learning	<input checked="" type="checkbox"/>
Workload		
Teaching (hours)	4	
Study (hours)	5	
Practice (hours)	2	
Project-Essay (hours)		
Content	<ul style="list-style-type: none">Overview of the procedural and regulatory framework of environmental assessment in the European UnionOutline of the evaluation methodologies to include sustainability in EIA and SEA proceduresSystematic presentation of means and phases for the integration of public participation in environmental proceduresPresentation of the different stakeholders involved in the EIA and SEA procedures	

	<ul style="list-style-type: none">• Identification of digital (and not digital) PPL tools for designing, implementing, monitoring and evaluating sustainable projects, plans and programmes within the EIA and SEA procedures framework• Presentation of some case studies where PPL tools and methodologies are applied within EIA and SEA procedures• Tutorial of the PPL tool called DecSpace• Practice work: mapping of the stakeholders involved in a real transformation process within EIA and SEA procedures and application of the PPL tool by simulating their needs and objectives	
Teaching methods	Lecture	<input checked="" type="checkbox"/>
	Audiovisual demonstrations	
	Hands on practice/gaming	<input checked="" type="checkbox"/>
	Exercises/Quizzes	
	Questionnaires	<input checked="" type="checkbox"/>
	Class discussion/workshop	<input checked="" type="checkbox"/>
	Case studies	<input checked="" type="checkbox"/>
	Reading material (e-books, digital reports and papers etc.)	
	Digital pedagogy tools (please specify, e.g. ms teams)	
	Digital PPL tools (please specify): DecSpace	<input checked="" type="checkbox"/>
	Other (please describe)	
Assignments	Group assignment of a specific task to be completed using a digital tool (i.e. DecSpace): each group of students/learners designs an on-line questionnaire to be used for a specific public participation purpose. Through this, each group maps all the relevant stakeholders and, then, interprets a specific stakeholder involved in the decision-making process under investigation and presents the result in a class discussion	<input checked="" type="checkbox"/>
Assessment	Multiple choice questions, true/false questions, matching questions. Assessment of assignment.	
Suggested reading material		
Basic reading	Lecture slides; Ministry of Housing, Communities & Local Government (2009), Multicriteria Analysis: a manual, Department for Communities and Local Government, London [http://eprints.lse.ac.uk/12761/1/Multi-criteria_Analysis.pdf]	
Additional reading	Monika Suškevičs, Triin Ehrlich, Kaja Peterson, Olavi Hiimäe, Kalev Sepp, Public participation in environmental assessments in the EU: A systematic search and qualitative synthesis of empirical scientific literature, Environmental Impact Assessment Review, Volume 98, 2023 [https://doi.org/10.1016/j.eiar.2022.106944]	

4.3. Optional Modules - Thematic

Module Title (code)	Public Participation and Land Use Planning (OPT-T1)	
Module Type	Core / Basic	
	Optional / General	
	Optional / Thematic	<input checked="" type="checkbox"/>
Aim	<ul style="list-style-type: none">Investigate the role of public and private actors in land use planning, and the complexity of decision-making processes concerning land-usesUnderstand the interdisciplinary approach needed in land use planning that considers political, legal and governance decision-making processes as well as economic, environmental and human health concerns.Illustrate how the use of Serious Games and Gamification could be an effective mean to unravel the inherent complexity of urban energy transition and their land-use dimensionSupport the decision-making process aimed at urban energy transition through the use of the educative city planning role-playing game UrbEN (Urban ENergy game), developed in the framework of the Erasmus+ KA2 project LOTUS (Locally Organized Transition of Urban Sustainable Spaces)	
Learning outcomes		
<ul style="list-style-type: none">Develop critical thinking skills in making decisions characterized by a high level of uncertainty and complexity;Manage specific and conflicting situations characterizing the governance of territorial transformation and the decision-making processes concerning land-use;Empower students to conduct research in the field of urban energy transition integrating theory and practice;Learning the use of an innovative and collaborative Serious Game to tackle complex issues and challenges.		
Prerequisites (if any)		
N.A.		
Language	English and Partners' native languages	
The module is designed for	On site learning	<input checked="" type="checkbox"/>
	Online asynchronous learning	
	Online synchronous learning	
	Blended learning (please specify if necessary)	
Workload		
Teaching (hours)	4	
Study (hours)	2	
Practice (hours)	6	
Project-Essay (hours)	2	

Content	<ul style="list-style-type: none">• Illustration of the concepts of land use planning, energy transition and governance;• Illustration of the LOTUS project, its aims and objectives through the support of best practices case studies;• Definition of the Serious Games as assessment methods;• Communication of the UrbEN rules;• Application of the UrbEN game.	
Teaching methods	Lecture	<input checked="" type="checkbox"/>
	Audiovisual demonstrations	
	Hands on practice/gaming	<input checked="" type="checkbox"/>
	Exercises/Quizzes	
	Questionnaires	
	Class discussion/workshop	<input checked="" type="checkbox"/>
	Case studies	<input checked="" type="checkbox"/>
	Reading material (e-books, digital reports and papers etc.)	
	Digital pedagogy tools (please specify, e.g. ms teams)	
	Digital PPL tools (please specify): UrbEN	<input checked="" type="checkbox"/>
	Other (please describe)	
Assignments	Students will be divided into small groups and asked to simulate a real energy planning process for a hypothetical city. Each group will then be assigned the specific role of a public or private actor to recreate the interaction between actors by generating a dynamic perspective on the challenges of a zero-emission economy in an urban environment and establishing a connection between practical and theoretical learning.	<input checked="" type="checkbox"/>
Assessment	Multiple choice questions, true/false questions, matching questions. Assessment of assignment.	
Suggested reading material		
Basic reading	Damer, S., & Hague, C. (1971). Public participation in planning: a review. <i>Town Planning Review</i> , 42(3), 217. Lami, I.M, Todella, E.: Locally Organized Transitions for Urban Sustainable Spaces. In <i>Locally Organized Transitions for Urban Sustainable Spaces</i> , 1, 262 (2022) https://doi.org/10.5281/zenodo.7500720	
Additional reading	Rotondo, F., Abastante, F., Cotella, G., & Lami, I. M. (2020). Questioning low-carbon transition governance: A comparative analysis of European case studies. <i>Sustainability</i> , 12(24), 10460. Kopáček , Miroslav. 2021. "Land-Use Planning and the Public: Is There an Optimal Degree of Civic Participation?" <i>Land</i> 10, no. 1: 90. https://doi.org/10.3390/land10010090	

Module Title (code)	Public Participation and local development strategies (OPT-T2)	
Module Type	Core / Basic	
	Optional / General	
	Optional / Thematic	<input checked="" type="checkbox"/>
Aim	<ul style="list-style-type: none">Introduce students to public participation approaches and mechanisms in drafting development strategiesFamiliarize students with co-design approaches and serious games (using CODEMA game - Collaborative decision-making)Familiarise students with hybrid methodologies (digital and analogic tools) in delivering public participation aimed at local development strategy building	
Learning outcomes		
<ul style="list-style-type: none">Understanding of methodological steps in co-designing local development strategiesUnderstanding the value of public participation in co-designing local development strategiesUsing multiple and hybrid methods in delivering public participation		
Prerequisites (if any)		
N.A.		
Language	English and partner’s native language	
The module is designed for	On site learning	<input checked="" type="checkbox"/>
	Online asynchronous learning	
	Online synchronous learning	
	Blended learning (please specify)	
Workload		
Teaching (hours)	4	
Study (hours)	4	
Practice (hours)	3	
Project-Essay (hours)	N.A.	
Content	<ul style="list-style-type: none">Introduction to Local Development approaches and outcomesThe importance of public participation for drafting/elaborating effective local development strategiesTools: serious games for delivering serious solutions (CODEMA)Workshop simulation of a complex decision making arena (CODEMA + MIRO)	
Teaching methods	Lecture	<input checked="" type="checkbox"/>
	Audiovisual demonstrations	
	Hands on practice/gaming	<input checked="" type="checkbox"/>
	Exercises/Quizzes	
	Questionnaires	

	Class discussion/workshop	<input checked="" type="checkbox"/>
	Case studies	
	Reading material (e-books, digital reports and papers etc.)	
	Digital tools (please specify): MIRO	<input checked="" type="checkbox"/>
	Other (please describe)	
Assignments		
Assessment	Multiple choice questions, true/false questions, matching questions	
Suggested reading material		
Basic reading	Speelman, E. N., Escano, E., Marcos, D., & Becu, N. (2023). Serious games and citizen science; from parallel pathways to greater synergies. Current Opinion in Environmental Sustainability, 64, 101320. https://doi.org/10.1016/j.cosust.2023.101320	
Additional reading	Quick, K. S., & Bryson, J. M. (2016). Public participation. Handbook on Theories of Governance. https://doi.org/10.4337/9781782548508.00022 McBride, M. F., Lambert, K. F., Huff, E. S., Theoharides, K. A., Field, P., & Thompson, J. R. (2017). Increasing the effectiveness of participatory scenario development through codesign. Ecology and Society, 22(3). Vitálišová, K., Murray-Svidroňová, M., & Jakuš-Muthová, N. (2021). Stakeholder participation in local governance as a key to local strategic development. Cities, 118, 103363.	

Module Title (code)	Participatory Planning in the context of Smart Cities (OPT-T3)	
Module Type	Core / Basic	
	Optional / General	
	Optional / Thematic	<input checked="" type="checkbox"/>
Aim	<ul style="list-style-type: none">Familiarizing students with participatory planning for smart city developmentFamiliarizing students with participatory planning in the smart city contextIntroducing students to the idea of smart cities as a platform for citizen engagementExploring concepts linked to smart cities such as participatory sensing	
Learning outcomes		
<ul style="list-style-type: none">Understanding the dynamics and challenges of participatory planning in the smart city contextComprehension of different methodologies, tools and approaches to participatory planning in the smart city contextAbility to identify critical parameters for successful citizen engagement (citizen role, level of engagement etc)Usage of new methods and tools for participatory planning in smart cities		
Prerequisites (if any)		
N.A.		
Language	English and partner’s native language	
The module is designed for	On site learning	<input checked="" type="checkbox"/>
	Online asynchronous learning	
	Online synchronous learning	<input checked="" type="checkbox"/>
	Blended learning	<input checked="" type="checkbox"/>
Workload		
Lectures (hours)	3	
Study (hours)	8	
Practice (hours)	N.A.	
Project-Essay (hours)	N.A.	
Content	<ul style="list-style-type: none">The main aspects of participatory planning for smart city development (“smart” options, complexity etc.)Means of enabling citizen participation in the smart city contextCo-creating smart city projects and using the city’s ICT infrastructureSmart cities as a platform for citizen participationContemporary challenges regarding participatory planning in the context of smart citiesNew methods, tools and approaches (e.g. participatory sensing, AI & big data)	
Teaching methods	Lecture	<input checked="" type="checkbox"/>

	Audiovisual demonstrations	<input checked="" type="checkbox"/>
	Hands on practice/gaming (only at postgraduate and LLL levels with a strong background in transport planning and sustainable mobility theory)	
	Exercises/Quizzes	
	Questionnaires	
	Class discussion/workshop	<input checked="" type="checkbox"/>
	Case studies	<input checked="" type="checkbox"/>
	Reading material (e-books, digital reports and papers etc.)	
	Digital pedagogy tools (MS Teams)	
	Digital PPL tools (various tools will be presented through examples)	<input checked="" type="checkbox"/>
	Other (please describe)	
Assignments	Short case study on participatory planning practices in the context of smart cities. Data can be drawn from sources such as the Inter-American Development Bank website (https://www.iadb.org) and the EU Smart Cities Marketplace (https://smart-cities-marketplace.ec.europa.eu).	<input checked="" type="checkbox"/>
Assessment	Multiple choice questions, true/false questions, matching questions. Assessment of assignment.	
Suggested reading material		
Basic reading	Jung, J., & Kang, J. (2023). Smart Engagement and Smart Urbanism: Integrating “The Smart” Into Participatory Planning and Community Engagement. Urban Planning, 8(2), 1-5. https://doi.org/10.17645/up.v8i2.7034 Alexopoulos, C. & Loukis, E. & Charalabidis, Y. (2021). A Methodology for Participatory Planning of Smart City Interventions. 10.1007/978-3-030-61033-3_8.	
Additional reading	Simonofski, A. & Serral, E. & De Smedt, J. & Snoeck, M. (2017). Citizen Participation in Smart Cities: Evaluation Framework Proposal. 10.1109/CBI.2017.21. Krontiris, I. & Maisonneuve, N. (2011). Participatory Sensing: The Tension Between Social Translucence and Privacy. 10.1007/978-88-470-1818-1_12.	

Module Title (code)	Participatory Planning for Sustainable Mobility (OPT-T4)	
Module Type	Core / Basic	
	Optional / General	
	Optional / Thematic	☒
Aim	<ul style="list-style-type: none">Familiarize students/learners with the social aspect of sustainable transport.Introducing students/learners to the types and roles of stakeholder and citizen groups and the contributions and challenges of public participation in respect to planning for and promoting sustainable mobility.Present to students/learners with the principles and approaches for PPL in transport planning.Explain to students/learners the integration of PPL into the SUMP process.Enable students/learners to identify and effectively use appropriate digital PPL tools in transport planning.	
Learning outcomes		
<ul style="list-style-type: none">Understanding of the stakeholder types and roles, as well as the contributions and challenges of PPL in respect to planning for and promoting sustainable mobility.Knowledge of the processes and means for the implementation of public participation in the SUMP methodology and links with the Arnstein Ladder.Comprehension of the principles and approaches for the design of a public participation process in the context of transport planning.Ability to make informed decisions in the selection and implementation of digital PPL tools in transport planning.		
Prerequisites (if any)		
Basic knowledge of transport planning and sustainable mobility theory		
Language	English and partner’s native language	
The module is designed for	On site learning	☒
	Online asynchronous learning	
	Online synchronous learning	☒
	Blended learning	☒
Workload		
Lectures (hours)	<ul style="list-style-type: none">3 at undergraduate level2 at postgraduate and LLL levels with a strong background in transport planning and sustainable mobility theory	
Study (hours)	8	
Practice (hours)	<ul style="list-style-type: none">N.A. at undergraduate level1 at postgraduate and LLL levels with a strong background in transport planning and sustainable mobility theory	
Project-Essay (hours)	N.A.	
Content	<ul style="list-style-type: none">Analysing the social aspect of sustainable mobility. Mobility as a need, a right and an experience.	

	<ul style="list-style-type: none">• Presentation of the different stakeholder and citizen groups in urban transport planning.• Discussion of contributions (e.g. collective knowledge, local experience, citizen engagement) and challenges (e.g. conflicts, indifference, equity, limited resources) of PPL in sustainable transport planning.• Outline of the design principles and approaches for public participation in transport planning.• Systematic presentation of processes and means for the integration of public participation into SUMP and discussion of the links with the Arnstein Ladder• Identification of digital PPL tools for designing, implementing, monitoring and evaluating sustainable mobility interventions and policies.• Gamification - World café (only at postgraduate and LLL levels with a strong background in transport planning and sustainable mobility theory) using Mentimeter	
Teaching methods	Lecture	<input checked="" type="checkbox"/>
	Audiovisual demonstrations	<input checked="" type="checkbox"/>
	Hands on practice/gaming (only at postgraduate and LLL levels with a strong background in transport planning and sustainable mobility theory)	<input checked="" type="checkbox"/>
	Exercises/Quizzes	
	Questionnaires	
	Class discussion/workshop	<input checked="" type="checkbox"/>
	Case studies	<input checked="" type="checkbox"/>
	Reading material (e-books, digital reports and papers etc.)	
	Digital pedagogy tools (MS Teams)	<input checked="" type="checkbox"/>
	Digital PPL tools (Mentimeter)	<input checked="" type="checkbox"/>
	Other (please describe)	
Assignments	<ul style="list-style-type: none">• N.A. at undergraduate level• World café for debating the advantages and disadvantages of a given sustainable mobility intervention, at postgraduate and LLL levels with a strong background in transport planning and sustainable mobility theory	<input checked="" type="checkbox"/>
Assessment	Multiple choice questions, true/false questions, matching questions. Assessment of assignment.	
Suggested reading material		
Basic reading	European Platform on Sustainable Urban Mobility Plans (2019). Guidelines for Developing and Implementing a Sustainable Urban Mobility Plan. Second edition. U.S. Department of Transportation (2018). Promising Practices for Meaningful Public Involvement in Transportation Decision-Making. McAndrews Carolyn, Marcus Justine (2015). The politics of collective public participation in transportation decision-making. Transportation Research Part A 78 (2015) 537-550. DOI: 10.1016/j.cstp.2016.06.002.	
Additional reading	Le Piraa Michela, Ignaccoloa Matteo, Inturria Giuseppe, Pluchino Alessandro, Rapisarda Andrea (2016). Modelling stakeholder participation in transport	

	<p>planning. Case Studies on Transport Policy 4 (2016) 230-238. DOI: 10.1016/j.cstp.2016.06.002.</p> <p>Griffin Greg P., Jiao Junfeng (2019). The Geography and Equity of Crowdsourced Public Participation for Active Transportation Planning. Transportation Research Record, 2019, Vol. 2673(1) 460-468. DOI: 10.1177/0361198118823498</p>
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Module Title (code)	Public Participation for Walkable and Cyclable Neighbourhoods (OPT-T5)	
Module Type	Core / Basic	
	Optional / General	
	Optional / Thematic	<input checked="" type="checkbox"/>
Aim	<ul style="list-style-type: none">Familiarize students/learners with the concepts and benefits of Walkable and Cyclable NeighbourhoodsPresent approaches of public participation in planning for Walkable and Cyclable Neighbourhoods through best practicePrepare students/learners for using digital tools for PPL in pedestrian and bicycle planning	
Learning outcomes		
<ul style="list-style-type: none">Knowledge of the principles and benefits of Walkable and Cyclable NeighbourhoodsUnderstanding the use of public participation in planning for Walkable and Cyclable NeighbourhoodsAbility to motivate, inform and engage the public in pedestrian and bicycle plans		
Prerequisites (if any)		
N.A.		
Language	English and partner’s native language	
The module is designed for	On site learning	<input checked="" type="checkbox"/>
	Online asynchronous learning	
	Online synchronous learning	<input checked="" type="checkbox"/>
	Blended learning	<input checked="" type="checkbox"/>
Workload		
Lectures (hours)	3	
Study (hours)	6	
Practice (hours)	3	
Project-Essay (hours)	N.A.	
Content	<ul style="list-style-type: none">Presentation of the principles of non-motorised (physical) transportAnalysing the challenges of pedestrian and bicycle planningDiscussion of the benefits of the Walkable and Cyclable NeighbourhoodsOutline of the planning principles of the New European Bauhaus (NEB) policy in pedestrian and bicycle plansOverview of international good practicesPreparation and presentation of the PPL digital tool: Citizen OSAttendance of students/learners in the prepared issues in the participation platform	
Teaching methods	Lecture	<input checked="" type="checkbox"/>
	Audiovisual demonstrations	<input checked="" type="checkbox"/>

	Hands on practice/gaming	<input checked="" type="checkbox"/>
	Exercises/Quizzes	
	Questionnaires	
	Class discussion/workshop	<input checked="" type="checkbox"/>
	Case studies	<input checked="" type="checkbox"/>
	Reading material (e-books, digital reports and papers etc.)	
	Digital pedagogy tools (MS Teams)	<input checked="" type="checkbox"/>
	Digital PPL tools (Citizen OS)	<input checked="" type="checkbox"/>
	Other (please describe)	
Assignments	Discussing, voting and deciding collectively on the topics prepared in the Citizen OS participation platform	<input checked="" type="checkbox"/>
Assessment	Multiple choice questions, true/false questions, matching questions. Assessment of assignment.	
Suggested reading material		
Basic reading	Hirwani Vijay, Vaidya Sonam (2020). A Review of Walkable Neighbourhoods and its Multifaceted Benefits. International Journal of Innovative Science and Research Technology. Vol.5 (1) 1375-1388. ISSN No:-2456-2165 Eun Lung Kim, Jiyeong Kim and Hyunjung Kim (2020). Does Environmental Walkability Matter? The Role of Walkable Environment in Active Commuting. International Journal of Environmental Research and Public Health. Vol. 17. DOI: 10.3390/ijerph17041261 Talen E., Koschinsky J. (2013). The Walkable Neighborhood. International Journal of Sustainable Land Use and Urban Planning. Vol.1 (1) 42-63. ISSN 1927-8845	
Additional reading	Bicycle Federation of America (1998). Creating walkable communities-A guide for local governments. European Commission (2021). New European Bauhaus U.S.Department of Housing and Urban Development (2016). Creating walkable and bikeable communities. Washington DC	

Module Title (code)	Participatory Planning in Rural Development (OPT-T6)	
Module Type	Core / Basic	
	Optional / General	
	Optional / Thematic	☒
Aim	<ul style="list-style-type: none">Familiarizing students with specific challenges related to rural development.Explaining participatory strategies that are valuable for rural development programming.Promoting cultural and social diversity as key components of public participation in rural areas.Introducing students to EU rural development frameworks and the principles of participatory planning.	
Learning outcomes		
<ul style="list-style-type: none">Students identify key socio-economic and technological challenges faced by marginalised rural communities and propose strategies to address them.Students demonstrate an understanding of participatory strategies in rural development and how to effectively apply them in planning processes.Students critically assess the role of rural identities in shaping public participation and develop approaches that integrate cultural and social diversity into rural development programmes.Students explain the EU rural development frameworks, agendas, and instruments, and evaluate their impact on participatory planning in rural contexts.		
Prerequisites (if any)		
None		
Language	English and partner’s native language	
The module is designed for	On site learning	☒
	Online asynchronous learning	☒
	Online synchronous learning	
	Blended learning (please specify if necessary)	☒
Workload		
Lectures (hours)	4	
Study (hours)	4	
Practice (hours)	4	
Project - Essay (hours)	N.A.	
Content	<ul style="list-style-type: none">Socio-economic and technological exclusion of marginalised groups and communities in rural areas.Participatory strategies for rural development planning.Rural identities and their role in public participation.EU rural agendas, programmes, and instruments shaping participatory planning in rural contexts.	
Teaching methods	Lecture	☒

	Audiovisual demonstrations - All lectures are followed by podcasts, with accompanying presentations shared with students via e-learning platforms or cloud drives.	<input checked="" type="checkbox"/>
	Hands on practice/gaming	<input checked="" type="checkbox"/>
	Exercises/Quizzes - All lectures are followed by brief quizzes that students can use to check their understanding on their own.	<input checked="" type="checkbox"/>
	Questionnaires	
	Class discussion/workshop	<input checked="" type="checkbox"/>
	Case studies	<input checked="" type="checkbox"/>
	Reading material (e-books, digital reports and papers etc.)	<input checked="" type="checkbox"/>
	Digital pedagogy tools (Moodle)	<input checked="" type="checkbox"/>
	Digital PPL tools (please specify)	
	Other (please describe)	
Assignments	In the hands-on group workshop, students will apply participatory planning principles to real-world cases of rural communes, preselected for the course. Working collaboratively, students will collect and analyse relevant statistical data and review key diagnostic, strategic, and planning documents. The goal is to draft a participatory development strategy for the selected area.	<input checked="" type="checkbox"/>
Assessment	Multiple choice questions, true/false questions, matching questions. Assessment of assignment.	
Suggested reading material		
Basic reading	Berisha, E., Napierała, T., & Leśniewska-Napierała, K. (2024). Report on Participatory Planning Approaches and Practice at EU Level. DEMo4PPL - Digital Education Modules 4 Participatory Planning. https://www.demo4ppl.eu/wp-content/uploads/2024/07/DEMo4PPL-O.8.pdf (accessed online 2024/09/30) Lowe, P. et al. (1999). Participation in Rural Development. Dublin: European Foundation for the Improvement of Living and Working Conditions. https://www.eurofound.europa.eu/system/files/2019-04/ef9929en.pdf (accessed online 2024/09/30)	
Additional reading	Janc, K., Ilnicki, D., & Jurkowski, W. (2022). Spatial regularities in Internet performance at a local scale: The case of Poland. Moravian Geographical Reports, 30(3), 163-178. https://doi.org/10.2478/mgr-2022-0011	

Module Title (code)	Participatory Budgeting and Social Participation in Rural Areas (OPT-T7)	
Module Type	Core / Basic	
	Optional / General	
	Optional / Thematic	<input checked="" type="checkbox"/>
Aim	<ul style="list-style-type: none">Introducing students to the concept of participatory budgeting (PB),Explore the role of social participation in shaping development in rural areas,Enable students to identify specific benefits, limitations, and challenges of implementing PB in rural communities,Encourage students to design a potential project which can be implemented in PB.	
Learning outcomes		
<ul style="list-style-type: none">Students will be able to explain the core principles of PB and how they apply rural planning context,Students will develop the ability to critically assess the role and impact of social participation in rural development projects,Students will acquire the skills to design and propose a PB process for a rural area, demonstrating their understanding of community engagement,Students will be able to evaluate real-world examples of PB in rural areas.		
Prerequisites (if any)		
None		
Language	English and partner’s native language	
The module is designed for	On site learning	<input checked="" type="checkbox"/>
	Online asynchronous learning	<input checked="" type="checkbox"/>
	Online synchronous learning	
	Blended learning (Teams)	<input checked="" type="checkbox"/>
Workload		
Lectures (hours)	4	
Study Hours (hours)	4	
Practice (hours)	N.A.	
Project - Essay (hours)	4	
Content	<ul style="list-style-type: none">Introduction to Participatory Budgeting (PB) - definition and history of PB, examples and evolution, designing and implementing PB in rural areas, distinct challenges in rural areas,the role of local governments and stakeholders - the role of local authorities in PB, engaging rural communities,Case studies of PB in rural areas - presentation of case studies from different countries and regions,designing and implementing PB in rural areas - Students will design a detailed project which can be realized under PB.	

Teaching methods	Lecture	<input checked="" type="checkbox"/>
	Audiovisual demonstrations	<input checked="" type="checkbox"/>
	Hands on practice/gaming	
	Exercises/Quizzes	
	Questionnaires	
	Class discussion/workshop	<input checked="" type="checkbox"/>
	Case studies	
	Reading material (e-books, digital reports and papers etc.)	
	Digital pedagogy tools (please specify, e.g. ms teams)	<input checked="" type="checkbox"/>
	Digital PPL tools (please specify)	
Other (please describe)		
Assignments	Students will design a detailed project which can be realised under PB.	<input checked="" type="checkbox"/>
Assessment	Multiple choice questions, true/false questions, matching questions. Assessment of assignment.	
Suggested reading material		
Basic reading	Leśniewska-Napierała K., & Napierała T. (2020). Participatory budgeting: creator or creation of a better place? Evidence from rural Poland. Bulletin of Geography. Socio-economic Series, 48, p. 65-81. https://apcz.umk.pl/czasopisma/index.php/BGSS/article/view/28193 Wampler, B., & Touchton, M. (2017). Participatory budgeting: adoption and transformation. Making All Voices Count Research Briefing. https://opendocs.ids.ac.uk/articles/report/Participatory_budgeting_adoption_and_transformation/26439868?file=48185764	
Additional reading	Bednarska-Olejniczak, D., Olejniczak, J., & Svobodová, L. (2020). How a participatory budget can support sustainable rural development - Lessons from Poland. Sustainability, 12(7), 2620. https://www.mdpi.com/2071-1050/12/7/2620	

Module Title (code)	Geography and Public Participation (OPT-T8)	
Module Type	Core / Basic	
	Optional / General	
	Optional / Thematic	☒
Aim	<ul style="list-style-type: none">Inspire students to actively engage in public participation within complex human-environmental contexts.Equip students with public participation tools for effectively engaging in dynamic spaces and places.Promote the integration of social, economic, and environmental values through public participation.	
Learning outcomes		
<ul style="list-style-type: none">Students analyse public participation within various geographical contexts: social, economic, and environmental.Students understand the spatiotemporal processes and mechanisms that influence the application of public participation.Students critically assess, apply, and promote sustainable development goals when designing, adjusting, and utilizing public participation tools.Students discuss public participation through the perspective of geographically differentiated development paradigms and goals.		
Prerequisites (if any)		
N.A.		
Language	English and partner’s native language	
The module is designed for	On site learning	☒
	Online asynchronous learning	☒
	Online synchronous learning	
	Blended learning (please specify if necessary)	☒
Workload		
Lectures (hours)	4	
Study (hours)	4	
Practice (hours)	N.A.	
Project - Essay (hours)	4	
Content	<ul style="list-style-type: none">Introduction to the geographical perspective on public participation within sustainable developmentSocio-economic inequalities and public participationPublic participation in geographically differentiated paradigms of economic development (neoliberalism, post-capitalism, ultra-capitalism)What can be decided by humans, and to what extent? - Environmental limits to public participation	
	Lecture	☒

Teaching methods	Audiovisual demonstrations - All lectures are followed by podcasts, with accompanying presentations shared with students via e-learning platforms or cloud drives.	<input checked="" type="checkbox"/>
	Hands on practice/gaming	
	Exercises/Quizzes - All lectures are followed by brief quizzes that students can use to check their understanding on their own.	<input checked="" type="checkbox"/>
	Questionnaires	
	Class discussion/workshop	
	Case studies	
	Reading material (e-books, digital reports and papers etc.)	
	Digital pedagogy tools (Moodle)	<input checked="" type="checkbox"/>
	Digital PPL tools (please specify)	
	Other (please describe)	
Assignments	Essay on a selected geographical place familiar to the student. The goal is to assess the social, economic, and environmental factors influencing the use of public participation tools.	<input checked="" type="checkbox"/>
Assessment	Multiple choice questions, true/false questions, matching questions. Assessment of assignment.	
Suggested reading material		
Basic reading	Fu, B., Meadows, M. E., & Zhao, W. (2021). Geography in the Anthropocene: Transforming our world for sustainable development. Geography and Sustainability, 3(1), 1-6. https://doi.org/10.1016/j.geosus.2021.12.004 Viry, G., Van Dülmen, C., Maisonobe, M., & Klärner, A. (2022). On the Role of Space, Place, and Social Networks in Social Participation. Social Inclusion, 10(3), 217-220. https://doi.org/10.17645/si.v10i3.6186	
Additional reading	Silver, H., Scott, A., & Kazepov, Y. (2010). Participation in urban contention and deliberation . International journal of urban and regional research, 34(3), 453-477. https://doi.org/10.1111/j.1468-2427.2010.00963.x Bergold, J., & Thomas, S. (2012). Participatory research methods: A methodological approach in motion. Historical Social Research / Historische Sozialforschung, 191-222. https://doi.org/10.17169/fqs-13.1.1801	

Module Title (code)	Participatory Planning in Tourism and Destination Management (OPT-T9)	
Module Type	Core / Basic	
	Optional / General	
	Optional / Thematic	☒
Aim	<ul style="list-style-type: none">• Discuss policies, regulations, and planning frameworks that guide tourism development, including how to navigate and influence these arrangements• Analyse the social, economic, and environmental dynamics of destinations, including how these factors influence tourism planning.• Familiarize students and learners with the principles and methodologies of participatory planning in view of stakeholder engagement in tourism development• Explain the liaison between participatory planning and sustainable destination management in tourism	
Learning outcomes		
<ul style="list-style-type: none">• Comprehension of the policies, regulations, and planning frameworks about tourism destination management and planning• Understanding of the interrelated stakeholder roles and impacts within a specified tourism destination (landscape)• Awareness of the principles and approaches for the design of a public participation process in the context of destination management• Ability to address complex challenges in tourism and destination management, encouraging innovative and sustainable solutions		
Prerequisites (if any)		
Basic knowledge of transport planning and sustainable mobility theory		
Language	English and partner’s native language	
The module is designed for	On site learning	☒
	Online asynchronous learning	
	Online synchronous learning	☒
	Blended learning	☒
Workload		
Lectures (hours)	3	
Study (hours)	9	
Practice (hours)	4 (field visit to an established tourist destination and on-site survey of its (i) natural and anthropogenic elements, (ii) regulative and planning features, (iii) stakeholders’ interests and aspects, (iv) territorial/spatial development problems and possible stakeholder interventions for the solution of these problems)	
Project-Essay (hours)	N.A.	
Content	<ul style="list-style-type: none">• Natural and anthropogenic components of tourism destinations• Review the economic, political, social, environmental and cultural impacts of the development/ redevelopment upon the landscape	

	<ul style="list-style-type: none">Local, regional, national and international government policies about tourism planning and destination managementStakeholder intervention levels in tourism planning and destination managementProcesses for participatory planning in tourism destination management Community-based tourism, sustainable tourism practices, heritageValue of sustainable approaches to tourism and destination management, incorporating ethical and digital aspects	
Teaching methods	Lecture	<input checked="" type="checkbox"/>
	Audiovisual demonstrations	<input checked="" type="checkbox"/>
	Hands on practice/gaming	<input checked="" type="checkbox"/>
	Exercises/Quizzes	
	Questionnaires	
	Class discussion/workshop	<input checked="" type="checkbox"/>
	Case studies	<input checked="" type="checkbox"/>
	Reading material (e-books, digital reports and papers etc.)	
	Digital pedagogy tools (MS Teams)	<input checked="" type="checkbox"/>
	Digital PPL tools (Slido, Trello)	<input checked="" type="checkbox"/>
	Other (please describe)	
Assignments	Case study analysis - based on the field trip and practical exercise	<input checked="" type="checkbox"/>
Assessment	Multiple choice questions, true/false questions, matching questions. Assessment of assignment.	
Suggested reading material		
Basic reading	Morrison, A (2018). Marketing and Managing Tourism Destinations 2 nd edition London, Routledge Hall, C. M. (2008). Tourism Planning: policies, processes and relationships, 2nd edition, Pearson, Harlow.	
Additional reading	European Commission (2012). Reference Document on Best Environmental Management Practice in the Tourism Sector Joint Research Centre (Institute for Prospective Technological Studies & Sustainable Production and Consumption Unit) June. Available at http://susproc.jrc.ec.europa.eu/activities/emas/documents/TOURISM_BP_REF _DOC_2012j.pdf Ritchie, J.R.B., & Crouch, G.,I.(2003) The Competitive Destination; A Sustainable Tourism Perspective. Wallingford, UK, CABI.	

Module Title (code)	Framing Sustainable Heritage Management through Public Participation (OPT-T10)	
Module Type	Core / Basic	
	Optional / General	
	Optional / Thematic	☒
Aim	<ul style="list-style-type: none">Introduce students/learners to the principles of sustainable heritage management, focusing on balancing the preservation of cultural assets with modern-day needs.Provide knowledge about different models of public participation in heritage management, emphasizing how communities can play an active role in decision-making processes.Use real-world examples to explore the challenges and opportunities involved in repurposing heritage sites for contemporary use.	
Learning outcomes		
<ul style="list-style-type: none">Understanding the importance of cultural heritage in the spatial planning process.Evaluating the cultural potential of an area for reuse purposes.Ability to find a balance between preserving historical and cultural values and enabling contemporary use of heritage sites.Examine specific real-world examples, like Lodz in Poland, to assess the challenges and potential benefits to transforming postindustrial sites for modern purposes.		
Prerequisites (if any)		
N.A.		
Language	English and partner’s native language	
The module is designed for	On site learning	☒
	Online asynchronous learning	
	Online synchronous learning	☒
	Blended learning (MS Teams)	☒
Workload		
Lectures (hours)	4	
Study (hours)	4	
Practice (hours)	N.A.	
Project - Essay (hours)	4	
Content	<ul style="list-style-type: none">Definition and significance of cultural heritage in urban development.Introduction to sustainable heritage management, which involves preserving historical values while balancing contemporary social, economic, and environmental needs.Strategies for balancing preservation with contemporary use.Exploring the role of public participation in heritage management and importance of community engagement in decision-making processes.Overview of the unique cultural aspects of postindustrial Lodz (Poland).	

	<ul style="list-style-type: none">Examination of revitalization efforts for sites like Manufaktura and Księży Młyn (challenges and opportunities in repurposing industrial spaces).	
Teaching methods	Lecture	<input checked="" type="checkbox"/>
	Audiovisual demonstrations	<input checked="" type="checkbox"/>
	Hands on practice/gaming	
	Exercises/Quizzes	
	Questionnaires	
	Class discussion/workshop	<input checked="" type="checkbox"/>
	Case studies	<input checked="" type="checkbox"/>
	Reading material (e-books, digital reports and papers etc.)	
	Digital pedagogy tools (MS teams)	<input checked="" type="checkbox"/>
	Digital PPL tools (Kahoot!)	<input checked="" type="checkbox"/>
	Other (please describe)	
Assignments	The assignment is to prepare a 10 to 15-minute presentation on a case study of sustainable heritage management and public participation. Students will develop a project by selecting a real-world example of sustainable heritage management. The project should focus on how the site balances preservation with contemporary use, and the role of public participation in this process. The presentation should also cover the site's historical significance, sustainable management practices, and the impact of public involvement.	<input checked="" type="checkbox"/>
Assessment	Multiple choice questions, true/false questions, matching questions. Assessment of assignment.	
Suggested reading material		
Basic reading	Grcheva, O., Oktay Vehbi, B. (2021). From Public Participation to Co-Creation in the Cultural Heritage Management Decision-Making Process. Sustainability, 13(16). https://doi.org/10.3390/su13169321 Góral, A. (2016). To what extent is the heritage management system in Poland really participatory. Zarządzanie w Kulturze, 17(4), 295-309. https://doi.org/10.4467/20843976ZK.16.019.5882	
Additional reading	Pawłowska, K., Staniewska, A. (2014). Social participation in urban planning in Polish cities. Prace Komisji Krajobrazu Kulturowego, 23, 109-134. Ciszewska, E. (2019). Who Benefits from the Past? The Process of Cultural Heritage Management in the Field of Animation in Poland (The Case of the Se-Ma-For Film Studio in Łódź). Animation: an interdisciplinary journal, 14(2), 117-131. https://doi.org/10.1177/1746847719857837	

Module Title (code)	Cultural Diversity and Public Participation (OPT-T11)	
Module Type	Core / Basic	
	Optional / General	
	Optional / Thematic	☒
Aim	<ul style="list-style-type: none">• Explain the role of culture in shaping individual and group experiences in public life• Introduce the principles and practices of public participation, especially in the context of diverse communities• Analyse how cultural diversity and cross-cultural issues affect civic activism and participation• Explore different models and approaches to participatory democracy, civic engagement and policy-making in view of planning• Equip learners with practical tools to contribute to inclusive and participatory societies.	
Learning outcomes		
<ul style="list-style-type: none">• Ability to identify and analyse the challenges and opportunities that arise from cultural diversity in community context• Understanding the liaison between culture, group dynamics and civic activism (participation)• Comprehension of various models of public participation and the way they address respond to the needs of the various community groups• Ability to engage effectively in diverse community settings		
Prerequisites (if any)		
N.A.		
Language	English and partner’s native language	
The module is designed for	On site learning	☒
	Online asynchronous learning	
	Online synchronous learning	☒
	Blended learning	☒
Workload		
Lectures (hours)	3	
Study (hours)	12	
Practice (hours)	2 (1 about cultural backgrounds, group dynamics and power distance, 1 for practical models for participatory democracy)	
Project-Essay (hours)	N.A.	
Content	<ul style="list-style-type: none">• Culture, cultural backgrounds and cross-cultural aspects - theoretical approaches to cultural differences• Concept of public participation and context - distribution of power and civic activism• Culture, behaviour and information permeability• The impact of culture on policy and decision-making - cultural values that affect participation	

	<ul style="list-style-type: none">Models and approaches to public participation in different cultural contexts - focus on planning	
Teaching methods	Lecture	<input checked="" type="checkbox"/>
	Audiovisual demonstrations	<input checked="" type="checkbox"/>
	Hands on practice/gaming	<input checked="" type="checkbox"/>
	Exercises/Quizzes	
	Questionnaires	
	Class discussion/workshop	<input checked="" type="checkbox"/>
	Case studies	<input checked="" type="checkbox"/>
	Reading material (e-books, digital reports and papers etc.)	
	Digital pedagogy tools (MS Teams)	<input checked="" type="checkbox"/>
	Digital PPL tools (please describe)	
	Other (please describe)	
Assignments	Case study analysis - based on the best practices, selected within the DEMo4PPL Project	<input checked="" type="checkbox"/>
Assessment	Multiple choice questions, true/false questions, matching questions. Assessment of assignment.	
Suggested reading material		
Basic reading	Minkov, M. (2011). Cultural differences in a globalizing world. Bingley, UK: Emerald, ISBN: 9780857246134, 0857246135 Deutsch, Franziska, 'Political Participation across Cultures', in Marco Giugni, and Maria Grasso (eds), The Oxford Handbook of Political Participation, Oxford Handbooks (2022; online edn, Oxford Academic, 18 Aug. 2022), https://doi.org/10.1093/oxfordhb/9780198861126.013.30 .	
Additional reading	Centre of Expertise for Good Governance, Council of Europe (2020). Civic Participation in Decision-making Toolkit, Retrieved from https://rm.coe.int/civil-participation-in-decision-making-toolkit-/168075c1a5 European Commission, Competence Centre on Participatory and Deliberative Democracy, https://knowledge4policy.ec.europa.eu/participatory-democracy/about_en	

Module Title (code)	The Economics of Participatory Planning (OPT-T12)	
Module Type	Core / Basic	
	Optional / General	
	Optional / Thematic	<input checked="" type="checkbox"/>
Aim	<ul style="list-style-type: none">Familiarize students and learners with the economic aspect of participatory planning processDiscuss how the resources invested in participatory planning compare to the potential benefits,Overview strategies to balance effectively costs and benefits in PPL	
Learning outcomes		
<ul style="list-style-type: none">Understanding cost-benefit analysis about participatory planningAbility to evaluate the economic impacts of participatory planning interventionsEnhanced ability to select and implement participatory planning strategies effectively		
Prerequisites (if any)		
Basic knowledge of transport planning and sustainable mobility theory		
Language	English and partner's native language	
The module is designed for	On site learning	<input checked="" type="checkbox"/>
	Online asynchronous learning	
	Online synchronous learning	<input checked="" type="checkbox"/>
	Blended learning	<input checked="" type="checkbox"/>
Workload		
Lectures (hours)	4	
Study (hours)	8	
Practice (hours)	4 (1 about economic costs of PPL, 1 about benefits of PPL, 1 about cost-benefit analysis of PPL, 1 about strategies for Effective PPL)	
Project-Essay (hours)	N.A.	
Content	<ul style="list-style-type: none">Economic Costs of Participatory Planning - (i) Resources, (ii) Time, (iii) Financial costBenefits of Participatory Planning - (i) Short-term economic and social benefits: enhanced stakeholder satisfaction, increased likelihood of project success, (ii) Long-term economic advantagesCost-Benefit Analysis - Methods for evaluating costs and benefitsParticipatory Value Evaluation (PVE)Strategies for Effective Participatory Planning - (i) best practices for minimizing costs (digitalization), (ii) techniques for maximizing benefits, (iii) Tools and resources for implementation (incl. digital)	
Teaching methods	Lecture	<input checked="" type="checkbox"/>
	Audiovisual demonstrations	
	Hands on practice/gaming	<input checked="" type="checkbox"/>

	Exercises/Quizzes	<input checked="" type="checkbox"/>
	Questionnaires	
	Class discussion/workshop	<input checked="" type="checkbox"/>
	Case studies	<input checked="" type="checkbox"/>
	Reading material (e-books, digital reports and papers etc.)	
	Digital pedagogy tools (MS Teams)	<input checked="" type="checkbox"/>
	Digital PPL tools (YourPriorities, Trello, Maptionnaire and PVE)	<input checked="" type="checkbox"/>
	Other (please describe)	
Assignments	Case study - a case selected by the lecturer is analysed through the steps defined as themes for the practice hours	<input checked="" type="checkbox"/>
Assessment	Multiple choice questions, true/false questions, matching questions. Assessment of assignment.	
Suggested reading material		
Basic reading	Sager, T. (1979). Citizen participation and cost-benefit analysis. Transportation Planning and Technology, 5(3), 161-168. https://doi.org/10.1080/03081067908717160 Mouter, Niek & Koster, Paul & Dekker, Thijs. (2019). An Introduction to Participatory Value Evaluation. SSRN Electronic Journal. 10.2139/ssrn.3358814. Participatory Value Evaluation (PVE), https://www.tudelft.nl/en/tpm/pve	
Additional reading	Maptionnaire Platform, https://www.maptionnaire.com/blog/5-participatory-budgeting-examples	

Module Title (code)	Public Participation and e-Governance (OPT-T13)	
Module Type	Core / Basic	
	Optional / General	
	Optional / Thematic	☒
Aim	<ul style="list-style-type: none">Introducing students to the concept of participation within the context of e-governance initiatives;Identifying the digital tools that support citizen participation;Investigating the factors that explain the implementation outcomes of e-participation projects.	
Learning outcomes		
<ul style="list-style-type: none">Understanding participation as a multi-dimensional concept;Identifying the potential and challenges of e-participation;Disentangling institutionalization from mere adoption of e-participation initiatives.		
Prerequisites (if any)		
N.A.		
Language	English and Partners' native languages	
The module is designed for	On site learning	☒
	Online asynchronous learning	
	Online synchronous learning	
	Blended learning (please specify if necessary)	☒
Workload		
Teaching (hours)	4	
Study (hours)	5	
Practice (hours)	N.A.	
Project-Essay (hours)	2	
Content	<ul style="list-style-type: none">Benefits of using digital tools in citizen-government interactions;Success factors in designing e-participation initiativesBarriers to the implementation of e-participation initiatives.	
Teaching methods	Lecture	☒
	Audiovisual demonstrations	
	Hands on practice/gaming	
	Exercises/Quizzes	
	Questionnaires	
	Class discussion/workshop	☒
	Case studies	☒
	Reading material (e-books, digital reports and papers etc.)	

	Digital pedagogy tools (please specify, e.g. ms teams)	
	Digital PPL tools (please specify): IBTool	<input checked="" type="checkbox"/>
	Other (please describe)	
Assignments	In groups, students will be required to produce a report on a case of e-participation at the local level	<input checked="" type="checkbox"/>
Assessment	Multiple choice questions, true/false questions, matching questions. Assessment of assignment.	
Suggested reading material		
Basic reading	Karkin A & Cezar A. (2024) The generation of public value through e-participation initiatives: A synthesis of the extant literature. Government Information Quarterly 41: 101935. Meijer A (2015) E-governance innovation: barriers and strategies. Government Information Quarterly 32: 198-206.	
Additional reading	Randma-Liiv T (2022) Adoption is not enough: Institutionalization of e-participation initiatives. Public Policy and Administration 38: 329-351. Randma-Liiv T, Lember V (eds) (2022) Engaging Citizens in Policy-Making: e-Participation Practices in Europe. Edward Elgar. Wirtz BW, Daiser P, Binkowska B (2018) E-participation: a strategic framework. International Journal of Public Administration 41: 1-12.	