

ASSIGNMENT GLOBAL COURSE ON INSTITUTIONAL DESIGN AND SPATIAL PLANNING

Title	International Institutional Design and Spatial Planning Comparative Analysis
Instructor	Dr. Ines Boavida-Portugal & Dr. Barend Wind
Group Constitution	10 students from all partnering Universities. There will be, in total, 5 groups comprised by 2 students from each University (from now on named <i>Duos</i>).
Output	Each international group will produce one chapter. The chapters from the 5 groups will be compiled into a booklet published online www.globalcourse.inplanning.eu . The booklet comprises an introduction, the 'country chapters', an international comparison and a conclusion. See Appendix 1 for detailed explanation.
Goal	Choose a specific planning issue. Describe the local context of the Institutional Design for that spatial planning issue. Provide an international comparison on Institutional Design contexts. Reflect on differences and similarities in the different settings. See <i>Appendix 3</i> for specific instruction.
Overview of work process	The assignment comprises two stages of work group: <ol style="list-style-type: none">1. <i>Duos</i> from each institution, will describe the local Institutional Design framework (in their home country / region / city) on their chosen planning issue. They reflect on Institutional Design while making use of the theoretical perspectives presented during the course. Students are encouraged to think of the scale level, history, underlying power balance of institutions and their outcomes. This contribution corresponds to the 'country chapters' of the final product of the international group.2. <i>Duos</i> from different institutions work together on an international comparison of the Institutional Design of the countries that the students 'represent'. Whereas the first stage of the assignment is focused on the Institutional Design of the home country, the second stage focuses on formulating an international comparison. In this international comparison, students highlight how and why the Institutional Design differs between their countries. They are encouraged to use de Roo's (2018) 'nine cells model' to reflect on the nature of international differences and their underlying causes. Furthermore, they work together on the introduction and conclusion of the booklet.
Short summary of the task	Learners work in groups to conduct the following project: <ul style="list-style-type: none">• Peer-review the chapter written by one of the other duos, and receive feedback. The desired length of the review report is

	<p>500 words (See Appendix 2 Scoring Rubrics). These should be incorporated in the country description report.</p> <ul style="list-style-type: none"> • After reviewing each other's work, <i>Duos</i> discuss with each other using digital platforms and agree upon the criteria used to carry out the international comparison. In such a way, you will get to know each other. • Together <i>duos</i> work on a comprehensive document positioning the Institutional Design of the UK, China, USA, the Netherlands, and Japan, on the basis of the country chapters and the peer reviews. In this stage <i>Duos</i> decide upon an introduction and a conclusion. • The final output (the booklet with an introduction, country chapters, international comparison and conclusion) will be uploaded as a digital product in the Global Course website.
<p>Objectives that will be reached in this task</p>	<p>At the end of this assignment, you will be able to:</p> <ul style="list-style-type: none"> ✓ Understand the mechanisms underlying different institutional settings and planning frameworks in countries around the globe. ✓ Apply different perspectives on Institutional Design on a real-life case study or topic. ✓ Reflect on institutional settings in your home country. ✓ Cooperate with people from different cultural backgrounds. ✓ Learn to respect other's frames of reference and cultural differences. ✓ Use digital technology to discuss and operate in an international setting.
<p>Instructions</p>	<ol style="list-style-type: none"> 1. Make use of the list of planning issues choice provided in the Course Manual. 2. Attend the Global Course lectures and discussion session. 3. Read the compulsory literature. 4. Make use of social online tools to get in touch with your group colleagues from international institutions.
<p>Evaluation Criteria</p>	<p>The assignment will be graded by your local professors on the basis of the following points:</p> <ul style="list-style-type: none"> • Critical evaluation of theories on Institutional Design (20p.) • Accurate description of Institutional Design in home country (scale, scope, history) (20p.) • Reflection on the institutional framework in home country (20p.) • Positioning of a real-life planning issue in the broader institutional framework engaging multiple theories, perspectives, metaphors, etc. (20p.) • Working in group (based on peer-review from colleagues) (20p.) • Quality of writing including citation style (20p.) • Informative and conceptually-rich international comparison of institutional design (fail/pass)

The duo's peer review each other's work. Each duo will review the work of one other duo within their group. Submitting a peer review is mandatory to pass the assignment. The peer review form is attached to this document.

Feedback	You will receive feedback for improvement from your reviewers. You will need to incorporate the feedback to improve your work.
Time investment	60 hours
DEADLINE	8 June 2018

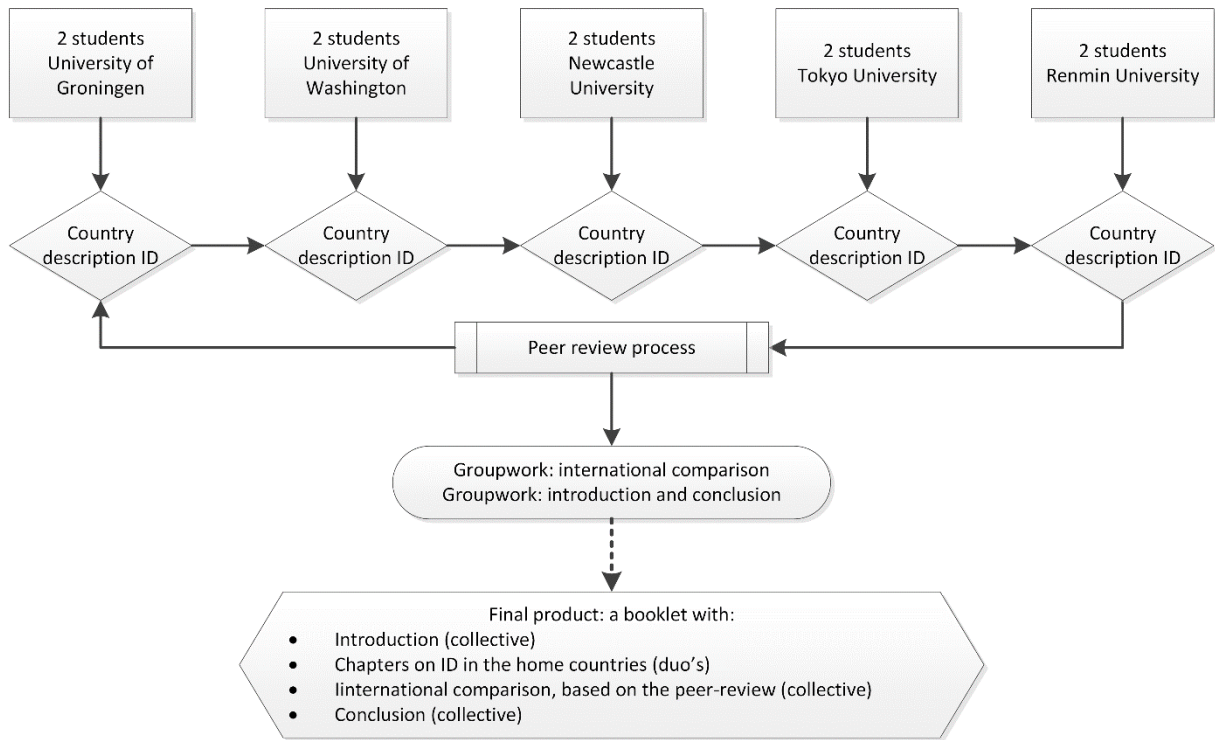
APPENDIX 1: ASSIGNMENT INSTRUCTIONS

The group assignment is the most exciting part of the Global Course on Institutional Design for Spatial Planning. It allows you to cooperate with colleagues from all over the globe, and to challenge the dominant ideas about spatial planning in your home country. Groups of ten students (two from each participating institution) work on the same topic (see proposed *Topics for group assignment*). When 10 students from all partnering institutions follow the Global Course (50 in total), there are five international topic groups. The international topic groups generate knowledge shared as a booklet with an introduction, 'country chapters', an international comparison and a conclusion (see the Appendix 3 *Assignment template*).

In the first stage of this process, the duos from each institution describe the impact of the local Institutional Design (in their home country / region / city) on their chosen topic. You are expected to reflect on Institutional Design while making use of the perspectives presented during the course. You are encouraged to think of the scale level, history, underlying power balance of institutions and their outcomes. This contribution constitutes one of the 'country chapters' of the final product of the international topic group.

In the second stage, duos from different institutions work together on an international comparison of the Institutional Design of the countries that the students 'represent'. Whereas the first stage of the assignment is focused on the Institutional Design of the home country, the second stage focuses on formulating an international comparison. In this international comparison, your group highlights how and why the Institutional Design differs between their countries. You are encouraged to use the so-called 'nine cells model' to reflect on the nature of international differences and their underlying causes. Furthermore, you are expected to work together on the introduction and conclusion of the booklet. It is wise to designate one group coordinator who coordinates the work and schedules the meetings between the group members. The cooperation-process consists of two steps:

- First, the duo's peer-review the chapter written by one of the other duo's, and receive feedback from another duo. For example, a duo from Groningen University will reflect on the work done by a duo from Newcastle University, while receiving feedback from a duo located at University of Washington (see schematic overview below). The desired length of the review report is 500 words (See Appendix 2 Scoring Rubric). The review helps the students to extract relevant variables on the basis of which the institutional systems can be compared, and forms the basis for the real international comparison. The deadline for submitting the review is the 24th of May, 23:59 (GMT).
- After reviewing each other's work, the duo's discuss with each other through Skype or other digital platforms and agree upon the criteria that are used to carry out the international comparison. In such a way, you get to know fellow planning students from all over the world and you will get a feeling for cultural differences. This will surely benefit the quality of the comparison. Together you work on a comprehensive document in which you position the Institutional Design of the UK, CN, USA, NL, and JP, on the basis of the country chapters and the peer reviews. Furthermore, you work together on an introduction and a conclusion. The deadline for submitting the final version is the 8th of June, 23:59 (GMT).
- The final output (the booklet with an introduction, country chapters, international comparison and conclusion) will be uploaded as a digital product on the *InPlanning* platform. The best contributions will be made publicly accessible as well.



APPENDIX 2: PEER REVIEW

Use Moskal (2000) scoring rubric to peer-review your colleagues' work.

PART ONE - ACADEMIC STYLE AND ARGUMENTATION

Asses the academic style of writing, referencing and argumentation skills on the basis of the following points:

- The structure of the text (is the text well-organized?)
- The transitions between the various parts of the text
- The use of professional / academic language
- The graphics support the reasoning in the text
- The style of writing is concise and grammatically correct
- The style of references (APA style)

Comments for improving Academic Style:

(maximum 200 words)

PART TWO - CONTENT

Assess the quality of the analysis of the country planning system, policies and practices on the basis of the following points:

The description of the Institutional Design framework.

The characterization / positioning of the planning issue.

The identification of the stakeholders identified and their roles in the planning process.

The use of social and spatial concepts to critically reflect on the planning issue at stake.

The positioning of the planning issue within de Roo 'nine cells model' (2018).

A critical reflection on the positioning of the planning issue in de Roo's (2018) 'nine cells model'.

The examples provided to illustrate the Institutional Design of the planning issue.

Comments for improving the content:

(maximum 400 words)

PART THREE – FINAL SCORE

Grade from 1 (insufficient) – 7 (very good) the overall quality of the work. You can use the guideline provided below.

7 – Very good

The content is clear, well-structured and organized. It is easy to understand the writer's argumentation and examples are given to illustrate them. Several references are provided to support discussion.

5 – Good

The content is clear, easy to understand and organized. It is easy to understand the writer's argumentation and some examples are given to illustrate them. References are provided to support discussion.

3 – Sufficient

The content is difficult to understand. Writer's arguments are fuzzy and few examples are given to illustrate them. Few references are provided to support discussion.

1 – Insufficient

The content is hard to understand. Writer's present little to no arguments. The content is only descriptive and no critical reflection is made. Few/no examples are given to illustrate them. No references are provided to support discussion.

Comments for overall improvement:

(maximum 100 words)

APPENDIX 3: ASSIGNMENT TEMPLATE

Title [fill in the title of the assignment]

Assignment Global Course on Institutional Design for Spatial Planning

Group Description

Student_1 name, Newcastle University
Student_2 name, Newcastle University
Student_3 name, Renmin University
Student_4 name, Renmin University
Student_5 name, University of Washington
Student_6 name, University of Washington
Student_7 name, University of Groningen
Student_8 name, University of Groningen
Student_9 name, University of Tokyo
Student_10 name, University of Tokyo

Abstract

(max. 200 words)

The abstract is a collective effort. Summarize the assignment structure, topic under study and key findings from the specific country chapters and international comparison of the Institutional Design.

1. Introduction

(max. 700 words)

The introductory chapter is a **collective effort** done after the peer-review process. Please describe the topic/planning issue under analysis ('what' is it, 'why' did you choose this planning issue, and 'when' is it encountered in practice by a planner). Develop a sound problem definition that expresses the relevance of analysing a specific spatial planning problem. You are encouraged to think of the scalar level, history, underlying power balance of institutions and their outcomes regarding the chosen topic. The introduction should provide a comprehensive understanding of the planning problem selected.

2. Country Chapters

(max. 1500 words per country description)

This chapter constitutes the 'country chapters' elaborated by **each University duo**, i.e. you will work in pairs from a colleague from your University. **This is the first stage of your Assignment – where you should start working on.** This is the starting point for the international comparison you will do in the following chapter. Here you will analyse, explain and discuss the impact of the local Institutional Design in your home country / region / city on the chosen planning topic. Position the Institutional framework you are studying using the different perspectives presented in the lectures. Namely the intent of the 'nine cells model' is to give you a framework for capturing a situational understanding of planning practice and theory.

2.1. Description of country Institutional Framework – **United Kingdom**

To be filled in by the duo from Newcastle University.

Start by presenting the historical, cultural and political contexts that shape the planning system/problem of your country. You should address issues, such as but not exclusively:

- a) Map the stakeholders involved - Who is responsible for what and to what extent?
- b) Analyse the relationships - The established power struggles / collaboration / cooperation structures between stakeholders.
- c) Position within the 'nine cells model'.
- d) Other relevant aspects.

2.2. Description of country Institutional Framework – **China**

To be filled in by the duo from Renmin University.

Start by presenting the historical, cultural and political contexts that shape the planning system/problem of your country. You should address issues, such as but not exclusively:

- a) Map the stakeholders involved - Who is responsible for what and to what extent?
- b) Analyse the relationships - The established power struggles / collaboration / cooperation structures between stakeholders.
- c) Position within the 'nine cells model'.
- d) Other relevant aspects.

2.3. Description of country Institutional Framework – **USA**

To be filled in by the duo from the University of Washington.

Start by presenting the historical, cultural and political contexts that shape the planning system/problem of your country. You should address issues, such as but not exclusively:

- a) Map the stakeholders involved - Who is responsible for what and to what extent?
- b) Analyse the relationships - The established power struggles / collaboration / cooperation structures between stakeholders.
- c) Position within the 'nine cells model'.
- d) Other relevant aspects.

2.4. Description of country Institutional Framework – **Netherlands**

To be filled in by the duo from the University of Groningen.

Start by presenting the historical, cultural and political contexts that shape the planning system/problem of your country. You should address issues, such as but not exclusively:

- a) Map the stakeholders involved - Who is responsible for what and to what extent?
- b) Analyse the relationships - The established power struggles / collaboration / cooperation structures between stakeholders.
- c) Position within the 'nine cells model'.
- d) Other relevant aspects.

2.5. Description of country Institutional Framework – **Japan**

To be filled in by the duo from the University of Tokyo.

Start by presenting the historical, cultural and political contexts that shape the planning system/problem of your country. You should address issues, such as but not exclusively:

- a) Map the stakeholders involved - Who is responsible for what and to what extent?
- b) Analyse the relationships - The established power struggles / collaboration / cooperation structures between stakeholders.
- c) Position within the 'nine cells model'.
- d) Other relevant aspects.

3. Institutional Design International Comparative Analysis

(max. 2000 words in total)

The Comparative Analysis chapter is a **collective effort** done after the peer-review process. Together you will work with your colleagues from all the other partnering Universities (make use of online social media platforms) on a comprehensive chapter positioning the Institutional Design of the UK, China, USA, the Netherlands, and Japan. First, the chapters of description of each country will be read by all the other colleagues from the group (the so called peer-review process). Assess to what extent a comparison of a planning system, policies and practices between the countries is feasible and reliable. Then, you should verify and summarize the major differences and similarities identifies. It is mandatory to highlight how and why the Institutional Design differs between the countries. What are the relevant outcomes that can be compared with other countries? You are encouraged to use the so-called 'nine cells model' to reflect on the nature of international differences and their underlying causes. As a suggestion, you can classify and group Institutional frameworks that share similarities into typologies.

4. Discussion and Conclusion

(max. 500 words in total)

This section results from a **collective effort** from all the authors of the assignment. This is the last stage of the Assignment. It should explore the significance of the results of the work, not repeat them. You should reflect on the comparative analysis (Chapter 3) produced by your peers on their completeness, accuracy and relevance, while critically reflecting on own research process and outcomes. Thus, a combined Discussion and Conclusion section is appropriate. Avoid extensive citations and discussion of published literature.

References

Use APA (American Psychological Association) reference style.