

ANZAPS
THE AUSTRALIA
& NEW ZEALAND
ASSOCIATION
OF PLANNING
SCHOOLS



2012
CONFERENCE
21-23 SEPT
LA TROBE UNI
BENDIGO

Proceedings of the
Australia & New Zealand
Association of Planning
Schools Conference

Bendigo
21-23 September 2012



LA TROBE
UNIVERSITY

Copyright © 2012 Community Planning and Development Program, La Trobe University Bendigo Australia and the individual authors

Edited by Andrew Butt and Melissa Kennedy

The Proceedings of the Australia and New Zealand Association of Planning Schools 2012 Conference details the papers, presentations and abstracts presented at the ANZAPS 2012 Conference held 21-23 September 2012 at La Trobe University, Bendigo AUSTRALIA.

Copies of these proceedings may be printed by individuals and institutions for the purposes of research, review and fair comment – they are not for resale.

The full conference papers included in these proceedings (where indicated) were double-blind, peer reviewed in accordance with Department of Industry, Innovation, Science, Research and Tertiary Education (DIISRTE) HERDC requirements.

Citation: Butt, A & Kennedy, M, 2012 (eds) **The Proceedings of the Australia and New Zealand Association of Planning Schools 2012 Conference**, La Trobe University, Bendigo Australia

Published by: Community Planning and Development Program, La Trobe University, PO Box 199, Bendigo 3552, AUSTRALIA

ISBN 978-0-9873429-2-8

Introduction

Andrew Butt

*Community Planning and Development Program
La Trobe University, Bendigo*

The annual meeting of the Australia and New Zealand Association of Planning Schools has traditionally rotated between the planning programs at universities in both countries. Most recently, ANZAPS had the privilege of hosting the World Planning Schools Congress in 2011, which, while interrupting the usual ANZAPS schedule, offered a chance to meet with planning educators from around the world, to share ideas and offer antipodean perspectives. Thanks must go to Paul Maginn at UWA for taking the lead (and for so much hard work) on a successful world congress.

This year ANZAPS reverts to a more humble yet familiar format. For the first time ANZAPS will be held in a small regional Australian city. This year's program has been organised by the Community Planning and Development Program at La Trobe University, Bendigo, a program that has offered planning related degrees since 2001, although most evidently since 2007 with the introduction of undergraduate and coursework postgraduate programs that have sought to offer a focus on planning as it relates to rural and regional Australia, while maintaining the skills and interests of students in metropolitan issues.

This year's program offers over 30 papers, most peer-reviewed. Included are a number of themes that are of a central interest to this school; the nature and practice issues associated with experiential learning and the role and approach of planning education of and for indigenous issues are two key examples. A broader set of themes of contemporary interest in planning education (and higher education generally) is also included. These relate to issues such as the role and dilemmas of studio teaching, pressures for large class sizes, and student engagement. We also have a healthy number of papers dealing with planning research and practice issues, many reflecting on the educational scope of this research.

Many of the issues discussed point to a changing higher educational environment, one where the traditions of planning education as an experiential and practice-focussed discipline offer lessons for other disciplines, but also present resourcing challenges to our respective institutions. Conferences such as this offer a chance to reflect on our shared notions of a good planning education, and maintaining this despite these pressures.

This conference will also, once again, discuss the future form, intent and structure of this association. For close to two decades ANZAPS has maintained an informal trans-Tasman character and an opportunity for discussion, debate and shared learning within our discipline. A future challenge will be to sustain this informality while at the same time ensuring an enduring structure and a productive engagement with critical planning issues in New Zealand, Australia and also globally.

ANZAPS 2012 Conference Program

Friday 21 September 2012

Time	Program	Venue
2.00 – 2.25pm	Registration	La Trobe University Visual Arts Centre (VAC) 121 View Street Bendigo

Conference Opening – La Trobe University Visual Arts Centre		
2.30pm	- Welcome to Jaara Country - La Trobe University Welcome	
Opening Session		
Time	Track	Presenter
3.00pm	Place and Time	1. Jean Hillier RMIT University
3.20pm	Place and Time	2. Trevor Budge La Trobe University
3.40pm	Planning Education	3. Jo Rosier University of the Sunshine Coast
4.00pm	Planning Education	4. Angus Witherby Wakefield Planning
Presentation Title		
		Dancing with the Cows: theorising hot heritage in Newmarket saleyards and abattoirs, Melbourne
		How the Corner Store Milk Bar transformed into the Service Station and the Coffee Shop: Life and Community Loss in Suburban Bendigo
		Existing Experiential Learning Practice in Australian and New Zealand Planning Programs
		The Rural Difference – Education outcomes sought by rural planners

Time	Program	Venue
5.00pm	Walking Tour of CBD	Depart from VAC
6.00pm	Civic Welcome (Sponsored by City of Greater Bendigo)	Bendigo Town Hall Reception Room
7.00pm	Young Planners Event	La Trobe University Visual Arts Centre (VAC) 121 View Street Bendigo

Saturday 22 September 2012

Conference Welcome and Keynote Lecture - La Trobe University Visual Arts Centre

Time	Conference Welcome and Keynote Lecture - La Trobe University Visual Arts Centre
8.30 - 8.55am	Registration
9.00am - 9.10am	Overview of Proceedings – Community Planning and Development Program, La Trobe University
9.10 am - 9.30am	5. Keynote Lecture <i>Regional planning as survival: the unrecognized Bedouin villages in Israel/Palestine</i> Oren Yiftachel, Ben-Gurion University, Israel

Session I - Concurrent Presentations

La Trobe University Visual Arts Centre			
Time	Track	Presenter	Presentation Title
9.35am	Planning Education	6. Michael Neuman University of New South Wales	Teaching Sustainable Urbanism Practice Via Collaborative Interdisciplinary Studios
9.55am	Planning Education	8. Caryl Bosman Griffith University	Understanding Everyday Teaching Experiences: the Institutions, the Students and Possibilities for the Studio
10.15am	Planning Education	10. Kelly Zuniga Queensland University of Technology	Studios for the Masses: Can Student Collaboration Replace the Master-Apprentice Relationship In Design Instruction?
10.35am	Planning Education	12. Rebecca Leshinsky Australian Catholic University	Meet the moot: Teaching Environment and Natural Resources Law to non-law students through moot trials

Old Fire Station Theatre			
Time	Track	Presenter	Presentation Title
9.35am	Planning Practice	7. Laura Schatz University of Western Sydney	A Comparison of the Motivations, Rhetoric and Controversy Surrounding Recent Planning Reforms in New South Wales, Australia And Ontario, Canada
9.55am	Planning Practice	9. Hamish Rennie Lincoln University	Marine Spatial Planning – Are the Skills and Knowledge Really Different?
10.15am	Planning Practice	11. Murray Herron Deakin University	Coastal Planning, Education and the Australian Context
10.35am	Planning Practice	13. Mingzhu Wang Macquarie University	Urban Forests along Sydney Transport Corridors: the Possible Role of LiDAR in Future Planning and Management

10.55am-11.15am Morning Tea – Visual Arts Centre Foyer

Session II - Concurrent Presentations

La Trobe University Visual Arts Centre		Old Fire Station Theatre	
Time	Track	Presenter	Presentation Title
11.20am	Planning Education	14. Julie Rudner & Ichiro Omiya La Trobe University & Chiba University	Extending Planning Education into Primary and Secondary Schools Through Research
11.40am	Planning Education	16. Paul McFarland University of New England	Satisfactory Performance By Whose Measure? The Challenges of Delivering a Professional Planning Degree in a Post-Modern World at the University of New England, Armidale.
12.00pm	Planning Education	18. Glen Searle University of Queensland	The Effectiveness of Computer Games for Planning Education: A SimCity Case Study
12.20pm	Planning Education	20. Mellini Sloan Queensland University of Technology	Facilitating First Year Students' Engagement with Planning Education: Utilising Student Affinity for Technology to Increase Cohort Cohesion and Decrease Attrition
11.20am	Planning Practice	15. Awais Piracha University of Western Sydney	Culture Matters: An Analysis of Ethnic Segregation and Congregation in Sydney Australia using Centographic Method
11.40am	Planning Practice	17. Rangajeewa Ratnayake La Trobe University	Fear of Crime in the Built Environment
12.00pm	Planning Practice	19. Gordon Bijen University of Western Sydney	Housing Estate of Mind: Evaluating the role of Urban Design in the Riverwood Public Housing Redevelopment
12.20pm	Planning Practice	21. David Fingland Macquarie University	Two or More Sides to the Debate on the Use Of Land Use Planning
12.40 - 1.15pm	Lunch – Visual Arts Centre Foyer		

Session III - Concurrent Presentations

La Trobe University Visual Arts Centre		
Time	Track	Presentation Title
1.20pm	Planning Education	22. John Jackson RMIT University Fighting the Good Fight: What Glaswegian and Torontonian Planners Say about their Work
1.40pm	Planning Education	24. Shahed Kahn Curtin University The Spaces We Work In: Consultation about Curtin's Architecture and Planning Building
2.00pm	Planning Education	26. Joanna Ross Massey University Using the Campus as a Living Laboratory for Research Projects

Session break (5 mins)

Old Fire Station Theatre		
Time	Track	Presentation Title
1.20pm	Planning Education	23. Carolyn Whitzman University of Melbourne The Shock of the Huge: Teaching Urban Planning through Experiential Learning in Large Classes
1.40pm	Planning Education	25. Andrew Butt La Trobe University Encountering Ethics and Politics through International Planning Field Studies
2.00pm	Planning Education	27. Tan Yigitcanlar Queensland University of Technology Teaching Planning beyond the National Context: Pedagogic Analyses of International Fieldtrip Experiences

Session IV - La Trobe University Visual Arts Centre

2.30pm	Planning Education	28. Mellini Sloan Queensland University of Technology What do Current Planning Students and Recent Graduates Think Planners Do?
2.50pm	Planning Education	29. Trevor Budge La Trobe University The Value of International Study Tours for Planning Education: Content or Transformation?
3.10pm	Planning Education	30. Ian Luxmoore Massey University An exploration of the development of planning courses and professional accreditation in New Zealand, 1957-1980

3.30pm Afternoon Tea – Visual Arts Centre Foyer

ANZAPS AGM

La Trobe University Visual Arts Centre

3.45pm ANZAPS AGM

5.00pm Conclusion

7.30pm ANZAPS 2012 Dinner* –VENUE: GPO Restaurant (upstairs), 60-64 Pall Mall, Bendigo
*Dinner at delegate's expense

Sunday 23 September 2012

Session V – La Trobe University Visual Arts Centre

Time	Track	Presenter	Presentation Title
09.30am	Planning Education	31. PIA National Education Committee	PIA National Education Committee Discussion on Implications of Australian Qualifications Framework (AQF)
10.00am	Indigenous Education Session	32. David Jones Deakin University	Contemporary Planning Education and Indigenous Cultural Competency Agendas: Erasing Terra Nullius, Respect and Responsibility
10.20am	Indigenous Education Session	33. Darryl Low Choy Griffith University	Planning research and educational partnerships with Indigenous Communities: Practice, Realities and Lessons
10.40am	Indigenous Education Session	34. Rachael Cole-Hawthorne Griffith University	Preliminary review of the relationship between Aboriginal 'sense of place' and the regional landscape in the context of value-led regional planning
11.00am	Morning Tea – VAC Foyer		
11.20am	Indigenous Education Session	35. Nicole Gurrán University of Sydney	What have we learned? Progress towards incorporating Indigenous interests, knowledge and rights in Australian planning education
11.40pm	Indigenous Education Planning Workshop and Panel Discussion	36. Ed Wensing University of Canberra & SGS Economics and Planning	Improving Planners' Understanding of Aboriginal and Torres Strait Islander Australians
12.00pm	Conference Farewell		

PRESENTATION ABSTRACTS

Opening Session – Friday

<p>Dancing with the Cows: theorising hot heritage in Newmarket saleyards and abattoirs, Melbourne</p> <p>Jean Hillier RMIT University</p>	<p>Regarding urban regeneration and cultural heritage as continually renegotiated actualisations of assemblages of power, of exclusions and inclusions, I walk fantastically with the cows along the stock-route through what has become Lynch's Bridge and Kensington Banks in Melbourne, Australia, to problematise practices of branding with cultural heritage artefacts and values. The heritage 'preserved' in these schemes represents a highly sanitised, commodified image of the former saleyards and abattoirs which freezes into 'truth' mythical cultural entities. In contrast, Deleuzian thinking inspires an immanent conception of heritage; less traditional artefact and more relational spatial practice of past-present-future which stimulates visitors to think differently. 'Hot heritage' aims to challenge those who encounter heritage to question their values, attitudes and actions, to renegotiate cultural meaning through generative, sensational encounters which create an evental space for thinking otherwise. Cultural heritage, therefore, should not be regarded as a past-presence to be 'preserved', but as a calling-towards potentiality.</p>
<p>How the Corner Store Milk Bar transformed into the Service Station and the Coffee Shop: Life and Community Loss in Suburban Bendigo</p> <p>Trevor Budge La Trobe University Bendigo</p>	<p>Commencing with a forty year review of the suburb where I now live, and extending to a survey of the whole of the regional city of Bendigo, this study examines the demise of an Australian icon; the corner store milk bar, with its traditional community support role, and its systematic replacement by new forms of retailing. Understanding these social and land use changes is an important element in planning for urban Australia and for student education. The evolving urban form is in part driven by retailing and is in part a response to it. What role did the humble milk bar play in the local community and has its disappearance worked against suburban living? Children no longer walk or cycle to the corner shop, rather they are driven to shopping centres. Take away food chains provide anonymous places to pick up food as distinct from the friendly local shop. Contrasting Bendigo in the early 1970s with the contemporary scene, this paper explores research by the author and two students of a changing land use and its social and planning consequences.</p>
<p>Existing Experiential Learning Practice in Australian and New Zealand Planning Programs</p> <p>Johanna Rosier, Claudia Baldwin & Christine Slade University of the Sunshine Coast</p>	<p>The University of the Sunshine Coast in partnership with La Trobe, Edith Cowan and Griffith Universities, the University of Tasmania and the Planning Institute of Australia (PIA) is undertaking a research project on experiential learning in planning education. The project is being funded by the Australian Learning and Teaching Council Ltd, an initiative of the Australian Government Department of Education, Employment and Workplace Relations. This two year project responds to three identified needs: to increase planner professionalism through matching skill gaps with training; to bring planning educators and practitioners closer together; and to increase collaboration between planning schools and the PIA and NZPI. The team will develop an integrated package of resources to promote and enable delivery of good practice experiential learning in Australian tertiary planning education, which will in turn, contribute to improved student learning outcomes. The aim of this paper is to report on the findings from the initial stage of the project in which the researchers, using a survey, collected baseline data about existing experiential learning practices in tertiary planning schools across Australia and New Zealand.</p>
<p>The Rural Difference – Education outcomes sought by rural planners</p> <p>Angus Witherby Wakefield Planning</p>	<p>This paper outlines the author's experience across both the public and private sector in working with recent planning graduates who are working in rural and regional planning situations. This involves graduates both within private practice and within local government. A guided discussion methodology was utilised to review experiences. The paper outlines the main workplace challenges that these planners experience in translating a generally urban-based planning education to the rural context. The paper highlights, in particular, the skills sets needed and relates these to the recently reviewed PIA accreditation criteria.</p>

Keynote Lecture - Saturday

<p>Regional planning as survival: the unrecognized Bedouin villages in Israel/Palestine Oren Yiftachel Ben-Gurion University, Israel</p>	<p>The lecture will analyze the making of an alternative regional plan for dozens of unrecognized indigenous Bedouin Arab villages in southern Israel and the West bank, Palestine. Following years of neglect and marginalization, the villages took initiative 'from below', together with professionals associated with several NGOs, and prepared a professional master plan for recognition in all Bedouin villages. The plan aimed to counter government moves to forcefully relocate most Bedouins from their ancestor's lands into new planned townships. Both government and alternative plans are now debated in the public arena. The lecture will analyze this unique planning exercise, and pay special attention to the role of planning authorities and the involvement of students in the preparation of alternative plans. The lecture will conclude with lessons for planning education in comparable cases, such as Australia and New Zealand.</p>
<h3>Session I Concurrent Presentations - Saturday</h3>	
<p>Teaching Sustainable Urbanism Practice Via Collaborative Interdisciplinary Studios Michael Neuman University of New South Wales</p>	<p>This article describes a collaborative interdisciplinary studio approach to teaching practice. These studios have engaged students, faculty, and in several cases, clients in real-world problem solving activities ranging from an integrated plan-design-build urban redevelopment projects to regional scale analyses and plans. We found that integrated service-based learning projects were of benefit to students and communities alike if a specified set of criteria were met at the outset. Lessons for future pedagogy and research are derived from the findings.</p>
<p>Understanding Everyday Teaching Experiences: the Institutions, the Students and Possibilities for the Studio Caryl Bosman, Aysin Dedekorkut-Howes and Ruth Potts Griffith University</p>	<p>Higher education institutions are placing importance on the first year experience (FYE) achieved through student engagement strategies targeted at inculcating successful learning outcomes. FYE strategies are in response to the current cohort of Gen Y students and institutional pressures: larger classes, less staff and student retention. In this context appropriate and effective pedagogies become critical. This paper looks at the planning studio, as a site of learning and teaching, to investigate possible responses to everyday teaching experiences in these changing student and institutional contexts. Studio pedagogy is intrinsic to most education programs within the built environment higher education sector. We draw upon literature relating to the FYE and studio pedagogies as a means to understand and respond to Gen Y's learning and teaching tendencies. In doing so we develop a pedagogy that addresses the institutional call for economic and efficient teaching models that deliver excellence teaching and learning outcomes.</p>
<p>Studios for the Masses: Can student collaboration replace the master-apprentice relationship in design instruction? Kelly Zuniga Queensland University of Technology</p>	<p>This action research project investigated the use of a collaborative learning approach for addressing issues associated with teaching urban design to large, diverse cohorts. As a case study, I observed two semesters of an urban design unit that I revised between 2011 and 2012 to incorporate collaborative learning activities. Data include instructional materials, participant observations, peer-reviews of collaborative learning activities, feedback from students and instructors and student projects. Themes that emerged through qualitative analysis include the challenge of removing inequalities inherent in the diverse cohort, the challenge of unifying project guidance and marking criteria, and the challenge of providing project guidance for a very large cohort. Most notably, the study revealed a need to clarify learning objectives relating to design principles in order to fully transition to and benefit from a collaborative learning model.</p>

<p>Meet the Moot: Teaching Environment and Natural Resources Law To Non-Law Students Through Moot Trials</p> <p>Rebecca Leshinsky Australian Catholic University</p>	<p>Moot court is a common law school activity and competition during which students participate in the preparation and arguing of cases in front of judges. The case and plaintiff and defendant sides are selected beforehand, and students are provided with a set amount of time to prepare for the eventual trial. Drawing on the author's previous experiences in teaching at law school where the author assisted in moot trials, the author canvasses the use of moot trials as a teaching and learning tool for Environment and Natural Resources Law, as taught to non-law students. The use of expert witnesses role play is also encouraged to reflect real world practice in land use planning and environment trials which further provides students with the opportunity to consider future potential professional areas of interest. Also discussed in the paper, is the issue of whether shallow or deep approaches to teaching and learning are the better approaches to teaching land use planning and environmental law to non-law students via moot trials. The author concludes that moot trials, overall, are an exciting and real teaching and learning experience, which enhances innovative active learning.</p>
<p>A comparison of the motivations, rhetoric and controversy surrounding recent planning reforms in New South Wales, Australia and Ontario, Canada</p> <p>Laura Schatz & Awais Piracha University of Western Sydney</p>	<p>In recent years, there has been a shift in the way that land use planning systems – and particularly the power structures that shape them – are organized. Both in Australia and internationally, planning legislation (which in most jurisdictions governs both plan making and development assessment) has been a target for reform as governments seek to achieve “efficiency” and “streamlining,” more often than not in the name of facilitating economic development. Particularly in New South Wales, the existing planning legislation is demonized as “the problem” and the reforms are presented as “the solution.” In this paper, we seek to compare and contrast recent planning legislation reforms in New South Wales, Australia and Ontario, Canada. In both jurisdictions, planning legislation has been the subject of successive rounds of reform, with the pace of reform increasing since the turn of the century. After discussing the historic context of how planning is perceived generally in New South Wales and Ontario, we unpack the nature of recent key planning legislation reforms in both jurisdictions. We then explore the similarities and differences in the motivations, rhetoric and controversy surrounding these reforms. We conclude with a discussion of lessons that can be learnt: a fitting pursuit at a time when the planning system in NSW is being overhauled and the state government is claiming it wishes to learn from international planning policy and practice</p>
<p>Marine Spatial Planning – Are the Skills and Knowledge Really Different?</p> <p>Hamish Rennie Lincoln University</p>	<p>Marine spatial planning (MSP) is somewhat fashionable due to EU directives and new planning legislation in the UK and the USA that at the very least promotes it. However, as has been argued elsewhere (Makgill and Rennie 2012) New Zealand has required the development of marine spatial plans for all of its territorial sea since 1991. The author has practised marine spatial planning since 1990, and has taught marine spatial planning at Waikato and Lincoln Universities since the mid 1990s. This paper draws on reflections on that experience and a conceptual analysis of the requirements of marine spatial planning to discuss whether the teaching of MSP needs to incorporate skills and knowledge that are distinctly different from those that are required for traditional land-based planning</p>

<p>Coastal Planning, Education and the Australian Context</p> <p>Murray Herron & John Rollo Deakin University</p>	<p>The Victorian Planning Minister's response to the 'Coastal Climate Change Advisor Report', initiated by the Baillieu government in 2010, identified the need to "initiate a skills audit with the view to developing a range of professional development courses to meet the shortfall of professionals with the capability to assess coastal climate change impacts" (Victoria 2012). The following paper addresses this deficiency by examining how Australia's higher education and further education sectors currently attend to the issue of coastal planning. A detailed review of a large number of national and international planning programs was undertaken to highlight the subject matter contained in each program with a specific focus on any coastal planning courses. Working from a theoretical perspective, the first part of the paper addresses why a dedicated subject on Coastal Planning is required in the present Australian planning school syllabus, and how such a program would be positioned within the intent of PIA's Education Policy. Utilising the benefits of Problem Based Learning and Student Centred Learning in relating to delivering a Coastal planning course, the second part of the paper provides a theoretical overview of the types of competencies which students may be expected to attain when undertaking such a course. The third part of the paper proposes a series of 12 lectures to underpin a unit titled "Coastal Planning: The Australian Context" which includes a draft lecture relating to the monitoring of Coastal Erosion in Adelaide.</p>
<p>Urban Forests along Sydney Transport Corridors: the Possible Role of LiDAR in Future Planning and Management</p> <p>Mingzhu Wang, John Merrick & Marco Amati Macquarie University</p>	<p>In the context of expanding urbanisation, climate change and peak oil, the maintenance and extension of connected vegetation corridors has become an essential component of urban planning and environmental management. In addition to ecological benefits, urban forests improve air quality, save on energy (cooling and heating) and mitigate greenhouse emissions. As part of broader studies on the use of Light Detection and Ranging (LiDAR) technology in urban tree management, the work reported here focuses on initial surveys of urban forests bordering two highway corridors in Sydney. These are used to demonstrate the potential and technical aspects of working with LiDAR in densely developed areas. Aspects of planning and management for urban forests are briefly discussed. Limitations of resolution of this technology and new ways in which LiDAR might be utilised are suggested.</p>
<p>Session II Concurrent Presentations -Saturday</p>	
<p>Extending planning education into primary and secondary schools through research</p> <p>Julie Rudner¹, Ichiro Omiya², Rikutaro Manabe³</p> <p>¹La Trobe University, ²Chiba University ³The University of Tokyo</p>	<p>This paper explores how researchers, through their work, have a valuable role to play in providing and fostering planning education in primary and secondary schools. Using an international study conducted in Finland, Japan and Australia as the vehicle for discussion, the authors review how their research contributes explicitly and implicitly to planning education and school curricula. In particular, the authors focus on aspects of the research process that emulate, and enact participatory planning theory and practice. Framed by discussion about civics and citizenship in relation to space and place, the authors argue that researchers are well placed to work with primary and secondary students to introduce them to planning. The experience of participation provided through planning-related research enhances children's and young people's knowledge and skills as both future participants in planning processes and future planners.</p>

<p>Satisfactory performance by whose measure? The challenges of delivering a professional planning degree in a post-modern world at the University of New England, Armidale.</p> <p>Paul McFarland & Robyn Bartel University of New England, Armidale</p>	<p>University education in post-modern times requires the delivery of courses that are responsive to a variety of political, institutional, market, community and individual expectations. These expectations manifest in a multitude of different forms – economic efficiency, student satisfaction, employability, institutional frameworks. For professional degrees, such as Urban & Regional Planning, there are the added dimensions of course accreditation and employer expectations. Multi-modal forms of education delivery, i.e. a mix of internal and on-line, distance education, greatly increases the complexity. Using the Urban & Regional Planning programmes at the University of New England as a case study, this paper argues that planning courses must maintain a focus on delivering quality outcomes that are focused beyond the immediate metrics used to measure course and unit 'success' and focus on developing forward-thinking students that are capable of delivering outcomes for wider social benefit.</p>
<p>The effectiveness of computer games for planning education: A SimCity case study</p> <p>John Minnery & Glen Searle The University of Queensland</p>	<p>The range of considerations needed to effectively understand and plan for cities, including formulating structure and strategic plans, is a challenging process that is made more difficult in practice by public resource and budgetary constraints. The planning education task of teaching the necessary skills and insights is made even more challenging by the difficulties of setting up learning frameworks within course time constraints that replicate complex real world structure planning processes that require components to be balanced against each other to achieve the plan vision within budgetary limitations. The use of computer games offers an opportunity for students to develop the requisite skills. This paper reports on the effectiveness of using the computer game SimCity in student assignments to develop structure and strategic plans. One assignment required students to use SimCity to develop one of four classic types of city: Howard's Garden City, Le Corbusier's Contemporary City, Soria's Linear City and Wright's Broadacres. The other assignment required students to use the game to develop a low density city and a transit-oriented city. The paper evaluates the effectiveness of using SimCity to develop students' plan-making skills, and reports on students' assessment of whether and/or how the game's assumptions forced modifications away from preferred planning outcomes.</p>
<p>Facilitating First Year Students' Engagement with Planning Education: Utilising Student Affinity for Technology to Increase Cohort Cohesion and Decrease Attrition</p> <p>Mellini Sloan, Severine Mayere & Robert Webb Queensland University of Technology</p>	<p>First year students overwhelmingly indicate that a strong interest in a field of study prompts them to enrol in university (McInnis et al 2000), yet over a quarter indicate that they have seriously considered dropping out of studies during their first year, with boredom most frequently cited by those domestic students who do depart before graduation (Coates and Ransom 2011). While it may be comforting to write off such withdrawals to the presumed apathy of youth, student "disquiet (in) their first year on campus may be a result of courses and institutions that do not match their needs and objectives, rather than any uncertainty or lack of purpose on their part" (James et al 1999). Voting with their mouse clicks, The current research investigate two conceptualized types of student participation in online discussion forums to increase understanding of student affinity for technology and its potential for fostering social network development amongst first year students.</p>

<p>Culture Matters: An analysis of Ethnic Segregation and Congregation in Sydney Australia using Centographic Method</p> <p>Tingting Cui & Awais Piracha University of Western Sydney</p>	<p>The dynamics of ethnic segregation or congregation are a recurrent topic of discussion due to the worries that severe forms of such segregation or congregation will lead to social polarization and stigma for particular communities and areas. These impacts are especially pronounced in the global cities due to the presence of large and increasing number of immigrants. Better understanding of segregation/congregation dynamics can help governments in formulating policies to prevent undesirable outcomes. Most of the past research on this topic has pointed to the social-economic factors such as household income, English proficiency and education level as the major determinants that lead to ethnic segregation or concentration. Focusing on the context in Sydney, this paper presents research findings that demonstrate cultural origins also have strong influence on the level of ethnic congregation. The research for the first time utilises the centographic method to investigate the spatial distribution pattern of ethnic populations in Sydney using the 2006 ABS census data for the country of birthplace at a fine grain suburban scale. The research illustrates that migrants originating from North-west Europe, South Africa, Americas and New Zealand tend to have low level of congregation. On the other hand people from Asia, the Middle East and Eastern and Southern Europe have higher levels of congregation. This paper presents detailed analysis of congregation/segregation of immigrant communities as well as an in-depth discussion on what explains such patterns. \</p>
<p>Fear of Crime in the Built Environment</p> <p>Rangajeewa Rathnayake La Trobe University, Bendigo</p>	<p>This study aims to explore environmental design and socio-cultural theoretical views in relation to fear of crime in urban spaces. This discussion is divided into four sections. Section one explores studies in relation to environmental design approaches and fear of crime. These comprise broken window theory, crime prevention through environmental design (CPTED), defensible space and 'eyes on street'. It explores how these perspectives shed light on the role of built environment as influencing fear of crime. Section two investigates prospect and refuge theory and its potential to provide a conceptual framework for the study of fear of crime in urban areas. In section three, I examine general socio-cultural explanations for fear of crime in urban spaces, including the influence of presence of people, gender, demographics, and media on fear of crime. Section four focuses how to extend prospect and refuge theory (environmental cues) by combining social variables (presence of other people, gender and social background of people). Primarily, this paper argues that planners and planning practice require a holistic understanding of fear of crime to be effective at policy development, implementation and evaluation. A more holistic understanding of fear of crime can be achieved by merging evolutionary biology (prospect & refuge theory) and socio-cultural theory with planning and urban design theory.</p>
<p>Housing Estate of Mind: Evaluating the role of Urban Design in the Riverwood Public Housing Redevelopment</p> <p>Gordon Bijen University of Western Sydney</p>	<p>Public housing is an essential aspect of urban life, however public housing and particularly public housing estates, have become 'homes of last resort' as social and policy change have served to concentrate disadvantaged households within these neighbourhoods. In recent years there has been an explicit move to combat disadvantage by State Housing Authorities (SHA's) such as Housing NSW, through the renewal of estates into mixed income neighbourhoods. There has been considerable research into the impact of the 'social mix' objectives of these renewals however; there is a clear gap in the understanding of the role that the physical design of a space may contribute to the effectiveness of large scale public housing renewal. Following research conducted in the inner south Sydney estate at Riverwood during 2009, the data collected has been re-examined to elucidate the impact of estate redevelopment upon place attachment.</p>

<p>Two or More Sides to the Debate on the use of Land Use Planning</p> <p>David Fingland Macquarie University</p>	<p>Much has been written on the effects of neoliberal governance and its influence on the planning of cities and regions, often interpreted via the associated issues of globalisation, localism, competitiveness, growth fetishism, place-promotion and social exclusion. Relatively little has however been produced on the form and content of what might be loosely termed neoliberal planning. On the other hand, much ink has been spilled over the years in an attempt to justify traditional planning by focussing on such assumptions as the public interest at the centre of its considerations, morphing more recently into the all-pervading concept of the just city. Current planning practice appears to ignore such long standing values although they appear to persist, perhaps more so in theory than in practice. The recent Productivity Commission's report however provides some insights into the Commonwealth and State Governments' perceptions of the planning systems currently practiced in Australia. It clearly sets out a neoliberal view of the scope and purpose of planning. No consideration is given to the values and ethical factors which provided the basis for the initial development of planning and its justification. This paper seeks to reflect on the current state of land use planning by examining some of the crucial influences that are providing the basis for the proposed new planning Act in New South Wales.</p>
<p>Session III Concurrent Presentations - Saturday</p>	
<p>Fighting the Good Fight: What Glaswegian and Torontonian Planners Say about their Work</p> <p>John T. Jackson RMIT University</p>	<p>Set within the social learning tradition, this paper relates what seasoned planning practitioners working in Glasgow and Toronto say about planning in their cities, their profession and themselves. It is argued that what they say challenges what planners in Australasian cities, in particular Melbourne, would consider to be normal practice. It is concluded that professional planners in countries with similar governance and planning systems should be open to listening and learning from one another, reconsidering if necessary their current practices and the beliefs underlying them.</p>
<p>The spaces we work in: consultation about Curtin's Architecture and Planning building</p> <p>Diana MacCallum & Shahed Khan Curtin University</p>	<p>In 2009, Curtin University made an in-principle commitment to a 're-life' project for Building 201, which houses its School of Built Environment. The project, Build 201.1, was to represent a major overhaul of the building's space, which has been subject to ad hoc incremental, sometimes desperate and often disjointed changes to cope with changing demands through its forty-year history. In November 2011, the School took the highly unusual step of holding a stakeholder forum to identify user concerns and needs and, thus, inform the project definition statement (which will form the basis of a detailed budget and tender documents). In this paper we, as the organisers of that forum, reflect on its process and outcomes, in relation not only to the physical space we work in but – equally crucially – to the spaces of governance and communication that shape our institutional environment.</p> <p>This reflection is informed by responses from 20 of the forum's 52 participants (students, academics, general staff and sessional tutors) to a post-event questionnaire, which sought to determine how various actors saw the process represented by the forum and how they reflect on their experience of engagement in it.</p>

<p>Using the Campus as a Living Laboratory for Research Projects</p> <p>Joanna Ross & Christine Cheyne Massey University</p>	<p>The notion of a living laboratory with its emphasis on experiential learning has considerable value for planner educators, and the potential to reduce the gap between planning theory and planning practice. It has strong resonance with the notion of the 'ecological university' (cited in Barnett, 2011, p25).</p> <p>This paper outlines what is meant by a living laboratory, and its synergies with a broader university initiative to 'practice what we preach' in relation to sustainability. In this paper, we discuss how the university campus can serve as a living laboratory to provide opportunities for final year undergraduate students undertaking their Honours Planning Project to gain real world experience of research in a supported way. Students at Massey University are connected with local authorities, businesses and other stakeholders. We argue that, as a large and influential institution, a university is well placed to 'embrace policies grounded in solutions to the ecological and social challenges of our times' (Uhl and Anderson, 2001), and through inter-departmental collaboration, there is a real opportunity for the students to research and learn from the activities of the university, as well as an opportunity for the university to implement their results.</p>
<p>The Shock of the Huge: Teaching Urban Planning through Experiential Learning in Large Classes</p> <p>Carolyn Whitzman¹, Crystal Legacy² & Catherine Harris¹ University of Melbourne¹ & University of New South Wales²</p>	<p>The advantages of teaching urban planning through providing 'real life' problem-based experiences have long been discussed with Australian and international planning schools (Tyson and Low, 1987; Kotval, 2003; Budge and Butt, 2009). However, most of the examples described in this research are from small classes, such as intensive design studios. What happens when you have 250 students in an undergraduate subject, all of whom are potentially interested in making cities better, but few of whom know anything about planning?</p> <p>This paper looks at the example of an undergraduate class called 'Cities: from Local to Global' in an interdisciplinary Bachelor of Environments course at the University of Melbourne. The subject introduces urban planning to undergraduates in planning and design, property, and architecture majors. For the past two years, the subject has incorporated experiential learning based on partnerships with the Department of Transport (on improving walkability) and Places Victoria, the state-owned development agency (on resident preferences in an inner suburb undergoing rapid change). Using the data collected by students for their 'clients', student essays, and both formal and informal student evaluations, the challenges and successes of this experiment will be analysed to conclude whether active experiential learning exercises can combat the sense of anonymity and ennui often met with in large lecture-based classes.</p>
<p>Encountering Ethics and Politics through International Planning Field Studies</p> <p>Andrew Butt & Rangajeewa Ratnayake La Trobe University, Bendigo</p>	<p>The possibilities of internationalised planning curricula are manifold. For students this includes scope to expand their horizons for planning careers and to develop reflective understandings of planning issues in their 'home' environment. For educators, it provides a fertile environment for exploring cross-cultural encounter, space to investigate varied planning traditions, and to situate examples used throughout the literature and in class-based settings. These possibilities are well-discussed in literature emanating from a range of disciplines, including planning. In planning, professional and academic discourse offers a way for students to communicate and conceptualise field studies within a common (universal) understanding of traditions of planning practice and public policy solutions. The ethical and political implications of working internationally can, however, be masked within this situation. Planning is inherently political, and contextual yet the explicit dilemmas of the political and economic setting can appear hidden within a short, project-focussed, planning field studies exercise. Using the example of three field/project visits in tsunami and conflict affected areas of Sri Lanka, this paper will explore issues in incorporating awareness of ethical dilemmas and political settings into the project.</p>

<p>Teaching planning beyond the national context: pedagogic analyses of international fieldtrip experiences</p> <p>Tan Yigitcanlar Queensland University of Technology</p>	<p>Urban and regional planners, in the era of globalization, require being equipped with skill sets to better deal with complex and rapidly changing economic, socio-cultural, political and environmental fabrics of cities and their regions. In order to provide such skill sets, urban and regional planning curriculum of Queensland University of Technology (Brisbane, Australia) offers regional planning practice in the international context. This paper reports the findings of the pedagogic analyses from the regional planning practice fieldtrips to Malaysia, Korea, Turkey, Taiwan, and discusses the opportunities and constraints of exposure of students to regional planning practice beyond the national context.</p>
<p>Session IV – Saturday</p>	
<p>What Do Current Planning Students and Recent Graduates Think Planners Do?</p> <p>Lachlan McClure¹, Ruth Potts², Aysin Dedekorkut-Howes² and Mellini Sloan¹ Queensland University of Technology¹ and Griffith University²</p>	<p>A planner's view of the purpose of their actions, the role they play, the focus of their work and in whose interest they operate greatly influence their approach to planning and the outcome of their work. However there is no common and established understanding within the profession on these themes. Contemporary planning theory, practice and education is characterised by the parallel existence of multiple, often contradictory schools of thought. What values and perspectives are held by the next generation of planning professionals as they emerge from contemporary planning programs? This preliminary investigation seeks to identify the views and perspectives of early career planners on the purpose and role of planning, the degree to which planning is oriented on the future and the nature of the public interest, using various schools of planning thought as a thematic framework. In the current phase of a larger project, extant students and recent graduates from planning courses at three Queensland universities were surveyed electronically to ascertain their views, with plans to undertake a broader study of similar populations across Australia. Within the current pilot, students and graduates did not identify strongly with a single school of planning thought, but favoured contrasting rational and collaborative definitions of the role and purpose of planning and the public interest and pragmatic concepts of partial knowledge of the future and the value of experience in managing present issues.</p>
<p>The Value of International Study Tours for Planning Education: Content or Transformation?</p> <p>Trevor Budge La Trobe University, Bendigo</p>	<p>The traditional view of undergraduate education is that it transforms students though the acquisition of knowledge and skills. Could it be that taking planning students out of their 'comfort zone' on an international study tour program may not only be a valuable and significant education experience but that its real value is the transformative effect of the life experiences gained from such an activity? This paper commences with an examination of the literature about the impacts and effects of international study tours on students. This concept is explored further through a series of in-depth interviews of students from the undergraduate planning program at the Bendigo campus of La Trobe University who through have participated in international study tours conducted by the program. In particular the paper looks at the learnings from study tours to the developing country of Sri Lanka and a series of joint projects with planning students from the Town and Country Planning program at the University of Moratuwa.</p>

<p>The Problem of Recognition: An Exploration of the Establishment and Accreditation of a New Zealand Planning Programme</p> <p>Ian Luxmoore & Caroline Miller Massey University</p>	<p>The first New Zealand university based planning course was established in 1957 at the Auckland University College (now the University of Auckland) in a time when internationally planning education was developing rapidly in response to the post-war reconstruction. The Auckland course was to have a monopoly in New Zealand until the 1970s when the increasing visibility of planners in combination with the growth of New Zealand universities stirred interest in establishing new planning courses. By the end of the 1970s a range of planning courses had been established across New Zealand and the New Zealand Planning Institute (NZPI), which had supported the establishment of the Auckland University course, now faced the problem of determining if any of these new courses should be recognised as leading to full membership of the institute. This paper will provide a preliminary exploration of the initial development of planning education in New Zealand from 1957 to the 1980s and how the NZPI dealt with professional recognition of these courses via a case study of the Massey University's undergraduate planning course.</p>
<p>Session V Indigenous Education Session - Sunday</p>	
<p>Contemporary Planning Education and Indigenous Cultural Competency Agendas: Erasing Terra Nullius, Respect and Responsibility</p> <p>Mark Rose & David Jones Deakin University</p>	<p>As noted in Universities Australia's (2011a, 2011b) investigations into Indigenous Cultural Competency, most universities have struggled with successfully devising and achieving a translation of Indigenous protocols into their curricula. Walliss & Grant (2000: 65) have also concluded that, given the nature of the built environment disciplines, including planning, and their professional practice activities, there is a "need for specific cultural awareness education" to service these disciplines and not just attempts to insert Indigenous perspectives into their curricula. Bradley's policy initiative at the University of South Australia (1997-2007), "has not achieved its goal of incorporation of Indigenous perspectives into all its undergraduate programs by 2010, it has achieved an incorporation rate of 61%" (Universities Australia 2011a: 9; http://www.unisa.edu.au/ducier/ucup/default.asp).</p> <p>Contextually, Bradley's strategic educational aim at University of South Australia led a social reformist agenda, which has been continued in Universities Australia's release of Indigenous Cultural Competency (2011a; 2011b) reports that has attracted mixed media criticism (Trounson 2012a: 5, 2012b: 5) and concerns that it represents "social engineering" rather than enhancing "criticism as a pedagogical tool ... as a means of advancing knowledge" (Melleuish 2012: 10). While the Planning Institute of Australia's (PIA) Indigenous Planning Policy Working Party has observed that fundamental changes are needed to the way Australian planning education addresses Indigenous perspectives and interests, it has concluded that planners "... perceptual limitations of their own discipline and the particular discourse of our own craft" were hindering enhanced learning outcomes (Wensing 2007: 2). Gurran (PIA 2007) has noted that the core curriculum in planning includes an expectation of "knowledge of ... Indigenous Australian cultures, including relationships between their physical environment and associated social and economic systems" but that it has not been addressed. This paper critiques these discourses and offers an Indigenous perspective of the debate</p>

<p>Planning research and educational partnerships with Indigenous Communities: Practice, Realities and Lessons</p> <p>Darryl Low Choy & David Jones Griffith University & Deakin University</p>	<p>Increasingly planning practice and research are having to engage with Indigenous communities in Australia to empower and position their knowledge in planning strategies and arguments. But also to act as articulators of their cultural knowledge, landscape aspirations and responsibilities and the need to ensure that they are directly consulted in projects that impact upon their 'country' generally and specifically. This need has changed rapidly over the last 25 years because of land title claim legal precedents, state and Commonwealth legislative changes, and policy shifts to address reconciliation and the consequences of the fore-going precedents and enactments. While planning instruments and their policies have shifted, as well as research grant expectations and obligations, many of these Western protocols do not recognise and sympathetically deal with the cultural and practical realities of Indigenous community management dynamics, consultation practices and procedures, and cultural events much of which are placing considerable strain upon communities who do not have the human and financial resources to manage, respond, co-operate and inform in the same manner expected of non-Indigenous communities in Australia. This paper reviews several planning formal research, contract research and educational engagements and case studies between the authors and various Indigenous communities, and highlights key issues, myths and flaws in the way Western planning and research expectations are imposed upon Indigenous communities that often thwart the quality and uncertainty of planning outcomes for which the clients, research agencies, and government entities were seeking to create.</p>
<p>Preliminary review of the relationship between Aboriginal 'sense of place' and the regional landscape in the context of value-led regional planning</p> <p>Rachael Cole-Hawthorne & Darryl Low Choy Griffith University</p>	<p>A contemporary trend towards a values-led planning approach has resulted in research identifying compatible regional indigenous landscape values to be incorporated within regional planning, as exemplified by work currently being undertaken in relation to the South East Queensland Region (Low Choy, 2009). This and other relevant research similarly themed, noted a relationship between regional landscape values and connection to country and which can be understood by and is analogous to, the western concept of 'sense of place'. Whilst "sense of place" has been given increasing weight in recent regional planning documents, a clear conceptual framework for identification and analyses of principal elements has yet to be developed. Previous research has shown the relationship between Aboriginal 'value' and 'regional traditional landscape' as analogous to 'sense of place' but the relationship between Aboriginal 'sense of place' and 'regional landscape' still needs to be reviewed, and not limited to their traditional regional landscape. This paper seeks to provide further understanding of Aboriginal regional values and their relationship to their traditional regional landscape. In the first instance it will provide a preliminary review on the relationship between Aboriginal 'sense of place' and 'regional landscape' by drawing upon relevant literature. The paper will conclude with a preliminary consideration of the strength of that relationship under circumstances of physical separation from traditional lands</p>
<p>What have we learned? Progress towards incorporating Indigenous interests, knowledge and rights in Australian planning education</p> <p>Nicole Gurrán & Peter Phibbs University of Sydney & University of New South Wales</p>	<p>Two decades after the historical Mabo decision which recognized the endurance of native title in Australia, this paper reviews progress in incorporating Indigenous interests, knowledge and rights in Australian planning education. Building on early reflections and a survey of Australian and international planning curricula, (Gurrán and Phibbs, 2003, 2004) we pursue two distinct, but related questions: (1) how to design effective and ethical ways of teaching about Indigenous knowledges, cultures, and concepts of environmental management, including the critical application of these perspectives and knowledges to planning thought and practice; and (2) how planning schools might make their programs more accessible and appropriate for Indigenous students. The first part of the paper reviews evolving professional, policy, and pedagogical research and literature from Australia and in other comparable post colonial nations. While our original survey of planning courses in 2003/04 identified little evidence that Indigenous issues had been embedded within Australian planning degrees, subsequent reform to the Planning Institute's educational policy and accreditation requirements has introduced knowledge Indigenous issues as a core curriculum requirement (Planning Institute of Australia, 2011). The second part of the paper updates this original survey of Australian planning programs, focusing particularly on the incorporation of Aboriginal and Torres Strait Islander (ATSI) issues in core and elective subjects.</p>