Track #3: Teaching planning for the transition

Inclusive experiential learning at graduate level planning studio: A collaborative governance case

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Abstract: This study conveys the two-semester studio experience of the Urban Planning Master's Program at Istanbul Technical University in the 2018-19 academic year. The aim is to build on the conducting of this studio considering its teaching strategies, methods, and curriculum, which were designed for an experiential learning and collaboration experience in line with its topic of collaborative planning and governance. Planning studios in Turkey are largely characterized by an ends-driven comprehensive planning paradigm. However, this study argues that in order to address contemporary planning practices and increasingly complex planning problems such as those in Istanbul, today's planning studios must explicitly focus on the means of the planning issue at hand and invite students to take on the role of the actual practitioners and empathize with local stakeholders.

Based on these premises, the first-semester studio allowed the students to choose a case neighborhood in Istanbul in line with their academic interests. Supported with relevant theoretical readings and case-driven literature research, they were involved in a field trip, a formal briefing at the local municipality, thematic data gathering and analysis (including an advanced stakeholder analysis), assessments, and collaborative planning proposals with spatial, financial and participatory aspects. In the following semester, they were expected to fit their refined plans into a collaborative governance model. They discussed various approaches in both a structured studio debate and an on-site focus group study with local actors to test and revise their models.

Through instructor observations, jury assessments, and informal student feedback, the preliminary findings have revealed that an interactive and inclusive studio design which actively involves both students and local actors has greater benefits for graduate students' motivation, comprehension, and solution generation to real-life planning issues. These findings will be further tested towards a refined studio framework by the end of the academic year.

Keywords: planning studio; experiential learning; collaborative planning; governance

Experiential learning in planning studio

A quote that is attributed to Confucius expresses the conviction of effectiveness of experiential learning:

I hear and I forget
I see and I remember
I do and I understand.

Simply put as the process of learning from experience, experiential learning has been termed in various ways throughout its evolution. For instance, John Dewey (Dewey and Dewey, 1915) discussed "learning by doing," while Wolfe and Byrne (1975) used the term "experience-based learning." David Kolb (1984), who is extensively cited in the experiential learning literature, defined the term as "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience" (p. 41). Here, Kolb reinforces the idea that reflecting on the experience can potentially lead to a transformation as a result of the experience. Kassem (2007) defines experiential learning as "a purposeful process of engaged, active learning in which the student constructs knowledge, skills, or values by means of direct experiences in authentic, real world contexts" (p. 2). Perhaps the most recent definition is suggested by Beard and Wilson, who stresses the inner and outer world of the learner, and of the experience for and of learning:

> A sense-making process involving significant experiences that, to varying degrees, act as the source of learning. These experiences actively immerse and reflectively engage the inner world of the learner, as a whole being (including physical-bodily, intellectually, emotionally, psychologically and spiritually) with their intricate 'outer world' of the learning environment (including belonging and acting (conative) in places, spaces, within the social, cultural, and political milieu) to create memorable, rich and effective experiences for and of learning. (adapted from Beard and Wilson, 2018, p. 3)

Learning through the "outer world," more specifically real life experiences, is now synonymous with terms such as fieldwork, applied learning, learning by doing, hands-on learning, problem-based learning and experiential learning. This growing emphasis on experiential learning in higher education is clearly evidenced by a simple keyword search through scholarly literature. He is also credited for the model which challenges relevant past theories and reveals the complex nature of experiential learning (Figure 1).

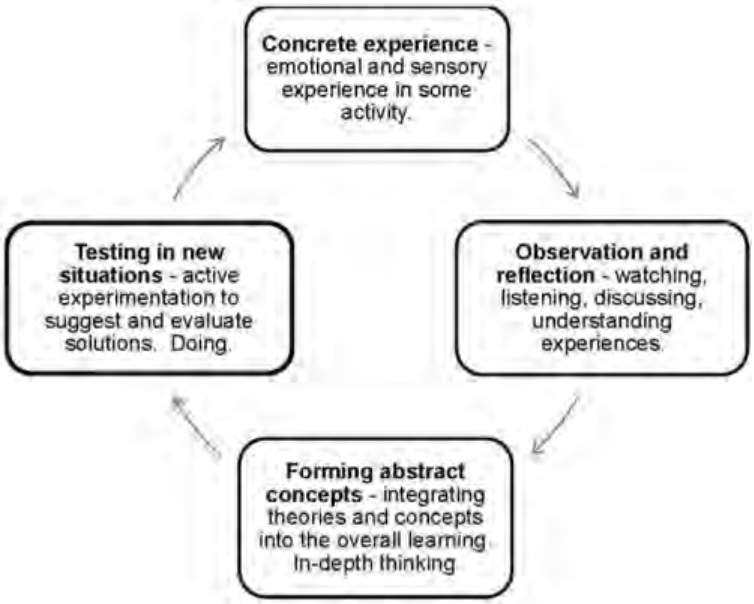

Figure 1. Kolb's experiential learning cycle (adapted from Baldwin and Rosier, 2017, and Kolb, 1984)

Since the 1980s, inspired by Kolb's influential model, experiential learning has attracted more attention in and entered into numerous education fields including planning. Planning literature demonstrates considerable interest in experiential learning, such as the Journal of Planning Education and Research's special issue dedicated to community outreach partnerships (JPER, 1998). Here, the emphasis is on reflecting on fieldwork, learning that takes place via first-hand experience outside the constraints of the four-walled classroom setting, as central to the teaching of planning (Kotval, 2003). For urban planning programs the US Planning Accreditation Board (PAB, 1992) requires accredited graduate planning programs to "train students to be able to work effectively as members and leaders of planning teams and to apply an understanding of interpersonal skills in interacting with community organisations."

Despite this movement, experiential learning is seen as a departure from traditional lecture-based courses and is considered on the fringes of serious teaching and learning (Margetson, 1995). Another common criticism is the lack of faculty experience in structuring such a course. Professional organisations and scholars (Kolb, 1994, Harland, 1998) in liberal arts-based education illustrated best practices and principles in an effort to help design and develop courses that better link theory to practice. Kotval (2003) cites the National Society for Experiential Education (1997) for the development criteria they suggested, such as intention, authenticity, planning, clarity, orientation, training and mentoring, monitoring and assessment, continuous improvement, reflecting, evaluation and acknowledgement. Building on these, she offers insights for teaching courses with experiential learning aspect in planning and allied disciplines as follows:

- Understand and articulate the importance of the Practicum course clearly;
- Structure the course and its relationship to the entire curriculum such that it reflects its unique characteristics;
- Foster good client relationships to ensure good community projects and effective working partnerships;

- Encourage healthy group dynamics and foster transferable skills;
- Encourage greater faculty involvement to seamlessly link theoretical and practical instruction;
- Evaluate students fairly on all aspects of the course experience (Kotval, 2003).

It would be right to argue that while planning studio provides a quasi-real world situation not offered by classroom courses, incorporating experiential learning into planning studio brings it to the real world. Planning studio in general focuses on planning-related tasks or issues that involve creative thinking and critical analysis to produce a practical solution or outcomes (Higgins *et al*, 2009). It offers opportunity for students to acquire skills in managing other people, themselves and their time as well as the project. It promotes learning outcomes that focus on process, involving both individuals and groups, alongside the application of skills (Grant and Manuel, 1995). However, the complexity and uncertainty encountered in real life situations cannot be duplicated in a traditional studio education (Roakes and Norris-Tirrell, 2000). When coupled with experiential learning, planning studio can better delve into the legal, financial and collaborative challenges of real life planning cases. Such experience-based learning can provide "intentionality of design and planning through structured activities such as role plays or games" (Andresen *et al*, 2000), which are practiced in the case study conveyed in this paper.

In line with these discussions, the study aims to improve graduate students' knowledge and skills to enable them as highly efficient and competent professionals through experiential learning methods. Consequently, the main objectives of the planning studio subject to this study are to train students who can (1) integrate theoretical discussions of reading and the topic of the project and produce knowledge-based planning models; (2) determine how local actors participate in the process of model development, manage attendance meetings in accordance with the broader meaning of the project, and combine and model contributions with theoretical readings; (3) share the models they have developed with the participants, be open to discussion in the belief that feedback strengthens the model, and reconsider and organize rather than merely defend their models; and (4) discuss the developed models in the context of institutional structures and arrangements that determine the scope and capability of the planning action itself.

Studio themes: Collaborative planning and collaborative governance

Traditional planning has been associated with the rational comprehensive model developed at the University of Chicago since the 1970s. This type of planning searches for the best possible combination of means for the given ends. Throughout the evolution of the discourse, planners were told to attend to means and to leave the selection of ends to the interested stakeholders using pluralistic politics (Albrechts, 2003). Eventually, this common understanding introduced collaborative planning into planning literature.

At the end of the last century, Healey's 1997 book, *Collaborative Planning*, argued that the challenges of urban development in the neoliberal era could no longer be handled effectively by government alone but required the participation of all sectors of society in a form of planning that involved dialogue and negotiation among stakeholders seeking an actionable consensus (also see Friedmann, 2008). Consensus building among people with conflicting interests, however, often required the intervention of mediators, and so mediation became an important new branch not only of planning but of legal

studies as well (LeBaron, 2002). Larry Susskind and John Forester made key contributions to this new specialization, the first in a series of publications culminating in the book by Susskind, McKearnen, and Thomas-Lamar (1999), *The Consensus Building Handbook: A Comprehensive Guide to Reaching Agreement*, the second in *The Deliberative Practitioner: Encouraging Participatory Planning Processes* by Forester (1999). Other contributions regarding collaborative methods and consensus building as a mode of planning and policy making that took place in the last two decades include the works of Sager (2002, 2006), Kolb and Associates (1994), Innes and Booher (1999), Yiftachel and Huxley (2000), Allmendinger and Tewdwr-Jones (2002), and Ansell and Gash (2007). These scholars found that such processes could be creative and effective, offering planners substantial roles. Thus, communicative or collaborative planning became a focus in planning theory.

The resulting paradigm, called the 'communicative turn,' has certainly dominated theoretical discourse since the late 1980s, and as Allmendinger and Tewdwr-Jones (2002) put it, it has since undergone a number of mutations, including 'planning through debate,' 'communicative planning,' 'argumentative planning,' 'collaborative planning' and 'deliberative planning.' It has also developed in different directions as a result of its origins in various intellectual schools of thought that have intertwined with the communicative approach, including neo-pragmatics, critical theory, Foucauldian perspectives, and planning practice. In its general manifestations, the communicative turn has been referred to as 'collaborative planning' in UK literature and 'deliberative planning' in US literature.

Inherently, the features of collaborative planning imply those of communicative turn. The main components of a communicative rational approach to urban planning have been advanced by Healey (1992). In her perspective, the communicative turn in planning involves the following:

- an interactive and interpretative process;
- a focus on the 'arenas of struggle' where public discussions occur and where problems, strategies, tactics and values are identified, discussed, evaluated and where conflicts are mediated;
- implementation among diverse and fluid discourse communities;
- development of a reflective capacity that enables participants to evaluate and re-evaluate; and
- the ability of participants to collaborate to change the existing conditions.

Consequently, collaborative planning is often mentioned as one of the most appropriate planning theories for the network society (Agger and Lofgren, 2008). It engages public and private sector players and other relevant stakeholders representing many different interests while maintaining concern about power distribution and the participation of the public with an aim to reach consensus through deliberation.

Referring to her earlier work, *Collaborative Planning*, Healey (1997) defines planning as "a governance activity occurring in complex and dynamic institutional environments, shaped by wider economic, social and environmental forces that structure, but do not determine, specific interactions" (p. 104). Indeed, planning increasingly moves away from the idea of government as the mobilizer of the public sector, providing solutions to problems, towards an idea of governance for a more desirable future situation through the mobilization of different interests, goals, and strategies (Albrechts, 2003). By

governance, Healey (2003) means the processes by which societies, and social groups, manage their collective affairs. Other scholars highlight the regenerative aspect of governance that reshapes policy ideas and institutional structures through a bottom-up approach (see Innes and Booher (2003); and Phelps and Tewdwr-Jones (2000), among others). There are, of course, many modes in which governance can occur (for a detailed analysis, see Cars *et al*, 2002). Addressing governance instead of government provides the basis not only for more broadly handling issues of power but also ensuring greater participation and inclusion. Also, governance can include institutions that are not normally considered in a narrower 'government' approach to planning decisions and processes. This brings up the definition of 'collaborative governance' in planning literature.

Most planning literature uses the term collaborative governance to describe a participatory relationship between public institutions and non-state stakeholders. For example, Reilly (2001) describes collaborative efforts as a type of problem solving that involves the 'shared pursuit of government agencies and concerned citizens.' Smith (1998) argues that collaboratives involve 'representation by key interest groups.' Connick and Innes (2003) define collaborative governance as including 'representatives of all relevant interests.' Such definitions set standards for the type of participation of non-state stakeholders which makes collaborative governance never a merely consultative process. Thus, it is no surprise that in their collaborative governance model that they developed by analyzing 137 cases, Ansell and Gash (2007) define the features of their cyclical collaborative governance process as face-to-face dialogue; trust building; commitment to the process; shared understanding; and intermediate outcomes (Figure 2).

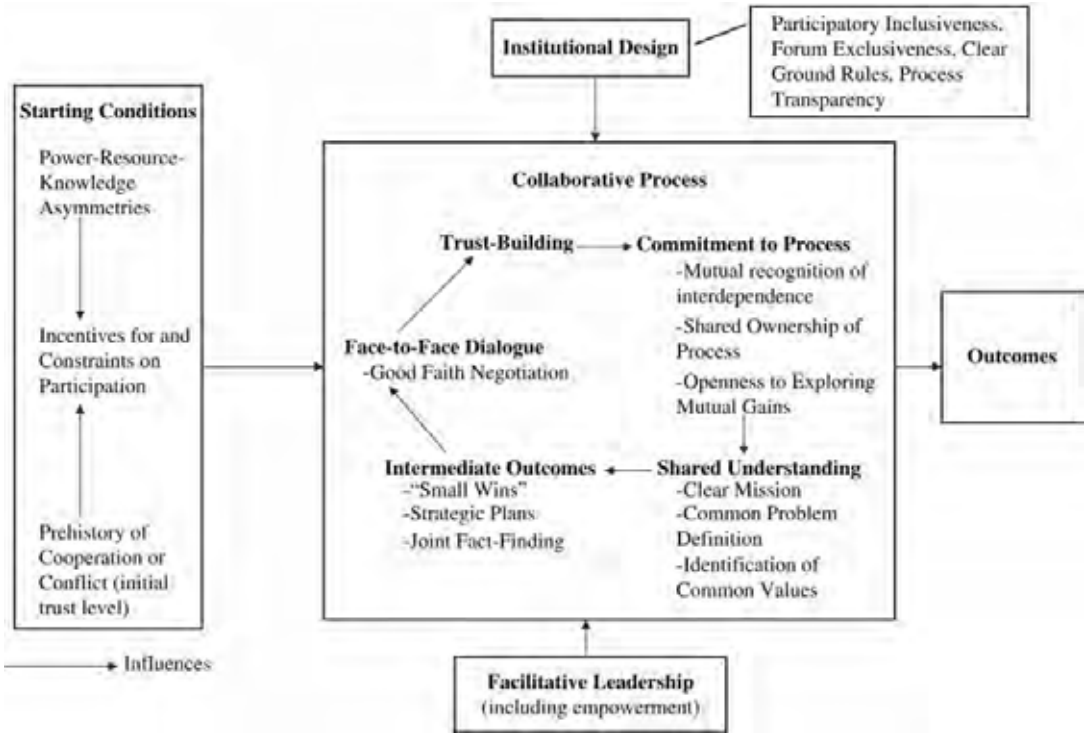

Figure 2. A Model of Collaborative Governance (Ansell and Gash, 2007, p. 550)

Although interest groups and public agencies have predominantly engaged in a conventional two-way flow of influence, the definitions of collaborative governance imply an explicit and public strategy of organizing this influence. There is a clear emphasis here on the power over process and procedures to effect, presumably through the weight of rational thought, reflection, expression, and change for the good of the majority of stakeholders (Phelps and Tewdwr-Jones, 2000).

Project studio description and process

Thus, the consecutive studios, Project 1 in fall semester and Project 2 in spring semester, were designed to demonstrate one holistic curriculum with two incremental themes: collaborative planning and collaborative governance, respectively. The students were asked to propose extensive models that correspond to the studio theme by the end of each semester that consisted of 15 weeks. The weekly program is summarized in Table 1.

Table 1. Weekly program and topics for the consecutive studios

	Project 1, Fall semester																Project 2, Spring semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	F	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	F
Theory review & discussion																																
Site visit & data collection																																
Thematic data analysis																																
Case review: good practices																																
Synthesis & assessments																																
Plan alternatives																																
Model development																																
Refining plans and models																																
Further implications from literature																																
Jury assessments with local stakeholders																																
Final project submissions																																

Building on the course description and the topic of collaborative planning and governance, Pınar Neighborhood in Sarıyer District, Istanbul, offers an interesting study area regarding tangible and intangible site characteristics, intervention areas, and pluralistic approaches. In particular, Pınar Neighborhood has already proven to be a suitable case area to study such practices due to its eager local government, many engaged local residents and NGOs, and not-yet-solved *gecekondu* (squatter) redevelopment dilemma. Proximity of the neighborhood to the campus was another criterion for site selection so that the students could make frequent visits to the site.

The fall semester studio, Project 1, aimed to make the best of the potentials Pınar Neighborhood offers. It refers to the planning of the neighborhood with a thorough organization of relevant stakeholders and their fair involvement in planning decisions so as to achieve successful and sustainable planning outcomes towards the betterment of the local public's wellbeing. Following the previous semester's studio topic, Project 2 aims to further collaborative planning practices in Pınar Neighborhood. It refers to enhancing redevelopment plans of the neighborhood by using collaborative governance models that require an in-depth analysis and organization of relevant stakeholders, their powers, leadership capacities as well as any conflicts and risks that are embedded in the planning, decision-making and implementation processes. This way, the outcomes of this two-semester studio curriculum aim to take the planning scheme closer to the ideals of social justice and just planning.

The experiential learning method of the curriculum design allowed students to experience on site observations and data gathering, and real life interaction with local community. Supported with relevant theoretical readings and case-driven literature research, they were involved in two structured and several occasional follow-up visits to the site, a formal briefing at the local municipality, thematic data gathering and analysis (including an advanced stakeholder analysis), assessments, and collaborative planning proposals with spatial, financial and participatory aspects. In the following semester, they were expected to fit their refined plans into a collaborative governance model. They discussed various approaches in both a structured studio debate and an on-site focus group study with local actors to test and revise their models. They worked in teams of 4 or 5, to form a total of 5 student groups. These groups are introduced as Groups A through E in the analysis below.

Fall Semester, Project 1: Redevelopment through collaborative planning

Students were expected to closely read, review, and reflect on related literature while determining and solving the planning problems of Pınar Neighborhood and the district it is located in, Sarıyer. They worked in teams during and outside studio meetings to produce said planning study in an inherently collaborative process; they presented their work using written, oral, and graphic expression techniques throughout the semester. Studio meetings served to frame and review weekly topics, further off-studio production, and allow for an inclusive discussion, thus enabling learning from different teams' work. This process were reinforced with two jury meetings.

Based on this scope, the Project 1 studio followed the steps below:

- Gathering and analyzing data on natural and built environments, as well as social and economic conditions, and needs of local stakeholders as a preliminary planning task;
- Assessing sorted data and analyses using various evaluation methods with collaborative planning in mind;
- Proposing alternative intervention scenarios and embedding collaborative approaches in decision-making processes;
- Foreseeing possible conflicts and proposing ways to mediate them;
- Refining analyses, assessments, and scenarios to ensure the ultimate project goal: improving Pınar Neighborhood locals' lives while effectively involving them in planning.

The weekly program below further broaches the fall studio process and lays out expected deliverables at each step.

Week 1: Introduction to the studio & logistics

Weeks 2-3: Field trip & site analyses

Natural, physical and socio-economic characteristics of the project site:

- Location and references in the vicinity;

- Important natural references that reveal the site's topography, geology, ecology, vegetation/soil, climate, and disaster peculiarities;
- Physical identifiers and patterns of transportation network, land use and ownership, urban services, building characteristics, etc.
- Demographic, social and economic conditions of local inhabitants via online and on-site secondary data, and primary data derived from observations and surveys with households, businesses, and local government institutions.

Site analyses included location, historical development, environmental relations and relevant planning decisions regarding the study area. In addition to them, natural environment, land use and accessibility (to hospitals, schools etc.) analyses and Bosphorus Law that have restrictions were critical to understand the area (Figure 3). First developed in the 1950s, the neighborhood is one of the first *gecekondu* areas of Istanbul. In the 2000s, shopping centers and gated communities were built that have had significant physical and social impacts in the neighborhood.

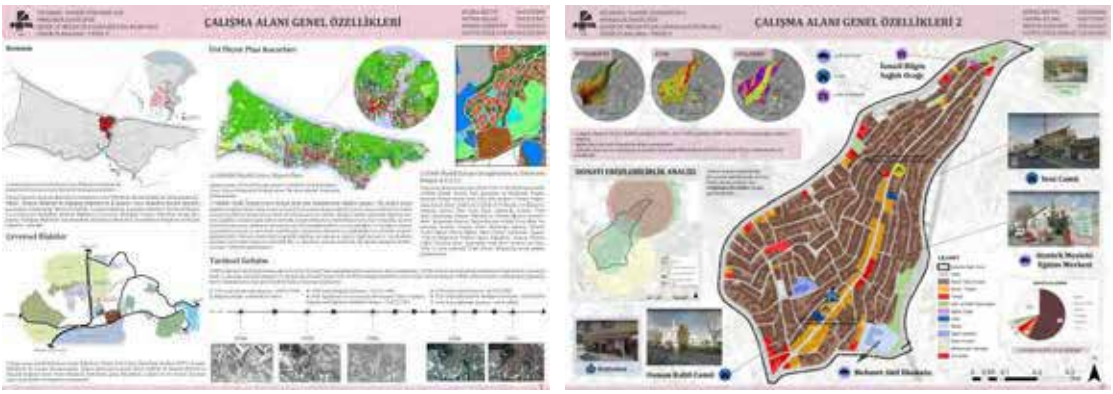

Figure 3. Physical and natural environment analyses (Group C)

Socio-economic structure analyses of neighborhood provided information about population, minimum-maximum and average household income, average age, numbers of housing and workplace, average land value per square meter, and education levels (Figure 4).

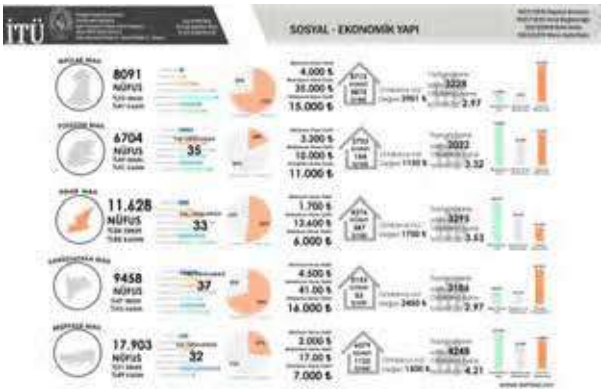

Figure 4. Socio-economic analysis (Group A)

Weeks 4-5: Stakeholder analysis & good practices with collaborative and participatory approaches

An advanced stakeholder analysis of the project at hand:

- Formal vs. informal stakeholders
    - government, private, non-profit, local public, businesses, etc.
- Interests vs. resources
    - interests— livability, quality of life, money, votes, reputation, etc.
    - resources— laws, politics, money, knowledge, time, liberty, etc.
- The influencer vs. the influenced
    - power relations

Participation and collaboration review of select international cases:

- Short description
    - case area size, population, main natural, physical and socio-economic characteristics
- Planning approach
    - planning problem(s), policies, goals, decisions
- Participatory approach
    - actor structure, participation policy, level, methods, and process
- Impact of collaborative approach on planning decisions and outcomes towards deriving lessons for the studio project

The actor and stakeholder analyses revealed those who potentially influenced and who were influenced by the redevelopment decisions. The students grouped stakeholders into three: local public, private sector (shopping mall, private university in area,entrepreneurs, etc.), and public sector (Istanbul Metropolitan Municipality as the land owner, local municipality, neighborhood associations, etc.). The relationship between actor groups were defined via various approaches (e.g. legal, financial, conflictive, high/low level) in terms of their interests and resources (Figure 5). Moreover, the stakeholders' significance-impact matrices ensured that relationships which are important for the collaborative planning process would be strengthened, improved and/or sustained.

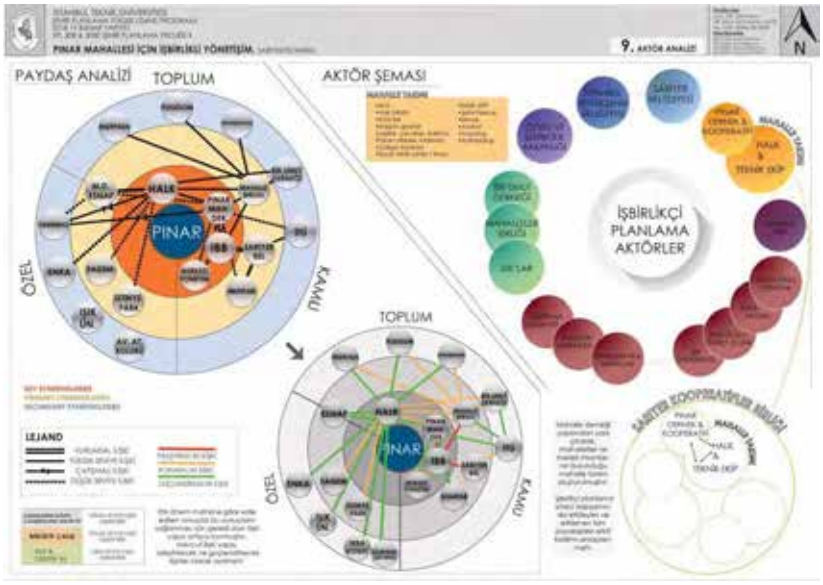

Figure 5. Stakeholder and actor analyses (Group B)

Weeks 6-7: Assessments: Synthesis & problem areas

Refining and superposing analysis findings that are critical to the safety and wellbeing of general and/or a group of local public to reveal planning problems and intervention areas; associating these problems with actor groups' profiles.

As seen in Figure 6, the syntheses included the integration of natural and built environment analyses and the socio-economic characteristics. Examining the relationship of the study area to its vicinity further revealed strengths and weaknesses in term of physical and social characteristics (Figure 6).

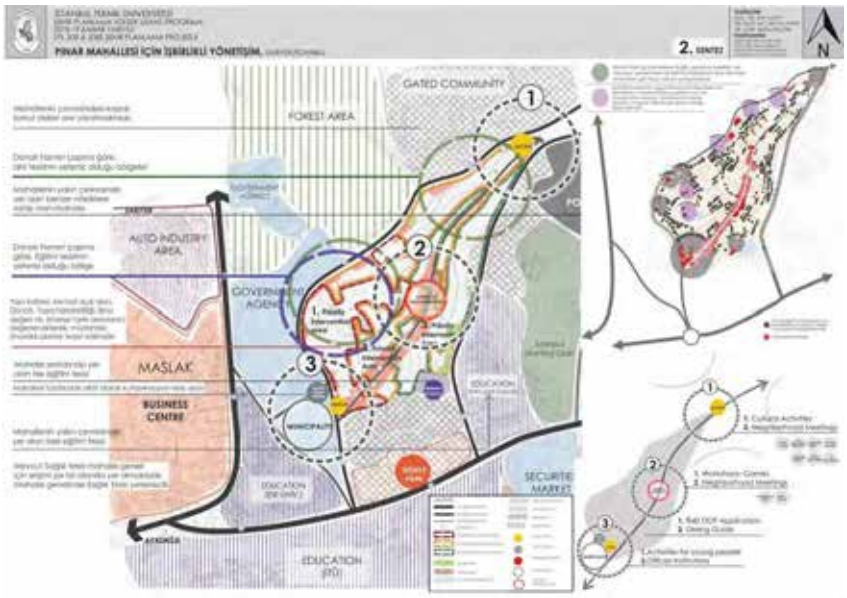

Figure 6. Synthesis (Group B)

Week 8: Fall break

Week 9: 1st Jury assessment

Analyses of the study area, its vicinity and relevant cases review & preliminary assessments

Weeks 10-12: Plan alternatives with a collaboration focus

Planning interventions & collaborative scenarios:

- General approach to the planning problem(s)
    - Solution-based modelling of the project process;
    - Designing a project process with relevant steps
- Conceptual elaboration and discussion of the project model
    - How model steps correspond to the problems and solutions;
    - Actors, their roles and contributions to the solution process

Possible conflicts & their mediation:

- Plausible risks for and conflicts in/between various actor groups that may arise during planning process
    - Interest groups and conflicts of interest (i.e. demands on space, public services, economic gains, etc.);
    - Possible cases of neglect and/or repression of vulnerable groups (i.e. regarding age, gender, disability, ethnicity, knowledge, income, etc.)
- Corresponding conflict resolution process
    - Conflict types and resolution processes in literature (Turkish and international) that engage mediation/participation methods;
    - Current Turkish laws and regulations towards conflict resolution;
    - Selecting and applying resolution tactics, tools and processes that are workable for the project at hand

Policies for public interest and wellbeing:

- Policies and principles derived from the project model
    - Expected outcomes;
    - Collaboration policies;
    - Conflict resolution policies that seek public interest

The students determined prominent parameters in collaborative planning process such as public and private investments, population and employment characteristics, social and physical infrastructure, land ownership, legality and gentrification. One group developed collaborative plan alternatives in the context of relationships based on the levels of investment and consensus (Figure 7). According to

analyses, the best alternative (#1) is achieved through high-level investment and consensus, while the worst (#4) relates to low-level investment and consensus.

Figure 7. Plan alternatives with a collaboration focus (Group C)

Weeks 13-14: Refining and concretizing proposed project model & policies

Making sure plans have achieved:

- Reflecting the project process model to the conceptual project at hand;
- Integrating solution methods and tools with spatial project decisions;
- Translating findings and implications into suitable resolution, participation and consensus building methods and processes that suit the possible conflicts determined in collaborative scenarios

Week 15: 2nd Jury assessment involving the local municipality

Revised analyses and assessments, planning interventions, collaborative approaches, consensus building scenarios, resulting project model and policies

Spring Semester, Project 2: Collaborative governance model

Like in the previous semester, students were expected to closely read, review, and reflect on related literature while determining and solving the planning problems of Pınar Neighborhood. They worked in teams during and outside studio meetings to produce said planning study in an inherently collaborative process; they present their work using written, oral, and graphic expression techniques throughout the semester. Studio meetings served to frame and review weekly topics, further off-studio production, and allow for an inclusive discussion, thus enabling learning from different teams' work.

The project process was reinforced with one structured studio debate, one focus group study with relevant local stakeholders and one final jury meeting.

Based on this scope, the Project 2 studio followed the following steps:

- Gathering and analyzing any additional data regarding natural, physical, socio-cultural and economic characteristics of the study area;
- Enhancing the previous semester's analytical assessments and physical, financial and collaboration plans;
- Enhancing collaborative planning principles, processes and visuals with added perspective from relevant planning cases from around the world;
- Reviewing past and current collaborative governance models and adapting them to the project at hand;
- Testing tailored collaborative governance models by a student-steered focus group activity that involves relevant local stakeholders;
- Revising the models by reflecting on the focus group findings, possible pitfalls, and good governance principles; and
- Drawing implications for collaborative and good governance legislation and practices in Sarıyer, Istanbul and Turkey.

The weekly program below further broaches the spring studio process and lays out expected deliverables at each step.

Week 1: Introduction to the studio & logistics

Weeks 2-3: Site visit & refining analyses and plans

Site visit for further analysis:

- Search for any missing or additional secondary data;
- Field observations, social encounters (in-person and in-depth examination of physical and social conditions & any changes in them)

Refining synthesis & assessments:

- Reflecting on revised primary and secondary data;
- Search for various feedback from previous semester's plans;
- Revision of synthesis, SWOT and problem areas

Refining physical & financial plans:

- Reflecting on any data changes, observations and assessments;
- Revising physical and financial planning decisions, diagrams and maps

Based on the three main groups of actors (i.e. local community, local municipality and entrepreneurs) they defined, one student group further examined various interests and expectations in a financial model (Figure 8). These models were developed to make the redevelopment project self-sufficient thanks to energy saving protocol, taxes and other incentives/means.

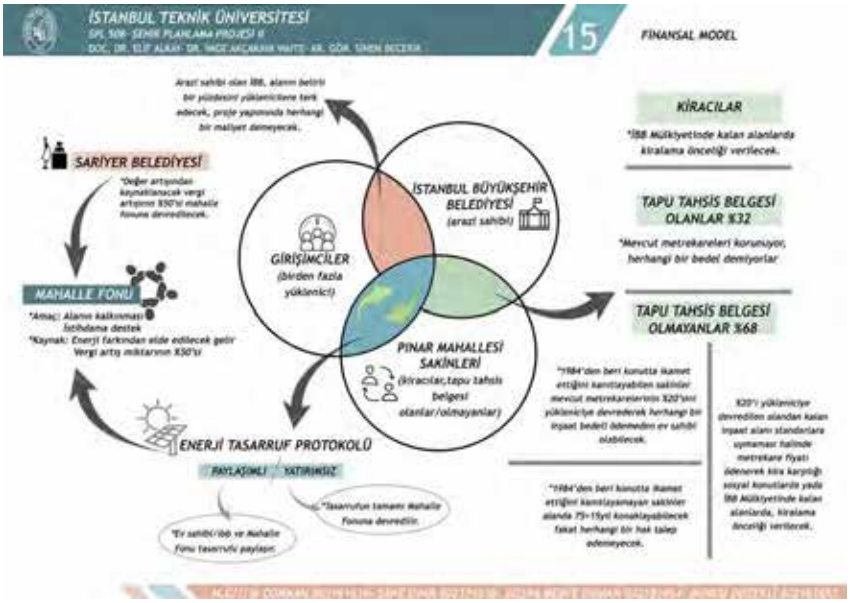

Figure 8. Financial model (Group D)

Weeks 4-5: Revisiting good practices & further refining plans

Collective overview of world cases with collaborative and participatory ambitions:

- A short paper (5-7 pages) that:
    - Compares and contrasts all cases reviewed in previous semester regarding physical, collaborative and participatory approaches;
    - Delivers concrete lessons and strategies for the studio project

Refining collaborative plans with input from literature:

- An “actor scheme” using stakeholder analysis
    - Formal v. informal actors (individuals, organized groups, private entities, government agencies);
    - Interests v. resources (overlaps, gaps, contradictions);
    - The influencer v. the influenced (power relations)
- A revised “collaboration scheme” and its adaptation to plans
    - Collaboration process with relevant actors, roles and responsibilities integrated to the physical and financial planning timeline;
    - Community participation process with relevant participation policy, level and methods integrated to the planning timeline

The world samples of collaborative (and participatory) planning experiences were reviewed in terms of problems, participants, organizations, processes and keywords. Some of world cases are Davis Creek, Anfield-Breckfield, Berlin etc. as depicted in Figure 9.

Figure 9. Review of world cases with a participatory and/or collaborative emphasis

(Group C)

Collaborative planning process was detailed into five phases by one group: organization, analysis-synthesis, determination of vision, aim, strategy and principles, finance and implementation (Figure 10). All phases involved different actors and interests.

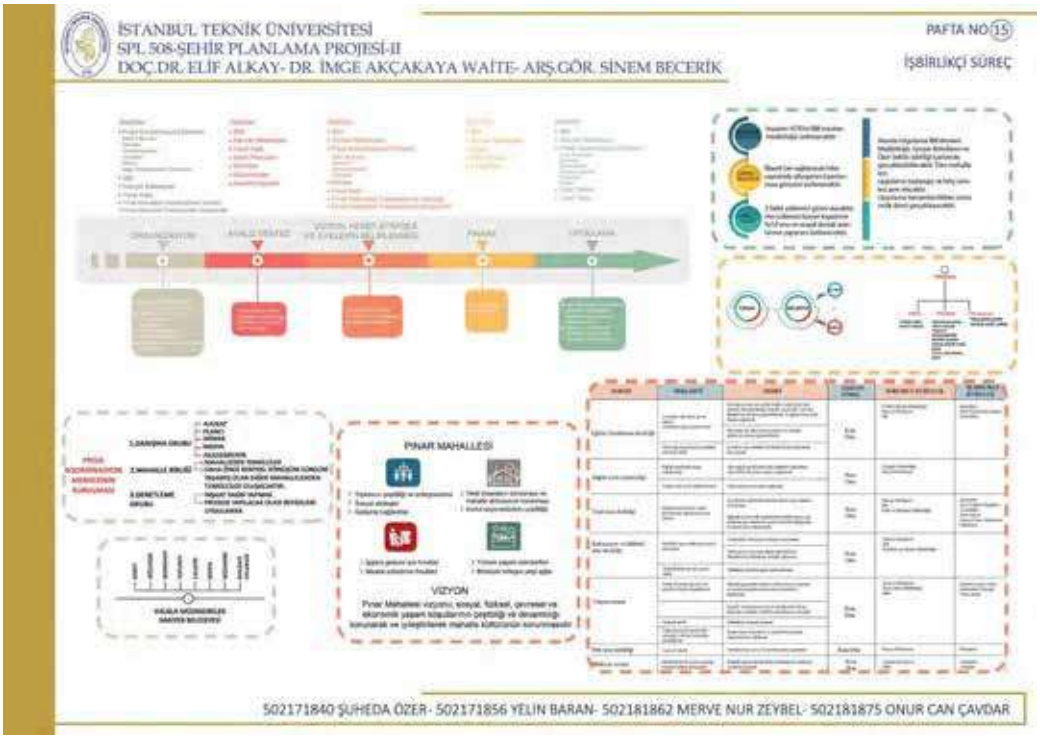

Figure 10. Collaborative planning process (Group E)

Weeks 6-7: Collaborative governance model

- Adapting Ansell and Gash's 2007 model (or another one, of the students' choice) to the Sarıyer case based on previous studio studies
- Structured studio debate: Which model, which path of adaptation?
- Revised assessments, plans & adapted collaborative governance model

The collaborative governance models by Ansell and Gash (2007), Lasker and Weiss (2003), and Connick and Innes (2003) were analyzed in detail (Figure 11). The students' assessment of models was mainly related to the models' aim, important inferences, critical points of process, and phases. Then, each group developed a model for collaborative governance for the study area (Figure 12).

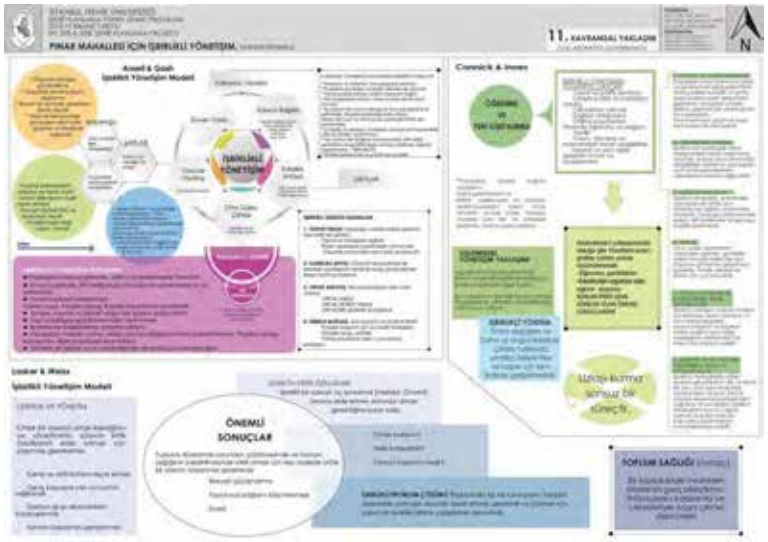

Figure 11. Analysis of Collaborative Governance Models (Group B)

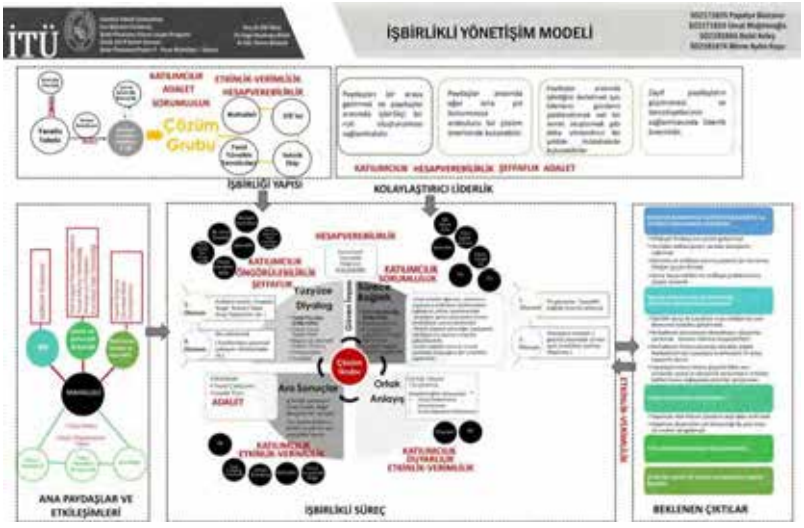

Figure 12. Collaborative Governance Model Proposal (Group A)

Week 8: Spring break

Week 9: Focus group preparation workshop in studio

Facilitation strategies— Facilitative leadership and mediation tactics (by students) that:

- Promote broad and active participation;
- Ensure broad-based influence and control;
- Facilitate productive group dynamics; and
- Extend the scope of the process (based on Lasker and Weiss, 2001)

Assumptions vs. expected outcomes— How to test the model:

- Existing assumptions: power/resource imbalances, incentives to participate, possible cases of antagonism and cooperation
- Collaboration tools: participation methods, face-to-face dialogue, trust building, commitment to the process, shared understanding
- Expected outcomes: planning decisions and their (intermediate) impacts, possible conflicts and their resolution/mediation

Question/discussion guide and logistics— Developing a question/discussion guide to test models and advance them:

- Open-ended questions;
- Students as overt participants;
- Task distribution (facilitating, note-taking, recording, etc.)

Week 10: Focus group study with local stakeholders

With participation of all interested stakeholders; facilitated by students using the question/discussion guide and strategies developed in studio— Focus group study took place in the municipality building with the participation of representatives of local community and NGOs. It started with presentations of student groups about their models. Participants were then asked to choose the one of group for discussion and evaluation of models (Figure 13).

Figure 13. Focus group study at local municipality conducted by students

Weeks 11-12: Focus group data analysis, revision of models & addressing model pitfalls

Analyzing focus group study:

- Organizing participant responses;
- Merging focus group observation notes;
- Coding data (looking for common themes);
- Translating data into findings;
- Supporting findings with outlier responses and notes

Revisiting collaborative governance model:

- Adjusting and detailing the model as necessary based on focus group findings;
- Designing a project process with relevant steps

Possible model pitfalls and responses:

- Plan B's addressing any risks;
- Community and institutional capacity building and (other) empowerment needs

The analysis of focus group was divided into two: first part involved citizens' comments, ideas and demands, the other one reflected on observations and inferences (Figure 14). The data were coded and examined in line with the collaborative governance model components. Models were then revisited to reflect the focus group findings.

Figure 14. Focus group analysis (Group E)

Weeks 13-14: Implications for "good" and collaborative governance

"Good governance" in action:

- Good governance principles in planning literature;
- Integrating good governance principles with the collaborative governance model

Implications for good governance in current Turkish governance legislation:

- Current guidelines, laws and regulations towards (good) governance in Turkey;
- Evaluating the Turkish (and local) planning practice regarding good governance (Figures 15 and 16);
- Generating relevant policies for national/city legislation to improve governance practices in planning

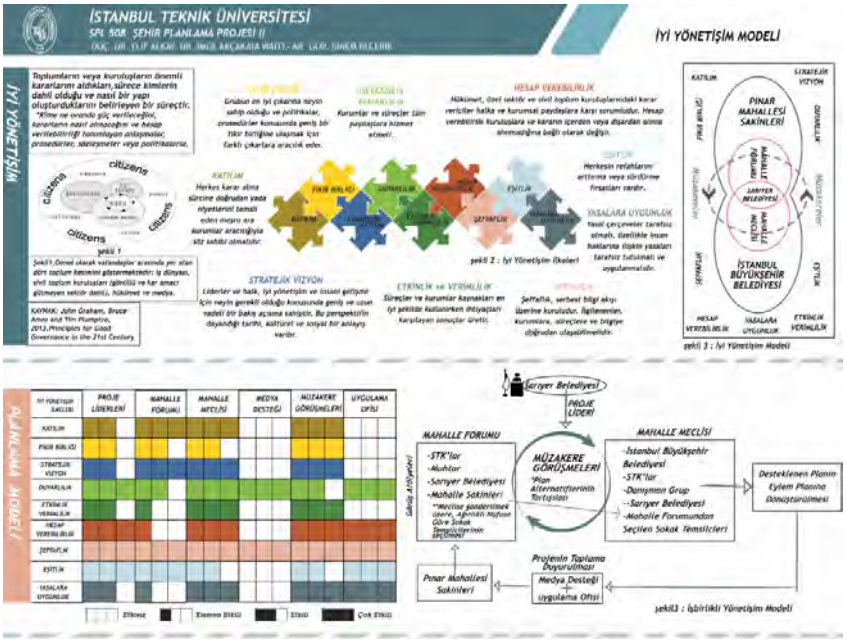

Figure 15. Good governance model

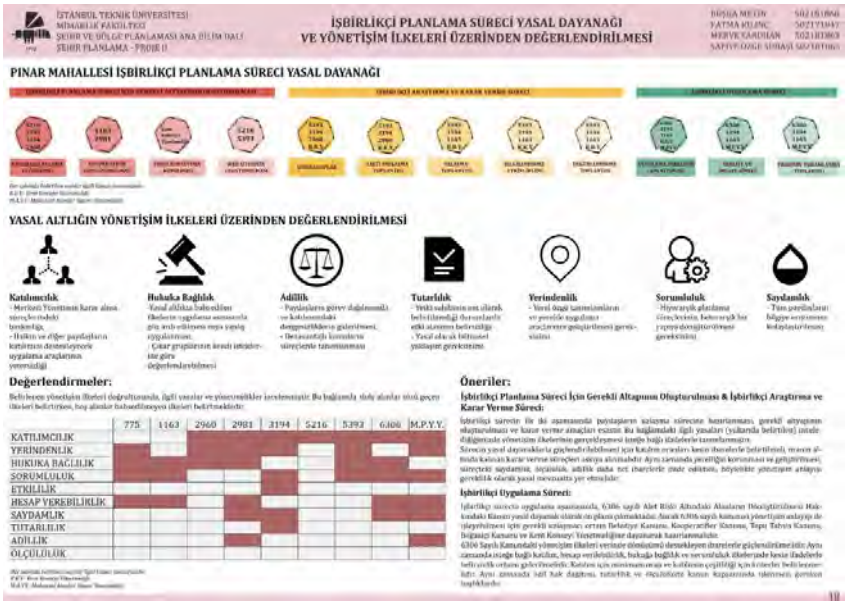

Figure 16. Current Turkish redevelopment laws within good governance perspective

Week 15: Final jury assessment involving local stakeholders

Cohort analysis and reporting of focus group study; revised collaborative governance models with adaptive strategies and good governance inputs; refined policies to improve governance practices in Sarıyer and Istanbul, with implications for Turkey

Preliminary findings and discussion

In the context of course content and development strategies, all five groups based their general framework and models on current conditions of natural, built and socio-economic structures of the study area. Initially, main problems of Pınar Neighborhood were defined in relation to the quality of physical environment, accessibility due to topography and lack of green areas. However, following the structured and semi-structured site visits, a formal briefing at the municipality, and surveys and interviews with local actors, one crucial problem of the area appeared as the land registration issue. All groups defined stakeholders and actors that will take part in the decision-making process of the neighborhood redevelopment in detail. In this perspective, local residents who do not have land titles, the Istanbul Metropolitan Municipality as the major land owner, the district municipality, and local NGOs were defined as important stakeholders for collaborative planning. However, the issue was to remedy all political and economic power relations and the jurisdiction disputes.

All studio groups have developed solution- and network-oriented organizational models and schemes to design neighborhood redevelopment alternatives in terms of spatial, financial, collaborative and legal restructuring. One of the groups described the core project values in keywords "participation — equality — equity — trust — right — clear — desire — need — expectation — empathy — public interest — participatory democracy — reconciliation." It is observed that all models aimed to achieve successful and sustainable planning outcomes towards the betterment of the local public's wellbeing. The students developed physical, financial and collaborative plans, with a special emphasis on the public participation aspect. All in all, both course context and collaborative studio environemnt enabled the graduate students to be more motivated, as they were encouraged to think about collaborative planning and governance processes for the neighborhood's rooted redevelopment problems by empathizing and consulting with its everyday residents.

It is found that experiential learning based project studio design has been a factor in obtaining the studio deliverables analyzed in detail above. Unlike the more conventional planning studios, the graduate students discussed their findings and models with municipality officials throughout the semester and at studio juries. They also had an opportunity to test their models with a focus group study involving local community representatives. In fact, on-site interviews and the focus group study were main tools for re-examining the models and establishing further connections with locality. As students develop their ideas in their own groups, they can take into account the views of local representatives with different competencies and expectations. They also held intra-group and inter-group discussions concerning common pitfalls, responses and understandings; thus, studio meetings have helped students to observe various approaches to problem-solving and process management, and that they should question their models accordingly. The students have highlighted the importance of such inclusive and interactive processes both in the studio and on site towards building trust between planning practitioners and local actors. They have experienced that face-to-face dialogue goes beyond the developments of a site-based model, and that the model is an inevitable necessity in connecting with real life.

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