



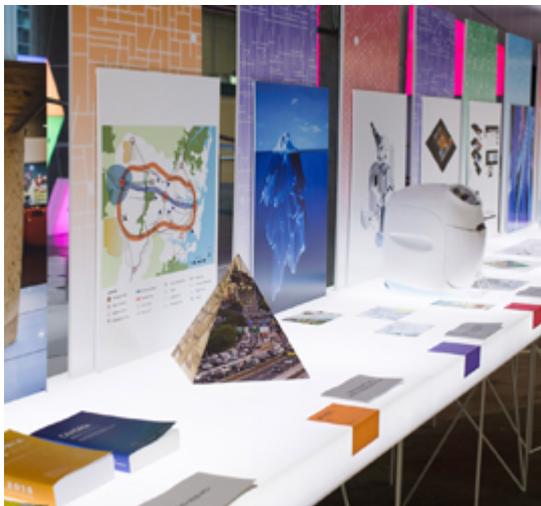
UNSW
SYDNEY

Australia's
Global
University

Built Environment

BEIL0005

People, Place and Design



Course Outline – Term 1 & 3, 2020

Disclaimer

Information within this document is subject to change. The full and most accurate course outline will be available in Moodle closer to the start of the term in which the course is offered.

1. COURSE STAFF

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2. COURSE DETAILS

Credit Points	6 units of credit (uoc)
Workload	Approx. 150 hours including class contact hours, weekly individual and group online learning activities, readings, class preparation, and assessment activities.
Teaching Times and Location	Find details in timetable http://www.timetable.unsw.edu.au

Description

People, Place, Design provides an introduction to the extensive body of environment-behaviour research and theory on people's relationship to place. Students will gain an understanding of the needs of specific users in the design of public spaces in which they live, work and play. Individual perceptions of shared and personal space, universal design and social inclusion will be explored, along with considering how planning and design contribute to social and environmental sustainability in communities. Most of the ideas and concepts discussed will be relevant to all environments and all types of design but for this course the focus will be on public spaces and environments in the public domain.

The course will look at concepts that relate to people and their needs. This will include special population groups, such as children and young people, the elderly, people with disabilities, people from different cultural backgrounds. It will also look at different environments through a social lens including the public domain, open space and parks in urban settings; the streetscape as a significant environment for interaction and 'liveability' of a city; environmental design factors that enable or discourage participation and sustainability in communities. The third part of the course will look at the implications of using an environment-behaviour lens as part of design and planning practice, discussing concepts such as public involvement and participatory planning and design and providing opportunities for the class to engage in some of these processes and methods.

Aims

The course has been designed for students:

1. To develop knowledge of current theory and research related to people/place relationships which can inform design and planning practice;
2. To develop awareness of people's needs, preferences and patterns of use in public spaces, including special user groups such as children, youth, people with disabilities, the elderly, people from different cultural backgrounds and to consider how this might influence design and planning practice;
3. To develop familiarity of methods and approaches to design and planning which are people centred, such as methods of participatory planning and design, methods of public involvement, and socially inclusive design; and
4. To develop awareness of the interdisciplinary nature of people/place relationships and BE projects.

Course Learning Outcomes (CLOs)

At the successful completion of this course, you will be able to:

1. Identify and discuss user needs as a significant factor for consideration in the design and development of the built environment, and in particular, public space;
2. Identify and describe the relationship between the built environment and social outcomes and social sustainability;
3. Relate ideas and topics discussed in class and in the readings to examples from professional practice; and
4. Develop and demonstrate interdisciplinary teamwork skills within the context of practice-based projects.

3. ASSESSMENT

Assessment task	Weight	CLOs Assessed
1. Assignment-How does your profession impact people?	30%	1, 2
2. Tutorial work-Two in-class activities centred on behaviour mapping and public involvement	10%	1, 2
3. Project-Social challenges: Environmental solutions	60%	1. 2. 3. 4

4. COURSE IMPROVEMENT AND FEEDBACK

Feedback from students is an integral part of improving courses and teaching approaches. One of the primary mechanisms of feedback is myExperience, which we strongly urge all students to complete at the end of term. Course convenors use the feedback to make ongoing improvements to the course. This is communicated in Moodle in the myFeedback Matters page.