



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Architettura		
ACADEMIC YEAR	2023/2024		
MASTER'S DEGREE (MSC)	SPATIAL PLANNING		
INTEGRATED COURSE	SLOW AND SOFT MOBILITY + STRATEGIC PLANNING PROJECT CI		
CODE	23409		
MODULES	Yes		
NUMBER OF MODULES	2		
SCIENTIFIC SECTOR(S)	ICAR/05, ICAR/21		
HEAD PROFESSOR(S)	CONTATO ANNALISA	Ricercatore a tempo determinato	Univ. di PALERMO
OTHER PROFESSOR(S)	CONTATO ANNALISA	Ricercatore a tempo determinato	Univ. di PALERMO
	D'ORSO GABRIELE	Ricercatore a tempo determinato	Univ. di PALERMO
CREDITS	8		
PROPAEDEUTICAL SUBJECTS			
MUTUALIZATION			
YEAR	1		
TERM (SEMESTER)	2° semester		
ATTENDANCE	Not mandatory		
EVALUATION	Out of 30		
TEACHER OFFICE HOURS	<p>CONTATO ANNALISA Tuesday 15:00 18:00 Si prega di inviare una email al docente (annalisa.contato@unipa.it) per confermare l'appuntamento e/o provvedere ad adattamento dell'orario in base alle specifiche necessita.</p> <p>D'ORSO GABRIELE Wednesday 10:00 12:00 Dipartimento di Ingegneria, Edificio 8, Secondo Piano, Area Trasporti e Geomatica. Thursday 10:00 12:00 Dipartimento di Ingegneria, Edificio 8, Secondo Piano, Area Trasporti e Geomatica.</p>		

<p>PREREQUISITES</p>	<p>No prerequisites are mandatory. However, students should already have acquired knowledge of the national planning system, its instruments and institutional actors with reference to the planning of contemporary territories.</p>
<p>LEARNING OUTCOMES</p>	<p>Knowledge and comprehension capabilities. The Course, in its integrated delivery modality, intends to offer the student tools and methodologies for the critical knowledge of the theoretical and operational aspects relating to: 1) knowledge of the design techniques of the pedestrian environment, cycling infrastructure, long distance cycle routes, greenways; knowledge of the factors affecting the choice of soft mobility transport modes (pedestrian mobility, cycling, micro-mobility); knowledge of the environmental, health and urban sustainability benefits that soft mobility generates; knowledge of the main planning tools for soft mobility; 2) strategic planning, definition and evolution; strategic planning for urban design; theories and good practices for designing the 15-minute city; theories and good practices of place making, urban design and urban regeneration; mobility in strategic planning. Students at the end of the course will be able to: understand the process of strategic planning within the framework of spatial government; articulate emerging issues and themes in the strategic spatial planning process; recognize the importance of soft mobility in urban and wide area mobility planning; discuss the role of pedestrian and cycle mobility in strategic plans today; recognize strengths and weaknesses in pedestrian and cycle mobility planning in existing plans; discuss the different ways of perceiving the pedestrian environment by different categories of users; discuss different ways of approaching urban design from a strategic perspective. The methods through which these objectives will be pursued are lectures, library research, seminar activities and an application exercise. The teaching tools include multimedia presentations, scientific texts, teaching handouts, and materials useful for carrying out the application exercise.</p> <p>Ability to apply knowledge and understanding. The Integrated Course intends to offer the students the opportunity to: develop application skills and methods for the planning and design of soft mobility in urban and wide area contexts; deepen approaches, methods and tools of strategic planning and theoretical debate, with reference to the current period and to the evolutionary trends in progress also through the illustration of case studies, the comparison of strategic planning experiences, deepening the aspects related to mobility and urban design. From the didactic point of view, the Integrated Course includes both lectures and the elaboration of a group application exercise for the module "Slow and soft mobility". The lectures will provide the theoretical and technical skills necessary for the understanding of the issues addressed and for the elaboration of the application exercise, with in-depth study of selected case studies that will provide useful application examples. By the end of the Integrated Course, students will have acquired the following skills: - be able to develop thematic cartographies of specific analysis for the knowledge of a territorial context, with particular reference to pedestrian and cycle mobility; - apply the main design methods and techniques for the pedestrian environment, cycle infrastructures and long distance cycle routes, taking into account the different needs expressed by different categories of users; - assess the walkability of an urban area, using indicators of different scales; - understand and critically analyse the strategic planning process; - conceptualize and articulate the issues and themes emerging in the strategic spatial planning process; - critically analysing strategic planning experiences and related approaches to sustainable mobility issues and urban design.</p> <p>Autonomy of judgement. At the end of the Integrated Course the students will have developed autonomous judgement skills that will make them able to: evaluate potentialities and threats in the planning processes of soft mobility; criticalities and best practices in the design of spaces for soft mobility with reference to case studies; evaluate potentialities and limits of strategic planning; criticalities and potentialities in the design of strategic planning with reference to the case studies analysed; ability in understanding the transformation processes of cities in order to define the most appropriate strategies of territorial development. Autonomy of judgement will be developed through didactic interaction in seminar form aimed at developing critical and judgement skills, the discussion of case studies, the acquisition of theoretical approaches and best practice techniques.</p> <p>Communicative capabilities.</p>

	<p>Students will develop clear and effective communication and representation skills and language that enable them to interact appropriately in relation to different interlocutors and with reference to different objectives. The students' communication and language skills will be stimulated using various forms of exposition and didactics, such as frontal and seminar activities and the elaboration of graphic support material.</p> <p>By the end of the Integrated Course, students will be able to:</p> <ul style="list-style-type: none"> - present the results of the exercise analyses both verbally and through the production of thematic cartographies in a clear, concise and convincing manner; - select and use the most appropriate graphic tools (diagrams, cartographies, etc.) to communicate information correctly and effectively; - justify, argue and communicate the results of analyses and project proposals; - argue and compare approaches to strategic planning with reference to the theoretical aspects and case studies analysed; - describe a strategic planning project; - to argue and describe strategic approaches to sustainable mobility issues and urban design. <p>Learning Capabilities.</p> <p>Learning skills will be continuously assessed throughout the duration of the Integrated Course through interaction with the lecturer and seminar discussion, on the themes of the disciplinary debate proposed also through the elaboration of an application exercise.</p> <p>At the end of the Integrated Course students will be able to use the methodologies learnt to identify solutions to specific problems and in different territorial contexts.</p> <p>Training objectives.</p> <p>In order to contribute to the training objectives related to the application of the theoretical and methodological framework related to the themes of strategic planning and soft mobility, the Integrated Course aims to relate the dimension of strategic planning with the dimension of planning and design of soft mobility in order to allow the students to develop projects of territorial and urban scale with a view to strategic and sustainable development.</p> <p>Specifically, the Integrated Course intends to provide: competences in the field of design and planning of pedestrian and bicycle infrastructures; competences aimed at evaluating the walkability of urban areas and at solving critical issues through project proposals; competences in the strategic planning process; competences for the definition of territorial and urban development strategies in a sustainable key; competences for designing the 15-minute city; competences related to place making, urban design and urban regeneration.</p>
<p>ASSESSMENT METHODS</p>	<p>Typology of examination: oral exam.</p> <p>Evaluation Criteria.</p> <p>Assessment will be continuous throughout the Integrated Course, by means of classroom discussion of the topics covered, the progressive development/ correction of the application exercise, and attendance.</p> <p>Each student will have to answer at least three open or semi-structured questions for each Module relating to the topics covered during the Integrated Course, with reference to the recommended texts (starting with a topic chosen by the student to begin the oral interview). After the presentation of the topic of the student's choice, the lecturer will ask specific questions on the topics of the syllabus in order to check the level of knowledge acquired, ownership of disciplinary vocabulary, analytical and elaborative ability, ability to establish connections between the contents (theories, models, tools, etc.) covered by the course and the application exercise, and expository ability.</p> <p>The final assessment aims to evaluate whether the student has acquired a good knowledge and understanding of the topics covered and demonstrates application skills with reference to a strategic planning project and to the main planning methods and techniques of soft mobility design.</p> <p>The sufficiency threshold will be reached if the student shows knowledge and understanding of the topics at least in general outlines and has minimum application skills; he/she must, equally, possess expository and argumentative skills such as to enable the transmission of his/her knowledge to the examiner. Below this threshold, the examination will be insufficient. The more, on the other hand, the examinee with his or her argumentative and expository skills manages to interact with the examiner, and the more his or her knowledge and application skills demonstrate the acquisition in detail of the teaching content, the more positive the assessment will be.</p> <p>The evaluation shall be carried out in thirtieths according to the following criteria: Excellent (30 -30 cum laude): Excellent knowledge of topics studied during the Integrated Course, excellent language property, good analytical and interpretative skills; the student is fully able to describe the strategic planning process and establish connections between theories and case studies, analyse soft mobility solutions in strategic plans, apply the theoretical paradigms and</p>

	<p>techniques learnt to design the pedestrian environment and cycling infrastructure.</p> <p>Very good (26-29): Good knowledge of topics studied during the Integrated Course, full property of language; the student is able to describe the strategic planning process and to establish connections between theories and case studies, to analyse soft mobility solutions in strategic plans, to apply the theoretical paradigms and the learned techniques to design the pedestrian environment and cycling infrastructure.</p> <p>Good (24-25): Basic knowledge of the main topics studied during the Integrated Course, discrete properties of language; the student shows a discrete ability to describe the strategic planning process and to establish connections between theories and case studies, to analyse soft mobility solutions in strategic plans, to apply theoretical paradigms and learned techniques to design the pedestrian environment and cycling infrastructure.</p> <p>Sufficient (21-23): Basic knowledge of some topics, sufficient language property; the student shows a limited ability to describe theoretical paradigms and apply the techniques learned in the Integrated Course.</p> <p>Pass (18-20): Minimum knowledge of some topics and poor technical language; little or no ability to describe the theoretical paradigms and apply autonomously the techniques learned in the Integrated Course.</p> <p>Insufficient: The student does not possess an acceptable knowledge of the topics studied in the Integrated Course.</p>
TEACHING METHODS	<p>The methods with which teaching will be organised are: face-to-face lessons, seminars integrated with interactive and cooperative methods (flipped classroom, problem-based learning, group problem solving and reciprocal teaching), library research, field trips, classroom exercises. Teaching aids: multimedia presentations, scientific texts, teaching handouts.</p>

MODULE SLOW AND SOFT MOBILITY

Prof. GABRIELE D'ORSO

SUGGESTED BIBLIOGRAPHY

Lecture outlines and slides will be provided by the professor. It is also advisable to read the following texts:

- 1) Tolley R., Sustainable transport. Planning for walking and cycling in urban environments. Cambridge, Woodhead Publishing Ltd, 2003. ISBN: 9781855736146
- 2) American Association of State Highway and Transportation Officials (AASHTO), Guide for planning, design, and operation of pedestrian facilities. Washington. AASHTO, 2004.
- 3) National Association of City Transportation Officials (NACTO), Global Street Design Guide. Edition: First edition. Washington, Island Press, 2016. ISBN: 9781610914949.
- 4) National Association of City Transportation Officials (NACTO), Urban bikeway design guide. Edition: Second edition. Washington, Island Press, 2014.
- 5) American Association of State Highway and Transportation Officials (AASHTO), Guide for the development of bicycle facilities. Edition: fourth edition. Washington. AASHTO, 2012.
- 6) Rupprecht Consult (editor), Guidelines for Developing and Implementing a Sustainable Urban Mobility Plan, Second Edition, 2019.
- 7) Institute for Transportation and Development Policy (ITDP). Pedestrian First, Tools for a Walkable City. Edition: First Edition. New York, ITDP, 2018.

In addition to the reference bibliography, other books or publications will be suggested during the module in relation to the topics covered.

AMBIT	20658-A scelta dello studente
INDIVIDUAL STUDY (Hrs)	85
COURSE ACTIVITY (Hrs)	40

EDUCATIONAL OBJECTIVES OF THE MODULE

The "Slow and Soft Mobility" course aims to provide a broad overview of soft mobility planning and design techniques for pedestrian, bicycle, and micromobility infrastructure. With an approach that sheds light on the different needs of different groups of users, the course aims to provide students with the tools to design safe and convenient pedestrian and bicycle routes and crossings. In addition, the course aims to help students recognize the importance of planning for soft mobility within the city and at the wide-area scale. The course is divided into three sections: 1) The design techniques of pedestrian routes; the first section looks at the geometric design of pedestrian routes and the assessment of walkability at different scales; 2) The design techniques of bicycle infrastructure; the second section looks at the design of bicycle networks, long-distance cycle routes, and greenways; 3) Soft mobility planning; the third section explores the role of soft mobility in strategic plans, the policies to promote soft mobility, and the link with public transport and shared mobility. By the end of this course, the student will be familiar with soft mobility planning tools and design methodologies for pedestrian spaces and bicycle networks, be able to assess the walkability of an urban area, use GIS software for analysis concerning soft mobility, and propose soft mobility interventions and policies that are suited to the territorial context and that provide solutions to the critical issues encountered.

SYLLABUS

Hrs	Frontal teaching
2	Introduction to pedestrian and bicycle planning: the benefits of designing streets for walking and cycling
5	Designing for pedestrians. The regulatory framework for the design of pedestrian networks. The walkability hierarchy of needs pyramid. Designing pedestrian facilities for different groups of users.
4	Walkability and city. Measuring walkability: indicators, scales, objective and perceived walkability.
5	The design of cycling networks. The regulatory framework.
2	Designing long-distance cycle routes and greenways.
4	Pedestrian and bicycle planning. The key role of slow mobility in Sustainable Urban Mobility Plans (SUMP). Presentation of case studies and best practices.
2	Anatomy of a pedestrian/bike master plan.
4	Policies for promoting walking and cycling in cities. The role of soft mobility in the "15-minute city". The "Complete Streets" policy in the US.
2	Safety issues in pedestrian/cycle networks. Soft mobility for home-to-school trips: safe routes to school programs.
2	Soft mobility and public transport: implementing Transit-Oriented Development.
2	Bikesharing and micromobility.
Hrs	Practice
6	The assessment of walkability in a designated urban area through GIS-based indicators or walkability audit checklists.

MODULE STRATEGIC PLANNING PROJECT

Prof.ssa ANNALISA CONTATO

SUGGESTED BIBLIOGRAPHY

Albrechts L. (2004), "Strategic (spatial) planning reexamined", *Environment and Planning B: Planning and Design* 2004, vol. 31, pp.743-758.

Albrechts L., Healey P, Kunzmann K.R. (2003), "Strategic Spatial Planning and Regional Governance in Europe", *Journal of the American Planning Association*, vol. 69, n.2, pp.113-129.

Balducci A., Fedeli, V., Curci F. (eds., 2017), *Post-Metropolitan Territories. Looking for a New Urbanity*, Routledge, Abingdon, Oxon; New York, NY.

Carta M. (2014), *Reimagining urbanism. Creative, Smart and Green Cities for the Changing Times*, ListLab, Trento.

Healey P., Khakee A., Motte A., Needham B. (eds., 1997), *Making Strategic Spatial Plans: Innovation in Europe*, Routledge, London.

Healey P. (2006), "Relational Complexity and the Imaginative Power of Strategic Spatial Planning", *European Planning Studies*, Vol. 14, n. 4, pp. 525-546.

Oltre alla bibliografia di riferimento, altri testi saranno suggeriti durante il Modulo in relazione agli argomenti trattati. Le tracce delle lezioni saranno fornite dalla docenza.

In addition to the reference bibliography, other texts will be suggested during the module in relation to the topics covered. Lecture outlines will be provided by the teacher.

AMBIT	20658-A scelta dello studente
INDIVIDUAL STUDY (Hrs)	51
COURSE ACTIVITY (Hrs)	24

EDUCATIONAL OBJECTIVES OF THE MODULE

With reference to recent experiences in strategic planning, the "Strategic Planning Project" Module proposes the study and in-depth study of the evolution of approaches in the national and international context. The course aims at reflecting on the relationship between strategic planning, mobility and urban design by offering a training pathway oriented towards the exploration of national and international theories and good practices in order to analyse the experiences carried out, the methodologies adopted, analyse the criticalities and potentials, and address a debate on territorial governance by focusing on some specific themes and issues that are current or emerging in the national and international panorama.

The module's training objectives are: to provide knowledge on approaches, methods, strategic planning tools and the theoretical debate, with an in-depth look at the current period and the current evolutionary trends; to deepen the understanding of the role that strategic planning plays in relation to the transformation and regeneration processes of territories; to compare the experiences of strategic planning in relation to urban regeneration processes; to relate the dimension of strategic planning with the dimension of planning and design of soft mobility in order to allow the development of territorial and urban scale projects.

SYLLABUS

Hrs	Frontal teaching
2	Introduction. Presentation of teaching content of the Course. . Explanation of the Course program and educational objectives, illustration of the teaching documents and bibliography. Census of participants.
5	The strategic dimension in territorial government. Definitions and evolutions of strategic planning.
5	Critical review of national and international case studies
4	From strategic planning to urban design
2	Place making, urban design and urban regeneration
3	The city of 15 minutes
2	Mobility in strategic planning
1	Summary of Course objectives and contents