



**KTH Architecture and  
the Built Environment**

# **PROJECT SUSTAINABLE URBAN DEVELOPMENT**

**Assessments, Planning and Processes**  
15 credits

**AG2809**

**28 August 2018 – January 14 2019**

*If you have questions regarding the course, search for information on Canvas, ask a class mate and if your question is still unsolved, e-mail the course teacher. Make sure that you log into the course Canvas site regularly.*

**Responsible teacher and examiner**

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**Administrator**

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## SCOPE AND LEARNING OUTCOMES

**The aim of this course is to integrate knowledge and skills gained during previous courses and apply these in a sustainable urban development project.**

The Intended Learning Outcomes (ILOs) describe and define what you will need to know in order to pass the course. Your grade(s) is based on our assessment of your performance in relation to the ILOs, specified through the grading criteria. The ILOs are formalized through the course plan established by KTH and are non-negotiable for both teachers and students.

- Design and delimit a project work, establish a project plan for this, and continuously report on progress in a structured manner;
- Identify, select and summarize adequate theory and method for the project work, argue for the selections made, and critically reflect on how these affect the project work results;
- In relation to the selected study area, carry out a baseline analysis and, based on this, identify strategic sustainability challenges;
- Develop a proposal for how the identified sustainability challenges can be handled, by what stakeholders, and what effects the proposed intervention would have on different societal groups;
- Translate the project work results to an implementation plan and/or policy recommendations;

### Workload

The course runs halftime, implying around 20 hours of course work per week. The course is scheduled Tuesdays and Fridays.

Central to the course is to independently design and coordinate the project work, to select appropriate theory and method and to identify literature. With its flexibility in terms of focus areas and high demands on independence and scientific quality, the course provide a good preparation for the thesis work.

## CONTENT

The course comprises three separately graded course modules:

PRO1 – Project work, 10.5 credits, A-F	<i>The project work, in which project coordination and reporting constitutes an important part, alongside carrying out the project per se.</i>	<i>ILO 1-5</i>	Assignment 03 where Assignment 00, 01 and 02 are preconditions
SEM1 – Seminars and literature report 3.0 credits, A-F	<i>Literature that the students themselves identify, select is summarized in a report and discuss during the course seminars.</i>	<i>ILO2</i>	Assignment 02
LER1 – Learning reflection, 1.5 credits, P/F	<i>A written report where the project work is reflected upon from a learning perspective.</i>	<i>ILO 2,4</i>	Assignment 04

## Assignments

The course activities are designed to step-by-step guide an in-depth project process that is tracked by a series of assignments. Each assignment will be introduced separately during the semester and needs to be delivered to accomplish the course by the given date. The assignments are building on each other, so constantly engagement and participation in the course is mandatory. Detailed instructions for each assignment will be posted on Canvas.

### **Assignment 00 – Personal Interview (complete/incomplete)**

The aim of the personal interview is for the teacher team to get to know more about your pre-knowledge and specific professional experiences. It is a short interview (10 minutes) where you have the opportunity to talk to the course leader (me) about your portfolio of skills, what expectations and goals you have with the course.

### **Assignment 01 – Mapping the history and present of the study area (pass/fail)**

Each group select will be assigned a certain part/aspect of the study area in relation to sustainable development. You will perform a mapping of social-ecological-technological components of your part/aspect to understand the dynamic of the landscape, such as biogeophysical preconditions, resource use and dependencies, mobility patterns, stakeholders and their relations, and main sustainability challenges. Potential shifts in the history of the part/aspect are identified and explained. The main aim of this assignment is to promote an in-depth understanding of the dynamic leading up the present day conditions in the study area. The results from the investigations are summarised in a poster including texts, maps and illustrations that is presented during a seminar.

### **Assignment 02 – Seminars and literature report (A-F)**

This individual assignment aims to support the scientific background of the project work. It includes formulating a relevant topic for an in-depth literature study, searching for and collecting relevant scientific literature, synthesising the literature and presenting the synthesis during 2 seminars and in a written report. This assignment also includes the peer-review of another students report. The content of the report is allowed to use in the project report of assignment 03.

### **Assignment 03 – Project work (A-F)**

Assignment 03 is the main part of the course and constitutes planning, performing and reporting the independent project work. It includes four sub-assignments described in the following. **03a) Project Diary (pass/fail):** parallel to the other parts of assignment 03 each student has to continuously develop a so-called Project Diary Booklet. Relevant decisions, documentation of sketches, notes, research outcomes, sources and development of the process shall be collected and documented in this booklet. Each assignment and event, workshop day, study trip etc. shall be reflected with your own thoughts. **03b) Project plan and progress reporting (pass/fail):** The project plan is to be handed in as a written document and also presented and the planning and progress is to be discussed during several seminars. **03c) Project report (A-F)** constitutes the written report that summarises the project in a way that it is accessible to a broad audience and **03d) Final presentations (A-F)** where the project is to be presented as a poster and orally for a broad audience during the final seminar in December and to SUPD students and teachers at the SUPD project vernissage day in January.

## Assignment 04 – Learning reflection report (Pass/Fail)

In order to capture the final step of a project process each student is assigned to write a report where they reflect on their own learning and presents useful insights to their continued work with sustainable urban development.

## EXAMINATION AND GRADING

The course gives a total of 15.0 credits, and comprises three different course modules. For each of these modules you get a partial grade. The master level of the course means also that the grading will also be judged on a master design level. Individual grading, A-F. The individual input at group work, supervision and presentation is taken into account for individual grading if needed.

- **PRO1 - Project work, 10.5 credits, A-F**  
*The project work is examined based on the project work report and presentations plus the process of carrying out the project work. PRO1 examines all ILOs.*
- **SEM1 – Seminars and literature report, 3.0 credits, A-F**  
*The literature work is examined based on the seminar participation and written report. It examines part of ILO2 (“Identify, select and summarize adequate theory and method for the project work”).*
- **LER1 – Learning reflection, 1.5 credits, Pass/Fail**  
*The learning reflection report examines part of ILO 2 (“critically reflect on how these affect the project work results”) and ILO 4.*

A= very good, demonstrates big amount of independency and originality

B = very good

C = Good, with some deficiencies

D = Good, but with quite some deficiencies

E = Approved, but with big deficiencies

F (x) = Supplement needed to be approved (A-E)

F = Failed

### Equal contribution to group project work

Co-operating in projects is sometimes challenging. Group members may have different ambition level, different communication styles, or different expectations on each other, which can create stress or even conflicts. One reason to work in projects is to experience this and to learn how to resolve difficulties in a professional way. The project requirements and supervision are designed in part to help you to plan your project in a way so that problems are avoided. Please contact your group supervisor at an early stage if you experience problems of co-operating in your group that you don't know how to resolve yourselves, so that we can find a way to help you.

### Plagiarism

KTH takes plagiarism and other forms of cheating very seriously. In Canvas, all assignments are automatically controlled for plagiarism. Deliberate plagiarism leads to disciplinary measures

from KTH, but in most cases it is possible in an early stage just to draw attention to the risk or suspicion of plagiarism. The following is an informative quote from: Guiding students away from plagiarism, by Jude Carroll and Carl-Mikael Zetterling (available at <http://www.kth.se/vil/learninglab/plagiat>):

*“Plagiarism is defined as submitting someone else’s work as your own. A student’s work can be declared to be plagiarism if it shows unacknowledged use of other people’s ideas and materials. Plagiarised student work makes it seem as though the ideas or materials are the student’s own rather than making it clear where in the material the student has included work from others. The same is true if students include others’ words and do not show that they are quoted. There are well-developed methods for demonstrating that work is derived from others’ work or others’ words. Acknowledgments may include referencing and citation systems, explicit descriptions of how the work was developed, and academic writing styles which give explicit signals of where ideas, words, images, figures and other such materials are used in the student’s own work.”*

## **COURSE INFORMATION AND UPDATES**

Canvas is the communication platform during the course.

## **DISABILITIES (FUNKA)**

If you have a disability you may receive support from Funka:

<https://www.kth.se/en/student/studentliv/funktionsnedsattning>

It is also important that you **inform the teacher regarding any need you may have**, and, if necessary provide the certificate you get from KTH Funka coordinators. This must be done in order for us to take into account your specific needs.

## **WELCOME!**

Sara Borgström