#HujiPlacemaking

40771 Internship in Social Planning with the Urban Clinic
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HUJI Placemaking

Course about Placemaking on Campus in Conflict

Introduction

The project aims to design a course of *Placemaking* in campus, in the context of conflict and social fragmentation at the Hebrew university of Jerusalem, which will include Arab and Jew students, on a course of PBL method (project based learning)

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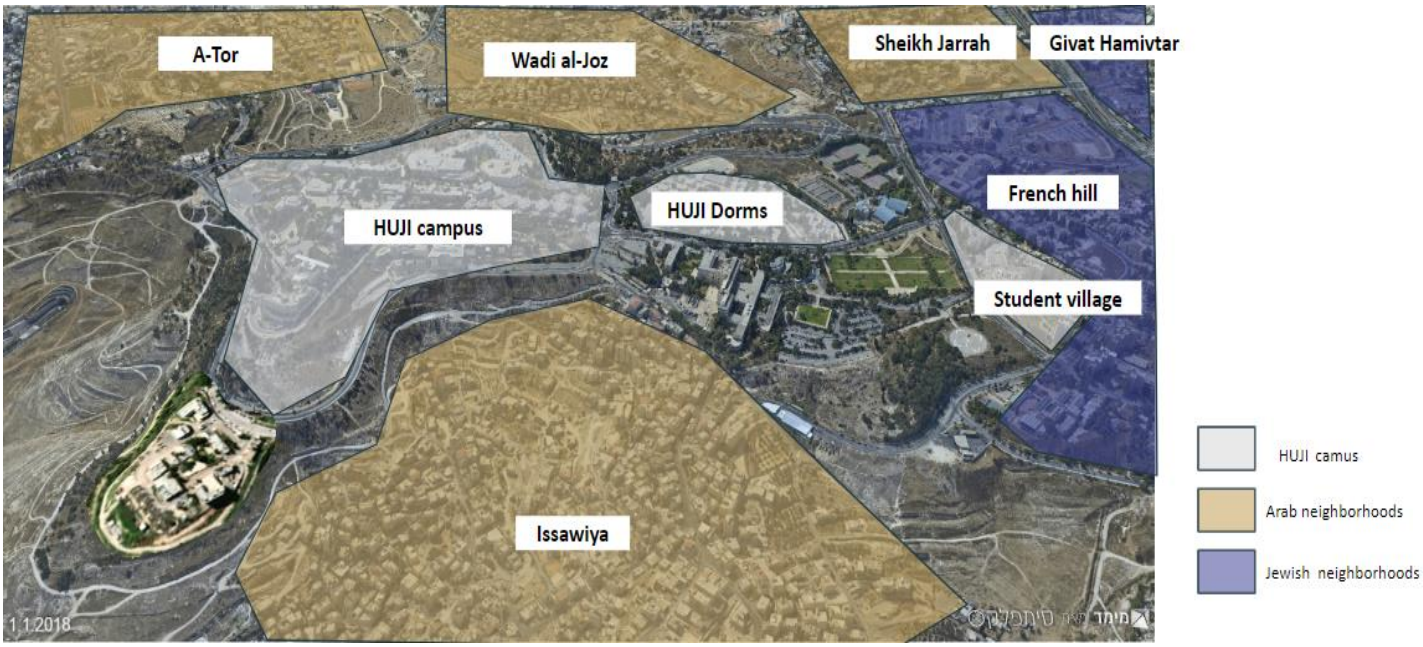
Arabs-Israelis Conflict and social fragmentation

Inside and outside the campus



Placemaking to Peacemaking

placemaking is a flexible approach that could be applied everywhere in the world and could be a tool for social interaction, inclusion and can lead to peace in countries with social fragmentation.*

[1]

[1] * PLACEMAKING FOR PEACEMAKING IN BEIRUT | STIPO. Team for urban strategy and city development, Rotterdam | Amsterdam | Thessaloniki | Stockholm
www.stipo.nl www.thecityateyelevel.com

What is Placemaking?

Placemaking is a multi-faceted approach to the planning, design and management of public spaces.

Characteristics of Quality place:

- **Safe**.
- **Connected**.
- **Welcoming**.
- **Accessible**; people can easily circulate within and to and from these locations
- **Comfortable**; they address cleanliness, character, and charm.
- **Sociable**; they have a physical fabric that encourages people to connect with one another.
- Able to promote and facilitate **civic engagement**.

*"People want to gather, socialize, study and be creative in a comfortable and inviting space that offers shelter and shade from the elements, places to sit, eat and drink, and a space in which to enjoy cultural and artistic activities"**

Why in the Campus?

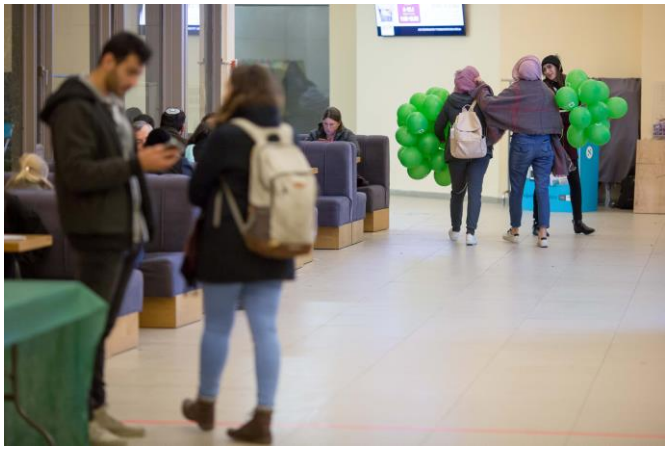
In general

"Public spaces which are full of life are just as important as classrooms in providing a good education!"[2]

One of the most common drivers for the new super-convergences is that of the **student experience**. As the student is ever-increasingly being seen as the consumer who makes an informed choice as to the university that he or she may wish to attend, student experience becomes more and more of a strategic driver. The student does not need to discern between university departments, nor is it desirable for the student to be faced with different levels of service, customer care, and access models depending upon which part of the university he or she is interacting with. 'Effective student support is not the province of one particular group of staff or department. **It is a shared commitment, which relies on good working relationships and effective communication**.[3]

Big issues and opportunities on campus:

- Bringing people and ideas together
- Creating places, not just facilities
- Balancing concerns about flexibility vs. Control on campus
- Improving the city/ university relationship

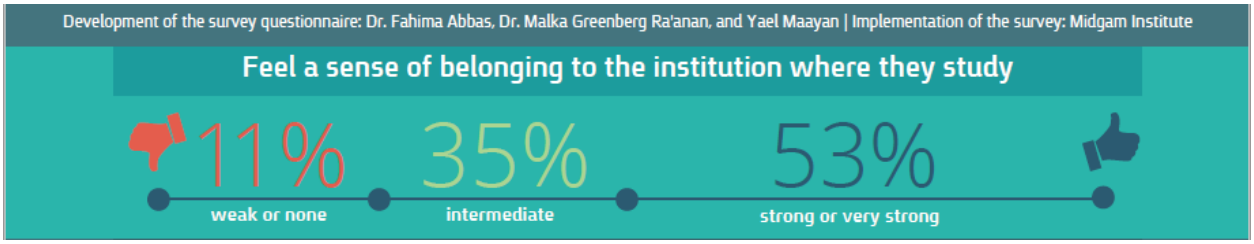


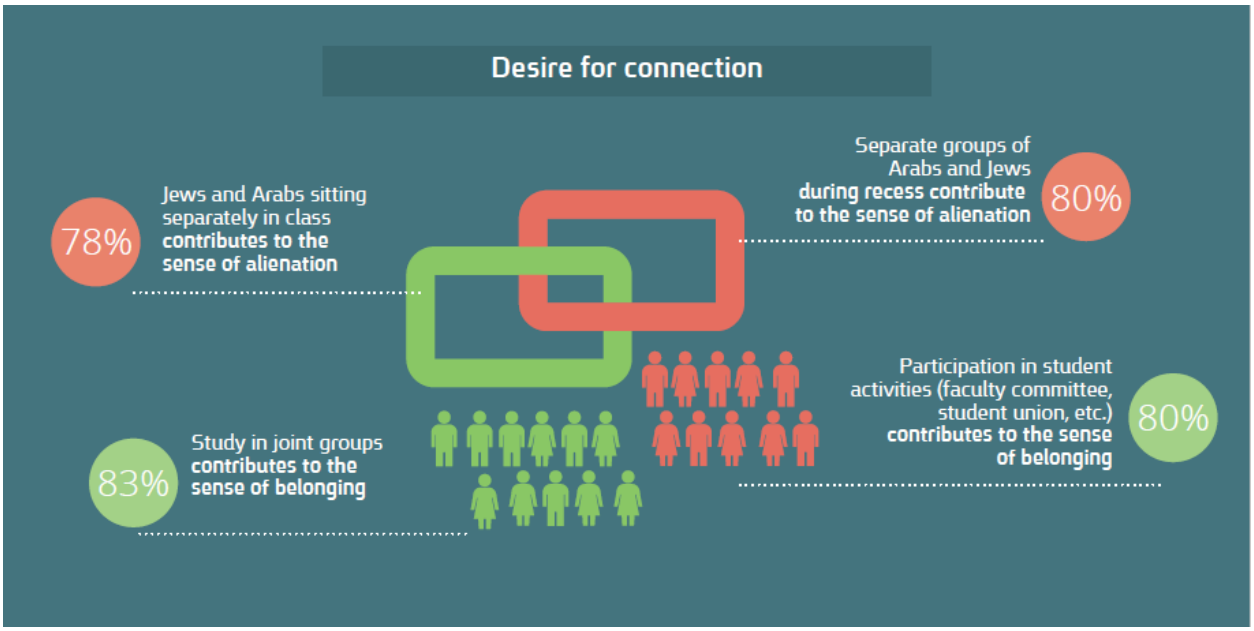
[2] https://www.pps.org/article/campusbulletin

[3] (Aynsley-Smith 2002)

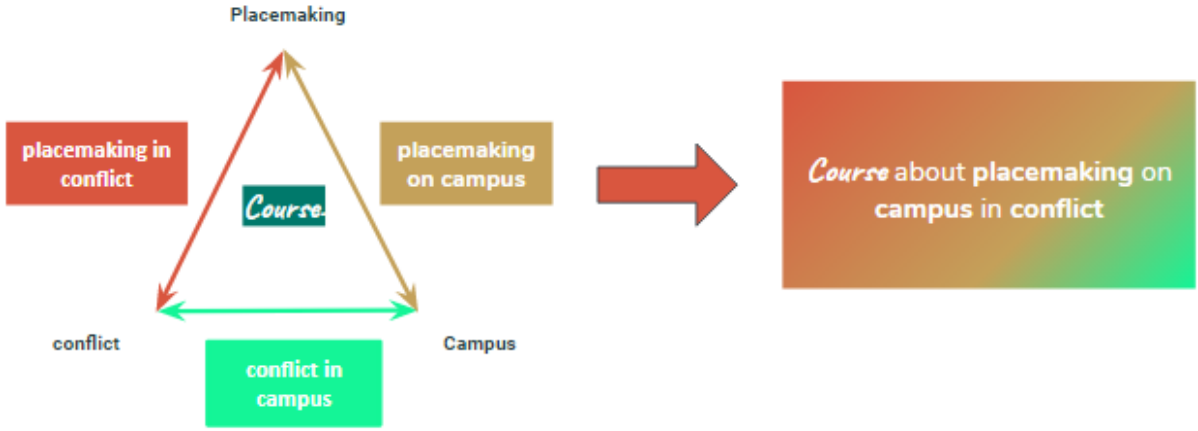
Specific Arabs Israelis students

The research of *Sense of belonging to the academic institution among Arab student*s shows that the feel of belonging is not strong enough, and emphasizing the importance of strengthening relationships among its Arab students. In addition, it shows the desire of connection, and what feeds the sense of belonging versus the sense of alienation.





Methodology:

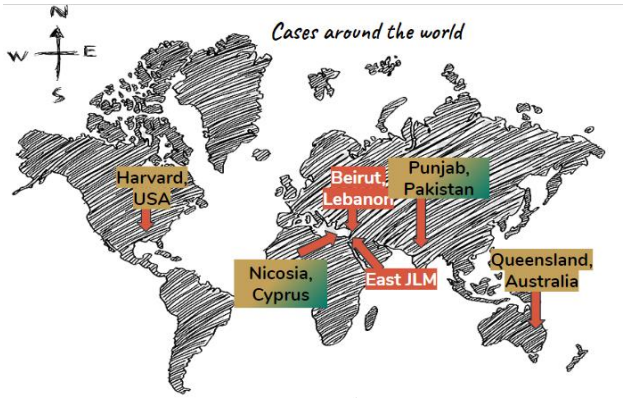


The relationship between: *Campus* | *Placemaking* | *conflict*

Many cases are that applying placemaking on campus and other cases that using placemaking as a tool in conflict areas, and the conflict entered the campus in others.

The combination of these three in a systematic way as a course lead us to design a course about placemaking on campus in conflict.

To achieve this goal, we need to study cases around the world that match these three relations, and what to learn from each experience. We examined six cases, and categorized them in three main groups:



Placemaking on Campus (no course)	USE, Australia
	Harvard, Boston
Placemaking in Conflict Areas (no course)	East Jerusalem
	Beirut, Lebanon
Course on Placemaking on Campus with Conflict	Nicosia, Cyprus
	Punjab, Pakistan

Case studies around the world

What can we learn from international examples?

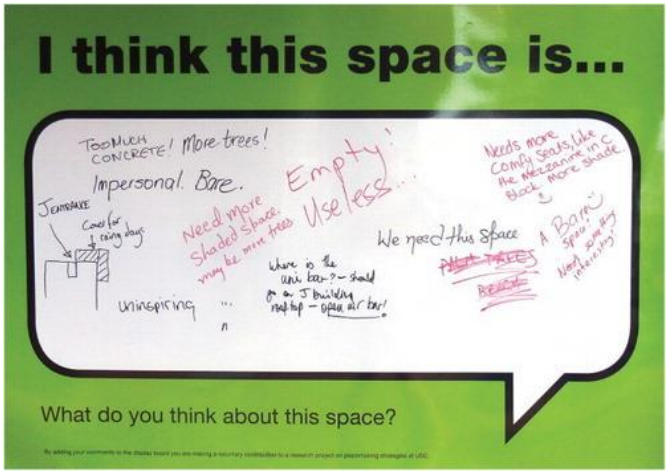
1. **Student engagement in place-making at an Australian university campus**[4]

Interactive student's engagement methods for placemaking

University of the Sunshine Coast

What they did:

- Creative interactive consultation
- Evaluation of the interactive method
- Semi-structured interviews
- Computer-aided visualization exercise



What we learn from this case:

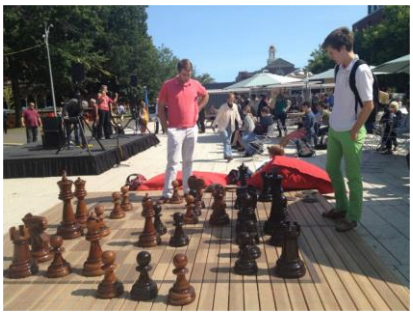
- Using interactive methods with the students in the process of placemaking

[4] Vicky O'Rourke & Claudia Baldwin (2016) Student engagement in placemaking at an Australian university campus, Australian Planner, 53:2, 103-116, DOI: 10.1080/07293682.2015.1135810

2. Placemaking at Harvard yard: Enhancing the humanities with human activity

Initiative of university

What they did:



- Committee on Common Spaces has assembled.
- Planning initiative that would lead to "the transformation of certain physical spaces" and the enhancement of a "sense of engagement and community."
- The Events Management office, a department within Harvard Campus Services, coordinates the Common Spaces program
- Providing collaborative spaces where students, faculty, and staff can explore, enjoy, and create Harvard's academic, cultural, and social offerings.
- Creating events and programs with an array of partners across the University.
- Supporting the community with communal spaces where everyone can fully participate in the opportunities offered.
- They have a website and F.B page especially for the place.
- Thy have a live camera on their website to see the plaza

What we learn from this case:

- The importance of the role of the university to bring the community together and to create areas on campus where students, faculty, staff, and visitors can engage with one another, discover and try new things, or simply relax.
- Importance of media and Technical things (to have website and social networking)

3. Activists project for sustainability in east Jerusalem (Sinsila)

The role of public participation

What they did:

- 14 sessions of 2 hours a week in multiple categories, environment, planning, social working in three different neighborhoods in east Jerusalem.
- Create environmental activists who will be capable of creating a positive change on the ground within their neighborhoods
- Lectures, workshops and tours.
- Designing and implementing placemaking projects with the community.

What we learn from this case:

- Women participate more.
- Effective lectures in mother tongue.
- Project execution should be by participants
- The importance of partnership with Community centers, local authorities(municipality) and relative stakeholders
- To mix between lectures, workshops and site tours.

4. Placemaking Walk-Shop, Bourj Hammoud[5]

Effective public participation vs.
Ineffective commitment of decision makers

What they did:

- Meeting with Municipality and local actors
- Site Visits and Data Collection
- community workshop of 30 persons from children to professionals represented the community
- site ratings, short and long-term recommendations, visual concept plan and action plan
- Studio work analysis, strategy and design
- The strategic plan included long-term vision and short-term goals.

What we learn from this case:

- Successful placemaking needs **Implementation** which requires **committed empowered partners**
- Placemaking could be catalyst in the area where it is applied

[5] https://www.placemakingx.org/people/rony-jalkh An interview with Rony Al Jalkh (Placemaking activist and practitioner)| https://thecityateyelevel.com/

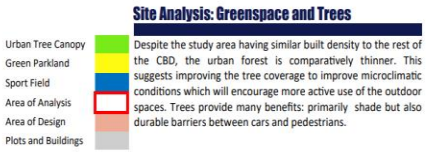
5. Transforming Yenisehir District in Nicosia through 'Placemaking'[6]

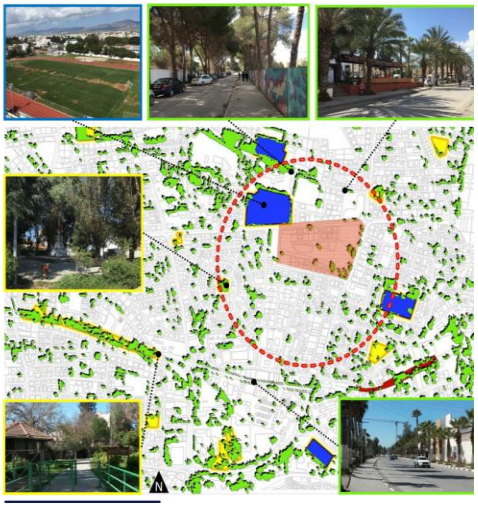
Professional design project

Eastern Mediterranean University, Cyprus

What they did:

- Analysis:
  - Site Analysis: Greenspace and Trees, Traffic Circulation, LAND USES.
  - Legibility Analysis: Kevin Lynch (paths, edges, districts, nodes, landmarks)
  - SWOT Analysis
- Vision and objectives
- Alternatives A & B



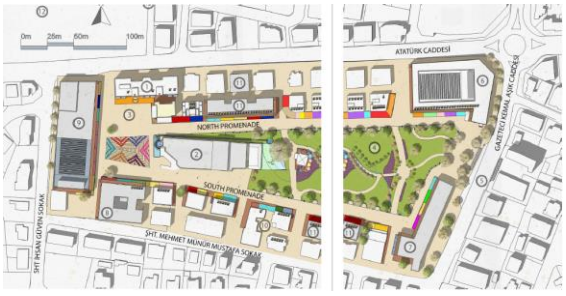


Spring semester: 2016-2017 (4 months)

Supervisors: 2 students: 4 studio work

What we learn from this case:

- The analysis and methodology are most appropriate.



[6] Civic Center of North Nicosia, Cyprus. ANALYSES & PROPOSALS, Faculty of Architecture, Urban Design Program Urban Design Studio 501, Spring 2017

6. **Placemaking week 2019, PUCAD-Pakistan.Transforming university spaces for students by the students.**[7]

Low budget project

University of the Punjab, College of Art & Design PUCAD

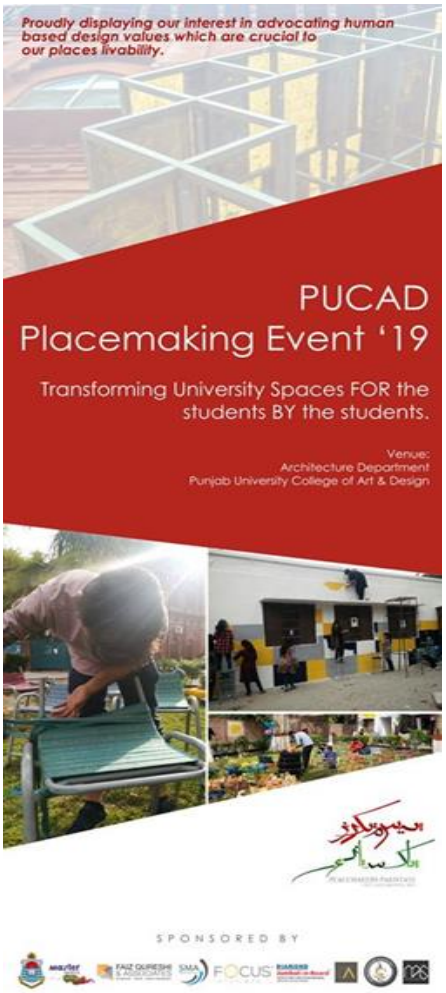
What they did:

- 50-60 Volunteers students and participants of architecture dept , 25 in execution phase
- 3 different spaces in University premises
- The major goal was to bring students out of department into open spaces and interact with each other
- Budget 200,000 PKR =~ 1400$=~ 5000 NIS
- Orientation Day- Lecture Day- competition Day- winners ideas- (students were sent to get low price materials) - week to implementation

What we learn from this case:

- fine art students could help
- To have students from different departments and colleges to involve the student in getting raw material and implementation.

[7] https://www.facebook.com/placemakinginaction/



"Fine arts students are gems in such projects!" [8]

[8] Azbah Ansari, Placemaking week 2019 - PUCAD- Pakistan

Potential spaces

Where on Campus should the Workshops take Place?

Exploring possible spaces at Mt. scoups campus, and the potential of each one

1. **Main entrance**

The importance of this place

- High Socialization potential - Encouraging interaction and relationships between diverse communities in the area.
- A good neighborly relationship between the university and Issawiya.
- Contribution to the urban landscape of the campus.
- Improve walkability throughout the space
- Open spaces invite gathering in front of the main campus gate, which students can enjoy significantly

2. **Entrance near the Senate Hall**

The importance of this place:

- High Socialization potential - Encouraging interaction and relationships between diverse campus residents (students /lecturers/ workers/ guests) in the area.
- Improve walkability throughout the space

Pros:

- Entrance for multiple colleges and departments.
- Shaded wide area

3. The forum

The importance of this place

- High Socialization potential - Encouraging interaction and relationships between diverse campus residents (students /lecturers/ workers/ guests) in the area.
- Improve the atmosphere of sharing by installing Swapping book shelves

Pros:

- Close to library
- Close to bookshop (akademon)
- Has cafe
- Point of gathering
- Transparent facade to green
- near terraces

The related facilities located outside the library's boundary are[9]:

- a Student Service Centre for science students providing enrolment and learning support services
- a glass-roofed public atrium (enclosing the Student Service Centre) which provides social and informal learning space, as well as a zone for public events and presentations
- a suite of 'informal' learning lounges and IT zones located in a refurbished art deco building directly opposite the library and linked physically via an extant subterranean passage
- a sheltered 'verandah' for social and learning activity, created from reclaimed internal library space, which can operate as a closed room or open space according to climate and the preference of users
- a café with dual operating capacity providing service to an internal zone and an external patio
- a large external pavilion providing a mixed social and learning environment for individual or group activity; the pavilion also serves as a hub for events
- an experimental Learning Environments Spatial Lab which provides a dedicated space (which is itself a unique design) for the development of new spatial types and new teaching practices
- two large, formal lecture theatres which firmly link classroom-based learning with the 'informal' learning activity which fills the precinct*

[9] REIMAGINING SPACE FOR LEARNING IN THE UNIVERSITY LIBRARY By Peter Jamieson , ch.4, page43

4. **Frank Sinatra plaza**

The importance of this place:

- High Socialization potential - Encouraging interaction and relationships between diverse campus residents (students /lecturers/ workers/ guests) in the area.

Pros:

- interchange space between colleges and students
- Wide open area

5. **Rothberg International School**

The importance of this place

- High Socialization potential - Encouraging interaction and relationships between Arab and Jew students.

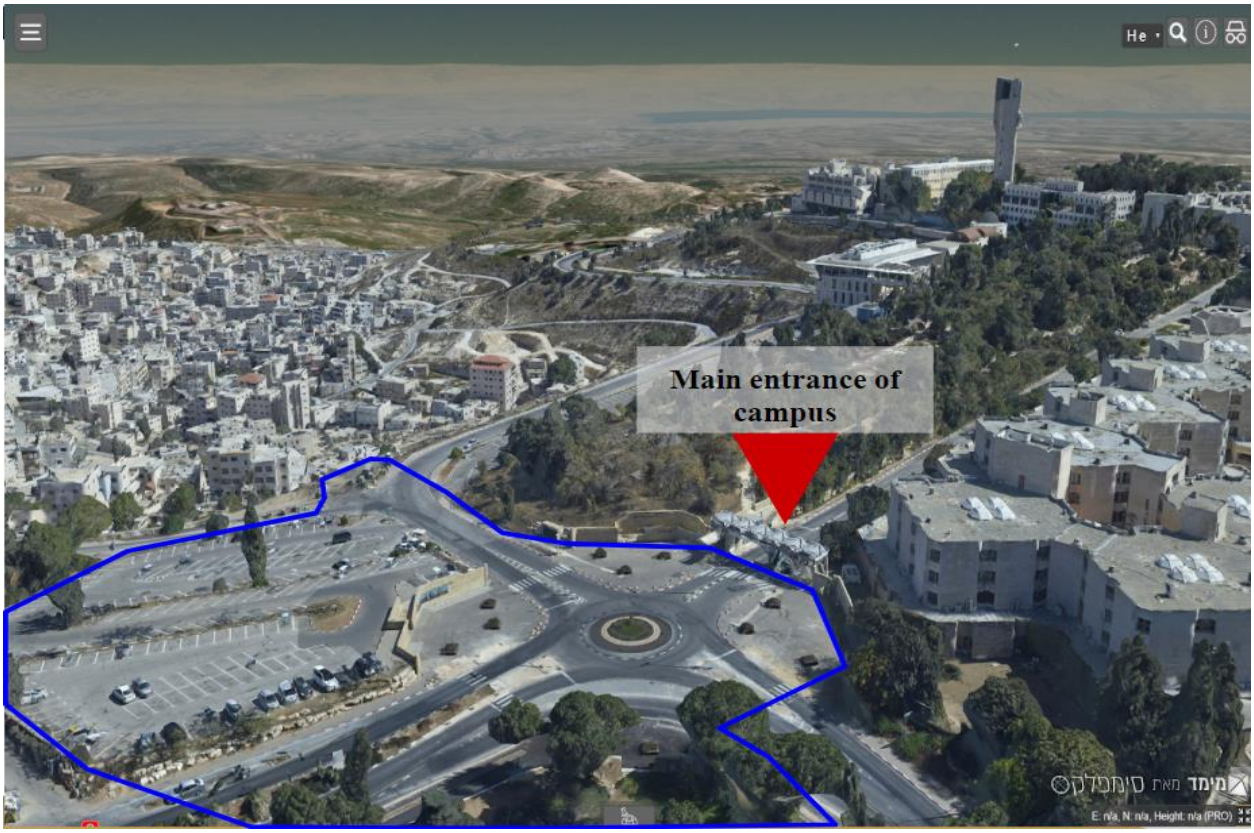
Pros:

- A potential meeting place for students from various backgrounds in particular Arabs and Jews (new immigrants) and others in the purpose of learning the language.

Perception and vision

Campus entrance plaza

Location



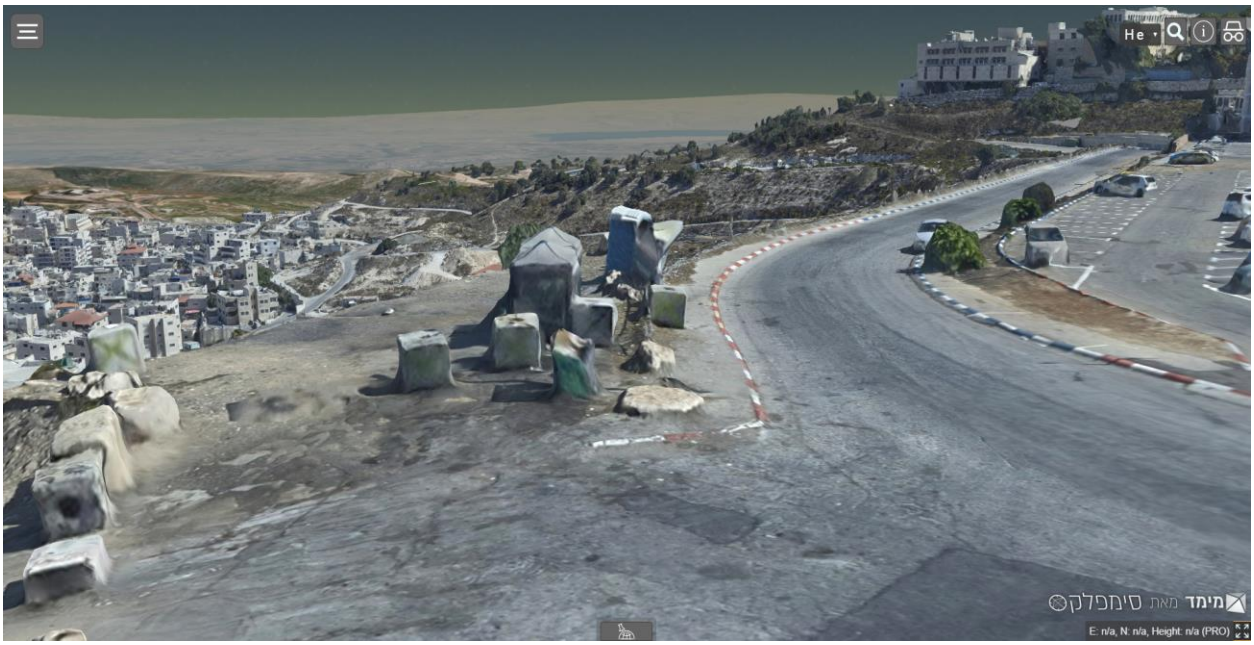
Campus entrance plaza include:

A. *Entrance to Issawiya*
B. *The parking lot*
C. *Expansion in front of the main gate to the campus*
D. *The garden in front of the entrance*

The placemaking at campus plaza will Improved walkability there, and create enjoyable open public spaces for students and community, which lead to good neighborhood relationship, and fulfilled the objectives of the course, by encouraging interaction and connections between Palestinian- Israelis student and community.

Visualization:

A. *Entrance to Issawiya*



Current

Vision

B. The Parking lot

Current

Vision

C. *Expansion in front of the main gate to the campus*

Current

Vision

D. The Garden in front of the entrance

Current

Vision

The values we'll get

- INCLUSIVE (Inclusive experiences make people feel alive, welcome, and part of something larger).
- COLLABORATIVE (Collaborative approaches can enrich idea generation and make solutions stronger)
- CURIOUS (Curiosity nurtures deeper learning and connection).