

'Teaching theory – how to make theory interesting for students?'

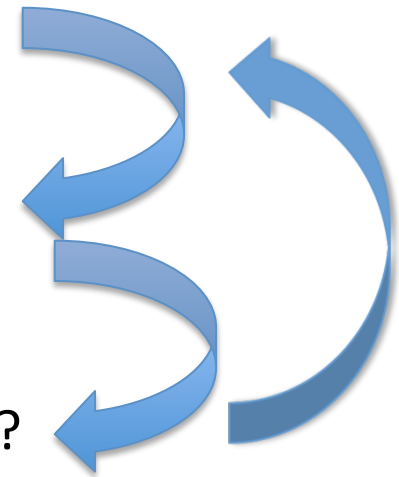
WHY TEACH (PLANNING) THEORY?

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Adjunktpædagogikum

Three questions

- Why teach (planning) theory? (which is the aim?)
- How to teach (planning) theory? (what to teach and how to go about it, from readings to pedagogy)
- How to analyse/measure student learning outcomes?



Why do we teach our students theory?

Because....

- we are in a university and planning is a university education?
- we are academics and theory is what we know something about?
- we believe theory will help students to become better planners?
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What is the 'good' planner and what does this have to do with theory?

How can theory help students?

- There are theories which give students an idea of 'how to do planning' (general principles for land use planning, a transport model, an environmental assessment etc.) (theories *in* planning)
- There are theories which give students an idea of how their discipline has developed and help them to understand the complexities of their chosen profession (e.g. through different schools of planning) (theories *of* planning)
- There are theories which give students an idea of how planning works in reality (e.g. critical case studies of power) (theories *about* planning)

Two types of planners

the (technical) expert

technical rationality -> problem solving



the (social/political) planner



RIGOR

RELEVANCE

Intuitive, learning by doing, know how, muddling through (knowing-in-action)
-> problem setting (framing)

Understanding good practice

- A good planner would understand what is good practice
- Universal principles for good practice vs. good practice as context dependent (knowing-in-action)?
- If you are looking for universal principles for good practice, then theories *in* planning are helpful
- If you understand good practice as context dependent, then you may find theories *of/about* planning more helpful

The reflective practitioner

A planner troubled by:

- Her own role (and how to act in specific situations)
- The role and value of planning in society (and changes herein)
- How to change society for the better



the (social/political) planner

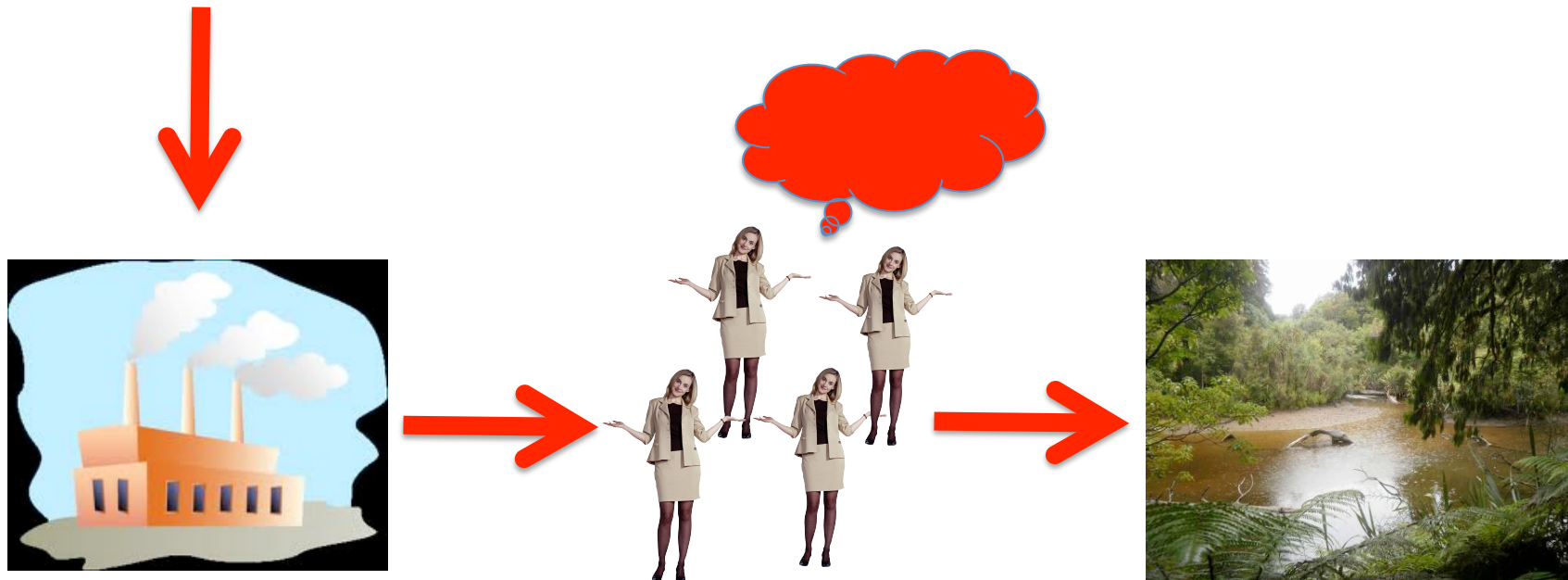


Theories *of* planning
Theories *about* planning

Provide language to construct
interpretations of the context

'Producing' the reflective practitioner

Theory (theories *of/about* planning)



How to prepare students for the swamp?



Work in progress

Three questions

- Why teach (planning) theory? **Aim: the reflective practitioner**
- How to teach (planning) theory **in a way that encourages reflection?** (what to teach and how to go about it, from readings to pedagogy)
- How to analyse/measure student learning outcomes **(reflective skills)?**