

## Scenario:

Urban planning includes the planning, regulation and management of cities and towns. It deals with spatial boundaries, the distribution of resources, and the environmental, social and economic impacts of those boundaries and distributions

An urban planning challenge assignment provides learners with a wealth of problems and angles for exploring solutions. The topic is authentic, relevant, and current, which makes it a rich topic for problem-based learning.

In this experience, learners participate in a project to identify and solve an urban planning problem. The project is authentic in nature, offering learners the opportunity to explore real challenges facing real cities. Problem-based learning is process-oriented. The process of this project challenges learners to interact with content on a variety of levels. Assessment for the experience follows the learners throughout the experience, allowing for intervention and improvement at appropriate intervals.

## Problem-Based E-Learning Experience: An Urban Planning Problem

<b>Title</b>	<b>Description</b>	<b>Annotation: Best Practices for Design</b>
<b>Learners</b>	Higher Education/Adult Learners	
<b>Instructional Goal</b>	The learner creates a solution for an urban planning problem.	Instructional goals for problem-based learning should indicate a process-oriented experience.
<b>Assessment</b>	Rubrics that assess the following: 1. Drafting of relevant, effective interview questions 2. Execution of the interview 3. Presentation-explanation of solution, connection to problem 4. Presentation-communication/deliver elements	Assessments for problem-based learning should align with the process-oriented nature of the instructional model. Assessment should occur throughout the various steps of the experience.
<b>E-Learning Tools</b>	<ul style="list-style-type: none"><li>• Text/Video/Audio content</li><li>• Interviews</li><li>• Recorded presentation</li></ul>	Use technologies that support diverse learner collaboration and provide multiple ways to collaborate.

<b>Problem-Based E-Learning Experience</b>	1. Learners will research and gather details about an assigned town or city with an identified urban planning problem.	This step supports the problem-based learning best practice of <b>student agency</b> . Learners have choices in how to interact with the content of the assignment. Learners have the autonomy to develop a research strategy that is the most meaningful.
	2. Learners will next use the research findings to compile a list of clarifying questions to ask a planning official in the assigned city or town. Learners will consider cultural settings and geographic location when framing questions. Using virtual video conferencing, learners will reference the questions list to interview the assigned city or town official.	This step supports the problem-based learning best practice of <b>student agency</b> . Learners have choices in how to interact with the content of the assignment. Learners choose the questions and the direction of the interviews to make the assignment meaningful.  This step also supports the best practice of <b>asynchronous and synchronous</b> . The research portion of this step is asynchronous. The interview portion is synchronous.
	3. Using findings from the interview, and independent research, learners will create two solutions for the town's or city's urban planning problem. Learners will also iterate possible solutions using feedback from the instructor.	This step supports the problem-based learning best practice of <b>feedback loops</b> . These feedback loops allow instructors to keep learners on track during the process of the learning experience. In that way, changes or improvements can be implemented prior to delivery of the final product.
	4. Learners will report the findings by uploading a recorded presentation using a video sharing platform.	This step supports the problem-based learning best practice of <b>student agency</b> . Learners have choices in how to organize the presentation.