

GEODZ 822: Models I - Evaluation and Decision

Course URL: <http://canvas.psu.edu>

Course Instructor: David Goldberg [goldberg@psu.edu]

Instructor Office Hours: by appointment

Prerequisites: GEODZ 511

Course Description

The Geodesign Framework directs design thinking regarding a specific issue or project and determines how best to conduct a specified study. The Framework comprises six families of models, which form the basis for a design study's analysis and project approach. In this course, you will develop fluency in two of the Framework's families of models: Evaluation and Decision, while understanding how those contribute to the entire Framework methodology.

Following Carl Steinitz's Framework for geodesign, you will learn how these two models determine the design method by defining how the decisions are made, and by whom, and what evaluations are necessary for making an informed decision. You will learn that final designs are decision-driven, not data-driven. The course teaches you how to ask questions, assess the attractiveness, vulnerability, and risks of certain factors in Evaluation models, as they are defined by the cultural, political, and administrative values of the stakeholders in the Decision models, which themselves are determined by the design consequences of Impact models.

You will gain a better understanding of these models by reviewing case studies, engaging in dialogues with colleagues, and by completing weekly assignments. Each week the course material will be communicated through five (5) different methods:

- Topic overview
- Lesson activities
- Relevant videos and lectures
- Weekly assignments
- Canvas Discussion
- MS Teams Collaborations

Required Texts

- Steinitz, Carl. A Framework for Geodesign: Changing Geography by Design. ESRI Press. 2012.

- Other texts excerpts, articles, etc. will be provided through the Penn State Library Reserves. See: <http://www.libraries.psu.edu/psul/reserves.html>

Course Objectives

By the end of this course, you should be able to:

- Describe how geodesign studies are *decision*-driven – not *data*-driven.
- Describe a method for performing a geodesign study.
- Assess the goals and values for the "people of the place" in a geodesign study.
- Demonstrate an ability to perform an evaluation model.
- Understand the paired relationship of decision and evaluation models.
- Understand the role decision and evaluation models have in specifying representation, process, and impact models.
- Successfully exhibit the role of collaborator in a geodesign study.

Case Project

In GEODZ 511, you worked on an individual geodesign study focusing on your area of interest (AOI). In this course, you will be working on a real-world case project, not as an individual but as a geodesign team member. The product of your Method Plans will be used to inform a LARCH 414 design studio.

Course Evaluation

The course grade will be based on lesson assignments, discussions, and a final methods plan. The assignments and discussions will follow a plus (+), check-plus (✓+), check (✓), minus (-), and incomplete (0) grading scheme. While this translates to Canvas points (which represent letter grades), this scheme focuses on progress rather than deficiencies. Components of the Methods Plan will also include a checked grading scheme, but overall it will be assessed as a letter-grade.

The percentage that each component will contribute to the final grade is as follows:

- 40% Methods Plan
- 30% Assignments
- 20% Discussion
- 10% Collaboration

Methods Plan (40%)

As a geodesign team member, you will collaborate on a Methods Plan for the case project. Using Conceptboard and MS Teams, you will specify each models' components for the case project's methods.

Assignments (20%)

Assignments will consist of activities related to the lesson. Each lesson is a building block to the Methods Plan. Specific evaluation for each assignment will be detailed in the

rubrics and will be due at 11:59 PST the Monday following when it was assigned (unless otherwise noted).

Discussions (20%)

Each lesson will include a graded discussion where you will contribute to that week's topic's discourse. Your discussion will be evaluated on the quality and insight of your contribution. Posting general relevant information is encouraged as a response, but please pose a question(s) relating to the post if you want others to respond. **The discussion will be due at 11:59 PST the Friday** following when it was assigned (unless otherwise noted)

70% *Quality* – Is it clear that you understand the material?

30% *Insight* – Do you contribute something new to the material?

Collaboration (10%)

Collaboration is a crucial part of the geodesign process. Collaboration is an opportunity for you to share ideas and dialogue with your peers. You are expected to regularly contribute to the groups and maintain an on-going conversation with your peers via MS Teams and Canvas comments/tasks.

Late Assignment Policy

In an eight-week format, this course moves at a swift pace. Assignments that are submitted late affect both your ability to receive timely feedback and your ability to contribute to the team. As such, late submissions have significantly more penalties than can be conveyed through a grade deduction. However, late assignments will be assigned a 10% deduction. Assignments submitted more than one week after the original submission due date will not be accepted (unless communicated by the instructor).

Course Grades (LionPATH Standard Scheme)

- A 100% to 94%
- A- < 94% to 90%
- B+ < 90% to 87%
- B < 87% to 84%
- B- < 84% to 80%
- C+ < 80% to 77%
- C < 77% to 70%
- D < 70% to 60%
- F < 63% to 0%

Course Schedule

All assignments should be complete and submitted to the specified delivery method by 11:59pm PST on the Monday following new lesson material (unless otherwise noted).

The instructor will provide feedback on each assignment within one week of the submission date. The detailed assignment and collaborative review due dates will be posted to Canvas as we move through the semester.

A typical week is outlined below:

MON	TUES	WED	THUR	FRI	SAT / SUN
New lesson overview available online		Mid-week instructor check-in		Team Collaboration Component Due	Student work on lesson assignment individually or collaborate on team assignment
Assignment Due @ 11:59pm PST					

Course Delivery Format

This course will be delivered entirely online. There are no face-to-face class sessions. In short, the course is web-based. It makes extensive use of Penn State's Learning Management System called CANVAS for lesson content, discussion activities, assignment submissions, and grade reporting. The course will utilize Microsoft Teams and Conceptboard for additional activities. Students are encouraged to take advantage of synchronous or asynchronous video chats in MS Teams to collaborate with team members. Comments and tasks will also be used in Conceptboard to further collaborate on specific content.

Since this course is offered online, all correspondence will occur via email, MS Teams, or announcements. The instructor will be sending out weekly notifications on Wednesday using CANVAS Announcements to remind you of important course information or assignment expectations. These announcements are emailed to you via Canvas notifications (only if you are subscribed). All students are expected to check their emails regularly. It is each student's responsibility to stay aware of all class requirements, deadlines, and due dates. Please don't hesitate to email the instructor with any questions or concerns. Synchronous web meetings can also be requested for clarity of course content. For more information about Canvas notifications visit:

<https://community.canvaslms.com/docs/doc-10624>

Course Software

This course will utilize several desktop and cloud-based applications. These tools will enable you to produce individual as well as collaborative products:

- Adobe Spark – <https://spark.adobe.com/sp/>
- Microsoft Team -- <https://office365.psu.edu/>
- ConceptBoard - <https://conceptboard.com/>
- ArcGIS @ Penn State - <https://sites.psu.edu/psugis/software/>

Access to these applications will be provided to you at no cost as part of this course. You have access to Microsoft Office 365, Adobe CC, and Esri ArcGIS via your Penn State Access Account. You will receive invitations to join our Geodesign 822 team on Microsoft Teams, ConceptBoard and ArcGIS Online during the first week. Please accept these invitations so that you can be added to the groups.

World Campus Technical Requirements

Operating System	Penn State's LMS, Canvas, supports most recent versions of Microsoft Windows and Apple Mac operating systems. To determine if your operating system is supported, please review the <u>Canvas Computer Specifications</u> .
Hardware	For a list of required computer hardware specifications and internet speed, please review the <u>Canvas Computer Specifications</u> .
Browser	Canvas supports the last two versions of every major browser release. We highly recommend updating to the newest version of whatever browser you are using. To determine if your browser is supported, please review the list of <u>Canvas Supported Browsers</u> . Please note that due to Instructure's reduction of support for Internet Explorer, students and instructors should choose another browser to use such as Firefox, Chrome, Edge, or Safari. Note: Cookies must be enabled, and pop-up blockers should be configured to permit new windows from Penn State websites.
Additional Software	All Penn State students have access to <u>Microsoft Office 365</u> , including Microsoft Office applications such as Word, Excel, and PowerPoint. Students will need Adobe Acrobat, available through <u>Adobe Creative Cloud</u> .
Internet Connection	Broadband (cable or DSL) connection required
Sound Card, Microphone, and Speakers	Required
Monitor	Monitor (Capable of at least 1024 x 768 resolution)
Mobile Device (optional)	The Canvas mobile app is available for versions of iOS and Android. To determine if your device is capable of using the Canvas Mobile App, please review the <u>Canvas Mobile App Requirements</u> .

Academic Policies

Academic Integrity

According to the Penn State Principles and University Code of Conduct: Academic integrity is a basic guiding principle for all academic activity at Penn State University, allowing the pursuit of scholarly activity in an open, honest, and responsible manner. In accord with the University's Code of Conduct, you must not engage in or tolerate academic dishonesty. This includes, but is not limited to cheating, plagiarism, fabrication of information or citations, facilitating acts of academic dishonesty by others, unauthorized possession of examinations, submitting work of another person, or work previously used without informing the instructor, or tampering with the academic work of other students. Any violation of academic integrity will be investigated, and where warranted, punitive action will be taken. For every incident when a penalty of any kind is assessed, a report must be filed.

Affirmative Action & Sexual Harassment

The Pennsylvania State University is committed to a policy that all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by Commonwealth or Federal authorities. Penn State does not discriminate against any person because of age, ancestry, color, disability or handicap, national origin, race, religious creed, sex, sexual orientation, or veteran status. Direct all inquiries to the Affirmative Action Office, 211 Willard Building.

An Invitation to Students with Learning Disabilities

Penn State welcomes students with disabilities into the University's educational programs. If you have a disability-related need for modifications or reasonable accommodations in this course, contact the Office for Disability Services, ODS (located in 116 Boucke Building, 1-814-863-1807 (V/TTY). For further information regarding ODS, please visit their website at www.equity.psu.edu/ods.

Instructors should be notified as early in the semester as possible regarding the need for modification or reasonable accommodations. Since many students have disabilities not readily noticeable, this announcement or statement encourages students to identify their needs early in the semester so timely adaptations can be made. You may refer to the Nondiscrimination Policy in the Student Guide to University Policies and Rules.