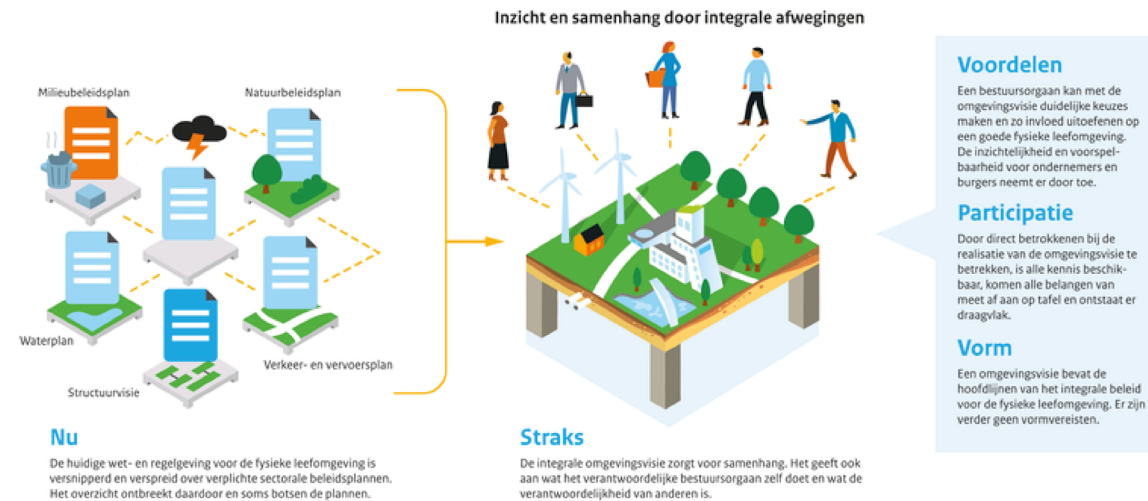




INSTRUMENTEN

Omgevingsvisie

In een omgevingsvisie staan de ontwikkelingen en ambities voor een grondgebied. Daarbij rekening houdend met onderwerpen als bouwwerken, infrastructuur, watersystemen, water, bodem, lucht, landschappen, natuur, Werelderfgoed en ander cultureel erfgoed. De visie is geen gedetailleerd plan maar toont de hoofdlijnen voor het langetermijnbeleid. Het Rijk, de provincies en gemeenten zijn verplicht een omgevingsvisie te maken.



Omgevingswetportaal.nl | december 2017

The new Dutch environmental act: one integral act with emphasis on participation
source: Omgevingswetportaal (2018)

| NEW ENVIRONMENTAL ACT 2021 |

origin | research design | theory | reality | context | actors | synthesis | game design | final game | game output | spatial vision | spatial design | conclusion | discussion

“**More contacts** between citizens and government would **contribute to solving complex problems**, that’s the idea. But that is a **simplistic thought**. Just as you **do not solve** a relationship crisis **by talking more** with each other, more **face-to-face contacts** between the government and the citizen are **ill-considered**.”

“Niet meer, maar betere gesprekken tussen overheid en burgers zijn nodig.”
source: Bleijenberg, C., Aarts, N., & Renes, R. J. (2014).

| NOT MORE, BUT BETTER CONVERSATIONS |

origin | research design | theory | reality | context | actors | synthesis | game design | final game | game output | spatial vision | spatial design | conclusion | discussion

PARTICIPATION LACKS QUALITY

used for the wrong objective, beneficial outcomes are unclear



→ programma's → De slag om Nederland

De slag om Nederland

De inspraakpoppenkast

2 FEBRUARI 2012

Inwoners van Zwaagdijk-West kwamen met een alternatief voor het uitbreidingsplan van een provinciale hoofdweg. Maar de provincie wilde er niet aan. Inspraak blijkt een wassen neus.

| PROBLEM STATEMENT |

origin | research design | theory | reality | context | actors | synthesis | game design | final game | game output | spatial vision | spatial design | conclusion | discussion

PARTICIPATION LACKS QUALITY

DIALOGUE IS NOT CONSTRUCTIVE

not equal, difference in knowledge, no listening

'De participatiesamenleving leidt tot groeiende ongelijkheid'

Lost de participatiesamenleving haar belofte in dat iedere burger mag meepraten en meedoen? Bestuurskundige William Voorberg denkt van niet: "Het zijn steevast dezelfde mensen die aan de slag gaan met dit soort burgerinitiatieven."



| PROBLEM STATEMENT |

origin | research design | theory | reality | context | actors | synthesis | game design | final game | game output | spatial vision | spatial design | conclusion | discussion

PARTICIPATION LACKS QUALITY

DIALOGUE IS NOT CONSTRUCTIVE

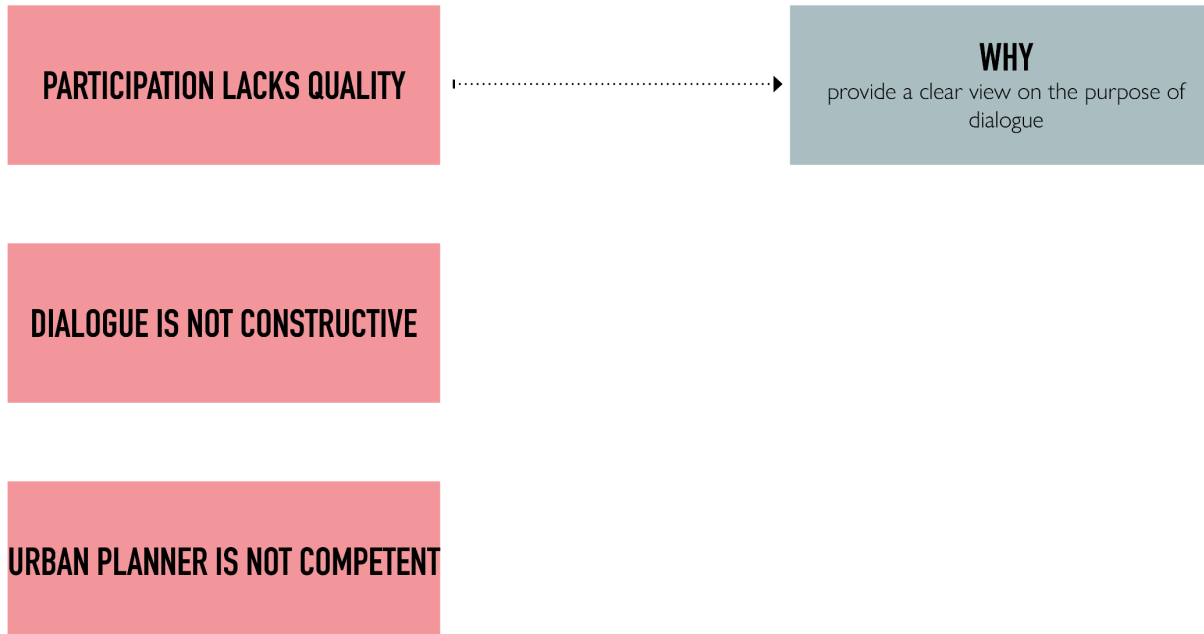
URBAN PLANNER IS NOT COMPETENT

in facilitating the conversation: interaction is perceived as a black box and planners lack communicative skills

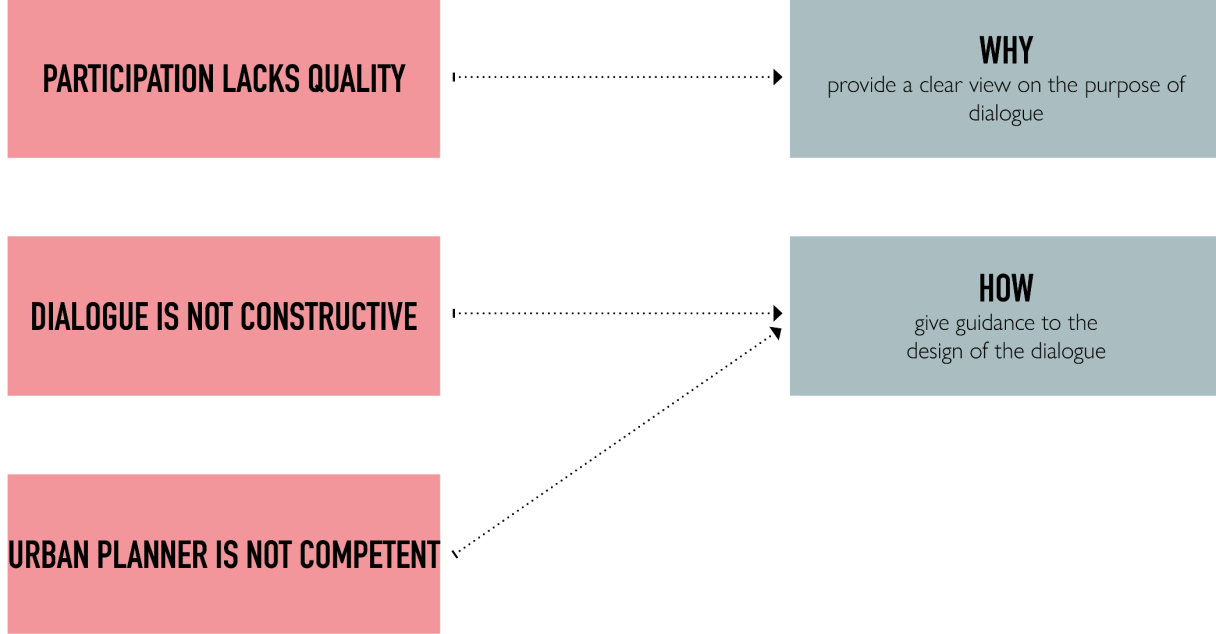


| PROBLEM STATEMENT |

origin | research design | theory | reality | context | actors | synthesis | game design | final game | game output | spatial vision | spatial design | conclusion | discussion



| PROJECT AIM |

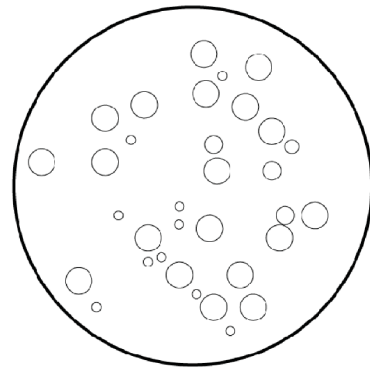


| PROJECT AIM |

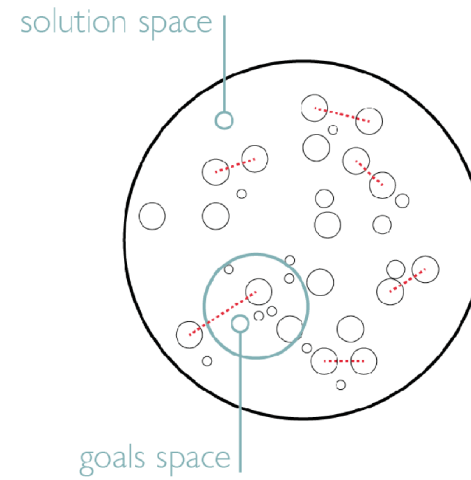
MEAN	what should a communication tool enable
AIM	when an urban planner wants to facilitate a productive dialogue
RESULT	for the purpose of the design process of urban node redevelopment
CONTEXT	in Delft, the Netherlands

| RESEARCH QUESTION |

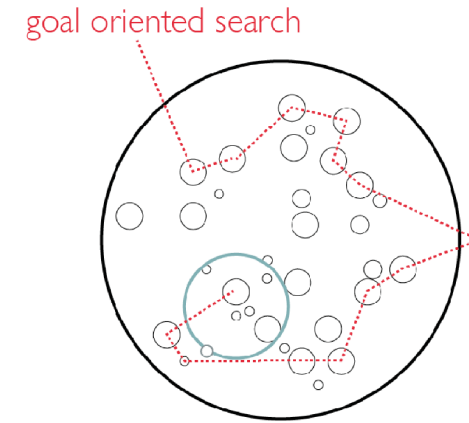
origin | research design | theory | reality | context | actors | synthesis | game design | final game | game output | spatial vision | spatial design | conclusion | discussion



Complex system with
endless options and
possibilities



Understand system in the
solution space and find
goals space



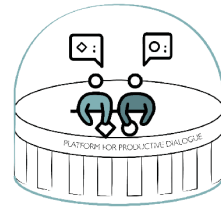
Goal oriented search with
designing

| DESIGN BASED RESEARCH |



| RESEARCH DESIGN |

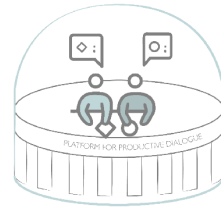




1

| RESEARCH DESIGN – SECTION 1 |

origin | **research design** | theory | reality | context | actors | synthesis | game design | final game | game output | spatial vision | spatial design | conclusion | discussion

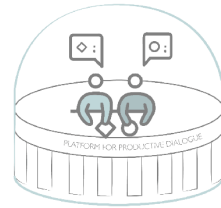


1

2

| RESEARCH DESIGN – SECTION 2 |

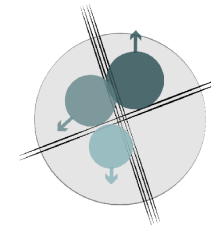
origin | **research design** | theory | reality | context | actors | synthesis | game design | final game | game output | spatial vision | spatial design | conclusion | discussion



1



2



3

| RESEARCH DESIGN – SECTION 3 |

origin | **research design** | theory | reality | context | actors | synthesis | game design | final game | game output | spatial vision | spatial design | conclusion | discussion

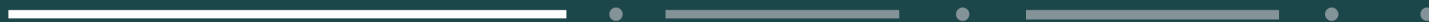


| CONTENT PRESENTATION |





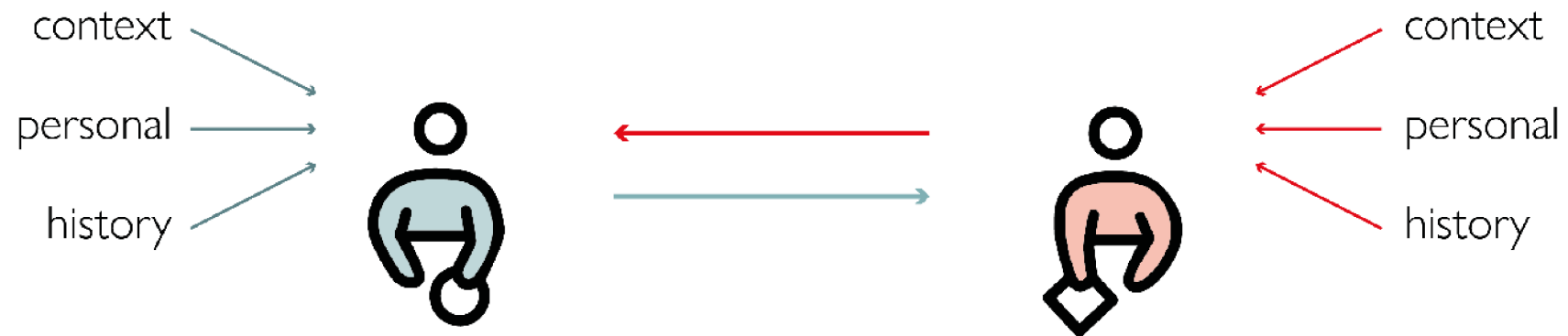
| SECTION 1 - THE DIALOGUE FRAMEWORK + DESIGN BRIEF |





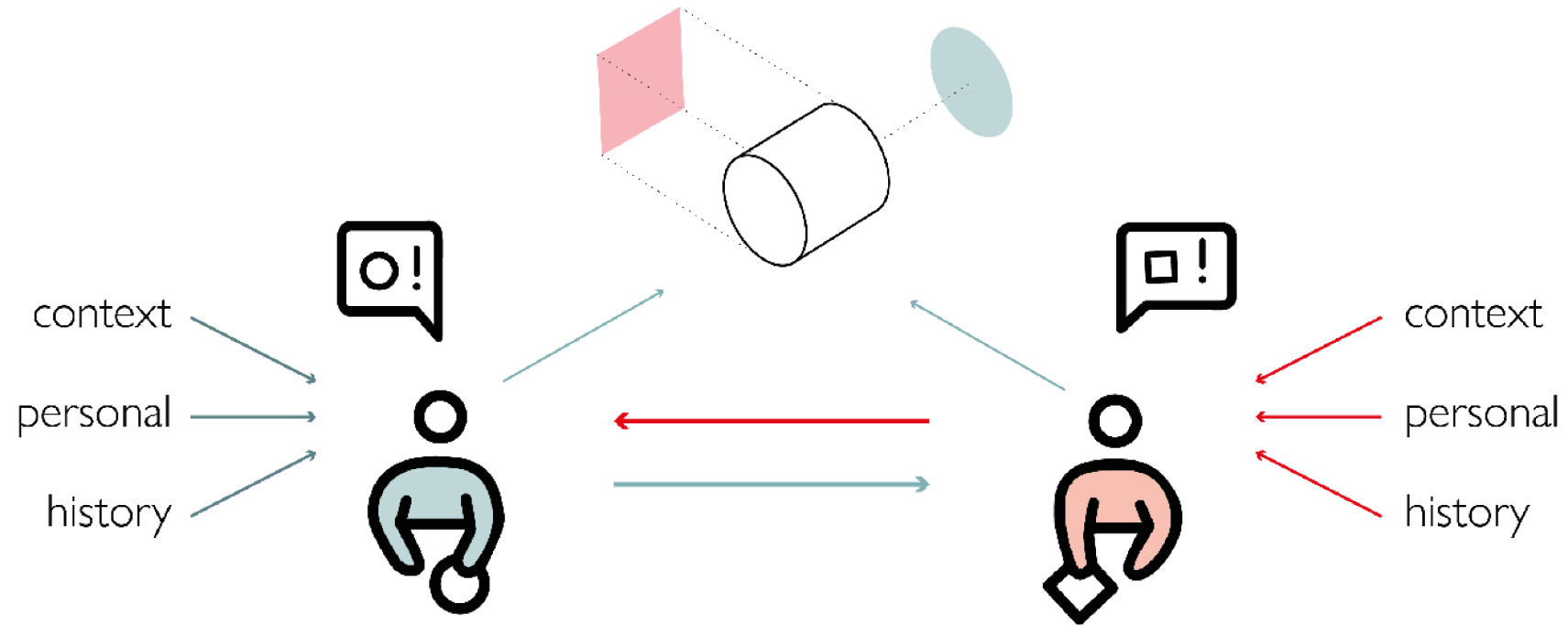
| COMMUNICATION IS DIFFICULT |

origin | research design | **theory** | reality | context | actors | synthesis | game design | final game | game output | spatial vision | spatial design | conclusion | discussion



| COMMUNICATION IS DIFFICULT |

origin | research design | **theory** | reality | context | actors | synthesis | game design | final game | game output | spatial vision | spatial design | conclusion | discussion



| COMMUNICATION IS DIFFICULT |

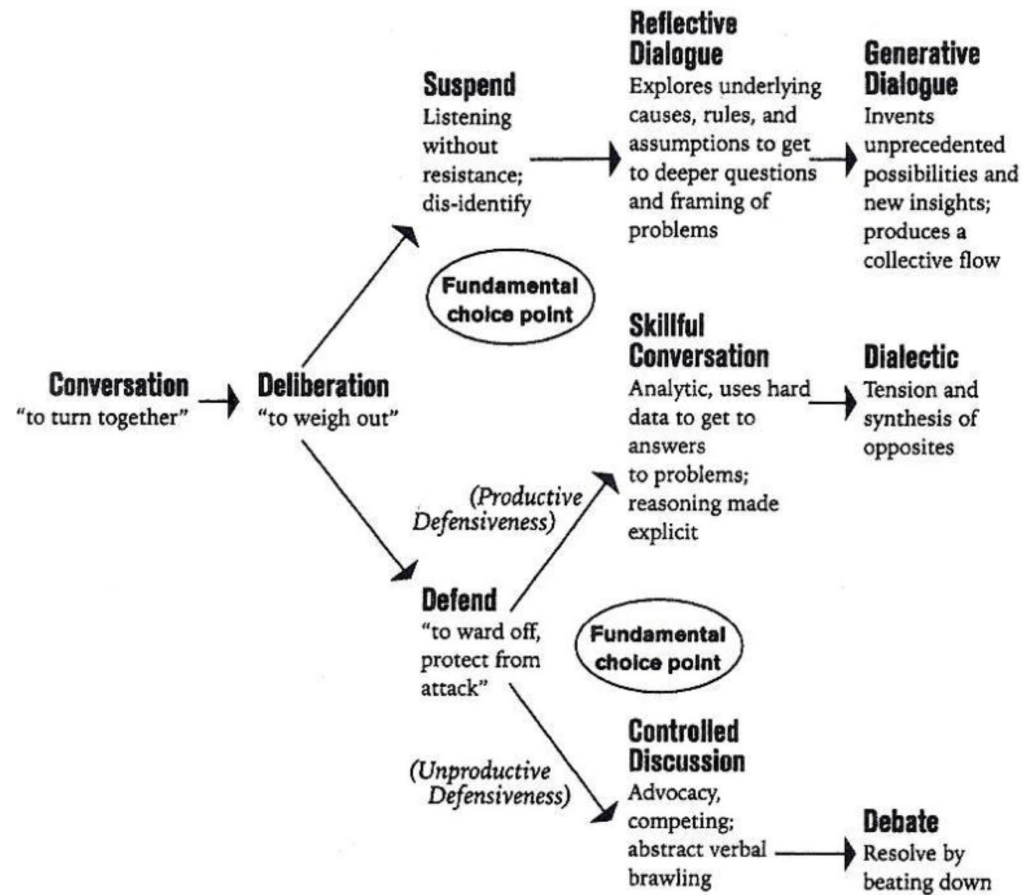
origin | research design | **theory** | reality | context | actors | synthesis | game design | final game | game output | spatial vision | spatial design | conclusion | discussion

Change can be understood as altering each other's frames: "as people come to understand what their own interests are, what others want, and what fits the common good"

Conversations as powerful tool for change
source: Kim & Kim (2008)

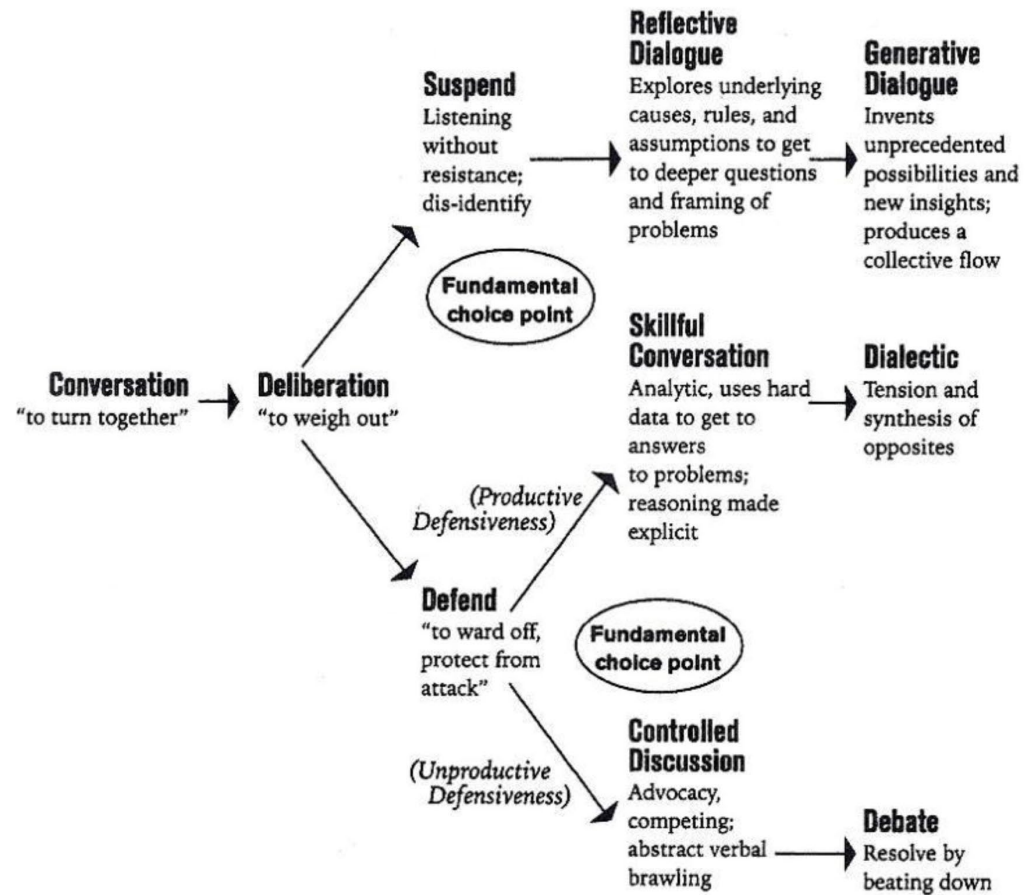
| CONVERSATIONS AS POWERFUL TOOL FOR CHANGE |

origin | research design | **theory** | reality | context | actors | synthesis | game design | final game | game output | spatial vision | spatial design | conclusion | discussion



Conversation pathways
source: Isaacs (1999)

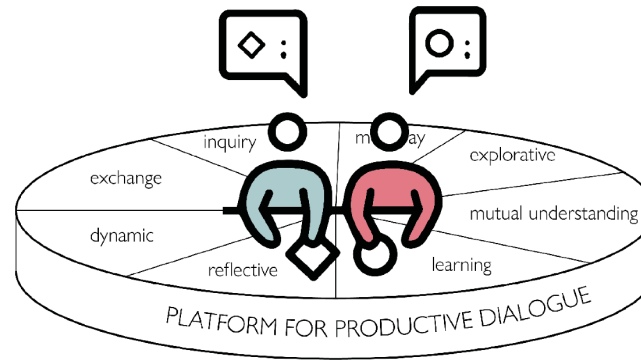
| TYPE OF CONVERSATIONS THAT FACILITATE FOCUS ON DIFFERENCES |



- Exploration of differences
- Joint inquiry into shared understanding
- Reflective conversation
- Mutual understanding + learning

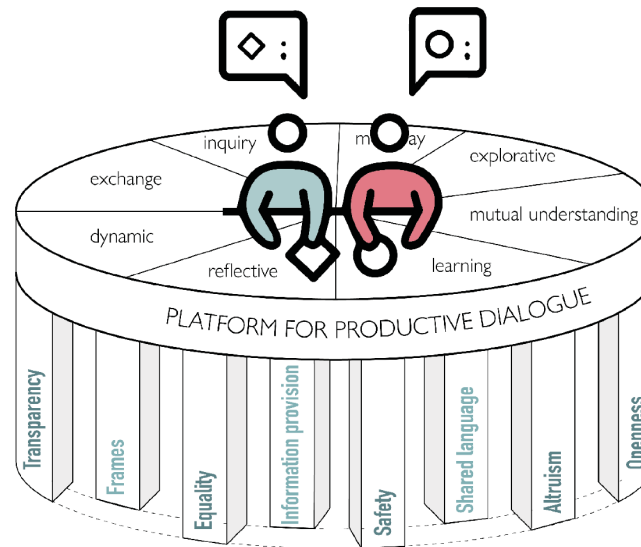
Conversation pathways
source: Isaacs (1999)

| TYPE OF CONVERSATIONS THAT FACILITATE FOCUS ON DIFFERENCES |



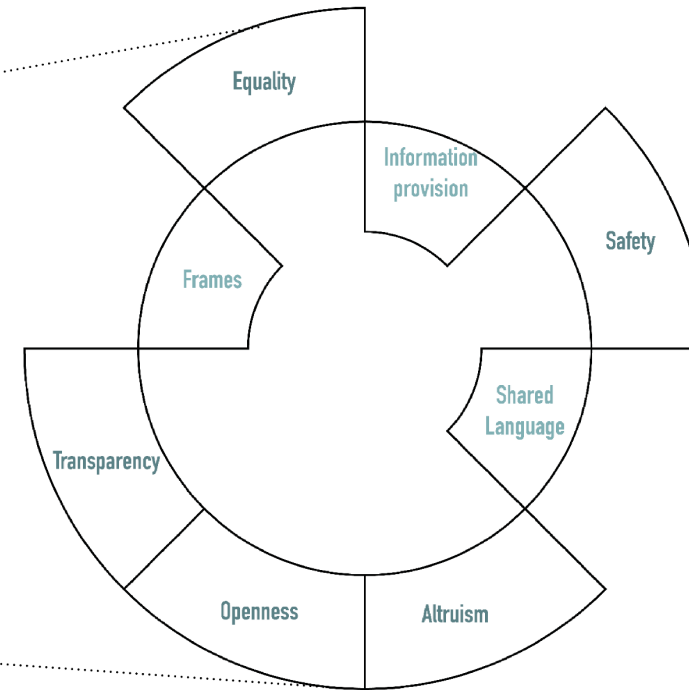
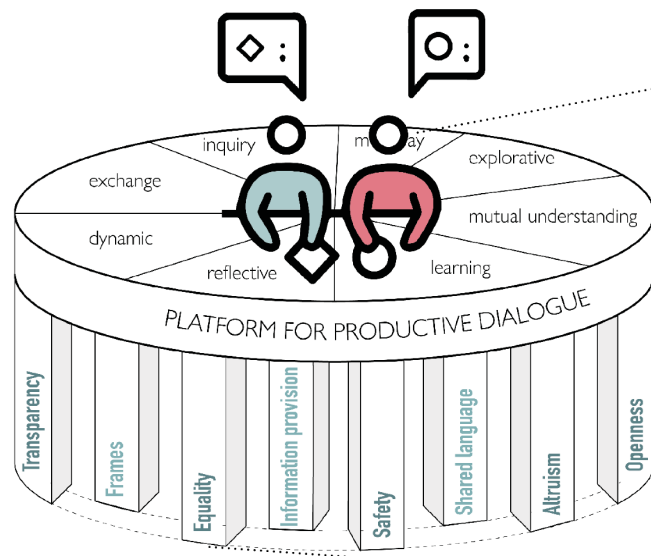
| THE DIALOGUE + ITS PRINCIPLES |

origin | research design | **theory** | reality | context | actors | synthesis | game design | final game | game output | spatial vision | spatial design | conclusion | discussion

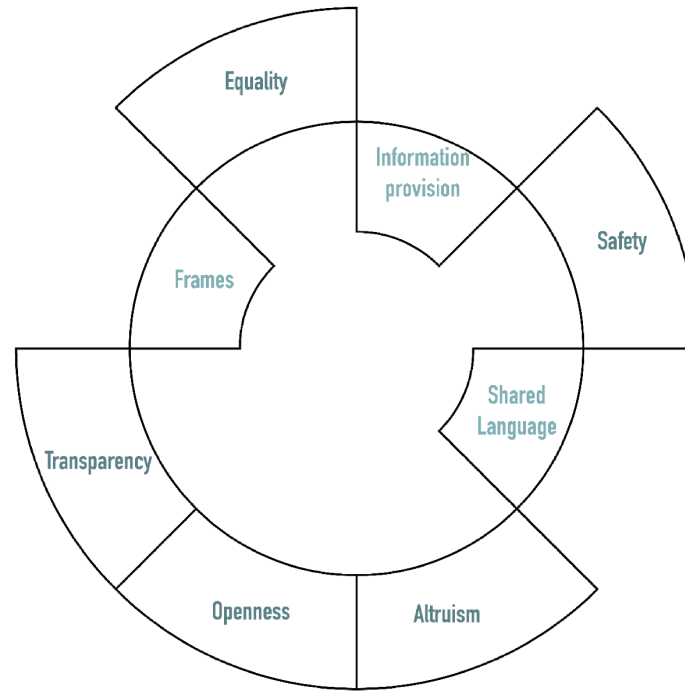


| 8 ENABLERS |

origin | research design | **theory** | reality | context | actors | synthesis | game design | final game | game output | spatial vision | spatial design | conclusion | discussion

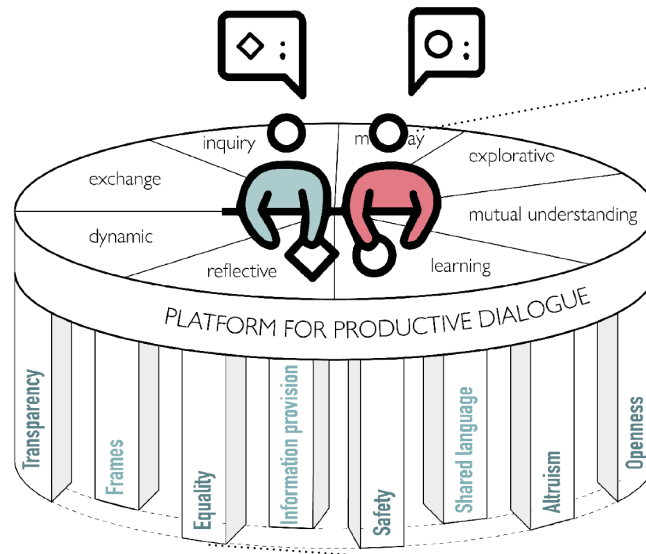


| 8 ENABLERS |



| DIALOGUE IN PRACTICE |

origin | research design | theory | **reality** | context | actors | synthesis | game design | final game | game output | spatial vision | spatial design | conclusion | discussion

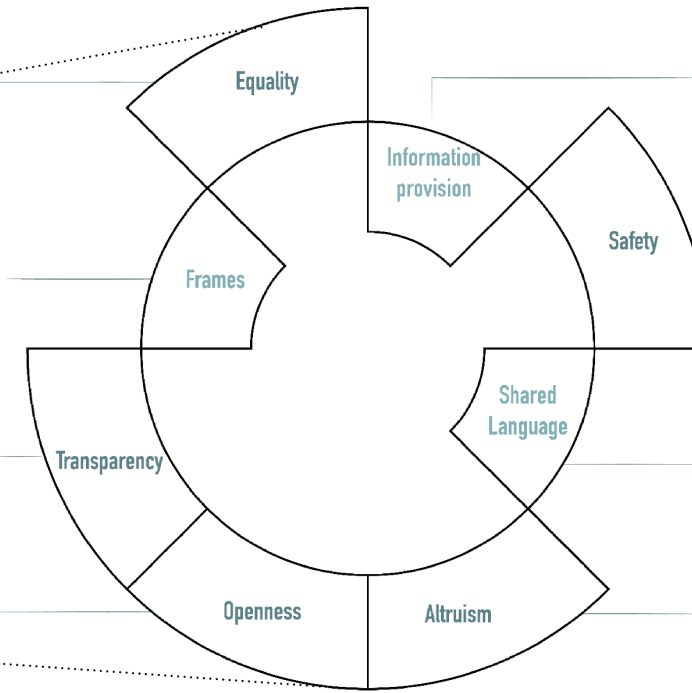


- Difference in proficiency or knowledge
- Equality in influence, role or power
- Equality in time or voice to speak
- Different people different approaches
- Everyone has own truth

- Dialogue principle, free of frames
- Flexibility of frames
- Frame of decisions, solutions, limitations
- Frame of the goal of the night
- Frame set also by participants: influence on process
- Frame the case, scope, being specific
- Use frames to stay to the point

- Summarize outcomes on the end
- Transparency of the process
- Transparency of thinking steps
- Transparency of what happened with input (afterwards)
- Transparency what happens with input (before hand)

- Openness - for change, flexibility
- Openness - for change, new ideas
- Openness - for other values, being vulnerable
- Openness - for other values, let go of ego
- Openness - for other values, to new constructs



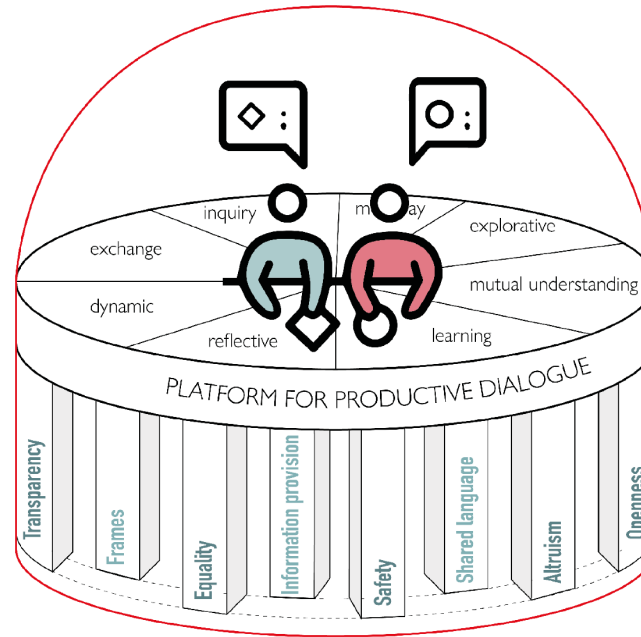
- Bigger picture - collective interest or needs
- Bigger picture - complexity
- Bigger picture - plurality of stakeholders opinions
- Common starting point
- Complexity - abstract content
- Complexity - value people

- Not to hurt vulnerable identities
- Safe neutral place - people
- Safe neutral place - space
- Safe situation - not needed to step outside beliefs
- Safe situation - say anything you like
- Trust - in executing people
- Trust - in institutions
- Trust - in process
- Welcoming and comfortable

- Being explicit
- Learn to understand each other's or a shared language
- No Jargon
- Visual Language

- Caring, willingness to take action
- Empathy understand situation or role
- Linking opportunities
- Listen
- Openness to present self, non-strategic behaviour

| DIALOGUE IN PRACTICE |



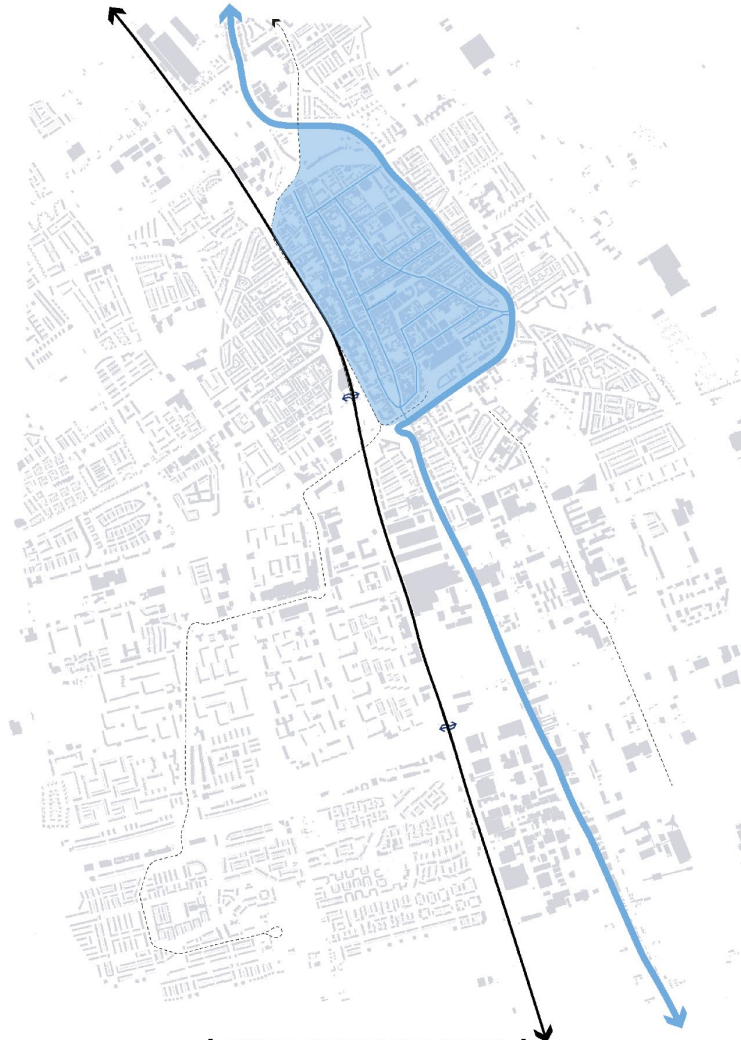
| REALITY HINDERS THE IDEAL DIALOGUE |

origin | research design | theory | **reality** | context | actors | synthesis | game design | final game | game output | spatial vision | spatial design | conclusion | discussion



| THE DIALOGUE IN DELFT |

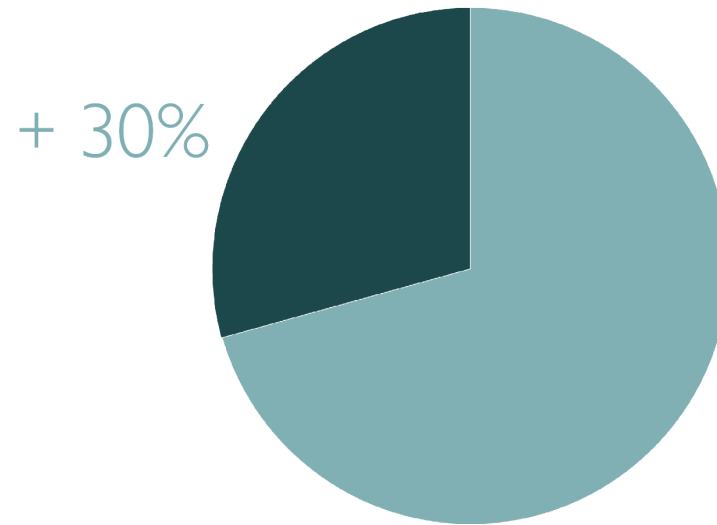
origin | research design | theory | reality | **context** | actors | synthesis | game design | final game | game output | spatial vision | spatial design | conclusion | discussion



| CITY STRUCTURES |

origin | research design | theory | reality | **context** | actors | synthesis | game design | final game | game output | spatial vision | spatial design | conclusion | discussion





Current housing stock:	49 838
Addition:	15 000
Total:	64 838

Numbers of new dwellings
source: Woonvisie (2016)

| DELFT NEEDS TO BUILD 15.000 DWELLINGS BEFORE 2040 |

origin | research design | theory | reality | **context** | actors | synthesis | game design | final game | game output | spatial vision | spatial design | conclusion | discussion



| CLIMATE IN THE CITY |



Foto: Wikimedia

Delft Zuid is het op één na 'slechtste' station van heel Nederland

Door [Iris Olsthoorn](#) - 1 maart 2019



Als je vaak op station Delft Zuid in of uit moet stappen, dan weet je het wel: heel comfortabel is het station niet. Uit [een enquête van de NS](#) is nu zelfs gebleken dat het één na slechtste station van Nederland is volgens reizigers.

Delft South is the second worst station of the Netherlands
source: In de buurt Delft (2019)

| SOCIAL SAFETY AND LIVELINESS |

origin | research design | theory | reality | **context** | actors | synthesis | game design | final game | game output | spatial vision | spatial design | conclusion | discussion

XL
the region

L
the city

M
the neighbourhood

S
the place



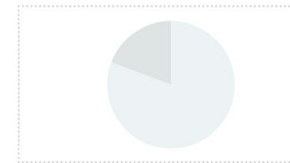
THE SMOOTH MOBILITY HUB



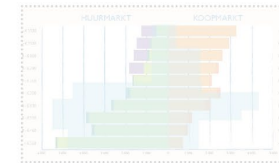
THE CLIMATE ADAPTIVE CITY



ACTIVITY AROUND THE CORNER



LIVING AT THE STATION



FOUR SPATIAL THEMES

origin | research design | theory | reality | **context** | actors | synthesis | game design | final game | game output | spatial vision | spatial design | conclusion | discussion

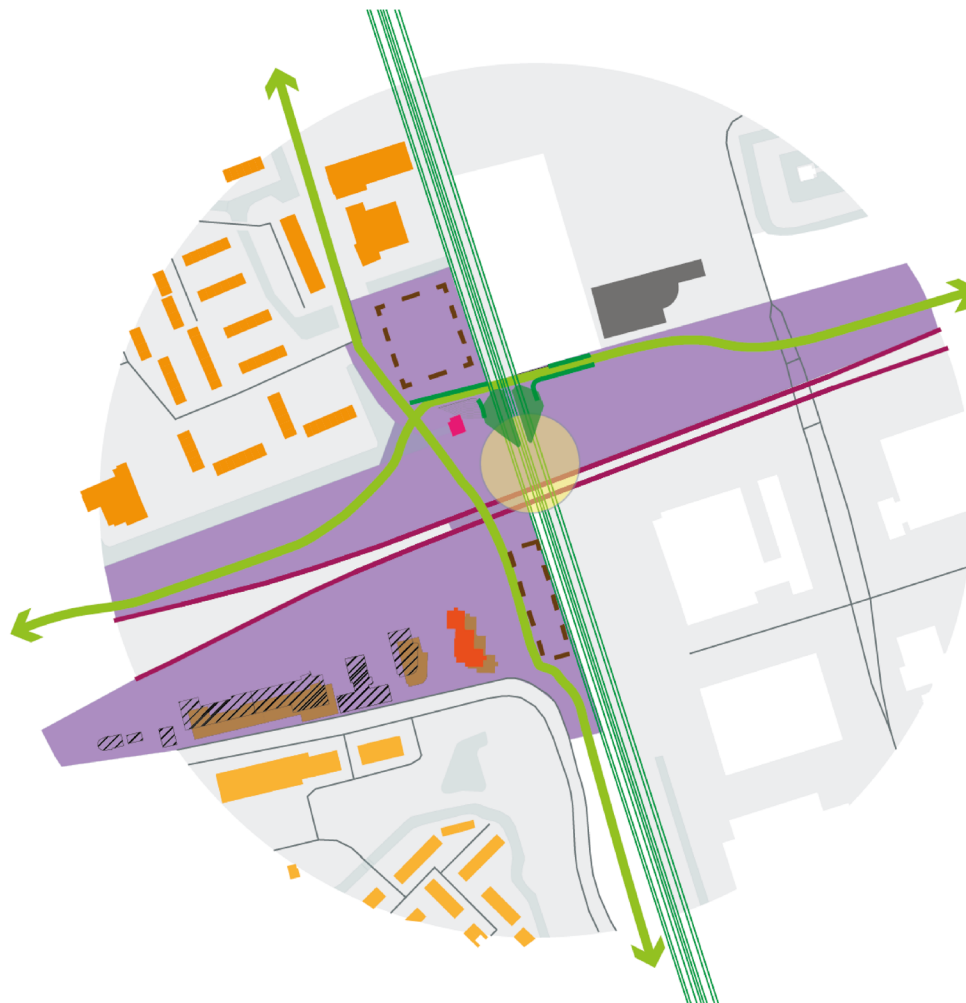
LEGEND

- Municipality
- Province
- Water board

- NS
- ProRail
- BKS - Motorenweg
- BKS - Festo/Schieweg
- Developer - Certitudo
- Developer - Amstvest

- TU Delft
- Nature

- Citizens Tanthof
- Citizens Voorhof
- New residents

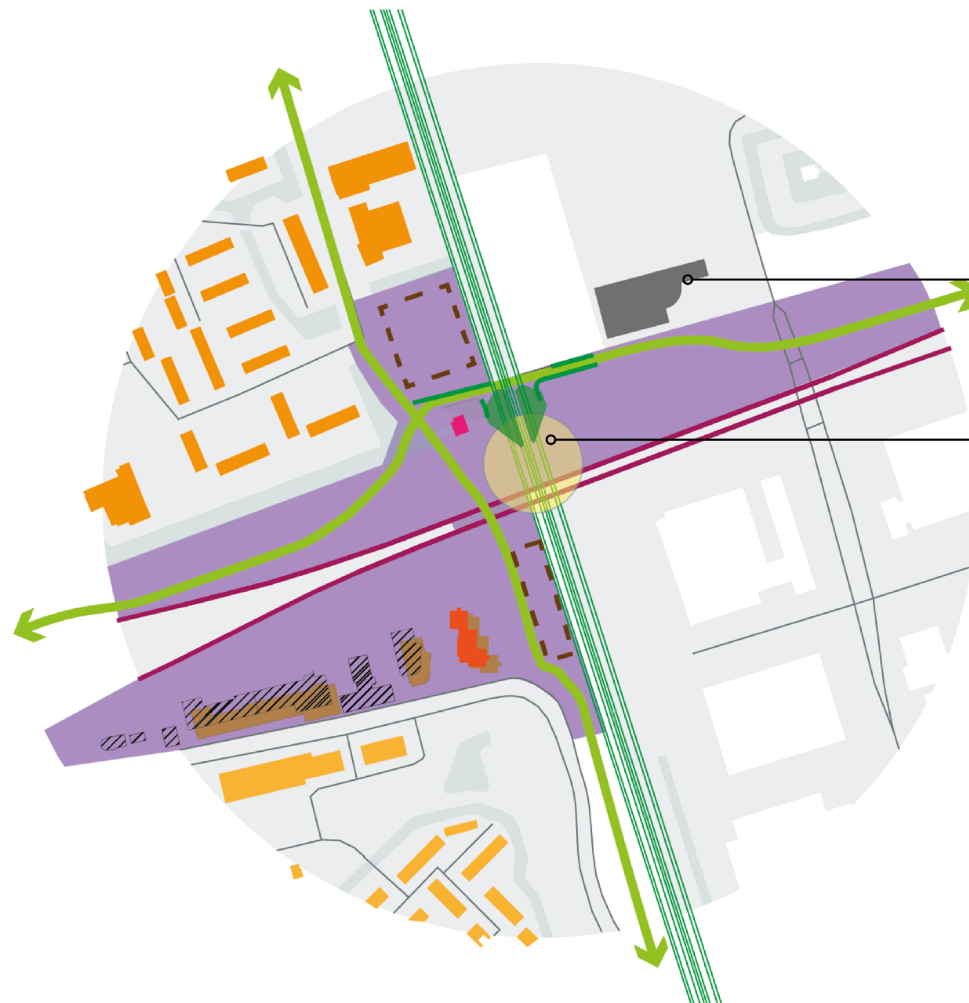


| STAKEHOLDERS: TERRITORIES & INTEREST |

origin | research design | theory | reality | context | **actors** | synthesis | game design | final game | game output | spatial vision | spatial design | conclusion | discussion

LEGEND

- Municipality
- Province
- Water board
- NS
- ProRail
- BKS - Motorenweg
- BKS - Festo/Schieweg
- Developer - Certitudo
- Developer - Amstvest
- TU Delft
- Nature
- Citizens Tanthof
- Citizens Voorhof
- New residents



Current businesses: not keen on change

NS: not going to add any programme on the station

| STAKEHOLDERS – HOW ACTOR INTERESTS AND SPATIAL ISSUES COLLIDE |

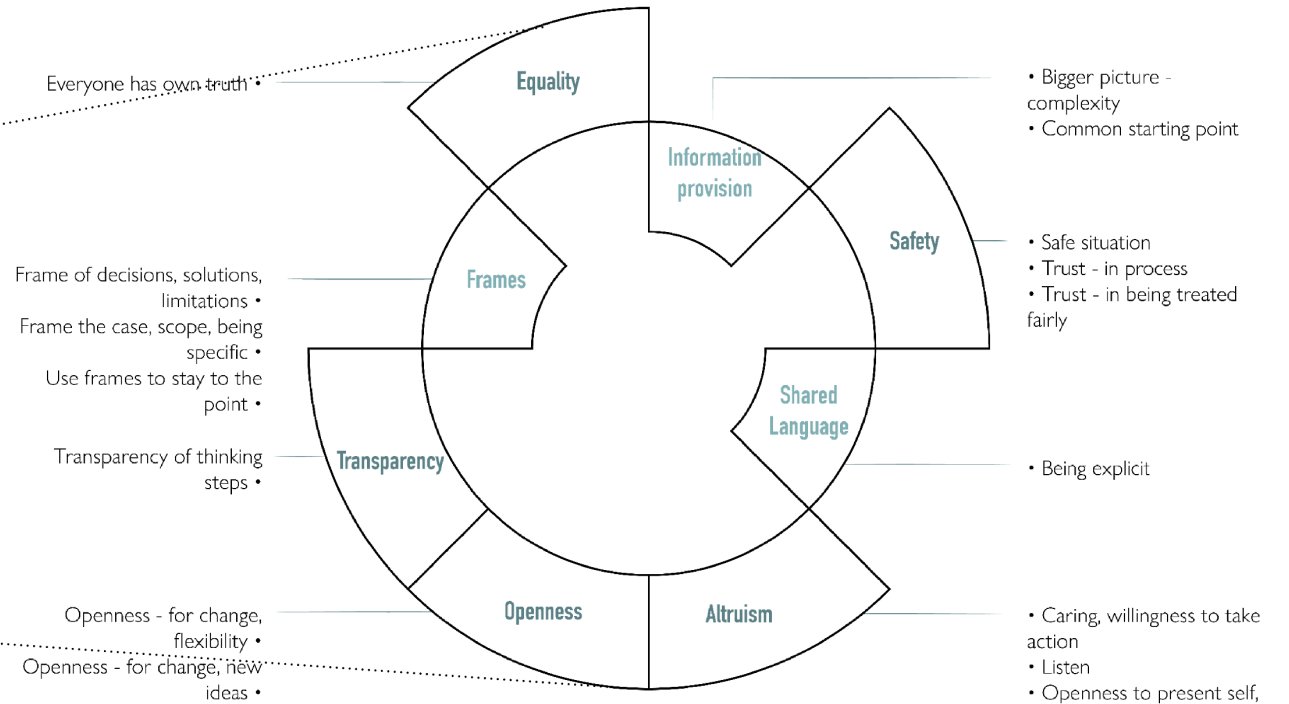
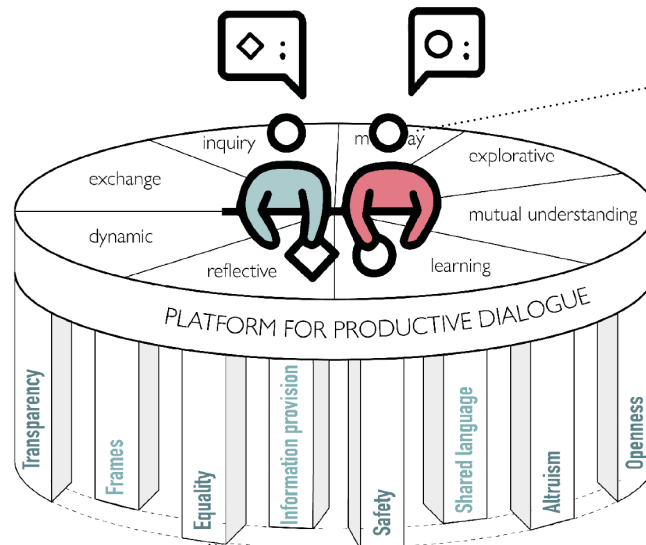
origin | research design | theory | reality | context | **actors** | synthesis | game design | final game | game output | spatial vision | spatial design | conclusion | discussion



Building site for the new tunnel of Delft Campus station
source: author (yesterday)

| URGENCY – PRORAIL STARTS NOW |

origin | research design | theory | reality | context | **actors** | synthesis | game design | final game | game output | spatial vision | spatial design | conclusion | discussion



| SENSITIVITY IN THE FRAMEWORK |

SINCERE, SHARING & RECOGNIZING

Main objective: to facilitate a productive dialogue: a conversation that increases the mutual understanding between participants

In order to support the urban planner understand other realities and therewith, give meaning to the spatial design

explores multi-
subjectivity setting

a playful
interaction

respectful
conversation

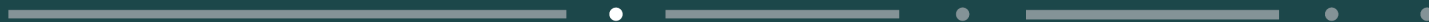
articulate current
needs

helps to open
up and listen

let participants
be heard fairly



| SECTION 1 – THE DIALOGUE FRAMEWORK + DESIGN BRIEF – LEARNINGS |





| SECTION 2 - THE DIALOGUE GAME |

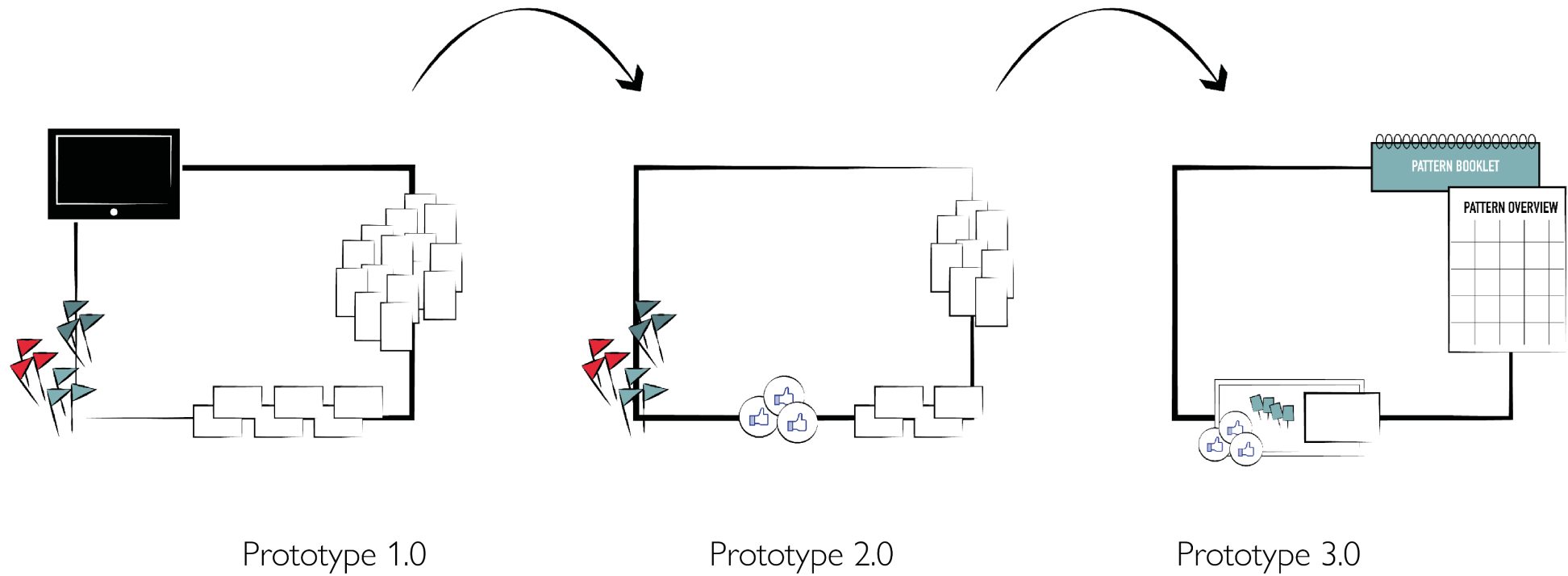


game designers “use the game structure to support **idea generation, collaboration and interplay** using game material, and utilizing the game to assign roles for players”

Why games are used in serious content
source: Hannalu (2014)

| WHY A GAME? |

origin | research design | theory | reality | context | actors | synthesis | **game design** | final game | game output | spatial vision | spatial design | conclusion | discussion



| PROTOTYPING |

origin | research design | theory | reality | context | actors | synthesis | **game design** | final game | game output | spatial vision | spatial design | conclusion | discussion



- HET OPTIEKEN SPEL -

the point to focus
and to look for new future visions

| FINAL PROTOTYPE |

origin | research design | theory | reality | context | actors | synthesis | **game design** | final game | game output | spatial vision | spatial design | conclusion | discussion

| DEMO |

Survey Q24: “The game motivated me to listen carefully to the other participants (round 1 and 2). “



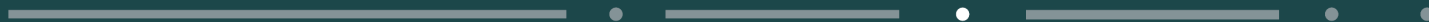
Q21: “The game ensured a respectful collaboration”

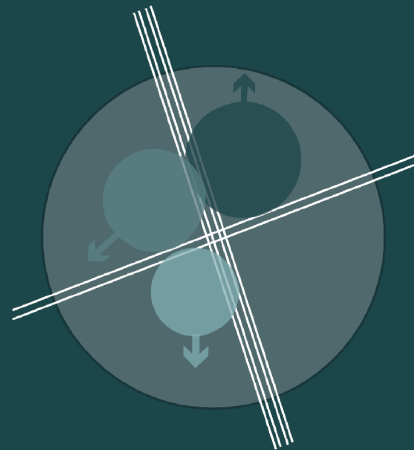


| GAME EVALUATION |

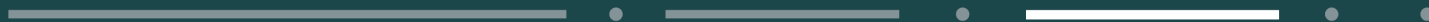


| SECTION 2 – THE DIALOGUE GAME – LEARNINGS |

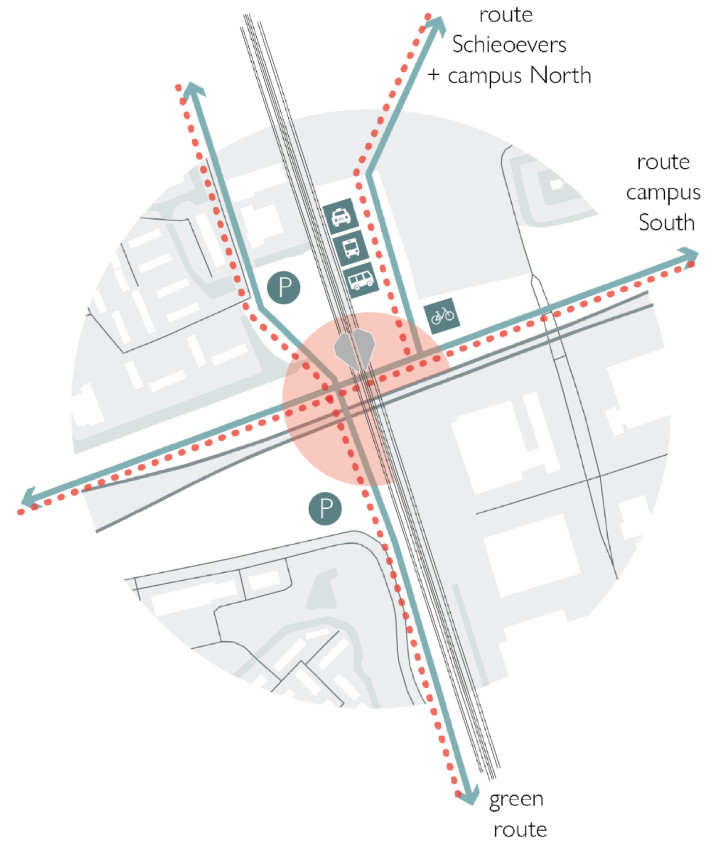




| SECTION 3 – SPATIAL DESIGN |



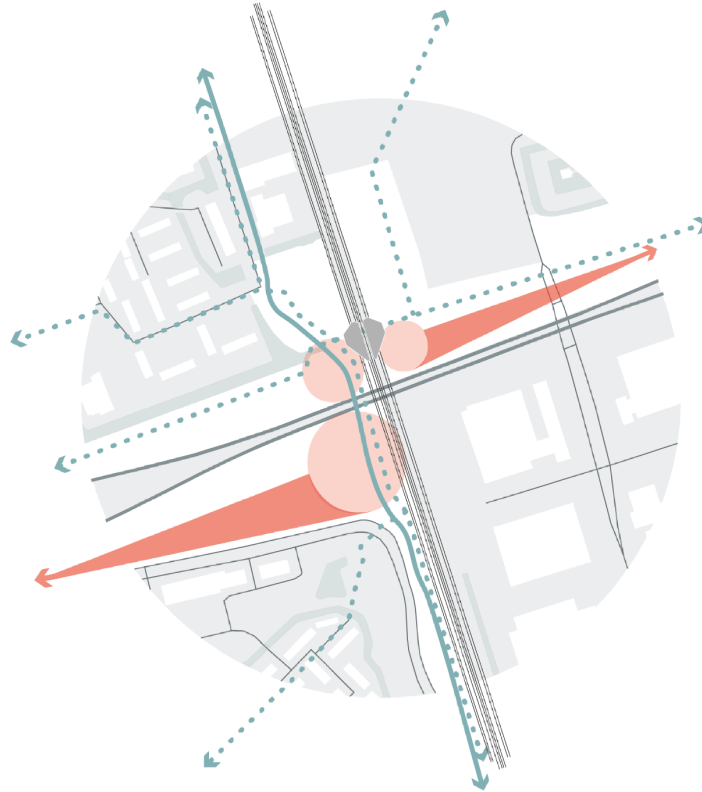
THE SMOOTH MOBILITY HUB



| A VISION FOR DELFT CAMPUS – PRINCIPLES PER THEME |

origin | research design | theory | reality | context | actors | synthesis | game design | final game | game output | **spatial vision** | spatial design | conclusion | discussion

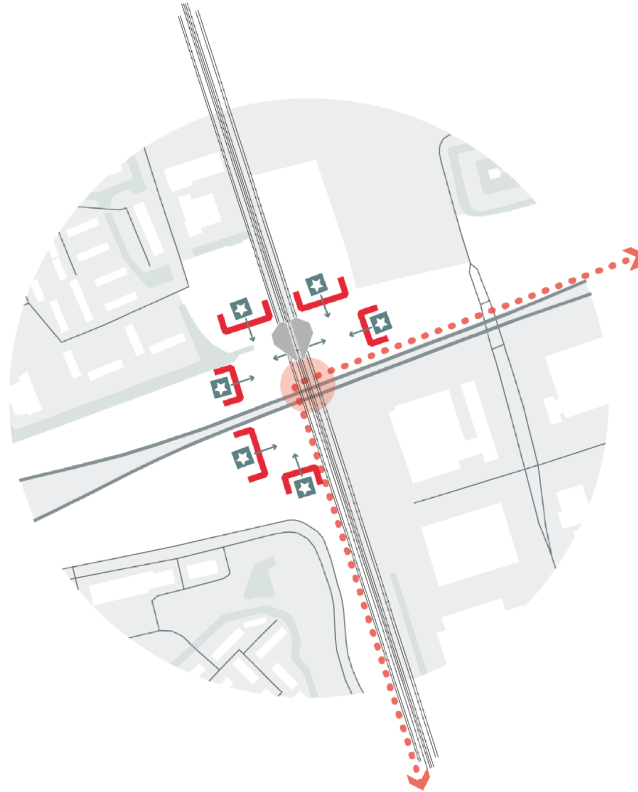
THE CLIMATE ADAPTIVE CITY



| A VISION FOR DELFT CAMPUS – PRINCIPLES PER THEME |

origin | research design | theory | reality | context | actors | synthesis | game design | final game | game output | **spatial vision** | spatial design | conclusion | discussion

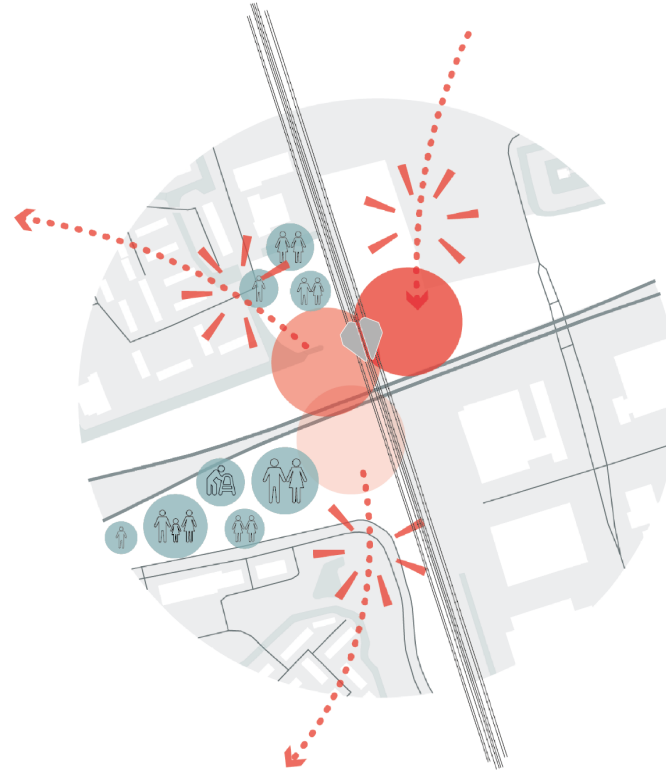
ACTIVITY AROUND THE CORNER



| A VISION FOR DELFT CAMPUS – PRINCIPLES PER THEME |

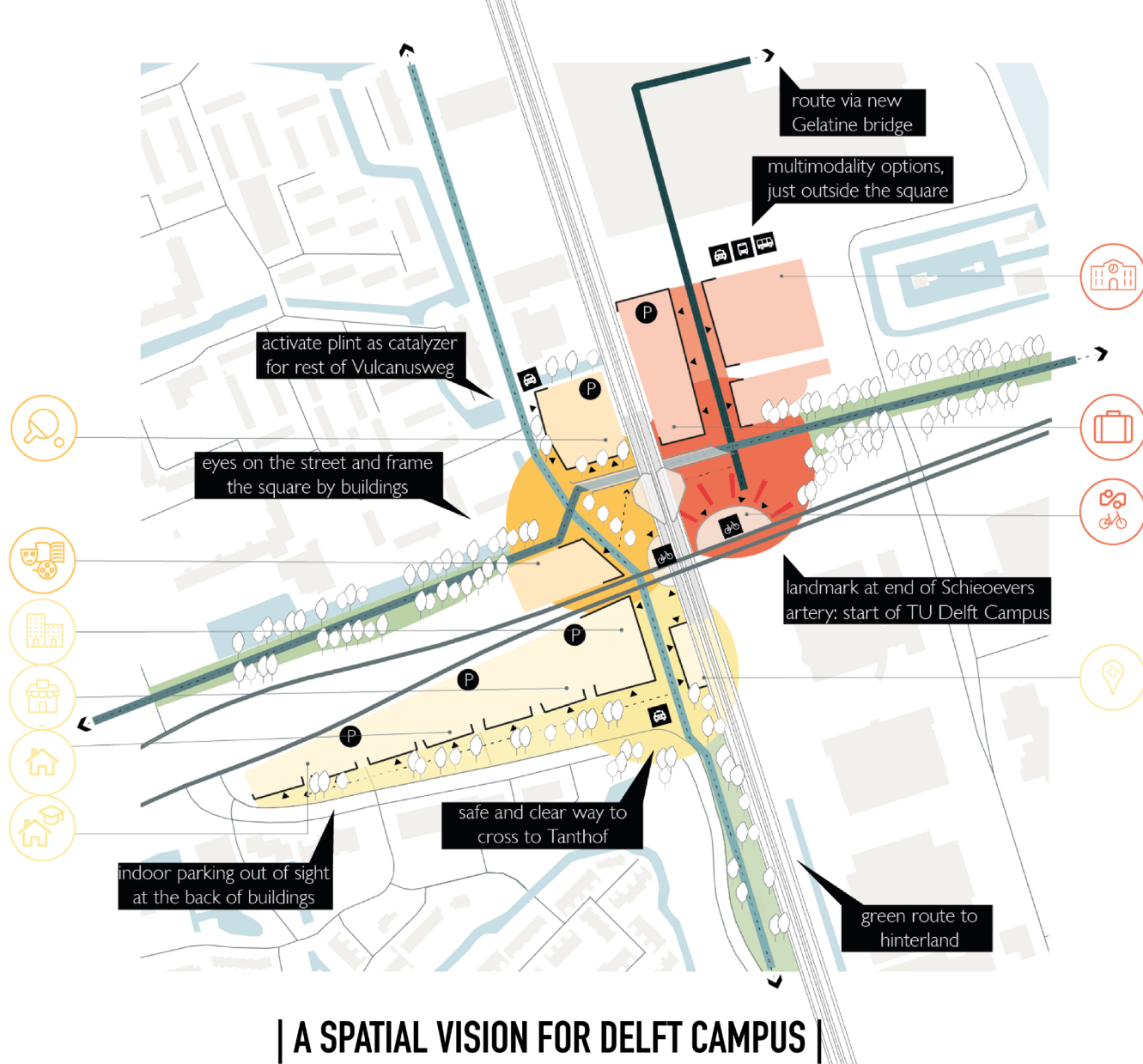
origin | research design | theory | reality | context | actors | synthesis | game design | final game | game output | **spatial vision** | spatial design | conclusion | discussion

LIVING AT THE STATION



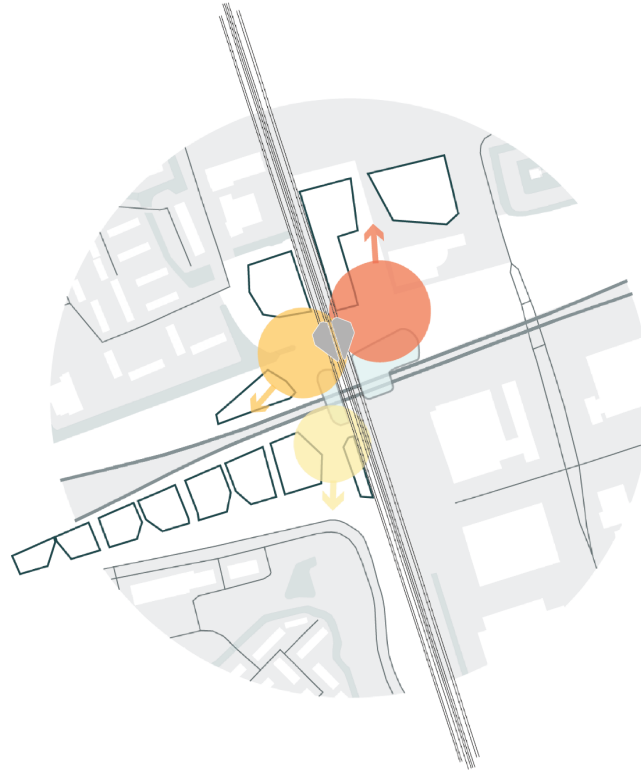
| A VISION FOR DELFT CAMPUS – PRINCIPLES PER THEME |

origin | research design | theory | reality | context | actors | synthesis | game design | final game | game output | **spatial vision** | spatial design | conclusion | discussion



| A SPATIAL VISION FOR DELFT CAMPUS |

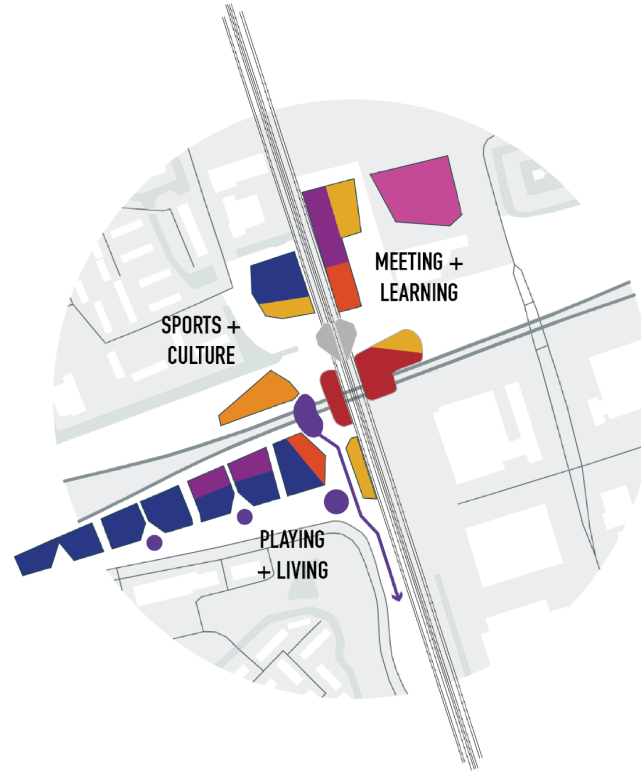
THREE ATMOSPHERES



| TRANSLATION OF VISION – PRINCIPLES SPATIAL DESIGN |

origin | research design | theory | reality | context | actors | synthesis | game design | final game | game output | spatial vision | **spatial design** | conclusion | discussion

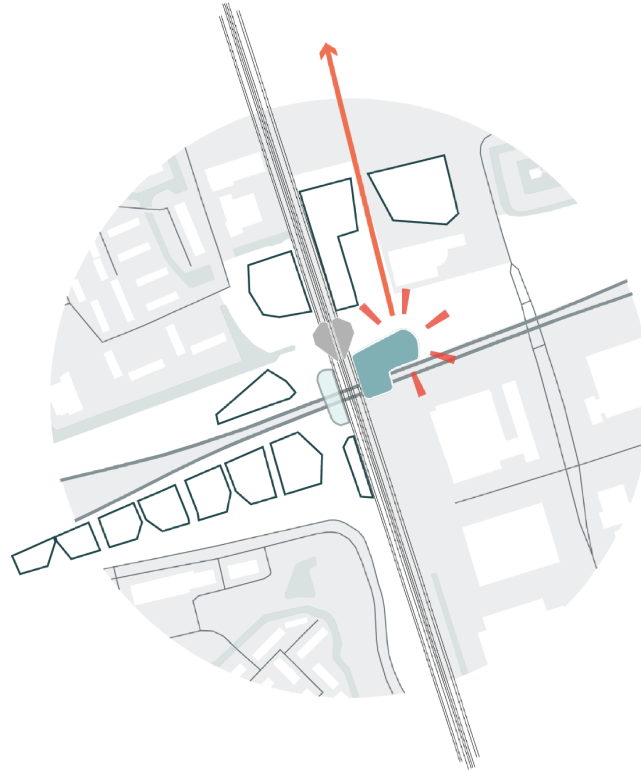
PROGRAMME



| TRANSLATION OF VISION – PRINCIPLES SPATIAL DESIGN |

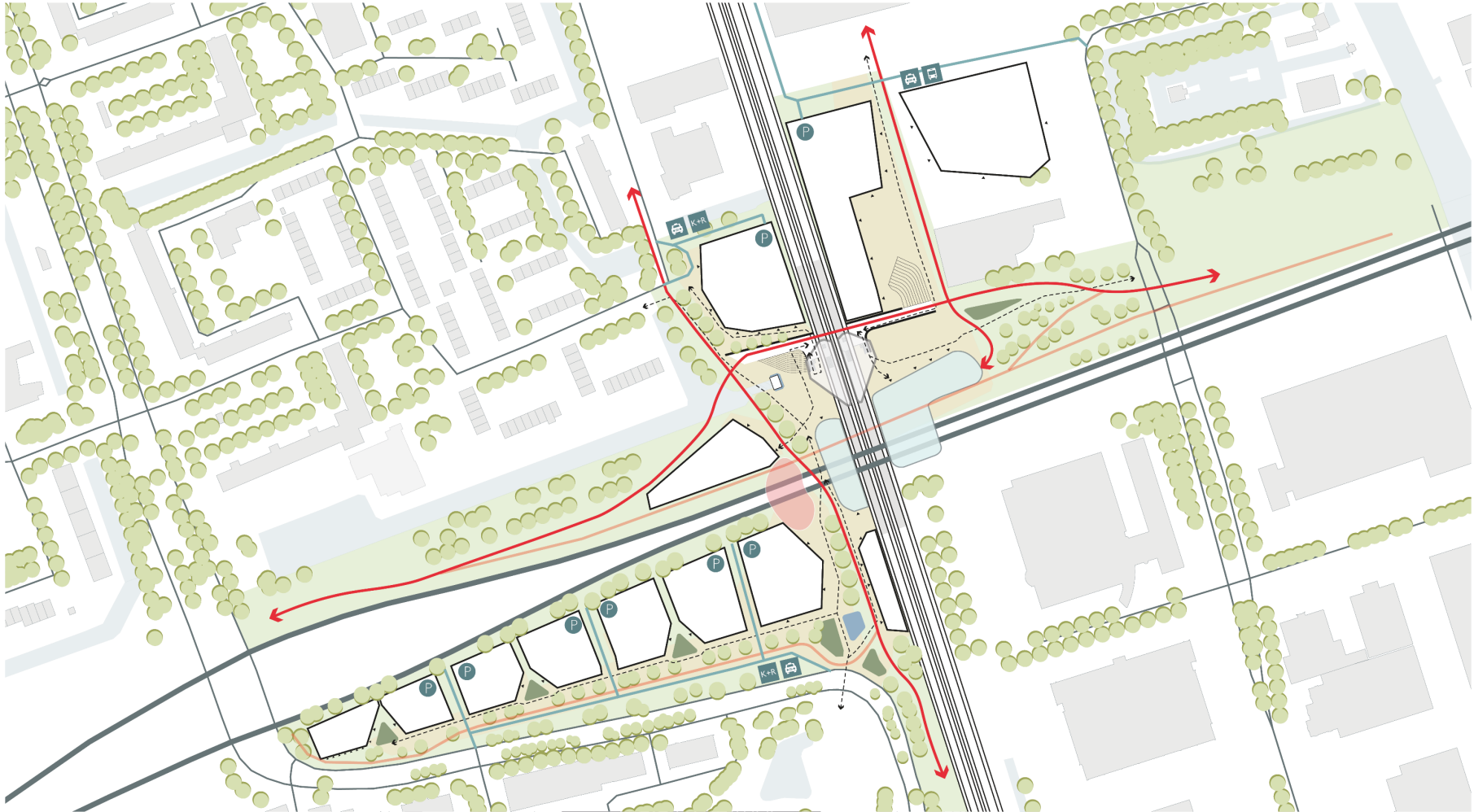
origin | research design | theory | reality | context | actors | synthesis | game design | final game | game output | spatial vision | **spatial design** | conclusion | discussion

AN ENTRANCE FOR DELFT CAMPUS



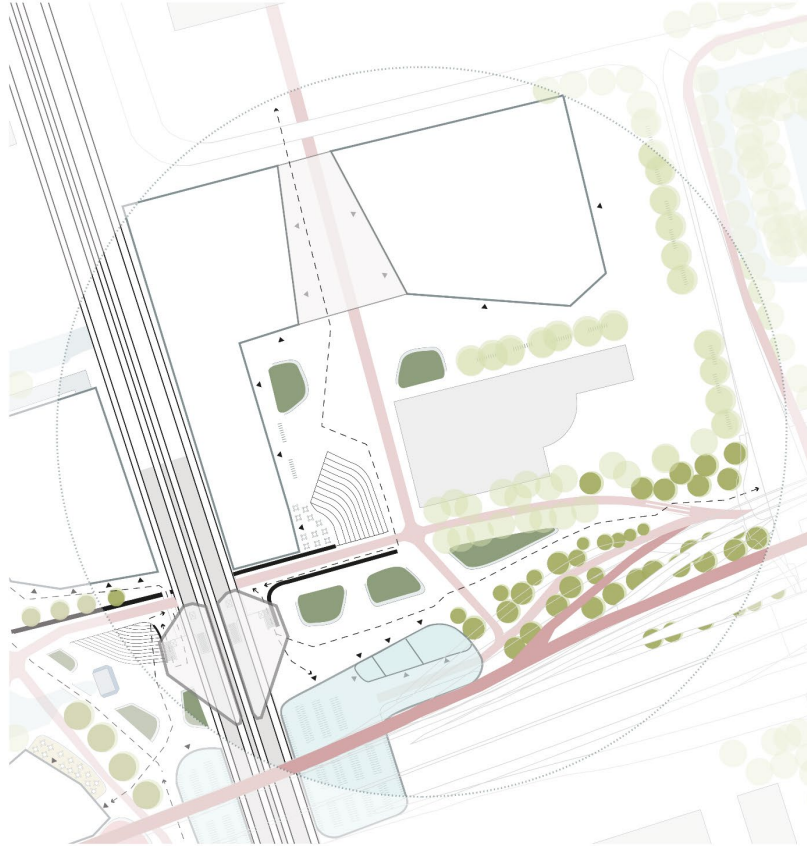
| TRANSLATION OF VISION – PRINCIPLES SPATIAL DESIGN |

origin | research design | theory | reality | context | actors | synthesis | game design | final game | game output | spatial vision | **spatial design** | conclusion | discussion



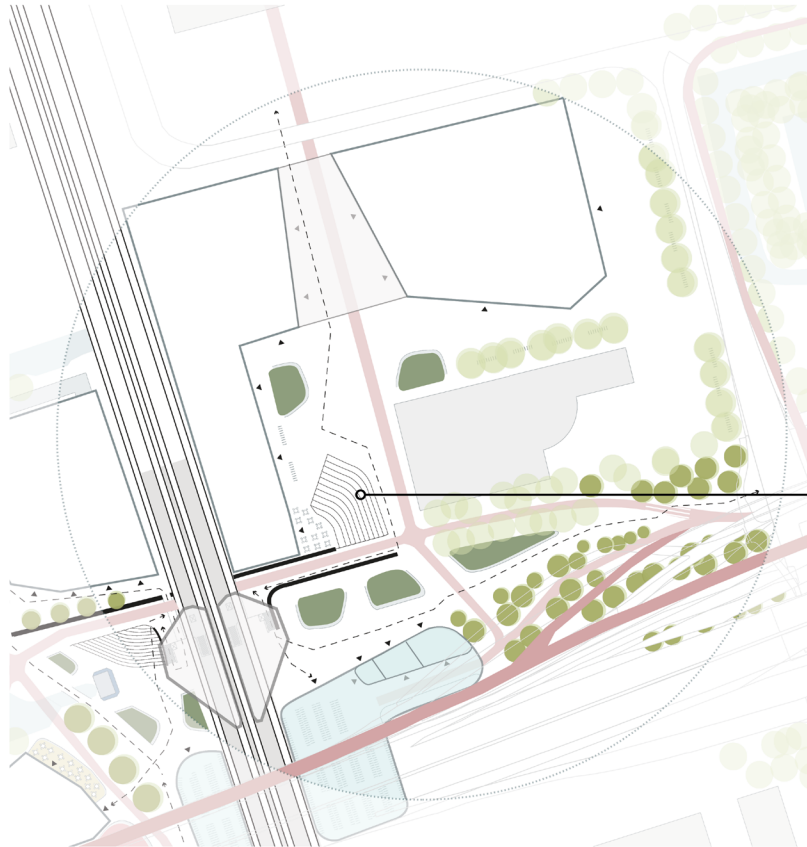
| SPATIAL DESIGN |

origin | research design | theory | reality | context | actors | synthesis | game design | final game | game output | spatial vision | **spatial design** | conclusion | discussion



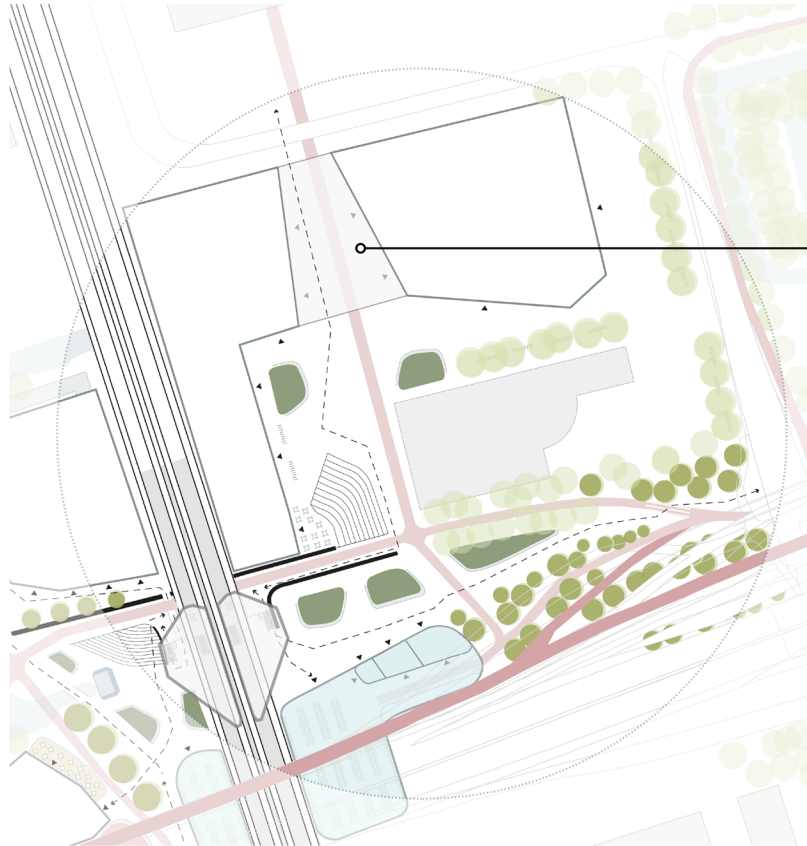
| CAMPUS SQUARE |

origin | research design | theory | reality | context | actors | synthesis | game design | final game | game output | spatial vision | **spatial design** | conclusion | discussion



| CAMPUS SQUARE |

origin | research design | theory | reality | context | actors | synthesis | game design | final game | game output | spatial vision | **spatial design** | conclusion | discussion



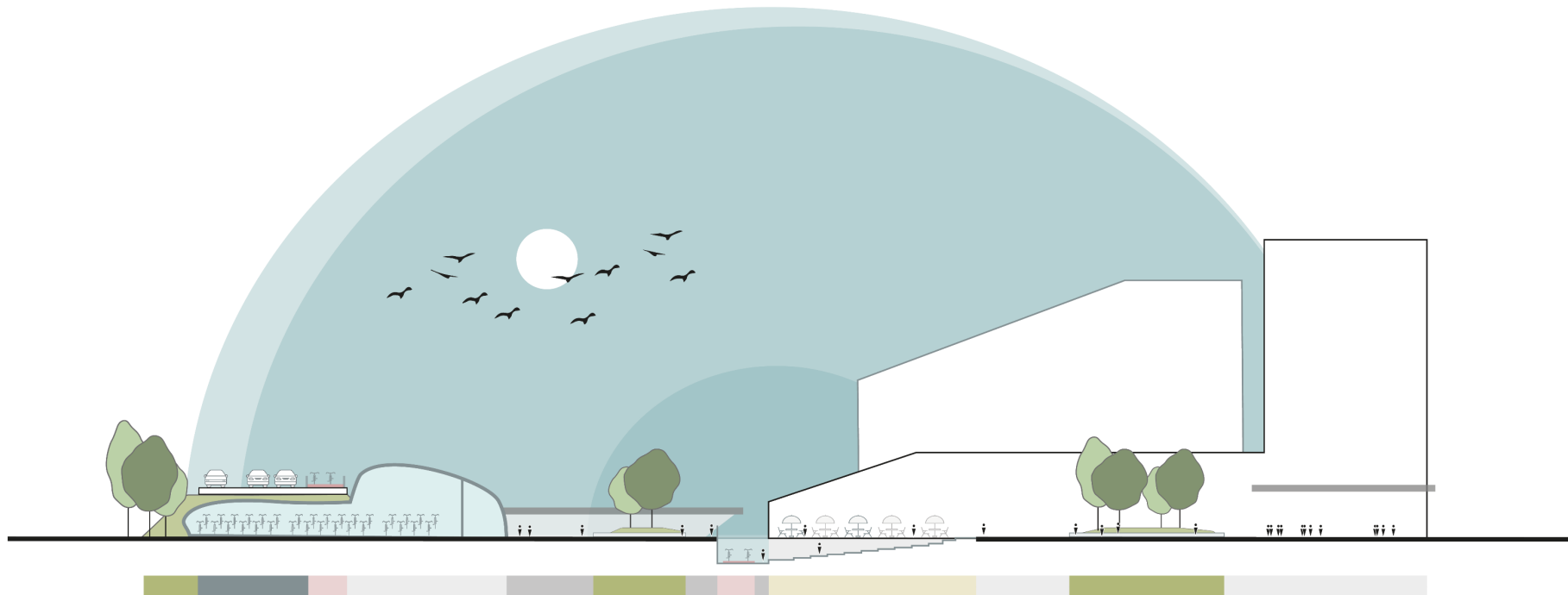
| CAMPUS SQUARE |

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| NORTH PLOT |

origin | research design | theory | reality | context | actors | synthesis | game design | final game | game output | spatial vision | **spatial design** | conclusion | discussion



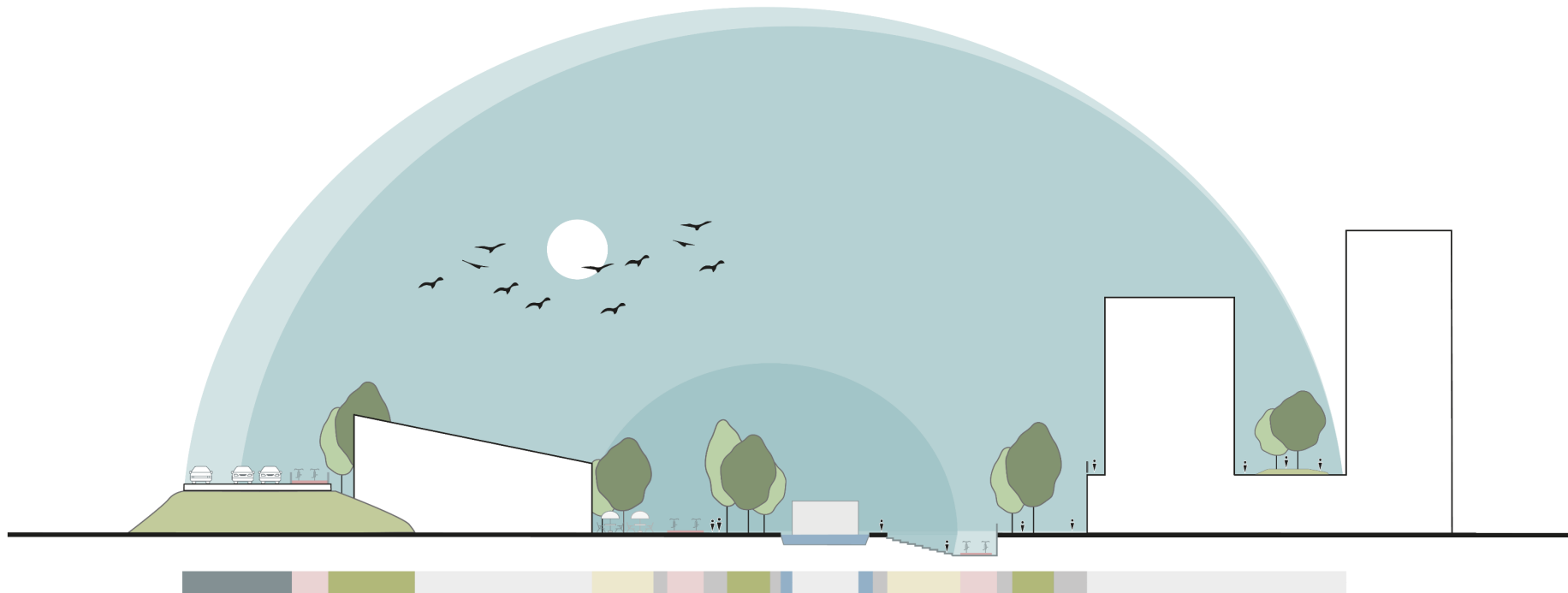
| NORTH PLOT |

origin | research design | theory | reality | context | actors | synthesis | game design | final game | game output | spatial vision | **spatial design** | conclusion | discussion



| NORTH PLOT |

origin | research design | theory | reality | context | actors | synthesis | game design | final game | game output | spatial vision | **spatial design** | conclusion | discussion



| NORTH PLOT |

origin | research design | theory | reality | context | actors | synthesis | game design | final game | game output | spatial vision | **spatial design** | conclusion | discussion



| NORTH PLOT |

origin | research design | theory | reality | context | actors | synthesis | game design | final game | game output | spatial vision | **spatial design** | conclusion | discussion



| SOUTH PLOT |

origin | research design | theory | reality | context | actors | synthesis | game design | final game | game output | spatial vision | **spatial design** | conclusion | discussion



| SOUTH PLOT |

origin | research design | theory | reality | context | actors | synthesis | game design | final game | game output | spatial vision | **spatial design** | conclusion | discussion



| SOUTH PLOT |

origin | research design | theory | reality | context | actors | synthesis | game design | final game | game output | spatial vision | **spatial design** | conclusion | discussion



| SOUTH PLOT |

origin | research design | theory | reality | context | actors | synthesis | game design | final game | game output | spatial vision | **spatial design** | conclusion | discussion



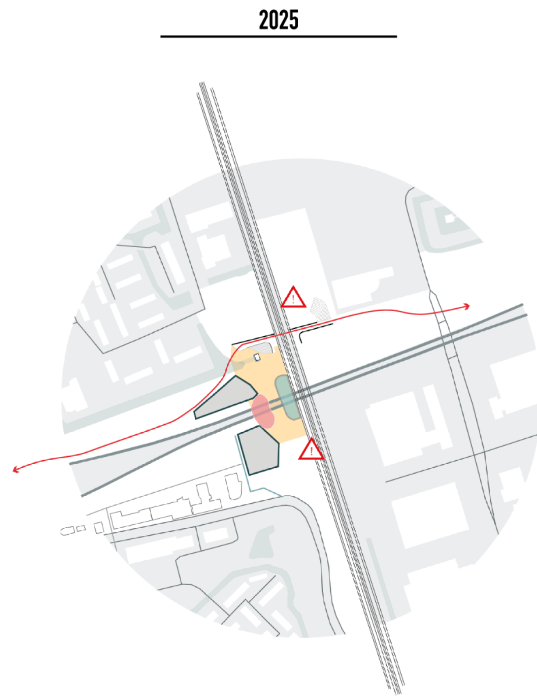
| SOUTH PLOT |

origin | research design | theory | reality | context | actors | synthesis | game design | final game | game output | spatial vision | **spatial design** | conclusion | discussion



| SOUTH PLOT |

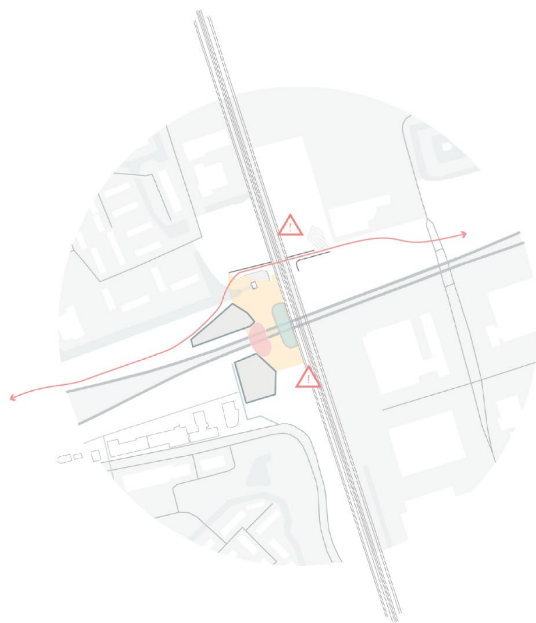
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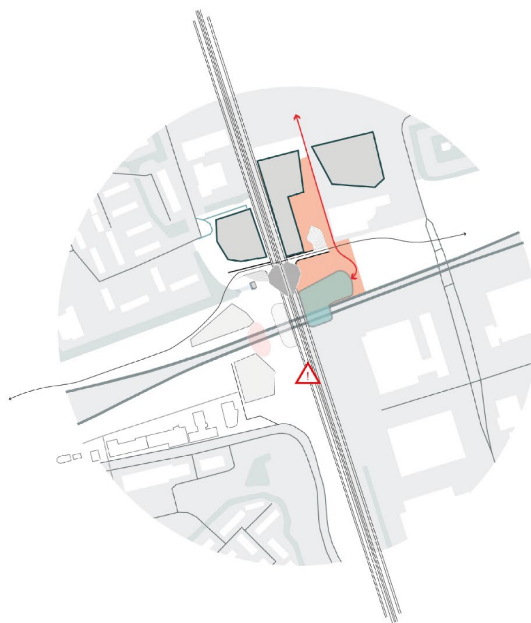
| PHASING |

origin | research design | theory | reality | context | actors | synthesis | game design | final game | game output | spatial vision | **spatial design** | conclusion | discussion

2025



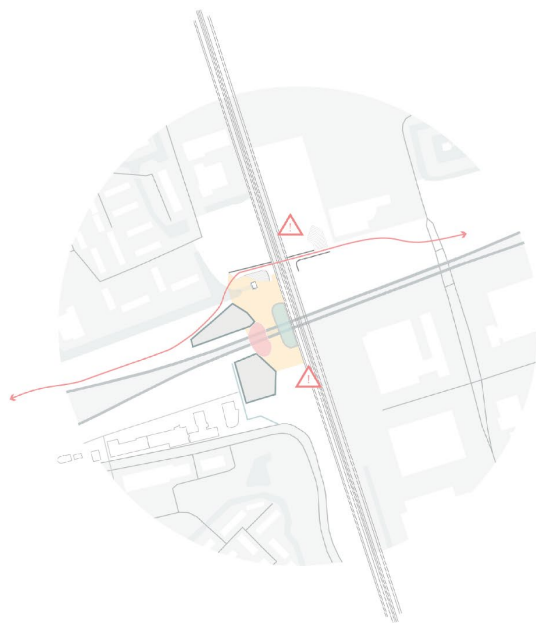
2030



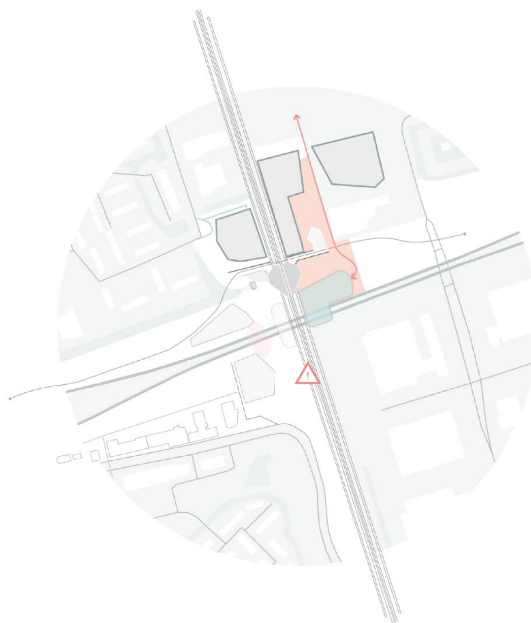
| PHASING |

origin | research design | theory | reality | context | actors | synthesis | game design | final game | game output | spatial vision | **spatial design** | conclusion | discussion

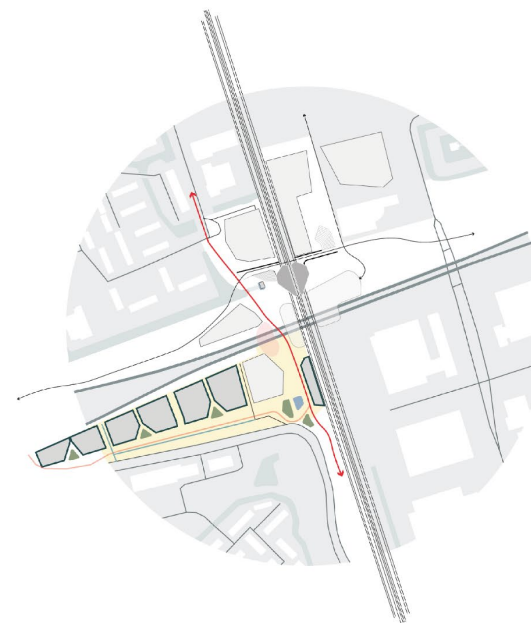
2025



2030

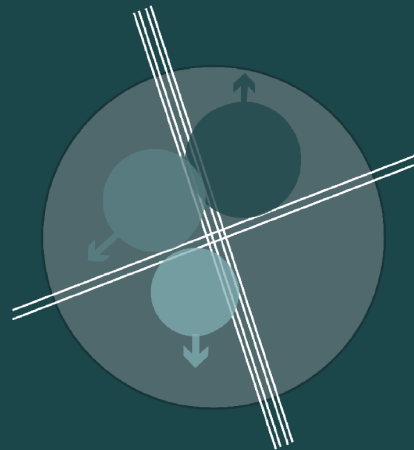


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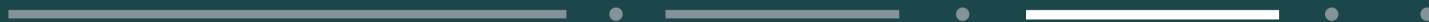


| PHASING |

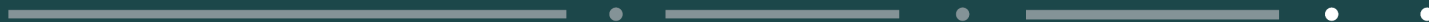
origin | research design | theory | reality | context | actors | synthesis | game design | final game | game output | spatial vision | **spatial design** | conclusion | discussion

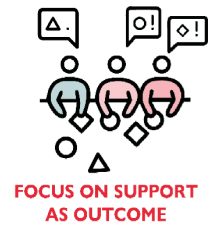


| SECTION 3 – SPATIAL DESIGN – LEARNINGS |



| ZOOMING OUT – CONCLUSION DISCUSSION |







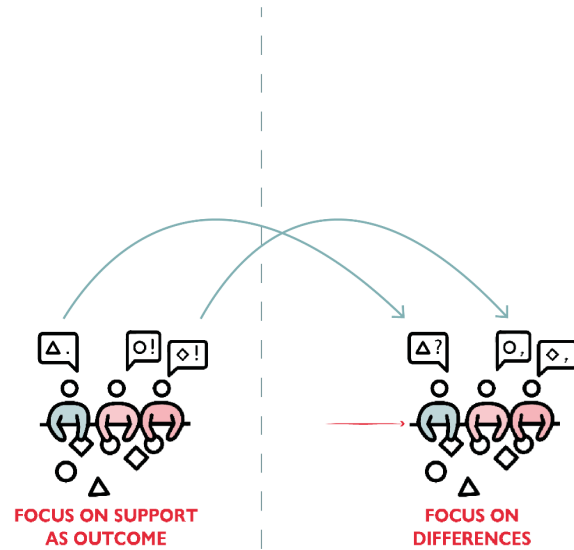
**organised
frustration**

PROBLEM
STATEMENT

**productive
dialogue**

PROJECT
AIM

origin | research design | theory | reality | context | actors | synthesis | game design | final game | game output | spatial vision | spatial design | **conclusion** | discussion



**organised
frustration**

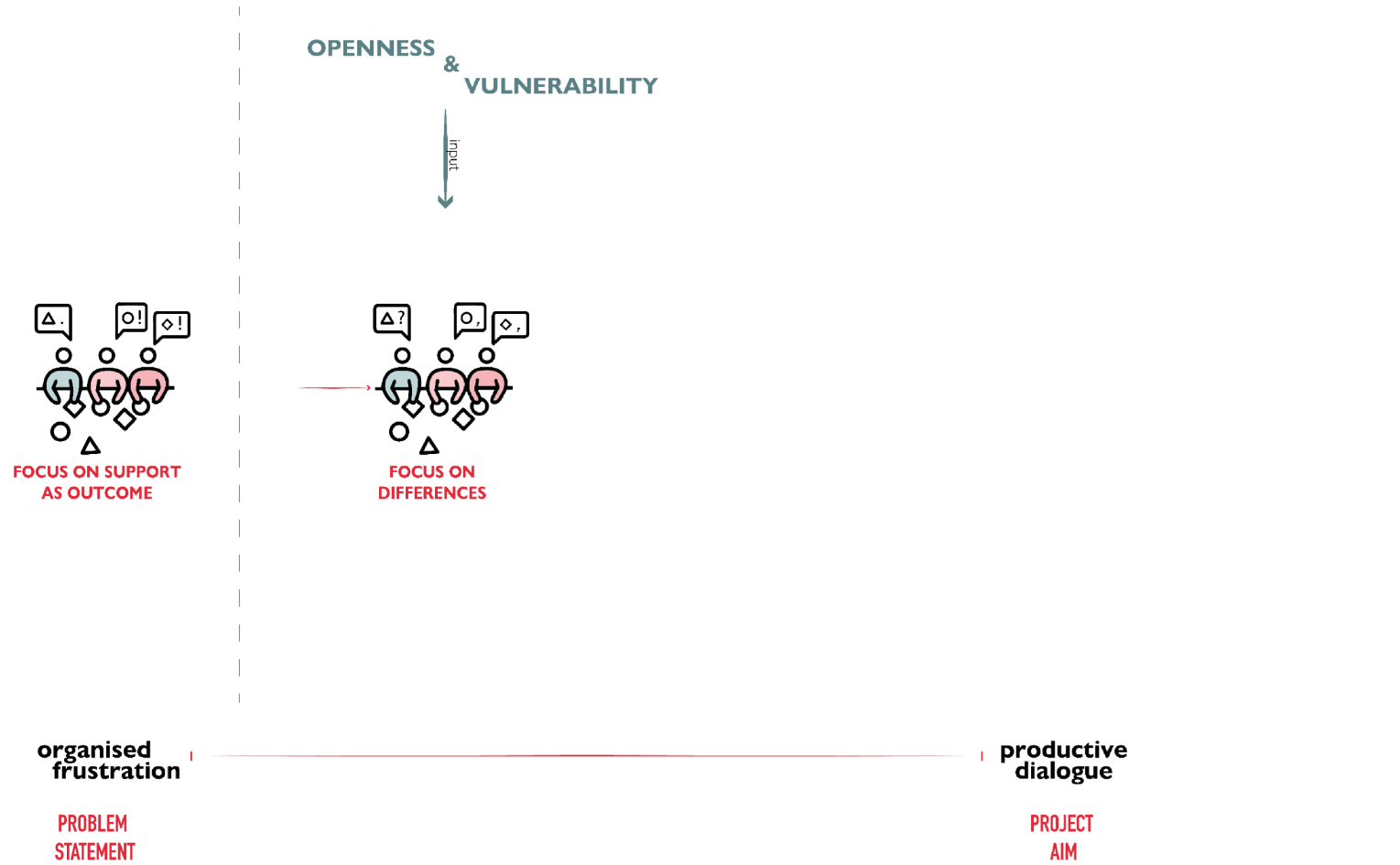
PROBLEM
STATEMENT

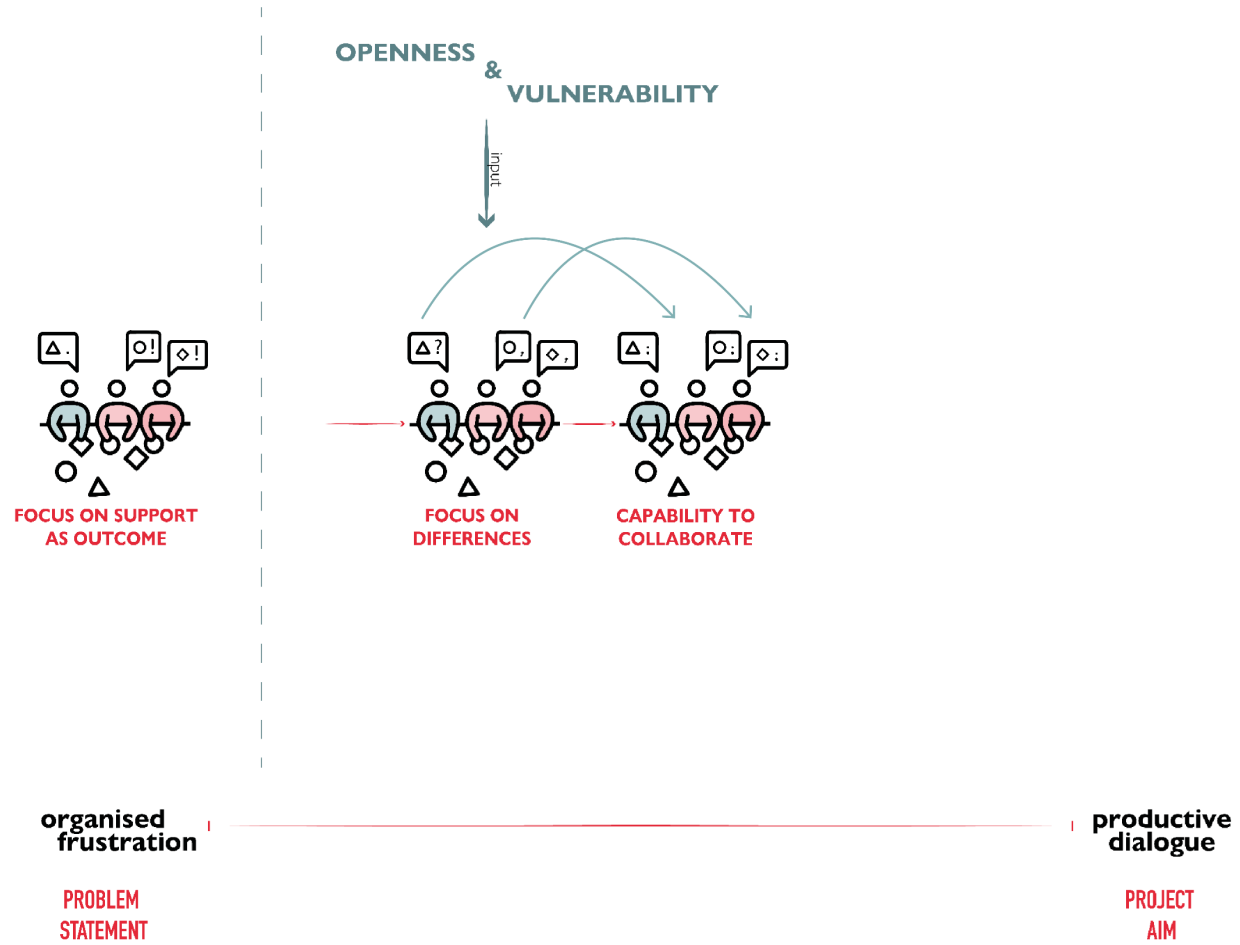
**productive
dialogue**

PROJECT
AIM

| CONCLUSION |

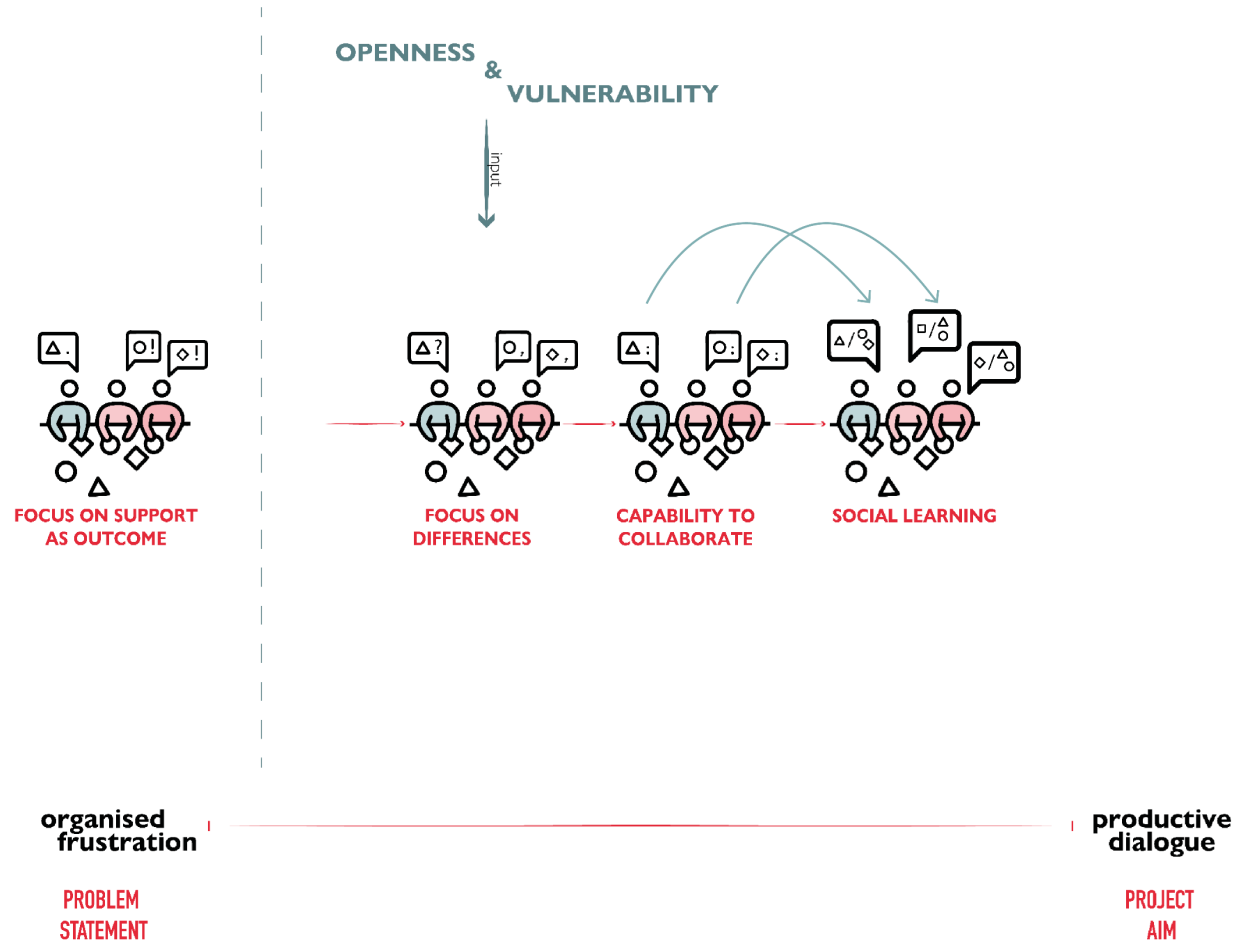
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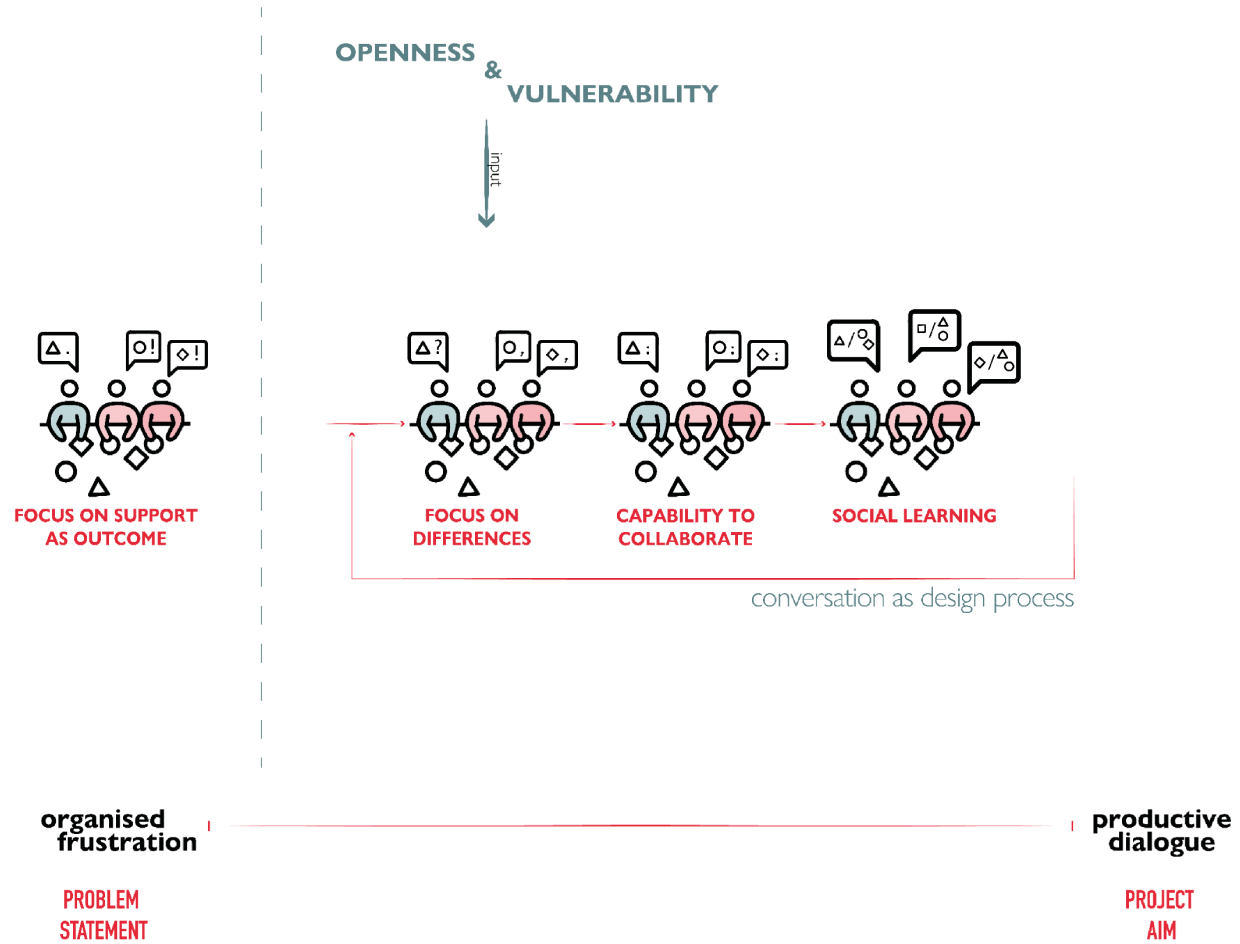
| CONCLUSION |

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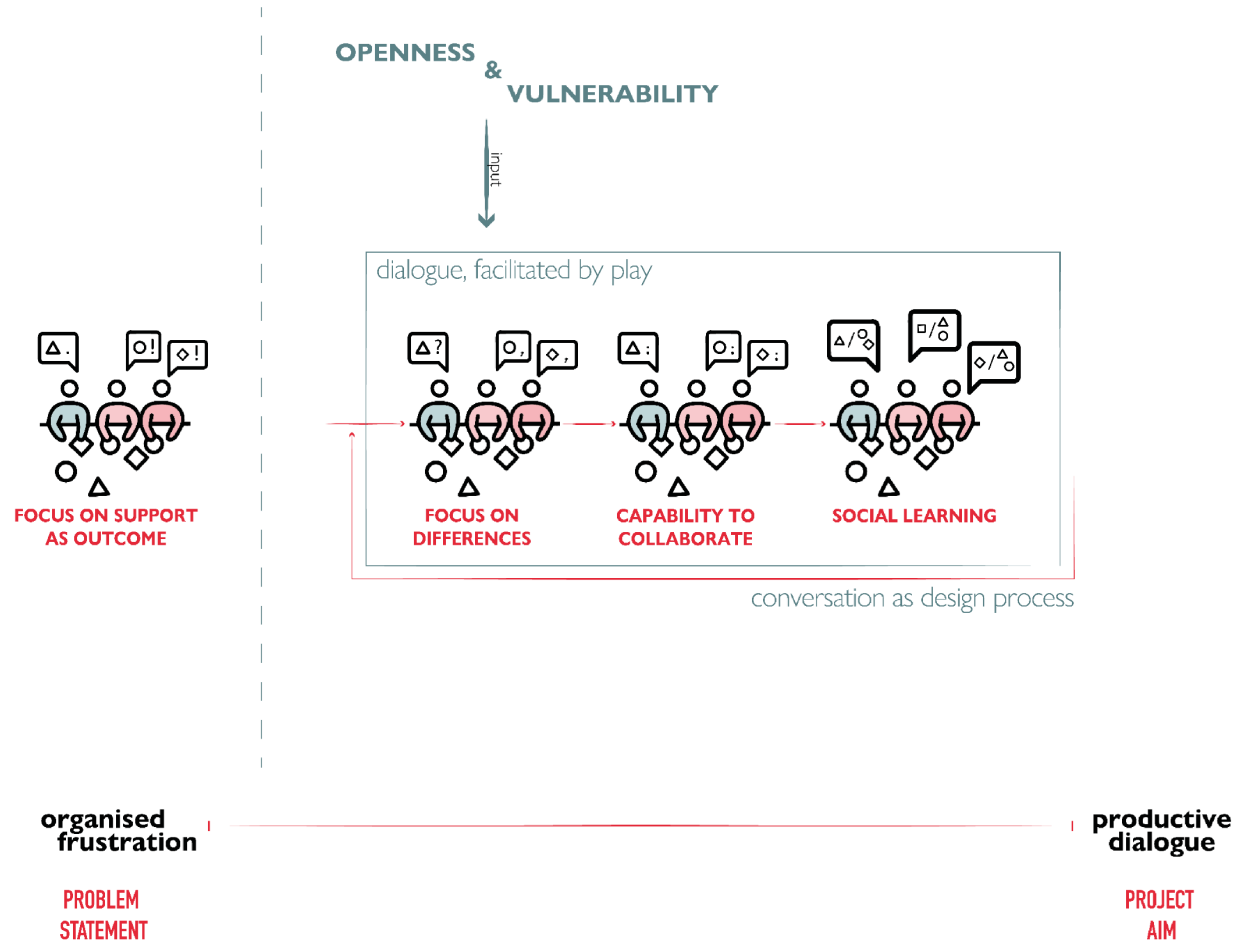
| CONCLUSION |

origin | research design | theory | reality | context | actors | synthesis | game design | final game | game output | spatial vision | spatial design | **conclusion** | discussion



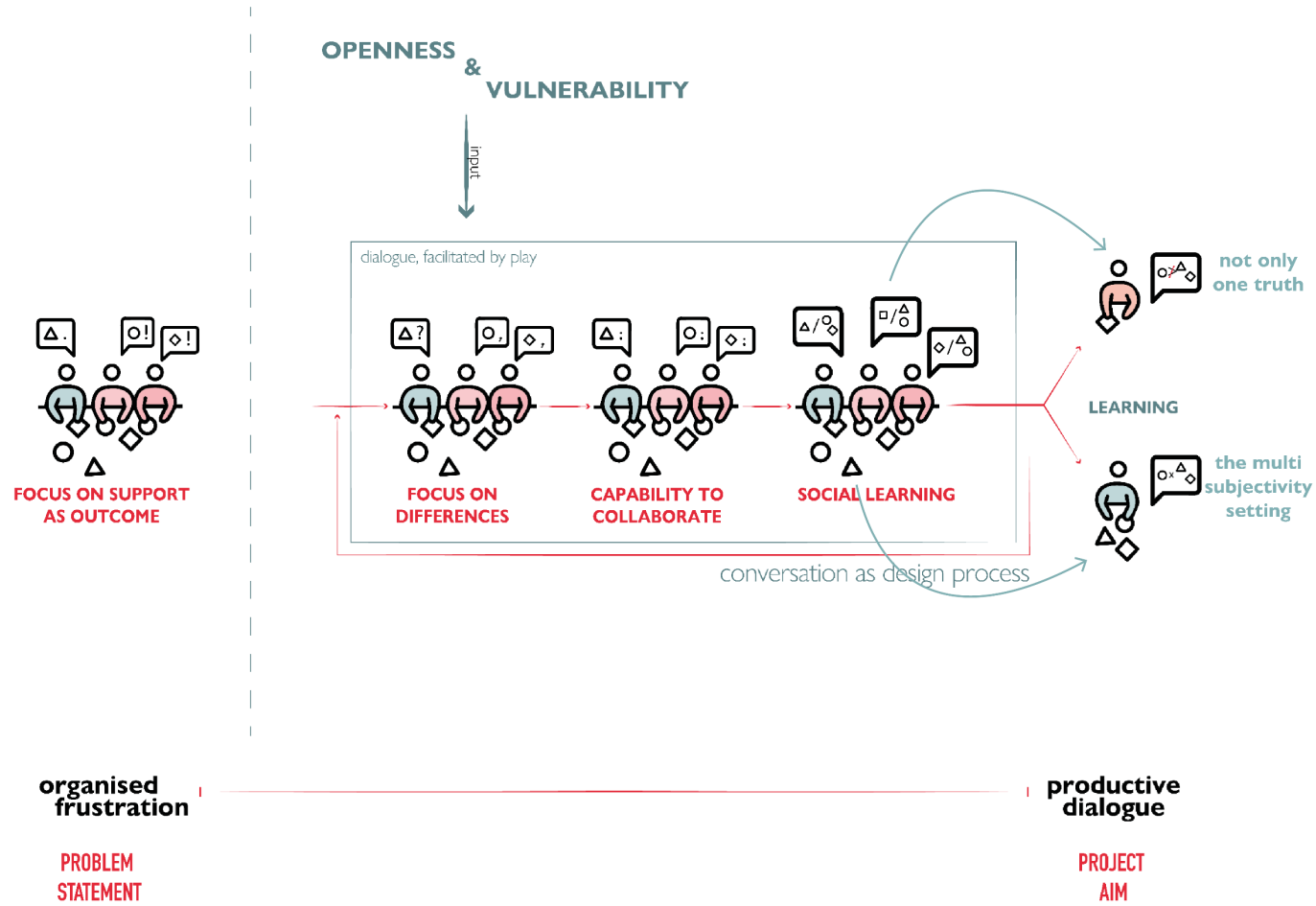
| CONCLUSION |

origin | research design | theory | reality | context | actors | synthesis | game design | final game | game output | spatial vision | spatial design | **conclusion** | discussion



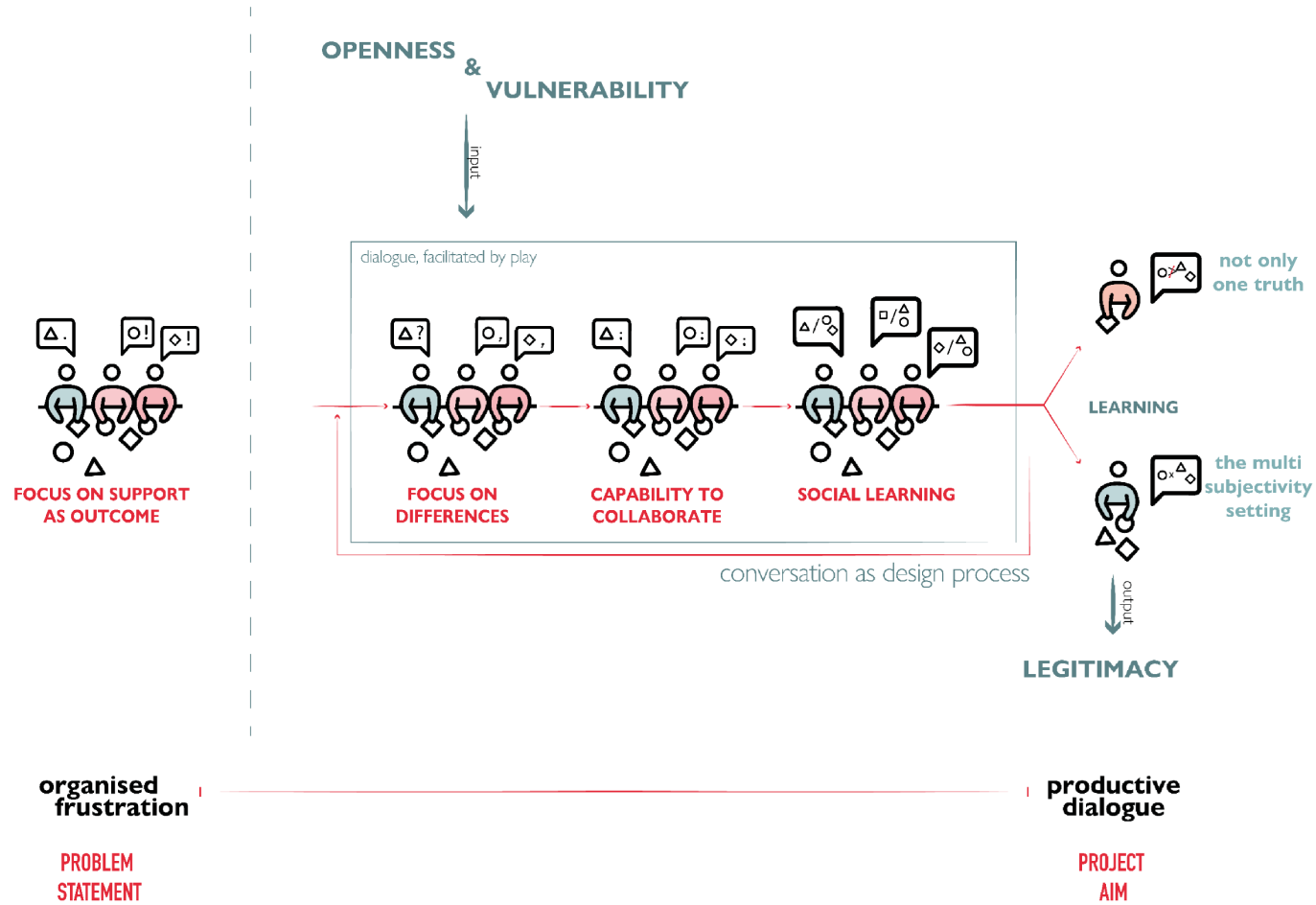
| CONCLUSION |

origin | research design | theory | reality | context | actors | synthesis | game design | final game | game output | spatial vision | spatial design | **conclusion** | discussion



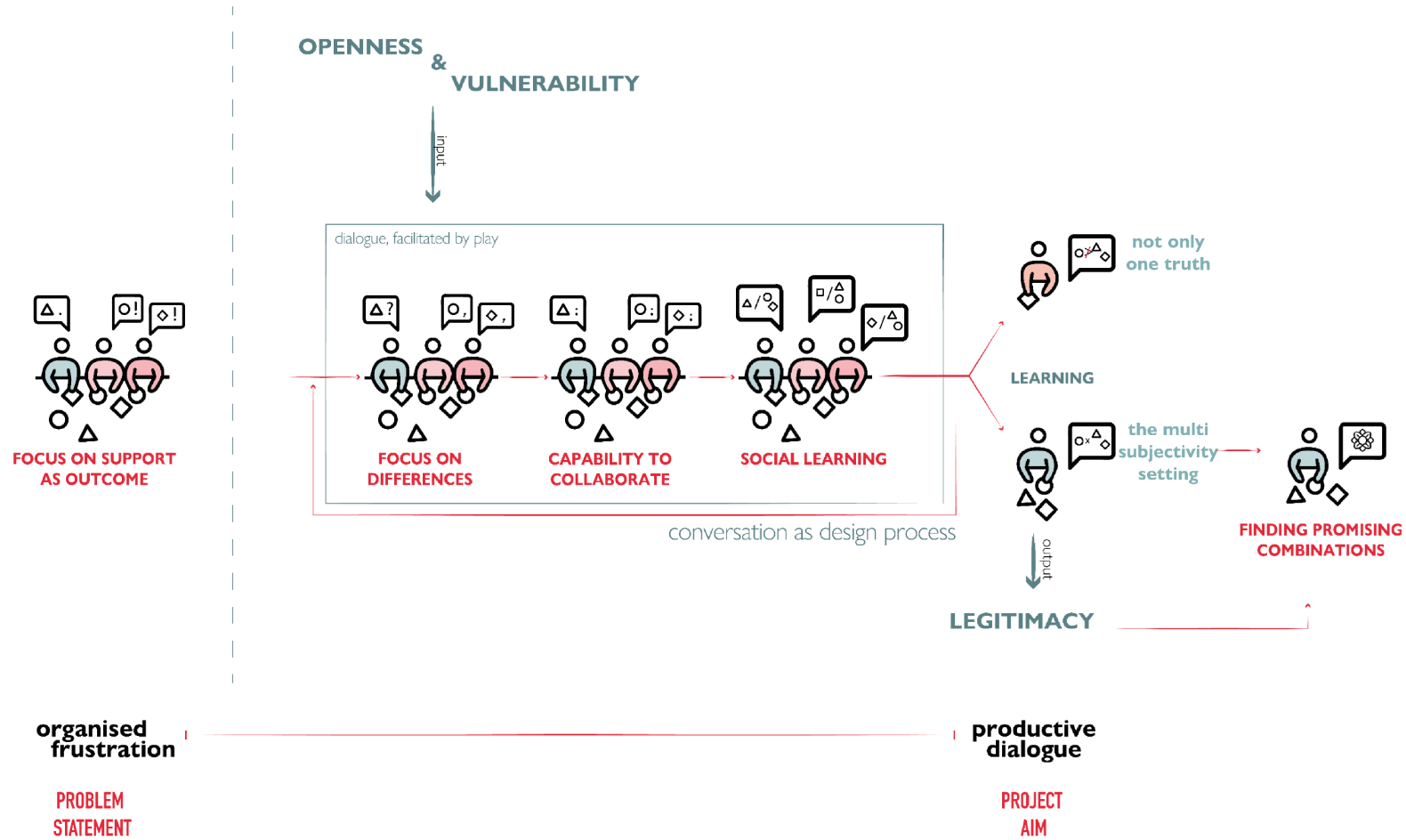
| CONCLUSION |

origin | research design | theory | reality | context | actors | synthesis | game design | final game | game output | spatial vision | spatial design | **conclusion** | discussion



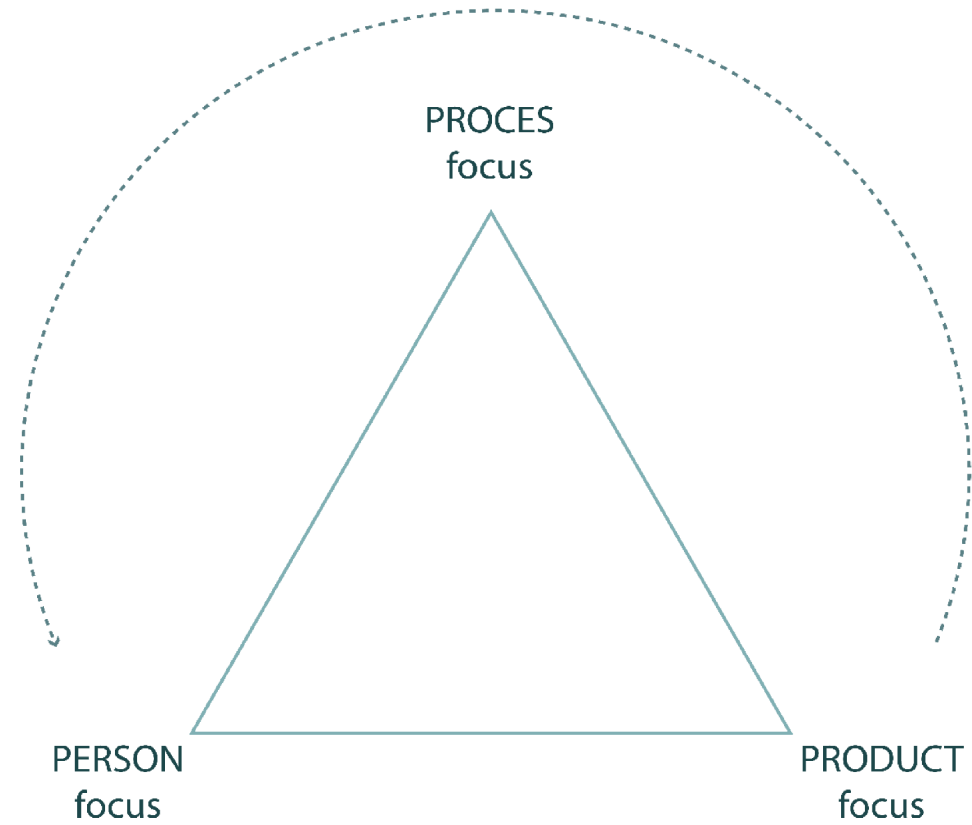
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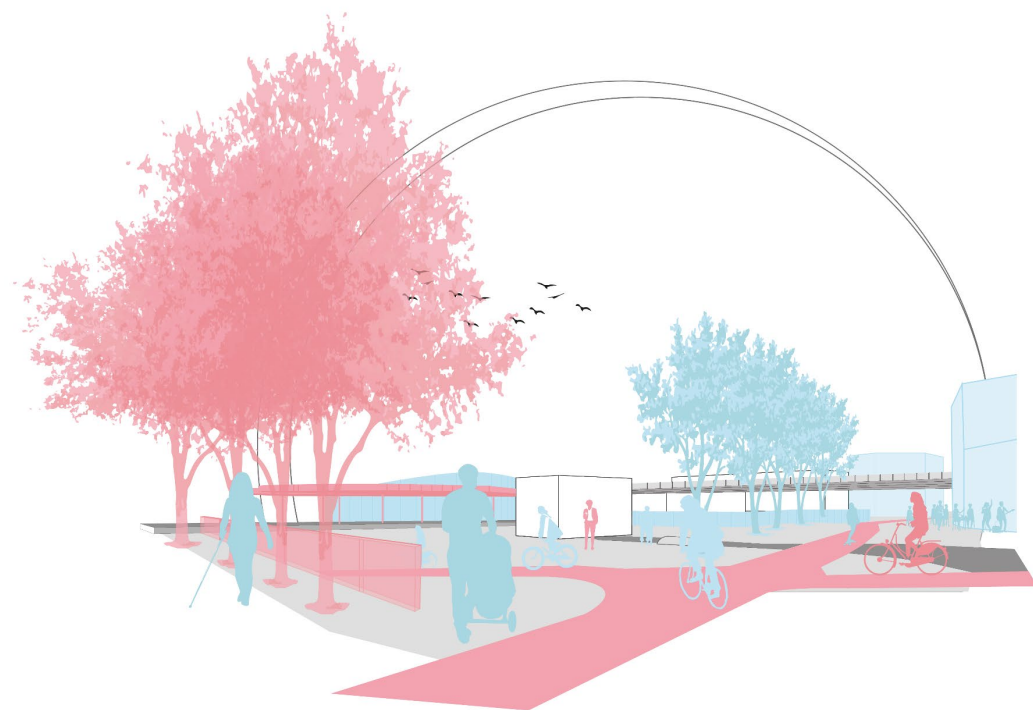
| CONCLUSION |

origin | research design | theory | reality | context | actors | synthesis | game design | final game | game output | spatial vision | spatial design | **conclusion** | discussion



| THE RELATIONAL APPROACH |

origin | research design | theory | reality | context | actors | synthesis | game design | final game | game output | spatial vision | spatial design | conclusion | **discussion**



| THANK YOU! |