

Graduation Plan

Master of Science Architecture, Urbanism & Building Sciences



Graduation Plan: All tracks

Submit your Graduation Plan to the Board of Examiners (Examencommissie-BK@tudelft.nl), Mentors and Delegate of the Board of Examiners one week before P2 at the latest.

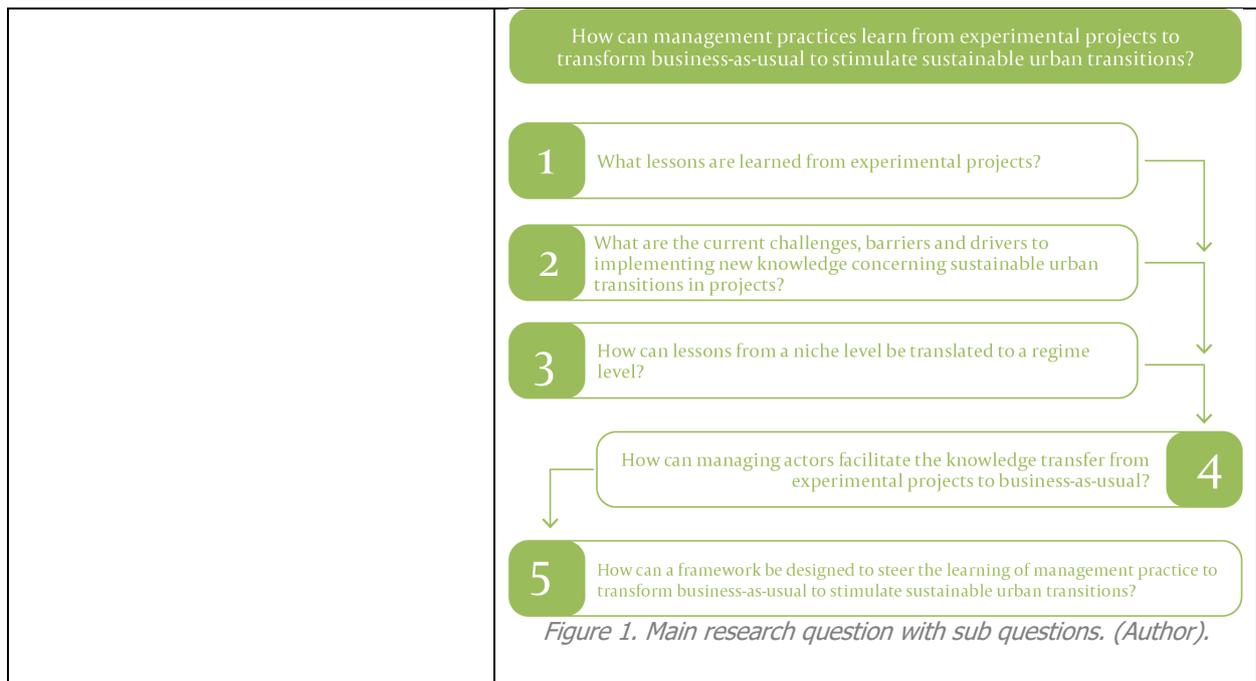
The graduation plan consists of at least the following data/segments:

Personal information	
Name	Feike Anne Carola Jansen
Student number	4678087

Studio		
Name / Theme	Sustainable Transitions	
Main mentor	Dr. A. (Aksel) Ersoy	Urban Development Management
Second mentor	Prof. Dr. P.W. (Paul) Chan	Design and Construction Management
Argumentation of choice of the studio	<p>In recent years, I have come into contact with the project management profession in various ways: managing different committees as chairwoman, participating in a student board, guiding research meetings, and working as a project consultant and manager. This aroused my interest in this field and resulted in a curiosity about the theory behind it. How do people work and learn, and how do you get people from A to B? In addition, there is a personal interest in sustainability. How do you give people an incentive to want sustainable solutions and be willing to change their natural behavior? This forms the basis of this master thesis. With this research, I hope to achieve a deeper understanding of how these principles work in research and practice and be able to take these findings with me in my professional life.</p>	

Graduation project	
Title of the graduation project	From urban experimentation to organizational transformation: Applying urban living lab findings to challenge business-as-usual management practices
Goal	
Location:	Case locations: <ul style="list-style-type: none"> - Merwe-Vierhavens, Rotterdam - Havenstad, Amsterdam
The posed problem,	Recently, there has been a concern about the lack of information transfer of knowledge we learn from experimental projects to practice making the transition to sustainable cities possible (Dąbrowski,

	<p>Varjú, & Amenta, 2019; Ersoy & van Bueren, 2020). The need for innovative ideas to redevelop our urban environment is high. Changing the current situation asks for a sustainable transition in a variety of disciplines within the urban context (Ayala & Alberton, 2020). But how do we implement this?</p> <p>Recent studies have focused on what and how we learn from experimental projects (Stam, van Ewijk, & Chan, 2023). Many studies analyzed learning in the context of a pilot project, living lab, or innovation initiative while these settings are defined as niches (Kemp, Schot, & Hoogma, 1998). The learning itself has been suggested as a crucial component in transforming societal systems in a sustainable way (Stam et al., 2023).</p> <p>However, we know little about how to implement the lessons learned in business-as-usual management practices to catalyze sustainable transitions in the construction sector (Stam et al., 2023). There is a lack of knowledge on how managing actors should change their steering in projects to push toward a sustainable outcome in practice. This is needed to meet the sustainability goals.</p>
<p>research questions and</p>	<p>Based on the problem statement, the following research question is formulated:</p> <p><i>How can management practices learn from experimental projects to transform business-as-usual to stimulate sustainable urban transitions?</i></p> <p>The main concepts in this research are 'learning from experimental projects' and 'transforming business-as-usual'. The context of research is sustainable urban transitions, and the empirical context is Urban Living Labs.</p> <p>The sub questions related to the main question of the research are shown in Figure 1.</p>



design assignment in which these result.

A steering framework will be the product of this research. The framework will visualize how to steer the learning of management practice to transform business-as-usual to stimulate sustainable urban transitions.

Process

Method description

The methods for this research are split into three main parts, theoretical and empirical research, and synthesis, after which the fourth part, validation, will take place. The three main parts are related to the research questions as shown in the research design summary in Figure 2. The research design visualizes the relationship between the (sub)questions, the conceptual framework, and the research methods and techniques used. To conduct this research, the following qualitative methods are used: theoretical background review, explorative interviews, semi-structured interviews, a nested case study, and group interviews (Blaikie & Priest, 2019).

In the theoretical research part, the literature review and explorative interviews provide knowledge about the type of lessons learned in experimental projects, the scalability of lessons learned from a niche to regime level in urban projects, and an overview of the different challenges, barriers, and drivers of the implementation of new knowledge in urban projects. This together forms the basis for the second part.

The empirical research focuses on a nested case study in two area developments and explores different settings relevant to the case. This part contains twelve semi-structured interviews, six per area, to generate input for the synthesis, the variables, actors, and opportunities for the framework to steer learning of management practice to transform business-as-usual.

After the first conclusions, a validation part will take place containing an expert panel interview with three experts to validate and improve the earlier conclusions. The four parts are shown in Figure 3.

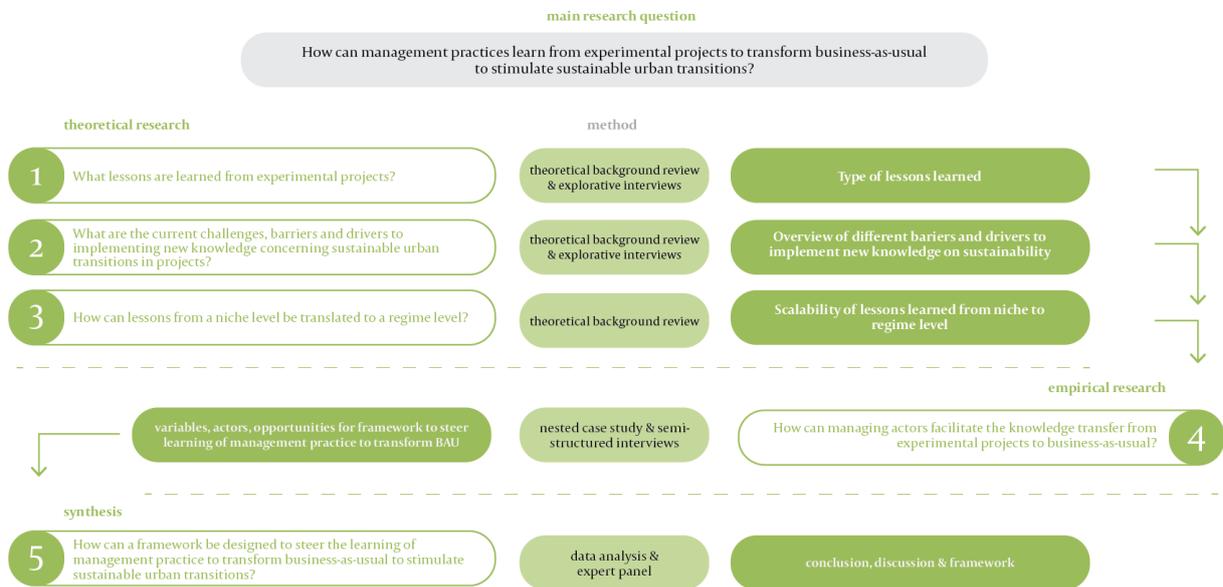


Figure 2. Research design. (Author).

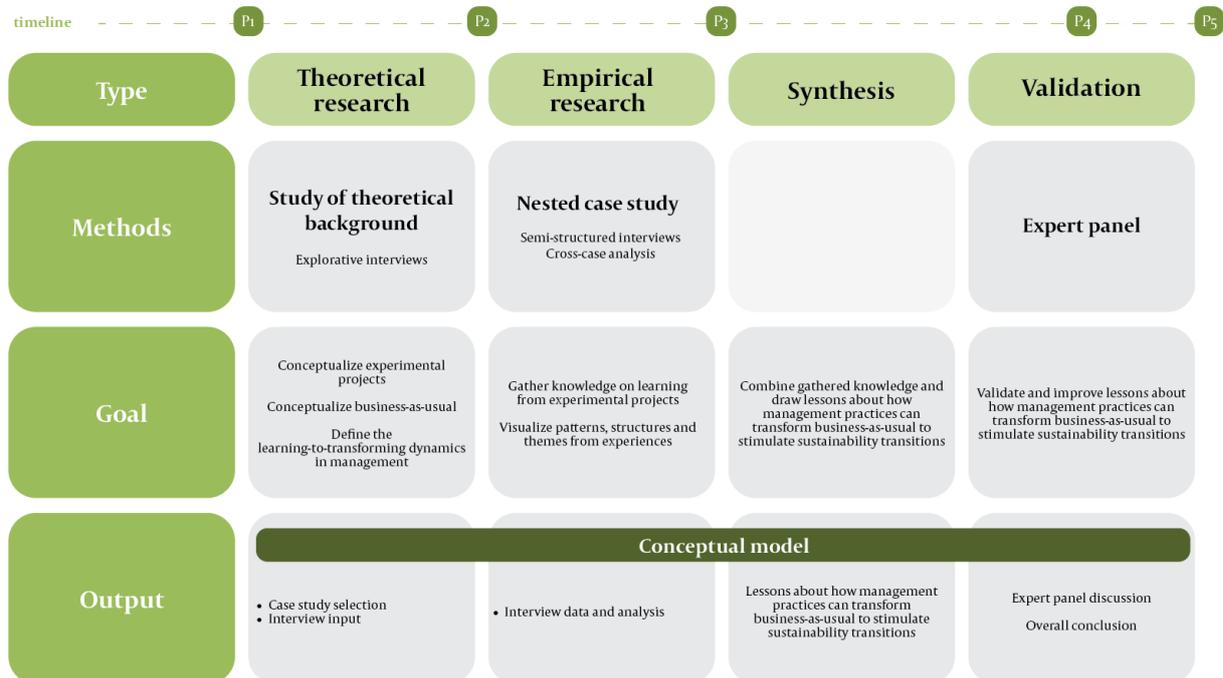


Figure 3. Methodological framework. (Author).

Literature and general practical references

In the theoretical background of my research, I use the following academic theories:

- Definitions of concepts: sustainable transition, urban area development, Experimental project and business-as-usual.
- Single, double and triple loop learning (Based on Argyris, 1982; Pahl-Wostl, 2009)
- The Multilevel perspective (MLP) theory (Geels, 2002)
- Three processes of diffusion between ULL and socio-spatial contexts (Von Wirth et al, 2019)
- Actor-Network theory (Callon, 1984).
- Main pathways for sustainable urban transitions (Florez Ayala et al. 2022).
- Stakeholder classes (Mitchell et al. 1997)

Besides, my research of the P2 moment uses the following references:

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Reflection

1. What is the relation between your graduation (project) topic, the studio topic (if applicable), your master track (A,U,BT,LA,MBE), and your master programme (MSc AUBS)?

My graduation topic relates one on one to the main studio topic sustainable transitions by looking at how we can stimulate sustainable transition process by learning from experimental project and implementing these lessons into our management practices. This makes the relation with the master track MBE (Management in the Built Environment) as well. How do we steer a process, how do we make it work and how do we support the transition from A to B; all questions that are central in our master's track. Together, this is part of the total master program. Working on how we use, build, and steer our urban environment is what we do on a daily basis. That is why this research is a contribution to the existing urban research field.

2. What is the relevance of your graduation work in the larger social, professional and scientific framework.

Scientific relevance

In recent years, innovative initiatives to reach sustainability goals have been popping out of the ground in different fields (Sengers, Wieczorek, & Raven, 2019). Especially in the built environment, experimenting with new solutions to create more sustainable cities is a hot topic. The findings of these pilots are there but the implementation in practice leaves much to be desired. There is almost no research on how to implement the findings to change business-as-usual from a management perspective, in specific by project managers. Therefore, this research aims to fill the knowledge gap by finding out how lessons learned from experimental projects can be implemented in practice to stimulate sustainable transitions.

Societal relevance

General awareness of the climate crisis has been raised among citizens in the past years (Calculli, D'Uggento, Labarile, & Ribecco, 2021). The demand is there for new solutions on how to adapt our daily lives for a sustainable future. The question is how do we implement new ideas in practice? Filling the knowledge gap on how to implement things we learn by focusing on the niche-regime interaction gives us the opportunity to take the next steps in creating more sustainable cities. The core of this issue is multi-deployable across different disciplines to continue working on the common goal of preventing global warming while living our daily lives.