
Investment in city development

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The content of the lecture

- introduction to urbanization and city development
- new approach to investment decision making in urban development
- support development of cities on both strategic and operational level
- sustainable development and smart city
- triad of creativity – circularisation – synergy
- stakeholder theory, social responsibility, multi-criteria analysis

Literature

1. Brealy R. A., Using Project Finance to fund infrastructure investment, London Business School, in Chew D. H., The new corporate finance – where theory meets practice, Irwin/McGraw-Hill 1999.
2. Guide to Cost-Benefit Analysis of Major Projects In the context of EC Regional Policy, current edition.
3. Public-private partnership as a tool to develop infrastructure in Poland, White paper American Chamber of Commerce in Poland.
4. Yescombe E.R., Principles of Project Finance, Yescombe Consulting , Ltd., London, U.K. 2002.

Recommended articles as readings

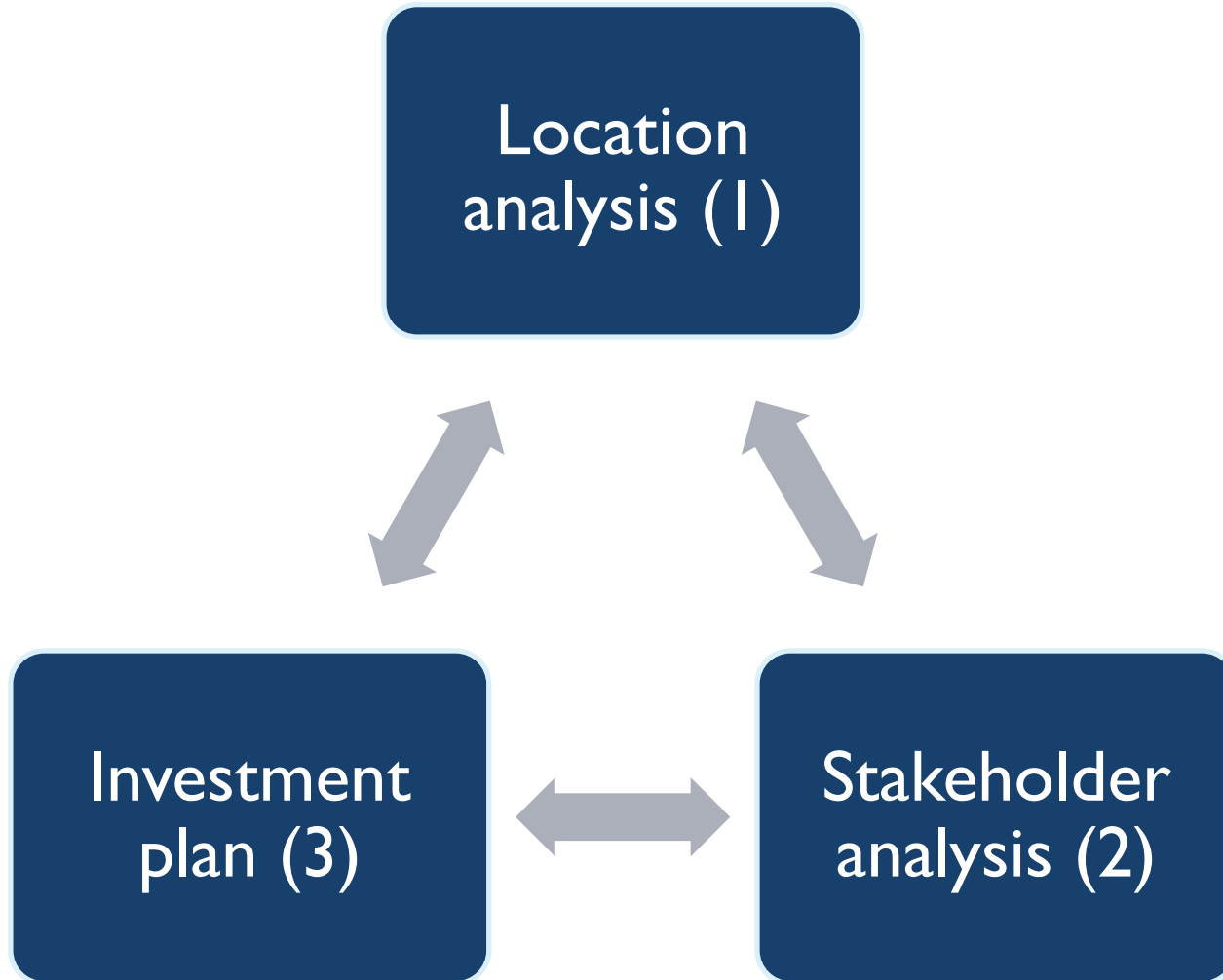
<https://wzr.ug.edu.pl/anna-wojewnik-filipkowska/index.php?str=1428>

- Wojewnik-Filipkowska A. (2016), Economic and Social Effects of Urbanization - Case Study Analysis. Lecture Notes of the Institute for Computer Sciences, Social Informatics and Telecommunications Engineering, Springer, Vol. 166, pp. 760-773.
- Wojewnik-Filipkowska, A. and Rymarzak, M. and Trojanowski D. , Real Estate Function Impact on its Value Exemplified by the City of Gdańsk (2013). Journal 'Aestimum', Firenze University Press, ISSN 1592-6117.
- Wojewnik-Filipkowska A. (2017), Rationalisation of Investment Decisions in the Sustainable Management of Urban Development; is a New Paradigm Needed, Problems of Sustainable Development, vol. 12 no 1, 2017, pp. 79-90.

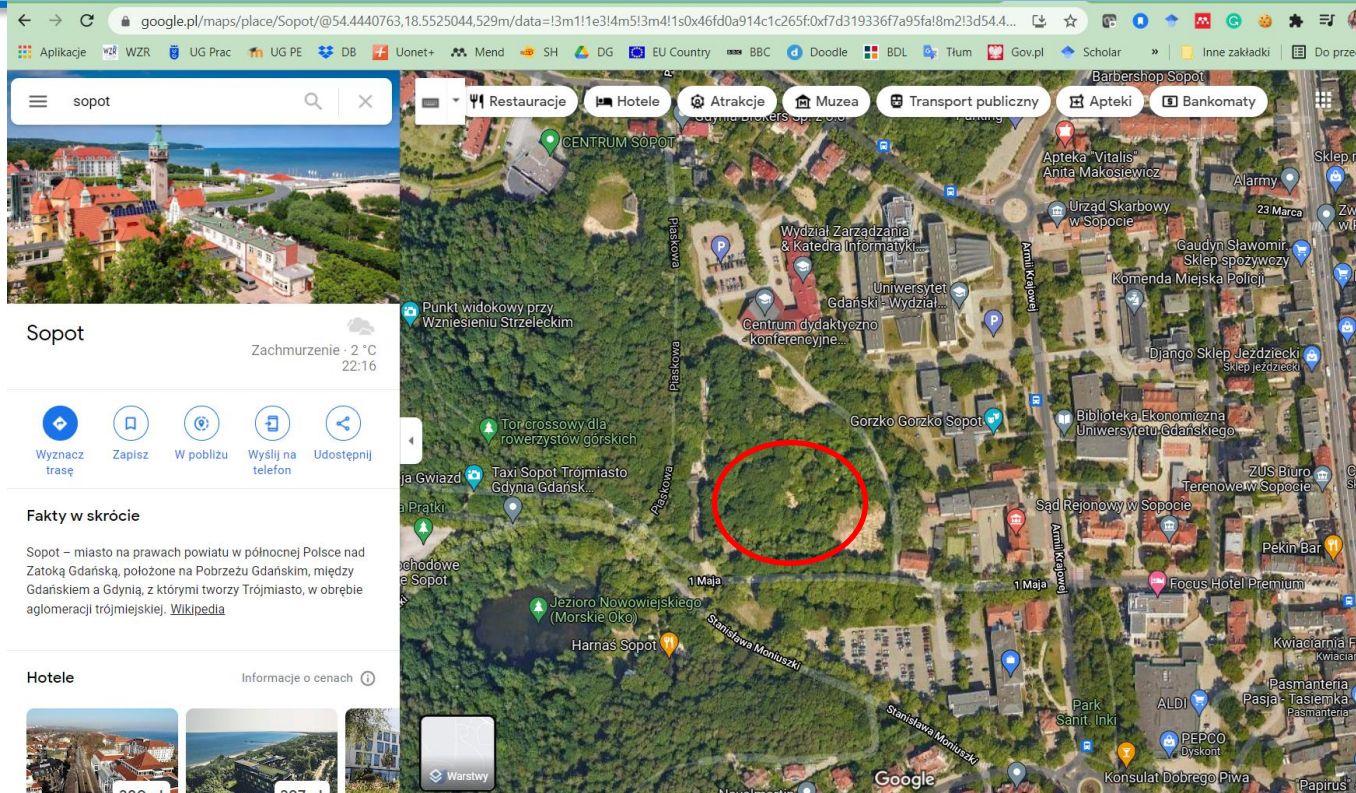
How

- Selected cases stands for **real-life problems** that the world experiences and students reconstruct in the classroom.
- Learning is as an **open-ended** process requiring active engagement from the learner's part.
- **Design thinking** – looking for alternatives, not simple answers.

Conceptual framework

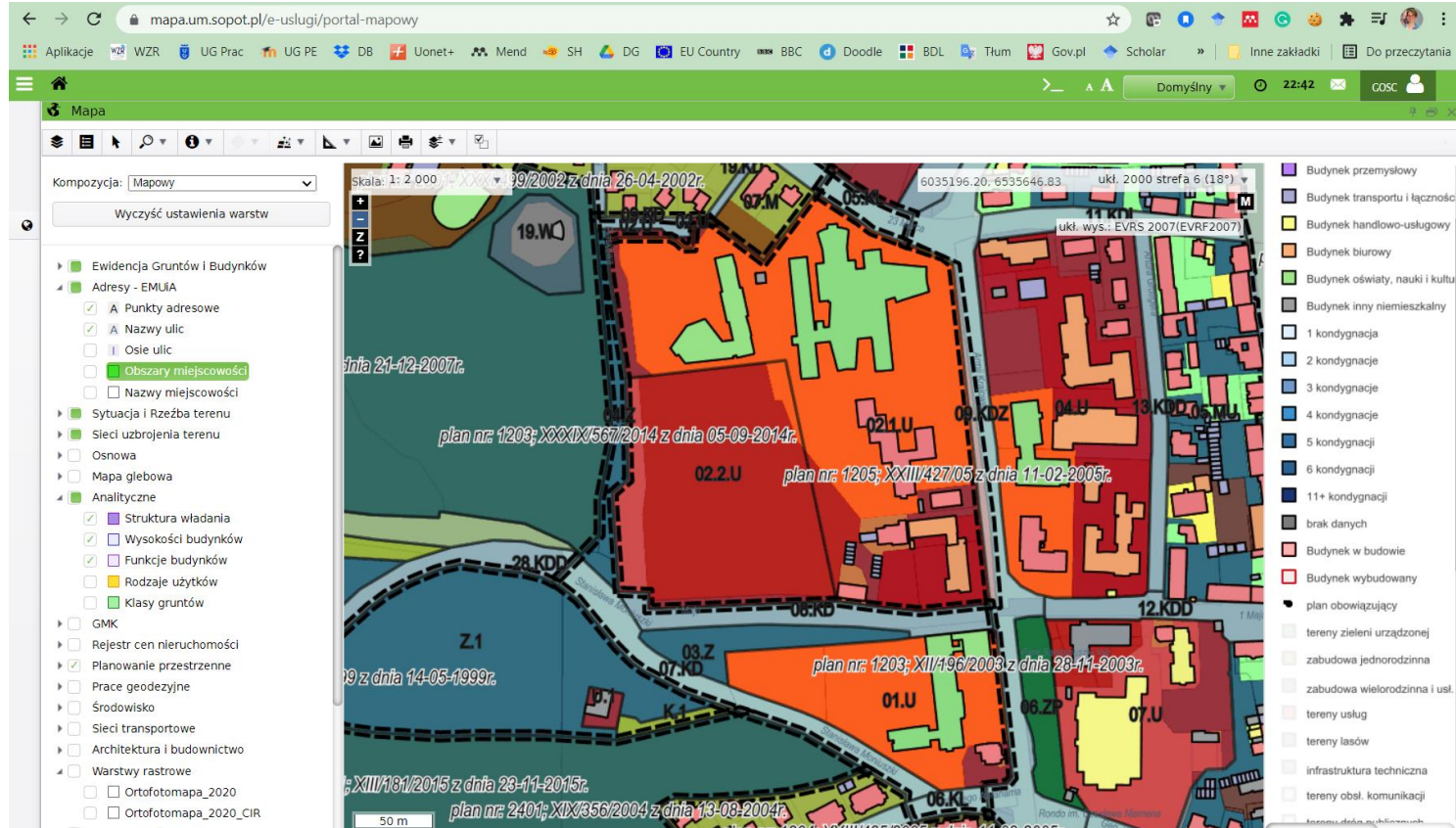


Eg. I Sopot



<https://www.google.pl/maps/place/Sopot/@54.4440763,18.5525044,529m/data=!3m1!1e3!4m5!3m4!1s0x46fd0a914c1c265f:0xf7d319336f7a95fa!8m2!3d54.441581!4d18.5600956>

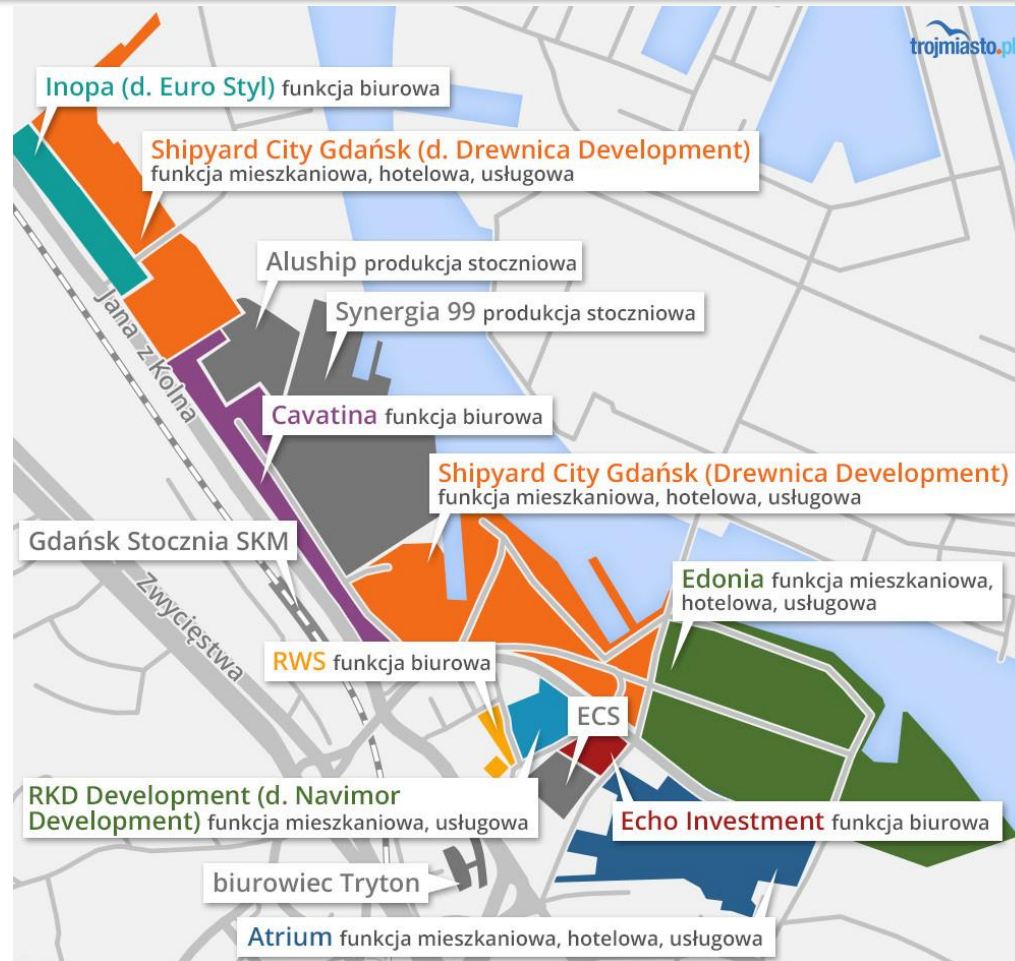
GIS+name of city/town Geographic Information System

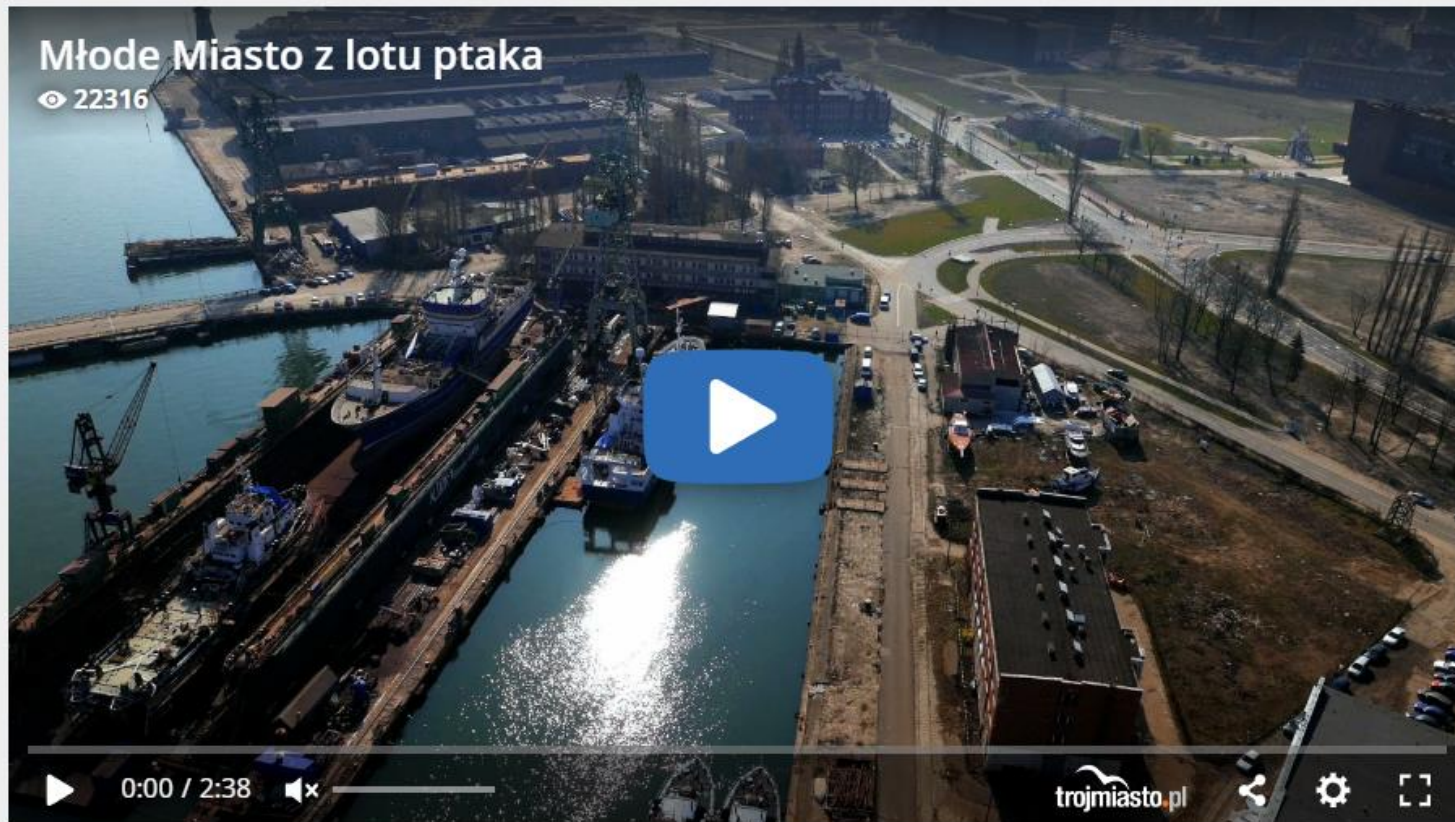


<https://mapa.um.sopot.pl/e-uslugi/portal-mapowy>

<https://bip.sopot.pl/m,74,plany-zagospodarowania-przestrzennego-obowiazujace.html>

Eg. 2 Gdańsk





Młode Miasto z lotu ptaka



22316 wyświetleń 27 maja 2015 (17 opinii)

lotnicze

Dawne tereny Stoczni Gdańskiej wciąż czekają na to, że deweloperzy przekształcą je w dzielnicę mieszkań, rozrywki i biznesu. Zobacz jak obecnie wygląda Młode Miasto z lotu ptaka

<https://tv.trojmiasto.pl/Mlode-Miasto-z-lotu-ptaka-Gdansk-27-05-2015-video-11464.html>

Eg. 3 Gdynia



<https://dziennikbaaltycki.pl/legendarny-maxim-w-gdyni-znowu-na-sprzedaz-cena-wywolawcza-to-25-milionow-zlotych-zobaczcie-jak-lokal-wygladal-kiedys/ar/c9-15830177>

Eg. 4 Rewa



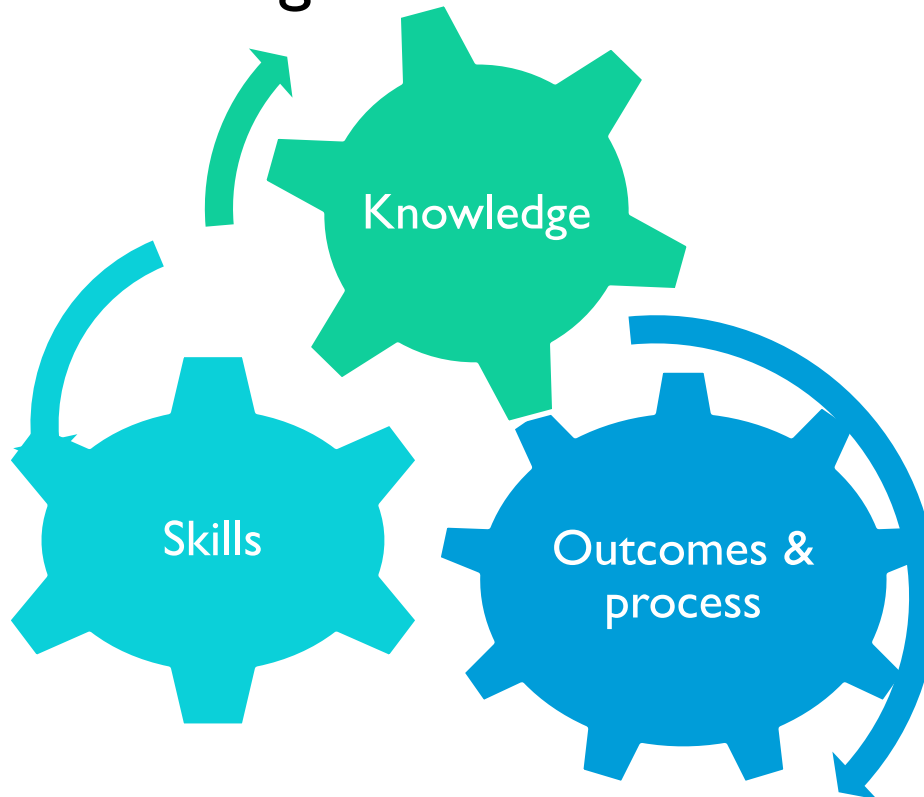
<https://gminakosakowo.pl/aktualnosci/pozytywne-uzgodnienia-w-sprawie-budowy-ekomariny/>

How

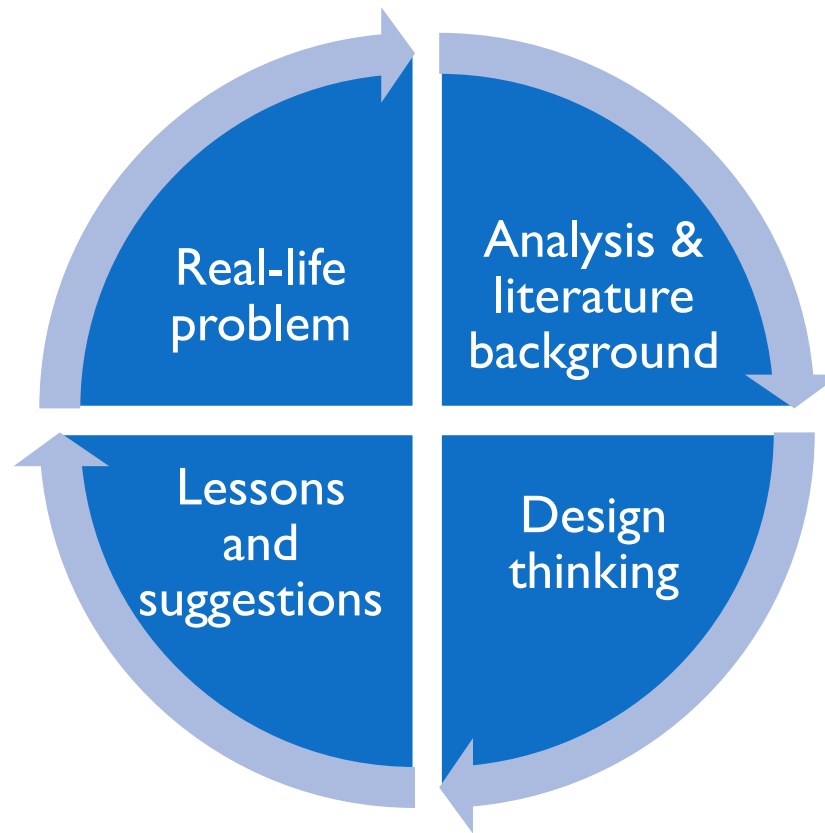
- Student-centered learning is based on **student's own motivation** and needs for learning.
- The underlying idea in this course is that learning becomes deeper when the subject is more relevant to the students' interests and aspirations and when they are given the **opportunity to actively engage** in the creation of their knowledge.
- Teacher's role is to **facilitate** the planning, and provide guidance, feedback and evaluation of the student learning based on the particular learning needs and abilities of students.

Focus

- Knowledge improvement
- Soft skills training
- Learning proces is as important as learning outcomes



Lectures combined with workshops



Learning outcomes/process and grading

- There are no pre-requisites for this course.
- Adequate class preparation and team work concluded by 3 written reports (30%)
- Final presentation and report followed by discussion (70%)

Grade	Percentage
5.00	91.00%
4.50	81.00%
4.00	71.00%
3.50	61.00%
3.00	51.00%

Assesment criteria

- skills and capabilities developed, including team work
- effective self managed and autonomous learning
- quality of **report, poster, presentation**
 - depth of knowledge
 - conclusions and recommendations
 - using a wide range of sources of theory

Education is not learning of facts.
It's rather the training of the mind
to think.

Albert Einstein

Planned schedule

- 1-2-3 Background, Location selection, Team building
- 4-5-6 Background + Workshop
- 7 Closing lecture with presentations & discussion

7 principles for building better cities



San Francisco-based architect,
urban designer and urban planner

7 principles for building better cities

- 1 — Preserve.
- 2 — Mix.
- 3 — Walk.
- 4 — Bike.
- 5 — Connect.
- 6 — Ride.
- 7 — Focus

Peter Calthorpe: 7 principles for building better ... [Przetłumacz tę stronę](#)

https://www.ted.com/talks/peter_calthorpe_7...



17.08.2017 · Peter Calthorpe is already at work planning the cities of the future and advocating for community design that's focused on human interaction. He shares seven universal principles for...

Autor: Peter Calthorpe

Wyświetlenia: 2,6M

<https://www.youtube.com/watch?v=IFjD3NMv6Kw>

Homework

- Study given examples/links.
- Listen about 7 principles of better cities.
- Join Teams class: **a304w4v**
- Use the excel file in Teams for team building (3-4 students) and give brief information about the case study (information about location in needed).