

# Linking science to practice and back

## How to find the right stove

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# Transport issues in daily urban planning practice

1. From classical 'predict and provide' and later 'predict and prevent' to a **more balanced** view on mobility and accessibility
2. from focusing on transport as a single issue to a **more holistic** view of mobility in relation to a wide range of issues

(Te Brömmelstroet & Bertolini, 2011)

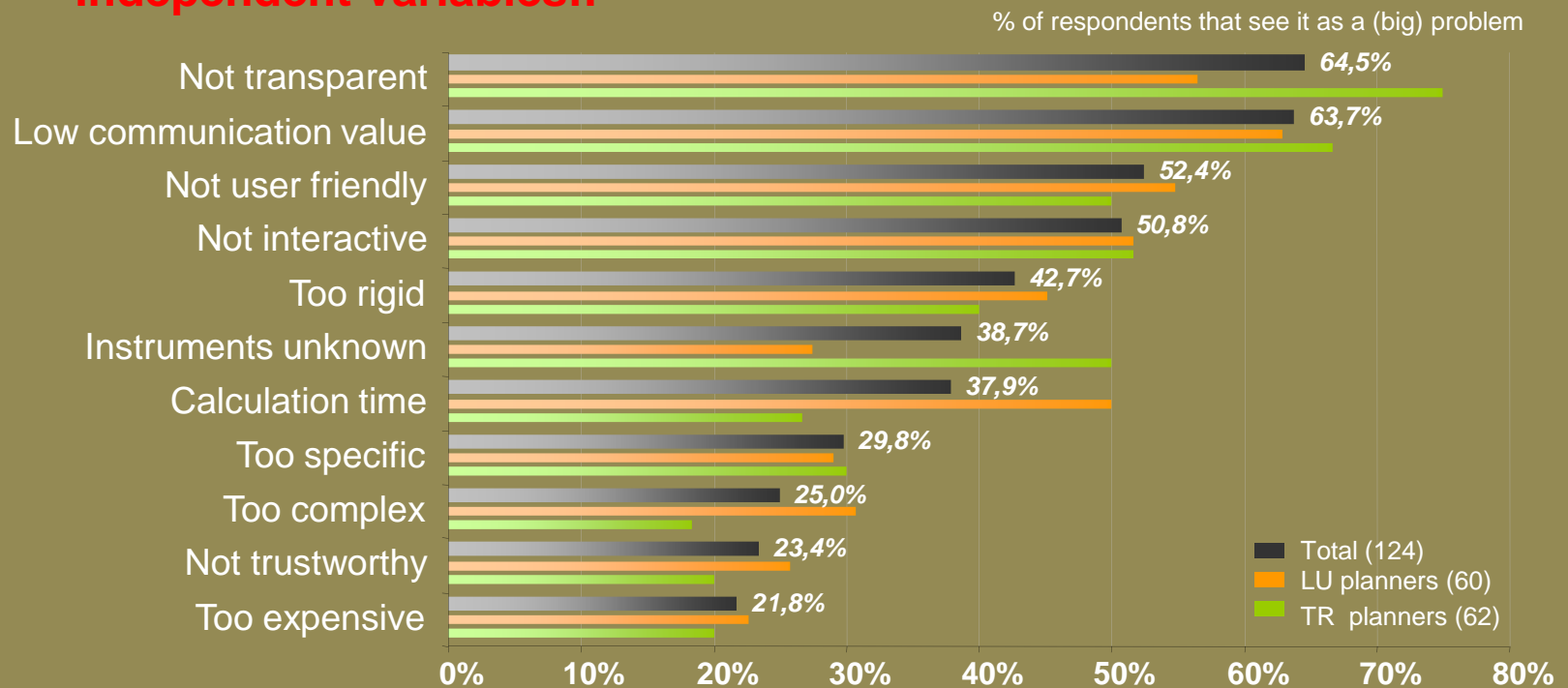
# Transport issues in daily urban planning practice

3. From searching for means for a given goal (e.g. solving congestion) to being one of the subjects in the goal seeking process
4. From a relatively simple institutional context to a complex one with multiple participating stakeholders, holding multiple values and having multiple conflicting goals

(Te Brömmelstroet & Bertolini, 2011)

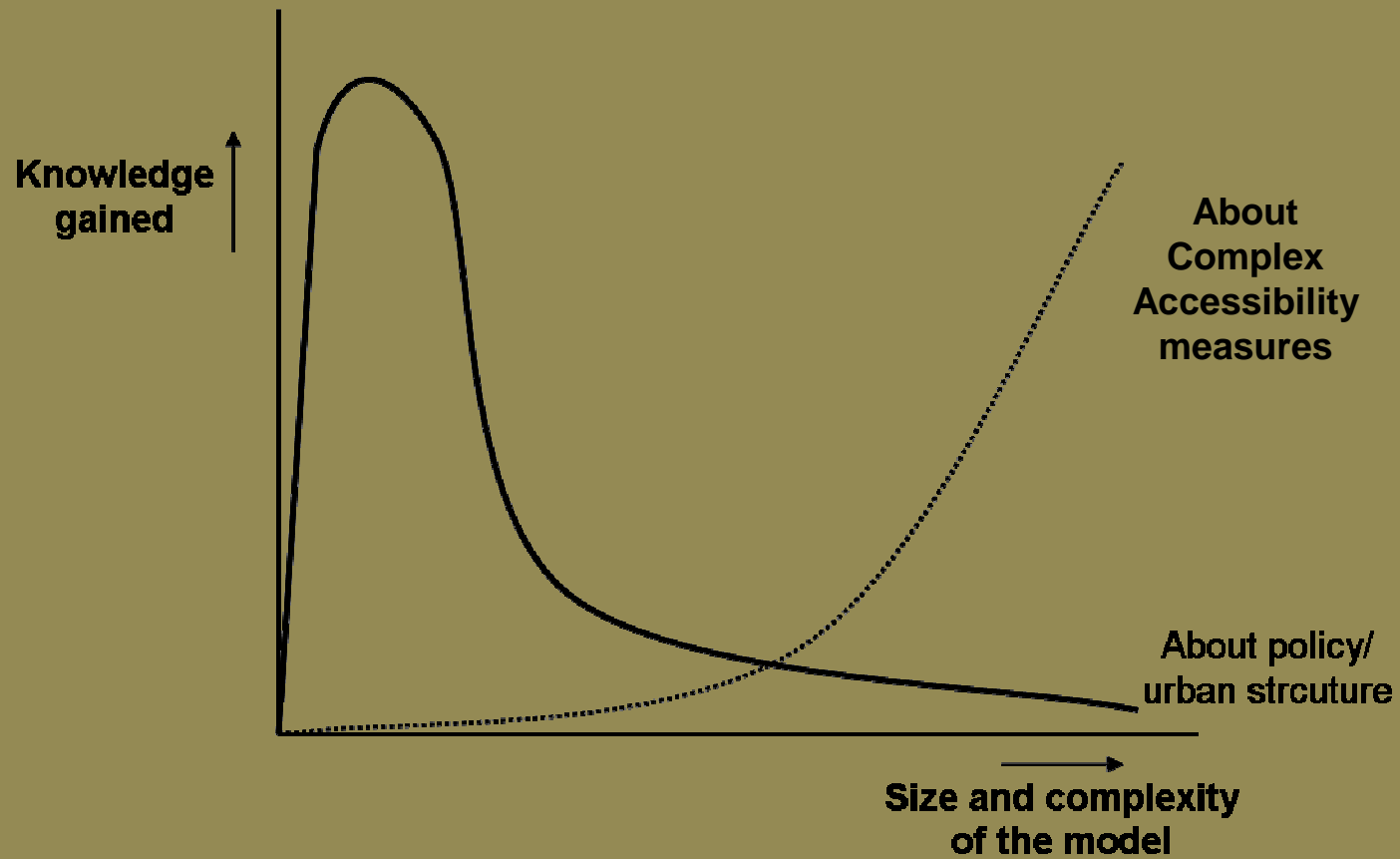
# Valuable knowledge not usable

## Independent Variables!!



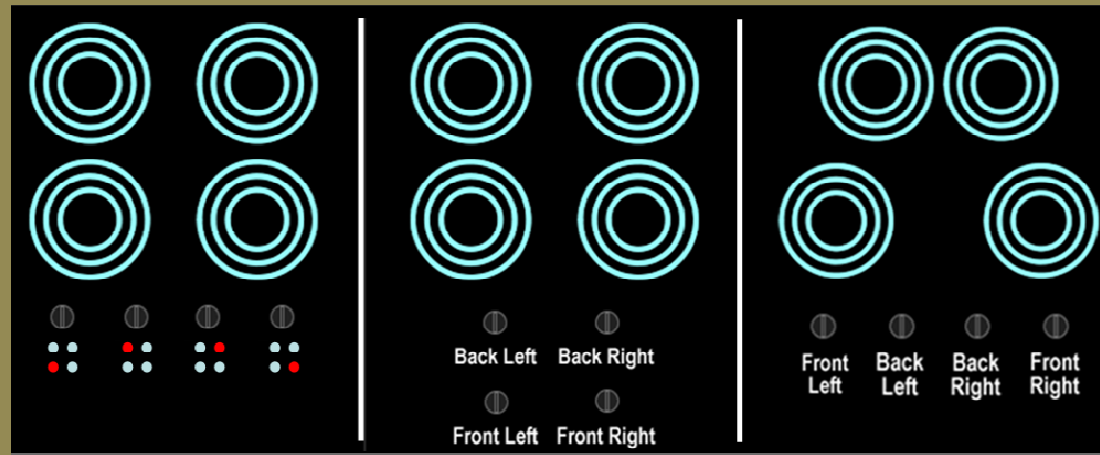
(te Brömmelstroet, 2010)

# Douglas Lee & Norman's stove



(Lee, 1973)

# Douglas Lee & Norman's stove



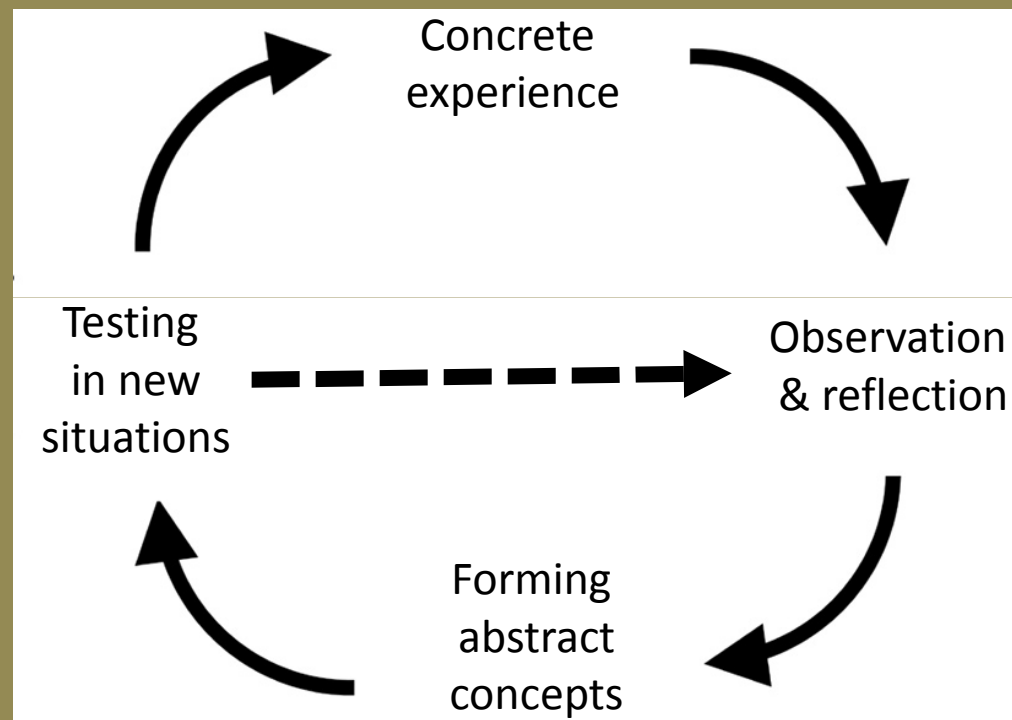
A

B

C

(Norman, 1998)

# Kolb's experiential cycle



(Kolb & Fry 1975; Straatemeier et al, 2010)

# FAC: Mediated Planning Support

- *Main Points (from literature)*
  - *Prototyping*
  - *Starting from planning problem*
  - *Contextualize*





# Observing & Reflecting

| VRAAG   | ANTWOORD   | N  |
|---|------------|----|
| In general, how well is planning support information (indicators, maps, models) accepted and used by all planning actors? | 6.0        | 11 |
| How well was the information accepted and used in the workshops?  | 7.6        | 11 |
| <b>Difference in means</b>  | <b>1.6</b> |    |
| How much did the discussion (sticker session) contribute?   | 6.6        | 9  |
| How much did the presentation and explanation by the information supplier contribute?                                     | 7.2        | 10 |

(te Brömmelstroet, 2011)

# FAC: Transport Reviews 2011

- Planners acknowledge the potential contribution of transport models to understanding complexities of transport issues
- Much of the learning happens during the process of making rather than using the transport-related models
- Taking the users through some of the central choices in model development is essential for the learning process and for the usability of the models

# FAC: Transport Reviews 2011

- The *use* of knowledge (Gudmundsson)
- Trend towards micro (Wegener)
- Discursive modelling (Curtis)
- Activity based (Timmermans)
- Urban simulation (Waddell)
- Negativism bias (Næss)
- Effectiveness/efficiency (Jonsson)
- System Dynamics (Pfaffenbichler)

# FAC: Transport Reviews 2011

- **Henrik Gudmundsson**
  - Knowledge use is more than instrumental: enlightenment
  - Fit model with characteristics of procedures
  - Measuring new outcomes (Work in Progress)
- **Carey Curtis**
  - Knowledge use to support discursive processes
  - To support learning
  - “*Success in the way the tool was used*”

# Testing in new situations

- COST action on accessibility instruments
- Improving usefulness of tools
- Following the most recent insights
- AND: observing & reflecting again
- To find a middle ground between rigor and relevance of the instruments to *improve the use* of them

# sion

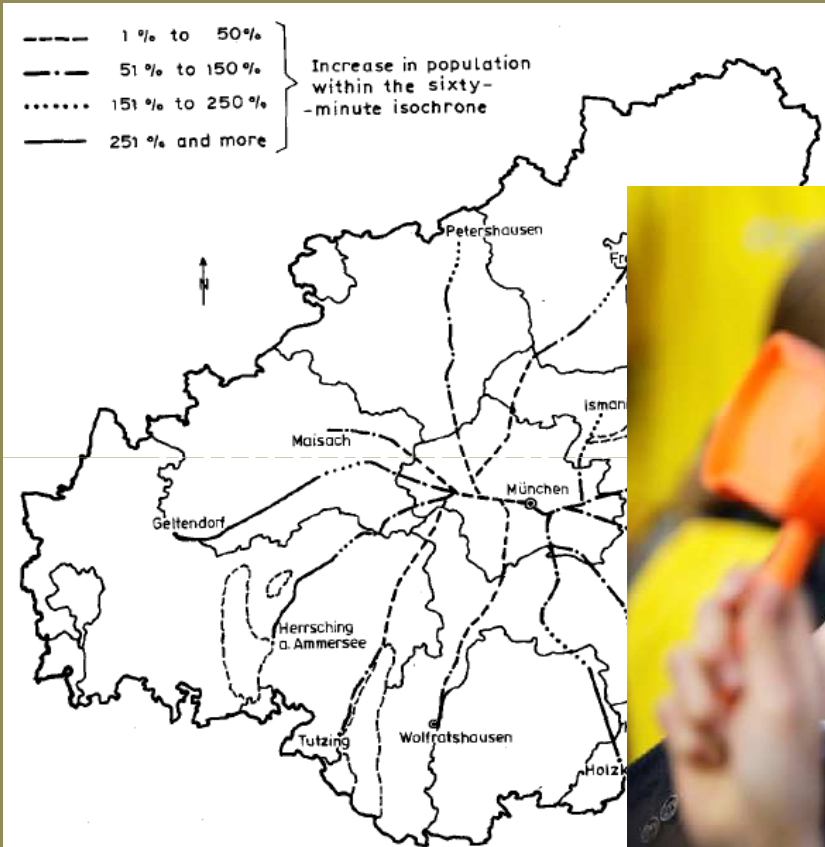


Fig. 4. The enlargement of the system catchment area within the sixty-minute isochrone from Munich city centre.