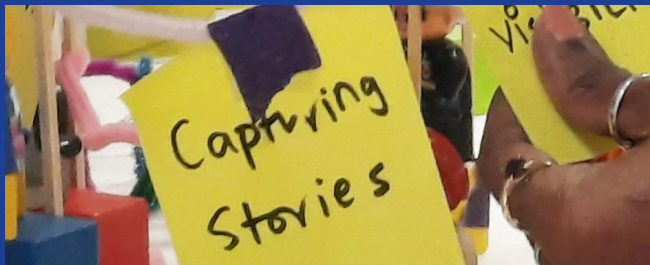




Relearning Place



Reflections on the 2022/23 event series



WEdesign event in Glasgow. *REdefine Glasgow as a Feminist City*. Reflecting at the end of the co-design activity. The Education group.

About the Series

Change is a dynamic constant in our lives and through The Glass-House 2022/23 WEdesign series, *Relearning Place*, we explored the concept of 'relearning' and how this approach might encourage people to think differently and to affect change to culture, policy and practice in design and placemaking.

Relearning Place combined free, interactive events and co-design activities taking place in person in Glasgow, Sheffield, London and Newcastle, with a range of online events and think pieces.

Bringing together a diverse range of people and voices from across the UK, we explored the role of communities and cross-sector collaboration in design and placemaking, and how the recent changes in political, economic, socio-cultural and environmental influences are altering how we respond, relate to and adapt the places where we live, work and play.

So, how do we reconsider what we think we know about place and placemaking as we adapt to external factors of change?

What do we have to unlearn to enable us to relearn?

Is relearning a continual process for places?

This publication captures the voices, provocations and co-designed propositions for change that emerged from *Relearning Place*, the 2022/23 WEdesign series.

About WEdesign

The Glass-House delivers a WEdesign series annually, which consists of free, public facing events that explore the role of communities in design and placemaking. The WEdesign programme has been running since 2018, and is an evolution of The Glass-House national event series which launched in 2007.

Our events create safe spaces for diverse audiences to come together to explore challenging issues and to work collaboratively through demanding yet playful activities to explore a broad spectrum of issues relating to design quality, place equity, sustainability, diversity and inclusion.

Since 2020, we have been working with partners in higher education to bring university tutors and students into the programme to help shape and co-facilitate our in-person events.

This year we have continued to work with our partners at the University of Sheffield's School of Architecture, the Bartlett School of Planning at UCL and the Mackintosh School of Architecture at Glasgow School of Art. We also welcomed a new partner, Newcastle University, working with the University's School of Architecture, Planning and Landscape.

All of our WEdesign events are free. This is an essential aspect of the programme and helps us ensure accessibility, inclusion and the participation of diverse individuals, groups and organisations.

This year, in addition to our in-person events, our online programme included *Relearning Place: The Debate*, a *Relearning Place* themed Glass-House Chat alongside a series of Think Pieces written by guest contributors from a range of different sectors and professions, offering their voices and viewpoints.

Support from Ove Arup Foundation

The 2022/23 WEdesign event series, along with our university partnerships and student programme, was kindly supported by The Ove Arup Foundation. We are pleased to share that we have their support through the 2024/25 season and are grateful for this opportunity to develop the programme further, empowering and inspiring students, partners and event participants to connect differently with design, placemaking and each other.



Student-led co-design activity during REdistribute, the WEdesign event in Sheffield

Our Student Programme

For students, collaboration with The Glass-House through WEdesign creates important opportunities to benefit from interaction with a diverse, cross-sector and interdisciplinary audience. It provides space to further develop their learning and to test and progress their thinking on their live student work.

It is also an opportunity for them to demonstrate what they can contribute to such spaces. Our event participants enjoy connecting with students as facilitators, educators in their own right, and as provocateurs in the placemaking conversations. They enjoy tapping into the students' growing technical expertise through an exploratory and thematic co-design space, and practitioners and policy-makers in the field are challenged to look at new ways of working and the themes explored through fresh eyes.

To help students step into our event spaces with confidence, and to ensure that their participation in WEdesign contributes to their learning journey, we have created a student programme to support their participation in our events.

Student Sessions

Prior to each event we worked with our partner tutors and students in a series of introduction and planning sessions, where students discussed the theme, co-created prompt questions and props, and gained an understanding of the basic facilitation tools they needed to use during the event.

Student Resources

We created a pack of resources for the students to support them as facilitators and to give them further details about what to expect from the event. We also included references and signposting so these resources can also be used as part of their course and beyond.

Student-led Activities

A new element in this year's programme stemmed from the students' desire to enhance the WEdesign format with their own additional interactive activities, transforming the space with images and words and also by including props and styling their tables. It has been a welcome development and we have enjoyed the students taking ownership of the events and really putting their stamp on them, making each of our events unique.

Emerging Partnership Projects

In addition to our key university partnerships, we have also collaborated with The London College of Communications and The Open University to experiment with what we do with the ideas, provocations and data which come from each event. This is just the first step in exploring how we can test and apply the ideas in practice, and we will look to build on this for next year's season.

Relearning Place

The Debate



Join us for Relearning Place: The Debate, a free online event open to audiences across sectors and disciplines. This event aims to create a safe space for discussion and debate, and to challenge the status quo of how we shape our places and spaces.

Using the theme of Relearning Place as our starting point, a diverse panel of speakers will offer their thoughts on what they think "relearning" can help us achieve in creating more inclusive, vibrant and sustainable places. Discussion will then open up to the whole virtual room.

How do we reconsider what we think we know about place and placemaking as we adapt to external factors of change?

How can we encourage people to think differently and to affect culture, policy and practice?

Do we need to unlearn to relearn?

This is a free event but places are limited.
Please register via The Glass-House Events page to secure your place.
<http://theglasshouse.org.uk/events>

<https://theglasshouse.org.uk>
info@theglasshouse.org.uk
[@glasshouseCLD](https://twitter.com/glasshouseCLD)



supported by:



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Relearning Place: The Debate

Our series kicked off with *Relearning Place: The Debate*, which took place online. We were joined by over 40 participants dialling in from around the country and abroad, representing a wide range of interests, disciplines and backgrounds.

Using the theme of *Relearning Place* as our starting point, we invited four diverse speakers to offer their provocations on what they think 'relearning' can help us achieve in creating more inclusive, vibrant and sustainable places, through a series of five-minute presentations. This was followed by a stimulating and thought-provoking discussion with generous contributions and opinions from the event attendees.

The Debate raised some important questions, including:

- What is the right balance between formal placemaking, through development or regeneration, and organic, incremental change through local action?
- How can we work more collaboratively with our natural environment and ecosystems to improve the quality of our places, and in turn, our physical and mental wellbeing?
- What role can education, be it primary school or built environment education, play in helping us shape our places better?
- Where is the right interface between practitioners and communities in shaping places, and how do we bring together the best expertise, actions and general contribution from all involved?

Relearning Place: The Debate

Follow a this QR code to listen to
Relearning Place: The Debate



This event enabled us to feature voices from across the sector and was a catalyst for lively debate around our series theme. Our speakers were:

Johanna Gibbons

Johanna is a London-based landscape architect and founding partner of the landscape architecture studio J & L Gibbons, and Landscape Learn, a social enterprise which aims to create a wider understanding and appreciation about the landscapes we design, inhabit and influence.

Johanna spoke about the value of trees and nature in our urban environments and the importance of access to nature for all. She stressed that trees and plants offer an answer to all major human crises and that the forest is an important and silent hero.

Shankari Raj

Shankari is an architect, educator and agitator based in Bristol, who set up her practice Nudge to try to make the world a better place through architectural design.

Shankari offered a provocation which asked why our spaces are designed and built for and by men, questioning why there is so little consideration for the basic requirements of women and children across the built environment. Shanks spoke about the need for inclusive and accessible spaces, and how the lens of motherhood allowed her to see the inequality particularly in the built urban environment.

Erika Rushton

Erika is an artist and economist from the North-West. She founded Creative Economist, an organisation that specialises in creative and community entrepreneurship.

Erika offered a provocation around how direct action can be a powerful first step to making bigger changes in an area. She argued that change is not achieved by making strategies and mapping in an office, but that it starts with people identifying issues or opportunities in a local area and acting on them. Erika questioned whether it is possible to design the “perfect place” and instead advocated creating messy ones that encourage people and communities to get involved and make them their own.

David Ubaka

David is an architect and urban designer based in London, who has delivered projects across industries and sectors over the last 30 years. In 2012, he founded D.U.P Limited, an independent placemaking and development consultancy.

David offered a slightly different consideration about the role of communities and the importance of education in creating equitable spaces. He spoke about the lack of interdisciplinary conversations or community engagement at the beginning of placemaking projects, and suggested we rethink how built environment professionals are educated.

Relearning Place: Glass-House Chat



How Can We Relearn Our Places? Was a special edition Chat that formed part of this year's WEdesign series. Our Glass-House Chats are monthly one-hour sessions, which explore different topical placemaking provocations in a safe, informal online space that invites discussion and debate.

How Can We Relearn Our Places? Sought to explore how the constant dynamic of change in each of our lives, alongside shifts in social, political, environmental and economic spheres, can influence how we think differently about the places around us. We were joined by a diverse group of placemakers, including students, academics and professionals from across sectors.

The Chat touched on a few key themes including relearning our relationship with places and land, conversations around the relearning of spaces and who uses them and finally, we discussed scales of relearning and how we prioritise the needs of our communities and our planet.

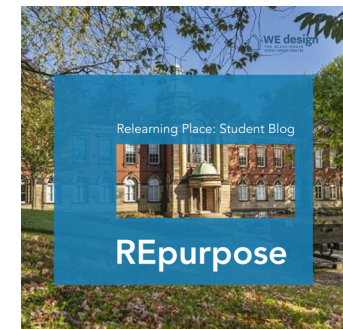
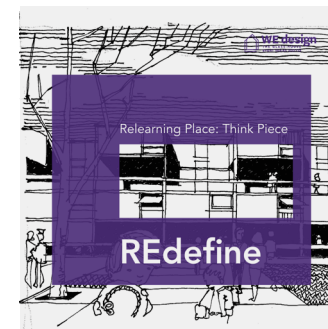
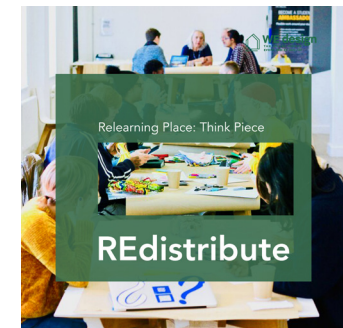
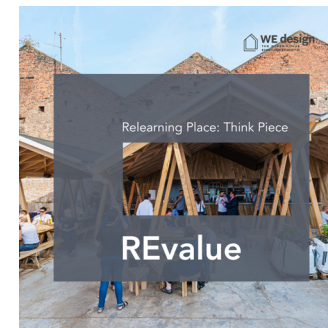
Follow a this QR code to read the takeaway document which captured this special addition of the Glass-House Chat: *How Can We Relearn Our Places*



Relearning Place: Think Pieces

This year, we introduced a series of Think Pieces into the WEdesign programme, a series of online blogs where we invited an external contributor to take one of our event themes as a starting point for provocation and discussion. This series of Think Pieces offered a space for a range of external voices from communities, practice and education to explore our WEdesign event themes and produced a series of thought provoking, engaging and quite personal blogs.

All our Think Pieces are available to read in full on our website but we have included a short excerpt of our *Relearning Place: Think Piece* series on the following pages.



REvalue - Rowena Hay

Rowena Hay shared her thoughts and ideas about the event theme REvalue, through the lens of the city of Liverpool, her adoptive home.

'When I think of value I think about what we hold dear, both individually and as a society, but also, most importantly, about who has the power to bestow value, and the impact of that power on how our homes, neighbourhoods are shaped.'

Rowena Hay is Research Director at Shortwork, a social enterprise based in Liverpool.



Constellations bar [Photo by Robert Holmes]



Follow the QR code to read a full version of Rowena's Think Piece

REdistribute - Jenny Dunn

Jenny Dunn explored the idea of redistribution in her piece, prompting a reconsideration of how power and space can be distributed to create a more equitable built environment for us all.

'Building the spatial infrastructure alongside social value metrics is not enough, through a process of collaboration we must (re)build social capital, share power and rediscover agency, to work towards a new social commons rooted in place...Placemaking has long aimed to create inclusive, healthy, sustainable neighbourhoods and spaces but without redistributing power and control in the process, how can communities become stewards of their own local assets; how can they have a real say in place and their future?'

Jenny Dunn is a multi-disciplinary designer and currently works as Principal Regeneration Officer at the LB of Camden.



Image Jenny Dunn: Every One Every Day, Participatory Cities



Follow the QR code to read a full version of Jenny's Think Piece

REdefine - David Rudlin

David Rudlin re-examined the role of the architect and urban designer in placemaking.

'What we need to do instead is 'redefine' the way that we teach urban design. Nothing wrong with creativity, imagination, but, just as the most innovative garden designer needs to understand horticulture, so an urban designer needs to understand urbanism.'
...Urban Design is seen as the design of an artefact (a masterplan which I agree is a horrible word) that will be finished at some point. The reality is that urban areas change constantly and evolve over time, they can be shaped and moulded by plans, but they will never be finished.

David is director of urban design at BDP and was previously director of URBED (Urbanism, Environment and Design).

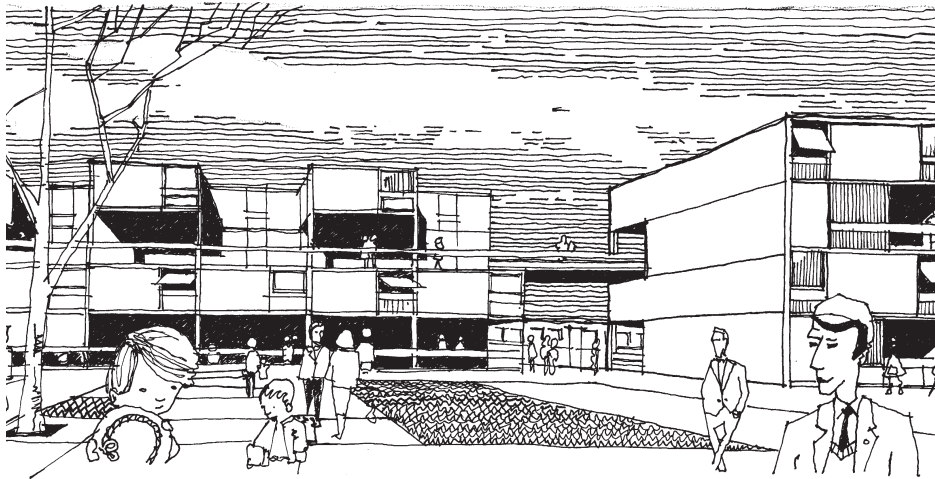


Image by the author based on an original artists impression of the redevelopment of Hulme produced by Manchester City Council in the 1970s.



Follow the QR code to read a full version of David's Think Piece

REpurpose - Nick Malyan

Nick Malyan offered his personal journey of repurposing spaces and places for arts and culture in County Durham. His Think Piece focuses on Redhills, which is about to undergo a major renewal and will be repurposed as a centre for heritage, culture and education.

'The central premise of everything I did then remains the case now – it is people who bring purpose to the place....Now, a generation after the last pits have closed, Redhills is about to undergo a major renewal. Instead of being a trade union headquarters, it will be repurposed as a centre for heritage, culture and education. The plans for the building result from extensive, years-long consultation processes that have helped us understand something vital; Whatever the new function of the building, something of the original purpose must remain at its heart.'

Nick Malyan is the CEO of Redhills: Durham Miners Hall.



Image Nick Malyan: The Pitman's Parliament



Follow the QR code to read a full version of Nick's Think Piece

“Always question, always rethink and revalue the traditional practices”



WEdesign event in Glasgow. *REdefine Glasgow* as a Feminist City. Discussion following the co-design activity

In-person Co-design Events

Each of our university partners collaborated with us on co-designing our in-person events, where the theme was linked into the students' work and studies. All the live events in this series were co-facilitated by students from our partner universities.

Here is an overview of the in-person co-design events:



REvalue - Newcastle

Our REvalue event explored the value we attribute to our places (be it financial, cultural, historical or environmental) and how this affects our relationship with the built and natural worlds around us.



REdistribute - Sheffield

REdistribute invited participants to explore what role redistribution has in decolonising our contemporary places. How can we redistribute assets, products, crafts, skills and services at both global and local scales through collaborative placemaking to create more just neighbourhoods, towns, cities?



REdefine - Glasgow

REdefine explored the principles and theories behind creating a feminist urban realm, a topic especially potent in the context of Glasgow City Council becoming the first UK city to back a proposal that will make women central to all aspects of planning, public realm design, policy development and budgets.



REpurpose - London

REpurpose explored how we can reduce our collective footprint on the world around us by rethinking the ways in which we use our cities and places. How can we repurpose the world around us?

In-person Co-design Events

Event Format

Our WEdesign in-person events each follows the same framework, with space for the students to co-design elements of the programme adapting to their interests and studies. At each of our in-person events, participants are split into four groups, which then work together through a co-design activity. Each group explores the event theme using one of four different lenses: Education, Policy, Ecology and Community.

Each co-design group is facilitated by students, who guide the participants and encourage the discussion through a series of prompt questions with the aim of co-designing propositions for how we might do things differently. Each group illustrates their discussion through the creation of collages and 3D models using a range of simple craft materials. We then bring all the groups back together to share their key points and ideas from each discussion, and to draw together common ideas, themes and propositions for change from the evening.

A Range of Venues

This year, our in-person events were hosted within university spaces in addition to community and civic spaces. Each venue has had a real impact in how the event felt and offered a unique atmosphere.

This has also allowed us to explore how we dress the space and how the students can input into the event delivery alongside facilitation. We have found that different spaces attracted different groups and audiences, so to continue to encourage a diverse range of attendees, we will explore more venue choices in next year's programme.



WEdesign event in Sheffield, REdistribute. The Community group during the co-design activity

"...embrace informality, knowledge isn't needed to have meaningful exchange."



Relearning Place

REvalue



Focusing on a neglected area of Newcastle's city centre as a provocation, this event will explore the value we attribute to our places (be it financial, cultural, historical, environmental) and how this affects our relationship with the built and natural world around us.

This event will use creative co-design activities to consider how we reevaluate and redefine neglected places with the communities who use, work, live and play in them.

This Glass-House WEdesign event will be an active space where students, practitioners, policy-makers and citizens work together with The Glass-House, alongside students and tutors from Newcastle University's School of Architecture, Planning and Landscape, to explore and co-design creative methods of engagement and collaborative placemaking that can help us revalue our places.

This is a free event but places are limited.
Please register via The Glass-House Events page to secure your place.
<http://theglasshouse.org.uk/events>

<https://theglasshouse.org.uk>
info@theglasshouse.org.uk
[@glasshouseCLD](https://twitter.com/glasshouseCLD)



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Relearning place: REvalue

This event, hosted by Newcastle City Council at the impressive Civic Centre Banquet Hall, was a collaboration with students and tutors from Newcastle University's School of Landscape and Planning. Participating students, from the university's innovative Architecture and Urban Planning degree course, were taking a module called *Co-producing Space* with our partner tutor, Armelle Tardiveau. This module connected well with the theme of REvalue and the exploration of how we attribute value to our places, and how this affects our relationship with the built and natural world around us.

The Students coursework focused on a neglected area in Newcastle City Centre, and we used this in the event as a catalyst for exploring the value we attribute to our places (be it financial, cultural, historical or environmental).

At REvalue, we used creative co-design activities to consider how we reevaluate and redefine neglected places with the communities who use, work, live and play in them.

Relearning Place: REvalue

Introduction by Armelle Tardiveau

Degree Programme Director BA (Hons) 3rd Year, Architecture and Urban Planning (AUP) from Newcastle University School of Architecture Planning and Landscape

As part of the WEdesign series, The Glass-House have provided an outstanding opportunity for students in BA Architecture and Urban Planning (AUP) to gain experience and engage with the wider public. Most of the students in this interdisciplinary programme conclude their studies with a Live Project that builds upon the foundations of a module on Participation offered in second year. The public event, that The Glass-House organised in February 2023 and invited the students to co-lead, enabled them to bridge the daunting gap between theory and practice.

This year, the Live Project focused on Clayton Street, a poor parent of the glorious Newcastle's Grey Street and part of the wider Grainger Town conservation area. The street has been deeply affected by gradual economic decline with shop closures which the pandemic made much worse. Now designated Cultural and Creative Zone (CCZ), the street is part of a revitalisation programme placing at its heart local cultural and creative organisations.

www.newcastle.gov.uk/our-city/culture-newcastle/cultural-and-creative-zone

The Live Project titled 'Re-value Clayton Street' aimed at identifying the local community who experience the street on a regular basis, stimulating dialogue and opening up aspirations to imagine together Clayton Street as a destination.

More than ever people need spaces for socialising, meeting, learning, and engaging with their community both outdoor and in-door, as such REvalue has offered a moment to pause, consider what the street offers socially and spatially.

Through design prompts and temporary actions in Clayton Street, students engaged with the local community and the people in imagining the future of the street. Such temporary actions in the public realm play a key role in place-making as means to provoke imagination beyond perceived limitations. Transforming urban spaces temporarily can stimulate dialogue, open-up aspirations as well as harness social capital.

The REvalue theme helped the students frame their central questions within this project, exploring ideas around value. Co-leading the first public event with The Glass-House helped students build the necessary confidence required to engage with the public, enabling them to overcome some of their fears and anticipate the necessary care and ethical approach that such engagement requires. As educators in design and planning disciplines highlight, live projects like these provide students and members of the general public with an embodied experience of space that triggers inspirational responses, opens up the possibility of new opportunities, and enables and empowers future professionals in shaping the city with its citizens. Equally, it is an opportunity for those attending from the local council to hear the voices of many.

Relearning Place: REvalue

The students designed an interactive activity, which participants were encouraged to take part in when they arrived at the event. This was a way for the students to design their own element of the event, and also to test engagement activities they were planning to use in the live project for their module.

Looking at Clayton Street in Newcastle, the students created an interactive map and asked participants to give their thoughts and opinions about what this location meant to them by adding comments and creating elements with craft materials to place on the map.



WEdesign event in Newcastle, REvalue. Student-led interactive activity at the beginning of the event.

Relearning Place: REvalue

Community

This group created a 'picnic', a space that is open and inclusive to everyone and where the communities involved should feel like they have ownership of the space, can contribute, express themselves and feel valued.

Their model included a large tree to symbolise a sheltered place to have the picnic, with the edges of the model ripped to show that it was not bound by any walls, and all encompassing. They also created a 'bridge' to help join people together and forge new connections.



Ecology

This group explored what effect it would have on our relationship with the natural environment if we saw things from nature's point of view, asking what would happen if we saw nature as equal to us? The model they created showed the connectedness between humans and nature and illustrated how we should 'switch perspectives'.

They also talked about the value of bringing a sense of awe back into our relationship with nature, and that we should put down our screens and go outside to look at what is around us.

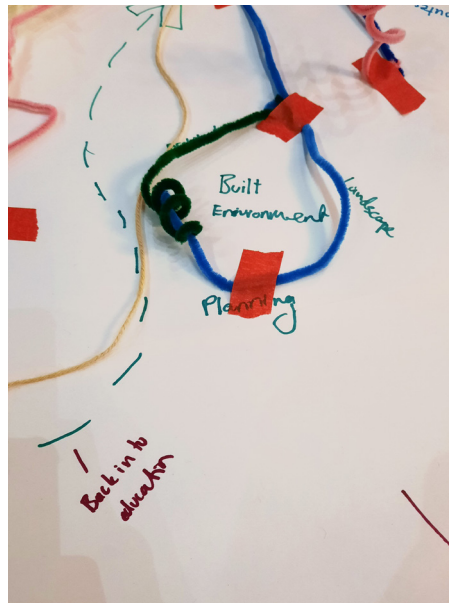


Relearning Place: REvalue

Education

The Education group explored creating a new education system as they felt the traditional design/architecture/planning education system, you have to decide what you want to specialise in too quickly and early in your education.

The group felt that students need longer to mature and that being boxed in too early was detrimental to their learning journey.

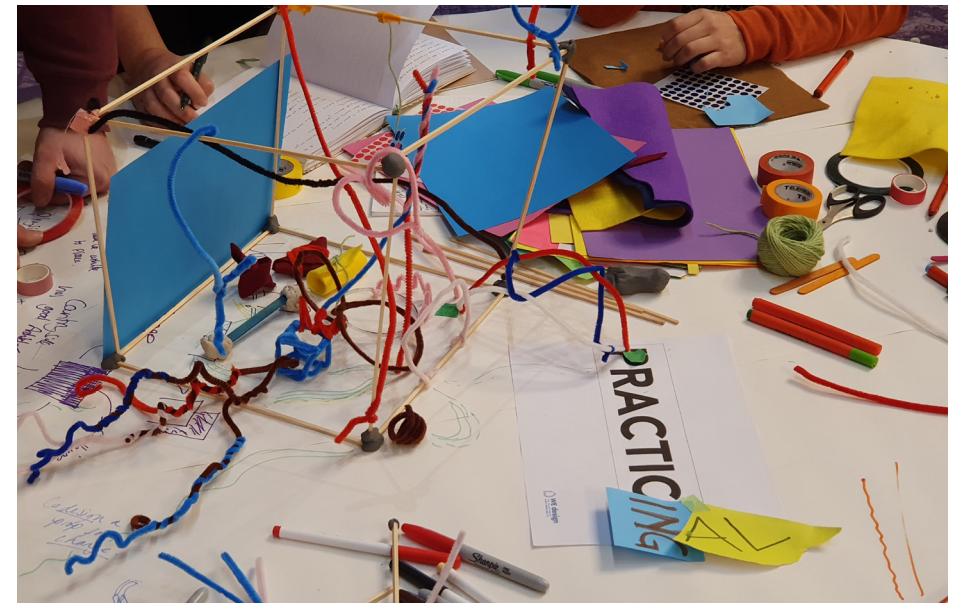


Practice

The Practice group, established quickly that they wanted to move away from the word 'practice' in favour of 'practising' or 'practical' and the continuity of learning and evolving as practitioners was a key theme for them.

brings something different and that we need tolerance and understanding in order to work together and to blur the boundaries of the boxes we find ourselves in.

This group explored the practice of the future and how it should focus on the fact that everyone





WEdesign event in Sheffield, REdistribute. The Practice group during the co-design activity

Wednesday
1 March

University of Sheffield
Arts Tower
Western Bank
S10 2TN

6:00 - 7:30



Relearning Place

REdistribute



Over the centuries, trade and migration have had an immeasurable impact on our daily lives, influencing people, politics, economies, culture and by association, our places. Historic and contemporary colonialism has also significantly shaped our towns and cities.

At this event, we will be exploring what role each of us can play in decolonising our contemporary places, and how this reapproach to place can also address the climate emergency. Through this engaging event, we will be exploring how we can redistribute assets, products, crafts, skills and services at global and local scales through collaborative placemaking

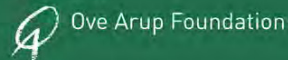
This Glass-House WEdesign event will be an active space where students, practitioners, policy-makers and citizens work together with The Glass-House, alongside students and tutors from Sheffield University School of Architecture and Live Works, to explore and co-design creative methods of engagement and collaborative placemaking that can help us redistribute access to and power over our places and our planet.

This is a free event but places are limited.
Please register via The Glass-House Events page to secure your place.
<http://theglasshouse.org.uk/events>

<https://theglasshouse.org.uk>
info@theglasshouse.org.uk
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Relearning Place: REdistribute

This event was hosted by The University of Sheffield at The Arts Tower and was delivered in collaboration with tutor Leo Care and BA Architecture students from the Sheffield School of Architecture alongside Live Works, the university's urban room. In this co-design activity, we explored the redistribution of assets, products, crafts, skills, and services at global and local scale through collaborative placemaking.

The evening brought together a diverse group of students, community activists and built environment professionals to reflect on the global influences and challenges we face. The event was framed with the question, what do we need to relearn about our places and how we can redistribute power, assets and resources within placemaking and the built environment?



WEdesign event in Sheffield, REdistribute. The Ecology group during the co-design activity

Relearning Place: REdistribute

Introduction by Leo Care

Director of Student Experience, 3rd year course leader
at SSoAnand Co-director of Live Works

Trading Places has been the overarching theme of our Year 3 undergraduate architecture programme this year. Working in four international cities in the first semester, we collaborated with academics and architects in Bergen, Buenos Aires, Cape Town and Hiroshima. In the 2nd semester we translated these themes to a UK context working in three cities along the M62 motorway: Hull, Manchester/Salford and Liverpool. Our locations also form part of one of the main European Routes called E20, which is historically one of the key transatlantic migration and trade routes from Europe to the Americas.

Over the academic year, we have been able to consider trade and the impact of trade in many different ways. Over the centuries, trade and migration have had an immeasurable impact on our daily lives, influencing people, politics, economies, culture and by association, our places. Historic and contemporary colonialism has also significantly shaped our towns and cities.

At the time of the WEdesign event, students were in the middle of design projects, and brought their own work and understanding to the session. They were also open to a range of conversations and influences that could help develop their thinking. For final year undergraduate students, the event came at a very opportune moment, and provided a fantastic introduction to the complexities and possibilities of working with professionals and members of the public.

The theme of 'REdistribute' that we explored in the event prompted a further exploration of decolonising and democratising places. Issues raised by the climate emergency were also paramount in our thinking, considering how climate change affects the poorest in societies and how biodiversity impoverishment is just as challenging as financial stresses.

The event this year was in person (as opposed to a hybrid event last year) and all participants seemed to enjoy the focus that this enabled. There was a joyfulness in the creative exchanges that took place, based on a series of propositions and themes that students had set-out. This was the students' first taste of co-design techniques and they rose to the challenge, creating frameworks for discussion and propositions that were imaginative and carefully considered.

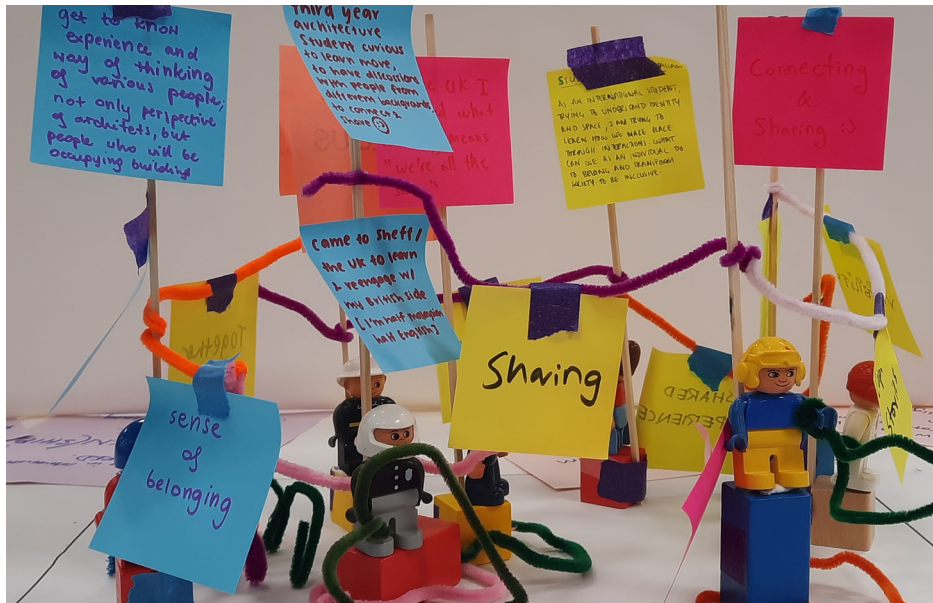
The WEdesign series continues to be a unique endeavour and one that creates an environment and experience that students value. It provides a template for them to pursue in their future careers that is centred on collaboration and valuing multiple viewpoints. The experience will no doubt be a defining moment in the students' learning.

Relearning Place: REdistribute

Community

This group explored how the power to tell stories can shape the very nature of city and community making. They represented their idea through celebrating the voices of their community with a procession of flags.

The flags showcased who they were and why they were each here, their hopes, desires, and shared values for forming empowered communities. Each flag was interconnected, while figurines that represented each of them faced both inwards, looking into their new community, and outwards, extending a hand as an invitation to others.



Ecology

This group created a plan proposing the transformation of a city through connected green infrastructure. They wanted to create tangible links between the existing green spaces through green trails and living green bridges.

Their proposition for change is relevant to any city, focusing on redistributing our access to streetscapes to create safe and accessible routes to and between green spaces, and taking a more holistic view of green infrastructure within an urban context.



Relearning Place: REdistribute

Education

This group built a model representing the formal box that education can put us into, and depicted the redistribution of both access to and types of education as a means of helping us break out of that box.

This group's proposition asked how can we allow education to nurture us as individuals without confining us to such rigid pathways, and how can this redistribution help us achieve an education system which promotes equity and equality.



Practice

Our Practice group depicted the importance and power of listening as their key message. They wanted to encourage designers and project managers to engage with diverse users and stakeholders and to use what emerges through dialogue to inform design and decision-making.

They positioned figures of ears on pedestals to champion redistributing power, influence, resources and time to support more inclusive and responsive design.





WEdesign event in Glasgow, REdefine. The Ecology group during the co-design activity

Wednesday
8 March
6:00 - 7:30

Civic House
26 Civic Street
Glasgow
G4 9RH



Relearning Place REdefine



Come join us as in redefining Glasgow as a Feminist City to celebrate International Women's Day 2023. In October 2022, Glasgow City Council became the first UK city to back a proposal which will see Scotland's largest city making women central to all aspects of planning, public realm design, policy development and budgets.

We invite you to join our event where we will explore the principals and theories behind creating a feminist urban realm, and how these can impact and redefine the city today.

This Glass-House WEdesign event will be an active space where students, practitioners, policy-makers and citizens work together with The Glass-House, Missing in Architecture and students and tutors from the Mackintosh School of Architecture to explore and co-design creative methods of engagement and collaborative placemaking that can help us redefine our places.

This is a free event but places are limited.
Please register via The Glass-House Events page to secure your place.
<http://theglasshouse.org.uk/events>

<https://theglasshouse.org.uk>
info@theglasshouse.org.uk
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SCHOOL OF ARCH



Relearning Place: REdefine

For this event on International Women's Day 2023, we worked in collaboration with postgraduate students and tutors from Mackintosh School of Architecture at Glasgow School of Art and Missing in Architecture (MiA), a collective of architectural professionals who promote creativity and action within the profession.

This event explored how Glasgow and other cities across the UK can be redefined as feminist spaces. This theme was inspired by Glasgow City Council backing a proposal in October 2022 which will see the city become the first in the UK to make women central to all aspects of planning, public realm design, policy development and budgets.

We were joined by students, academics, practitioners and community members to explore how feminist spaces, theories and practices can make a more inclusive and equitable built environment for us all.



WEdesign event in Glasgow, REdefine. Visual note-taking by illustrator Jules Scheele

Relearning Place: REdefine

Introduction by Miranda Webster and Isabel Deakin

Stage 5 Leader, Tutor at GSA and Co-founder of MiA and Postgraduate Programme Leader, Tutor and Co-founder of MiA (Missing in Architecture)

A recent motion has been passed at Glasgow City Council whereby councillors backed a motion from Green Councillor Holly Bruce which will see Scotland's largest city making women central to "all aspects of planning, public realm design, policy development and budgets".

As a collection of students and staff, we examined the principles of feminist spaces and discussed how to provoke discussions around redefining Glasgow as a feminist city through a co-design event with The Glass-House. Being able to develop tactics in facilitating co-design activities is a large part of architectural practice when required to lead a community consultation that is meaningful to both the community and the design team to become more than just a tick box exercise.

Using this co-design event as the vehicle, it has allowed the students to engage with a live co-design activity and learn so much through the experience.

The collaboration with the students in the lead up to the event was primarily driven by the interests around how we live and work in the city of Glasgow, drawn from our own individual experiences. Discussing these together through a series of workshops, brought a set of shared experiences which underpinned the direction of the co-design event preparation and set up.

The event was held with The Glass-House at Civic House in Glasgow on International Women's Day 2023. The students set up the room with photographic prompts and welcomed participants as they arrived to learn more about how we might redefine Glasgow as a feminist city. Tables were set up with four themes: Education, Community, Ecology + Practice and each held a variety of tools to engage people with, from sparkly pipe cleaners, to maps, tracing paper and post-it notes.

The Glass-House team were fully supportive of the students and had worked with them to understand the co-design activity purpose, timing, and facilitation requirements. The Glass-House team provided a structure and tools for the event that captured the conversations and stage managed the room so effectively that a variety of opinions was heard and brought together as a landscape of voices.

The students reported back to the room through the design responses that visually harnessed and spatialised the concepts being explored around the four themes of Education, Community, Ecology and Practice, using the redefining a feminist city to underpin every conversation. Jules Scheele, a Glasgow-based illustrator, also joined us to create a live illustration which captured the emerging ideas and themes from the evening's discussion and activities.

The students enjoyed the event and learnt so much that they are keen to use this co-design methodology in their own research and follow up with an event as part of the Archi Fringe Festival in June. As tutors, we are keen to follow up with a co-design project at the start of the academic year to promote action and community within the studios!

Relearning Place: REdefine

In addition to their facilitation roles, the students created interactive activities for our participants and dressed the event space with a series of provocative photo prompts, inspired by the idea of feminist spaces and design.



WEdesign event in Glasgow, REdefine. Student-led interactive activity during the event.

Jules Scheele, a Glasgow-based illustrator created a live illustration which captured the emerging ideas and themes from the evening's discussion and activities.



Relearning Place: REdefine

Community

In response to the prompt of 'What does community mean to you?', this group settled on a definition rooted in good communication and lots of connections, represented by the many arrows in their model.

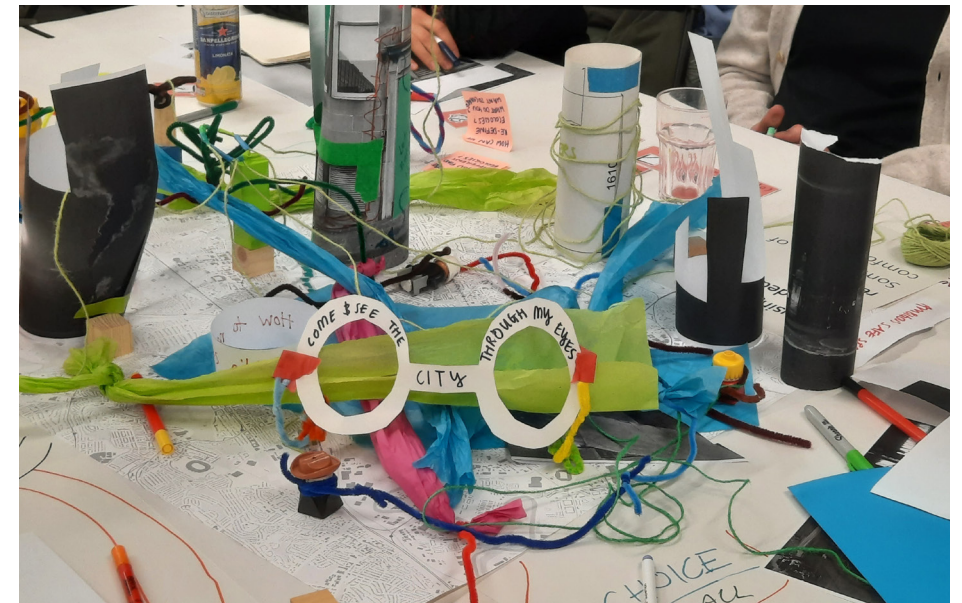
They proposed a community fair. Taking place in underutilised spaces across cities as a way to bring these spaces back into use, the community fair would be an open event to highlight and showcase the many initiatives going on in local areas or within local communities.



Ecology

This group acknowledged that we are all different individuals with different wants and needs (nature included), and by offering lots of different choices, we are able to create multi-layered cities which give us all a place to feel welcome and travel the routes and spaces we want to traverse.

This group proposed adding levels of pathways and routes into cities, with various layers of access for animals and humans. The crux of this idea was that there was no one prescriptive route or path to travel to get from place to place, but instead a network of journeys.



Relearning Place: REdefine

Education

Our Education table was interested in how we can shift perceptions of education, which currently value formal education (school, university etc.) over less formal examples (such as cooking), to bring both to the table as equals.

This group proposed the creation of a feminist square which could be added to any urban space or city centre, and sought to shift how we consider, define, and therefore value, education throughout our lives. The 'square', which would be located geographically centrally in a city, would be a welcome space designed for everyone.



Practice

The Practice group started by questioning and looking closely at how we currently practice cities in terms of designing and building, but with a particular focus on movement, freedom of movement and how this affects access and use. They wanted to consider what re-practicing cities might look like.

They proposed more inclusive and diverse design teams that open up conversations to a wider group of voices. They created a model of a street scene and added propositions for change for infrastructure including lighting and green spaces, free public transport and public toilets.





CHANGE YOUR
PRACTICE

WEdesign event in London, REpurpose. The Practice group during the co-design activity

Wednesday
15 March
6:00 - 7:30

UCL, IOE
20 Bedford Way
London
WC1H 0AL



Relearning Place REpurpose



Repurposing the urban area is an urgent matter. We need to reduce our footprint but also rethink the ways we use cities and places. From reusing existing urban fabric to redesignation of land uses, and even through to the ways in which we distribute and share resources, how can we repurpose the world around us?

In this event we will explore who gets involved in repurposing, who is more or less connected, how the opportunity to repurpose is constructed, and what this means in terms of who holds the power in planning and placemaking?

This Glass-House WEdesign event will be an active space, where students, practitioners, policy-makers and citizens work together with The Glass-House, students and tutors from The Bartlett School of Planning at UCL, to explore and co-design creative methods of engagement and collaborative placemaking that can help us repurpose our places.

This is a free event but places are limited. Please register via The Glass-House Events page to secure your place. <http://theglasshouse.org.uk/events>

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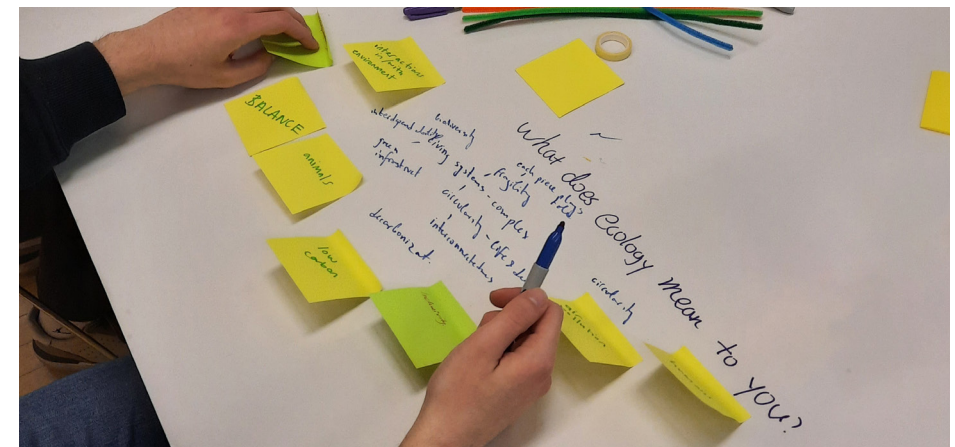


Relearning Place: REpurpose

REpurpose was our final event of the series, working in partnership with and hosted by UCL's Bartlett School of Planning in London. This event explored how we can repurpose the placemaking landscape around us to create more equitable and inclusive places while supporting and enhancing both local and global sustainability.

We co-designed and co-facilitated *REpurpose* with our longstanding collaborator Dr Lucy Natarajan, who is Associate Professor and Director of MSc Sustainable Urbanism at the Bartlett, and a group of her MA and PhD students.

We were also joined by two student facilitators from last year's WEdesign programme who are now graduates working in practice. Will McKinney, from last year's University of Sheffield cohort, stepped into the space as a Glass-House Enabler supporting The Glass-House team, while one of Lucy's former students, who facilitated at our session in London last year, returned for this year's event as a participant.



WEdesign event in London, REpurpose. The Ecology group during the co-design activity

Relearning Place: REpurpose

Introduction by Lucy Natarajan

Associate Professor and Director of MSc Sustainable Urbanism at the Bartlett School of Planning, UCL.

Pointing to future learning.

The learning of students will not stop after they graduate. On the contrary, it is my hope that their higher education sets them up to continually connect their learning with that of others. For this, I have been working for years to expand students' thinking about co-design. At the same time as undertaking higher education, students are gradually spinning up their own research, future employment opportunities, and individual leadership styles. So, they need strategies to connect their higher education into activities involving others outside of the university. This is paramount and part of the strategy for an engaged pedagogy (Natarajan & Short, 2023).

This year's UCL series connected students' concerns around public inclusion in planning processes and priorities for sustainable urban futures. This continues the work we have been doing with The Glass-House on community engagement in development of places. Students from the MSc in Sustainable Urbanism and Doctoral Research programmes got on board. Throughout university courses, they were learning primarily from academic teaching and drawing on knowledge from research. While they have substantial practical opportunities on the course, such as developing projects in groups with other students, they wanted meaningful hands-on co-design experience with 'real life' issues.

At this year's event, students had the chance to connect developing their skills and strategies for collaborations. In the room, students met diverse urbanists, including design, planning, and local leaders who came to discuss repurposing and remaking places. This topic chimes well with the themes of students' learning in the Bartlett School of Planning, and the discussions focused minds on how conceptual challenges are manifest within concrete issues in London today, as well as the range of modes of working for a sustainable urban future.

The Glass-House – UCL session was enormously beneficial. In particular, the theme of 'REpurpose' was synergistic for the subject of the Sustainable Urbanism Masters programme. The goal of sustainability in urban development fields clearly implicates a level of physical reworking rather than new build; much of the urban fabric is already in place and needs to change. This further reinforces the need for urbanists to consider those social processes that are imbricated within the existing city. The first and most important step will be to find new ways of being and before any technical and material innovation.

Reference:

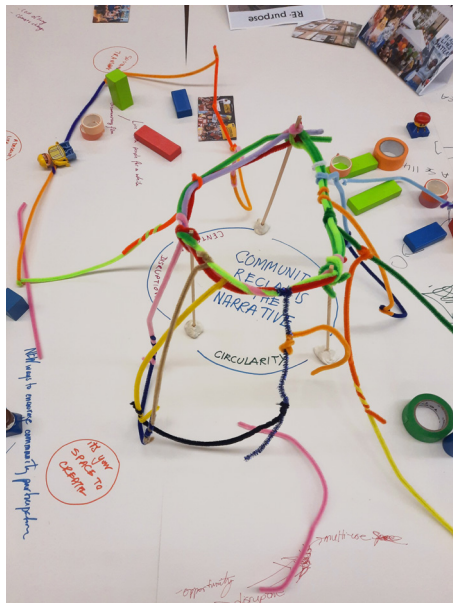
Lucy Natarajan and Michael Short (ed.s) (2023). Engaged Urban Pedagogy: Participatory practices in planning and place-making. London: UCL Press.

Relearning Place: REpurpose

Community

This group's model illustrated their desire to disrupt and deconstruct the current linear and prescriptive models for community engagement, to create a more fluid approach that is circular and cyclical, representing ongoing dialogue.

Their practical recommendation for repurposing community engagement in design, planning and placemaking was to create space for communities to co-design and co-produce the very engagement process itself.



Ecology

This group spoke of the interaction of the built environment and ecological systems, and the need to repurpose our cultural, social and built infrastructure systems to interact differently.

They championed a more fluid, responsive and organic approach to working with nature. Rather than starting from a position of designing new green spaces into our cityscapes, how can our placemaking better respond to, work with and enhance the green spaces and ecologies that are already there?

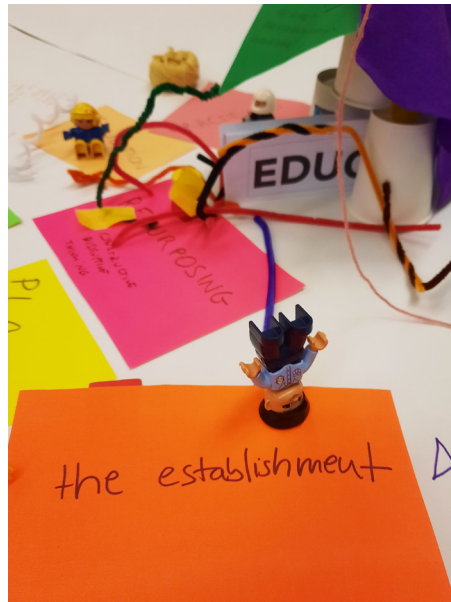
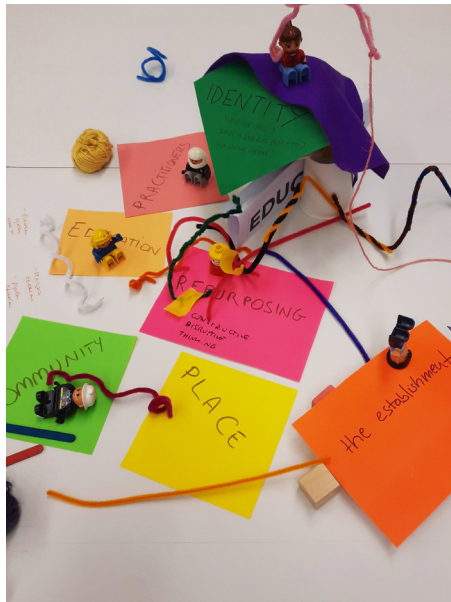


Relearning Place: REpurpose

Education

This group had interesting discussions around education as a space for disruption, challenging the establishment, the roles and identities within education, linked both to educational institutions and the individuals operating within them. Can education become a space for constructive disruption?

They came up with a practical recommendation linked to repurposing school buildings so that they become spaces for lifelong learning for their local communities.



Practice

This group explored how we might repurpose both formal and informal practice within placemaking to better bridge the gap between silos of practice and between practice and communities.

They proposed repurposing engagement practices to create more inclusive processes that not only better connect practitioners with the communities around them, but that also create links across different parts of the community.





“It has been great to feel like I’m part of something outside of the educational framework.” student facilitator

WEdesign event in Glasgow, REdefine. The Practice group during the co-design activity

Student Blog Highlights

Relearning Place: Student blogs are a series of online blogs by our WEdesign students, giving a taste of their experience of planning and facilitating the live event. We invited one student from each of our partner universities to write a short blog about taking part in WEdesign from their perspective, exploring what they have taken away from the experience of taking part in WEdesign.

All our student blogs are available in full on our website but there is an extract of each of the blogs on the following pages. You can read the full blogs by following the QR codes below.

REvalue:

Co authored by Architecture and Urban Planning students from Newcastle School of Architecture.



REdistribute:

Zeyana Khamis Al-Aamri, a RIBA Part 1 final year student from Sheffield School of Architecture



REdefine:

Abby Hopes from Mackintosh School of Architecture



REpurpose:

Maria Ilija Kastrouni, a PhD researcher from Bartlett School of Planning



WEdesign event in Glasgow, REdefine. The Community group during the co-design activity.

Architecture and Urban Planning students

Architecture and Urban Planning students from Newcastle School of Architecture and Planning co-authored their blog and gave their thoughts, feelings and experiences of participating in WEdesign.

'The exercise was challenging but the experience was invaluable, many of us felt that this is the kind of practice we hope to pursue. The visual and making methods chimed with our abilities and how we wish to engage with people. We take away the playful aspect which we all feel is very important. The 'in-process' aspect that facilitated dynamic conversations and ideas. This first experience helped us gain confidence in our first designed intervention on Clayton.'

Abby Hopes

Abby Hopes from Mackintosh School of Architecture, offered her personal reflections on working with The Glass-House to co-design and deliver the REdefine event in Glasgow.

'I left the event feeling empowered, and hopeful that a feminist future is possible for Glasgow if we work together and share our appetite for change with others. Overall it was a really invaluable experience to work collaboratively with staff and practitioners in a non-hierarchical manner – which is quite rare for the student experience! I felt like our ideas were heard and taken seriously which is refreshing – as students we have gained skills that will stay with us and prepare us for the future as design practitioners, in order to more ethically include users in the design of their places and spaces.'

Zeyana Khamis Al-Aamri

Zeyana Khamis Al-Aamri, a RIBA Part 1 final year student from Sheffield School of Architecture, gave us her thoughtful and descriptive point of view about taking part in WEdesign.

At the Sheffield School of Architecture, we are taught to design for the people. What better way of doing so than involving the public in conversations that relate to the spaces they occupy? What better way of designing for the well-being of the public than asking them directly? It is acknowledged that our professions differ, but the beauty of combining varying mindsets is the points of perspectives that they offer. We can learn from each other, and I believe we should be learning from one another.'

Maria Ilia Kastrouni

Maria Ilia Kastrouni, a PhD researcher from Bartlett School of Planning wrote, an interesting piece about the co-design process, theories behind it and added her comments about her experience of facilitating the REpurpose event in London at UCL.

'The craving for more democratic urban futuring has led many of us to question professional power and investigate ways to understand local knowledge, increasing social capital and the quality of the built environments or services through meaningful public involvement – and not only consultation. In theory, co-production comes with non-hierarchical settings. The collaboration happens from the beginning and throughout the process, and the topics discussed are not predefined but collectively decided. In co-production, all the participants contribute equally to the formulation of the end products: they are the creators and the recipients of their own endeavours.'

Series Voices - Students

"I feel more confident, it's not as scary to facilitate as I thought it would be."

"I discovered techniques to ensure that every voice in my group was heard. That was a key takeaway for me."

"I am grateful for how accommodating The Glass-House team and participants were for my needs and I was left feeling confident and able to participate freely. My accessibility requirements are a reminder of the many feminist issues we should all consider in co-design, it is vital that we work hard to make sure all voices are included and heard. "

"We encouraged participants to be playful. We ensured that everyone was respected with their different views. We were surprised and pleased to see that despite the diversity of geographical, professional backgrounds as well as ages, participants were willing to share"

"It was great to meet a wide variety of people in one space, especially folks we don't usually interact with. "

Series Voices - Participants

[I enjoyed] " being around such lovely, inspiring and positive young people connecting and talking to new people, learning about their lives and experiences."

"The space to think differently, great to meet and chat with students, think about place, see different ways of engagement"

"[The student facilitators] were great and led the group in an inclusive way"

"[The Students] were absolutely excellent, the future looks bright! "

[Key takeaway] "Always question, always rethink and revalue the traditional practices"

[Key takeaway] "To embrace informality, knowledge isn't needed to have meaningful exchange"

"I will disrupt!"

In Closing

by Sophia de Sousa

This year's series, *Relearning Place*, has in some ways, been a space for The Glass-House to relearn our national event series. *Relearning Place* built on the experience of the 14 series before it, and alongside our WEdesign co-design event approach of the past few years, we brought back the much loved Glass-House Debate model, as well as accompanying Think Pieces from a range of diverse voices to complement our student blogs. Above all, we were delighted and rewarded by getting back to in-person events, and bringing people together not only for the events themselves, but also for those wonderful informal conversation spaces around them.

Relearning Place also saw our partners and students working with us to innovate our event spaces, as they introduced new layers of activity and props, even dressing and curating our event spaces. This was a new level of co-design and co-facilitation with our higher education partners, and with our student co-facilitators.

The conversations and ideas that emerged at each event and across the series challenged all of us to take a step back and think differently about how we are shaping our places, with clear themes coming through. There was much discussion around our collective desire for better connectedness, be it with each other, with our spaces, or with nature. We spoke of connectivity between and across our city spaces, about the need to create better, more connected green infrastructure and more accessible, equitable and safe spaces.

We also spoke of disruption as a positive force for change, and the need to have the courage to experiment with new models for shaping and organising our cities and shared public spaces.

Participants across generations and disciplines recognised that we are not always getting it right, and advocated disruption and systemic changes to education, to policy and practice, encouraging us all to break through real or perceived barriers, to challenge prescriptive roles and job titles, to be more creative, and to collaborate differently. This was about breaking down silos, and also about planting seeds for collaboration built on mutual respect, shared understanding of challenges and opportunities and about building empathy.

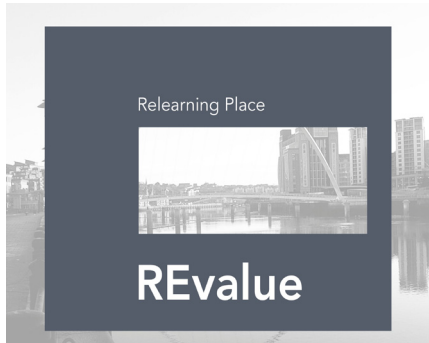
We were also challenged to disrupt our personal habits of gazing into our phones, and to look up and find joy and awe in the nature, cityscapes and people around us.

This year's programme has been richer than ever before, and this is thanks to our wonderful university partners, student facilitators, debate speakers, think piece contributors and of course our event participants. We are also hugely grateful to The Ove Arup Foundation, which is now helping to support our WEdesign programme and in particular, our accompanying educational programme and rich collaboration with our higher education partners and student facilitators.

Sophia de Sousa
Chief Executive, *The Glass-House Community Led Design*

With thanks to our series partners

Newcastle University School of Architecture Planning and Landscape

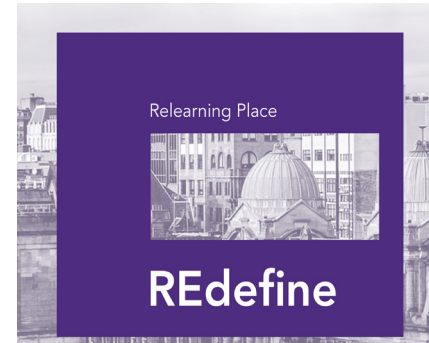


Tutor
Armelle Tardiveau

Students
Betul Demirden, Eddie Adams,
Douglas Butt, Quanah Clark,
Amelia Pegrum, Jordan Shaw,
Mahamat Younis, Lan Guo

Civic Centre and Newcastle City
Council

The Glasgow School of Art, Mackintosh School of Architecture



Tutors
Miranda Webster & Isabel Deakin
[Missing in Architecture](#)

Students
Julia Szmal, Nirali Bhatt-Roberts,
Stephanie Chawla, Rhiannon James,
Sofia Mangialardo, Abby Hopes,
Kirsty Mann

Civic House - Glasgow

University College London, Bartlett School of Planning

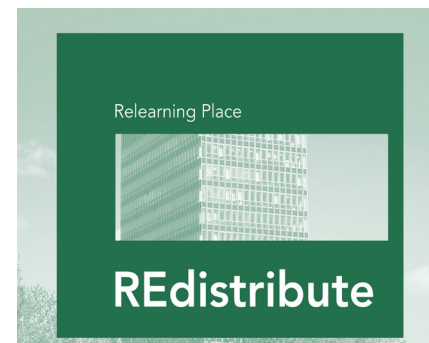


Tutors
Dr Lucy Natarajan

Students
Dengkeqi Meng, Maria Ilia
Kastrouni, Gabi Frank, Martina
Rotolo

WEdesign Alumnus: Will Mckinney

University of Sheffield School of Architecture & Live Works



Tutors
Leo Care

[Liveworks](#)

Students
Zeyana Khamis Al Aamri, Otilia
Georgiana Marandescu, Zhiyao
Zhou, Julia Stachelska, Sin Yu,
Ying C Chian, Dima Al-Bayati,
Dominika Wochowska, Nalinee
Hanpiyavatanasakul, Alia
Abdelghaffar, Beth Brown

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3rd Year Architecture Student:
I'm part of a community aspiring to change the future for the better

can't do that
the way to learn
& re-engage w/
my side
I'm
half

sense
of
belonging

Capturing
Stories

Viability



WE design
THE GLASS-HOUSE
EVENT SERIES 2022 / 23