COLLABORATION

AS A PROFESSIONAL VALUE ATTRIBUTE IN URBAN PLANNING & PLANNING EDUCATION:

a social practice perspective

Cape Peninsula
University of Technology

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AS A PROFESSIONAL VALUE ATTRIBUTE IN URBAN PLANNING & PLANNING EDUCATION:

a social practice perspective

by

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Declaration:
I, Belinda Verster, declare that the contents of this thesis represent my own unaided work, and that the thesis has not previously been submitted for academic examination towards any qualification. Furthermore, it represents my own opinions and not necessarily those of the Cape Peninsula University of Technology.

Signed

22 July 2020
Date

ABSTRACT

Although the profession of urban planning subscribes to an action orientation as well as a value orientation, it seems in recent years that the 'action orientation' - influenced by neoliberal and technocratic tendencies - have been a driving force in contemporary urban planning decision making. This neoliberal position is challenging the urban planning ethos of the common good. The logic being followed in this study is that professional value attributes - and specifically collaboration as an embodiment of the common good - are central to an appropriate response to current and future neoliberal and market forces.

Although the importance of professional value attributes is well documented and recognised in literature, it fails to make tangible and visible those hidden and assumed qualities or dimensions of one value attribute in particular namely collaboration. In order to respond to this shortcoming, this study focussed on two research questions: 'What are the dimensions that constitute collaboration as a value attribute in urban planning and planning education?' and 'How do the collaboration dimensions manifest in the lived experiences of expert collaborative practitioners?'

With the aim of responding to the two research questions, a qualitative exploration was undertaken. This exploration followed two distinct approaches: first, linking social practice theory, collaborative planning theories and collaborative learning theories by means of a novel method of a 'relational reading of text'. What emerged from this process was a conceptual framework, called the 'Collaboration as a Social Practice' (CoSoP) framework. In order to concretise the highly theoretical and abstract CoSoP framework, a second approach was followed by applying another innovative method of engaging with participants: a 'conversational exploration'. The objective of the conversational exploration was to position the dimensions of the CoSoP framework within collaborative practices. Conversations with expert collaborative practitioners revealed fifteen themes and five constructs that are put forward as the essential elements to be considered and included in any collaborative endeavour.

The significance of this study is to be found in its effort to foreground professional value attributes in the current and future practice of urban planning and planning education. This is done by making visible the abstract concept of 'collaboration as a value attribute' as revealed in the dimensions of the CoSoP framework and the themes and constructs that emerged from the practitioner context.

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DEDICATION

I dedicate this study to Wouter, my soul mate,
for shaping my world with love, commitment and adventure.

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

APPENDICES

1 INTRODUCTION AND BACKGROUND

A contextual orientation is provided in this introductory chapter by locating the project within current debates in literature. The chapter further provides a brief overview of the qualitative nature of the study, the assumptions, limitations and contribution and concludes with a brief chapter outline.

1.1

THE STUDY IN CONTEXT

The present-day challenges put to urban planners are framed by mainly a contestation between social and economic agendas. These contesting agendas manifest, especially in the South African context, as marginalisation which Alakhunova, Diallo, Martin del Campo and Tallarico (2015:2) explain to be "both a condition and a process that prevents individuals and groups from full participation in social, economic, and political life". This sketches the reality within which urban planners still need to fulfil one of their most fundamental responsibilities as being custodians of the public interest or the 'common good' (Murphy & Fox-Rogers, 2014) with its emphasis on equity and empowerment and thus the ability to address marginalisation.

Contemporary literature (refer to Chapter 2a) suggests that planners have, in many cases, surrendered their responsibility towards fostering the common good in favour of neoliberal and technocratic positionings. This is of great concern as urban planning, as a value-driven profession, runs the risk of becoming impartial to the importance of values in a time when professional value attributes should be most significant in guiding decision-making.

Within the above context, this research study addresses a return to the value-driven nature of planning by reframing and reimagining collaboration as a foundational urban planning value attribute. In the pursuit to 'reframe and reimagine', I first turn to an appropriate understanding of knowledge.

Positioning knowledge is essential in this study in which I share Ellingson's (2009:10) belief to "embrace, reveal and even celebrate knowledge as inevitably situated, partial, constructed, multiple and embodied…knowledge as never neutral, unbiased or complete". Corradi, Gherardi and Verzelloni (2008:9) share this understanding of knowledge when they state that "knowledge is not only embedded but also embodied".

The above summarises the foundational position I take in this research study as one that focusses on the embodiment of knowing or a way of 'being'. This position requires a shift from the current preoccupation with skills and content as knowledge in both urban planning practice and planning education to the foregrounding of professional value attributes that are influential in our way of personal and professional 'being'.

I agree with the literature on the topic (Campbell, 2012; Campbell & Marshall,2000, 2002; Watson, 2006; Winkler & Duminy, 2016; Thomas, 2017) that professional value attributes shape any planning thought and decision-making. The problem, however, is that, although literature is fairly rich in recognising the foundational character of professional value attributes, it is scarce - even absent - on engaging with and unravelling what it might mean to foreground value attributes. Watson (2006:38) alludes to this problem when stating that "[c]urrent thinking in planning generally accepts that planning decisions of all kinds are inevitably value-laden, even if this is not explicitly acknowledged".

A call from the South African Council for Planners (SACPLAN) (2014:29) that "planners need to 'reclaim' their professional and ethical role in shaping South Africa's spatial future by re-inventing planning" begins to lay the foundation for this research study with its focus on exploring collaboration in urban planning and planning education as a professional value attribute. It should be noted that, although the study is not exclusively located in the South African situation, it draws from the South African context as background to and motivation for certain context-sensitive stances that were taken.

1.1.1 Clash of Realities

The foundational location of value attributes in the urban planning profession is accurately captured by Lennon (2017:150) when he observes that, "[a]s an ethically oriented activity, planning is inherently value-laden". This, unfortunately, stands in contrast to Duminy, Odendaal and Watson's (2014, Chapter 10) description of current urban planning practice as "a technical, bureaucratic and ultimately value-neutral practice, obsessed with control and the bias enforcement of petty regulations". The other side of the coin is thus illuminated by Duminy et al. by focussing on the 'real-world' that seemingly exists at-a-distance from the moral and ethical considerations such as value attributes.

Cunliffe (2013:n.p) reminds us that the separation of the proverbial two sides of the coin is impossible:

> ***"because our actions, our ways of making sense, and shaping our world, are not separate from us, they do not stem from a detached knowledge of the world, but are intimately linked to who we are, what we feel and say and how we engage with our surroundings".***

This then alludes to the fact that urban planners might need to surrender certain moral, ethical and value stances in order to respond to the technical and bureaucratic demands being placed on them. Exactly this same dilemma was found to be specifically challenging for young practitioners in a comprehensive study done by Tasan-Kok and Oranje (2018). In this study young practitioners highlighted that the current technocratic demands placed on planners require a "'switching off', a tactic that, as a few [young practitioners] ruefully noted, had put them in a state of 'moral numbness' " (Tasan-Kok & Oranje, 2018:n.p). This state of affairs is devastating to a profession that is clearly struggling to negotiate its value-driven nature and at the same time responding to the realities of the current technical and bureaucratic demands.

1.1.2 Collaboration as a foundational urban planning concept

"Collaboration manifests in urban planning as central to all public engagement activities[1] and is considered a powerful tool in the planner's quest for social justice and empowered societies" (Verster. 2020:85). The pursuit of social justice and the value placed on an empowered society can be traced back to the earliest urban planning concept of the greater, public or common good (Murphy & Fox-Rogers, 2014) where the public interest is dominant in decision-making.

As of late, collaboration as a foundational urban planning concept has been influenced by neoliberal and technocratic tendencies as mentioned above, which provide a specific challenge to planners' relationship with and responsibility towards advancing the agenda of the 'common

[1] Public engagement activities such as public participation or community/citizen engagement

good'. The fundamental planning question of 'who benefits' is central to both the common good and neoliberalism - but with significantly different answers.

Because of neoliberal and technocratic tendencies and demands, collaboration has become identifiable as a skill (a way of doing) rather than its intended normative character (a way of being).

Every practice has certain boundaries of what is considered 'good practice'. In planning, concepts such as an ethic of collaboration (Haskins, Liedtka, & Rosenblum, 1998) and the wealth of communicative/collaborative planning theories point to the fact that collaboration is a highly valued ability in urban planning. Recently, studies have reiterated the central notion of collaboration through reinvigorating the idea of empowering citizens. For example, Sanchez-Betancourt and Nomdo (2018:70) note that "[e]ngaging citizens who exercise their agency in local contexts are fundamental for urban development processes". Devisch, Huybrechts and de Ridder (2019:n.p) generalise about the value of "putting citizen participation at the centre of [government] policy objectives" in order to "empower communities to self-organize and take up part of the decision power".

These studies, amongst others, illustrate the 'return to collaborative planning', but a fundamental question that is still not explored is: How can collaboration be positioned as a value attribute so as to protect it from yielding its original intention as a common good to neoliberal, technocratic pressures? With this generalised question a number of assumptions are, of course, being made. The first assumption is that professional value attributes hold enough power to balance neoliberal and technocratic pressures, and a second assumption is that a neoliberal and technocratic position is damaging to the urban planning project. Parnell and Robinson (2012:602) confirm the devastating effect which a neoliberal position has on cities - and thus citizens - when referring to "the very real and widely documented effects of neoliberalisation on poverty and power relations in many cities".

1.1.3 The urban planning practice and education relationship

An intimate relationship exists between planning practice and planning education as confirmed by Gurran, Norman and Gleeson (2008:4) when they state that planning education continuously needs to shift "as the discipline and practice of planning broadens to meet [diverse] needs and expectations". Figure 1.1 illustrates the relationship between planning practice and education as mutually influential on one another.

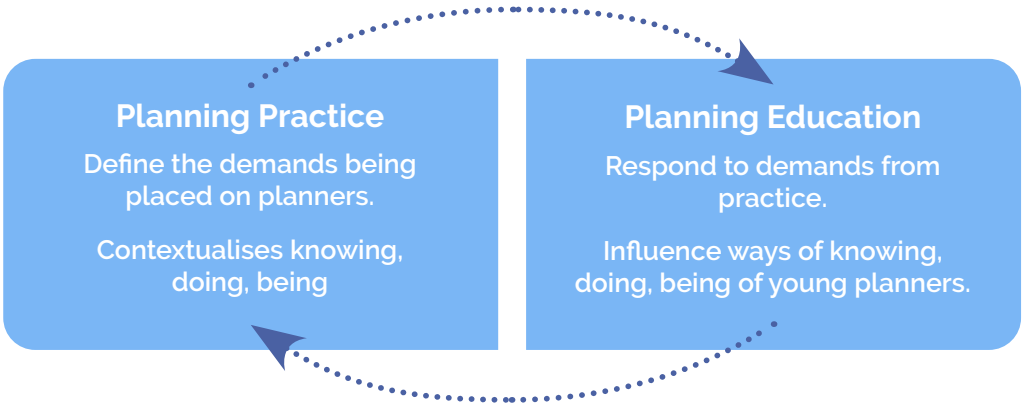


Figure 1.1 The intimate and interdependent relationship between planning practice and planning education (Author's construct).

Numerous studies have been done in recent years to determine to what extent planning education equips planners to meet the challenges put to them: Todes, Harrison and Watson (2003) focussed on the changes in the job market and skills in demand, calling for generalist planners and reflecting on what this could mean for planning education; Gurran, Norman and Gleeson (2008) represented a major study of Australian planning education with a focus on the contribution of the academy toward planning innovation, amongst others; Odendaal (2011:174) reported on a three-year long "initiative to revitalise planning education in Africa" with wide-ranging and diverse issues being highlighted, but an only limited mention of the importance of values and norms; Tasan-Kok and Oranje (2018:n.p) provided an extensive study from the perspective of the young planner and, amongst other issues, touched on the "disjuncture between the values taught in planning programmes and those prevailing at workplaces"; Denoon-Stevens, Andres, Jones, Melgaço, Massey and Nel (2020) represent one of the latest studies and revisit the issue of the theory-versus-practice balance within planning education.

The current emergence of research studies specifically focussed on planning education is welcomed and commendable but, unfortunately, none of these studies focussed attention specifically on professional value attributes in either planning practice or planning education. This gap in the current literature is worrisome as professional values or value knowledge are considered to be those enduring qualities that sustain and keep what students ought to know (content knowledge) or how to apply this knowledge (skills knowledge) relevant and appropriate (adapted from Mishra & Koehler, 2006).

1.1.4 Professional ethics and values

I subscribe to the understanding that "[v]alues reflect our commitments and influence our perceptions . . . they guide our behaviour even if we do not articulate them to ourselves or others" (Aroskar, 1995:84). Specifically this lack of clear articulation, I argue, has led to the current 'hidden and assumed' nature of professional value attributes in both urban planning practice and planning education. Value attributes are shrouded in assumptions. For example, we assume our professional planners are collaborative practitioners, and we assume that when planning students leave academia they value collaboration, amongst other attributes, and will go on to develop it further in practice. By not fully comprehending the complexity of claiming to 'be' a collaborative planner, we cannot start to engage with and develop the needed value knowledge (Mishra & Koehler, 2006) in the profession.

A note to consider throughout this study is that professional morals and ethics are directly linked to values; hence the use of concepts such as 'ethical values' (Campbell, 2012; Winkler & Duminy, 2016), 'ethical ideal and values' (Campbell, 2012); 'planning values, principles and standards; normative ethical values' (Tasan-kok & Oranje, 2018). This study uses the expression 'professional value attributes' to refer to such ethical values as relevant to urban planning.

1.2

A CALL FOR REFRAMING AND REIMAGINING

It is clear from the above that a need exists for a conceptual reorientation, a reframing and reimagining of collaboration in urban planning - especially in the face of "increasing (and visible) political and economic pressure" (Tasan-Kok & Oranje, 2018:n.p).

In order to justify the need for this study, I draw on Ngau's (2013) apt call to not only foreground collaboration in urban planning but also ensure a continuous 'fit for purpose' test for urban planning education. Ngau (2013:19) summarises:

> ***"Their [urban planners] work is dependent on collaboration with architects, engineers, surveyors, developers, government regulators and, most importantly, the community. Cross-sector collaboration must be an integral component of the training that planners receive. Curricula must be fit for purpose. The use of outdated theories and models will only perpetuate inappropriate and misguided planning interventions. Our students must be equipped with the relevant [content and value knowledge] skills to address dynamic urban growth and inequality. For education to keep pace with the changing realities of urban spaces, curricula must be reviewed on a regular basis and their content updated accordingly".***

An important qualification to make is that I share Watson's (2006) sentiment that value attributes are by no means universal and, although this study does not focus on how value attributes are different or what influences them to be different, it does seek to provide an opportunity to engage with such complexities. Although Watson explicates that "differing value systems increasingly define the reality within which planners work" (2006:38), I argue in this study that, as a response to the "differing value systems", literature seems to indicate that we are willing to recognise this but not engage with these differences. I put forward a conceptual framework that starts to strip bare some of the complexities to consider when working within the reality to which Watson is referring.

It is thus the intention of this research study to contribute to the continuous debates concerning the appropriate reframing and reimagining of urban planning by not only drawing attention to professional value attributes but also proposing a constructive way of engaging with one such professional value attribute namely, collaboration. It is contended that this construction in the form of a conceptual framework, enriched with theory and expert practice voices, has application and use in both planning practice and planning education.

1.2.1 Social practice theory as interference[2]

Urban planning, education and collaboration all have a strong affinity with the social and community. For this reason I was drawn to consider social practice theory as a way of interfering with and dislodging intrinsic conceptions, understandings and expectations concerning collaboration in planning.

As discussed in more detail in Chapter 2B, social practice theory provides an opportunity to reposition collaboration in urban planning and planning education through its characteristics of mainly the centrality of community and its recognition of power. A further attraction to social practice theory is what Higgs (2016:65) describes as "grounded and realised in being, doing, knowing and becoming". This characteristic is of special interest to a study with a focus on the 'being' quality of the profession, and it is thus clear that a social practice perspective has the potential to consider or position collaboration as a professional value attribute.

It is argued in this study that a social practice stance is constructive in disentangling a highly complex concept such as 'collaboration as a professional value attribute' because of its ability to "generate a prism that enables otherwise implicit and invisible actions…to be analysed and understood" (Riddle, Harmes & Danaher, 2017:7).

1.2.2 Statement of the problem

A concern highlighted by contemporary urban planning literature, especially in the South African context, is the shift from a value-driven profession to a neoliberal and technocratic one. Although professional value attributes are frequently recognised in literature and contemporary studies, no deep engagement with value attributes is depicted.

In order to conceptualise a highly complex and abstract issue, such as a professional value attribute, this research study focusses attention on one fundamental concept in urban planning, namely collaboration, and positions it as a professional value attribute. The study sets the task to make tangible and visible - as oppose to the hidden and assumed nature of value attributes - those dimensions that could assist in unpacking collaboration as a value attribute in urban planning and planning education.

1.2.3 Purpose of the study

The purpose of this explorative study is to respond to the general taken-for-granted nature of collaboration as a value attribute and the disproportion in literature with regard to explicitly engaging professional value attributes in urban planning and planning education.

In order to realise this purpose, two objectives are put forward:

1. To explore a value-based conception of collaboration in urban planning and planning education. This is developed and presented as a conceptual framework in Chapter 2B.
2. To determine how expert collaborative practitioners relate to this conceptual framework by reflecting on their professional lived experiences of collaborative practices. This objective is presented in Chapter 4.

[2]Refer to Chapter 2B for a description of the three phases in the study as interference, contextual sensitivity and relevance.

The value of this research study is that it foregrounds the concept of collaboration as a professional value attribute. This is done to facilitate a more comprehensive engagement with the complexities that collaboration holds in planning. A further value that is envisioned is the potential of this study to influence and enrich not only planning curricula but also planning practice by way of rendering the dimensions of collaboration explicit in, for instance, community engagement processes.

1.2.4 The research questions

It is of importance to note that research questions were not formulated at the outset of the research study but, in true explorative nature, emerged and developed as the study developed and unfolded.

From an interpretivist position, Trede and Higgs (2006:17) suggest that one consider the following as generalised research questions: "What does it mean? How do people experience this phenomenon?" Research questions in an explorative study could reflect a number of perspectives. Cronje (2020:17), in his model for developing research questions, suggests "What is (or are)?" and "How does (or do)?" as relevant questions in the explore quadrant.

The above is in line with the research questions presented here:

1. *What are the dimensions that constitute collaboration as a value attribute in urban planning and planning education?*

   The objective in answering research question 1 is to develop a conceptual framework that reframes and reimagines collaboration.

2. *How do the collaboration dimensions manifest in the lived experiences of expert collaborative practitioners?*

   The objective in answering research question 2 is to gain a contextually sensitive and enhanced understanding of the dimensions of collaboration which the expert practitioner perspective can provide.

In order to respond to the above research questions, an explorative and qualitative research study was conducted to advance the foregrounding of collaboration as a professional value attribute in the context of urban planning and planning education.

1.3

THE RESEARCH SETTING AND DATA COLLECTION STRATEGY

1.3.1 Emergence as an inquiry position

Because I subscribe to what Kahn refers to as "multiple realities and multiple truths" (Khan, 2014:299), I conceptualise and focus this explorative, qualitative study on the notion of emergence. Keegan (2009:238) traces the idea of emergence, specifically in qualitative research, to the complexity sciences and explains that "rather than thinking of society and culture as a collection of things, i.e. people, organisations, job roles, information, the emphasis is on relationships between things". Relationality and entanglement become important foundations and frame my understanding of 'emergence as research' and not 'emergence of research'. I interpret the latter as being knowledge and understanding – and the search for knowledge and understanding – as implying that it always already exist in some or other form and that, as a researcher, my task is to unearth it through appropriate research questions that drive design, methodology and methods. 'Emergence as research', on the other hand, assumes that knowledge and understanding is always "becoming with" (Haraway, 2010:53) in the sense that nothing stands separate from anything else; for example, the researcher from her research, the text and theory from the writer and/or the reader, the research participants from their context. All these parts are relational and entangled and thus continuously influence each other to 'become with' and through each other in order for meaning (knowledge and understanding) to emerge.

The focus on emergence continuously inspired my decision-making throughout this study.

1.3.2 Exploring through a qualitative position

Because of the explorative nature of this research and the fact that an in-depth and contextually-sensitive understanding of the topic is required, a qualitative methodology is appropriate.

I draw on Denzin and Lincoln's extensive work on the discipline and practice of qualitative research. They offer a generic definition for qualitative research: "a situated activity that locates the observer in the world…qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them" (2005:3). Mohajan (2018:23) simplifies qualitative research with the statement that "the researcher generally explores meanings and insights in a given situation". The 'natural settings' or 'given situation' to which the authors refer are not necessarily physical settings but can include a knowledge or

experience situation or setting as it applied to this study with its focus on the lived experiences of expert collaborative practitioners.

Typically, qualitative research is divided into a number of research types or designs such as narrative research, phenomenology, content analysis, grounded theory, action research, case research, ethnography and historical research.

Phenomenology was found to be the best, although not perfectly matched, for this research study with its focus on reframing and reimagining an entrenched topic such as collaboration in urban planning. The primary objective of phenomenology is to "explicate the meaning, structure and essence of the lived experiences of a person or group of people around a specific phenomenon" (Christensen, Johnson & Turner, 2011:25). The phenomenon, in this case, is collaboration as a professional value attribute explored through the lens of social practice, and the lived experiences are represented by a purposive sample of expert collaborative practitioners.

To contextualise, this qualitative study addresses the current gap in the field by making "two moves, one conceptual and one empirical" (Hitlin, 2003:118). For the conceptual move, I developed a new approach called a 'relational reading of text' in Chapter 2B to explore an understanding and disentanglement of the dimensions of collaboration. This is done by drawing from social practice theory and enriching and contextualising the social practice stance with collaborative theories from urban planning and education. The artefact resulting from this stage of the research study is a conceptual framework, developed through three iterations of a relational reading of text, which I entitled the CoSoP[3] framework.

For the empirical move in the research, I used the CoSoP framework as a conversation or game board[4] to engage and co-construct meaning with experienced, expert collaborative practitioners. The empirical data that were sought from this stage were not predetermined; for example, participants were not asked to consider accepting or rejecting any part of the CoSoP framework; the focus was directed at the authentic emergences through the conversational encounters with participants. I developed a method, referred to as 'collaborative explorations' in Chapter 3, to engage and co-construct with participants without focussing on asking questions as is typical in the traditional in-depth interview. The collaborative exploration method has the objective of enabling simultaneous data generation and data collection while being 'an exercise in collaboration', as one participant noted.

As mentioned, the study sample was drawn from a population of expert collaborative practitioners in a range of community engagement fields, such as sociology, urban planning, planning education and project management. A sample of seven expert participants, or what Patton (2015:248) refers to as "key informants [as] a prized group", was identified through a scaffolded process of peer referrals. With regard to the relatively small sample size I follow Patton's guidance that "small purposeful samples yield in-depth understanding and insights rather than empirical generalizations" (2015:343). I was also conscious of the risk that the amount and richness of data that expert participants typically share could become a liability in this study, as mentioned by Bishop (2009), as an over-abundance of data can become too distracting and thus lose much value. Although the initial premise was to do two data collection phases, after the first phase with the seven expert participants it was found that the same themes were dominant and continuously emerging even though participants represented a range of fields. Silverman (2016:106) explains that the value of a qualitative study might lie in the "intensive analysis of limited but rich data" to move away from the notion of large sample sizes as a blunt measure of quality and relevance of the research.

[3] **Co**llaboration as a **So**cial **P**ractice

[4] The design and application of the CoSoP framework and the use of interactive cards drew inspiration from the game board concept.

1.4

ASSUMPTION, DELINEATION AND LIMITATIONS

My intention with this study is to open up an opportunity to focus on and foreground professional value attributes in urban planning and planning education as a response to the lack of such research in existing literature. I recognise the enormity of such an endeavour and thus focussed attention on only one foundational urban planning concept, namely collaboration. I should stress that collaboration was chosen because of its potential ability to overcome the power-divide which is typically the space that planners occupy between state and citizens.

Having worked in the industry for over 25 years, I likely have some conscious and subconscious biases which needed consideration. One such bias might have been revealed in the selection of participants. I was very conscious of this and although I used my professional networks to initiate the identification process through peer referrals, I trusted my peers to identify suitable participants. This resulted in my keeping a professional distance from the participants by having met in person only two of the participants prior to this study.

A further point with regard to the selection of participants is the assumption that, in order to constitute a relevant sample group for a study of this nature, one should consider those experts who have been recognised as being collaborative practitioners. I acknowledge the fact that other participant groups such as urban planners in private practice and government planners, student planners and communities can, in future, contribute to this study, but the assumption cannot be made that such persons or groups are already expert collaborative practitioners. Reckwitz (2002) confirms this position by referring to student planners, for example, as novice practitioners.

I did not want my first question to be "Do you consider yourself a collaborative practitioner?" The value of the specific participant group is that their collaborative credentials, so to speak, have been established prior to my engagement with them and have been confirmed by people (peers) who have an intimate knowledge of their practice.

Excluding certain groups might be considered a weakness in an exploratory study, albeit marginal, but it does have the advantage of, firstly, representing highly experienced voices that can add value to the study and, secondly, suggesting future research directions.

It should be noted that the findings presented in this study were never considered to be conclusive but rather suggestive in nature in order to open up the conversation about engaging professional value attributes in both planning practice and planning education.

1.5

CONTRIBUTION OF THE RESEARCH

The contribution envisaged for this research study is three-fold: Firstly, there is the development of new or alternative methodological positions to engage differently with complex challenges. One such methodological contribution is the 'relational reading of text' approach which offers four characteristics of a relational reading: a sense of movement, a shift to the in-between space of meaning, the quality of kindred, and shared responsibility. Another methodological contribution is the development of a 'conversational exploration' which is, simultaneously, a method of data generation and data collection with its five descriptors of being a semi-structured, purposeful, in-depth professional conversation on a specific topic with the help of an 'exploration tool'. The conversational exploration allowed for deep, authentic engagement with expert practitioners.

A second contribution can be found in addressing the gap Hitlin (2003:118) emphasises when stating that "[we] rarely find that focus is placed on professional value attributes or a value-based conception". Professional value attributes in both urban planning practice and planning education are for the most part assumed, which then run the risk of not receiving the attention they should, as is evident in the lack of relevant literature. This study foregrounds collaboration as a value attribute in order to open the conversation on this foundational concept in planning.

The final contribution is found in the shared focus on urban planning practice and planning education. This shared focus is evident in weaving together collaborative planning theories and collaborative learning theories and in including practitioners, as well as educators, in the sample population. The significance of this dual focus is its contribution to the conversation and its bridging the gap that continues to exist between academia and the world of work. I am appreciative of my urban planning colleagues who have in recent years taken up this challenge as is evident from their contributions to the current body of relevant literature.

1.6

CHAPTER OUTLINE

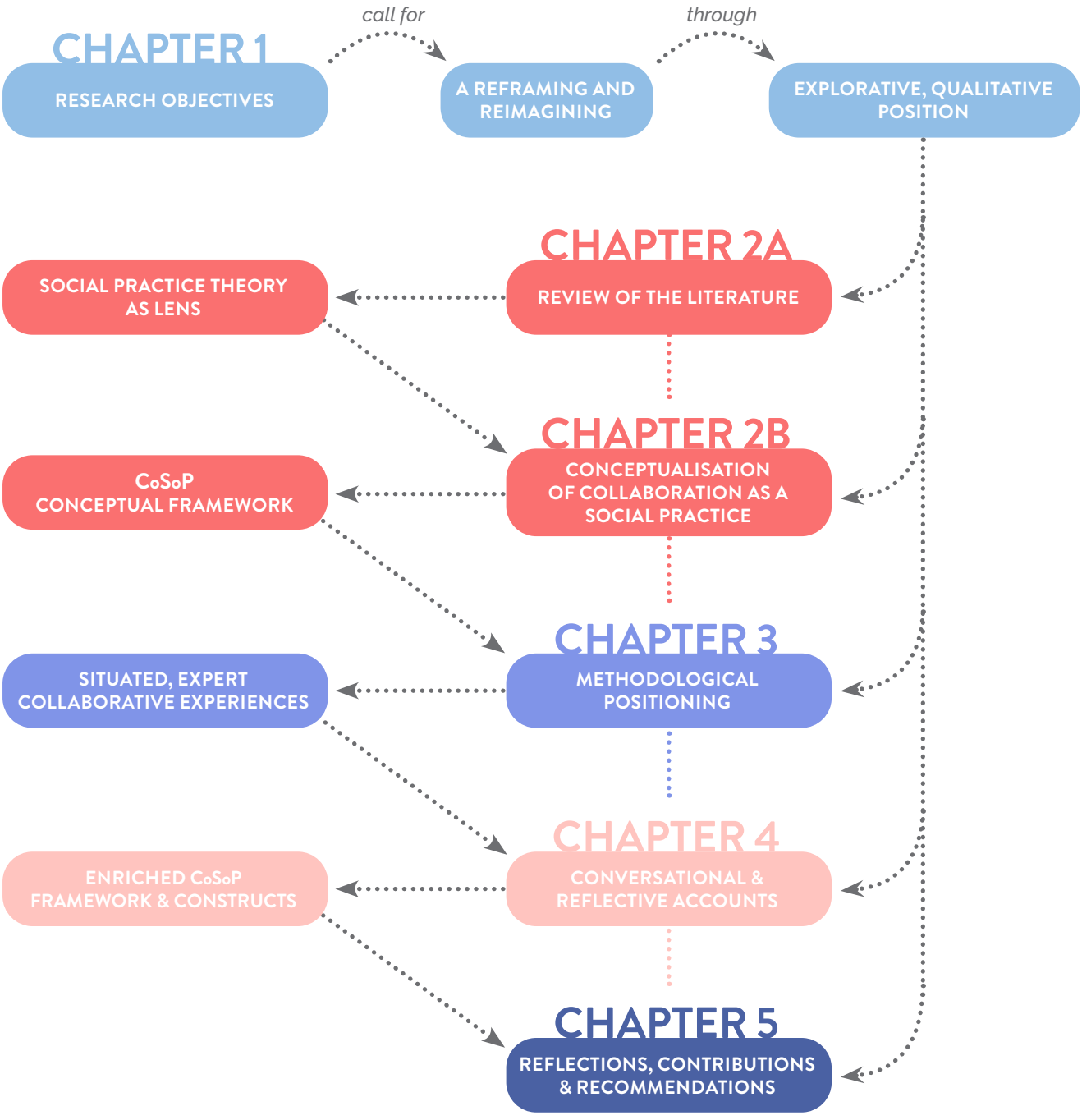


Figure 1.2 Chapter conceptualisation (Author's construct).

In this first chapter I have outlined the limited uptake in literature of foregrounding professional value attributes. This structures my research focus on the reframing and reimagining of a foundational concept in urban planning, namely collaboration as a professional value attribute.

The following chapter, Chapter 2, is divided into two parts: Chapters 2A and 2B. Chapter 2A engages with relevant background literature in order to contextualise the study. I build the argument that the complex and shifting challenges put to urban planning, and thus urban planning education, warrant a continuous re-engagement with foundational concepts, such as professional values and the role of collaboration. The literature review chapter concludes by proposing social practice theory as a relevant lens in this research study. In Chapter 2B I propose and develop an approach to engaging with text, or in this case theory, which I refer to as a 'relational reading of text'. This approach is put to work in order to weave together social practice theory and collaborative (planning and learning) theories to develop a conceptual framework, the CoSoP framework.

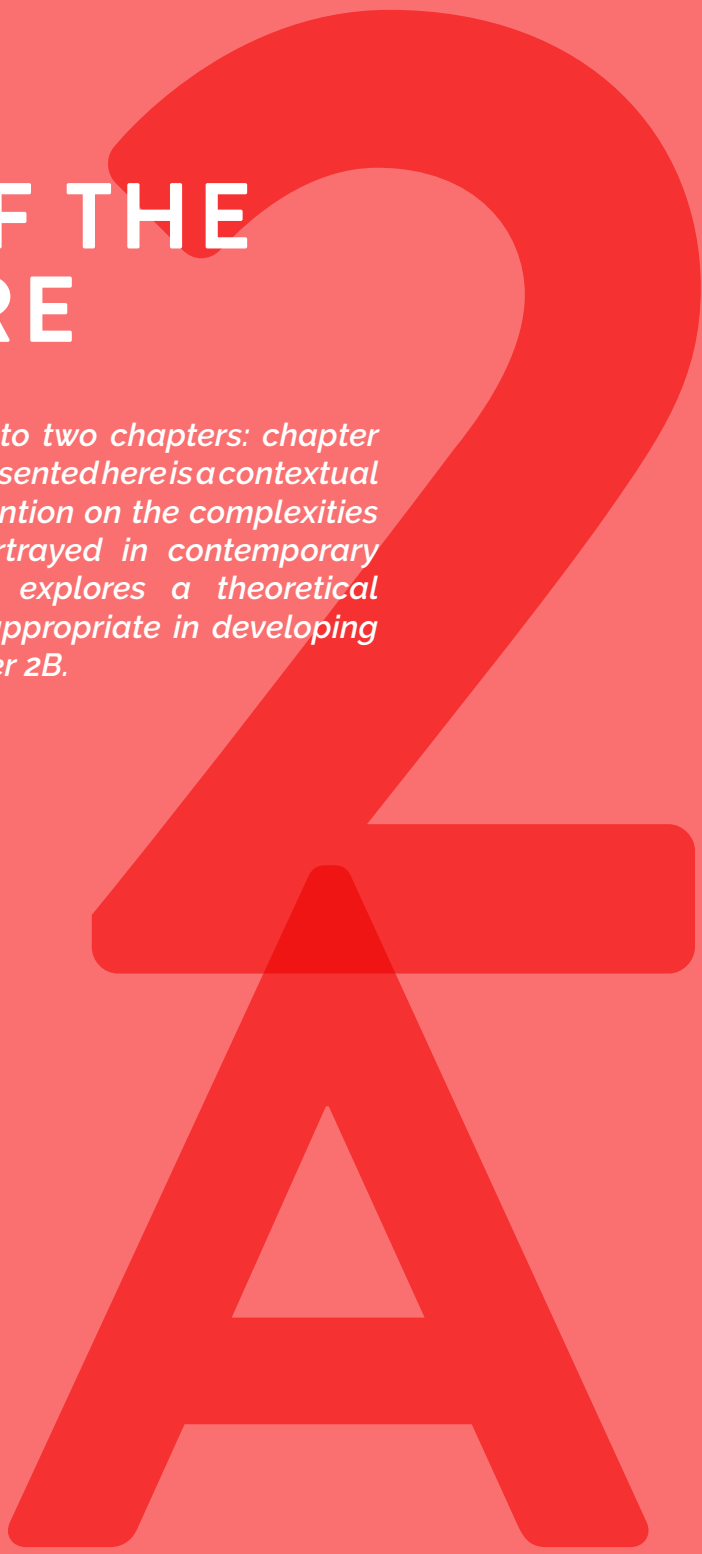
Chapter 3 provides an account of the methodological decisions and methods employed in operationalising the conceptual framework - or what Purcell (2008:4) referred to as a "dialogue between theoretical reflection and actual practice". To accommodate the 'dialogue', I develop in this chapter a method described as a 'conversational exploration' to engage with expert collaborative practitioners in order to reveal the manifestation and enrichment of the conceptual framework in their professional lived experiences.

Chapter 4 concentrates on engaging with the data that was created and gathered during the conversational explorations by drawing on crystallization (Richardson, 2000; Ellingson, 2009) as it recognises the weaving and iterative nature of data analysis as it applies to this study. The findings of Chapter 4 are two-fold: firstly, the contextual enrichment, in the form of themes, of the five CoSoP dimensions and, secondly, a number of summarised constructs which are presented as essential considerations for future collaborative endeavours.

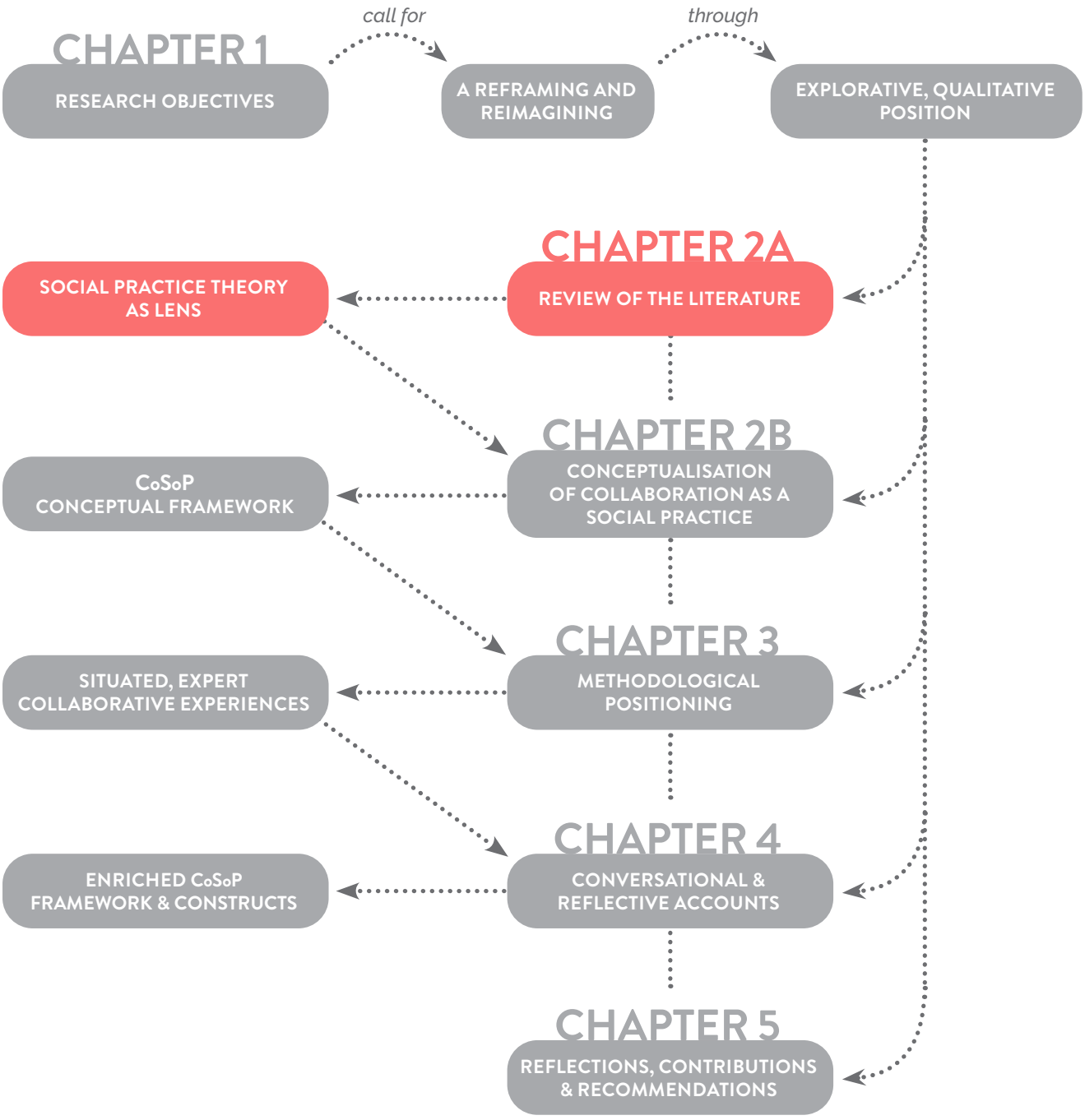
The final chapter, Chapter 5, presents a summary of the entire study with a special focus on the need for and importance of the research topic. An extensive part of this final chapter is occupied by a discussion of reflections and contributions specific to the theoretical, methodological and substantive domains. Of special interest are the rich participant reflections and critiques of the data co-construction and collection process that was followed. The chapter concludes with a number of limitations that is framed as recommendations for future research.

REVIEW OF THE LITERATURE

The literature review is divided into two chapters: chapter 2A and chapter 2B. Chapter 2A represented here is a contextual literature review that focuses attention on the complexities of the research problem as portrayed in contemporary discourse. This chapter further explores a theoretical positioning (lens) that might be appropriate in developing a conceptual framework in chapter 2B.



CHAPTER OUTLINE



2.1

A NEED FOR REFRAMING AND REIMAGINING

Chapter 1 made reference to the call for reframing and reimagining collaboration in urban planning as the fundamental objective of this study. This chapter offers a review of contextual or background literature that is deemed essential in this pursuit of reframing and reimaging collaboration. As a start, the interrelatedness of urban planning and planning education warrants an exploration of the challenges put to both practices.

2.1.1 Complex Challenges put to Urban Planning

Urban planning is concerned with creating socio-eco[1](n)[2]-spatial conditions for all human beings to flourish. In order to realise this bold responsibility, urban planners need to be able to respond to existing - and especially emerging - unknown challenges. Complex and dynamic challenges, such as "the persistence of multiple forms of poverty, growing inequalities and environmental degradation" (United Nations, 2017:3) continue to confront humankind and as such the urban planning profession.

The ability and responsibility of urban planning to mediate the above challenges is reiterated by Horn, Mitlin, Bennet, Chitekwe-Biti and Makau (2018:4) when they comment that urban planning is considered one of the "processes through which urban change and transformation take place". The importance and responsibility of urban planning as a responsive and transformational discipline is quite clear.

The argument being presented in this study is that urban planners need to foreground professional value attributes in both their practices and in educating urban planning students. The focus on professional value attributes stems from what Carmon and Fainstein (2013:14) describe as urban planning having an "action orientation [as well as] a value orientation". A refocusing on the 'value orientation' is called for in this study as the 'action orientation', through neoliberal and technocratic tendencies, seems to have been a driving force in cities in recent times (Goldfrank & Schrank, 2009; Parnell & Robinson, 2012). This neoliberal and technocratic position is challenging the urban planning ethos of the "concern for the public interest" (Carmon & Fainstein, 2013:18) or the common good (Friedmann, 2000).

The point being made here is that professional value attributes - and specifically collaboration as an embodiment of the common good (refer to section 2.3.1) - are central to responding to

[1] Ecological
[2] Economical

neoliberal and market forces that are currently driving urban decision making. The planning tool most commonly used to realise the ideals of the common good is public or community engagement[3].

The complex challenges put to urban planners, and which have relevance here, are summarised in the following section as the neoliberal tendencies, disparities in planning and societal dynamics.

2.1.1.1 Neoliberal tendencies in planning

Neoliberal tendencies are framing the challenges put to society and thus challenging urban planners. Sager (2013:xxi) summarises the major concern as:

> ***"Even more than before, public planners must expect opposition from strong market actors who challenge any notion of public interest by pursuing private goals using power strategies that disrupt open and fair deliberation".***

Further to this, Tasan-Kok and Baeten (2012:1) state that "planning and governance discourses and practices [are] pushed in a market-orientated direction". Purcell (2008:2) also adds that "the neoliberal imagination has become the dominant way to imagine the urban future".

Neoliberal ideology thus manifests in urban planning through market-orientation and imbalances in power relations, or what Roy (2015:60) refers to as "market-led political economy". Watson (2009:2260) picks up on the neoliberal tendencies when she recognises the mismatch between urban planning and the shifting challenges with which planners are confronted as "conflicting rationalities". One such rationality she recognises is "a significant gap [that] has opened up between increasingly techno-managerial and marketised systems of government administration, service provision and planning…and the every-day lives of a marginalised and impoverished urban population". This manifestation is creating conditions for the proverbial 'perfect storm' for further disempowering and marginalisation of vulnerable communities. Vulnerable and marginalised communities, especially in the South African context, should be at the epicentre of the urban planner's contribution to the common good, thus making and influencing just and equitable decisions for the greater society.

2.1.1.2 Disparities in planning

Isserman (2014:9) focusses on an important disparity when he states that the planning profession has lost its way by being so preoccupied with 'problem-solving' and 'pragmatism' that "they have forgotten that planning's role is to lead from the present to the future". The author is highlighting the consequence of simplifying complex societal issues. By merely acting by way of a response instead of acting with a future-vision, planners are undermining the powerful role of social change agents which they should fulfil. Numerous calls, such as by Isserman, have gone out in recent years for urban planning to take up its responsibility towards society (refer to section 2.5: A call to action).

Another disparity that exists, specifically in the South African context, is what Watson and Agbola (2013:1) refer to as "planning legislation [that] dates back to the colonial era [and] is ill-equipped to deal with contemporary urban problems". This is of special concern as everything in urban planning is guided by an influential legislative and policy framing. Legislation and policy are some

[3] Various expressions are in use internationally to mean different levels of "state-society engagement" Watson (2014:62), such as community participation, community engagement, citizen engagement, etc. In South Africa, the term 'public participation' is most commonly used.

of the most powerful tools that urban planners use to guide decision-making and should as such equip the planner to be responsive and relevant. Although Watson and Agbola made reference to the outdated state of planning legislation, another concern is also relevant, specifically when exploring collaboration and how it manifests in public participation. This concern focusses on government (legislature) and its contradictory positions of, on the one hand, recognising the "constitutional imperative of public participation" (South Africa, 2013a:14) and, on the other hand, its unwillingness to share equal power with communities. An example of this position can be found in the 'Public Participation Framework for the South African Legislative Sector' in which the internationally recognised four levels of public participation are provided (from lowest to highest level of engagement) as inform, consult, involve and collaborate. The explanation of specifically collaboration as the highest form of public participation raises two major concerns.

> ***"The fourth level is to 'Collaborate'. At this level, the public is provided with opportunity to partner or work jointly with decision-makers and the identification of the preferred solution. However, as with 'Involve', it is still the understanding that the legislature is the ultimate decision-maker. In the end, all the input received will be taken into account and the legislature will make the final decision" (South Africa, 2013a:29).***

The first concern is the focus on solutions without recognising the contribution which the public can make in identifying and understanding the(ir) problem. The second concern is the power deficit on the part of the public with the legislature holding power as "ultimate decision-maker".

A final disparity that has special reference to this research is the link between urban planning and its associated education system. Watson and Agbola (2013:12) warn that "educational reform alone will be insufficient to drive a reorientation of planning values and skills. It must be accompanied by reform of legislation and practice". The authors hereby note the interdependence and interrelatedness of planning education, planning practice and planning values and, by doing so, focus attention on the three central themes in this study.

2.1.1.3 Societal dynamics, protests and public participation

Societal dynamics are very context-sensitive and as such the South African situation is highlighted in this section.

Dynamics within society warrant a discussion as the profession of urban planning has, as one of its primary functions, to act in the public interest or on behalf of the public. Booysen (2007:1) aptly describes societal dynamics as "changes in social identity, societal norms and power shifts". Waddell (2005:4) refers to the "social contract being changed". These changes and shifts are exacerbated by the prevailing situation in South Africa of rapid urbanisation under conditions of extreme inequality, poverty and high levels of unemployment (Barnes & Nel, 2017). The current South African condition leads to an "increased demand for local service delivery, yet [it being] sluggish…spatial, social and economic transformation [is] triggering social discontent" (Barnes & Nel, 2017:219). This social discontent to which the authors are referring as brought on by "social and economic exclusion and spatial segregation" (United Nations, 2017:3) manifests in many cases as service delivery protests which South Africans have, unfortunately, become accustomed to. Service delivery protests can be seen as a symptom of a much larger and complex problem and are perceived as one of the few ways for especially poor communities to voice a response to "municipal government fail[ing] to take action regarding community challenges" (Akinboade, Mokwena & Kinfack, 2013:465). Service delivery protests are thus a symptom of a disempowered and marginalised community.

In response to this situation, urban planners are tasked with implementing and realising the goal which the process of public participation[4] should achieve: namely, to enable communities to participate in the decision-making processes (Claridge, 2004). This, unfortunately, is easier said than done.

Public participation is the most common manifestation of collaborative community engagement in urban planning, but, according to Booysen (2009:4), does not render the results of an empowered public as intended. Fig (2012:22) makes the point that, in South Africa, "despite having one of the world's most liberal constitutions…no efforts have been made [by the national government] nor have any resources been set aside to facilitate or promote effective public participation".

Because of the record of inaction on the part of the government, public participation in the South African context has, for the most part, lost its ability to be an "accessible form of democracy" (Deegan, 2002:43).

In summary, the challenges put to urban planning, as relevant to this study, are the following:

- Neoliberal market-forces standing in opposition to the urban planning contract of the common/greater good.
- The above leading to the profession being pre-occupied with problem-solving, thus reactionary as opposed to proactionary[5].
- Urban planning needing to operate within the context of a lagging and out-of-touch legislative framework and slow socio-spatial transformation.
- Service delivery protests as a representation of the dissatisfied social (community) voice.
- Public/community participation as a tool to amplify community voices through empowerment has fallen prey to pre-occupation with technocratic tendencies.

2.1.2 Complex challenges put to planning education

An intimate relationship exists between urban planning education and the urban planning profession in as much as the knowledge, skills and value attributes that are expected from an urban planner should be introduced and honed in planning schools. As such, higher education at large and planning education specifically warrant consideration. To emphasise the interrelatedness of urban planning and planning education, Oranje's statement (2012:8) that "planning education should be about community empowerment" aligns with the belief of the urban planning profession as empowering and giving voice to communities.

Section 2.1.1 of this document sketched an understanding of the complex contextual challenges facing urban planners, but the learning mechanisms to support the needed behaviour in this complex reality are currently unclear. This is specifically relevant to engaging and developing professional value attributes. A clear tension thus exists between the expected social contract which urban planners need to fulfil and the creation of learning environments that focus not only on what students ought to know (content knowledge) or how to apply this knowledge (skills knowledge) but also how to be (value knowledge) within a complex reality (adapted from Mishra & Koehler, 2006).

[4] Booysen (2009:23) explains public participation as "citizens participating in individual, interest group, social movement or community contexts, in relation to affairs that are of public interest, probably conducted with a view to getting government action on the issues concerned".

[5] Relating to the principle of taking action before problems become insurmountable or opportunities are lost (www.collinsdictionary.com).

It should be noted that once more the following discussion is deeply rooted in the South African context.

2.1.2.1 Role of professional bodies in curriculum development

Boud and Brew (2017:77) make the statement that "[professional] features are translated into competencies and enshrined as such by registration bodies or professional institutes". It is thus expected that professional bodies give guidance with regard to content, skill and value knowledge to steer the current and future (student) urban planner. In South Africa, a competency and standards study by the South African Council for Planners (SACPLAN) (2014) made limited reference to professional values with only hints at specifically the urban planner's societal responsibility through comments such as "[a] more participative form of governance means the sharing of power" (SACPLAN, 2014:27) and "requires a certain set of skills, a knowledge base and a set of guidelines or codes of behaviour/conduct. A planner also has to work from a strong ethical base" (SACPLAN, 2014:29). Unfortunately, a pre-occupation with knowledge and skills is still the driver for defining an urban planner with detail being given with regard to knowledge and skills - to the level of what should be contained in curricula - but not engaging deeply with what it means to 'be' an urban planner.

It is argued in this research that an opportunity was lost to foreground unequivocally value attributes and not to assume that value attributes are in place, understood and shared by all in the urban planning practice.

I share Sihlongonyane's (2018:80) call that "planning schools will ensure that curriculum development becomes a vital force in shaping transformation of the planning mind, space, practice, and society". Sihlongonyane (2018:81) continues with the following request, namely to "develop a professional body of planners with skills and knowledge to transform society towards a democratic society". Once more focus is placed on skills and knowledge! It is safe to assume that no planner deliberately shifts focus away from professional value attributes towards knowledge and skills, and one can accept that most writers on the topic understand values to be embedded, but that is exactly the concern: too often, if an issue is not at the centre and foregrounded as such, it becomes hidden and assumed. Over time, the assumption that planners are collaborative professionals cannot be traced back to any substantial claim or evidence. Isserman's (2014:15) comment of "I fear that we are surrendering too quickly" comes to mind: the profession of planning and urban planning education should take care not to move on too quickly to the next challenge. As mentioned in chapter 1, there might be value in considering the original premise of planning as acting on behalf of the vulnerable and marginalised.

2.1.2.2 Value attributes as a 'blind spot' in planning curricula

Tasan-Kok, Babalik-Sutcliffe, van Huyssteen and Oranje (2018:24) recognise that a "general curriculum is unfortunately bound to have blind spots" when discussing the tendency to extract the essential curriculum building blocks, such as specific knowledge areas and technical skill

sets, which an urban planner needs. The blind spots can be those issues which a curriculum assumes to have embedded and which can be considered as part of the hidden curriculum[6]; for example, professional value attributes.

A topic that has received much attention in planning education literature (Odendaal, 2012; Olesen, 2018, amongst others) and is specifically highlighted by a recent study (Denoon-Stevens, Andres, Jones, Melgaço, Massey & Nel, 2020) is the theory-practice relationship. The theory-practice relationship, as an important dynamic in planning education, should be infused with moral, ethical and value dispositions[7]. Dunoon-Stevens et al. (2020) did, to some extent, consider moral choices by acknowledging a challenge posed by Davoudi and Pendlebury (2010), namely, "to link theories and moral choices to skills and action in order to produce context-specific ways of generating knowledge" (Denoon-Stevens et al., 2020:12). This recognition of the foundational position of moral choices to determine appropriate skills and action aligns with the research position taken in this study: that professional values provide the framework for content knowledge and skills knowledge to be meaningful and relevant.

Watson (2018) offers several structural factors that "trap planning academics and students in inappropriate education". The most significant point for this study is what Watson refers to as encouraging "self-reflection of values" because "any planning intervention has a social impact; students need to understand who the winners are and who the losers are". The focus is thus placed on values to influence the professional 'ought to' in planning decision-making.

Watson (2018) further identifies a lack of student dialogue that occurs because of "group work intolerance, a lack of awareness of different ways of being". This illuminates the importance of focussing on and developing being collaborative as an essential ability in students of urban planning.

In summary, the challenges put to planning education are:

- Guidance from professional and competency bodies should emphasise professional value attributes as the foundation for curriculum development.
- Planning education should continuously reflect the ethos of the profession of urban planning and consider curricula for relevance.
- Foregrounding and making visible value knowledge as a foundation for building content and skills knowledge.

[6] The hidden curriculum "describes the shadowy, ill-defined and amorphous nature of that which is implicit and embedded in educational experiences in contrast with the formal statements about curricula and the surface features of educational interaction" (Sambell & McDowell, 1998:391).

[7] Moral and ethical choices are compelled by values - also referred to as "ethical values" (Campbell, 2012:388).

2.2

IMPORTANCE OF PROFESSIONAL VALUE[8] ATTRIBUTES

Campbell (2012:379) puts ethical values in its rightful place when stating that there "can be few more insightful vantage points from which to view planning than through exploration of the field's engagement with ethics [values]". Unfortunately, what Campbell describes here as the 'ought to' situation is removed from the reality in which the focus on professional value attributes has been diminished to the background in both urban planning and planning education. This situation is confirmed by Thomas (2017:2) who focusses attention on the shift in urban planning to "a concern for analysis, techniques and procedures, but [leaves] little room for discussion of value judgement". Further confirmation is found in Campbell and Marshall's (2002:93) proclamation that "we make a plea for members of the planning academy to engage more readily with questions of value". As such, this study puts forward that much more attention needs to be focussed on the development of professional value attributes to inform understanding and decision-making. Relevant literature is, unfortunately, scarce on this topic.

To further position value attributes as fundamental to planning decision-making, Winkler and Duminy (2016:112) make the point that "planning interventions necessitate an awareness of how we know (epistemology), some kind of action, as well as value-based judgements (or ethical principles)". Campbell and Marshall (2002:271) reiterates the centrality of values by stating that "future development in planning thought must take questions of ethical value as their starting point". Odendaal (2012:179) further recognises the global South context when she refers to one of the four planning curricula themes, which the African Association of Planning Schools identified, as "a reflection on values and recognition that the terrain of planning and development involves multiple stakeholders and actors".

At first glance, it may appear that the literature clearly recognises value attributes as fundamental to planning. On closer inspection, however, a deeper engagement with what it means to have a profession that uses value-based decision-making is absent. Literature is rich with calls to up-skill and update knowledge to reflect the shifting and complexity of challenges put to urban planners, but no such calls were found in literature where the focus is placed specifically on understanding and unpacking value attributes to respond to shifts. This lack of focus puts this study in a unique position to contribute to foregrounding values in both urban planning practice and planning education.

Specific to the literature on education, the general position of value attributes is captured by Davoudi and Pendlebury (2010:630) when they state that urban planning curricula "were to be

[8] The terms values and ethics are used interchangeably as found in literature.

devoted to each of the three elements of core knowledge, specialist knowledge, and skills, while values would permeate the entire programme". It follows then that, once more, values are considered to be present in all aspects of learning without giving explicit attention to them. The reluctance to commit to the development and foregrounding of value attributes is evident, and thus a gap exists in literature with regard to the concern that this study attempts to address. As a way forward, an explanation of values by Adams, Dominelli and Payne (2002:21) captures a possibility to consider.

> ***"The word 'values' is grammatically a noun, but it is derived from a verb, to value or hold in esteem. While it is easy to talk about applying values or values in practice, the phrase 'practising values' sounds odd. But it portrays a dynamism that is essential in (re)conceptualising values as values-in-action and in addressing the complexities and dilemmas that realising them entails".***

The idea of values-in-action is compelling as, typically, action implies 'doing' which in turn is translated into skills. Values-in-action can provide an interesting opening for specifically this study with its focus on exploring a revitalised understanding of professional values.

2.3 COLLABORATION AS A VALUE-PRIORITY

Literature is sparse with regard to collaboration as a value attribute or value-priority. One relevant discussion, though, comes from Haskins, Liedtka, and Rosenblum (1998:34) when they introduce the idea of an "ethic of collaboration" which the authors explain as "collaboration [is] characterized by what can be rightly called an ethic - a system of moral principles and values grounded in a sense of calling and stewardship". What is clear from this key text is that collaboration has the intention and ability to influence and guide a *'way of being'* through a "sense of calling and stewardship". Both the intention and ability are of importance and refer back to Carmon and Fainstein's (2013:14) recognition of "action orientation [as well as] a value orientation".

2.3.1 The common good[9] and the collective

In order to appreciate and position collaboration as a value-priority, a number of fundamental planning concepts need to be considered. The first of these is the common good and the philosophical role this concept plays in urban planning. In order to explain the common good, Winkler and Duminy (2016:117) draw on Bridge (2000) when he observes that "instilling ethical values of 'a common good' was deemed paramount for the smooth running of society; or, indeed, for society to be possible at all".

As far back as 1943, Gaus (in Dalton, 2001:428) contends that urban planning is a "form of public service". De Souza (2006:399) continues in this vein by making an argument for the importance of civil society in the urban planning profession, referring to "social movements and civil society… [as]…a powerful agent in the planning process". He puts society in its rightful, central position in any planning endeavour.

This reference to the centrality of society has a direct association with the common good. The common good is a concept that motivates collaborative urban planning decision-making. Murphy and Fox-Rogers (2014:231) refer to it as a foundational concept in planning and describe it as a "public interest institution". Numerous scholars have questioned the 'common' in the common good, with Campbell and Marshall (2000:308) summarising the opposing views by stating that "it is a term that has often been used to mystify rather than clarify". A central idea of the common good is community and the value that community brings to the individual. It is found in political and social theory where it refers to the relationship of the individual with the broader community as a social entity (Murphy & Fox-Rogers, 2014). The Greek philosopher,

[9] The common good is also referred to as the 'greater good' or the 'social good'.

Aristotle, considered the common good and was not particularly optimistic about people's ability to shift from "individualistic competitors fighting over scarce resources to partners in a flourishing community" (Smith, 1999:628). This negative sentiment of human nature resonates with Bruffee (1995:14) when he refers to John Dewey's "associated life" concept and states that "the people involved almost always have to undergo some kind of change. Working together well doesn't come naturally. It's something we learn how to do". This starts to encapsulate some of the challenges of being collaborative.

Murphy and Fox-Rogers (2014:236), in a study to define the common good, perceive

> ***"[the] common good as 'balancing different competing interest' [which] reflects the strong influence of collaborative planning ideas on planning practice….the collaborative planner is considered a natural arbitrator or facilitator of debate whose role is to foster styles of deliberation that can lead to shared meanings and collective decisions".***

Why then the importance of the concept of the common good in this study? The common good is used to illustrate what motivates collaborative planning and decision-making and explains the concept of social practice. It is embedded in social responsibility which is one of the pillars of the profession. Further, there seems to be strong disciplinary diversity with respect to existing research addressing collaboration - which makes contextualising it in the urban planning realm even more important (Karakaya & Senyapili, 2008).

Another fundamental concept that needs consideration is that of the collective. The collective has always formed the foundation of urban planning as reiterated by The United Nations Habitat (UN-Habitat, 2009:n.p) when defining urban planning "as a self-conscious collective (societal) effort to reimagine a town, city, urban region or wider territory". Van den Broeck (2018:37) confirms the association between collaboration and the collective when stating that "collaboration as a collective process is the most adequate approach to tackle the current, fundamental challenges and arrive at sustainable solutions".

The collective is summarised by The Association of African Planning Schools'[10] conference (2008) when they identify "the most significant planning issues" in five themes. One theme which holds special relevance here is "collaboration between planners, communities, civil society and other interested parties".

Collaboration as a foundational concept in planning literature is undeniable, but attempts to position it as a value attribute have not received much attention.

2.3.2 A demand for collaboration from civil society and planners

Shifts in civil society's growing understanding of the contribution they can and should make with regards to decisions concerning their own future "explains why nowadays concepts such as collaboration and co-production are becoming more relevant" (van den Broeck, 2018:37). Entrusting decision making to politicians and build environment professionals have not served the public well as is evident in inappropriate public spending and social unrest, specifically in the South African context.

In spite of the Integrated Urban Development Framework's policy lever of 'empower[ing] active

[10] The Association of African Planning Schools (AAPS) is a network of over 50 urban and regional planning departments or schools in Africa.

communities' (South Africa, 2016) ways and means of realising empowerment are scarce. Sager (2013:xvii) confirms "the empowering capacity of collaborative [communicative] planning in adverse conditions and the increased emphasis on substantive values in order to prevent planners from unwittingly serving neoliberal agendas" as planners seem to battle with striking a balance between conflicting demands placed on them by society, on the one hand, and neoliberal mandates, on the other.

An encouraging sign from Tasan-Kok et al.'s (2018:25) recent research shows that "young planners are increasingly interested in informal (i.e. communicative, cooperative and persuasive) planning approaches which allow for more flexibility and creativity and are solution-orientated".

2.3.3 Power and value-based decision-making

Forester (1989) aptly proclaims that planners are doing their work 'in the face of power'. One cannot make reference to collaboration without referring to power. Martens (2001:10-11) notes the "bright side of power" when discussing the modality that can bring about change. He specifically refers to 'enabling powers' as the power that civil society might exert to change political decisions.

Collaborative planning is generally seen as a process towards consensus-building which in turn has the function of 'neutralising' power (Healey, 2003:113). The position held is that, if you reach consensus, then power is equally distributed and all actors/agents are equally empowered (or disempowered). Herein lies a problem associated with power - or what Forester (1999:185) refers to as the possibility that power can "prevent change from happening". An example of the idea of preventing change from happening is illustrated by Purcell (2009) when he states that the neoliberal urban agenda is using specifically this obscuring of or diluting of the seemingly 'democratic' decision-making practices, to shift power.

> ***"What the neoliberal study requires are decision-making practices that are widely accepted as 'democratic' but that do not (or cannot) fundamentally challenge existing relations of power. Communicative [collaborative] planning, insofar as it is rooted in communicative action, is just such a decision-making practice" (Purcell, 2009:141).***

Purcell (2009) thus warns that neoliberal processes have the ability to render collaborative planning powerless to fulfil its mandate of fairly and justly distributing power.

2.3.4 Collaboration and learning

A worrying premise that learning is an individual practice is illustrated by Wenger (1998:3) when he refers to assessment methods as "one-on-one combat, where collaborating is considered cheating". The dichotomy that challenges education and the learning environment is the tension between, on the one hand, the individualistic practices that to this day are favoured and accepted and, on the other, learning as a "fundamentally social phenomenon… learning as social participation" (Wenger, 1998:4). The characteristic of learning as social participation is developed by Tapela (2012:12) as "collaborative design and teaching". He describes collaborative design and teaching as a process essential for "undergirding the value basis for [and] of planning". He offers a collaborative design and teaching process as "a more deliberative engagement with context, substance and actors" (Tapela, 2012:12). Through the collaborative design and teaching process, as it applies to this study, a number of essential elements are brought together: First,

the foregrounding of values; secondly, recognising collaboration as a value attribute; thirdly, the engagement with complexity through collaboration.

Herrington, Reeves and Oliver (2014:409) equate authentic learning with collaborative learning through the "collaborative construction of knowledge". The authors state that "few complex problems in real-life are solved by people working independently" (2014:404). It is clear from the above discussion that developing collaborative abilities in students - and specifically urban planning students - has become even more vital under conditions of rapid change and increased complexity.

2.3.5 Critique of collaboration in urban planning

Although widely accepted, collaboration as both an approach to planning and as a planning method is not without critique. Purcell (2009:145) claims that "collaborative, or communicative, planning has largely been captured, or has simply been intentionally deployed, to obscure and facilitate the dominant ideology of contemporary market forces". Bengs (2005:1650) continues in this vein by focussing on "the concept of 'bottom-up' communicative planning being deployed to especially empower key stakeholders in articulating their wants". The dissemination of power through empowering the masses is thus questioned by stating that the real beneficiaries of collaboration are markets and key influential stakeholders, who typically already enjoy the lion share of power and privilege.

Further to the illusion of 'bottom-up' communicative/collaborative planning is the issue of "contemporary public/community participation premised on Habermasian principles of discourse ethics [being] interpreted as part of a system of domination rather than [one of] emancipation" (Bickerstaff & Walker, 2005, in Gunder, 2010:302). Collaboration in planning being used to dominate is counter–intuitive to the ability of "playing a central role in the community consultation process" (Gunder, 2010:303) and thus the sharing of power.

Gunder (2010:302) provides another blow to collaborative planning processes by not being convinced of their potential "to play [a] consensual game, with [their] focus on the local and the particular of a specific community's needs and wants result[ing] in exclusion and a loss of any voice from this 'beneficial' process".

It should be noted that the critiques presented here are not all-inclusive but highlight the issues most pertinent to this study.

2.4

SOCIAL PRACTICE THEORY AS APPROPRIATE LENS

Social practice theory is considered an appropriate lens because of its lineage from theorists, such as Bourdieu, Giddens, Taylor and Foucault. The association of social practice theory with specifically Foucault has relevance as Foucault foregrounds power (Flyvbjerg & Richardson, 2002:44) which forms an essential part of collaboration especially within the neoliberal context.

Social practice theory provides an opportunity to reposition collaboration in urban planning and planning education through three main characteristics namely: an alliance with the idea of community, its fluid and responsive nature and its recognition of power.

2.4.1 Alliance with the idea of community

Reckwitz (2002:246) introduces social practice theory as "highlight[ing] the significance of [the] shared or collective". Schatzki, Cetina and von Savigny (2001:11) build on the idea of 'shared' and 'collective' by describing social practices as "embodied, materially mediated arrays of human activity centrally organised around shared practical understanding". A social practice is thus inherently 'shared' and as such located in community. It is not an individual phenomenon and because of its shared nature lends itself as a lens for collaboration.

Urban planning, education and social practice theory are connected with one another because they all share a central focus on the value that community and the social life hold. Boud and Brew (2017:79) summarise social practice and its overarching ability as "the idea of practices as the primary building block of social life and meaning".

2.4.2 Fluid and responsive nature

Kemmis, Wilkinson, Edwards-Groves, Hardy, Grootenboer and Bristol (2014:33) comment that "social practices are not merely set in, but always already shaped by, the particular historical and material conditions that exist in particular localities or sites at particular moments". Social practice theory advocates that practices are not container-like to hold a set of acceptable sayings, doings and relatings, but they are always in the process of becoming, shaped by what came before and influencing what is still to come. There is no place for stagnation in a practice.

Nicolini (2017:99), as one of the leading proponents of social practice theory, recognises the fluid nature as one of the strengths of social practice theory. He comments that "our world is increasingly in flux and interconnected…and boundaries around social entities are increasingly difficult to draw". Social practice theory, as it is applied in this study, has the potential to engage with the complexity and fluidity of a concept (such as collaboration) and make it 'stand still for a moment', so to speak. Social practice theory thus provides the ability to suspend collaboration in time and space in order for the complex parts[11] of the complex whole to be disentangled and engaged with.

2.4.3 Foregrounding power

Power is inseparable from urban planning as emphasised by Bertolini (in Healey, 2012:198): "planning [involves] the task of shaping conditions for other beings to be empowered". Collaboration is considered in planning as a tool to bring about empowerment. It is thus essential to engage with a theoretical positioning that recognises power. Social practice theory does this as stated by Hui, Schatzki and Shove (2017:5): "Social practice theory accommodates an analysis of power". Hui et al. (2017:7) further address and encourage scholars to apply social practice theory as "there is clearly more to be said about power, language, learning, practitioners, connectivity and their dynamics".

[11] The complex parts emerge as the social practice dimensions in the following chapter.

2.5 CALLS TO ACTION

Isserman (2014:13) provides a reality check when he states: "We are not coping with the future adequately in planning. We have not done much to sharpen our tools". In this study, urban planning tools are considered to include the 'knowing-doing-being' of understanding, and comprehending what it means to 'be an urban planner in a certain way' (adopted from Reckwitz, 2002); for example, a collaborative urban planner.

Urban planners being called to action is scattered throughout literature with one of the most relevant calls coming from Campbell (2012:379) when she comments that "the planning community needs to rediscover its ethical voice and its confidence in the idea of planning". The South African Council for Planners adds to an ethical intervention by stating that "[p]lanners need to 'reclaim' their professional and ethical role in shaping South Africa's spatial future by re-inventing planning" (SACPLAN, 2014:29). Although the awareness of professional values, and thus ethics, can easily be found in literature, how to frame and engage professional planning values is for the most part silent. Watson (2006:46) reiterates the gap when suggesting that "as planners we need to look for new moral philosophical sources to inform our thinking on issues of value and judgement".

Another call that has relevance to this study is questioning the current planning systems, specifically within the South African context. With regard to this point, Watson and Agbola (2013:2) note that "conventional urban planning practices and systems that remain trapped in the past are failing to counter [urban] threats". Van Huyssteen (2018:33) links the lost "spirit of planning" to "an increasing quagmire of regulatory requirements, guidelines [and] rules in practice and in education". The case has been made earlier in this chapter regarding the devastating effect of out-of-touch planning systems and regulations, such as public participation.

The calls to action place a strong focus on change and returning to urban planning's future-orientation. Isserman (2014:11), for example, states that "we [urban planners] need not only accommodate change, we can choose to effect it". Tasan-Kok et al. (2018:27) position planning education as central to the calls being made for revitalisation and reimagining urban planning as "a fresh look at planning education…the need for innovative approaches to planning education with a view to preparing students for the task and challenges they will face in practice, both in the current situation and in the future".

It is put forward in this study that recognising value attributes as enduring and pace-setting can respond to many of the contemporary calls to action in urban planning and planning education.

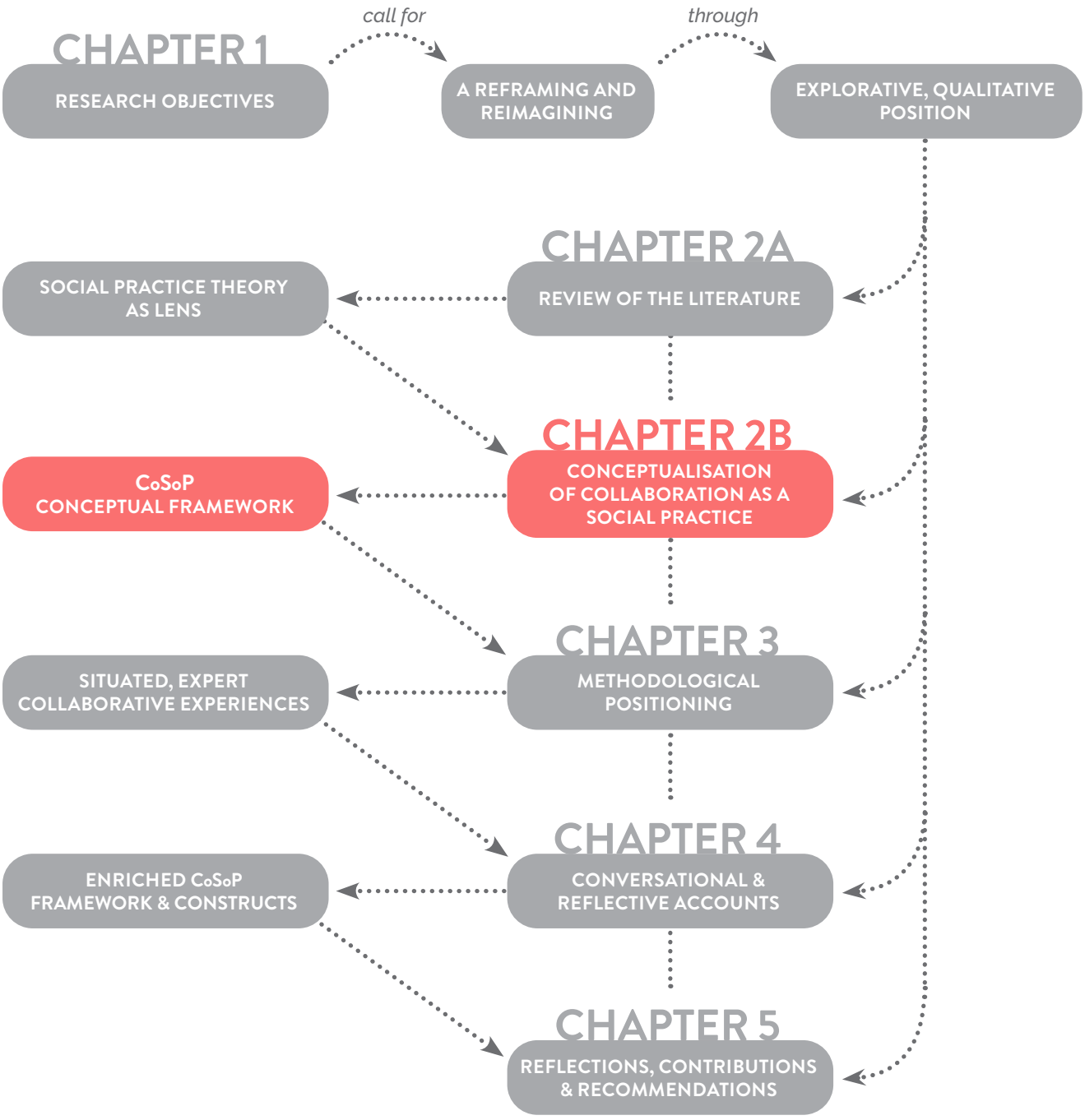
In conclusion, a most suitable comment from Lwasa (2012:47) summarises the interplay, as suggested by this study, between planning education and planning practice through community interaction as represented by collaboration in planning:

“Planning innovation is necessary to change the current urban development trends and imprint, but such innovation will have to involve various stakeholders in various spheres. The key spheres that could have multiplier effects include planning education, planning research, planning information, and redefining community roles”.

CONCEPTUALISATION OF COLLABORATION AS A SOCIAL PRACTICE

A 'relational reading' of social practice theory, collaborative planning and collaborative learning theories is developed in this chapter as a research method that led to the emergence of a conceptual framework. This conceptual framework is proposed as a response to research question 1 and will inform and guide the conversational engagements with expert practitioners in the following chapter.

CHAPTER OUTLINE



2.1

CONTEXTUALISATION

Chapters 1 and 2A sketched the reality of urban planning surrendering its value-laden essence because of neoliberal and technocratic demands. This was argued as a motivation for the call to reframe and reimagine collaboration as a value attribute in urban planning and planning education. However, in order to reframe and reimaging such a complex concept, one first needs to disentangle and make visible those elements (dimensions) that could assist in unpacking collaboration as a value attribute. Research question 1 captures this first step by asking: What are the dimensions that constitute collaboration as a value attribute in urban planning and planning education? This chapter[1] is thus devoted to answering research question 1.

In Chapter 2A, social practice theory was shown to be a potential catalyst for reframing and reimagining collaboration for three main reason namely, its alliance with the idea of community, its fluid and responsive nature and its recognition of power.

Because social practice theory was not developed specifically with collaboration in mind, the need exists to further develop social practice theory with collaborative (collaborative planning and collaborative learning) theories. Therefore this chapter introduces the development of a conceptual framework[2] that captures the dimensions and sub-dimensions of collaboration as a social practice. This conceptual framework will be put to the test, so to speak, when it is used as conversation board to engage with expert practitioners during the empirical stage of the study.

The overall process of meaning-making in this study - and particularly in this chapter - hinges on three segments: interference, contextual sensitivity and relevance.

[1] This chapter was published as an accredited journal article:Verster, B. 2020. Reimagining collaboration in urban planning through a social practice lens: Towards a conceptual framework. *Town and Regional Planning,* 76, pp. 85-95.

[2] A conceptual framework is understood as a new conceptualisation of differing, existing theoretical positions and/or frameworks .

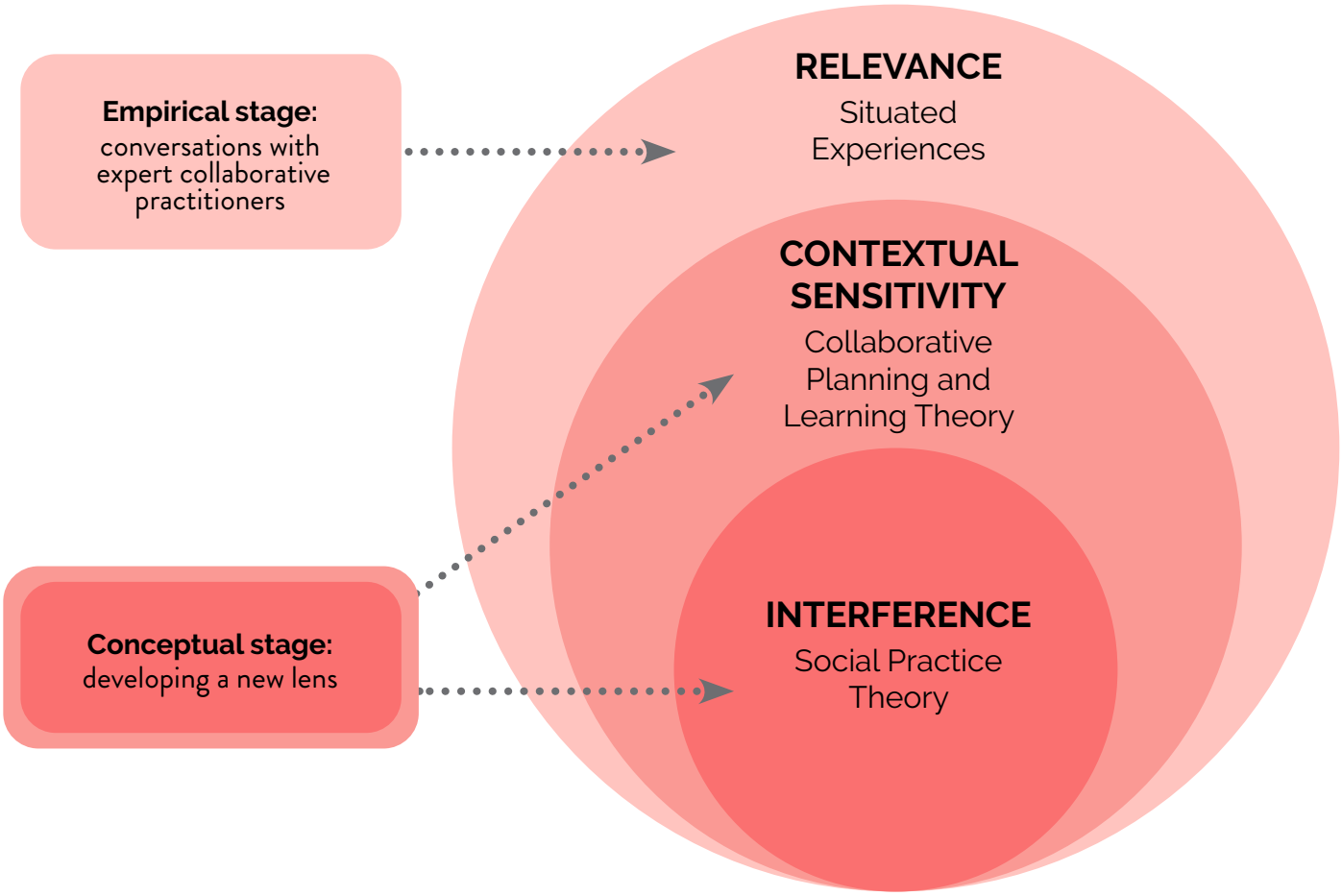


Figure 2.1 The process of meaning-making towards a reframed and reimagined understanding of collaboration (Author's construct).

The first and second segments, *interference* and *contextual sensitivity*, represent the development of a conceptual framework in this chapter. The third segment, *relevance*, is considered a 'testing' or 'operationalising' phase to determine not only the applicability of the conceptual framework to the South African context but also to enrich the framework with experienced, expert voices.

The first segment, *interference*, starts the process of reframed and reimagined collaboration. This is done through the method of a relational reading, as developed in section 2.2, of selected social practice theorists.

The second segment, *contextual sensitivity*, is realised by building on the engagement with social practice theory from a context-relevant perspective: in this case the perspective of collaborative theories from urban planning and education. A relational reading of text is once more employed as an approach and method.

A final segment, *relevance*, is offered as an opportunity to engage with expert, collaborative practitioners and is presented in Chapter 3 and 4.

2.2

A 'RELATIONAL READING OF TEXT' APPROACH

This section focusses on an approach of engaging with text[3] in what is described and developed here as a relational reading of text. The major motivation for a relational reading of text approach was an attempt to move away from the traditional method of engaging with literature, text and theory in a 'to extract and/or compare' mode. It is essential, within the context of continuous societal shifts, not to depend only on existing methods but to develop abilities and methods that expand current research practices, and a relational reading is offered as one such an attempt.

2.2.1 The underpinning of the approach

A relational reading of text is underpinned by three major influences: relational theory, diffraction and practice-context.

First, I draw on the essential premise of relational theory as 'meaningful as relative to other' or 'meaning in terms of other' (Donati, 2010) to locate my engagement with text in this chapter.

I understand Donati's reference to meaning as not meaning *because* of other (similarity, confirmation) or meaning at the expense of other (critique, difference) but meaning in relation to other. A relational reading as proposed here supposes that nothing exists in isolation and that things (be they objects, understanding, knowing, etc.) exist in a continuous relationality.

A second influence on developing a relational reading of text is found in diffraction (Haraway, 1992; Barad, 2007, 2017) which is a growing research method that recognises a post-qualitative positioning and focusses attention on "avoiding prescription and a rush to application" (Murris & Bozalek, 2019:2). Diffraction provided an understanding of the value of non-prescriptive, authentic engagement with text.

The final influence on developing a relational reading of text comes from my practice-context in urban planning. Guidance is provided by Graham and Healey (1999:623) when the authors refer to "dynamic, relational constructs" when explaining the continuous shifts in urban planning. Because planners are confronted with "dynamic, relational constructs", I used this viewpoint to engage with text in this chapter.

[3] Text is considered to include all reference and literature sources of a textual nature. The focus in this chapter is on theory as text.

2.2.2 Characteristics of the approach

The following are proposed as characteristics or nuances of a relational reading of text as it emerged through Costandius's Flow Exercise (2019). The flow exercise is developed on the premise that using seemingly unrelated elements will stimulate a creative and alternative (new) way of thinking about a concept. This process enables the exploration of deeper meaning, and through such deeper meaning also exposes characteristics and issues for consideration that are not typically assigned to a specific concept. The concept or problem I grappled with was to reveal a new way of engaging with text that supports and allows emergence[4] as a fundamental driver.

Through the flow exercise of concept development, I was able to distinguish and develop the following characteristics of a relational reading of text: a sense of movement, a shift to the in-between, the quality of kindred, and shared responsibility. It is put forward that these four characteristics of a relational reading provide an opportunity for researchers to be sensitive to how they engage with text.

A point to consider is that a relational reading of text is not proposed as a protocol or a framework with specific, fully developed characteristics that one needs to follow. It is rather a contribution to the debate with respect to exploring and engaging in a different way and is offered to inspire and urge readers to think differently about text.

2.2.2.1 A sense of movement

A relational reading of text has a number of movement elements that depict direction, such as moving forward through arguments/positions or differing texts which are moving in the same direction. It further represents continuity and flow in which the restrictions of sameness and/or difference do not obscure the emergence of meaning. This emergence of meaning has a leading-to-the-next quality which is a further directional indication.

Law (2004:104) states that as researchers "we are not good at thinking movement" when he describes the research skills we develop as "fixed and static, the separate and self-contained". Through a relational reading of text, I attempt to respond to the 'fixed and static' and to move away from predictable, safe binaries such as 'arguments for or against' which academia is so comfortable with and almost dependant on.

2.2.2.2 Shift to the in-between space of meaning

I am referring to the in-between as that space where the 'a-ha' moment and new understandings are crafted. The in-between holds a special richness of meaning as the focus moves to the emergence of new insights. Although the in-between is considered a spontaneous space, it is still held by structure. A structure can be provided by, for example, pre-determining the text or theories one wants to engage with. The idea of the in-between is to move further away from the obvious; to focus one's attention on what lies between the proverbial inside and outside of arguments. Part of what I propose the in-between to include is to 'hear' the writer's voice. Simon (2012:par 3) refers to this quality as "the writer renders her- or himself visible". I would argue that this is as much the writer's as the reader's responsibility to search for the in-between space of meaning where space is left for unique conceptualisations and applications of the text.

[4] Refer to Chapter 1 in which emergence was framed as an inquiry position.

2.2.2.3 The quality of kindred

Kindred assumes a sense of belonging, a togetherness, an affinity with the text or theory. From this perspective, the quality of kindred closely resembles the concept of relationality through its focus on 'being in relation to'. Gergen (2008:1) alludes to this quality of 'being in relation to' when he states: "writing is fundamentally an action within a relationship; it is within relationships that writing gains its meaning and significance". This quality merges the 'in-between' with the 'quality of kindred' in that it makes reference to the relation between writing and reading, writer and reader and how meaning-making is suspended in between. A simple example of this would be to have one's favourite theorist as a 'voice in one's ear' when writing one's own text. What I mean by this is that, the more one develops a relationship with the theorist's thinking by taking the time to understand deeply and unpack the text, the stronger the sense of affinity becomes. This is in contrast to the practice of skimming over as much literature and text as possible in a superficial manner.

2.2.2.4 Shared responsibility

Shared responsibility has a power quality and would imply flattening power between the differing texts and the relationship between theorist/writer and reader. A relational reading allows responsibility to be shared and to allow for empowerment. Orlikowski and Scott (2015:703) make reference to "an ethic of reading and writing that turns away from excessive critique" to explain the shared responsibility that should exist within a relational reading of text. This quality, as mentioned above, causes the reader to be an ally in the meaning-making process.

The above four characteristics of a relational reading provide an opportunity for researchers to be sensitive to how they engage with text. A final consideration for specifically engaging theory in a relational manner is that an opportunity is created for "…the practice of theory rather than the presentation of theory" (Steward, Gapp & Harwood, 2017:1). Thus the person engaging with a theory through a relational reading, does not distance herself from the theory in any way.

2.2.3 Objectives of the approach

The primary objective of a relational reading is to enable texts to be read alongside each other in a relational manner, instead of the traditional manner of opposing texts to each other. A relational reading focusses on enabling a rich, spontaneous emergence of truths, much like Ellingson's (2009) understanding of crystallization (Chapter 3). The focus of a relational reading is not so much the points of differences and affinities between entities (theories, readings, concepts, etc.), but how they influence each other to show alternatives or the 'new'. The four characteristics of a relational reading add value to a study of this nature in which a renewed, reframed and reimagined understanding of a well-established concept is sought as this challenges conformity and allows new conceptions to emerge.

A key consideration for relational readers of text is to be aware of the expectations with which they enter the relational engagement. If it is to extract or compare then that is what will emerge. If it is to let the text be in conversation with other texts and with the reader, then a relational reading demands a change in attitude and perspective.

2.3

TOWARDS A CONCEPTUAL FRAMEWORK

In order to conceptualise a highly complex and abstract issue, such as a professional value attribute, a conceptual framework is developed in this section to disentangle and make visible some dimensions that could assist in unpacking collaboration. The proposed conceptual framework suggests issues or dimensions that could be considered, discussed, negotiated and decided on as part of a collaborative endeavour. The conceptual framework intends to foreground those dimensions that might otherwise be left behind or assumed.

Developing a conceptual framework is a complex and iterative process and, as such, the rest of this chapter represents the building and developing of a framework through three iterations of a relational reading of theory. The first iteration was an undertaking to assemble new key dimensions from reading a selection of social practice theory texts side by side. This resulted in a draft conceptual framework consisting of four social practice dimensions (section 2.4) which were further developed into sub-dimensions in the second iteration with the enrichment of collaborative theories (section 2.6). After the emergence of a fifth dimension, structuring tensions, and the sub-dimensions during Iteration 2, a return to the collaborative theories was needed to refine and enrich the conceptual framework further. This is represented by Iteration 3 (section 2.8).

Figure 2.2 represents a simplified iterative approach to developing the conceptual framework. The yellow band represents Iteration 1, the green band Iteration 2 and the blue band Iteration 3.

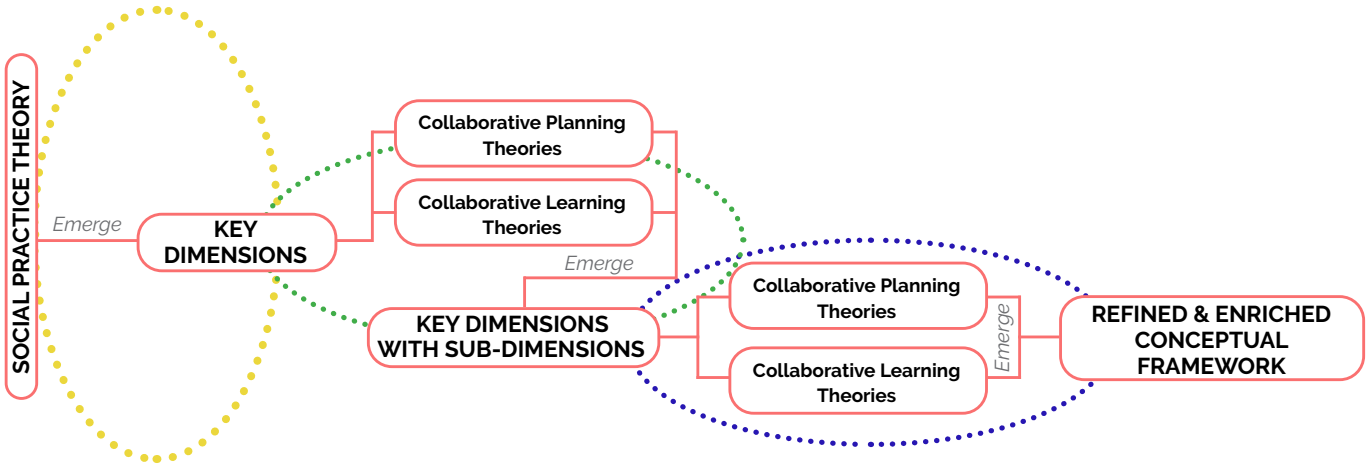


Figure 2.2 The three iterations that were followed to allow for the emergence of a refined and enriched conceptual framework (Author's construct).

It should be noted that, although the process set out in Figure 2.2 follows a logical and sequential order, it did not materialise as such. A great deal of what Verster, Collett and van den Berg (2019:153) call "the activity of RE-: RE-reading, RE-thinking, RE-positioning, RE-turning" applies. A relational reading lends itself to accommodating 'the activity of RE-' in that it is not driven by hypotheses or research questions and thus finding 'the' answer, but allows emergence of possibilities.

I argue against putting research questions upfront as one then predetermines what one is looking for in the literature and theory engagement. No room is left for authentic emergence. Van Huyssteen (2018:14) struggles with the same restriction of letting research questions guide a study. She states that "the purpose of the enquiry was not to ask specific questions to generate specific answers" as a clear indication that a researcher predetermines, to a large extent, the outcome (the answers) by asking specific, well-formulated questions at the beginning of a study. It is further argued that a study with an explorative nature, such as this study, should be allowed to be authentic, and thus to explore.

2.3.1 Practices, values and skills

The attraction to social practice theory for this study is that it provides an entry point through values (to become) rather than skills (to do). This entry point is needed to "call attention to important aspects of human life that will likely remain hidden" (Rouse, 2006:500).

I understand the major difference between values and skills as values being the catalyst for understanding and contextualising both knowledge and skills. Values thus give meaning to knowledge and skills. The warning stands that, without enduring and fundamental values, skills (and knowledge) can be manipulated contrary to the greater good. It is acknowledged, though, that values are not universal and that individuals may draw from differing value systems; however, within a practice, the individual adopts the values of the practice and participate in a practice because of the alignment of the individual with the collective value system.

A practice is typically understood to be that which we do - "learning by doing…practice makes perfect" (Corradi, Gheradi & Verzelloni, 2008:3), but in this study it is assumed to be more: to include a way of being within a practice, thus considering the value qualities of a practice.

The concept of 'practice' fulfils a number of functions in this study. First, it delineates the setting as the urban planning and planning education context; then it delineates a quality within the context, thus collaborative practice, and, finally, it represents the accumulation of historical, present and future influences on the practitioner's way of being. A practice in this study is thus both the context, as well as the guiding protocol, as a set of rules and codes of behaviour.

2.3.2 What does social practice theory afford this study?

Shove (2017) makes the comment that researchers should first decide 'what is it about practice' that they want to study before deciding that social practice theory could possibly provide an opening to an enriched understanding.

Social practice theory was found to have potential for this study with its focus on exploring collaboration as a professional value attribute in urban planning and planning education, in four distinct ways.

2.3.2.1 Normative nature

Social practice theory represents a "normative conception", as per Rouse (2007:48). He explains that "a practice is maintained by interactions among its constitutive performances that express its mutual accountability. Based on this normative conception of practices, a performance belongs to a practice if it is appropriate to hold it accountable as a correct or incorrect performance of that practice". Simplified, Rouse is suggesting that normativity or value judgements within a practice are the measure of accountability of constituents in such a practice. Gherardi (2009:535) confirms the normative nature by stating that "it [social practice] involves instrumental and ethical judgements".

2.3.2.2 Central location of power

Feldman and Orlikowski's (2011:1246) engagement with social practice theory led them to comment that, although "practice theorists differ in how they theorize power", as a generalisation "power is understood to have both constraining and enabling implications for everyday action". A positioning of power as both constructive and destructive is important, especially for a profession such as urban planning where power is central to all aspects.

2.3.2.3 Disentangling complex concepts

Hillebrandt (2009:19) points out that social practice theory provides the "concepts with which researchers can describe, explain, and interpret social phenomena" as a way of disentangling and engaging with complex concepts.

Social practice theory is able to engage with complexity because "[t]he aim is not to reduce and present abstract explanations of social phenomena [through social practice theory], but to come to a deeper understanding of how the world works in and through practices" (Bueger & Gadinger, 2018:4). In the same vein Feldman and Orlikowski (2011:1240) offer that "practice theory with its focus on dynamics, relations, and enactment, is particularly well positioned to offer powerful analytical tools".

2.3.2.4 Location in urban planning and education

The final reason for employing social practice theory as the initial 'interference' can be found in its entrenched location in both urban planning and education. It can be said that urban planning 'is' a social practice because of its concern for the welfare of current and future communities and their societal needs and wants. It is worth noting that contemporary urban planning, though, largely focusses its efforts on what Dear and Scott (2018) refer to as a capitalist society with its obvious exclusionary nature.

With regard to education, social practice theory is well established as can be seen in section 2.5.2. Of special relevance is one of the most well-known manifestations of social practice in education, namely the concept of communities of practice (Wenger, 1999).

2.3.3 The complex nature of social practice

Boud and Brew (2017) provide some insights into the common features of social practice theory, such as embodiment, material mediation, situatedness, emergence, relationality and co-construction. These features are further discussed as part of section 2.7 (Focus the New Lens: Social Practice Sub-Dimensions).

Practices are "socially recognised forms of activity, done on the basis of what members learn from others, and capable of being done well or badly, correctly or incorrectly" (Barnes, 2001:27). Barnes provides insight into the fickle nature of practice as open for interpretation and not a concept that easily conforms to a single understanding. This sentiment is further illuminated by Boud and Brew (2017:78) when they suggest a practice to be:

> ***"a form of socially established cooperative human activity in which characteristic arrangement of actions and activities (doings) are comprehensible in terms of arrangements of relevant ideas in characteristic discourse (sayings), and when the people and objects involved are distributed in characteristic arrangements of relationships (relatings), and when this complex of sayings, doings and relatings hangs together in a distinctive study".***

Social practice theory is concerned with how people act and/or perform within a given social structure (doings and sayings). Agents or social actors can be individuals and/or groups. These agents give meaning to a practice by means of their understanding and conceptualisation (relatings). Actors might also not be well equipped to deal with their role in a given context and here social practice theory can assist by providing insights into the "localization of the social… conceptualization of the body, mind, things, knowledge, discourse, structure/process and the agent" (Reckwitz, 2002:243).

In summary, social practice is not a concept to be defined as a singularity because "being in the world" is complex (Schatzki, 2006:1870). To account for social practices' multifaceted and complicated character and thus not recruiting from a single source, a number of theorists were studied to develop a conceptual framework in this chapter.

2.3.4 Identify appropriate theorists

Identifying theorists who are appropriately located is essential to this study as their contribution is considered to be the initial 'interference'. Interference is used as a positive framing in the exploration of a reimagined understanding of collaboration. Just as a pebble interferes with the tranquillity and undisturbed surface of a body of water, so social practice dimensions, it is argued, can disturb a well-established concept (collaboration). By disturbing or interfering with the understanding of collaboration, it is possible that new insights could emerge.

The nature of social reality (Schatzki, 1988) and *The site of the social* (Schatzki, 2002) provide an entry point to the exploration of relevant understandings of social practice theory. The focus on the object being studied and the diverse understandings of 'object' are one of the first attractions to Schatzki's social practice theory. Object and phenomena are considered as associated concepts to include all that can be regarded as social structure and thus part of social reality and social life (Schatzki, 1988:239-242). The importance of this is the interrelatedness of the object being studied (in this case collaboration) and the structure and reality (planning and education practice) in which it is understood. This implies that a unique understanding of the object is warranted as the social structure and reality changes and shifts.

Although Schatzki started with interrogating the relationship between social reality and what he refers to as interrelating lives, to demonstrate their co-dependency, he translated this into social practice theory in *The Practice Turn in Contemporary Theory* (Schatzki, Knorr-Cetina & von Savigny, 2001). Schatzki (1988:247) thus provides the first relevant and concrete grouping of dimensions that quantify a practice as it applies to this study: "actions, intelligibility-determining factors, the entities found in setting, and interrelations".

Kemmis, Wilkinson, Edwards-Groves, Hardy, Grootenboer and Bristol (2014:33) further illuminate Schatzki's work as relevant, when they refer to it as an "ontological theory" and "it [social practice theory] insists on the reality of practices as things that are always situated in time and space, and that unfold and happen in site ontology". A relational ontology provides an opportunity to consider the entanglements of many aspects, such as time and space, and how they "fold, unfold and refold" (Nordstrom, 2013:237), to show that meaning is relational and always becoming.

Reckwitz (2002:243) builds on Schatzki's work by providing a perspective on "the relations between bodies, agency, knowledge and understanding" as 'praxeology' to describe the interrelatedness and complexity of the social, the every-day or, what Schatzki (1988) refers to, as the 'life-world'. Furthermore, Reckwitz is considered as an appropriate theorist because of his work on *'an'* (as opposed to *'the'*) identity of social practice theory. Reckwitz's position allows space for interpretation and thus emergence that is sensitive to difference. Reckwitz (2002:245) explains social practice theory as part of the broader family of social and cultural theories by referring to its "norm-orientated theory of action" quality. This norm-orientated quality is essential for this study in which the focus is on shifting collaboration from a 'doing' ability to a 'being' ability. Reckwitz (2002:245) further shows a sensitivity to the model of 'homo sociologicus' which "explains action by pointing to collective norms and values, i.e. to rules which express a social 'ought to'". As previously explained, norms and values take up a central location in this research as the drivers of 'knowing-doing-being'.

Contemporary proponents of practice theory, on which this research draws, include primarily Schatzki and Reckwitz. Secondary authors include Nicolini and Schmidt. It ought to be mentioned that Bourdieu and Giddens' theories, who were again influenced by Wittgenstein, are used as reference points for further development of most understandings of practice theory. The reason for the focus on Schatzki and Reckwitz is the close relation between their understanding of the social and social practice and its application to urban planning and planning education as the 'habitus' for knowledge generation and the development and transfer of social values.

2.4

ITERATION 1: A RELATIONAL READING OF SOCIAL PRACTICE THEORY

An initial step in the process of developing themes to inform a reframing and reimagining of collaboration is to assemble key dimensions from social practice theory. This is done by reading two main theorists (Schatzki and Reckwitz) with each other and gaining further enrichments from associated theorists and authors, while thinking with collaboration[5]. The culmination of the following discussion, 2.4.1 – 2.4.5, led to the emergence of the key dimensions of the conceptual framework as represented in Table 2.2.

2.4.1 Social Practice Dimension 1: Relational Actions

Schatzki (2005:465) explains actions or activities within social practice as "systematically and interrelatedly meaningful". Actions thus do not stand in separation but in combination with each other and the broader context. He argues that "practice is first a set of actions…the performance of doings and sayings amounts…to the carrying out of actions" (2005:469). Actions (taken together or alone by agents in a practice) are considered here as the initiator of practice; thus practice will be known or identifiable by its actions.

Reckwitz shares this sentiment and elaborates by referring to types of behaviour that are interconnected to "form structures of action'' (Reckwitz, 2002:244-249). Reckwitz alludes to the fact that actions are not singular but lead to more actions within a practice, forming strings or structures of action. This is an important characteristic of social practice which ensures its longevity, as action results in more action results in more action. Relational actions in this sense then do not only refer to the relations between agents of a practice, but also to relations between the actions or activities.

Sager (2013:27) provides useful insights with regard to understanding relational actions by referring to "relational goods". Relational goods are explained as those things that support (interpersonal) relations, "public goods that are simultaneously produced and consumed in relationships between people" (Sager, 2013:27). Examples are social approval, friendship, confirmation of identity, emotional support, a sense of belonging and solidarity. These can be seen as the glue that holds together the relational actions in social practices.

[5] The idea of 'thinking with collaboration' is influential as it should be remembered that social practice theory was not developed specifically with collaboration in mind.

2.4.2 Social Practice Dimension 2: Entities[6]

Entities should be considered in their broadest application by viewing them as both materials to be used in social practice and objects that are "known and interpreted…objects of the knowing subject" as Reckwitz (2002:253) explains it. Boud and Brew (2017:80) refer to "material mediation" when explaining the "materials and material arrangements" that constitute a practice. Materials and objects are considered to be physical resources and artefacts that either enable or limit a practice.

Kemmis, Wilkinson, Edwards-Groves, Hardy, Grootenboer and Bristol (2014) draw on Schatzki's (2002:xi) understanding of social practice as a "nexus of arranged things and organised activities". Kemmis et al. (2014:33) refer to entities in a practice as "resources found in or brought to the site: cultural-discursive resources, material-economic resources, and social-political resources". As with Boud and Brew's understanding, these have physical substance.

Kemmis et al. (2014:29) further propose three distinguishable sets of things (entities): 'material things', 'semantic things' and 'social things'. Material things are understood to be things that can be touched or carry a specific material value, such as their weight, height, volume, etc. Semantic things are "the languages and special discourses that shape the way we interpret the world". This understanding deviates slightly from my proposed social practice dimensions as my research suggests that 'semantic things' locate themselves in more than one dimension:

> Relational actions – language in the form of 'sayings' in a practice;
>
> Entities – language in the form of 'acts of communication' and 'understanding';
>
> Sense-making – discourse as an 'influence and determinant' of that which makes sense to do in a practice;
>
> Interrelatedness – submerging all of the above through co-constructing.
>
> Structuring tensions – understanding that the world is influenced and guided by power, consensus, context and scale, which can all be considered entities as well.

The final set of social things, according to Kemmis et al. (2014:29), includes both people and "social groupings and relationships that shape the way we act in relation to others". Once more, the five social practice dimensions proposed in this study represent Kemmis et al.'s 'social things' across boundaries.

Boud and Brew (2017:80) refer to "embodiment" as implied in a practice. Embodiment is understood to be "what people do, when and where…people's identities and their sense of agency…people bring their desires, emotions and values to be part of the practice".

Of importance is the centrality of the self, as well as the recognition of the agent in practice theory, not only as an object or casualty of the social but as an active and essential determining factor. The understanding of the "individual as a crossing-point of different social spheres" (Reckwitz, 2002:260) needs to be considered in collaboration. This might imply that the power to influence what collaboration is as a social practice, lies with the individual and not the collective. This has implications for the identification of participants and data collection techniques in this research[7].

Illeris (2009:200) refers to the "distractingly material, historically constituted, subjectively selective character of space-time relations and their meaning" when referring to the situatedness of

[6] A post-humanist appreciation is considered where matter has agency and effect (Gullion, 2018).

[7] Considering individuals and not (focus) groups as the participant unit.

practice. Situatedness or context, it is argued, is thus determined by the entities in/of practice. Wenger (1998:6) highlights the fact that practices are all around us and located "officially or in the cracks". These 'cracks' or the behind-the-scenes activities are of special interest to this study as they represent the so-called hidden curriculum in which, we assume, developing professional value attributes occurs.

Entities can be seen as either limiting or expanding a social practice. An example of an entity that limits a practice would be a case where new knowledge production is low within a practice. Reasons for this scenario are manifold, but one that has relevance to this study might be the business-as-usual approach[8] in a practice (Tasan-Kok & Oranje, 2018). Agents (entities) in a practice might be comfortable with what they know and how they know it. Reckwitz (2002:251) warns that "we learn to be bodies in a certain way". A question that emerges is: Who teaches us to be agents or bodies in a practice and how are we taught? The business-as-usual approach can result in uncritical and non-reflective practitioners, and evidence of such a 'stagnation', in the case of collaborative planning, will have dire consequences for the broader society.

Reckwitz (2002:253) makes reference to the "things" that are "necessary elements of a practice". The 'necessary elements' is another indicator that should be carried to the participant-engagement protocol to determine its specific identity within collaborative planning/learning.

In urban planning, 'context' is one of the fundamental determinants of any decision-making process. For this reason, context and the power it holds are foregrounded in urban planning practice and urban planning education. It goes without saying that social practice, as a relevant and applicable theory, should make reference to context. When considering the context or setting of entities, Schatzki (2005:480) provides some insights: "Practices are context where actions are carried out….practices as site and not just activity". Site would imply its location in relation to and with others.

Boud and Brew (2017:77) take this sequence of thought further by referring to "adaptation to context". Thus, if collaboration is context-specific and therefore sensitive to context, adaptation and renewal are inevitable if collaboration as a planning ability should hold its power to negotiate change. This further strengthens the premise of this study: that a renewed response to the current and future shifts in society, is needed from urban planners.

2.4.3 Social Practice Dimension 3: Sense-making

Schatzki (1988:245) refers to practical intelligibility or intelligibility-determining factors as those aspects or phenomena within a practice that determine what actors find sensible to do and engage with. He provides guidance by explaining: "Now, what makes sense to a person to do is determined by a range of what can be called 'intelligibility determining factors': ends, ideas (including concepts and thoughts), mattering, knowledge, tasks and projects, rules, paradigms, customs, and setting".

Schatzki et al. (2001:55) refer to practical intelligibility as "how things matter". When considering the 'how things matter' quality, it should be noted that the statement is not 'which things matter'. By asking 'how' the focus is shifted to 'how did it come to matter' in a social practice? Understanding the lineage of how things matter provides insight into relevance and significance. The answer(s) to the 'how did it come to matter' question may be found in any one or a combination of the factors developed in Table 2.1.

[8] An approach that is not responsive to shifts.

Table 2.1 Intelligibility-determining factors (adapted from Schatzki, 1988)

Ends	Those factors that will motivate a person to act, such as goals.
Ideas	Concepts and thoughts.
Mattering	What matters to an individual and/or group will have a direct impact on what makes sense to do.
Knowledge	Pre-knowledge is used by agents to make sense.
Tasks and projects	The tasks and projects in which an agent is engaged have a direct influence on knowledge.
Rules	"Explicitly formulated directives and instructions" (1988:246) that guides and influence the sense-making process.
Paradigms	The typical 'ways of being' of a group.
Customs	The 'ways of acting' within a practice. Performing and behaving that is recognise-able and routine. Barnes (2001:26) refers to these as "distinctive customs".
Settings	The externalities to the agent and the action such as, for example, the books we read, the language we are exposed to, the learning pedagogy that we experienced. Externalities that influence that which makes sense to do. 'This is how we do things around here.'

Schatzki et al. (2001:17) warn that "practice understanding cannot be adequately formulated in words…either by social investigators or…by actors themselves" when they explain the complexity of the hidden 'goings on' in a practice. The concern seems not to be with words as a form of expression, but rather the expression itself (representation), that some things within a practice cannot be expressed or quantified. Agents of a practice might not even be aware of its presence.

This warning should be considered when making methodological decisions for this study. Empirical observations or traditional interviews with structured/semi-structured questionnaires, for example, might not be a method that tells the complete story, and this might be the case for a number of other single-dimensional methods as well.

It should be noted that sense-making does not only apply to the agent in a social practice but also to the "potential observers" within the same practice (Reckwitz, 2002:250). The action and 'way of being' should not just make sense to the person 'doing', but also to the person seeing it being done. There is thus buy-in that it is the appropriate way to be within a specific social practice.

All of the above is captured and influenced by what Boud and Brew (2017) refer to as 'embodiment'. Embodiment refers to the notion that "people bring their desires, emotions and values to be part of a practice" (Boud & Brew, 2017:80). Two questions then arise: To what extent does the practice influence, shape and develop these desires, emotions and values? And, on the other hand, how far does the individual agent shape the practice? Kemmis et al. (2014:2) refer to "a dance between identity and otherness, a dance between the reproduction of some things alongside the transformation of others" to capture the fact that "change is happening all the time" and that change is reciprocal and not directional.

An idea that is embedded in sense-making, but which to some extent also transcends it to influence the dimension of structuring tensions, is what Kelly (2002:92) calls "society intent". Society intent refers to Reckwitz's (2002) 'social ought to' as a moral awareness and once more foregrounds the significance of professional value attributes.

2.4.4 Social Practice Dimension 4: Interrelatedness

Schatzki (1988:247) makes the statement that "social reality consists [resides] in interrelated ongoing lives" to explain the centrality of interrelatedness. He provides insight into the main types of interrelations by focusing, first, on that which is common in actors or groups, thus what binds them together. Secondly, he suggests that interrelatedness should be people-centered by focusing on the relation between individuals and/or groups. A final influence on interrelatedness is the setting or context. Here Schatzki (1988) understands the setting not to be only the physical, but to include, for example, a change in attitude or shifts in power relations. Kemmis et al. (2014:4) refer to 'intersubjective spaces' when explaining the setting in which people encounter each other. This 'intersubjective space', similar to Schatzki's understanding, refers to "language…space-time in the material world…social relationships" (Kemmis et al., 2014:4) to encompass where and how social encounters occur.

With regard to this broader understanding of interrelatedness, Sager (2013:30) provides an example of key concepts in collaborative planning and it's interrelatedness by stating that "planners' transformation of *knowledge* into action is mediated by *power*[9]". The foundational role which power plays in all relations is echoed by the consulted theorists.

It should be noted that a strong interdependency exists between the five key dimensions, and they do not stand unaffected by each other. For example, entities in a setting, such as a person as part of a specific socio-economic-cultural community's sense-making, are influenced by the identity of that community. This, in turn, refers to the dimension of interrelatedness.

Schatzki et al. (2001:55) make this point by clearly showing the interdependency: "The actions people intend knowingly to perform are those that make sense to them to perform. I call the state of affairs that action makes sense to someone to do practical intelligibility".

For the sake of unpacking and determining a reframing and reimagining of collaboration as a social practice, the key dimensions are considered separately, before the interdependency and relationalities are added.

Boud and Brew (2017:81) refer to "relationality" as sets of "social interactions, connections, arrangements and relationships". Relationality, as with interrelatedness, encompasses the human and nonhuman relations, thus the material or object and the agent or body in a practice. The co-construction of the practice is mediated through this relationality.

2.4.5 Social Practice Dimension 5: Structuring Tensions

Structuring tensions are those social practice dimensions that are continuously encountered through the relational engagement with literature and theory. These are the elements, it is argued, which hold the practice in suspension or hold the tension. They push a practice together and make it identifiable. Healey (2003:103) refers to the "driving forces…government…the impact of global conditions…the local manifestation of wider social movement…" to explain the appearance

[9] This statement is understood to represent knowledge (content knowledge), action (skills knowledge) and power (value knowledge).

of what is labelled here as structuring tensions. All of these driving forces occupy a specific context and scale and have particular consequences for power relations and consensus; from there the sub-dimensions of power, consensus, context and scale.

It should be noted that the above structuring tensions' sub-dimensions (power, consensus, context and scale) are interwoven to such an extent that it is futile to have a discussion around one without the others. This is illustrated throughout the literature. For instance, Schatzki (1988) understands the setting or context not to be only its physical aspect, but to include, for example, a change in attitude or shifts in power relations.

Power is a dynamic of the 'real' planning world that manifests in what Van den Broeck (2018:33) describes as "tensions between public and private interests, power structures, conflict". A market-driven and neoliberal environment concentrates its attention on private interests which are in direct conflict with the planning philosophy of the 'common good' as discussed in previous chapters.

Watson (2014:64) also raises awareness of the ever-present nature of power when she describes relationships of co-production as "power operates in and through such relationships". This quality of power to 'sit in the cracks' is picked up by Schatzki (2011:19) when referring to "landscape pressure". The authors recognise the positive quality of power here as a vehicle for change and suggest that, if no shifts in "external landscape pressure" occur, repetition or reproduction of a practice (or part of a practice) is possible. I contend that landscape pressure is driven by power-relations and is essential for reframing and reimagining a foundational concept such as collaboration.

Power is also associated with negative qualities, such as inequality and lack of social redress (especially in the South African context). Consensus considerations are offered as a potential offset for destructive power relations. Van den Broeck (2018:39) suggests "reflective argumentation" as a tool to use in developing consensus (as part of judgment and decision-making) in complex and changing realities.

It is recognised that numerous criticisms exist regarding the Habermasian position of consensus-seeking as opposed to the Foucaultian location of conflict and power (Flyvbjerg, 2000). Flyvbjerg describes Habermas's consensus as "power neutrality" (2000:3) and Foucault's understanding as not meaning an "absence of power" (2000:11). Healey (2003:114) says of consensus that it should always be seen as "fragile, incomplete and [a] contestable outcome".

It is clear from the above that the idea of consensus-building and consensus-seeking is a contentious issue in planning literature. Watson (2006:47) makes reference to Innes' (2004) position to "identify alternative conceptions of the way in which power operates, both in society at large and in consensus-building processes, as providing a major source of critique of the claims of this [consensus-building] approach and practices".

Although strong arguments are being made against striving for consensus, I still contend to include consensus in the structuring tensions dimension and in collaboration in planning in general, as the proverbial elephant in the room. I argue for putting it upfront so that confusing and hidden assumptions are not being made about it. The fact that emphasis is placed on consensus as a significant sub-dimension in the conceptual framework creates an opportunity to engage with what it could mean and how it could be applied in a specific collaborative endeavour, if at all. It once again opens up an opportunity to engage with the complex and, in most cases, assumed and hidden positions.

The final element in the structuring tensions dimension is context and scale. Considering context and scale simultaneously seems unavoidable because of its strong relationality. Schatzki

(2011:18) refers to "place, size and scale" and references Latour who mentions "scale, space and contextualis[s]ation" as elements in a practice that are 'produced' simultaneously and in relation to each other. In urban planning, context influences scale and is at the same time influenced by scale.

A key text from Kemmis et al. (2014:33) provides an opening into engaging with 'context and scale': "the way a practice unfolds or happens is always shaped by the conditions that pertain to a particular site at a particular time".

It is contended that the coming together of knowledge, bodily performance, mental activities, objects, communication, motivation and attitude cannot necessarily be predetermined, and space should be left for natural emergence. The context, thus the site of the social practice, is provided by the incidental, responsive and surprising. Context and scale are understood as instrumental in allowing and supporting a practice to develop, to change and to 'unfold' (Kemmis et al., 2014).

2.4.6 Key dimensions of the conceptual framework

It should be noted that the key dimensions represented in Table 2.2 include divergences from and commonalities with the originals by Schatzki and Reckwitz for two reasons. Firstly, the characteristic of a relational reading to *shift to the in-between spaces of meaning* allowed numerous associated theorists and authors to render themselves visible (Simon, 2012) and thus enrich and develop the key dimensions. Secondly, divergences and commonalities emerge because engaging with the theories is already influenced by my interest in and focus on collaboration within the urban planning and planning education realms - thus the idea of thinking with collaboration.

Table 2.2 New key dimensions from a relational reading of social practice theory (Author's construct).

Theoretical Underpinning 1 (Schatzki)	*Theoretical Underpinning 2 (Reckwitz)*	*NEW KEY DIMENSIONS (Author)*	*Combined Explanation*
Actions or chains of Actions	Routinized Relations	**RELATIONAL ACTIONS (that which you 'do')**	The actions that people in the practice regularly perform together. Those actions and chains of actions that become a habit within a practice. Knowing 'how to', which Schatzki (2005) refers to as the 'sayings and doings' in a practice.
Entities in Setting	Indispensable Resources	**ENTITIES (that which you 'use')**	Those entities that enable and/or limit the development and performance of the practice. These elements can be people, events and objects, physical and non-physical entities.
Intelligibility-determining Factors	Objects, forms of behaviour	**SENSE-MAKING (why you do and use)**	That which influences and determines what makes sense to do and how to be in a practice. This is more than 'knowing that' and refers to 'understanding the world' (Reckwitz, 2002:253).

Continued...

Interrelations	Patterns of bodily and mental behaviour	**INTERRELATEDNESS** **(how it relates/ works together)**	How does all the above work together or work against each other? The nature of all the interrelationships (body-body-object-object).
Emerged from collaborative theories		**STRUCTURING TENSIONS***	Those principal elements that hold the tension in a practice. Issues such as power, consensus considerations, context and scale are considered major influences on the fundamental nature of a collaborative practice.

Derived from Table 2.2 are the proposed new key dimensions, namely, relational actions, entities, sense-making, interrelatedness and structuring tensions.

*It should be noted that key Dimension 5 ('structuring tensions') emerged only after the second iteration (section 2.6) but is presented here to give a holistic overview of the key social practice dimensions.

These five key dimensions of social practice represent the foundation of a conceptual framework that will provide the structure for the rest of this study.

2.5 THEORIES OF COLLABORATION

Because of the location of this study in both urban planning and education, it is fitting to engage collaborative theories from both disciplines. As such, this section provides an abbreviated account of collaborative planning and collaborative learning theories.

2.5.1 Collaborative Urban Planning Theories

Limited movement with regard to expansion and/or contextualisation of the well-established planning concept of collaboration is available in the literature; even more so when one considers specific contexts viz global North and global South. Watson (2014) does provide an alternative by considering co-production as a concept that relates better to conditions in the global South as opposed to the generally accepted Western theories. Watson (2014:64) draws on Ostrom's (1996) work to explain that "co-production fosters social capital as communities organize around service problems and management". As co-production "finds its way into planning theory" (Watson, 2014:63), Albrechts (2013:57) captures its main contribution as "a vehicle to promote the rights of citizens and provide the public goods that are needed".

Contrary to the above potentially new development in planning theory, Sager (2013) provides an important contribution to the argument of restoring collaborative planning theory as an accepted critical theory after numerous criticisms of the stagnation and the relevance of collaborative planning theory. He attempts to "make collaborative planning theory less vulnerable and more robust in the face of accusations that this planning theory serves other interests than intended" (Sager, 2013:xix). Here he refers specifically to the imbalances in power relations and the neoliberal agenda as influences which, to some extent, dictate the outcomes of collaborative planning theory.

Collaborative (also referred to as communicative) planning theories have been instrumental in shaping urban planning practice. Notable theorists are Innes (1996) and Innes and Booher (1999, 2002, 2010) with regard to the network society, power and the knowledge assumptions of consensus building; Healey (1997, 2003) and the focus on collaborative planning and the communicative turn; Tewdwr-Jones and Allmendinger (1998) and their critique of Habermasian collaborative planning theory and the inadequacies in understanding communicative rationalities.

All these theorists provide slight variations in their arguments, but most share the following as similarities of collaborative planning as adapted from Healey (1997:5): "Collaboration is a normative position taken in planning that attempts to share power by focusing on consensus-building through communicative processes".

Although the above provides a workable understanding of collaborative planning, numerous reviews and criticisms need to be considered. Tewdwr-Jones and Allmendinger (1998:1975), for example, warn that "collaborative planning theory fails to incorporate adequately the peculiar political and professional nuisances that exist in planning practice".

Further, Healy's (1997) seminal work *Collaborative planning: shaping places in fragmented societies* raises a number of criticisms that should be considered. These are: the importance of context and how that shapes an understanding of collaboration, the impact which power has on the identity of collaboration, the role of process in collaboration or what Reckwitz (2002) calls routinized relations or Schatzki's (1988) reference to actions or chains of actions captured in process. Watson (2014) emphasises that process is acknowledged as *part* of collaboration or co-production[10]. In other words, collaboration is not a process only, it has the potential to be more than that.

Allmendinger (2017) provides one of the latest conceptualisation through communicative rationalities and an understanding of collaborative planning against the backdrop of the neoliberalisation of cities. He warns that the main reason for the reluctance of translating collaborative planning theory into practice sits with the "loss of power for planners" (Allmendinger, 2017:30). To this point, Roy (2015:61) makes reference to collaborative governance and its "many limitations or rather manipulations" to indicate the many ways in which collaboration can be manoeuvred and exploited through power dynamics.

Healey's understanding of collaborative planning as "revolv[ing] around practical concerns relating to understanding and action" offers a practice understanding, so to speak, (in Harris, 2002:23). In contrast to Healey's widely accepted understanding, critique is offered by Allmendinger when he provides an understanding of collaborative planning as a "world view" (Harris, 2002:23) thus influencing a way of being. These contrasting opinions influenced the selection of authors to consider in the second relational reading iteration to include as many positions as possible.

To summarise, Forester (1999) places the responsibility of collaboration squarely on the urban planner as a change agent. He claims that the responsibility of planners is to "make participatory planning a pragmatic reality rather than an empty ideal" (Forester, 1999:193). The second part of this study (Chapter 4) focusses on this pragmatic reality by contextualising collaboration as a social practice within the professionally lived experiences of expert collaborative practitioners.

2.5.2 Collaborative Learning Theories

Collaborative learning theories are well established in the literature and draw heavily on the work of Lev Vygotsky. Two major contributions by Vygotsky have relevance: the *zone of proximal development*[11] and the *more knowledgeable other*[12]. These two concepts introduce two important considerations in collaborative learning. Firstly, there are changes that are required in order to move from not-knowing to knowing, to what Schatzki (2005:465) refers to as "skilled bodies" in a practice. Skilled bodies, in this study, should be substituted by 'abled bodies' to include value attributes as enablers - thus not only content knowledge and skills knowledge. Secondly, one needs to consider the power deficit between those who know and those who do not. Collaboration,

[10] Co-production is considered a kindred concept to collaboration.

[11] The zone of proximal development is understood as the space between what a student knows and can do and what s/he should know and be able to do (or be).

[12] The more knowledgeable other is not always a person, i.e. a peer or more experienced person, but can include non-human artefacts, i.e. books, articles, visual sources.

as a professional value attribute, it is argued, has the potential to flatten this power deficit through recognising that knowledge is "common property" (Bruffee, 1995:14).

When considering social theories of learning, of which collaborative learning is an example, the work of Lave and Wenger is prominent. Lave and Wenger (1991:18) in their seminal work *Situated Learning: Legitimate Peripheral Participation* provide an understanding of learning "as a special type of social practice", and that for learning to be afforded maximum benefit it ought to happen in community. The importance of 'community' for student learning is argued throughout this study.

Another noteworthy theorist who shares this sentiment is Laurillard (2012). She builds her well-known *Conversational Framework* on the premise that collaboration is a central process of learning. Collaborative learning, she argues, is "about taking part in the process of knowledge building itself" (2012:187). The empowering nature of collaborative learning is highlighted because knowledge building is happening through "participation and not acquisition" (2012:187).

This then brings me back to contextualising and thinking with Vygotsky's *more knowledgeable other*. It can be argued that the *more knowledgeable* other should rather make way for the *knowledgeable co-constructor*. I argue for this shift because of the nature of 'other' as implying difference, distant, from outside, a part and not apart.

The seminal work of Bandura (1977), as captured in his 'Social Learning Theory', brought forward the notion and centrality of social variables and learning through observation and modelling. He posited that "most human behaviour is learned observationally through modelling: from observing others one forms an idea of how new behaviours are performed, and on later occasions, this coded information serves as a guide for action". These qualities of learning, of course, confirm the opportunity that exists in urban planning education to model collaboration as a learning tool.

Dillenbourg's (1999:13) comment that "during collaborative learning, the exchange of ideas makes the negotiation of meanings possible" focusses the attention on two essential concepts: exchange and negotiate. Both have a 'give-and-take' tension that is, in most collaborative endeavours, held in suspension through power relations. A further attraction to Dillenbourg as theorist is his acknowledgement of the existence of 'meanings', thus the plural.

Recent shifts in collaborative learning theories have mainly revolved around incorporating the complexities brought on by digital and online technologies which, in this study, are considered by the inclusion of Laurillard's (2012) Conversational Framework as a relevant collaborative learning theory and Dirkinck-Holmfeld, Hodgson and McConell's (2012) conception of a Networked Learning Theory.

2.6

ITERATION 2: A RELATIONAL READING OF COLLABORATIVE THEORIES

This section provides a description of infusing social practice with collaborative planning and collaborative learning theories.

It should be noted that the intention is not to explore the deficiencies that might exist in collaborative planning or learning theories but to enhance the social practice dimensions with ideas, concepts and thought from a selection of collaborative theories. A further invitation is to consider the role and purpose of a relational reading to facilitate the emergence of meanings. Some sub-dimensions are directly identifiable from the original text; for example, 'relational goods' (Sager, 2013) under the dimension of relational actions. Other sub-dimensions contain a level of interpretation; for example, 'acts of communication' under the dimension of entities resonate with both Tewdwr-Jones and Allmendinger's (1998) concept of mediatory tools and Booher and Innes' (2002) idea of authentic dialogue.

2.6.1 Social Practice Dimensions and Collaborative Planning Theories

Collaborative (communicative) planning is a mode, a method and philosophy of urban planning (Booher & Innes, 2002:223). This implies that it is not only a planning tool, thus a way of doing, but also a way of being for the urban planner. It provides a lens for considering problems as well as solutions. Numerous well-established collaborative planning theories exist, such as communicative rationality, network power, normativity of collaborative planning, and more recently co-production. These theories were read with the social practice dimensions to illuminate central themes and ideas that can contribute to a reframing and reimagining of collaboration as a social practice.

As previously mentioned, the dimension of 'Structuring Tensions' emerged from the infusion of collaborative theories, thus after Iteration 2. It was found that power, reference to consensus, as well as context and scale were submerged in all aspects of collaboration.

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Table 2.3 Central themes emerging from a relational reading of social practice dimensions and a selection of collaborative/communicative planning theories or theoretical positionings (Author's construct).

THEORETICAL POSITIONING	SOCIAL PRACTICE DIMENSIONS			
	RELATIONAL ACTIONS	***ENTITIES***	***SENSE-MAKING***	***INTERRELATEDNESS***
Tewdwr-Jones & Allmendinger (1998) *Communicative Rationality*	*The differing objectives of stakeholders. The assumption that "values are held in common" (1998:1979). *"a social group orientate their actions according to a set of predefined common values" (1998:1976).	*What are the mediatory tools if consensus is not reached? * What does communicative planning say about resources and the ability to speak - thus voice.	*"Making sense together…useful to express different opinions" (1998:1983). *The same view of the importance of collaboration as a value attribute is not held by all.	*Political and professional nuances that exist in planning practice. *Centrality of the life-world, thus underplaying the dominance of the 'expert'.
Booher & Innes (2002) *Network Power*	*Consensus building as a form of collaborative planning. *"Networked patterns of actions" (2002:225).	*Authentic dialogue as act of communication. *Network power emerges from consensus building.	*"Diversity and interdependence amongst groups" (2002:224) as influence. *Strong link between power and collaboration.	*Conditions to govern relationships of agents: DIAD – diversity, interdependence, authentic dialogue.
Healey (2003, 2007) *Normativity of Collaborative Planning*	*Different kinds of social interactions. *Consensus building as an offset to destructive power. *What are the communicative qualities? *Which processes are available/used to manage collective affairs of social groups? *Social justice essential to planning. *Sensitivity towards culturally diverse values. *'Power of agency' (2003:105) as a relational good.	*Situated dynamics, different sets of actors. *Power of agency. Social embeddedness of power relations (Foucault, Bourdieu, Giddens). *Agency – who are the players? *Power relations. *The aim is not to neutralise power. *Power is a relation not a 'thing'. *Giddens – 'power over' others and 'power to' make things happen.	*Planning systems provide mechanism for mediating among conflicting interests at various scales. *Institutional environments shaped by environmental, social, economic forces. *Consensus building. *Social situatedness influences what makes sense.	*Structuring forces that influence actions. *Different kinds of interactions, different sets of actors. *Relational perspective – Giddens' structuration theory provides the qualities of interaction relations. *Social relations are driven by a multitude of structuring forces.
Sager (2013) *Communicative Planning Theory*	*"Relational goods" (2013:27). What are the relational goods that the practice shares and that are used by all actors in the practice?	*The role of stakeholders can be destructive when used as a dominant social position (2013:xvii). *What knowledge and understanding is present to counter this?	*To what extent does the quality of collaborative planning, if it is to be consensus-seeking" (2013:xii), influence the nature of the collaborative persona and endeavour?	*The relationship between knowledge, actions and power (2013:30).

Continued...

Watson (2014) *Co-Production*	*What are the reasons for co-production? Thus the motivating factors, i.e. building social capital, service provision. *Focus on learning by doing within a practice. *Which are the activities that are ongoing and repeated?	*What are the new circumstances and challenges to which collaborative planning needs to respond? *"The nature of the actors who tend to take the initiative in such processes [co-production] (2014:64).	*"How the starting assumptions reflect the very different contexts in which they (co-production processes) are taking place" (2014:64).	*The importance of context and how there cannot be one single global perspective (2014:62). *"How power operates in and through… relationships" (2014:64).
Emerging sub-dimensions	**Actions taken together** **Relational Goods** The centrality of consensus building and sharedness influences the actions taken together. Reason for doing determines forms/ levels of collaboration. Which activities do agents practise together?	**Acts of communication** **Context** Communication is influenced by the availability of material resources and objects, as well as knowledge and understanding. Context governs the identity of collaboration. Role of the agents and complex circumstances in the practice.	**Influences and controls** **Situatedness** Professional identity influenced by numerous controls. Context is influenced by shared values. Co-production through modelling and mentoring.	**Commonality of collective** **Relationality** The identity of the agent is immersed in the collective. Relationality is defined by sharedness, motivation, power relations, shared values and situatedness.
Sub-dimensions present in differing dimensions	**Power** as a central determining factor in all elements of collaboration. **Consensus** building can be a form of collaboration; **Context** governs the identity of collaboration.			

2.6.2 Social Practice Dimensions and Collaborative Learning Theories

To contextualise, collaborative learning has a social constructivist foundation where knowledge and knowledge production is seen as a social good within a social context.

Five learning theories that are considered to be of special value to urban planning students, namely, theories of situated learning, communities of practice, collaborative learning, social theory of learning, a conversational framework and networked learning, were read with the four social practice dimensions. Table 2.4 represents the central themes emerging from this activity.

Table 2.4 Central themes emerging from a relational reading of social practice dimensions and collaborative learning theories (Author's construct).

THEORETICAL POSITIONING	SOCIAL PRACTICE DIMENSIONS			
	RELATIONAL ACTIONS	***ENTITIES***	***SENSE-MAKING***	***INTERRELATEDNESS***
Lave & Wenger (1991) *Situated learning*	*Learning is a process of co-participation (1991:13). *Collective activity has a practice base.	*What kinds of social engagement provide the context for learning to occur? (1991:14). *"Patterns of communication and knowledge interchange" (1991:12).	*Meaning production does not sit with individuals but in social interaction. *Knowledge-in-activity. *"Situated character of human understanding and communication" (1991:14).	*Social situatedness and how it impacts the individual. * "Practice grounds learning" (Hanks in Lave & Wenger, 1991:14). *Distribution of learning happens so that all agents learn. *The interrelatedness between agent(s), activity and world.
Wenger (1998, 1999) *Communities of practice*	*"A kind of action and a form of belonging" (1998:4). *Over time, relations develop that serve a certain function (1999:45). *Constructing identities in relation to communities (can fit under entity as well). *The clash or blend of cultures and histories that is created through collaborative engagement, tensions and opportunities.	*The freedom to renegotiate the terms of reference of the practice. Is it consensus seeking? *Technical knowledge and skills needed to participate. *"Sense of joint enterprise and identity" creates relationships amongst agents. *Power as ever present and highly complex.	*Collaboration as an experience gives meaning to it, not the mechanics (size of groups, activities etc.) of working together. Meaningfulness! *Negotiation of meaning – what/who decides what is meaningful within a practice (1999: 265-267). *Colonising or claiming a territory, deciding what matters and "defining success and failure" (1999:269). *How much "texture to negotiate identities" is provided (1999:269).	*The capabilities that are developed, over time, through the community of practice i.e. vocabulary, artefacts, skills, routines. *The changing/ transforming identity of the actors.
Dillenbourg (1999) *Collaborative learning*	*Learning through collaborating and learning from collaborating (value attribute). *Symmetry in the interaction (symmetry of action, knowledge, status) (1999:7). *Power relations: collaboration is more likely to happen between individuals/ groups with the same status. *Negotiating terms is much more collaborative than a lecturer instructing a group on activities (1999:6).	*Concept of scale (the individual in the group, the group in a larger group) (1999:2). *What are the conditions under which one can be certain that learning, because of collaboration, is occurring? Ie the task, anatomy of groups, the learning environment? (1999:5). *Entities – Understanding: How do we measure the effects of collaboration?	*Micro-culture in groups as influenced by the notion of culture in society. *The culture built by individuals in a group, by larger groups i.e. the profession. *Learning mechanisms that are used determine the quality of collaboration.	*Different meaning of collaboration (1999:6): a situation, type of interaction, as a learning mechanism? *What is the 'glue' that holds together the collaborative relation? *The author makes reference to symmetry: symmetry of action, of knowledge and of status (1999:7-8). Commonalities. * Collaboration is more than 'helping' each other. There should be a shared intention – common goal as one of the drivers of collaboration.

Continued...

Wenger (2009) *A social theory of learning*	*Learning is a social phenomenon. *Sharing responsibility of relationships in communities.	*Learning environment should not be "free from the distractions of the outside world" (2009:209). Context and complexity.	*Learning is not a separate activity. It is embedded in other activities. *What makes learning relevant to lecturers/ students?	*"Learning as part of lived experiences of participation in the world" (2009).
Laurillard[13] (2012) *Conversational framework*	*What are the pedagogical features that make for successful collaboration (2012:188). *How do pedagogical design-features change when the learning environment shifts to online environment? (This can also fall under entities.)	*Computer-based interactive learning environment. *Simulation environment. *Validation of the knowledge that is collaboratively constructed needs to come from somewhere, in most cases from the lecturer (2012: 192). *Productive agency: the individual as part of the group needs to display the willingness to collaboratively learn, create and take responsibility.	*Learners become the architect of their own learning. Power shift. *Learners engage with tasks that have value to them. *How does one guard against learners "exchang[ing] only imperfect understandings of the content" (2012:188, based on Slavin, 2004).	*Feedback from peers is intrinsic to actions taken. *Group places a demand on the performance of individuals (2012: 189). Accountability. *It is a very complex form of learning, thus resistance from academics and students (2012:191). *Be aware of collaboration as the most complex form of doing, being and learning.
Dirkinck-Holmfeld, Hodgson & McConell (2012) *Networked learning*	*Shifts in power and 'relational goods' when considering students as "producers of knowledge, rather than consumers of knowledge" (2012:43). *"A feeling of social belonging" improves students' learning (2012:61)	*Removing constrains to and of collaborative learning. *Adaptation of younger people with technology and the technological context. * The nature of connections and interaction with "materials and resources…for collective action and community building" (2012:75).	*Learning technologies viewed only as "broadcast view" to focus on "delivering content". *"Social learning" is the foundation of network learning (2012:44). *Consensus needs to be negotiated to bridge the socio-technical capital.	*Consider contradictions and relatedness of concepts, such as personalisation and collaboration. *"The 'Net Generation' is forcing a change… to a student-focussed model based on collaboration" (2012:28). *"Learners engage together in constructing their knowledge" (2012:61).
Emerging sub-dimensions	**Relational Goods** Learning as a social activity; thus knowing how sits within the social realm. A sense of belonging is created through collaborative actions.	**Events** **Knowledge & Understanding** The type of social engagement that is conducive to learning. Technical knowledge is needed to participate.	**Situatedness** **Routines** Meaning sits in social interactions. Joint enterprise influences collaborative identity. Learning should be seen as an activity that adds value to all involved.	**Co-construction** Each setting, each community, each task will present different challenges to collaborative learning.
Sub-dimensions present in differing dimensions	**Power** as ever-present and highly complex with consensus-building as an off-set to destructive power. Situating learning in conditions of **context and scale**.			

[13] Laurillard focus her research on learning and technology.

2.7

FOCUS THE NEW LENS: SOCIAL PRACTICE SUB-DIMENSIONS

Table 2.5 represents the key social practice dimensions and emerging sub-dimensions. The process of developing the sub-dimensions was continuous with sub-dimensions emerging even during Iteration 1. This is in line with the qualities of a relational reading. To illustrate the fact that the sub-dimensions cannot (and should not) be traced back to only one origin, the following needs to be noted: some sub-dimensions were revealed during the engagement with social practice theory (Iteration 1). For example, the sub-dimension 'sayings and doings', as part of the dimension of 'relational actions', can be traced back to Schatzki (2005). Other sub-dimensions are directly identifiable from the original text in Table 2.3, as mentioned before, 'relational goods' (Sager, 2013) under the dimension of 'relational actions', while others contain a level of interpretation. Overall, as can be seen from the above discussion, a relational reading of text is a complex and entangled process not unlike the reality confronting contemporary urban planning.

As mentioned, the second iteration of a relational reading prompted the need for a fifth social practice dimension called 'structuring tensions' with its sub-dimensions of power, consensus, context and scale. Because of the addition of a new dimension, a third relational reading iteration was needed to ensure enrichments of the new dimension (refer to section 2.8).

Because of the iterative process of meaning-making that was followed, new insights emerged which allowed a continuous refinement and contextualisation of the social practice dimensions. Table 2.5 represents this refinement as it takes the form of sub-dimensions which focusses and simplifies the 'lens' further before engaging with the third relational reading iteration.

Table 2.5 Key dimensions and sub-dimensions (Author's construct).

KEY DIMENSION	KEY SUB-DIMENSIONS
RELATIONAL ACTIONS	*Actions taken together *Saying & Doings *Relational Goods
ENTITIES	*People *Events *Materials & Objects *Knowledge & Understanding *Acts of Communication *Context
SENSE-MAKING	*Influences & Determines *Situatedness & Context *Customs & Routines
INTERRELATEDNESS	*Commonalities *Intersubjective Spaces *Relationality *Co-construction
STRUCTURING TENSIONS	*Power *Consensus *Context & Scale

Table 2.5 represents the key dimensions of social practice as relational actions, entities, sense-making, interrelatedness and structuring tensions. Each of these dimensions has further distinct sub-dimensions that are useful in disentangling the complex concept of collaboration.

2.8

ITERATION 3: STRUCTURING TENSIONS, SUB-DIMENSIONS AND A RE-READING OF COLLABORATIVE THEORIES

The third iteration was a repeat of Iteration 2, but this time with the addition of the dimension 'structuring tensions' and an enriched understanding from the sub-dimensions. Tables 2.6 and 2.7 provide a summary of what emerged from Iteration 3.

Table 2.6 Enriched understandings from a relational reading of the five social practice dimensions, sub-dimensions and collaborative planning theories (Author's construct).

RELATIONAL ACTIONS	ENTITIES	SENSE-MAKING	INTERRELATEDNESS	STRUCTURING TENSIONS
Shared aims, objectives and values impact actions taken. Level of interdependency within activities. What are the interactive processes? Identity and solidarity as examples of relational goods.	Dialogue as a tool and an act of communication. Which events help people to understand collaborative planning? New social circumstances impact the collaborative planner. Do the sets of actors change?	Uneven buy-in by planners. Diversity can be an opportunity and an obstacle. What are the institutional environments, such as the influences and controls that shape collaborative planning? Social situatedness influences what makes sense.	Shared political and professional nuances. Focus on co-construction. The role of the expert fades. Structuring forces that influence actions. Relations are different for different actors and contexts.	Network power emerges through the process of consensus-building. Power is relational. No collaborative planning without consensus-building activities and considerations. Not a single, global perspective on context. Scale allows or constrains the unfolding of a practice. The link between power and being collaborative influences agents.

Table 2.7 Enriched understandings from a relational reading of the five social practice dimensions, sub-dimensions and collaborative learning theories (Author's construct).

RELATIONAL ACTIONS	ENTITIES	SENSE-MAKING	INTERRELATEDNESS	STRUCTURING TENSIONS
Identity is shaped by habits in a community. What are the tensions and opportunities which collaboration creates? Technology brings changes into collaboration as community engagement. Learning through and from collaborating as a sense of belonging.	What are the "distractions of the outside world" that enrich or weaken collaboration? (Wenger, 2009:209) Material conditions that influence collaborative learning. Technologically simulated collaborative environments of new social circumstances.	Validate knowledge that is created collaboratively. Who decides what is meaningful in a practice? Claiming that a territory is a function of a practice. The role of culture and its customs and routines in what makes sense to do. How something is valued, determines the level of engagement from a learner.	Actors are ever-changing and transforming. The symmetry of action, knowledge and status. Shared intentions. Collaboration as the most complex form of learning, doing and being. Intersubjective spaces should be co-designed.	Sameness defuses destructive power in collaboration. Negotiation to reach consensus. Power as an ever-present influence. The concept of scale: individual in a group, group as part of a larger practice.

2.9

A REFINED & ENRICHED CONCEPTUAL FRAMEWORK

Through the above process, central themes emerged as particular dimensions of collaboration as a value attribute. In order to make sense of the process and the subsequent insights thus far, the following summary is presented.

The first four key social practice dimensions emerged by identifying two prominent theorists (Schatzki and Reckwitz) and reading them with each other. The fifth social practice dimension, 'structuring tensions', emerged through a different process in which not only a relational reading of social practice theory was done, but also an engagement with collaborative planning and collaborative learning theories. From there the emergence of the following new key dimensions:

- Relational Actions,
- Entities,
- Sense-making,
- Interrelatedness and
- Structuring Tensions

The new key dimensions provide a tool for engaging with collaborative theories from both the angle of urban planning and educational practices.

What emerged is a distinctly different lens that will inform the participant-engagement protocol for the empirical data collection stage. The new conceptual framework is called the 'Collaboration as a Social Practice' framework or the CoSoP framework for short.

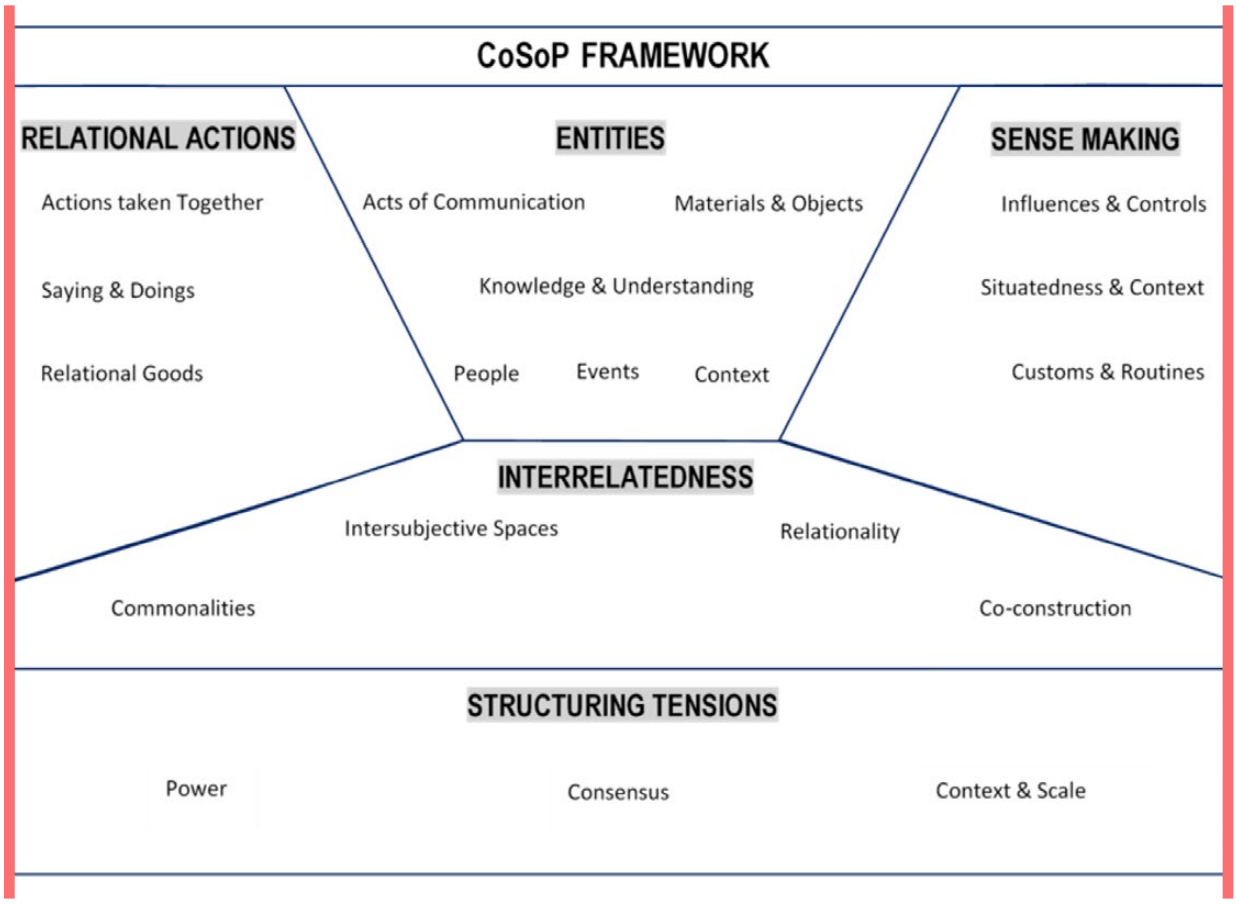


Figure 2.3 The simplified CoSoP framework in the form of a conversation board to be used as part of the data co-creation and collection phase (Author's construct).

Figure 2.3 represents a simplified version of the CoSoP conversation board. The more detailed version that was used during the conversational engagements with participants can be found as Appendix A. It should be noted that the design of the conversation board has some pre-determined and noticeable characteristics. The first of these design characteristics is recognising structuring tensions as the base or foundation of collaboration, and thus designing it to form the base of the conversation board. The second is the intermediate role which interrelatedness plays in providing a space or opportunity to recap or pause during the conversation. This is an important step as highlighted in Chapter 3 when Slow engagement (Verster et al., 2019) is discussed. The final design consideration is visible in the form of the three equal dimensions of relational actions, entities and sense-making at the top of the conversation board. These three dimensions and their sub-dimensions have a strong interwoven and entangled character and as such are considered equal. The sequencing of the conversation with participants that is envisioned will start with the three 'simpler' dimensions at the top of the board to ease participants into the conversational space.

The following and final table, Table 2.8, provides further detail by offering some examples of the sub-dimensions. The term 'some' examples is used to focus on the developmental nature of the CoSoP framework as one that could be used and developed continuously to reflect different contexts, understandings and experiences.

Table 2.8 The CoSoP dimensions, sub-dimensions and 'some' examples (Author's construct).

KEY DIMENSION	KEY SUB-DIMENSIONS & SOME EXAMPLES
RELATIONAL ACTIONS The collective 'habits' of collaboration and the things that support relations within a practice or amongst practices and let them flourish (or not).	**Actions taken together*, such as organised activities & actions, community engagement. **Sayings & Doings*, such as practice habits, professional attitude. **Relational Goods*, such as a sense of belonging, professional identity, solidarity, ethic of care.
ENTITIES Those necessary elements and settings that enable and/or limit a practice to be collaborative.	**Acts of Communication*, such as mediatory tools, forms of dialogue. **Materials & Objects*, such as cultural-socio-economic-political material resources & artefacts. **Knowledge & Understanding*, such as discourse, whose knowledge. * *People*, such as sets of actors, role players, special interest groups. **Events*, such as new social circumstances, professional bodies. **Context*, such as situatedness.
SENSE-MAKING That which influences and affects what makes sense to do and engage with within a practice.	**Influences & Controls*, such as politics, professional identity, beliefs & values, planning mechanisms, technological advances. **Situatedness & Context*, such as language used, power structures, meaning-making determinants. **Customs & Routines*, such as modelling & mentorship, institutional structures, moral awareness (social ought to).
INTERRELATEDNESS The relation between body-body, body-object and object-object within intersubjective spaces.	**Commonalities*, such as that which is common in groups, identity. **Intersubjective Spaces*, such as where people encounter each other, how social encounters occur. **Relationality*, such as sets of interactions, connections, arrangements. **Co-construction*, such as body-object relation, lived experiences, bodies in a certain way.
STRUCTURING TENSIONS Those principle elements that hold the tension in a social practice and influence the fundamental nature of a practice.	**Power,* such as tensions between different interests, positive power relations, landscape pressures. **Consensus*, such as offset to destructive power relations, negotiating complex and changing realities, reflective argumentation. **Context & Scale*, such as global conditions, social movements, conflict, negotiation, the greater good, change.

An important observation from the dimensions and sub-dimensions as summarised in Table 2.8, is the presence of knowledge- (knowing) and skills-like (doing) dimensions, for example, *actions taken together, acts of communication, customs and routines or knowledge and understanding.* One might be asking: Why would knowledge- and skills-like dimensions emerge when the focus is on positioning collaboration as a value attribute? My response to this is to reiterate what literature has highlighted with regard to an inherent connection that exists between values, skills and knowledge, and that one or some of them cannot and should not exist without the others (Mishra & Koehler, 2006; Campbell, 2012; Denoon-Stevens et al., 2020). Tewdwr-Jones and Allmendinger (1998:1976) aptly described this as "a social group orientate their actions according to a set of predefined common values" to highlight the action-value orientation.

Values, skills and knowledge are nested in one another and substantial relevance is squandered, I argued, when trying to disentangle them - for example, when focussing a practice on what people should know (knowing) and how to enact this knowledge (doing) without being candid about embedding this within a value system. This reiterates the nature of what is called the 'entangled practice of knowing-doing-being' (Barad, 2007) and emphasises the fact that knowledge and skills *should* form part of a value position, just as values *should* be foundational to knowledge and skills.

Throughout this chapter a relational reading of text was practiced to 'light the next beacon' of discovery (St Pierre, 2015), as a relational reading promotes and assists the emergence of the 'new' by allowing new meaning to appear without deliberately searching for it. The well-established and widely accepted nature of the urban planning concept of collaboration makes exploring the 'new' elusive, but it is put forward that a relational reading as a different approach of inquiry created an opportunity to 'break apart' (Kuby, Aguayo, Holloway, Mulligan, Shear & Ward, 2016) the ingrained mould of collaboration in planning and planning education.

By engaging with social practice theory as an initial interference, an opportunity for emergence was created. This emergence was further developed by reading the social practice dimensions through collaborative theories to reveal contextually sensitive central themes which in turn informed a reframing and reimagining of collaboration as captured by the CoSoP framework. The CoSoP framework is put forward as a way of recognising the manifestation of all aspects of collaboration, thus knowing, doing and being.

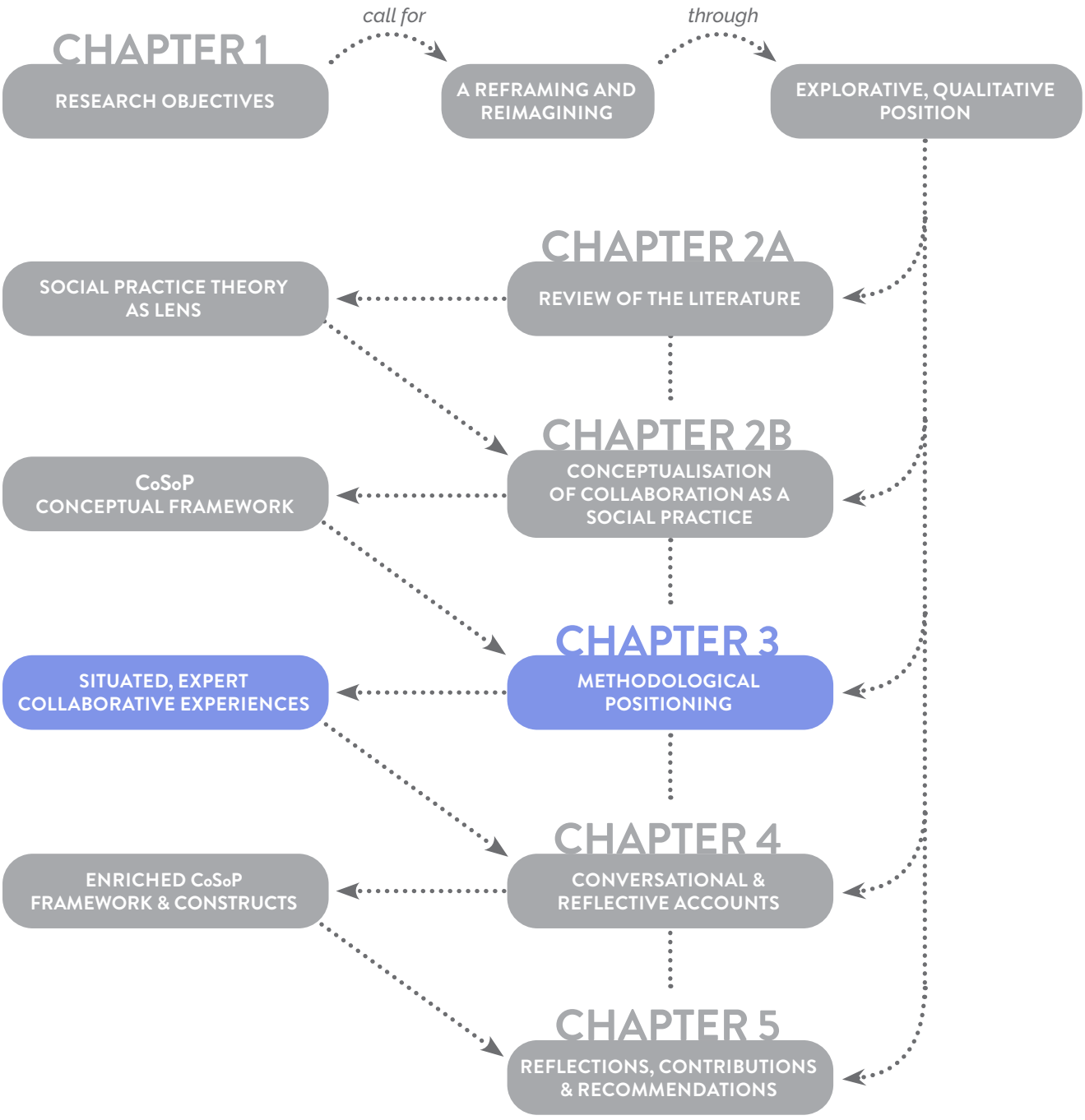
The following chapter builds on the central themes that emerged in this chapter by considering methodological choices and approaches to further develop and contextualise the CoSoP framework through participant voices.

3

METHODOLOGICAL POSITIONING

This chapter presents the context and unfolding methodological decisions applicable to this study. A qualitative, phenomenological method was followed with a focus on situating the researcher as co-constructor of meaning with a sample of expert collaborative practitioners.

CHAPTER OUTLINE



3.1 CONTEXTUALISATION

The aim of this study is to reframe and reimagine collaboration as a value attribute (a way of being) as opposed to a skill (a way of doing) through a social practice lens. A conceptual framework, the CoSoP framework, was developed through a relational reading of social practice theory, collaborative planning theories and collaborative learning theories in the previous chapter. This chapter considers the methodological decisions needed to develop the CoSoP framework further with enrichments from expert collaborative practitioners.

3.1.1 Underlying Positioning and Assumptions

How I develop and understand knowledge is based on certain ontological, epistemological and methodological assumptions that together form my worldview or world perspective. Saunders, Lewis and Thornhill (2016:142) note that the researcher's philosophical positioning is of importance as it represents the "ways of seeing the world and carrying out research". To this point, St Pierre (2014:3) warns "that methodology should never be separated from epistemology and ontology (as if it can be) lest it becomes mechanized and instrumental and reduced to methods, process, and techniques".

My research philosophy is the belief I hold that impacts all decision-making in the study. It explains my view of knowledge and knowing and how I perceive the world, which in turn has a direct impact on how the research topic is understood. The following is a synopsis of my philosophical stance:

> ***My belief is that knowledge is a common good and that its existence is dependent on the different minds and contexts that shaped and developed it. The value of knowledge can mostly be measured by its worth to the collective. The concept of ownership of knowledge, in my understanding, does not imply control or having power over it. It means internalising and taking responsibility for and of it.***
>
> ***The significance and centrality of community informs my value system and my way of being. My responsibility to community shapes my thinking, understanding and acting in the world.***

To this end an interpretivist understanding drives my positioning as stated by Creswell (2007) (in Pham, 2018:3): "with [an] interpretivism perspective, researchers tend to gain a deeper understanding of the phenomenon and its complexity in its unique context instead of trying to generalise the base of understanding for the whole population". The phenomenon in this case

is collaboration as a value attribute. The unique context, as explained in Chapter 1, refers not to a physical setting in this study but a knowledge or experience situation or setting in the form of the lived experiences of expert collaborative practitioners.

Interpretivism as it applies to this research is summarised by Saunders et al. (2016:141) as its "focus on complexity, richness, multiple interpretations and meaning-making, interpretivism is explicitly subjective". This quality of subjectivity, and rejecting "the objectivist view that meaning resides within the world independently of consciousness" (Collins, 2010:n.p), is essential in this study, in which I position myself as a situated researcher.

Interpretivism occupies my shared ontological position of "multiple realities and multiple truths… reality is socially constructed and constantly changing" (Khan, 2014:299). Epistemologically it is of importance to note that "researcher and object are interactively linked [and that] findings are mutually created within the context of the situation which shapes the inquiry" (Khan, 2014:299). This quality of interpretivism directly applies to this study with a focus on the co-creative nature of knowledge.

A noteworthy point is that the interpretivist and social constructivist positions share most of their characteristics and have been referred to as a collective called 'Interpretive'. The main difference between the two positions is that (social) constructivism emphasises the "social, political, cultural, economic, ethnic and gender factors that differentiate the interpreters [of knowledge]" (Guba & Lincoln, 1994:113). Because this research acknowledges, but does not emphasise these distinctions, an interpretivist position is predominantly assumed.

I acknowledge the fact that my own beliefs and value system influence and drive all aspects of the research. No attempt was made to 'remove' myself from the research and to stand at an ontological or epistemological distance. In fact, as mentioned earlier, the study was built around my being a situated researcher who occupies the role of co-creator.

3.1.2 Thinking about and with Research Methodology

From the inception of this study, a specific predetermined methodology was not the driving force. The methods and techniques naturally unfolded as the research progressed with an organic, iterative process being followed to ensure authenticity. That being said, I did find value in Maxwell's Interactive Model of Research Design (refer to section 3.3).

Jackson and Mazzei (2013:266) found an organic and iterative methodological process to "keep meaning on the move" and "produce knowledge differently". This then provides a backdrop for this study.

Springgay and Truman (2018:204) came to the conclusion that "methods are significant and very much present in a research event". "Rather than a refusal of method" the authors suggest the importance of being aware of "particular (in)tensions" with regard to research method. Springgay and Truman (2018:204) continue by stating that "research methods cannot be framed as a process of gathering data". If not this, then what is it? The authors offer a position of "research methods becom[ing] a practice of being inside a research event" (2018:204). Being *inside* a research event in this study is understood as one of sharing responsibility and flattening the power relation between myself and participants during the conversational explorations through co-creating meaning. This idea is further explored in section 3.4.1.

The centrality of and focus on emergence[1] of knowledge align with Springgay and Truman's (2018:205) concern that "the idea that data is a thing that sits in the world and can be isolated and extricated by a method but as separate from that method is impossible". This idea holds that data are already in existence and need to be unearthed by the researcher - which I strongly disagree with. I understand a method, specifically in this study, to be a tool to assist in co-creating data as well as collecting data. I would go so far as to claim that if it was not for the specific method employed in this study, the data would not have come into being.

[1] Emergence was framed as a position of inquiry in Chapter 1 and applied in Chapters 2A & 2B.

3.2

A QUALITATIVE EXPLORATION

3.2.1 Value-adding characteristics

The research approach followed in this study is qualitative in nature. Patton (2015:294) offers a quaint explanation of qualitative inquiry as "where words are the coin of the realm".

An attraction of this study to a qualitative approach is captured by what Guba and Lincoln (1994:106) put forward as "the etic (outsider) theory brought to bear on an inquiry by an investigator [which] may have little or no meaning within the emic (insider) view of studied individuals, groups, societies or cultures". The authors go on to say that a qualitative researcher is equipped to explore and uncover those emic or insider views which I assume throughout the study.

In order to give voice to this insider position qualitative research offers a number of benefits: for instance, that a meaningful understanding is needed (or demanded) as summarised by Mohanjan (2018:24) as "the goal of the qualitative tradition is a deep understanding of the particular". This focus on a deep understand of the particular, or thick description (Geertz, 2008), is echoed by Lune and Berg (2017:16) when they contribute that qualitative research "allow[s] researchers to share in the understandings and perceptions of others and to explore how people structure and give meaning to their daily lives". Qualitative research is thus concerned with the specifics of human life in what Creswell (in Mohajan, 2018:23) explains as "occurring in a natural setting". Guba and Lincoln (1994:106) capture some key characteristics of qualitative research when they state that it "provide[s] contextual information…provide[s] rich insight into human behaviour".

To summarise, several specific attractions and advantages of a qualitative approach, as it applies to this study, are:

- It concentrates on the deep specifics of an issue or problem; it thus has the potential to disentangle a highly complex issue.
- It emphasises people in their natural setting, such as their lived experiences, which is very much in line with the ethos of the profession of urban planning, and
- It allows, or rather demands, from the researcher to engage with the multi-layered-ness and complexity of problems by consenting to differing vantage or entry points.

3.2.2 Particular deviations from the conventional qualitative approach

Patton (2015) is instrumental in framing practice and theory within the qualitative inquiry debate. When considering his core strategies of qualitative inquiry, it becomes clear that this study deviates from traditional qualitative research in a few distinct aspects.

Patton puts forward strategies under the headings of 'Strategic design principles', 'Strategic principles guiding data collection and fieldwork' and 'Strategic principles for analysis and reporting'.

Two deviations in this study are found with regard to data collection and fieldwork strategies, namely the focus on interviewing and "empathetic neutrality" (Patton, 2015:46) of the researcher or inquirer. I consciously steered away from the interviewing style of data collection and classify my technique as a conversational exploration (refer to section 3.4.1) in which I, as a situated, active participant-researcher contribute to the data creation phase.

Another deviation relates to the analysis and reporting strategies. Patton (2015:47) uses the term "confirmatory inquiry" in which confirmation of findings is sought. This is typical of triangulation to validate findings. In this study I do not subscribe to triangulation to determine truthfulness. I do believe in numerous truths and positionalities; hence my affiliation with crystallization (Richardson, 2000; Ellingson, 2009) as a data analysis position.

A final deviation can be found in the typical understanding of a qualitative researcher as being "in the field studying the real world as it unfolds" (Patton, 2015:48) or when Mohajan (2018:24) refers to qualitative research as it consists "of a set of interpretive material practices that makes the world visible". How one understands the 'unfolding' and 'making the world visible' concept is of importance. Because of the purpose and theoretical foundation of this study, I did not observe participants engaging in collaborative actions and activities. This would have defeated the object of arguing for collaboration as a value attribute (way of being) and not only a professional skill (way of doing), where skills (doing) are visible but value attributes (being) to a lesser degree. Patton's (2015:48) reference to "the real world as it unfolds" does hold true, however, in that the practices of expert collaborative practitioners as participants are considered an important component of the real world.

3.2.3 Some limitations of qualitative approaches and methods

Although a qualitative position provides many opportunities to engage with a research problem in an authentic and situated manner, it also has some limitations that need consideration.

One of the major limitations of qualitative research approaches is highlighted by Silverman (2016) as the tendency to focus, in some cases, on the participant experience at the expense of contextual issues. My position for mitigating this concern is drawn from Whittemore, Chase and Mandle (2001:524) when they state that "qualitative research is contextual and subjective". I consider this one of the strengths of a qualitative approach. Thus I am of the opinion that expert participants, as applicable to this study, can seldom - if ever - be removed from their context. Contextual qualities are embedded in especially urban planning practitioners for whom context, be it socio-eco(n)-political or spatial context, is ever present.

Another limitation of a qualitative approach is the typically smaller sample sizes and to what extent these smaller sample sizes can be considered representative – although, typically, representation is not a concern with qualitative inquiry. Refer to section 3.4.2.1 for a discussion of and justification for the small sample size as it applies to this study.

The issue of representation with a small sample size is recognised by Lune and Berg (2017:16) when stating "qualitative research does not generalize as easily over a large population". Because the objective of the study is to reframe and reimagine a foundational concept, such as collaboration as a professional value attribute, an enriched understanding is pursued and not a generalisation.

3.3

RESEARCH DESIGN AND METHOD

Maxwell (2013:4) reminds us that "you can't just develop (or borrow) a logical strategy in advance and then implement it faithfully". "You need to…construct and re-construct your research design". I was conscious of this responsibility to not simply follow a design as one would a recipe. As a matter of fact, this was impossible because of the central position of emergence in this study. Emergence 'as' research and not emergence 'of' research is a thread throughout this study as framed in Chapter 1.

Focussing on emergence as the driving quality in research, I share van Huyssteen's (2018) reluctance to be bound by traditional research questions as an initial step in research design. This position led me to Maxwell's (2008, 2013) interactive model of research design.

Maxwell confirms the interactive, emerging nature of research design when he states that "the activities of collecting and analysing data, developing and modifying theory, elaborating or refocusing the research questions, and identifying and dealing with validity threats are usually going on more or less simultaneously, each influencing all of the others (2013:2)". I feel most comfortable with Maxwell's interactive model of research design as one that "consists of the components of a study and the ways in which these components may affect or be affected by one another. It does not presuppose any particular order for these components[2], or any directionality of influence" (Maxwell, 2008:215).

One of the most important qualities of the interactive model of research design is the location of research questions. Maxwell (2013:4) states that "the research questions are not the starting point or controlling piece of the design, to which all other components must conform". Instead, the research questions take up a central location referring to it simultaneously and having the most effect on all the other components, but also being most affected by all the other research decisions. I fully subscribe to the idea of not being led by research questions and that they should emerge as the research progresses, continuously influencing and being influenced by the research.

[2] The components are, in no particular order: goals, conceptual framework, methods, research questions and validity (Maxwell, 2008).

3.4

THE DATA COLLECTION PROCESS

My position of respecting "people's knowledge, values and experiences as meaningful and worthy of exploration" (Byrne, 2004:192) serves as motivation for making use of conversational explorations as data co-creation and collection technique. The conversational exploration method consists of me, the researcher and co-creator, and the participant exploring through a conversation the dimensions and sub-dimensions as stipulated by the CoSoP framework. A hard copy, in A3 format, of the CoSoP framework was used as conversation or game board which the participant and I collaboratively populated with small, coloured conversation cards to map the main elements of our conversation. The idea of the conversation board and coloured cards originated from the game board concept of creating an engaging, interactive and highly visible process.

Figure 3.1 is a depiction of the conversation board. Also refer to Appendix A.

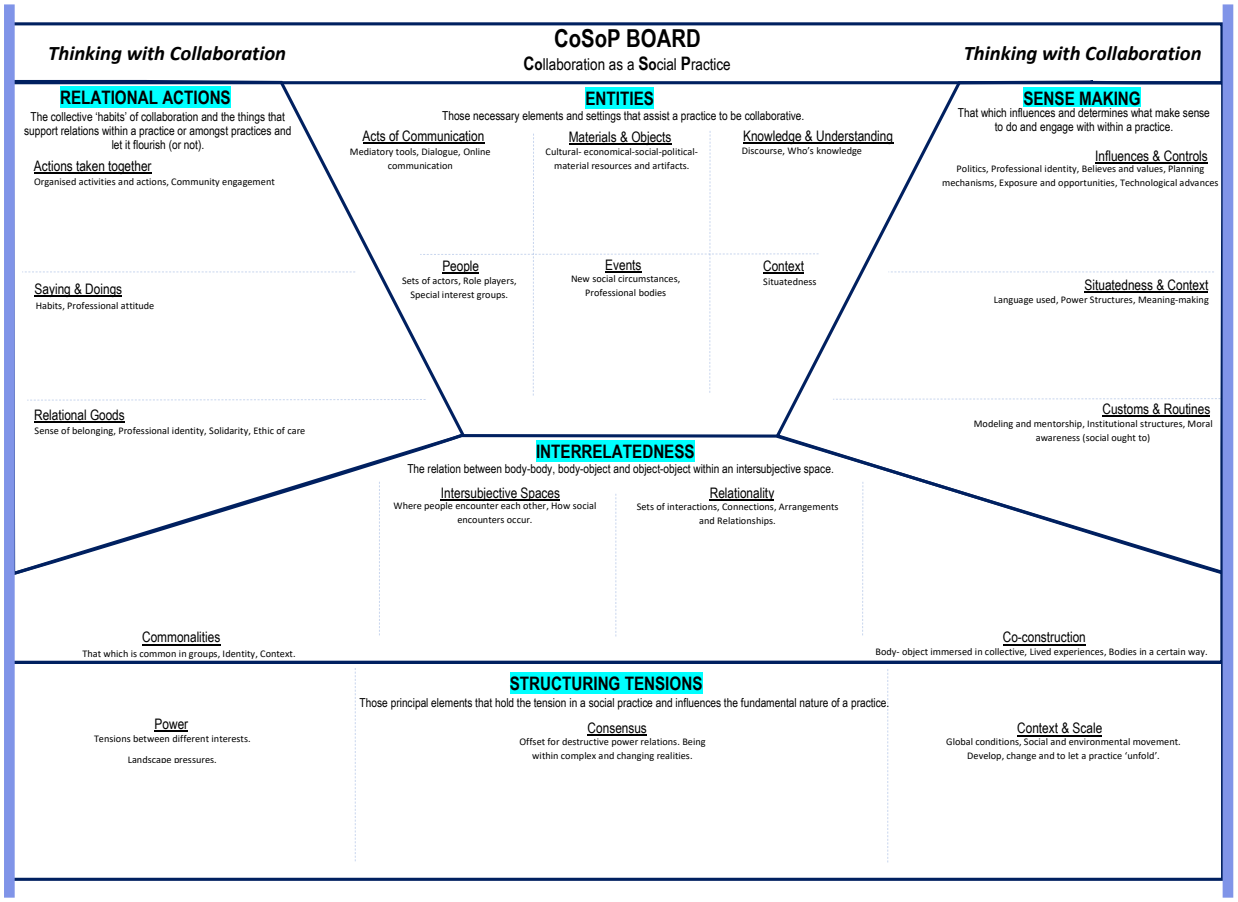


Figure 3.1 The CoSoP framework as conversation board (Author's construct).

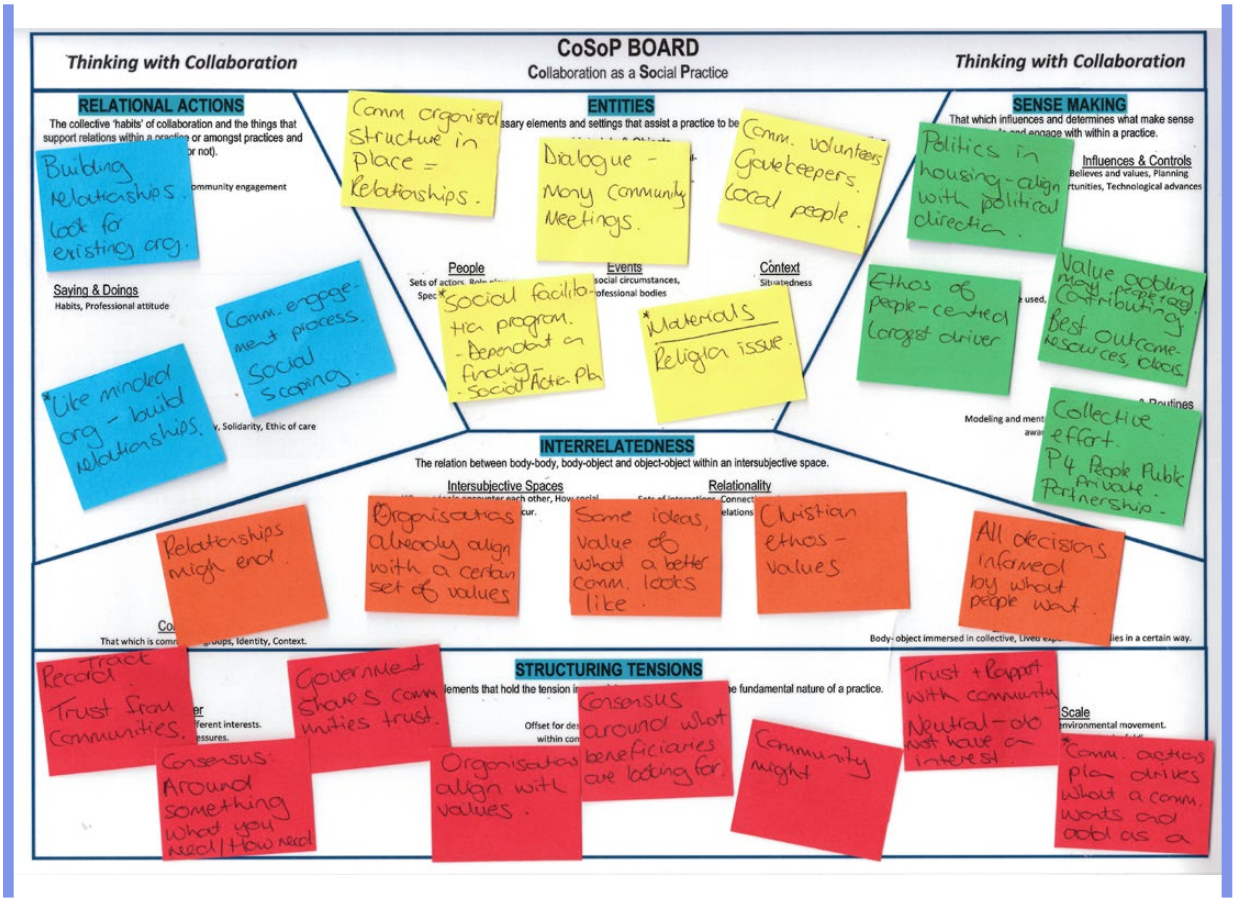


Figure 3.2 A populated CoSoP board with colour-coded conversation cards capturing highlights of the conversational exploration.

3.4.1 The Conversational Exploration

The development of the conversational exploration as a new method of data co-creation and collection stems from the fact that conventional in-depth interviews did not serve the purpose of this study. Although a conversational exploration shares many of the same characteristics as an in-depth interview, such as being a "direct and personal interview [which] encourages the respondent to speak freely about the topic… offers the opportunity to ask follow-up questions, probe additional information, justify previous answers" (Queirós, Faria & Al-Meida, 2017:378) it also differs substantially.

The first major difference is the shift in focus from an interview to a conversation. Further, the conversational exploration can be described as a semi-structured, purposeful, in-depth professional conversation on a specific topic with the help of an 'exploration tool', a compass so to speak. The purpose of a conversational exploration is to craft an opportunity for co-creating meaning and enrichments through positioning the researcher as situated and as active participant. In this study, searching for a single truth was never the goal; thus an authentic method to engage with the vast experience and knowledge of the participants is essential. It is argued that a conversational exploration as a data co-creation and collection method serves this purpose.

Table 3.1 The descriptors and explanations of the conversational exploration as method (Author's construct).

Semi-structured	The conversation board (CoSoP framework) provides a level of predetermination with the dimensions and sub-dimensions it offers for discussion. Another structuring element is the participant conversation protocol sheet (refer to Appendix C).
Purposeful	The specific purpose or goal is to enrich the CoSoP framework with the expert collaborative practitioner's perspective.
In-depth	Probing is a specific in-depth way of coming to understand and appreciate. It has elements of the freedom of exploration, but with purpose.
Professional	Disciplinary and practice specific as opposed to casual (Feldman, 1999) conversation.
Exploration tool	The CoSoP framework as conversation board and coloured conversation cards were used as exploration tool to co-create, encourage, initiate, prompt and guide conversations. The conversation cards had the added advantage of continuously reflecting on what was said and making the conversation 'visible'.

The conversational exploration as opposed to more traditional interviews comes from the understanding that "methods don't just describe social realities but are also involved in creating them" (Law, 2004:5). With regard to this point Byrne (2004:182) offers two kinds of interviews on the epistemological spectrum: one that emphasises "data collection" and the other emphasising "data generation". The argument being made here is that a conversational exploration provides an opportunity to do both, generating and co-creating data using an exploration tool and collecting data through the same tool. By using a method where I am positioned as part of data generation as well as data collection, it (the method) allows and demonstrates precisely what this study is about: being a collaborative practitioner. Thus, the data collection method as a collaborative endeavour matches the research topic. This nature of the conversational exploration was recognised by participants, as participant (EH)[3] remarked when reflecting on the conversation process: 'this is an exercise in collaboration'.

3.4.1.1 The Pilot Study

The pilot study in qualitative research can be used for any number of reasons. In this research, the "opportunity to make adjustments and revisions" (Kim, 2011:191) was the main application of the pilot study.

Two pilot studies were completed. The first was conducted using the first-generation CoSoP board as research instrument. It took place during the weekly supervisor-student Monday evening meeting (TERPS[4] research group) at the principle supervisor's house. It was conducted with both the supervisor and fellow masters and doctoral students present. The participant was randomly selected as a collaborative, educational practitioner.

[3] A pseudonym used for a participant. Refer to 3.4.1.2

[4] Technology in Education Research Postgraduate Students

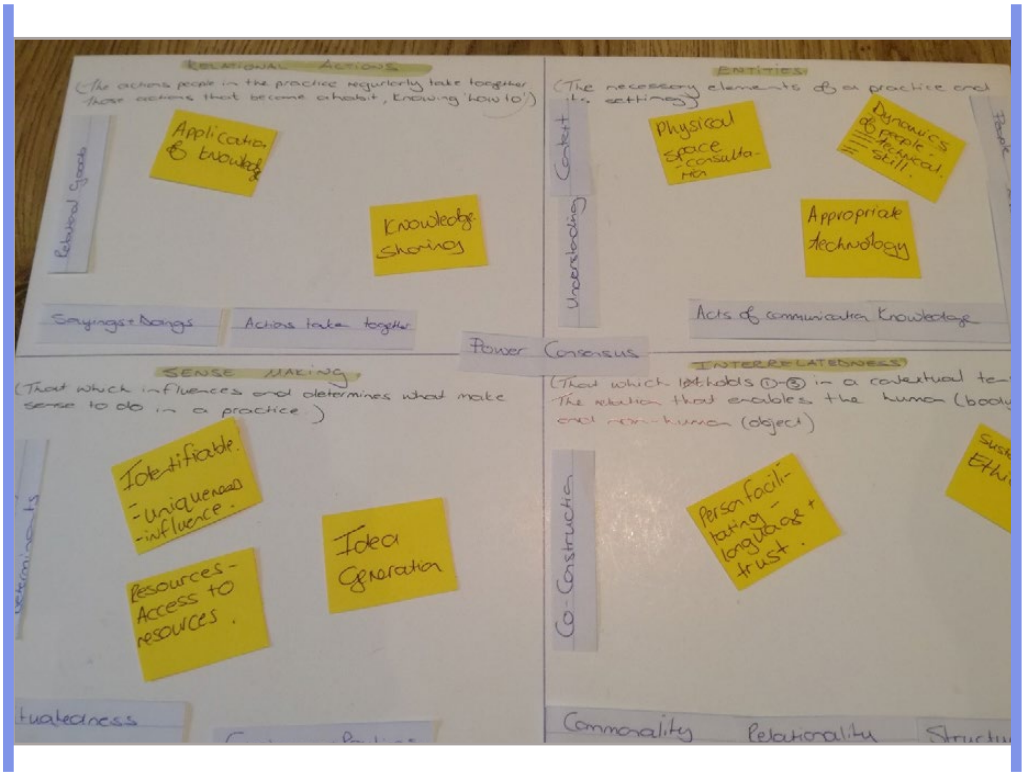


Figure 3.3 The first-generation CoSoP board that was used as conversation board for Pilot Study 1

The aim of this first pilot was twofold: firstly, to test the conversational exploration technique as suitable to co-create and elicit rich responses, and, secondly, to test the performance of the first generation CoSoP conversation board and the use of small conversation cards to capture main ideas. The lessons learned from the first pilot were the following:

- Encourage the participants to engage actively with the conversation board by reading the descriptors and moving the cards. Continuously refresh and enrich the conversation by interacting with the cards on the board. Thus, use the materiality of the board.
- Redesign the board to include the sub-dimensions and descriptive texts to guide and enrich the conversation.
- Create an opportunity for both the participant and me to be reflective.
- Researcher overload was experienced. The numerous functions I had as researcher having to make sure the conversation is recorded, prompting the participant, engaging with the conversation, delving deeper when the participant is referring to specific topics, capturing meaningful remarks on the cards, capturing comments relevant to dimensions other than the one being discussed resulted in taking a number of pauses during the conversation. When reflecting on this issue, it was decided that a participant conversation guide or protocol can be useful and that a Slow[5] approach should be followed (refer to Appendix C).

The second pilot was done using the final version of the conversation board. The reason for conducting a second pilot was to test the redesigned conversation board for understanding. Subsequent to the first pilot, a fifth dimension ('structuring tensions') that had not formed part of the first-generation board emerged through a relational reading of text[6]. The second pilot was again conducted with a randomly selected participant in the planning education field. It was conducted in an office environment during normal office hours as these are the conditions

[5] Slow is written with a capital letter because it is a method of engagement to refer to the manner of engaging and not only the pace or speed of engaging (Hatman & Darab, 2012; Bozalek, 2017).
[6] Method of engaging text as described and practised in Chapter 2B.

envisaged for the sample conversational explorations. Lessons from the second pilot were the following:

- Consider whether the conversation board, and thus the CoSoP framework, should be simplified. The participant struggled with its complexity in some instances. It should be considered that a positive outcome of using a complex engagement instrument is that it requires complex thinking and it forces the conversation to delve deep into a practice.
- The participant suggested covering parts of the board so that he was not distracted by the detail of the other dimensions. This was implemented to then sequentially reveal each dimension as the conversation progressed.

With both pilot studies the participants could formulate an 'aha'-moment while doing the reflection. They were able to identify something that they had not thought of before in their own practice.

Figure 3.4 Photographs depicting the first and second pilot studies.

In figure 3.4, the picture to the left represents the first pilot study that was done with the first-generation conversation board. The picture to the right is of pilot study 2 which was done with the final CoSoP conversation board and coloured cards and under the exact same conditions of the sample conversational explorations.

3.4.1.2 Sample Decisions and the Participants

Collaboration manifests primarily in two traditions for the collaborative practitioner. The first involves a collaborative colleague, thus a form of participating in collaborative endeavours amongst peers. The second and more sensitive tradition concentrates on collaborative endeavours with communities - in most cases in the form of community engagement or public participation.

The objective of conversing with participants was to give contextually-relevant meaning and enrichment to a highly theoretical and, to some extent, abstract CoSoP framework. This objective acknowledges the well-established theory-practice narrative (Denoon-Stevens et al., 2020) in which the abstract theory-position needs to be grounded in practice in order to expand its relevance and application.

Participants were sought who could constructively and with authority - thus from a position of expertise - contribute to the conversation about collaboration as a value attribute in urban planning and/or planning education.

Defining the sample population underwent several calibrations of which the most significant one was to shift from urban planning practitioners to expert collaborative practitioners. The criterion of expert collaborative practitioners was further refined to include only those with extensive and expert community engagement experience; thus the group is described as 'expert collaborative practitioners in the community engagement field'. The planning academics, as the second participant group, also had to have extensive and expert community engagement experience.

Type of sampling

A single understanding of collaboration is not valid within an interpretivist, phenomenological positioning. Because of this position participants representing differing collaborative practitioner genres were selected, such as sociologists, urban planners, educators and project managers. It is contended that the selected practitioners and academics would be carriers of a specific practice. Reckwitz (2002:256) describes this group to "understand the world and themselves, and use know-how and motivational knowledge, according to the particular practice". Phenomenology focusses on "the essence of lived experience of the participants" (Christensen, Johnson & Turner, 2011:26). The lived experiences that I was interested in for this study were the expert involvement of the participants in the practice of collaboration.

I followed Patton's understanding of purposive sampling as "strategically selecting information-rich cases to study, cases that by their nature and substance will illuminate the inquiry question being investigated" (Patton, 2015:265). Of special relevance to this study is what Patton (2015:284) describes as "group characteristics sampling". His argument is that "key informants [knowledgeable] are a prized group. These people are especially knowledgeable about a topic and are willing to share their knowledge…They inform our inquiry when we tap into their knowledge, experience and expertise. Key informants are especially important sources on specialised issues". Participants for this study are all characterised by their commitment and deep engagement with collaboration and are considered to be what Patton (2015) refers to as 'key informants'.

Because of the specialised nature of the study, participants were recruited through a scaffolded process of peer referrals, which meant peers identifying participants who exhibit the value of being collaborative practitioners and have expertise in collaborative practices. The peer referral process was organic and took place over a year. Presenting my preliminary research at two conferences, namely, HELTASA 2017 (Higher Education Learning and Teaching Association of Southern Africa) and PlanningAfrica 2018, was instrumental in starting to identify potential participants. As delegates and colleagues suggested certain potential participants, I would consult the latters' biographic information and their recent publications to determine their suitability.

Sample Size

Within the interpretivist research approach, it is acceptable to have small sample sizes made up of "respondents with important information" about the topic at hand (Khan, 2014:299). Patton (2015:343) reiterates this by stating that "small purposeful samples yield in-depth understanding and insights rather than empirical generalizations".

For this study, seven expert collaborative practitioner participants were included. The main issues that drove the decision to have seven participants were: firstly, the representative instead of repetitive voice of the participants. This guided the selection of academics with community engagement experience (RH, TS), community practitioners (HT, EH) and community practitioners with academic experience (NT, AV, KE) as the sample population. A second consideration was that of funding as participants were located over South Africa. A final consideration was the depth and duration of the conversational explorations and the subsequent depth and richness of data. I

was sensitive to the sheer volume of data that my research method would produce and how that could have a negative impact on the "meaningful, timely, qualitative analysis" (Boddy, 2016:428).

Seven participants were thus selected through a process of purposive sampling (Patton, 2005) and identified by peers as examples of collaborative practitioners. In the peer referral process, as mentioned above, peers measured potential participants on account of their own experience of collaborating on projects with the individuals, through published and unpublished research outputs on the topic of collaboration, as well as their general contribution to the collaborative planning and collaborative learning discourse in South Africa. Several potential candidates, identified through peer referrals, were excluded from the research because of their similar positioning to some of the selected participants. Furthermore, practical considerations, such as the availability and accessibility of participants, had to be considered.

Meet the participants

Drawing theory from two disciplinary practices for the conceptual framework (CoSoP), namely, urban planning and education, provided some indication of potential participants. In addition, Gergen and Gergen's (2003:5) appreciation of "multiple voices in the construction of truth(s)" was deemed appropriate as a reason to consider wider contributions than only traditional urban planning and planning educators to include collaborative practitioners involved in community participation. For this reason, the following seven participants were deemed appropriate for this study.

Participant 1 (HT) is a community development practitioner at an international non-governmental, non-profit organisation. He is experienced in social housing projects with a specific focus on community development through social facilitation.	**Participant 2 (NT)** is a senior lecturer in Town and Regional Planning. He has extensive non-governmental agency experience in urban development advocacy and has published significantly in areas of value capture opportunities for the poor and marginalised.
Participant 3 (AV) is a senior researcher at a traditional university. Her area of specialisation is self-help housing in the informal sector and she is a passionate advocate and environmental activist for the climate crisis. She has built up an extensive international network of collaborators.	**Participant 4 (TS)** is a senior lecturer in Urban Planning. He has extensive private practice and developer experience. His specialist interest is in human settlement development in a collaborative, community-centred manner.
Participant 5 (RH) is a senior lecturer in Town and Regional Planning. She has a strong managerial background and experience in international, collaborative student projects.	**Participant 6 (EH)** is a principal researcher at a scientific research and development organisation in the Smart Places unit. She is highly experienced in collaborative practices and praxis, focusing on qualitative, social research.
Participant 7 (KE) is a NRF rated researcher working as a senior researcher focussing on urban futures. Although she does not have a formal planning qualification, she is a sociologist who teaches in the Town Planning programme and who works extensively with communities on social housing projects.	

Figure 3.5 A short description of each of the seven participants. Pseudonyms, as in brackets above, were used throughout the study to identify the individual participants.

3.4.1.3 Conducting the conversational explorations

The conversational explorations were conducted over a six-month period from April to September of 2019. During each conversation, only two people were present: Myself as the situated researcher and the participant. In each case, we were at the participant's place of work, in a quiet, private office or board room and met at a time that suited the participant. Keeping the conversational explorations within the normal working environment, as opposed to a more informal setting, reiterated the formality and professional quality of a somewhat informal data co-creating and collection technique.

"The conversations are blanketed between an introduction and a reflective commentary" (Kovach, 2010:n.p) which represents exactly the sequence of the conversational exploration. The participant conversation protocol illustrates this structure.

The conversational explorations ranged from 1 hour 30 minutes to 2 hours 20 minutes. All conversations were voice-recordered with the verbal and written permission of the participants.

3.4.1.4 Data collection nuances

How I engaged with both the human and non-human elements during data collection needs some clarification.

The two pilot conversations highlighted the CoSoP board's potential difficulty and complexity. Because the decision was made not to simplify the board, it was important to put the participants at ease at the start of the conversation. This was done in four distinct ways: firstly, by meeting participants at their place of work, thus in a familiar and comfortable environment. Secondly, by continuously using non-threatening phrases such as *'…Anything that comes to mind? How did it manifest in your practice?'* or '*…whatever comes up, some of these words might flag a thought and I just want us to talk about it…'or '…my experience has been very similar…'.*

An awareness of van den Berg et al.'s (2018:458) warning of the cognitive load as participants need to "process information and absorb complex content" led to the third and fourth way of carefully engaging participants. The third condition was to cover the CoSoP board and reveal the dimensions only one at a time. Finally, I took care to slow down the pace of engagement by deliberately planned interactions that created pauses, such as *'all right, let's think about this again…I wonder…'* and *'anything else that we can think of and add before we continue…let's go back to…'.* The use of Slow engagement (Hartman & Darab, 2012; Bozalek, 2017) as a deliberate way of providing opportunity to think and delve deeper into an issue was carried through to the data analysis stage as well. Verster et al. (2019:143) comment that "Slowness calls for calm, careful, receptive, still, intuitive, unhurried, patient, reflective, quality over quantity". It is a way of engaging with participants and with data that does not have the end in mind, but is focussed on the process. "Slow does not have to do with speed, but rather a thoughtful and attentive approach" (Collett et al., 2018:120).

3.4.1.5 The practicalities of the data collection process

An A3 laminated paper copy of the CoSoP framework was used as conversation board or artefact to co-create, encourage, initiate, prompt and guide conversation about collaborative practices.

Key thoughts were captured during the conversations on differently coloured small, conversation cards. Blue was used for relational actions, yellow for entities, green for sense-making, orange for interrelatedness and red for structuring tensions.

The use of these conversation cards is instrumental in several ways:

- The cards provide immediate confirmation to participants of their contribution. This is important in order to put the participant at ease and develop an affinity with the participant, a feeling of 'we (the participant and I) are in this together' and that their comments are valued.
- The materiality of the cards provides an opportunity for participants and researcher to interact with the cards by checking the correctness of what is being captured, by moving cards around to show meaning and relations and to go back and forth on the CoSoP conversation board. This interactive character both stimulated and sustained conversation. A sense of empowerment and sharedness was experienced as participants would reach out to a card and incorporate it into a different conversation point.
- The materiality of the conversation cards has an impact on data analysis as well with the affordance of movability as influential in the inter-conversational data analysis phase (refer to section 3.5.3.2).

A photo of the populated CoSoP board was taken in the presence of the participant at the end of the conversation with the verbal and written permission from the participant.

3.4.2 The multidimensional role of the researcher

As mentioned previously in this chapter, I position myself as a situated, active participant-researcher. As such, I fulfilled several roles during the data phase, such as co-creator of data, facilitator, converser, inquirer (probe), data gatherer/capturer during the conversations. Pilot Study 1 alluded to the potential of this multidimensional role to develop into researcher-overload and thus become a challenge.

Although the multidimensional role is to be expected in the normal qualitative methods of data gathering such as questionnaires and interviews, the complex nature of data collection in this study placed additional sensory challenges on me. This complexity becomes especially challenging when wanting to make a meaningful contribution to the conversation while engaging the artefacts in play: the CoSoP board, the colour cards, the voice recorder, the participant conversation protocol page.

The means of managing this challenge, was to introduce structure by way of the participant conversation protocol. Further, by also being upfront with the participants in saying that I follow a Slow engagement by creating mindful opportunity for pauses to recap and rethink during the conversational explorations.

3.5 ANALYSIS AND INTERPRETATION OF DATA

3.5.1 Preparing data for analysis

A few practicalities relating to the level of data preparation before analysis and interpretation should be noted.

Firstly, the voice recordings had to be transcribed from audio to text. A free software package, Temi (www.temi.com), was used as a first layer of transcription. Several manual proof-reading iterations followed to correct all mistakes and standardise the format of the text documents. Secondly, the conversation cards had to be numbered to correspond with the specific participants as these conversation cards were continuously being moved around on boards during analysis. Worth noting is that after the CoSoP board had been populated and photographed at the office of the participants, the loose conversation cards were immediately sealed in a marked envelope. Thus, the CoSoP board could be authentically reproduced at any time. This was then done at a later stage to re-photograph the boards to ensure better visibility and readability (refer to Appendix B).

3.5.2 Crystallization and Entanglements

For data analysis and interpretation, I found inspiration in crystallization (Richardson, 2000; Ellingson, 2009) as opposed to the more traditional triangulation. It should be noted that crystallization is not considered simply an analysis and interpretation method, but rather a positioning with regard to all stages of data engagement, including co-creating and collecting. Stewart, Gapp and Harwood (2017:1) recognise crystallization as an "explorative approach" which aligns with the explorative nature of all aspects of this study. The authors further position crystallization as being "underpinned by the interpretive paradigm and therefore develop[ing] and build[ing] social constructions" (Stewart et al., 2017:2).

One of the main benefits of crystallization for this study is its characteristic of focussing on entanglements rather than the separating out of data and thus meaning. Richardson (2000:379) states that "crystallization provides us with a deepened, complex, thoroughly partial, understanding of the topic". Further to this, Ellingson (2009:4) provides the following key explanation of what crystallization as a data analysis strategy entails:

"Crystallization combines multiple forms of analysis and multiple genres of representation

into a coherent text or series of related texts, building a rich and openly partial account of a phenomenon that problematizes its own construction, highlights researchers' vulnerabilities and positionality, make claims about socially constructed meanings, and reveals the indeterminacy of knowledge claims even as it makes them".

The above alludes to several key elements that reiterate the entangled nature of data collection, analysis and interpretation. Both Richardson and Ellingson focus on the partiality which resonates with me as my position as co-creator in this study is central. Ellingson (2009:4) also invites the researcher to think outside the confines of the single "genre of representation". An example of this can be found in the way I engaged with the conversation board and conversation cards as data collection - but also already having a level of coding or analysis just by virtue of their colour and positioning on the board. The same example can be used to illustrate Ellingson's (2009:4) comment of "problematiz[ing] its own construction…reveal[ing] the indeterminacy of knowledge claims". Because the 'conversation was made visible' through the material qualities of the populated conversation board, new meaning was formulated as we (the participant and I) pondered the comments on the conversation cards. This is a case of entangling existing knowledge, reflecting, conversing and creating new constructs, understanding and knowledge. Crystallization thus recognises "the embodiment of the qualitative researcher as a primary tool" (Stewart, et al., 2017:1).

3.5.3 Crystallization and the weaving and iterative nature of data analysis

Crystallization provides the qualitative inquirer with "an infinite variety of shapes, substances, transmutations, multidimensionalities, and angles of approach…what we see depends our angle of repose" (Richardson & St Pierre, 2008:478). "The crystal metaphor gives authors and their audiences a vision of the interwoven research processes with emphasis on investigation, discovery, reflection, interpretation and representation" (Lincoln, Lynham, & Guba, 2011, in Stewart et al., 2017:4).

The above set the scene for the introduction of the multiple data analysis interaction strategy (refer to figure 3.6) that I followed. Not only does this strategy provide an opportunity to enter and engage data from different angles as per the understanding of crystallization, it also demands Slow engagement with data. Stewart et al. (2017:2) warn that "crystallization needs time, effort, commitment and passion so it is not an ontological or epistemological means for the qualitative researcher wanting a quick method". In section 3.5.3.2 inter-, intra- and cross-conversational analysis as a multiple data analysis strategy ensures Slow, deep and careful engagement with data.

3.5.3.1 'Careful' engagement with data

Dalton's (2001) seminal article entitled "Weaving the fabric of planning as education" conjures up the image of a multi-layered, multi-directional entity as a way of representing rich and thick data. This image of weaving a fabric through many hands, many influences and over many contexts, resonates with this research because of its emerging nature. Emergence[7] has been a central theme in this study, in which time and space were consciously created for emergence to happen.

Although Dalton (2001:423) aptly describes the free flow of influences, such as "a freer fabric,

[7] Refer to Chapters 1 and 5.

created from threads of different fibres, thicknesses and colours and varying in width and texture", she also maintains that the "fabric has a definite structure". So, too, does the analysis. Its structure follows the structure that the CoSoP framework provides, thus the five dimensions of relational actions, entities, sense-making, interrelatedness and structuring tensions.

3.5.3.2 A multiple data analysis strategy as an example of Slow engagement

To create time and space for the unanticipated to emerge from the data, I followed an interwoven, multiple data analysis strategy of inter-conversational, intra-conversational and cross-conversational engagement.

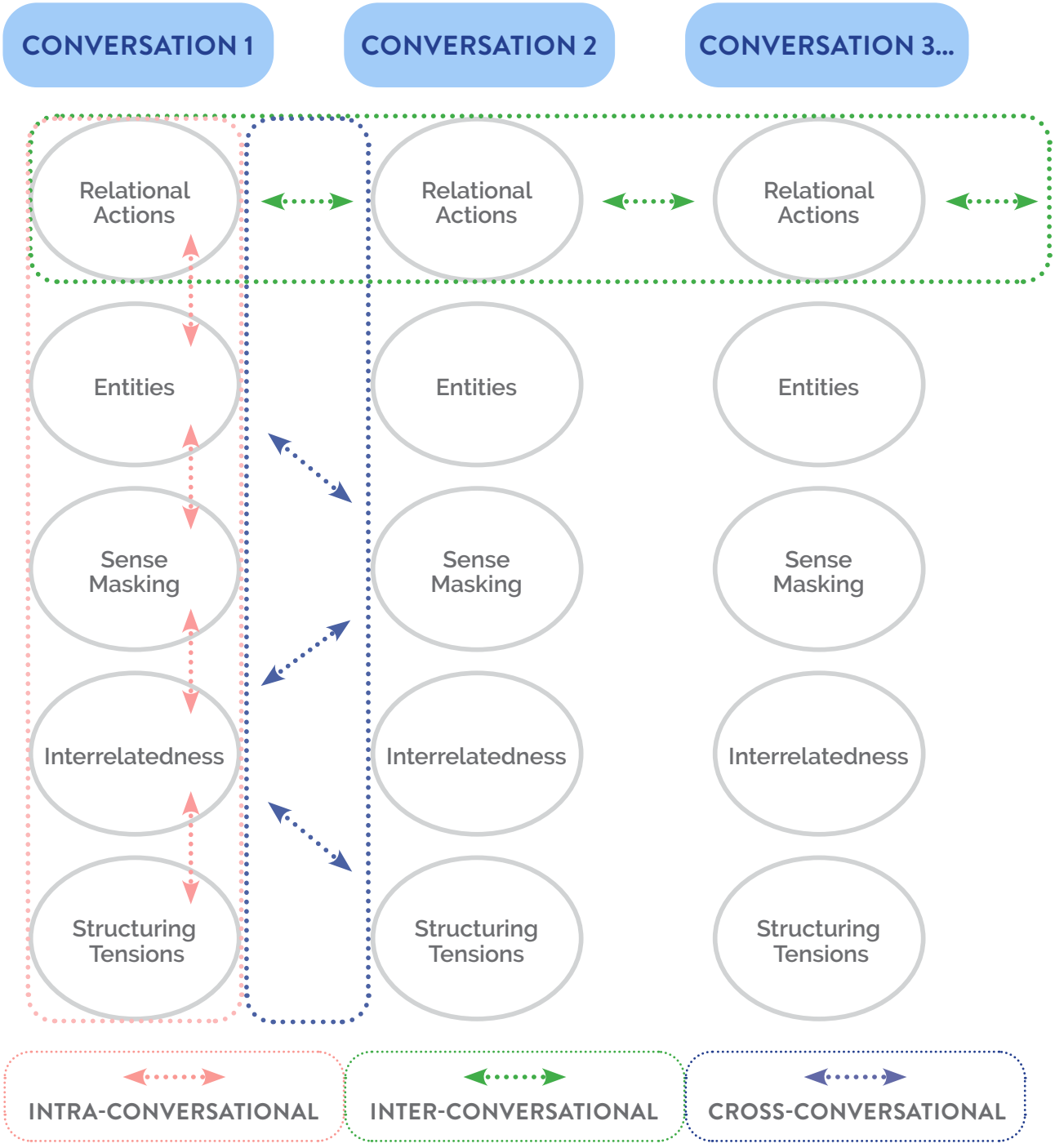


Figure 3.6 Multiple data analysis interaction strategy (Author's construct).

The data engagement loosely followed the sequence below:

- First was reading the transcribed text in an intra-conversational[8] manner, and being sensitive to any thought, keyword or phrase that 'glows' (MacLure, 2013[9]). This was also a way of familiarising with and embedding myself once more in the conversations. The phrases that 'glowed' were copied into a MS Word document.
- The second iteration was to engage the inter-conversational[10] board with the conversation cards to map possible relationships, contradictions, confirmations and enrichments (refer to Chapter 4 for examples). This iteration went through several phases until the board settled and loose groupings and themes emerged. A final phase of this iteration was to go back to the MS Word document and to move phrases to reflect and refine the themes that emerged on the inter-conversational board. It should be noted that some of the writings on the conversation cards were not verbatim in the transcribed conversations and vice versa. The cards did not simply represent a summary of the transcribed conversation; they added further data and richness.
- The final iteration focussed on a cross-conversational analysis. A combination of the final draft of Chapter 4 and the original transcribed conversations were used as data sets. A special focus was placed on mapping the key ideas as highlighted by the constructs[11] through the cross-conversational analysis iteration.

Each iteration started with a re-reading of the CoSoP dimensions in Chapter 2B to ensure that the theory nuances were continuously woven into the data analysis.

I was very conscious of avoiding data mining in which the focus would be on looking for predetermined data chunks, extracting them and clumping them together to serve a specific argument or stance. Data mining is contradictory to the objectives of crystallization, as crystallization focusses on the understanding that meaning is always in the process of becoming and emerging. It should be noted, however, that emergence does not imply that there are no deliberate acts of showing themes or patterns in the data. In the end, meaning or values need to be attached in the form of themes, patterns and constructs in the data as can be seen in Chapter 4.

3.5.3.3 Materiality and affordances

As the materiality and affordances of the conversation board and conversation cards were instrumental in the data co-creating and collection phase (section 3.4.1), so too are they during the analysis phase.

The materiality and affordance of the physical cards assisted the meaning-making process. Gibson (in Dotov, Nie & De Wit, 2012:28) said of affordances, "[a]n affordance points both ways, to the environment and to the observer". This implies that the environment, in this case the presence of the conversation cards and I as 'observer', are once more co-constructing meaning. Hoch (in Denoon-Stevens et al., 2020:3) calls for the practice of co-constructing meaning to ensure "the creation of theory that is useful for practice through the greater co-construction of theory with practitioners". This is precisely the objective of this study.

One of the affordances proposed by Bower (2008:6) is spatial affordance or move-ability. Although the author applied the move-ability quality to technology, I propose it is no different to low-

[8] Intra-conversational: Engaging with a single conversation, across all five CoSoP dimensions.

[9] Maclure's concept of 'data that glows' (2013:228).

[10] Inter-conversational: Engaging with conversation cards from the same dimension, i.e. relational actions, across all the conversations.

[11] Constructs were used to capture and summarise main emergences from the data.

technological engagements. The use of hard copy, moveable conversation cards assisted with being able to construct and deconstruct the inter-conversational boards as many times as needed during the iterations of meaning making. I kept moving cards around as new connections and meaning emerged through engagement over time, until the board 'settled'. Ellingson (2015:424) proposes that "playing" with the "participants, [the] data, and representation creates opportunities for humane, profound, and pragmatic research". The element of play that forms part of this research was introduced to stimulate and construct creative and authentic knowledge.

Boards and cards are used in this study for several differing reasons. Examples are (also refer to figure 3.7):

- The CoSoP board to initiate and guide conversations during data co-creation and collection.
- Small, coloured conversation cards to capture and affirm key conversation points.
- The intra-conversational boards that represent each completed conversational exploration.
- The inter-conversational boards that represent an iteration during data analysis.

Jackson and Mazzei's (2013) concept of 'keeping meaning on the move' inspired continually moving between the different layers of analysis. It is important to note that the data analysis iterations were not done one by one, thus not linear and sequential but interrelated and interwoven.

The iterative and evolving process of data analysis needs to be underscored. An example[12] of this was when engaging with the second dimension's (entities) coloured cards. I set off by positioning and classifying the cards according to the six sub-dimensions[13], thus directly plotting the conversation cards onto the sub-dimensions. This process resulted in a 'separating out' rather than 'putting in conversation with' or 'in relation to'. It was a mechanical exercise that did not enrich but rather focussed on just confirming the importance of certain sub-dimensions as opposed to others. I found myself standing with a few small coloured cards in hand that could easily fit into several sub-dimension or that did not fit into any one, but occupied the 'in-between space'[14]. A further 'complication' was that some of the cards strongly linked back to dimensions or forward to dimensions still to come. Crystallization warns not to search for "a valid singular truth, but to open up a more complex, in-depth, but still thoroughly partial, understanding of the issue" (Ellingson, 2009:844). This quality reiterates the need to focus on the weaving nature of data analysis.

[12] I continuously explored and adapted analysis methods as I was engaging with analysis.

[13] The six sub-dimensions for the dimension 'Entities' are: Acts of communication, materials and objects, knowledge and understanding, people, events, context.

[14] One of the characteristics of a 'relational reading of text' in Chapter 2B.

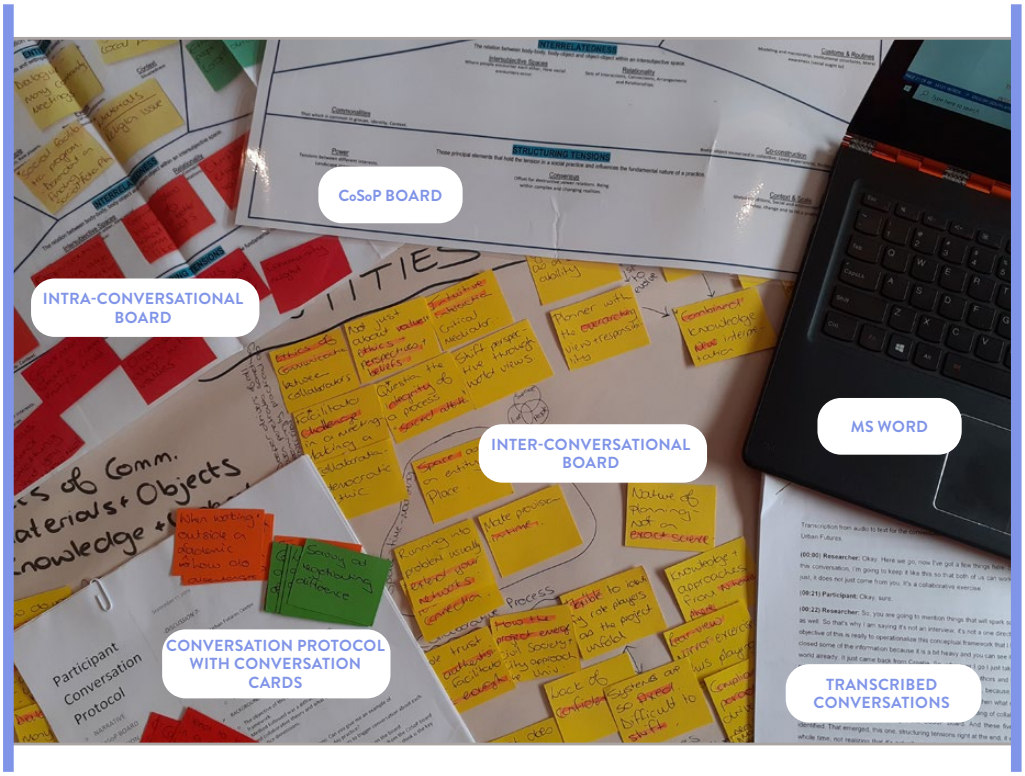


Figure 3.7 Bringing all the material elements together to allow meaning to emerge.

3.6 CONSIDERATIONS FOR RESEARCH ETHICS

Ethical approval for this study was granted by the Faculty of Informatics and Design's Faculty Research Ethics Committee at the Cape Peninsula University of Technology (refer to Appendix D). Further to this, as a professionally registered urban planner (No: A/1456/2011), I subscribe to the South African Council for Planners' Code of Ethics and Professional Conduct (South Africa, 2013b).

Ethics is understood to include all research issues which relate to being a responsible researcher. The ethical concerns that warrant special attention in this study are the researcher's multiple roles and the participants' informed consent.

3.6.1 The researcher's multiple roles

My roles and functions as the researcher that need ethical considerations are recruiting participants, being data co-creator and collector, my situatedness and confirmation bias.

One of the significant roles I had to fulfil was recruiting participants. Having been in the profession for over 25 years held the potential for creating a biased relationship with participants. Patton (2015:57) says of this that "closeness does not make bias and loss of perspective inevitable; and distance is no guarantee of objectivity". Professional familiarity[15] was inevitable because of the method of peer referrals which I used to recruit participants.

The data co-creation and collection method of conversational explorations could also raise concerns. Firstly, Byrne (2004:208) highlights the impact of "the context, the mood and the nature of the [conversational] encounter" on the kind of information and sharing that occurs. This issue was mitigated by keeping the context strictly professional, thus meeting at the participant's place of work. Secondly, my situatedness as researcher might be problematic. The danger exists of not being committed "to understand[ing] the world as it unfolds, be[ing] true to complexities and multiple perspectives as they emerge" (Patton, 2015:58). This possibility was reduced by, firstly, capturing the key ideas from the conversational explorations[16] in the presence of the participants to create an opportunity to change or edit them on the spot. The participant's and my own voice were thus documented and very importantly, made visible. This was the first layer of eliminating misrepresentation.

[15] Although I had met in person only two of the seven participants prior to this study, professional familiarity existed in sharing professional acquaintances who referred me to the participants.

[16] TThis was done through the use of handwritten text on colour-coded conversation cards (refer to Figure 3.2).

My own situatedness throughout the study is in line with both qualitative research and crystallization. As Stewart et al. (2017:7) states: "Going beyond the sanitized use of "I," the qualitative researcher is encouraged to give representation to their identity". I recognise the presence of subjective bias and am "fully aware that other evaluators could come to different conclusions" (Stewart et al., 2017:7).

Because of the distinct situated location I occupy throughout the research, I was mindful of truthfully representing the conversational explorations and in particular validating the participant voices. This concern was addressed by using member checks (refer to section 3.7).

3.6.2 Informed consent

Smith (2003:56) explains that "the consent process ensures that individuals are voluntarily participating in the research with full knowledge of relevant risks and benefits".

I recognise my ethical obligation in this study to ensure that the participants understand their rights. The institutional consent form that was sent to participants prior to the visit captures the rights and responsibilities of all parties (refer to Appendix E). Some participants requested an individual consent form as opposed to the consent form on their institution's letterhead. Thus, some participants participated in their personal capacity and not as an employee of an organisation or institution, which some participants felt gave them the needed autonomy to express their lived experiences. This, though, has no bearing on the data creation and collection process as the individual, as a collaborative practitioner, was the unit of interest.

As mentioned earlier, verbal consent was requested when meeting the participant to voice-record the conversation and take a photo of the completed CoSoP conversation board. No participant objected to this.

Confidentiality and privacy of participants is respected by using pseudonyms and not providing the particulars of the institutions where participants are employed. This protects participants and allows for the use of their own direct words without prejudice. It should be noted that no participant specifically requested to be kept anonymous. Participants were also invited, via the member check communication, to change their pseudonyms. No participant felt uncomfortable with the code assigned to them.

Taking care of the security of research data is an important part of ensuring participant confidentiality and privacy. Practical security measures included restricting access to the original voice recordings to me and a research assistant. Transcripts were saved with all identifiable names removed. All saved versions (external hard drive, personal computer and Google Docs) are password-secured. A single hard copy was made of the transcribed text which was kept in a file in an access-controlled room.

3.7

VALIDITY AND TRUSTWORTHINESS

In crystallization the "central image for 'validity'…is not the triangle…rather…the crystal, which combines symmetry and substance with an infinite variety of shapes, substances, transmutations, multidimensionalities and angles of approach" (Ellingson, 2009:3).

Drawing inspiration from the crystal image, it was of importance to make the 'conversation visible', as mentioned earlier. This was done by using moveable conversation cards and capturing the key ideas and comments from the conversation on them. The conversation cards created an opportunity for both participant and researcher to validate what was being discussed and, importantly, what was being understood.

A further tool to ensure validity and trustworthiness in qualitative research is a member check. Member checks were used after data analysis and interpretation and is considered essential in this study for two main reasons.

Firstly, Carlson (2010:1102) remarks that the nature of narrative data is to focus on "human experience, thought, memories and interpretation, all of which are subject to continuous change and transformation". Thus, people can change their minds. New experiences and new contexts, among other factors can shift their thinking from the time of the conversational exploration to the data analysis. Member checks provided an opportunity to capture any such shifts, thus not only checking for correctness but also creating an opportunity for further enrichments.

Secondly, during data analysis, different voices (participants) were put in conversation with each other. This has the potential of changing the original meaning and intention of the individual participant's contribution. Participants were given the opportunity to read their comments that had been woven through other participants' comments (refer to Chapter 4) and confirm or alter their meaning and intention.

The following member check email, with a copy of the final draft chapter 4 as attachment, was sent to each participant:

Dear [redacted]

Hope you are doing well!!

Herewith my draft data analysis chapter. You are coded as (HT). Do you mind having a look through and letting me know the extent to which you feel I captured your voice? Please also consider the following:

(1) Is there anything that you would like me to correct?

(2) Is there anywhere that you would like to change your mind?

(3) Is there something that you would like to add?

(4) Are you comfortable with your pseudonym? You are very welcome to suggest another code to represent your comments.

Please note that I have not included the methods chapter, which discusses the data analysis process. I can make this available if need be. You will also see that the five constructs (findings) currently are duplicated in the text. This is simply because I am not sure yet if it should be placed where and as it emerged or as a separate heading. Apologies for this.

Let me just once more thank you for the generosity of sharing your time and experience with me.

Kind regards

Belinda

The following are the verbatim responses received from participants:

(HT): "Dear [redacted], My most sincere apology. I was off on leave and thought I had responded to your mail. I did have a look at your work and am satisfied and happy with your representation of my input. Please let me know if you would like further details on particular aspects".

(NT): "Hi [redacted], I've scanned through the chapter focusing mainly on where I've been referenced.

1. No. I do not wish to change anything except add clarity of my meaning/context, and perhaps cross-referencing assertion to my or other research. See highlighted.

2. I tried not to read the whole chapter so that I am not bias or change my inputs for compliance or difference.

3. I am okay with whatever referencing code you use; and avail myself to assist with areas of clarity".

(AV): Dear [redacted], Apologies for late reply, I was away on a conference. I am very pleased with your study context and the manner you have integrated the results. Thanks for including my viewpoints, I am happy about the reflections. Best of wishes for the remainder of your studies!"

(TS): "Dear [redacted], I thoroughly enjoyed reading through your work. I think it makes a good contribution in sensitizing your reader (and planners for that matter) to some essentials we are needing more of in the planning realm! Congratulations! I have nothing to add/ changes or corrections. Good luck with the rest!"

(RH): "Hi [redacted], I looked at this last week and was happy with the representation of our discussion".

(EH): "Hi [redacted], looks really very interesting. I am excited about the contribution you are making with this research…Find attached a few comments".

(KE): "Dear [redacted] Thank you so much for checking in with me, it is much appreciated! It looks like you have done some really exciting analysis here! I have checked my direct quotes and I am happy with them all. I do think one, under section 2.1.2 on page 5, may read a little better if you added the highlighted word below: 'sometimes even civil society can say that they've got a loud voice, but actually, the more you are in the space you realize, they don't really talk for who they say they are representing.' But this is just a suggestion".

Suggestions from participants were incorporated into an edited and final version of Chapter 4.

3.8

LIMITATIONS

Because the participants in this study needed to be deeply involved in exploring an understanding of collaboration as a social practice, they needed not only in-depth knowledge of collaboration but also to be recognised by their peers as collaborative practitioners. This limited the scope of participants, but it also creates an opportunity for further research to involve other stakeholder groups, such as government officials, urban planning students and community members or organisations.

In line with the interpretivist position taken in this study, distinction was not made between the socio-cultural locations of the participants. Because this study was focussed on a generalised exploration, detailed characteristics such as age, gender and race of the participants were not a major consideration. I did not envisage the findings to be linked to specific socio-cultural qualities, for example, claiming that a middle-aged black African female or a young Indian male is representing a specific position. If such claims had been the objective of the study, then of course such data needed to be collected.

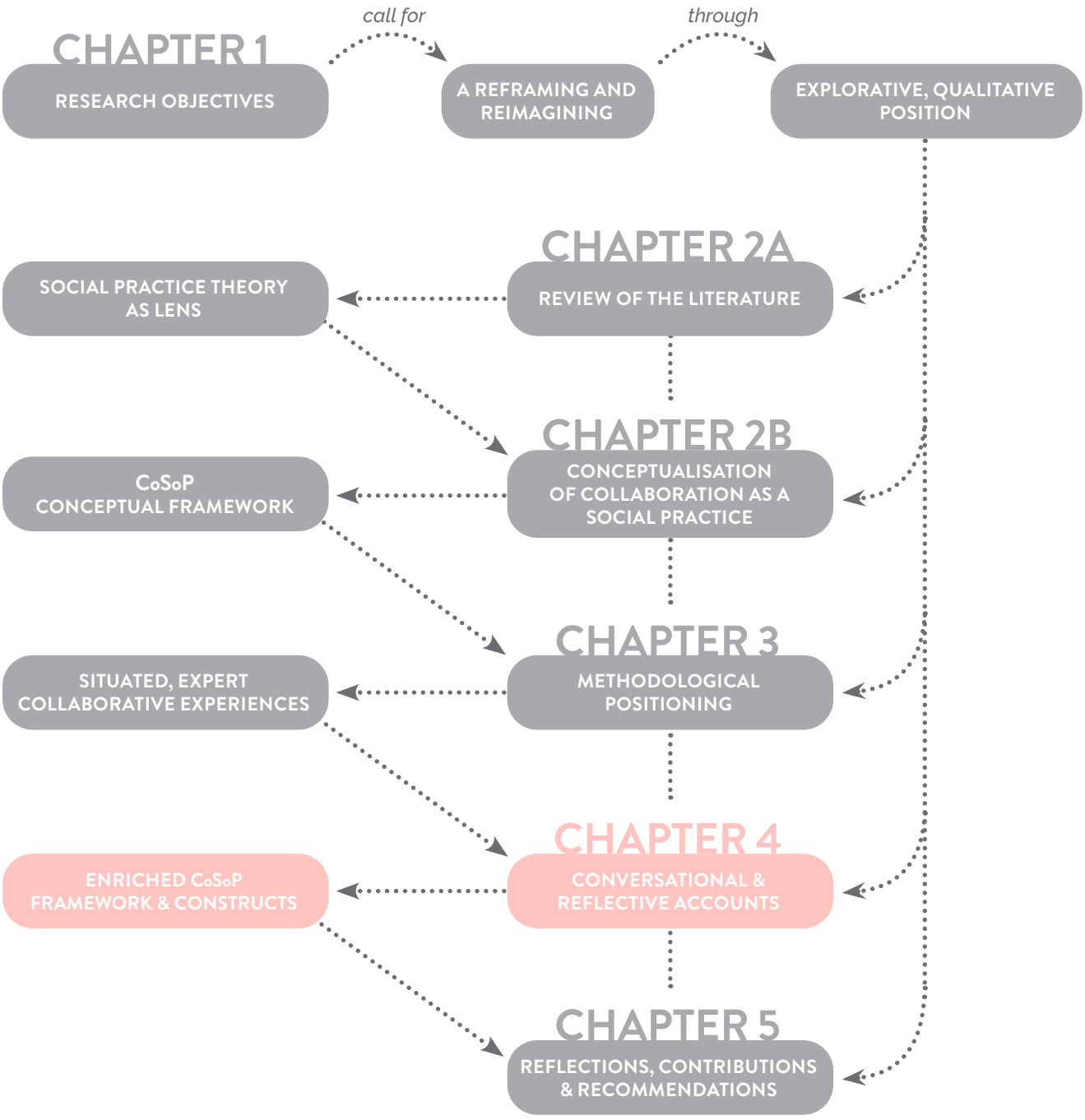
That being said, a reminder that cognisance should be taken of the fact that this study is embedded in the South African context with its unique socio-economic, cultural and political identity and challenges.

4

CONVERSATIONAL AND REFLECTIVE ACCOUNTS FROM THE DATA

This chapter provides interpretations and findings from the conversational explorations with expert collaborative practitioners. It culminates in suggesting fifteen themes and key ideas underneath each theme with a further refinement of the data revealing five constructs. The themes, key ideas and constructs are proposed to be considered in conjunction with the CoSoP framework as essential when engaging in collaborative endeavours.

CHAPTER OUTLINE



4.1 CONTEXTUALISATION

4.1.1 Research purpose and questions

The purpose of this study is to explore collaboration as a professional value attribute through a social practice lens in the context of urban planning and planning education. In order to realise this purpose, two research questions were put forward:

1. *What are the dimensions that constitute collaboration as a professional value attribute in urban planning and planning education?*

   This was presented in Chapter 2B as the conceptual (CoSoP) framework.

2. *How do the collaboration dimensions manifest in the lived experiences of expert collaborative practitioners?*

   It is assumed that the expert practitioner perspective can provide a contextually sensitive and enhanced understanding and thus enrich the dimensions of collaboration.

This chapter responds to research question 2 by providing accounts from the data that was created and gathered through conversational explorations with experts representing diverse collaborative practitioner genres.

4.1.2 Data analysis considerations

With regard to data analysis, crystallization (refer to Chapter 3) as a data analysis method was used as inspiration in this chapter. Crystallization's (Ellingson, 2009:4) main characteristics, as they apply to this study, are the ability to recognise an "openly partial account", to allow "multiple forms of analysis" and to "make claims about [complex] socially constructed meanings". Crystallization thus accounts for the situated researcher that is not motivated by impartiality or putting any restrictions on data analysis methods. Both of these qualities I consider as essential in order to reframe and reimagine a complex concept such as 'collaboration as a value attribute'.

Because of the complex data analysis process as explained in Chapter 3 some clarification is needed at the outset:

- The data is comprise of the text of the transcribed conversational explorations, the populated conversation boards, the conversation cards and the participants' reflections.

- A discussion of the data under each of the five CoSoP dimensions follow in section 4.2. The discussion is divided in themes and under each theme key ideas were formulated.
- Pseudonyms (refer to Chapter 3) are used to represent each participant and are written as (KE), and direct statements by participants are written *'in italics with single quotation marks'*.
- When engaging with the data I was conscious of four analytical markers as captured in Table 4.1. Enrichments were added to the traditional three markers of confirmation, contradictions/tensions and relationships, in order to deepen and enhance a contextual understanding of the dimensions and sub-dimensions of the CoSoP framework.

Table 4.1 Analytical markers to consider while engaging data (Author's construct).

1. Confirmations	Traditional
2. Tensions and/or contradictions	
3. Relationships	
4. Enrichments	New/Added

4.3.1 The flow and structure

The flow of this chapter follows the sequence as presented in Figure 4.1. It should be noted that numerous iterations occurred within each stage.

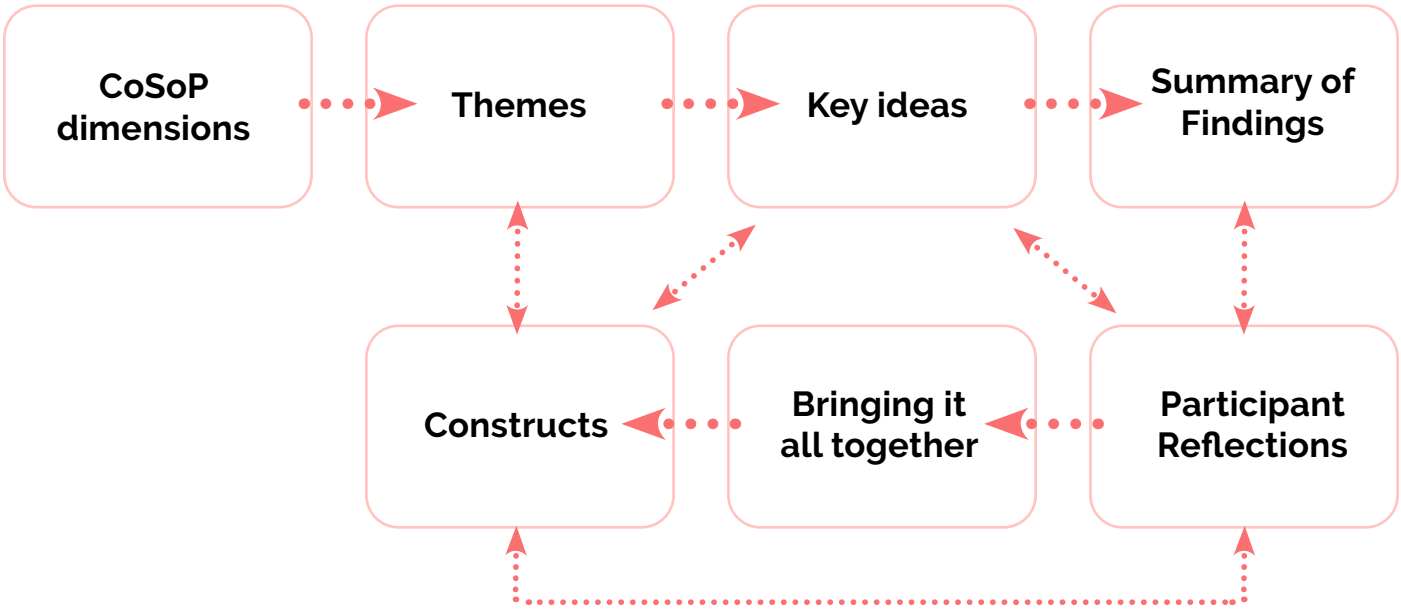


Figure 4.1 Refining data findings from the CoSoP dimensions through to constructs (Author's construct).

An important point to make is the fact that the constructs are not considered the main findings with regard to this study, but that a combination of the dimensions, sub-dimensions, themes, key ideas and constructs should be considered in a collaborative endeavour. The constructs, though, could not have emerged if all the preceding findings had not emerged, and in some cases the draft constructs evolved alongside and even prior to some of the themes and key ideas. The iterative and complex nature of emergence of meaning is once more illustrated by the non-linear and non-sequential nature of the data analysis in this study.

4.2 ACCOUNTS FROM THE DATA

The following Sections 4.2.1 – 4.2.5 represent a summary of the findings from the multiple data analysis strategy as described in Chapter 3. As a result of this strategy fifteen themes and five constructs emerged representing the expert collaborative practitioner perspective.

4.2.1 Dimension 1: Relational Actions

Participants experienced the CoSoP framework's explanation of relational actions as an initiator for rich commentary that emanate from their extensive collaborative practice experience. The data analysis process revealed a number of themes in the relational actions dimension, namely: elements that shape collaboration, the nature of social networks and qualities of collaborative practitioners. Thus the questions one can ask before, during and after collaborative endeavours are: Which elements will shape, give form and influence collaboration? What would the nature of the social networks be? What are the qualities needed in a collaborative practitioner?

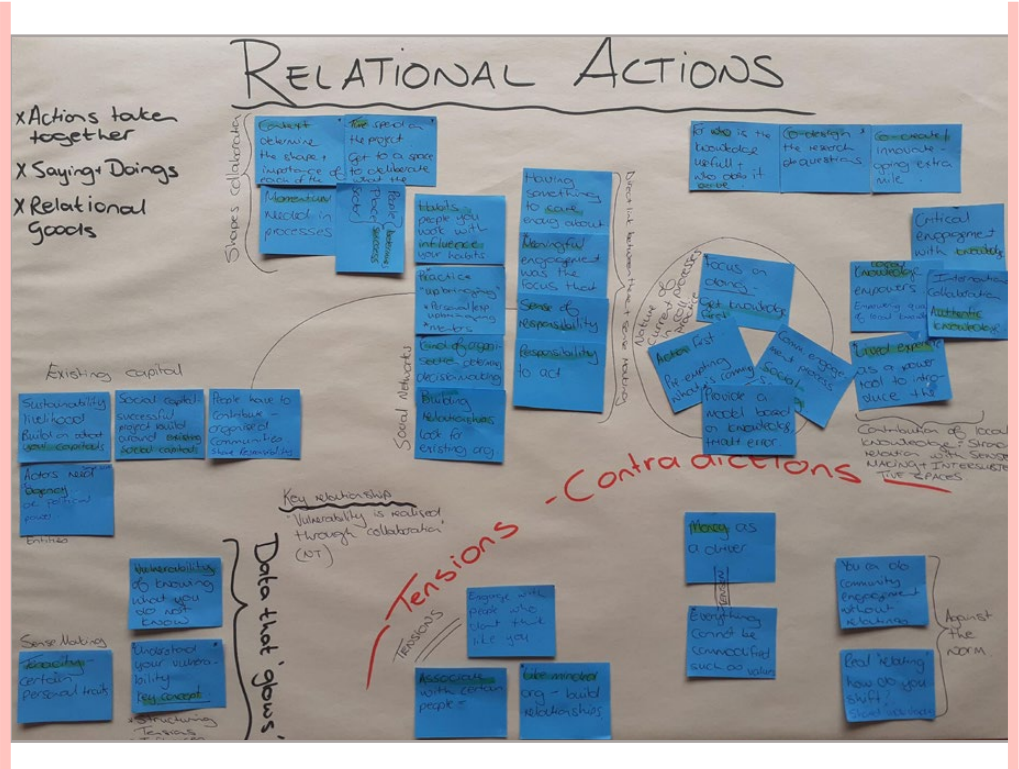
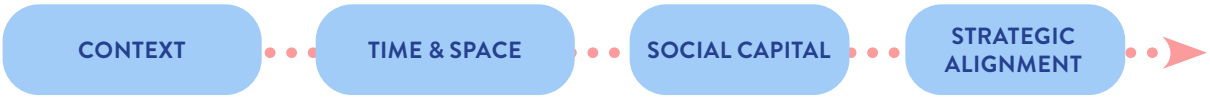


Figure 4.2 The inter-conversational board for the relational actions dimension. By putting conversation cards in relation to each other, a number of groupings were revealed that were developed further in this section (Author's construct).

4.2.1.1 Theme 1: Elements that shape (the type of) collaboration



A number of elements were highlighted as influencing or shaping collaborative practices. (KE) focused on *'context as determining the shape and importance [of collaboration]'.* She further highlighted the importance of *'time spent on a project to get to a space to collaborate'.* With regard to time spent on a project, (EH) made the point that *'momentum is needed in the [collaboration] process'.* This raises an interesting expectation of the time spent on a project as being time-with-momentum. Thus time spent on a project needs to equate to forward movement and realisations or achievements.

The foundation and start of any collaborative endeavour was voiced by participants as recognising and '*building on capital*'[1] (AV) that already exists in the community[2]. (NT) confirmed that, *'when you look at projects which have succeeded, they normally succeed if you build your project around an existing social capital'.* (RH) further highlighted the importance of identifying and building on existing capital by referring to *'local knowledge of your city and…lived experience and how much power and empowering potential sits in those lived experiences'.* She highlighted the link between the time spent with a community and the ability to tap into the *'empowering quality of local knowledge as something that you need to experience and live and see unfold'*. (RH) called this *'authentic knowledge'*.

(NT) drew attention to the fact that social capital is a catalyst for understanding and responding to the *'position of vulnerability'* of communities. He offered an example: *'part of that vulnerability is trying to measure community readiness'* to engage in collaborative activities. Assuming that a community is 'ready' for collaboration is an oversight in identifying where to start the collaborative endeavour. Time needs to be assigned to first define and determine readiness.

A number of contradictory comments were shared by participants as elements that shape collaboration. First, the issue of relating[3] as a requirement for current participatory practices was questioned. (EH) insisted that *'you can do public participation without relating'.* This confirms the technocratic nature of current participatory practices in urban planning.

A second contradictory issue was the different stances of participants with regard to engaging *'like-minded organisations'* (HT). (EH) explained her stance by stating that *'as practitioner, I would trust someone to bounce ideas off, to think with, to create with as a colleague in practice who shares values and purpose – that is like-minded – however, that is not to say that this person thinks like you'*. This alludes to (NT's) suggestion to seek out *'people who don't think like you'.* Both of these were argued for by participants as enriching their collaborative practices and illustrates the nature of collaboration to be not conformational but rather responsive to differing contexts and thoughts. This apparent tension in the position taken by participants does have a quality of sameness as (EH) continued to explain that *'you can actually tolerate differences, you can tolerate conflict, because you are heading in the same direction'*. It is thus of importance to develop and/ or identify the '*same direction*' or *'strategic alignment'* as counterweight for differences. (KE)

[1] Lived experience and local knowledge as social capital.

[2] Community is used to refer to both societal communities and learning or academic communities.

[3] Relating is understood to be connecting with people and context. It draws on the sub-dimension of Relational Goods.

added to this point by stating that *'you can't always choose collaborators who you know agree with you, collaborators can come and have different ways of doing things. But strategically there's an alignment for whatever reason'.*

4.2.1.2 Theme 2: The nature of social networks in collaboration

Although the foundational role of networks to enable collaboration is generally assumed, the nature of such networks differ with regard to the network qualities which the participants highlighted.

Participants were very aware of the people and/or organisations that form part of the networks. (KE) touched on the sub-dimension of relational goods as well as the dimension of structuring tensions when she made the statement that *'your collaborators - you choose them because they fit with your politics'*. This refers back to the earlier statement of like-mindedness as an aid to collaboration.

With regard to the role players who make up the networks, (KE) drew attention to the fact that *'…sometimes you require partners who hold more agency, who can move those findings further into policy spaces or political arenas where if they talk, people listen'*. An awareness of one's own limitations to 'move a project forward' can result in having to network with someone or an organisation that can lobby on one's behalf. She continued by flagging that *'…sometimes even civil society can say that they've got a loud voice, but actually, the more you are in the space, you realize they don't really talk for who they say they are representing'*. The issue of representation and misrepresentation was emphasised as the collaborative practitioner needs the ability to recognise this and respond appropriately.

This appropriate response is an ethical and professional value-driven decision that depends to a large extent on what (EH) highlighted as *'your practice upbringing'* which is shaped by '*mentors in your practice'.* The practice upbringing, according to (EH), is highly context dependant. She explained that *'what I look for in practice upbringing is things like commitment to excellence, or adding value, it is the things that shape why and how we do what we do'.*

4.2.1.3 Theme 3: Qualities of a collaborative practitioner

A conversation around relational actions was inevitably going to lead to a discussion of the identity and qualities of a collaborative practitioner. To this effect, (AV) summarised the general sentiment amongst participants when she stated that she *'feels a great sense of responsibility to create relations'*. She elaborated, saying that this sense of responsibility needed to lead to action, *'responsibility to act'*, and action again needed to be underpinned by knowledge. *'Doing, doing,*

doing… first of all, my attitude was: get all the knowledge you need to address the problem' (AV). The relevant and contextual knowledge enabled what (EH) and (KE) referred to as *'meaningful engagement'.* The participants focussed attention on the value of engagement for reasons other than being merely compliance-driven as discussed in section 4.2.2.1.

(TS) elaborated by highlighting that, although practitioners are finding themselves within the reality where *'money is the driver…you can take things [collaborative endeavours] to a point but if it is not going to be profitable, you are in trouble'.* He also reminded us that *'everything should not be commodified; hence you've got to de-commodify certain things, such as the value collaboration brings'.* A collaborative practitioner will be very aware of and troubled by this tension between what their professional and personal values expect of them and what the realistic, every-day expectations are. In order to negotiate this potential mismatch of expectations, (EH) offered the following qualities: *'facilitators that have the guts to actually challenge'*, *'a facilitator that cares enough'* and *'tenacity is needed'*. To illustrate these qualities, (EH) proposed that practitioners find *'tactical or submerged ways of collaborating when public participation does not have space in a project, but it [participation] is part of your practice'*.

Further qualities of a collaborative practitioner were highlighted by participants throughout the conversations as *'mindful…brave…giving sacred attention to the space…'* (EH). (EH) summarised the importance of the collaborative practitioner's qualities as *'it's that type of attitude of what you go in with you will probably get out of the process'.*

Draft construct 1: Differences can be overcome by a shared 'reason for doing' or shared purpose. (EH) commented that one develops trust amongst collaborators when one shares a purpose. Shared purpose and buy-in can hold and withstand differences that might exist in collaborative endeavours. It is worth spending time, money and creating a space to identify a shared understanding, vision or goal (HT, RH). The idea of co-design (KE) and co-creation (EH) as mentioned by participants reinforces this. Buy-in was prevalent in both dimensions of relational action and entities. Buying into and sharing ownership of a collaborative endeavour can be achieved by building on existing capital.

4.2.2 Dimension 2: Entities

Although my expectation was for *entities* to be the simplest of the dimensions, the participants highlighted much more complex issues as they delved deeper into the conversation board. Three major themes emerged: deficiencies of and threats to current collaborative practices and processes, the importance of multimodality as a way of considering/foregrounding the complexity of collaboration and, finally, innate drivers of collaboration.

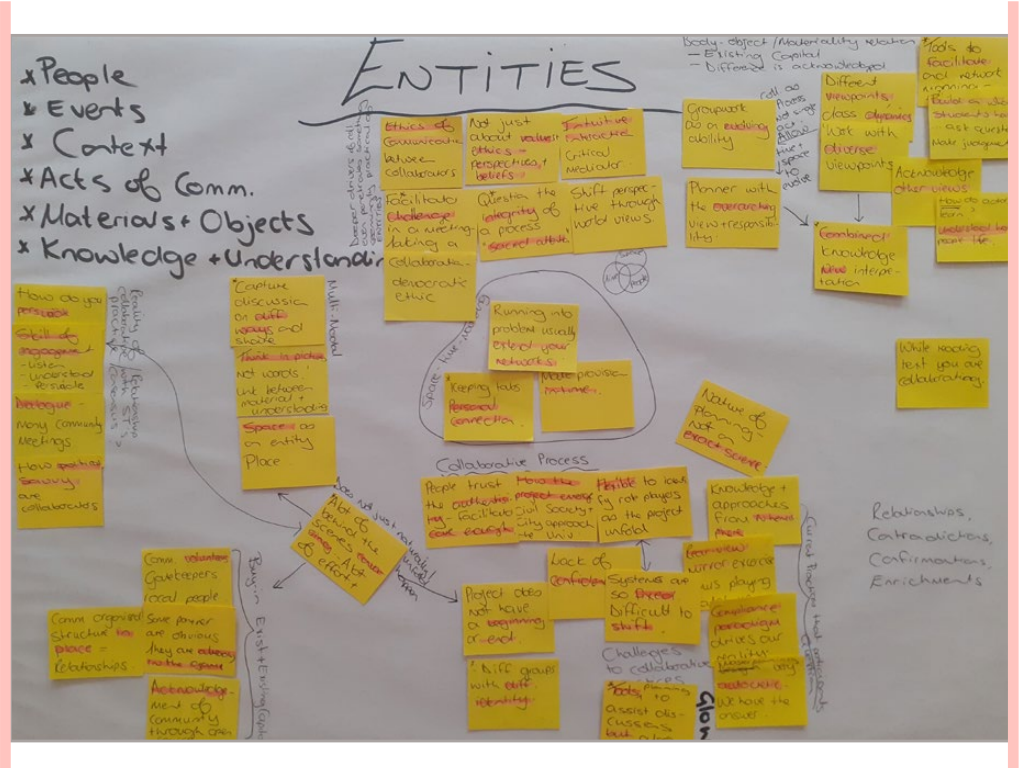


Figure 4.3 The inter-conversational board for the entities dimension (Author's construct).

4.2.2.1 Theme 4: Deficiencies of and threats to current collaborative practices and processes

COMPLIANCE PARADIGM → FIXED NATURE → LACK OF ACCOUNTABILITY

Although not a pertinent conversation topic, the dimension of entities seemingly gave participants an opportunity to think about what the deficiencies in current collaborative practices and processes are.

Key issues that were highlighted as deficiencies: the compliance paradigm and the fixed nature of planning systems, as well as the fact that the urban planner does not stand blameless in the face of current social and spatial problems.

With respect to the first issue, (TS) made the point that *'our knowledge and approaches to things from the Northern Hemisphere are in many regards not appropriate or adjusted for our local circumstances…we are so stuck in a compliance paradigm that we tend to lose sight of reality and of needs…the futuristic essence of planning*[4] *is sacrificed for compliance'*. A point which (EH) raised in the relational action dimension has reference here. She articulated the idea of compliance as *'the current context is not enabling for collaboration…you no longer have a responsibility; you're actually just delivering projects. When you have a responsibility for something you are the custodian of that and you have to care, but if you have to deliver projects you have to implement and you have to reach your target'.* This potential detachment is worrying!

[4] Reference is made here to the essential nature of the urban planning profession to stay relevant and responsive by building on community capital in order to pre-empt needs by being proactionary and not reactionary (see Chapter 2).

Furthermore, (TS) argued that, because urban planning is so reliant on global North or Western knowledge, we are sabotaging ourselves by ignoring local circumstances and experiences. The participant pointed out the importance of local knowledge as a catalyst for appropriate planning responses. It is argued that collaborative endeavours, through community engagement, are able to unpack and foreground the opportunities of local knowledge, provided that the starting point of the collaborative endeavour is grounded in local circumstances and experiences.

The lack of accountability was pointed out by both (TS) and (NT) when they alluded to the fact that the urban planner does not stand blameless vis-à-vis current social and spatial problems. A *'rear-view mirror approach, thus playing catch up'* (TS) and a '*very autocratic, an attitude of we have the answers*' (NT) approach illustrate the *'out-of-touch'* position which the planner occupies in many instances. Part of it can be attributed to what (NT) referred to as *'dirty lenses and blunt instruments*' to explain how planners perceive and understand issues and how, and with what, planners respond to issues. Again, it is contended that the nature of collaboration provides an opportunity to collectively engage and take appropriate action.

4.2.2.2 Theme 5: A call for multimodality[5]

The multiplistic nature of collaboration was a subtle nuance in the conversations. (RH) referred to *'the evolving nature'* and the existence of *'different viewpoints… and dynamics'* to sketch the shifting qualities of collaboration in planning.

Participants highlighted the fundamental need for a multimodal approach in order for collaboration to flourish under dynamic, changing and evolving conditions. Close engagement with the data revealed three potential classifications or groupings:

- Multimodality of representation
- Multimodality of materiality
- Multimodality of activity

Multimodality of representation

An awareness of the multimodal nature of representation is manifested in both how the community[6] is represented and how knowledge[7] is represented.

(KE) located the community by reminding us of the fact that there has been community life before the collaborative project starts. She said of this that *'some partners are already in the game when one enters the space'*. (HT) supported this by stating that *'a lot of communities are very organised… there's always structures and systems in place, so you need to be able to identify that'.* He confirmed that communities hold useful social capital in the way they understand and have knowledge of their local challenges.

The role of knowledge as 'representative' was also raised by (AV) when she commented that *'whose knowledge is very interesting…we actually don't know whose knowledge is who's after a while…*

[5] Multimodality refers to the use, application or awareness of more than one mode to represent, thinking about and thinking with or through a problem or challenge.

[6] Community/collaborators/partners/role players.

[7] Knowledge is associated with agency, agency is associated with power.

we are combining our knowledge to come to a new mode of knowledge or new interpretations of old knowledge…shows how important knowledge transfer is but also learning from each other's knowledge…'. (AV) was acknowledging and positioning the contribution of both the professional and the community as foundational for productive collaboration and the stakeholders as holders of (different) knowledge sets.

It is also of importance to be aware of the multimodality of representation to include '*different groups with different identities'* (AV). This could be considered a challenge to collaborative practices and reiterates the importance of finding, as far as possible, common ground[8].

Multimodality of materiality[9]

A multimodal characteristic in the form of materiality was highlighted by (NT) when he referred to the fact that *'we don't think in words - we think in pictures and that level of conceptual thinking is so important…One thing we have forgotten is the conceptual, the picture of what I see'.*

(EH) provided an example of how to engage with the conceptual by using material and spatial tools that are familiar to people. She proposed that *'place* [such as a neighborhood] a*ctually is a way of getting people to relate'.* Relating, in this case, includes relating to other people and to the spatial or social problem at hand. (EH) demonstrated this relating by saying '*…it's located. It's got meaning…'*

It is put forward as a way of enriching current collaborative practices and processes that connecting with the material and material elements provides an opportunity for rich and meaningful collaborative engagement. The research method followed in this thesis is an example of using materiality to enrich engagement as recognised by participants (NT), (EH) and (HT).

Multimodality of activity

(NT) spoke about the *'skill of engagement'* when he explained how to listen, understand and then engage with people in a collaborative manner. A number of participants referred to the importance of ensuring that engagement has a multimodal character. (EH) suggested, as an example of collaborative activities, to focus on that which '*speak to people's head, heart, mind… get them in their bodies. Get them out of their job…'* The question is to what extent is this possible as (EH) went on to warn that *'on the other hand, our systems are fixed, it's increasingly fixed and silo'ed'*. This is of special interest in that it again illustrates the tension between the freedom that is needed to explore alternative collaborative endeavours and the constraints and fixed nature of current practices and processes as mentioned under theme 4.

[8] Common ground and buy-in through tapping into community capital. Refer to Constructs 1 and 4.

[9] Multimodality of materiality is closely linked to the dimension of interrelatedness. 'Interrelated' is explained as encompassing the human and non-human (material) relations.

4.2.2.3 Theme 6: Innate drivers of collaboration

The dimension of *entities* again yielded unexpected findings. It was not foreseen that what seems essential and instinctive, or that-which-comes-naturally to participants, would emerge from such a seemingly practical dimension[10]. With regard to this point, (HT) highlighted the important professional instinct of *'finding the middle ground'*. (NT) spoke about the significance of *'persuasion'* as a professional trait and (EH) drew attention to *'a lot of background canvassing, the work that goes into preparation, the effort to plan engagements and place emphasis on tools and processes that enable and support collaboration'.* All of the above refer to what (KE) called the *'ethic of communication between collaborators'* as an ability in planners that we expect without emphasising it in either planning education or the planning discipline. (KE) went on to explain that *'collaborations really do so many things. It, for one, holds you more accountable… I think it's a very good way to be held ethically accountable'*. She continued by stating '*… these things are so intuitive, critical, reflective and that's why teams are important… they can hold you accountable*'. This comment raised two issues: firstly, it confirmed how collaborative endeavours (in this case, teams) can assist in ensuring a responsible and accountable engagement process and outcome and, secondly, it highlighted the need to centralise the issue of accountability in collaborative practices and processes and think about how this accountability is measured.

The participants were outspoken about the personal characteristics which they expect from collaborative professionals. They did not sketch the professional as taking up a neutral position. Instead they reiterated that *'facilitators need to be willing to take a stance… we create that space [to collaborate] and it takes a few people to be brave enough'* (EH), and *'I think it is that bit of guts that you need'* (TS). (KE) highlighted the characteristic of all collaborators, namely, to be *'politically savvy'.*

Cornwall and Coelho's (2007:12) warning of "simply creating spaces does little to rid them of the dispositions participants may bring into them" reiterates what participants highlighted above. Thus, following current participation processes[11], voided of the needed 'sacred attention' (EH) for the sake of compliance, will not serve the diverse needs of communities.

Draft construct 2: (EH) summarised an important challenge by commenting that planning tools or instruments exist 'to assist discussion but [some tools] also shut down discussion'. This is of the utmost importance and points to the fact that planners need to be much more critical about the well-intended processes (such as public participation) that are currently in place. According to (TS), the compliance-driven nature into which planning had evolved restricts the opportunity to ask the difficult, critical questions of 'Who is being served?' and 'How are they being served?' (RH) commented that 'tools of planning are in conflict with how we want society to be'.

[10] Innate drivers of collaboration could easily fit into the *sense-making* dimension, but emerged under *entities*.

[11] Current collaborative practices and processes were identified in 4.2.2.1 as deficient.

4.2.3 Dimension 3: Sense-making

The dimension of sense-making refers to that which influences and determines what makes sense to do and engage with within a practice.

The three themes that emerged during the data analysis were influences and/or threats to current collaborative practices and processes, the importance of modelling collaborative practices and the 'social ought to' quality.

Figure 4.4 The inter-conversational board for the sense-making dimension (Author's construct).

4.2.3.1 Theme 7: Influences and/or threats to current collaborative practices and processes

POLITICS ····· FRAGMENTATION ····· GLOBAL NORTH ···➤

As with the previous dimension, a number of influences and/or threats to collaborative practices and processes were identified. One of the major issues raised was the role of politics. Politics had a polarising effect in that some participants experienced it as a positive influence to practice and some to a lesser degree. (HT) offered a positive stance by referring to his organisation as *'trying to align ourselves with the political direction of the country'* as part of their ethos. This influences all spheres of their decision making. He was, of course, referring to politics at a national and strategic level to include legislation and policy, but the reality of politics and political power seeps through to grassroots level. On this point (TS) made a more ominous comment by stating *'I don't think we must underestimate the political influences… and I don't think our planners or our officials are sufficiently protected… they are exposing themselves'.* (AV) alluded to the current *'controls in*

place and how it does not serve the needs of the community' to describe the collision course of needs not being met. A typical manifestation of needs not being met are the frequent service delivery protests we have become accustomed to in South Africa.

A further politicised issue is what (KE) called *'sensationalising fragmentation'*. She states: '*So at the moment I would say both politically, but also in the media, there's a real sensationalism around fragmentation, right? And it can be quite dangerous…. It's like a self-fulfilling prophecy'.* Fragmentation, in this context, is understood as social fragmentation, thus the separation between groupings because of any number of socio-economic conditions[12]. However, she offered a positive outlook concerning the reality she experienced in her collaborative endeavours in which she found people to be *'really quite savvy at navigating difference and they can do it in ways that build solidarity within difference'.* This statement once more reiterates the power of local knowledge to solve local challenges, provided that people are allowed and assisted to develop and work with this strength.

A threat that was mentioned in the dimension of entities, namely, the inappropriateness of knowledge and approaches from the Northern Hemisphere (TS), was highlighted once more by (AV) as *'our technical ways are built around westernized principles but we ignore the indigenous knowledge systems'*. (NT) provided a sober viewpoint of the influences of the global North as *'pre-occupied with cleanliness[13] but it might be that that is not the humanity or ethic of planning'.*

4.2.3.2 Theme 8: Modelling collaborative practices and the issue of agency

The sense-making dimension is not interested in what makes sense to do, but rather how it came to make sense. For example, in this study it is assumed that it makes sense for the participants to be collaborative practitioners[14], but the reasons why this makes sense are of interest.

One such reason for why it makes sense to be a collaborative practitioner is found in the power of modelling one's practice. Modelling as a way of making a practice evident or visible was a very important issue recognised by most participants.

(HT) made it clear that customs and routines greatly influence his collaborative practice when he shared *'…that's just how things are done. I use collaboration, everything always has to be a collective effort'*. (EH) elaborated on the importance of modelling by using the example of mentorship programmes. She stated: *'If they can identify with a certain way of being and a certain way of excellence and practice…and the contribution that it brings…it entices people, you are actually actively influencing them'.* (RH) highlighted the importance of *'sharing a perspective of what it means to 'be' a planner'.* This alludes to the value-based conception of planning as the participant did not focus on what a planner *'does'* when describing the importance of modelling a practice.

Modelling a practice has the added dimension of shifting agency[15] (Hewson, 2010). In the most general terms agency is associated with power. (KE) referred to '*different agencies and power*

[12] Socio-economic conditions, such as differences in income levels (social class), race (ethnicity), gender, education, etc.

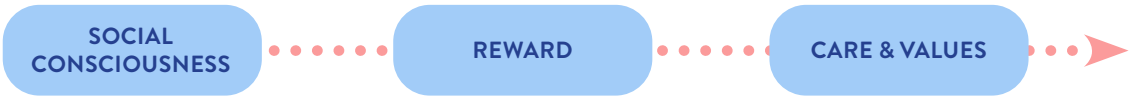
[13] Cleanliness is used in an abstract way to refer to the technical nature of procedures and systems.

[14] They were chosen precisely because they have exhibited this quality.

[15] Hewson (2010) proposes three types of agency: namely, to be individual, proxy and collective. In collaborative endeavors all three of these forms of agency are present.

that sit with different students' or collaborators. She also speculated about the circumstances under which people or groups would be willing to give up their agency. She used the example of '*we're funding this. Can people really say no? Even if they don't really like it, would they say no?*' to illustrate one example or circumstance under which agency can shift. Another might be that agency is held by those who hold knowledge[16] over others. Although this can be viewed in a negative light, such as a consultant/professional being more knowledgeable than the community, acknowledging the power of knowledge that is held in the local context is a positive element. An example of using local knowledge to mitigate a power relation and strengthen participants' agency was provided by (KE) when she shared: *'I must say that language is a massive way in which power is used in so many of South African situations…there's so many possible ways that power can be leveraged from it'*. (KE) was discussing the use of local language as a lever for collaborative interactions to communicate with communities in a local language.

4.2.3.3 Theme 9: The 'social ought to'



Participants made it clear that a professional (and personal) sense of responsibility is shaped by what the individual and/or the collective deem to be the 'social ought to'.

(TS) captured the importance of social awareness by stating: *'I think our new generation planners probably have a stronger sense of responsibility than the older generations'.* When prompted about the origin of this sense of responsibility, he noted that *'I think from observing hardship and poverty… there is a social consciousness'.* (EH) mentioned a similar issue when she shared that *'profound experiences shift people's perspectives'*. This links forward to draft construct 4 focusing on lived experiences and local knowledge.

(TS) made an interesting observation that *'the reward influences what makes sense to do'.* Participants' understanding of 'reward' took a number of distinct forms; for example (AV) commented on the *'guilty feeling that pushes you into action'.* (EH) focussed on '*reward in the sense of purpose'* or what (RH) called 'your internal perspective'. Both (NT) and (EH) offered being a responsible professional as *'reward'*. (EH) added that *'responsibility means you have to care'*. She made this comment in the context of explaining the distance that has emerged between people (society, communities) and the planning processes that use the unit of 'projects'[17] as driver. This reinforces draft constructs 2 and 3 and the shortcoming in current collaborative planning processes.

(NT) highlighted a final point in the dimension of sense-making: values. I would argue that this is the most important issue as (NT) described *'values as the drivers of what makes sense'*. He referred back to the technocratic nature of planning to warn that *'the whole issue of values and ethics seems to be an appendix rather than the base of our practice'*. This sentiment reiterates the importance of research of this nature in which the focus is on foregrounding value attributes.

[16] Knowledge, be it professional knowledge or local or indigenous knowledge, is prevalent throughout the CoSoP dimensions.

[17] Projects are seen as dissecting social life into contained units which, for the most part, are ignoring its (social life) interrelated nature.

Draft construct 3: A tension in the reality which participants face was highlighted. (KE) acknowledged the fact that the collaborative process needs to be 'flexible to respond to the unfolding nature of projects', but this stands in contrast to the observation which (EH) made, namely, that current 'systems are so fixed…it's difficult to make shifts'. 'Especially nowadays with everything being project-targeted and budgeted to the T' (EH). (NT) confirmed that 'it is not a project-time thing that we are striving for, we need flexibility'.

4.2.4 Dimension 4: Interrelatedness

The dimension of interrelatedness provides an opportunity to consider relations of a human and non-human or material quality. It also allows for deeper connections to emerge amongst the CoSoP dimensions. The themes of (co)constructing collaborative practices and the pre-conditions for collaboration to flourish emerged from the data.

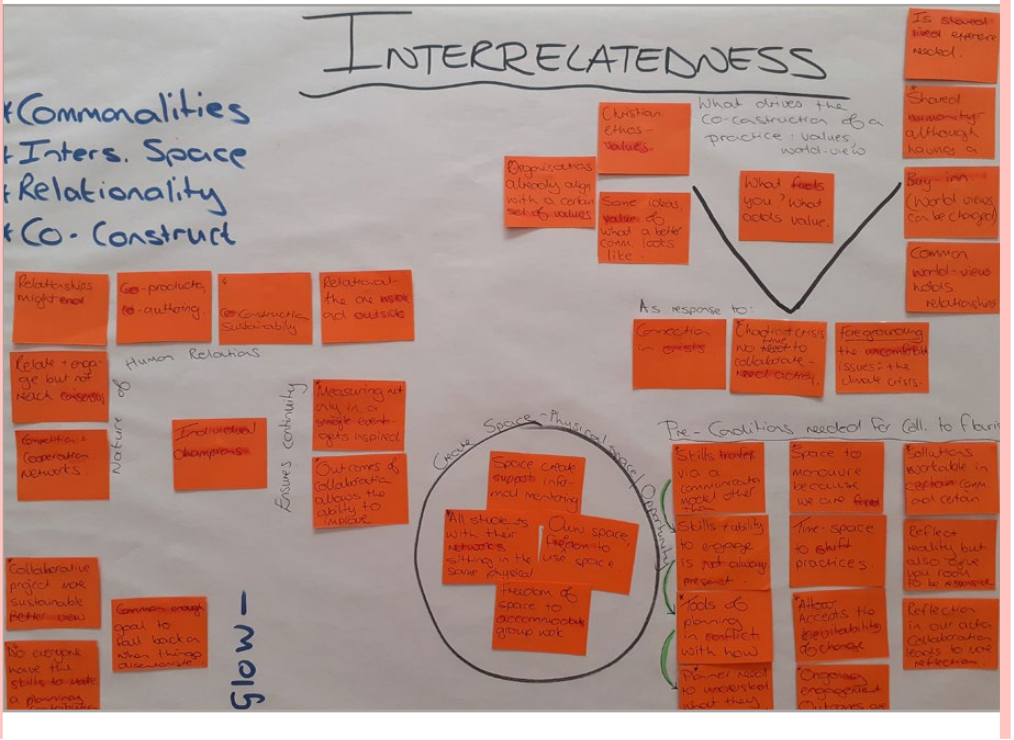


Figure 4.5 The inter-conversational board for the interrelatedness dimension (Author's construct).

4.2.4.1 Theme 10: (Co-)constructing collaborative practices

Participants highlighted two major issues, namely values and shared world-views as *'fuelling'* (EH) their collaborative practices - values in the sense of *'people and organisations aligning with a certain set of values'* (HT). (HT) elaborated by saying that *'the community that we work in, we will always share the same values, principles and the same ideas of what a better community will be like. Those internal values and ethos attract the same values in our external relationships'.* This idea further enriches draft construct 1: Shared reason for doing.

(AV) introduced the second, but closely related, issue of shared world-views. She expressed the conviction that *'the commonality is we share the same world-view…you foster that relationship, and it is not a difficult relationship to foster and to maintain over many years'.* Thus, '*a common world-view holds a relationship*' (AV).

The idea of commonalities, as per the CoSoP framework, resonated with participants. (EH) spoke about *'shared humanity… it's to find each other as human beings'*. (KE) emphasised the central importance of commonalities by asking *'do you have a common, at least a common enough, vision about some sort of aspect of change? Because if you don't have that, then, when conflict comes, you have nothing to draw you together again'.* This is a reminder that time and space need to be created in the collaborative endeavour to unearth and strengthen the 'glue' or that which binds people/organisations together.

The conflict that (KE) referred to in the above paragraph (in constructing a collaborative practice) was picked up by participants as *'the uncomfortable issues'* (AV), *'chaos and crisis'* (EH), and *'we also need to let go of what we protect'* (EH), the latter making reference to personas and agendas that are part of the collaborative endeavour. In such extreme circumstances, practitioners either turn to collaboration as a way through problems or abandon collaboration altogether. (EH) illustrated the latter by saying that in certain projects there is '*no time to collaborate, action is needed'.* The implication for collaboration is that it is not seen as part of the action process. It is considered to be something that stands separate and is only of value when the project allows the luxury of time, space and money. The critical necessity and value-adding ability of collaboration as a professional value attribute, for which this study argues is clearly not manifesting in reality.

An interesting position was taken by both (HT) and (AV) who suggested always to identify one's partners first and then design a project around this new collaboration. This is in contrast to the frustration (EH) highlighted with regard to the current context being defined by projects[18] first, and only afterwards are partners, collaborators and role players identified. A connection is made with draft construct 4: Lived experiences as social capital where the strategy of identifying partners first acknowledges the experience and social capital they possess to identify and develop their own projects and continuously describe and contribute to such projects.

[18] What are the implications if current collaborative planning is defined by projects? A project would pre-empt 'what needs to be done' before engaging a community. This is in contrast to the objectives of a collaborative endeavour as co-constructing with communities what needs to be done.

4.2.4.2 Theme 11: Pre-conditions for collaboration to flourish

Participants agreed that, although relations built on sharedness is ideal, *'you can differ from people and still be in a relation and value the relation without agreeing'* (EH). Thus being able to overcome differences is an important ability that should be recognised and cultivated by the current planning tools and instruments (draft construct 2). (HT) shared the pragmatic viewpoint that *'there'll be relationships that will end maybe because you don't have the same vision'.* Ending relationships and entering into new relationships as a project evolves refers to the flexible nature (draft construct 3) for which participants were arguing.

Overcoming differences not only manifests in relations but also through shifts in practice (EH). With regard to this point, (NT) shared that *'if we understand that the better part of planning is a process then it becomes easier to realise that the outcomes are not cast in stone and that they keep changing'.* (NT) said that one of the shifts in practice is *'collaboration [enables one to] accept the inevitability of change and it is able to create solutions which are moving'.* (TS) picked up on the idea of *'solutions which are moving'* when he stated that '*solutions might be workable and acceptable in certain communities under certain circumstances'.* Again, flexibility in the collaborative planning system through flexible tools and instruments (draft constructs 2 & 3) is foregrounded in order to create space for appropriate responses. (EH) articulated this by stating that *'we are so fixated with implementation we actually have no space to manoeuvre'*. The quality of manoeuvrability and flexibility was a constant theme throughout the conversations.

A final theme of mentoring and modelling[19] collaborative practices emerged from the data. Modelling by way of skills transfer through modes other than *'text or words, but by doing'* was highlighted by (AV) as an important approach that should be given room to manifest within current planning tools and instruments (draft construct 2). This would allow for authentic representation of the complexity that exists in collaborative processes. In the above, (AV) is drawing attention to a practical way by which draft construct 4 can provide a solution for the challenges posed by draft construct 2.

Mentoring is considered a major contributor to defining and developing collaborative practices. (AV) focussed attention on the importance of *'individual champions'* as part of the modelling and mentoring process. (RH) highlighted the need for physical space for *'informal mentoring to happen'.* (TS) shared that the *'skills and ability to engage are not always present…planners need to be able to understand what they see, hear and translate that into planning instruments'.* This is a very important observation as it once more highlights the mismatch between what is needed (an empowered, sharing society) and the reality of what is happening (a lack of engaging through flexible planning tools and instruments).

[19] Section 4.2.3.2 under the dimension of sense-making highlights the importance of modelling.

Draft construct 4: ollaborative processes need to enable and tap into lived experiences that maintain and strengthen local knowledge and abilities. Local knowledge is a very important theme that was highlighted in inter-, intra- and cross-conversational analysis. Lived experiences are considered the foundation of social capital. (KE) reminded that 'you [the practitioner] are the least expert person walking into a space' to acknowledge the power of local knowledge. The suggestion was to earn the 'trust and commitment of groups and people' (EH) through what (RH) suggested as 'making the personal connection' with things that are of importance to people. What (EH) referred to under multi-modality of activity was to focus on that which 'speaks to people's head, heart, mind…' in order to give collaborators an opportunity to develop agency, voice and power.

4.2.5 Dimension 5: Structuring Tensions

'Structuring tensions' refer to those principle elements that influence the fundamental nature of a practice. Participants felt very comfortable with and were highly knowledgeable about this dimension. As a matter of fact, this was the one dimension that appeared throughout the conversations. This was also the case when engaging with theory while developing the CoSoP framework. This confirms its fundamental nature as it strongly materialised both in theory and practice.

As can be seen from the inter-conversational board, this is the most heavily populated of all the dimensions with four themes emerging: relationship with power, representation and presence as an empowering (or disempowering) tool, tensions and scale, and existing interests.

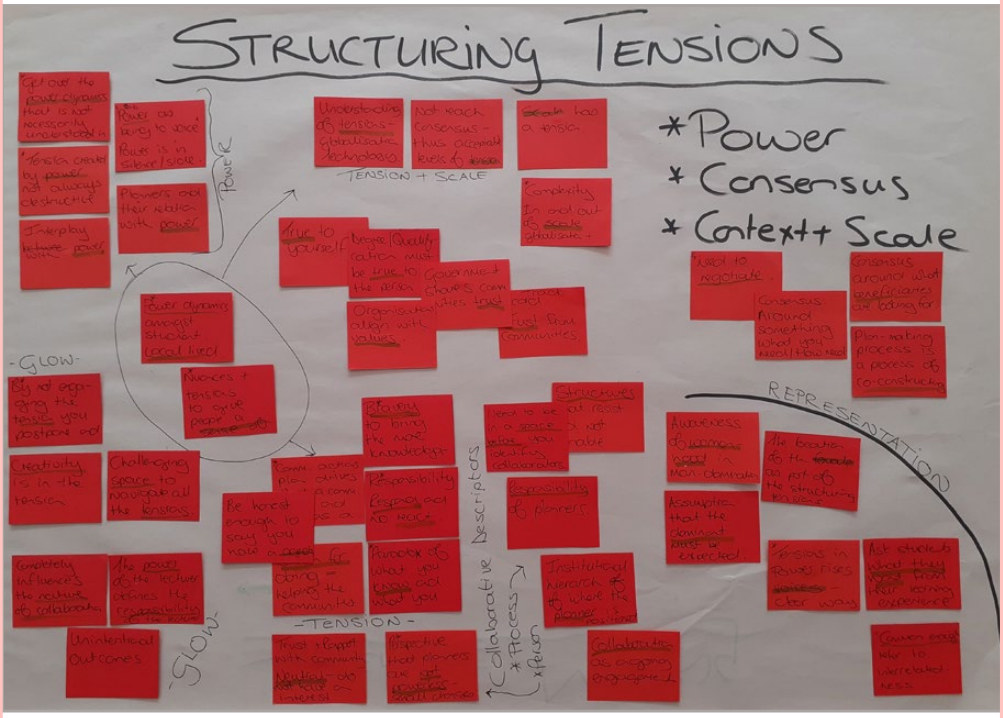


Figure 4.6 The inter-conversational board for the structuring tensions dimension (Author's construct).

4.2.5.1 Theme 12: Relationships with Power

(NT) was adamant that *'planners need to rethink their relationship with power. Is it to concentrate or to redistribute? Because power is the most important resource we have'.* The participant introduces the idea that power can either be considered a resource (redistribute) or a weakness (concentrated in certain hands) in the collaborative endeavour.

Another important issue that emerged from the data is the issue of a power deficit. An example of a power deficit was the experience of situations in which people feel entitled to power or power is positioned where it does not make sense; thus people claiming power where and when they should not. Both (TS) and (KE) provided examples of this: one with a ward councillor, and the other with senior female academics and how power was assumed to sit with the ward councillor as opposed to the community, and with a male academic as opposed to the more senior female academics. Power deficits in these cases created tensions. (NT) observed that, by '*amplifying voices*' through collaboration, these power deficits can be addressed. However, in order for the planner to facilitate voices to be amplified, participants suggested that the planner needed to understand her/his relationship with power. (EH) suggested a 'coming-clean' attempt by the planner in being *'honest enough to say that you actually have an agenda'.*

A final power dynamic is for the planner to realise what (KE) referred to as: '*You don't have any idea of the inter-personal politics, really, you are the least expert person walking into that space'.* This alludes to the relationship which the urban planner should have with power and that the position of the planner should be one of humility and respect.

4.2.5.2 Theme 13: Representation and presence as an empowering (or disempowering) tool

It became clear that representation and presence of individuals and/or groups creates a power dynamic and that power lies at the heart of enabling representation[20]. (NT) introduced this idea by stating that *'tensions in power raise voices'.* This comment illustrates the links between 4.2.5.1 and 4.2.5.2, thus power and representation (voice). (KE) adds to the concept of 'voice' when she says *'it's those moments where the interpersonal can suddenly step in with the power. And you have to make a call about how much of that you are willing to absorb and how much you will push back'.* With this conversation point (KE) was specifically referring to the power deficit which female practitioners (as mentioned above) experience within collaborative situations. (AV) also raised the issue of *'the location of the female' and 'awareness of womanhood in society'.* Considering the marginalised, and the reason for their marginalisation[21] within a collaborative endeavour, could provide an opportunity to engage with power in a more just and equitable manner. The

[20] Representation is understood also to include the practitioner within a wider structure.

[21] Possible reasons for marginalisation based on gender, religion, education income, race, ability, knowledge, political standing.

idea of the collaborative practitioner as marginalised was raised by (AV) when she referred to *'structures that resist and not enable'.* She was making reference to the holders of power - and thus decision makers - as such structures. (TS) spoke about the '*institutional hierarchy of where the planner is positioned'* as determining the power and ability (or lack thereof) which the planner has to influence practice.

(KE) warned against assumptions being made in the collaborative process where *'the dominant position is what everyone must just accept'.* Assumptions, in this case a specific religion was assumed to be shared by all, can in fact alienate.

A comment that was made regarding the dimension of interrelatedness, but that was moved to structuring tensions during the conversation, was the issue raised by (KE) when she explained that *'we hold different positions, but we all agree that we want this shared vision* [draft construct 1]. *Now how do you continue sitting around the same table and how do you agonize together to make sure you move towards this shared goal? I think the shared vision can hold very disparate people together in forms of solidarity'.* The participant drew on Mouffe's (2016) theory of agonism and recognised the power of draft construct 1 in bridging differences.

4.2.5.3 Theme 14: Tensions and Scale

(EH) shared that *'it is important to keep the tension'.* She gave a number of examples of tensions, such as *'working with whatever you can know* [of a community and situation] *and be very aware that you don't know everything…working with as much collaboration as possible but having leadership when it is needed*[22]*…working with what matters locally but making sense of what's happening globally'*. (NT) *referred to this as 'complexity in and out of scale…* [for example] *globalisation and localisation'.*

Participants are framing tensions, scale and the associated complexity as an opportunity. This stance is encapsulated by (EH)'s statement of *'it's the very tension that's present and that which pulls consistently that makes for movement'.* She is making reference to the constant need to shift and adapt as reality and context shift. (NT) built on this idea by offering '*collaboration as ongoing engagement'.* This provides an interesting entry point, the idea of movement[23], which talks to the premise of this study of 'getting us unstuck' by reframing and reimagining collaboration as a value attribute. (EH) also warned that '*by not engaging the tension you're actually just contributing to that tension'.*

[22] There is an important assumption here in that being collaborative is considered as not showing leadership, and that leadership is a singularity, thus one person making the decisions on behalf of others. Is the assumption in practice that to be collaborative is a sign of weakness?

[23] Correlation with the first characteristic of a relational reading of text, namely a sense of movement.

4.2.5.4 Theme 15: Existing Interests

(AV) raised the issue of being aware of the '*environmental-socio-demographic realities*[24] *people need to negotiate'.* This would be an example of what (EH) referred to as '*nuances and tensions to give people a sense of agency'.* Agency is also identified in Section 4.2.1.2 as an important relational action issue which has a strong association with empowerment.

The authentic, situated strengths that are already in existence refer to draft construct 4: lived experiences as social capital. (TS) highlighted *'that one of the fundamentals of any developmental intervention [is to] identify what's already happening…working with the authentic strengths which are already there'.* (RH) focussed attention on draft construct 4 and its relation to power by asking *'how much power and empowering potential sits in those local lived experiences?'* This is a very relevant question and one that can guide collaborative endeavours by illustrating the bridging potential of draft construct 4 with draft construct 5: power and representation.

The centrality of consensus was evident in the CoSoP framework but was found to be debatable amongst participants. Some participants, such as (HT), felt very strongly that *'you always need to have consensus…',* although he did say this within the context of *'what our beneficiaries are looking for'.* (EH) was open to moving forward with a collaborative project without having consensus. She stated that *'therefore it's also okay that there isn't consensus'.*

Draft construct 5: Power and representation was foregrounded by (NT) when he stated that 'tensions in power raise voices'. It is contended that if you are not represented you hold no power. Collaboration has the potential to create opportunities for 'voices to be raised', thus empowering and allowing representation of role players and stake holders. Major destructive issues to consider is the presence of unduly (unjustifiable/improper) holders of power (TS, KE), the power deficit that might exist and structures that resist collaboration (NT, AV).

4.2.6 Summary findings of data analysis and interpretation

The following table summarises the above textual analysis and interpretation of the data (Sections 4.2.1 – 4.2.5). The conceptual framework, or CoSoP framework, was used as conversation board with the purpose of eliciting conversation about the different complex dimensions of collaborative practices. Both table 4.2 and figure 4.7 thus represent, on the one hand, the theoretical CoSoP dimensions and sub-dimensions and, on the other hand, the rich conversation around collaborative practices, as prompted by the conversation board.

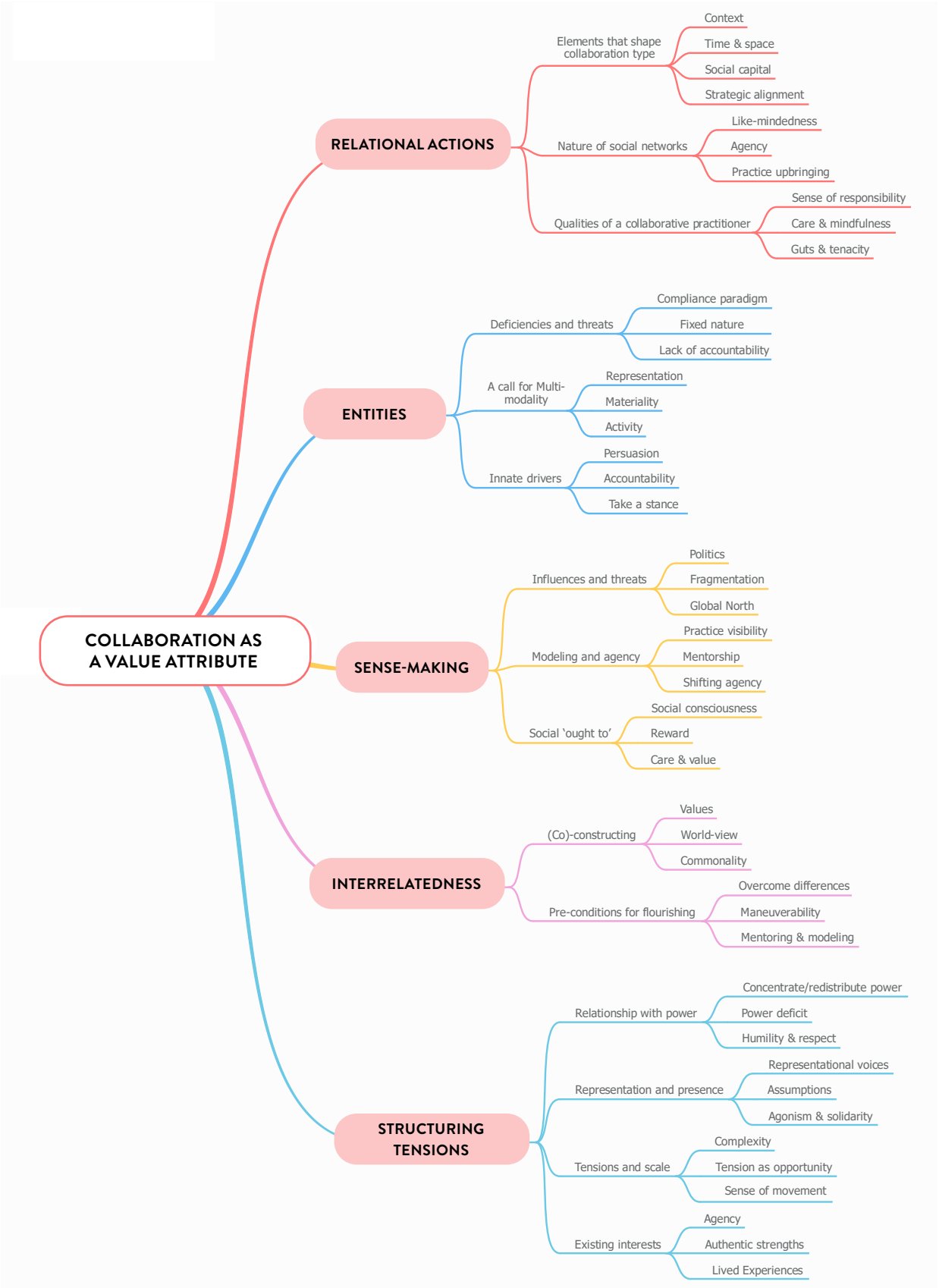
[24] Draft construct 4: Lived experiences as social capital.

Table 4.2 Findings from the data, divided into themes and key ideas, as elicited by the CoSoP dimensions and sub-dimensions (Author's construct).

THE CONCEPTUAL FRAMEWORK REPRESENTING THEORY	***SUMMARY FINDINGS FROM THE DATA REPRESENTING A PRACTICE PERSPECTIVE***	
CoSoP dimensions & sub-dimensions	***Themes***	***Key Ideas***
Relational Actions: Actions taken together Sayings & Doings Relational Goods	Theme 1: Elements that shape collaboration	*Context *Time & Space *Social Capital *Strategic Alignment
	Theme 2: Nature of social networks	*Like-mindedness *Agency *Practice upbringing
	Theme 3: Qualities of a collaborative practitioner	*Sense of responsibility *Care & mindfulness *Guts & tenacity
Entities: Act of communication, Materials & Objects Knowledge & Understanding People, Events, Context	Theme 4: Deficiencies & threats to current collaborative practices and processes	*Compliance paradigm *Fixed nature *Lack of accountability
	Theme 5: A call for multimodality	*Representation *Materiality *Activity
	Theme 6: Innate drivers of collaboration	*Persuasion *Accountability *Taking a stance
Sense-making: Influences & Controls Situatedness & Context Customs & Routines	Theme 7: Influences & threats to current collaborative practices and processes	*Politics *Fragmentation *Global North
	Theme 8: Modelling the practice & agency	*Practice visibility *Mentorship *Shifting agency
	Theme 9: The 'social ought to'	*Social consciousness *Reward *Care & values
Interrelatedness: Commonalities, Intersubjective spaces Relationality, Co-construction	Theme 10: (Co-)constructing collaborative practices	*Values *World-view *Commonality
	Theme 11: Pre-conditions for collaboration to flourish	*Overcome difference *Manoeuvrability *Mentor & model
Structuring Tensions: Power Consensus Context & Scale	Theme 12: Relationships with power	*Concentrate or redistribute *Power deficit *Humility & respect
	Theme 13: Representation & presence	*Representational voices *Assumptions *Agonism & solidarity
	Theme 14: Tensions & scale	*Complexity *Tensions as opportunity *Sense of movement
	Theme 15: Existing interests	*Agency *Authentic strengths *Lived experiences

Simplified and in summary, the above table and the following figure captures the findings which resulted from enriching a theory perspective with a practice perspective. Section 4.4 takes this a step further by 'bending' the practice perspective back onto the theory to determine which new contributions the conversational explorations added to an enriched understanding of collaboration.

Figure 4.7 A graphic representation of the findings from the data as summarised in Table 4.2.



4.3

PARTICIPANT REFLECTIONS AS ENRICHMENTS

As part of the reflection at the end of the conversational explorations, I asked participants two questions:

- To identify the one idea or concept that emerged through the conversation and which they would describe as the key to their collaborative practice.
- To reflect on the CoSoP board as a conversation tool and conversational exploration as process for data co-creation and collection.

Responses to the second question, thus reflecting on the CoSoP board and process, are discussed in Chapter 5 under Methodological Reflection.

Reactions to the first question, mentioned above, yielded rich responses with clear groupings being revealed. Relationships, interconnectedness and relationality were recognised as highly significant, with three participants making reference to these. Relations as a theme was revealed as central to collaboration from both the engagement with theory and in the conversations with expert practitioners. The relational aspect of collaboration should not be considered in a casual manner and as obviously part of collaboration, but should receive the needed attention and care, and be developed and nurtured, so as to ensure deep and sustainable relations. The quality of relations manifested in both Constructs 1 and 5 (refer to section 4.5).

Building ***relationships*** (HT)

Interconnectedness *through a common worldview* (AV)

Relationality *is crucial* (EH)

} Relations

A second key notion emerged as the importance of the foundational planning concept of context. Context was identified by four participants as foundational, with two participants referring to Context #1 as contextual vulnerabilities and the ability of context to shape collaboration. The other two participants represent Context #2 which focusses on starting collaboration with the assumption of the pre-existing, such as the pre-existing knowledge, understanding, experiences, struggles and successes. It values and acknowledges the 'already in existence'. The above understanding and centrality of context manifests in each of the five constructs (refer to section 4.5).

*Realise and understand, through collaboration, what the **vulnerabilities** are* (NT)

*Context **shapes** collaboration* (KE)

Context #1

*Identify what is **already happening*** (TS)

*Power of **lived experiences** and local knowledge* (RH)

Context #2

4.4

BRINGING IT ALL TOGETHER TO ENRICH THE CoSoP FRAMEWORK

The overall objective of engaging with expert collaborative practitioners was to enrich the CoSoP framework with a deepened, enhanced and contextual understanding of the dimensions and sub-dimensions of the framework. It was to position the CoSoP framework within collaborative practices, so to speak.

Three possibilities emerge as a way of 'bringing it all together' when reading the dimensions and sub-dimensions of the CoSoP framework with the research findings as summarised in table 4.2 and figure 4.7. These three possibilities are represented by:

- Cases where themes and key ideas can **closely or directly be mapped** onto the CoSoP dimensions and sub-dimensions;
- Those themes and key ideas that have an **overarching nature and presence** by having applicability within and across CoSoP dimensions and sub-dimension. The presence of these themes and key ideas in more than one dimension reiterates the entangled nature of a complex concept such as collaboration.
- Those **new** themes and key ideas from the data that do not exist as such in the CoSoP framework.

The following table represents a summary of putting the above three possibilities into action.

Table 4.3 Merging the CoSoP framework and the findings from the data analysis (Author's construct).

Findings from the data mapped closely or directly onto CoSoP dimensions & sub-dimensions

CoSoP dimensions & sub-dimensions	***Themes & key ideas from the data***	***Comment***
Relational Actions: Sayings & Doings	Nature of social networks: like-mindedness, agency and practice upbringing	Like-mindedness, agency and a practice upbringing are all qualities that influence the saying & doing habits by forming part of the relational goods of a practice.

Continued...

Relational Actions: Relational Goods	Qualities of a collaborative practitioner: sense of responsibility, guts & tenacity, and care & mindfulness	Relational goods are those elements that support relations within a practice, such as the qualities of a collaborative practitioner as highlighted by the data.
Relational Actions: Relational Goods	Innate drivers: Persuasions, Accountability, Taking a stance	The necessary elements, such as mediatory tools under Acts of Communication or discourse under Knowledge & Understanding, that can facilitate persuasion, accountability and being able to take a stance.
Entities: Act of Communication Entities: Knowledge & Understanding	Influences & Threats: Politics, Fragmentation, Global North	This is a direct match between the theoretical sub-dimension and the practice contextualisation and elaboration by the data of the issue of what influences and controls collaboration.
Sense-making: Influences & Controls	Modelling & Agency: Practice visibility, Mentorship, Shifting agency	Modelling a practice, and thus developing agency, is considered an important custom & routine within collaboration and is directly linked to the 'social ought to'.
Sense-making: Customs & Routines	Social ought to: Social consciousness, Reward, Care & Value	Modelling and mentoring appeared as prominent in the dimensions of Interrelatedness.
Interrelatedness: Co-construction	Co-construction: Values, World-view, Commonality	This is a direct match with the value and complexity of co-constructing being noticeable in both theory and practice.
Structuring Tensions: Power	Relationship with power: Concentrate/redistribute power, Power deficit, Humility & Respect	This is a direct match between theory and practice as represented by the data. The practitioners shed light on the complexities with regard to power.
Structuring Tensions: Context & Scale	Tensions & Scale: Complexity, Tensions as opportunity, Movement	This is a direct match with practitioners recognising the interplay between complexity, the context and the scale at which challenges are being experienced.

Continued...

Findings from the data with an overarching nature and presence

CoSoP dimensions & sub-dimensions	***Accounts from the data***	***Comment***
Entities: People Events Context	Multi-modality of Representation, of Materiality, of Activity	Multi-modality captures elements of all three sub-dimensions by considering interest groups, social circumstances and the situated nature of the collaborative activity.
Interrelatedness: Intersubjective Spaces Relationality Commonalities	Pre-conditions for flourishing: Overcoming difference, Manoeuvrability, Mentoring & Modelling	It could be argued that 'pre-conditions for flourishing' can be a descriptor for the entire CoSoP framework, but it has special reference to the three sub-dimensions representing space, what happens in that space (relations) and who initiates what happens (group with commonalities).
Structuring Tensions: Consensus	Strategic Alignment, Like-mindedness, Persuasion, Commonality, Over-come differences, Redistributing power and Consensus	Consensus provides an interesting sub-dimension with indirect reference being made to it in each of the five dimensions. This is of special interest as consensus-seeking is typically a quality that is frowned upon as unrealistic; however, it still exists clearly in different forms in collaborative practice.

New findings from the data

CoSoP dimensions & sub-dimensions	***Accounts from the data***	***Comment***
Relational Actions	Elements that shape collaboration: Context, Time and Space, Social capital, Strategic alignment	This points to draft constructs 1 and 4

Continued...

Entities	Deficiencies and threats: Compliance paradigm, Lack of accountability, Fixed nature	This points to draft constructs 2 and 3
Structuring Tensions	Representation and presence: Representational voices, Assumptions, Agonism and Solidarity	This points to draft construct 5
	Existing interests: Agency, Authentic strengths, Lived experiences	This points to draft constructs 4 and 5

The new findings - from the above merging of the CoSoP framework dimensions and the findings from the data analysis and interpretation - are of special interest. These are developed in the following section as constructs that are not necessarily currently foregrounded but should be considered as central in collaborative practices.

4.5

CONSTRUCTS AS PART OF A COLLABORATIVE PRACTICE

Throughout the process of engaging with the data (especially the cross-conversational analysis), specific draft constructs accumulated. These constructs are not considered to be stand-alone, separate and unaffected by each other and, as such, demonstrate once more the entangled nature of collaboration.

It is proposed that the five constructs presented here, in conjunction with the CoSoP framework dimensions, sub-dimensions, themes and key ideas from the data, can be used by practitioners, students and communities alike to reflect on their own collaborative position, as well as be conscious of when developing future collaborative endeavours. The combination of the CoSoP dimensions, sub-dimensions, themes, key ideas and constructs have a duel application: (a) forward-looking, thus to be considered at the beginning stages of a collaborative endeavour, and (b) retrospectively to reflect and learn from completed collaborative endeavours. A further discussion on the potential application is provided in Chapter 5.

The five constructs are positioned as those issues which are to be continuously considered, be exceedingly aware of, and to be engaged with in order to contribute to a changed collaborative practice which embraces a value-based or value-priority position.

4.5.1 Construct 1: Identify and focus on a shared purpose

Participants highlighted the fact that differences can be considered a constant in any collaborative undertaking. It is suggested in Construct 1 that differences can be negotiated and overcome by a shared 'reason for doing' or shared purpose. It is proposed that resources (such as time, funding and knowledge) and an understanding of context (participant reflections) should be dedicated to creating a space at the beginning stages of the collaborative process for identifying and developing a shared understanding or purpose. This requires more flexibility (Construct 3) in the current planning system. Tewdwr-Jones and Allmendinger (1998:1983) reiterate the importance of a shared purpose by stating that "[m]aking sense together could well be a positive feature of participatory democracy…through which people express different opinions on development issues and community desires".

It is argued that a key idea which transpired from the participant reflections, namely relations, has relevance here as a shared purpose with its focus on overcoming differences is a fundamental part of building and sustaining relations.

4.5.2 Construct 2: Consider the restrictions of planning tools and instruments

Current planning tools and instruments, such as public participation, create a context that is deficient in crafting the kind of society South Africa strives for, where people enjoy equality and freedom(s). Reference was made by participants to 'structures that resist and not enable' as a challenge in planning. The position of power and powerful players (Construct 5) was identified as limiting the ability of planning tools and instruments to reach its objective of societal redress.

The Integrated Urban Development Framework summarised the current state of affairs in South Africa as a situation in which "people are not placed at the centre of the process and empowered to be architects of their lives, through participating in planning, designing and managing their spaces" (South Africa, 2016:93). As can be seen from this quote, as well as the literature review chapter, substantiation for the concern about planning tools and instruments is legitimate, as illustrated by Watson (2009:2260) when she confirms that "[t]he gap between entrenched (and sometimes static) planning systems and new forms of urban poverty" has increased.

4.5.3 Construct 3: Find ways for flexibility within overly fixed systems

Planning tools and instruments, as mentioned above, are located within a broader planning system. A fixed system implies more than only the tools and instruments available: it also makes reference to the political positioning. Flexibility allows for an unfolding and responsive position to be taken in planning projects as opposed to the current focus on predetermination. As is the case with Construct 1, a call is made for time and space within collaborative endeavours to unearth and strengthen that which binds people together. An interesting question was posed by a participant: To what extent is collaborative action 'rewarded' by current planning systems? In other words, why would planning practitioners not only focus on compliance but be driven by the greater or common good of collaboration? This study attempts to contribute to the (quiet) debate around professional value attributes as a lens to define 'reward' and one's reason for doing (Construct 1).

Two major deficiencies in the current planning system were identified by participants as the compliance paradigm, mentioned above, and the focus on projects. A project-driven model has the limitation of responses being silo'ed; thus the context shifts from a collaborative process to one in which everybody focusses only on their small part of the project without necessarily recognising and adjusting to a higher goal. Isserman (2014:9) confirms this state of affairs by commenting that the planning profession has lost its way by being so pre-occupied with "problem-solving and pragmatism".

4.5.4 Construct 4: Recognise lived experiences as social capital

This construct builds on Construct 1 by suggesting that the shared purpose in a collaborative endeavour could emanate from lived experiences and local knowledge as a form of social capital. Recognising lived experiences and local knowledge could affirm the voice or agency of participants in the collaborative process. Agency is characterised by power and representation (Construct 5), or a lack thereof. A way of acknowledging agency and lived experiences could be by first identifying partners before defining the project detail in order for the partners to be instrumental in developing the project from its inception. Such a strategy has the potential of resulting in higher levels of empowerment.

This is significant if one believes that the most experienced and knowledgeable people with regard to a planning challenge are the local residents. If the objective is to share ownership and responsibility in a project then acknowledging, and thus valuing, people's lived experiences should be foremost in a collaborative endeavour. This position is confirmed by Mandarano (2009:245) when he states that "[s]ocial capital is an important primary outcome of collaborative planning and is deemed a precursor to arriving at successful collaborative planning".

4.5.5 Construct 5: A continuous awareness of power and representation

A comment, such as 'there is no time for collaboration, we need leadership', foregrounded the issue of power and representation, and specifically how power is perceived. This statement makes the assumption that being collaborative is considered as not showing leadership. A further assumption is that collaboration is a nice-to-have activity and is practised only when there are time and other resources available in a project. If collaboration is a 'nice-to-have' then instead of *'amplifying voices trough collaboration'* as one participant put it, we are diminishing voices and increasing the power deficit of especially the marginalised and vulnerable in society. A possibility of addressing the power deficit might be found in the participants' reflection on relationality when it has the ability to balance power through focussing and building strong relationships.

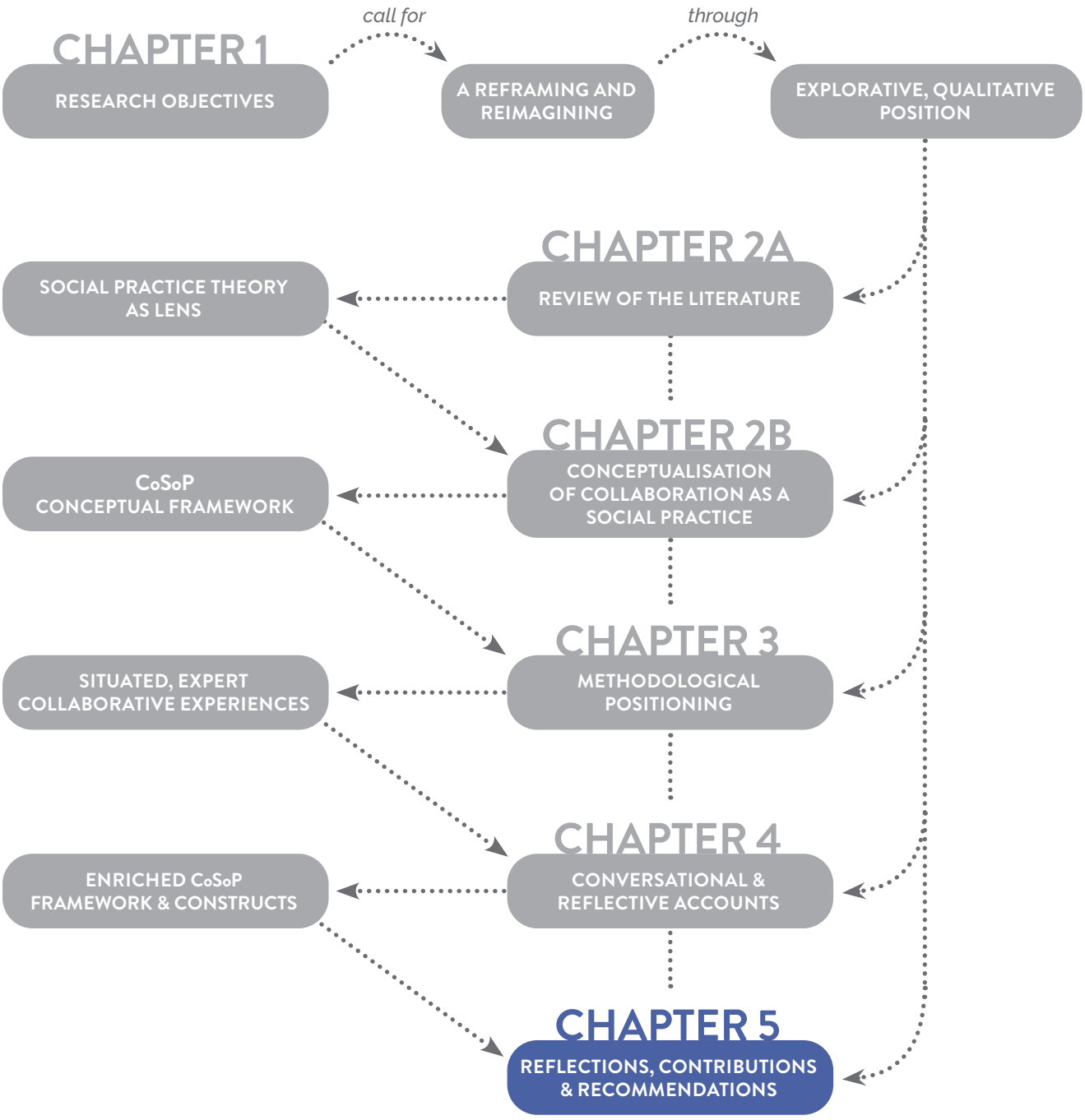
However, a major criticism of collaboration in planning is that it has "no convincing strategy for countering repressive power in the planning process" (Sager, 2013:xi). This is an issue also highlighted by Tewdwr-Jones and Allmendinger (1998:1988) when they pose the question: "How does it [collaborative planning] deal with the complex configuration of power relations in which planners and participants are enmeshed?" This lack of engagement with power makes collaboration vulnerable and focusses attention on the fundamental importance of foregrounding Construct 5. Tewdwr-Jones and Allmendinger (1998:1988) summarise the contemporary lack of engaging power as "[t]hese questions seem to have been pushed into the background, possibly because they are too difficult to consider".

5

REFLECTIONS, CONTRIBUTIONS AND RECOMMENDATIONS

Looking back at the objectives and research questions set by this study and looking forward to framing this study's limitations as opportunities for future research, this chapter captures the main reflections, contributions and recommendations of the study.

CHAPTER OUTLINE



5.1

LOOKING BACK: THE RESEARCH QUESTIONS AND MAIN FINDINGS

At the beginning of this study in 2017 my original interest was in finding ways to translate and develop professional value attributes, specifically collaboration, into an urban planning curriculum. It became evident early on from the literature that no framework existed to suggest how this could be done - or even to provide an entry point for unpacking the complexity of what collaboration as a professional value attribute might look like. As a response to this gap in the existing knowledge I shifted the purpose of the study to exploring collaboration as a professional value attribute in urban planning and planning education with the intention of providing such a framework, and testing and enriching the framework with expert collaborative practitioner experiences.

Because the literature was inconclusive regarding what it meant to foreground collaboration as a professional value attribute in urban planning and planning education, this study sought to answer the following two questions:

1. What are the dimensions that constitute collaboration as a value attribute in urban planning and planning education?

2. How do the collaboration dimensions manifest in the lived experiences of expert collaborative practitioners?

Research question 1 resulted in the development of one of the main findings of this study namely the 'Collaboration as a Social Practice' (CoSoP) framework, with its five key dimensions and sub-dimensions. The emergence of the CoSoP framework resulted from a relational reading of social practice theory and a selection of collaborative planning theories and collaborative learning theories. The five key dimensions are: Relational Actions, Entities, Sense Making, Interrelatedness and Structuring Tensions, and are put forward as an understanding of what collaboration as a value attribute might look like from a social practice perspective. The dimensions and their sub-dimensions thus reflect those elements that, I argue, should be considered in order to ensure candid and co-produced discussions when engaging with collaboration. One of the major contributions of this CoSoP framework, as recognised by participants in this study, is the extent to which a very abstract concept, such as collaboration as a value attribute, was made visible through the dimensions and sub-dimensions of the CoSoP framework.

Research question 2 provided an opportunity to position the conceptual framework within collaborative practices by conversing[1] with expert collaborative practitioners. Expert collaborative practitioners were deemed an appropriate population to provide contextual meaning and

[1] A method called 'conversational explorations' was used to engage with expert collaborative practitioners.

enrichments to an abstract and highly theoretical framework. Because a contextual understanding - thus an understanding within the urban planning field and, more specifically, the area of community engagement or public participation - was sought, the empirical findings are developmental and speculative in nature. What I mean by 'developmental' and 'speculative' is that the intention of the findings is not to be concrete and prescriptive but open for interpretation, development and application depending on the specifics of the context. That being said, the conversational explorations yielded 15 themes and several key ideas under each theme as a first layer of data analyses and interpretation.

It should be noted that, because of the nature of this study with its focus on emergence, the empirical findings are also highly entangled and not easily separated out. This once more confirms the high level of complexity of a concept such as collaboration as a value attribute. Recognising the complexity of collaboration as a value attribute also warrants an awareness that no single CoSoP dimension, sub-dimension, theme or key idea should ever be considered in isolation. The motivation in this study to foreground the dimensions, sub-dimensions, themes and key ideas that constitute collaboration as a value attribute, was to make them visible and move away from the traditional 'hidden and assumed nature' of professional value attributes.

Apart from the themes and key ideas that the data analyses and interpretation revealed in Chapter 4, re-occurring constructs emerged throughout the data engagement process. These constructs were summarised as:

- Construct 1: Identify and focus on a shared purpose.
- Construct 2: Consider the restrictions of planning tools and instruments.
- Construct 3: Find ways for flexibility within overly fixed systems.
- Construct 4: Recognise lived experiences as social capital.
- Construct 5: A continuous awareness of power and representation.

The five constructs can be considered a guide on how to negotiate the contemporary challenges (restrictions of planning tools and instruments, fixed systems, awareness of power and representation) and opportunities (shared purpose, lived experiences as social capital) that need consideration within the realm of collaboration.

One of the **most important contributions** of this study is located in its ability to focus attention on professional value attributes that are typically hidden and assumed in both urban planning practice and planning education, but which were never explicitly explored to demonstrate their components or conceptual dimensions, sub-dimensions, themes, key ideas and constructs.

5.2 REFLECTIONS AND CONTRIBUTIONS

I strongly support Rouse's (2007:55) position on reflection of and within practice as:

> ***"Critical reflection on meaning, knowledge, or social life…arises from within our practices… from the midst of our complex causal intra-actions in partly shared circumstances. Such reflections attempt to express what is already at issue and at stake in those practices, and they are accountable to the very issues and stakes they seek to articulate. There is no god's-eye view that offers a definitive standpoint from which to discern what those stakes really are. There are only ongoing efforts to forge a viable future together from within a shared but contested past and present".***

Rouse captures my position of being a practitioner myself, reflecting with my fellow practitioners as participants on a possible position of understanding collaboration as a value attribute. I do not hold it as 'the' position and recognise the value that can be added by future developments and research. That being said, the following sections provide insights into key reflections and contributions of this study.

5.2.1 Theoretical reflections and contributions: The CoSoP framework as a theoretical innovation

The original social practice theory perspective - of specifically Schatzki and Reckwitz - was transformed in this study to have an affinity with and application to collaboration. The affinity with and application to collaboration was orchestrated by weaving collaborative planning theories and collaborative learning theories through the newly formulated social practice dimensions. This resulted in a reframed and reimagined understanding of collaboration in urban planning and planning education. This new understanding of collaboration as captured in the CoSoP framework is, of course, not without limitations or weaknesses.

One such weakness has been highlighted by a reviewer[2] as the inclusion of consensus as a sub-dimension. Consensus has long been a very contentious part of the original collaborative (communicative) planning theory collection with numerous theorists (Flyvbjerg & Richardson, 2002; Watson, 2003; Hillier, 2003) being very critical of consensus-seeking as part of collaboration. Consensus is, however, not excluded from the debate, and for that reason it was kept as a sub-dimension so that users of the CoSoP framework were given the opportunity to interrogate the role of consensus in their respective collaborative endeavours. Of course, the inclusion of such a contentious issue also creates the opportunity to think about "how does a recognition of

[2] Triple blind review process for the journal *Town and Regional Planning.*

the important role of dissensus change the objective and process of collaborative planning?" (Reviewer 2, 2020). Though interesting, such a debate will fall outside the ambit of this specific study.

Another limitation of the CoSoP framework lies in its complexity. The concepts that emerged as dimensions and sub-dimensions of the CoSoP framework were not simplified, as recommended during one of the pilot studies, for reasons as set out in Chapter 3. This though limits the scope of application of the CoSoP framework in its current form, and it would have to be simplified - especially when engaging students of urban planning as novice practitioners and community members as laypeople. However, for the sake of this study with its focus on engaging expert collaborative practitioners, the CoSoP framework offered limited challenges to participants in grappling with its complexity and as a result provided rich and complex responses.

The CoSoP framework is offered as a means to engage with the issue raised by Winkler and Duminy (2016:114) as "we therefore cannot assume that all participants in a planning project subscribe to the same understanding of ethical values". The CoSoP framework can thus be used as a tool to co-construct the value of collaboration as it applies to a specific collaborative endeavour or project.

I consider the CoSoP framework to be dynamic and able to respond to what Patton (2015:60) refers to as "a fluid sense of development, movement and change". This dynamic and changing quality of the CoSoP framework is in direct response to the objective of this study: to challenge the taken-for-granted nature of collaboration in urban planning and planning education and to explore possible changes to the practice (Higgs & Cherry, 2009).

CONTRIBUTION 1 OF THIS STUDY: The new CoSoP framework is offered as an original contribution to the existing body of knowledge. The value of this timely engagement with collaboration in urban planning is reiterated by concerns raised in literature regarding the fact that not much has been done in recent years to expand or improve the meaningfulness of the collaborative planning approach (e.g., Goodspeed, 2016; Watson, 2014, Innes & Booher, 2015; Allmendinger, 2017).

A further value of the CoSoP framework is its ability to be useful in fulfilling two significant functions during a collaborative endeavour.

First, it can serve as a forward-looking instrument to engage with collaborators at the initial stages of the collaborative process. During these preliminary stages, it can assist in focusing on what is already in existence, for example existing knowledge and understandings (Entities[3]) or the influences and controls (Sense Making) that needs to be considered. Focus can also be placed on the gaps, limitations or weaknesses that already exist, for example sensitivity to power relations (Structuring Tensions) or an awareness of context (Entities, Structuring Tensions). This first engagement with collaborators around the process of collaboration can be considered to be influential in developing the needed buy-in and support from all role players.

Secondly, the CoSoP framework also has the potential to be a retrospective instrument. It can be used as a tool to reflect on collaborative endeavours during or after the process in order to identify gaps for immediate action or future reference. This characteristic of the CoSoP framework of being both forward-looking and retrospective amplifies its capacity to enrich future collaborative planning and collaborative learning activities.

[3] Entities being one of the five dimensions of the CoSoP framework. The others being: Relational Actions, Sense Making, Interrelatedness, and Structuring Tensions.

The overall value of the CoSoP framework is that it is explicit in separating out the highly complex dimensions discussed, but also shows the connections and interrelated nature of collaboration. It provides a framework that can be used to plan and design a collaborative engagement, and it is useful to populate before, during and after a collaborative endeavour.

5.2.2 Methodological reflections and contributions

The methodological positioning in this study played a fundamental role in the quest to reframe and reimagine an entrenched concept, such as collaboration in planning as a value attribute. A challenging task was set at the beginning of this study, namely, to engage differently with both literature and theory (text), as well as participants in order to elicit a new way of considering collaboration through a value perspective. No method existed within the qualitative range that responded adequately and in full to what I envisaged for this study. This meant that I had to develop two new and transformed methods as presented in Chapter 2B as a 'relational reading of text' and in Chapter 3 as 'conversational explorations'. Both these methods shared the wider study's focus on emergence as an inquiry position.

5.2.2.1 A relational reading of text

A method of engaging text that is alternative to the traditional focus on similarity and confirmation or critique and difference was sought because a level of interference is needed with the existing entrenched understanding of collaboration in planning. Interference would not have been provided by traditional methods, which then necessitated a different approach. I proposed the new method of a relational reading because of its focus on the relationality that exists between differing texts and the writers and readers of the texts. This relationality I understand and practised by being aware of the "textual voice" or "stance as ways writers present themselves" (Hyland, 2005:176). I found that the value of such a new method was the possibility to move away from binaries, such as supporting or rejecting an argument, and rather be sensitive to how an argument can enrich and allow new meaning to emerge.

CONTRIBUTION 2 OF THIS STUDY: A relational reading of text is recommended as a novel method to engage academic literature, theory and text. The grounding of a relational reading in relational theory, diffraction and the urban planning practice context provides a level of substantiation that can, over time, be developed and enriched further.

5.2.2.2 Conversational explorations

The method of a conversational exploration provided an opportunity to simultaneously co-create data, collect data and, although this was not the intention, also conduct initial data analysis or coding. One of the main characteristics of the conversational exploration was to 'make the conversation visible' to both me as a situated researcher and, especially, to the participant. I wrote down the conversation points on behalf of myself and the participant on colour-coded conversation cards to capture and map the main elements of the conversation. These cards made the conversation highly interactive as we pondered, discussed and debated, and recognised confirmations, tensions, relationships and enrichments.

The use of the conversational exploration method had two distinct outcomes. First and foremost was the level of attentiveness and commitment that participants displayed in being willing to share intimate stories of their collaborative practice experiences. These included those situations that had made an impression on them over the years and about which they felt passionate. In many cases, participants reflected on a very personal journey although we were engaging with a very theoretical conversation board that might have had an abstract quality. It might be that, because we were not trying to critique what was on the board, we were able to have an in-depth, relaxed conversation that conjured up a level of personal reflection.

A second outcome that was to some extent intended when I developed the conversational exploration method was to flatten the power dynamic between me and the participant. This was done by sharing the responsibility for what we, as co-creators and co-contributors, put on the conversation board to further the meaning-making process. By employing a collaborative agenda in the research process, I responded to the issues of power as stated by Cannella (2015:16): "research has been acknowledged as a power orientated activity that always/already creates new power relations".

CONTRIBUTION 3 OF THIS STUDY: A conversational exploration is presented as an innovative method of data co-creation and collection with the assistance of an 'exploration tool', in this case the CoSoP framework as a conversation board.

5.2.2.3 Engaging with data

The data analysis process was multi-dimensional and challenging because of the emerging nature of the data. I had to remind myself continuously to 'stay with the trouble' (Haraway, 2016) as a way of thinking through the complexity and entanglement.

The importance of emergence throughout the study also manifested in the data analysis phase. For this reason I focussed on a Slow (Hartman & Darab, 2012; Bozalek, 2017) engagement with data through crystallization (Richardson, 2000; Ellingson, 2009). A Slow engagement has the implication of creating space and time to engage on a deep and meaningful level with highly complex and entangled ideas. It is not driven by the outcome or 'findings' but rather the potential of authentic emergence. An example of this would be not having pre-determined elements or themes that I wanted to 'discover' through both the participant engagement process and from the data.

It is of note that both crystallization and a Slow engagement lean toward the post-qualitative (Lather & St Pierre, 2013; MacLure, 2013) and new materialist paradigms (Braidotti & Pisters, 2012; Barad, 2007; Tuin & Dolphijn, 2012). Although a post-qualitative and new materialist positioning was not pursued in this study, its potential is recognised for future studies.

CONTRIBUTION 4 OF THIS STUDY: The findings of this study, namely the CoSoP dimensions and sub-dimensions, the fifteen themes and key ideas and the five constructs, represent a novel perspective on collaboration as a value attribute.

5.2.3 Substantive reflections: Shifting the focus from practice to praxis

It became evident during the numerous data analysis iterations that a clear distinction exists between practice and praxis.

Practice is understood in this study to refer to the collective knowledge and skills-bundles that are identifiable as belonging to a specific activity. Practice only serves a purpose when the 'same' is expected. Take the practice of a sprinter, for example. The athlete repeats a sprint to improve his/her time and, in the process, develop 'muscle memory'. This muscle memory serves only one purpose: to be able to perform at one's peak as a sprinter. But if the context shifts or changes, thus the challenge put to the athlete changes from a sprint to hurdles or long jump, the practised 'muscle memory' is of limited use.

The challenges put to urban planners are in constant flux; therefore, practice alone ('muscle memory') is not sufficient and needs to be expanded. What is called upon for the professional urban planner to respond appropriately sits in the domain of praxis. Praxis enriches practice with theoretical and value perspectives by "shape[ing] social formation and conditions as well as people and their ideas, their commitments and their consciousness" (Kemmis, 2010:9). Thus praxis is always developmental and in the process of becoming where practice can be a repetition of the same.

Praxis, as it applies to this study, can be explained by the embodiment, realisation or enactment of theory (adapted from Gursoy & Yuselen, 2018). Praxis is considered to be "where knowledge[4] is *in play*, not standing contemplatively apart from the action" and "praxis as the manner in which we are engaged in the world and with others" (Kemmis, 2010:12). Kemmis addresses the relationality within praxis and the fact that knowledge, action and ways of engaging are all entangled and embodied.

Why is this distinction of importance? The importance lies in the qualities that I was considering in participants[5]. It was not good enough for them to consider collaboration as a skill, a way of doing - but as a value attribute, a way of being. They had to embody and 'live' collaboration. Collaboration had to be part of their praxis - not just their practice. (AV) articulated this by admitting that *'part of my identity is collaboration'*. (KE) shared this sentiment and made the point that *'collaboration holds you ethically accountable'* and that it *'ensure[s] that what you are doing is meaningful'*. (EH) pointed out that *'everything originates in collaboration…it's part of everything'* to substantiate her collaborative praxis orientation.

It is worthwhile considering Higgs and Cherry's (2009:3-4) distinction between practice and praxis:

> "Practice is the enactment of the role of a profession or occupational group in serving or contributing to society. Praxis is a form of practice that is ethically informed, committed, and guided by critical reflection of practice traditions and one's own practice. The distinction between these definitions reflects both the conscious choices practitioners make in shaping their practice (e.g. to challenge practice traditions) and the tacit or ingrained behaviours (e.g. ethical conduct) they adopt".

The word 'praxis' is derived from the Greek language and refers to "an action that enables a good (and virtuous) life" (Heikkinen, 2018:89); thus doing something for the sake of 'doing good'. With

[4] Knowledge as content knowledge, skills knowledge and value knowledge.

[5] See Chapter 3: participant selection.

this study I attempted to be conscious of the action of collaboration but, more importantly, to explore the reason for doing by reimagining and reframing collaboration not only as an action, thus a practice, but a way of being, thus a praxis to 'enable a good and virtuous [professional] life'.

5.3

PARTICIPANT REFLECTIONS ON THE DATA CREATION AND COLLECTION PROCESS

The participants were very excited about the method of a conversational exploration and commented freely on the positive aspects. Especially the visual and interactive nature of the process attracted comments, such as (TS) remarking: *'I am enjoying this! I very much like the approach and the expectation created by it and the kind of interactive way that it works, maybe the informality and relaxed nature of the process'.* (EH) felt that, through this interactive process, I was relating to her and her praxis '*and your way of doing is engaging and relating and making me comfortable'.*

(HT) and (NT) recognised the level of data organising that was already happening at the data co-creation and collection stage because of the use of the conversation (CoSoP) board and conversation cards: *'Well, this is an interesting way of collecting data; it's almost like coding already',* (HT) commented, and (NT) mentioned that *'because you are using a graphic tool [referring to the CoSoP board] it is one way of organising the knowledge and deepening the understanding'.*

(EH) recognised a higher purpose in the conversational exploration process as going beyond only collecting data. She commented that *'it's really useful because it gives people the opportunity to reflect a bit on practice and to also have these ah-ha moments; so I'm thinking while you do what you're doing [referring to my study] you're also actually creating a space which I don't think people often have'.* The participant is reiterating the reflective potential which the CoSoP board has, as discussed in Chapter 4. (EH) further noted that the conversation board provides an opportunity to engage with the entangled nature of collaboration. She commented: *'I think it's that sense of so why are we collaborating and then how are we collaborating because this [referring to the conversation board] is the why, the how and the value of it all in one'.* (NT) also remarked on the ability of the conversation board to assist him to reflect on his praxis: *'I think there is something powerful about this in its simplicity and in its non-establishment, non-conformity. I think there is something fresh about it and I think it helps me rethink collaboration in one-page; about what I am doing and why I am doing it and I think that these conversations are so important...this exercise has definitely challenged my way of thinking and reflection on my own practice'.*

The conversational exploration method was not without critique from the participants. The complexity of the CoSoP conversation board was challenging for a few participants as captured by (HT)'s statement *'I'm not sure I understand'. (TS) also commented on the complexity by stating: 'It took me a while sometimes (you might have picked up on that) to understand what the concepts*

mean, some of it is complex and it forces me to think, but I mean that's acceptable and I guess preferable'.

(EH) also alluded to the complicated nature by mentioning *'this is some deep thinking… I won't say it's complex but it is the multidimensionality of it that gives the value'.*

Throughout this study I drew inspiration from Stewart et al. (2017:7) when they comment with respect to "the need for the researcher to embody their research from the initial phases so as to best capture the subject matter in their natural setting". (EH) recognised my embodied practice by saying: *'You're actually practising what you are putting forward in this framework and what you are arguing for. You are arguing for collaboration and you demonstrated a collaborative practitioner by the way you are doing these conversations and collecting the data'.*

5.4

LOOKING FORWARD: THE STUDY LIMITATIONS AS RECOMMENDATIONS FOR FUTURE RESEARCH

5.4.1 Expanding the representative voices

Because this study included expert collaborative practitioner voices from a South African context, albeit some with extensive international experience, it is recognised that a larger sample with differing sets of respondents may produce differing views. For the purpose of this study though "the substantial experience of the experts provides confidence in the comprehensiveness of results" (Milat et al., 2012:296), as practice enrichments for the theoretical CoSoP framework were sought. A new avenue for future research is thus presented as exploring a wider range of representative voices and contexts. Now that a conceptual framework exists for collaboration as a value attribute, it would be of interest to determine the framework's applicability to and enrichments by differing role players, such as the experiences of municipal or local government planners, private consultancy planners, NGO[6]'s and NPO[7]'s, community organisations and community members or students of urban planning.

In 2019, I completed a trial project[8] of the CoSoP framework within the higher education context as part of a collaborative assignment with final year urban planning students where the CoSoP framework was used at three different stages of the assignment: first as a tool to plan and negotiate the students' collaborative engagement; secondly, during the collaborative assignment (they had two checkpoints at which they had to check their collaborative engagement against the negotiated terms of reference); and, thirdly, at the end of the assignment to reflect on their collaborative process. The student reflections at the end of the project revealed the usefulness of a tool that can be utilised from the outset of a project right through to its completion; however, they did comment on the complexity of the CoSoP framework. This, of course, needs to be addressed before considering its use as a collaborative tool within community participation projects or within the learning environment.

[6] Non-Governmental Organisations.

[7] Non-Profit Organisations.

[8] This project has been developed into a conference poster and is under review for the Higher Education Learning & Teaching Association of South Africa's annual conference (HELTASA2020).

5.4.2 Digital technology and online platforms

Future research into technology and collaboration as a value attribute in both the community context and the learning or educational context is of importance. In the latter case, the use of technology is well established, but the concern exists that, through the introduction of technological devices and platforms, the centrality of professional values might diminish even further. Of special interest is the work Wright (2011) has done on an ethical impact assessment framework when introducing technology and Flanagan, Howe and Nissenbaum's (2008) value-sensitive design framework, for instance.

Another future research project would be to investigate how a conversational exploration method, as co-creation and data collection method with all its complex dynamics, can be translated into an online platform. At present, limited literature exists that fully comprehends the opportunities and limitations of such a shift. Innes and Booher (2018) briefly refer to the introduction of technology to represent differing voices in collaborative endeavours, but stop short of a deep engagement. They do go as far as recognising the manipulative and controlling ability of technology which, of course, would need special attention. I propose as future research in both planning practice, as well as planning education, that we embrace the potential to redefine the 'spaces' in which people can meet to voice their opinions. Since the 2015/6 Fallist movement[9] in South African higher education - and currently with the global Covid-19 pandemic - alternative technological spaces are opening up, and this could be seen as an opportunity to build upon. One such space is recognised by Tasan-Kok and Oranje (2018:25) when reporting on "young graduates not granted the opportunity of settling into the world of practice, finding their feet, developing their capacity, or learning from each other…under such conditions, they turn to social media for networking and developing professional associations and support structures". This situation provides an opportunity that needs more than the current anecdotal research attention within urban planning.

5.4.3 Dynamic collaborative learning environments

I have to admit that one of my regrets regarding the study is the lack of focus on the learning environment, which I originally set out to engage with. But it became apparent from the outset that, before one can move to the learning environment, one first needs to unpack and understand the dynamic and complexity of collaboration as a value attribute, as this did not exist in contemporary literature. Because planning education took up a central position throughout the project with the inclusion of collaborative learning theories and expert collaborative academics being part of conversational explorations, future research projects should now be able to focus on translating this study into the urban planning learning environment in both curriculum and pedagogical transformation. I imagine this study stimulating further debate about the urgently needed shift from the current discipline knowledge driven learning environment to one which emphasises the value knowledge as the foundation of learning and teaching. I propose such a shift to create opportunities "so that students may learn what it takes to become effective in the world" (Wenger, 1998:2).

[9] The Fallist movement represents a combination of the #RhodesMustFall, #FeesMustFall and #PatriarchyMustFall movements (Hendricks, 2018:17).

5.4.4 Covid-19 and unexpected challenges

Having had to finish this study amidst the global pandemic of Covid-19 created amongst all the obvious and not so obvious challenges an opportunity to consider such events for the future of collaboration in planning. Because of the relative suddenness of the pandemic (and so much not known about the virus itself), but also because of the socio-political changes and shifts, this section does not claim to present a substantive, academic argument. It is merely based on observations of mainstream and social media, government releases and the few peer reviewed non-medical academic papers available and, of course, my personal view.

The tensions between a highly networked, global society and challenges that are local and context-specific are playing out during the Covid-19 pandemic in the sense that the scale of complexities is so intense that people and systems are utterly overwhelmed. An example is that Covid-19 has introduced a rapid move to unfamiliar learning modalities driven by technology-based solutions. It has exposed many fault-lines in higher education: despite all the good intentions in the world and all the student and staff readiness surveys being done, certain socio-eco-political dynamics are still excluded from the debates and actions taken. One such dynamic was highlighted by this research project as relationality and how, going forward, relationality with our context, with each other, with nature - and thus the world and society we have created - would need to be reimagined. Of course, from a collaborative perspective the first question that comes to mind is: Who would be doing the reimagining and on behalf of whom? Politicians on behalf of the citizenry, or maybe civil society on behalf of politicians?

From a planning practice perspective the concept of 'pandemic urbanism' is driving discourse and practical issues, such as the reality of social and physical distancing challenges in informal, high density urban systems such as housing, transport and social facilities (hospitals, clinics, schools, libraries, etc.) and what this would mean for the entrenched urban planning concepts and theories. One such concept is the sense of community and the strong social ties that are typically part of the social capital in many societies the world over. Faus-Onbargi (2020) for example, makes a case of the strong social ties in Spanish culture and urban life as one of the reasons for the devastating spread of the Covid-19 pandemic in that country.

5.4.5 In conclusion

Throughout this study, my motivation was to explore and introduce alternatives as a response to Lather and St Pierre's (2013:631) concern that "the ethical charge of our work as inquirers is surely to question our attachments that keep us from thinking and living differently". My main concern in this study was to attempt to make visible that which is typically deemed hidden and assumed in both the urban planning profession and urban planning education, namely professional values. I did this by first developing - through a relational reading of social practice theory, collaborative planning theories and collaborative learning theories - a conceptual framework, the CoSoP framework. A second move to make professional value attributes visible was to engage with expert collaborative practitioners through a method of conversational explorations and, by so doing, enrich and contextualise the CoSoP framework.

What could this mean for the future? As the future is moving towards "hybridization in the working life" or "hybrid jobs" as Heikkinen (2018:86) and many others are predicting, then new professional

positions will emerge that will be accepting of fluidity and will continuously change and shift, as society is shifting. Professions that I can envisage as foregrounding collaboration as a value attribute are possibly *social capital practitioners or relational planners or even state-community representatives.* Be that as speculative as it may, what is certain is that both urban planning practice and planning education need to reconsider their contribution to what Kemmis (2018:239) so eloquently advocates as aspiring "to prepare people to live well in a world worth living in".

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APPENDIX A

Thinking with Collaboration

CoSoP BOARD

Collaboration as a **So**cial **P**ractice

Thinking with Collaboration

RELATIONAL ACTIONS

The collective 'habits' of collaboration and the things that support relations within a practice or amongst practices and let it flourish (or not).

Actions taken together
Organised activities and actions, Community engagement

Saying & Doings
Habits, Professional attitude

Relational Goods
Sense of belonging, Professional identity, Solidarity, Ethic of care

ENTITIES

Those necessary elements and settings that assist a practice to be collaborative.

Acts of Communication
Mediatory tools, Dialogue, Online communication

Materials & Objects
Cultural- economical-social-political-material resources and artifacts.

Knowledge & Understanding
Discourse, Who's knowledge

People
Sets of actors, Role players, Special interest groups.

Events
New social circumstances, Professional bodies

Context
Situatedness

SENSE MAKING

That which influences and determines what make sense to do and engage with within a practice.

Influences & Controls
Politics, Professional identity, Believes and values, Planning mechanisms, Exposure and opportunities, Technological advances

Situatedness & Context
Language used, Power Structures, Meaning-making

Customs & Routines
Modeling and mentorship, Institutional structures, Moral awareness (social ought to)

INTERRELATEDNESS

The relation between body-body, body-object and object-object within an intersubjective space.

Intersubjective Spaces
Where people encounter each other, How social encounters occur.

Relationality
Sets of interactions, Connections, Arrangements and Relationships.

Commonalities
That which is common in groups, Identity, Context.

Co-construction
Body- object immersed in collective, Lived experiences, Bodies in a certain way.

STRUCTURING TENSIONS

Those principal elements that hold the tension in a social practice and influences the fundamental nature of a practice.

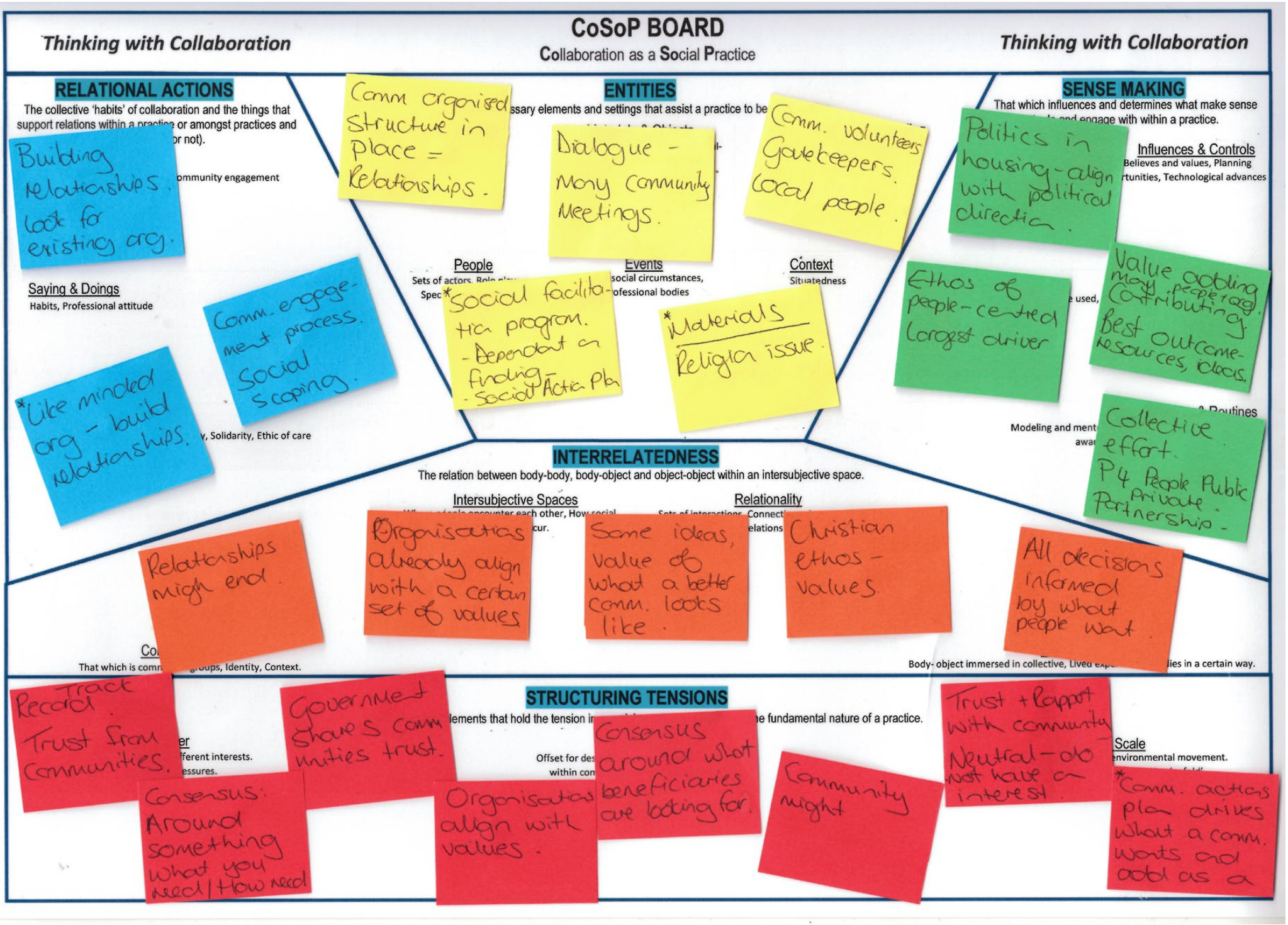
Power
Tensions between different interests.

Landscape pressures.

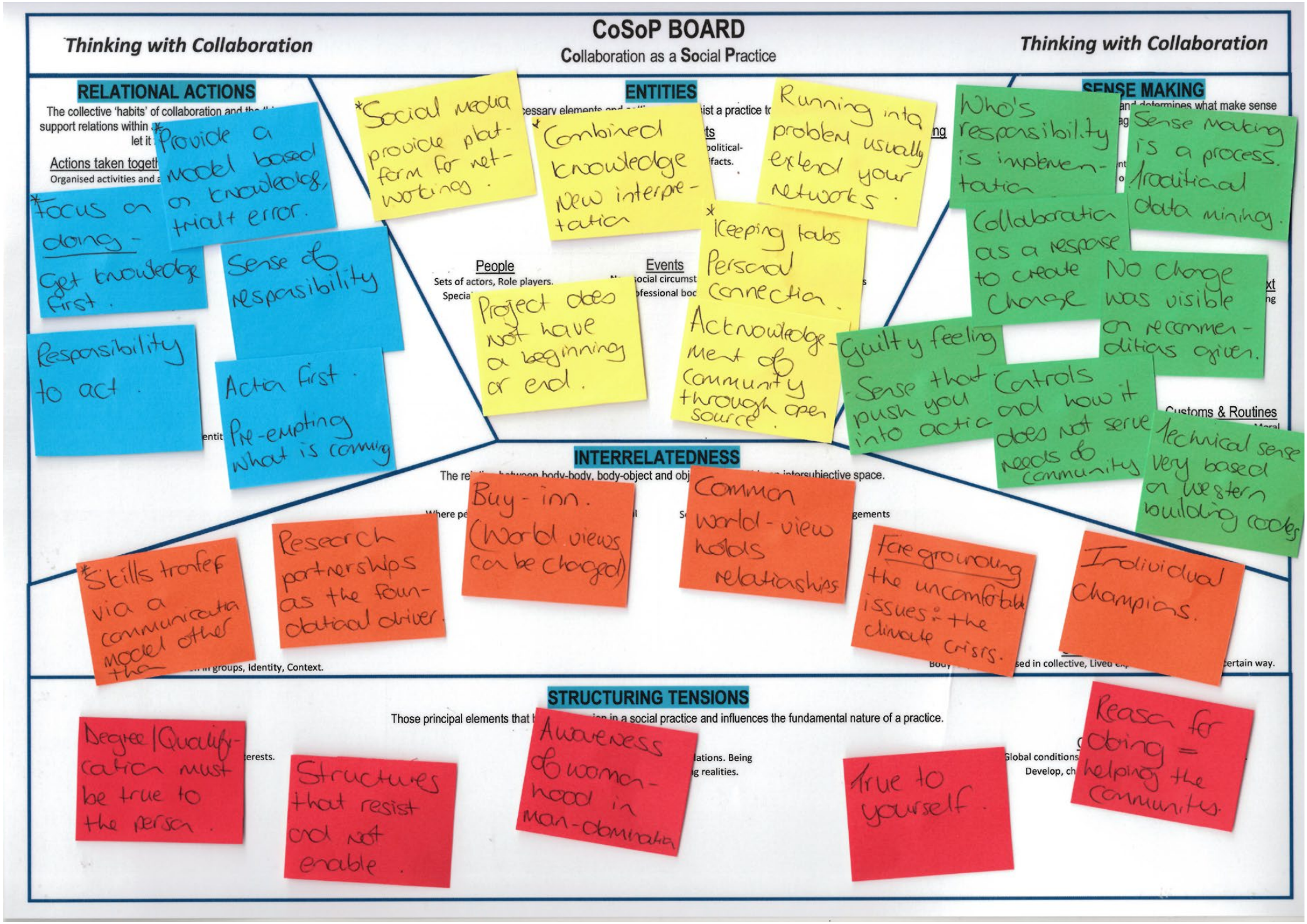
Consensus
Offset for destructive power relations. Being within complex and changing realities.

Context & Scale
Global conditions, Social and environmental movement. Develop, change and to let a practice 'unfold'.

APPENDIX B


Thinking with Collaboration
CoSoP BOARD
Collaboration as a Social Practice
Thinking with Collaboration
RELATIONAL ACTIONS
The collective 'habits' of collaboration and the things that support relations within a practice or amongst practices and
or not).
ommunity engagement
Saying & Doings
Habits, Professional attitude
y, Solidarity, Ethic of care
ENTITIES
ssary elements and settings that assist a practice to be
People
Sets of actors, Role
Spec
Events
social circumstances,
ofessional bodies
Context
Situatedness
SENSE MAKING
That which influences and determines what make sense
and engage with within a practice.
Influences & Controls
Believes and values, Planning
rtunities, Technological advances
e used,
Routines
Modeling and ment
awa
INTERRELATEDNESS
The relation between body-body, body-object and object-object within an intersubjective space.
Intersubjective Spaces
cur.
Relationality
elations
Co
That which is comn
roups, Identity, Context.
Body- object immersed in collective, Lived
ies in a certain way.
STRUCTURING TENSIONS
lements that hold the tension i
e fundamental nature of a practice.
er
fferent interests.
essures.
Offset for des
within con
Scale
environmental movement.
Building relationships. Look for existing org.
Comm. engagement process. Social scoping.
*Like minded org - build relationships.
Comm organised structure in place = Relationships.
Dialogue - Many Community Meetings.
Comm. volunteers Gatekeepers. Local people.
*Social facilita- tion program. - Dependant on finding - Social Actio Pla
*Materials
Religion issue.
Politics in housing - align with political directio.
Ethos of people-centred Largest driver
Value adding many people org. Contributing Best Outcome- Resources, Ideas.
Collective effort. P4 People Public Private Partnership -
Relationships migh end
Organisations already align with a certain set of values
Some ideas, Value of what a better Comm. looks like.
Christian ethos - values
All decisions informed by what people want
Track Record. Trust from Communities.
Government Shares Comm unities trust.
Consensus: Around something What you need / How need
Organisations align with values.
Consensus around what beneficiaries are looking for.
Community might
Trust + Rapport with community Neutral - do not have an interest
*Comm. actions pla drives What a comm. wants and add as a


Thinking with Collaboration
CoSoP BOARD
Collaboration as a Social Practice
Thinking with Collaboration
RELATIONAL ACTIONS
ENTITIES
SENSE MAKING
INTERRELATEDNESS
The relation between body-body, body-object and object-object within an intersubj
STRUCTURING TENSIONS
Those principal elem
he tension in a social practice and
ental nature of a practice.
Tensions betwe
Conse
Offset for destructive po
within complex and c
Co-constru
Body- object immersed in collective, Lived e
Initiate other projects - empower
Understand your vulnera- bility key concept.
People have to Contribute - organised Communities.
People Place Sector
Determines success
Social capital- successful project build around existing social capital.
Sustainability livelihood Build on what your capitals
While reading text you are collaborating.
How do actors learn ?
Understand how people life.
Collaboratio democratic ethic
Lenses + Context
- Engage with people who don't think like you
Master planning very
autocratic - We have the answer.
Skill of engagement - Listen - Understood - Persuid.
Decisio Making
Acknowledge other views
Difference between knowledg and informatio. Knowledge has value.
Collaboratio focussed on process
Think in pictures not words.
Link between material + understanding
Knowledge + skills sit in a personality
Learning in a particular discipline
Social justice equity. We persuade the sy.tem.
Pre-occupation with cleanliness but it might be that that is not the
Representatio
Values drives what make sense Values makes noise.
Who is being represented. Disconnect between theory + practice
Go back to the values. redistributio
Values as an appendice instead of the base.
Collaborative project more sustainable Better view
Ongoing engagement Outcomes are Not cast in
Outcomes of Collaboratio allows the ability to improve
Reflection in our actio Collaboratio leads to more reflectio.
Reflect reality but also give you room to be responsive
Competitio + Cooperation Networks.
Allow Accepts the inevitability of change
Understading of tensions - Globalisatio Technology.
Tensios created by power not always destructive
Tensions in Power rises Voices - clear way
Scale has a tensio
Complexity In and out of scale globalisatio +
Interplay between power, with
Not reach consensus - thus acceptable levels of tension
Visions Voices Vehicles Ventures.
Collaboratio as ongoing engagement
Planners and their relatio with power


Thinking with Collaboration
CoSoP BOARD
Collaboration as a Social Practice
Thinking with Collaboration
RELATIONAL ACTIONS
The collective 'habits' of collaboration and the
support relations within
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Actions taken togeth
Organised activities and a
ENTITIES
ist a practice to
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ng
People
Sets of actors, Role players.
Special
Events
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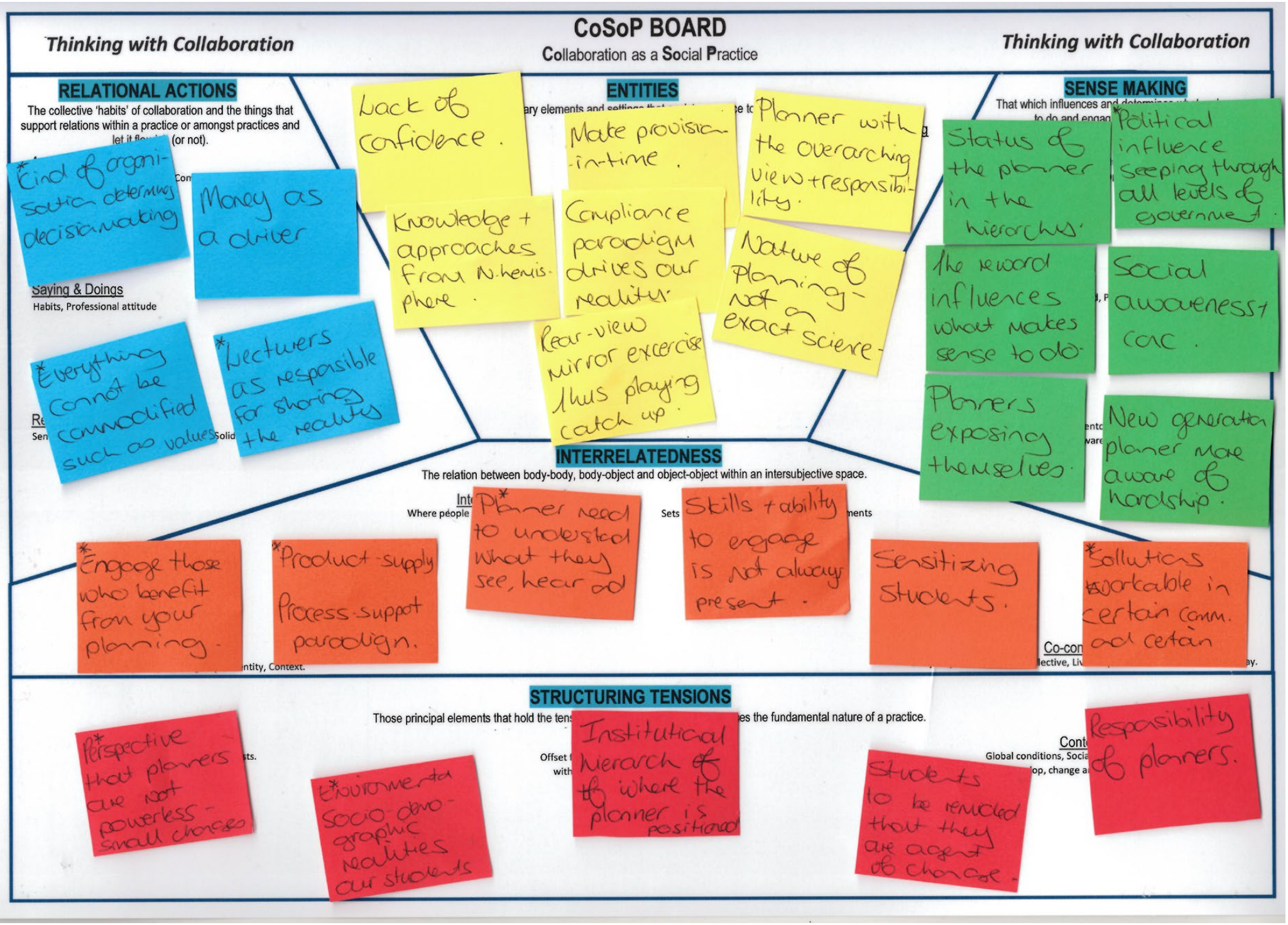
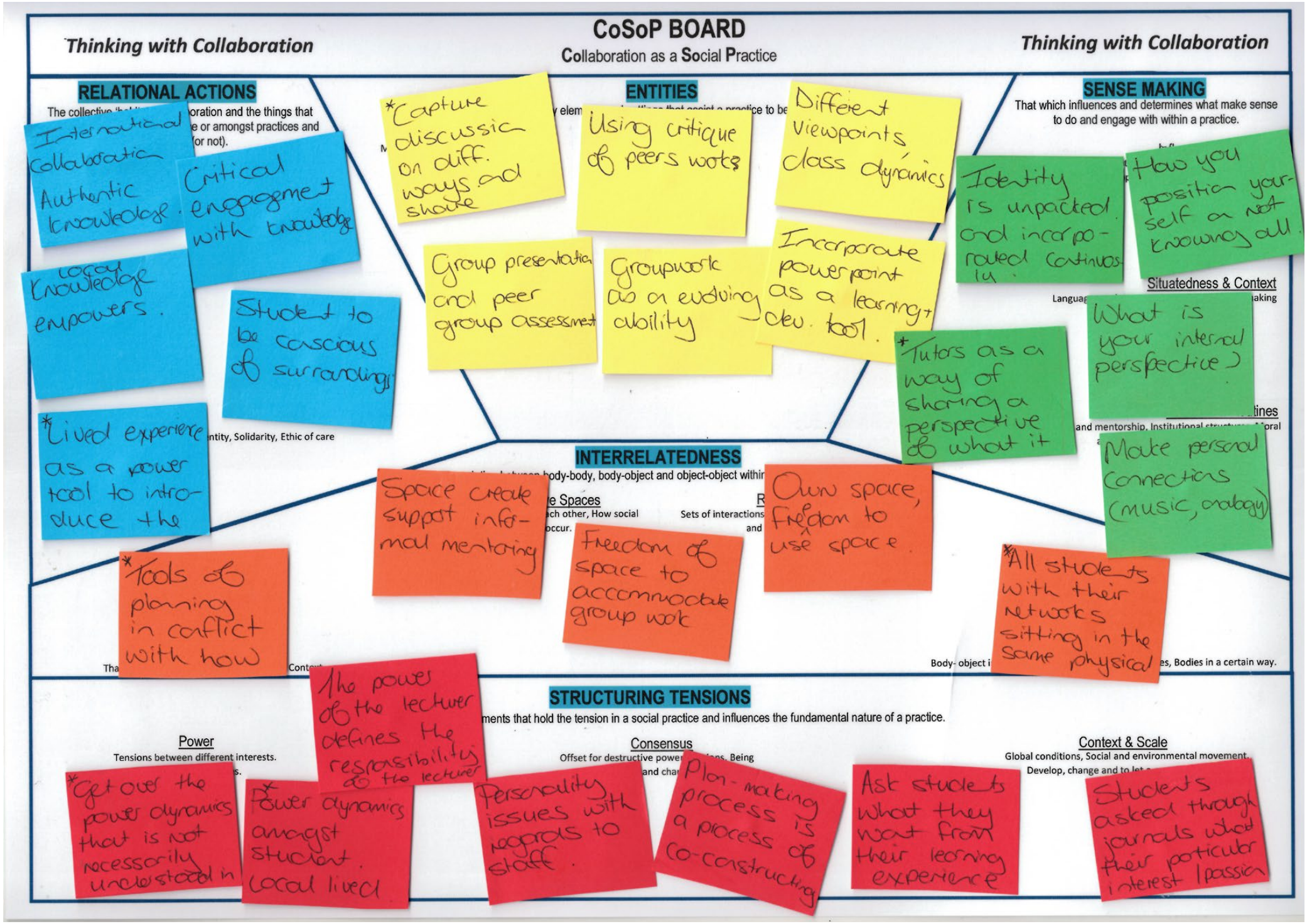
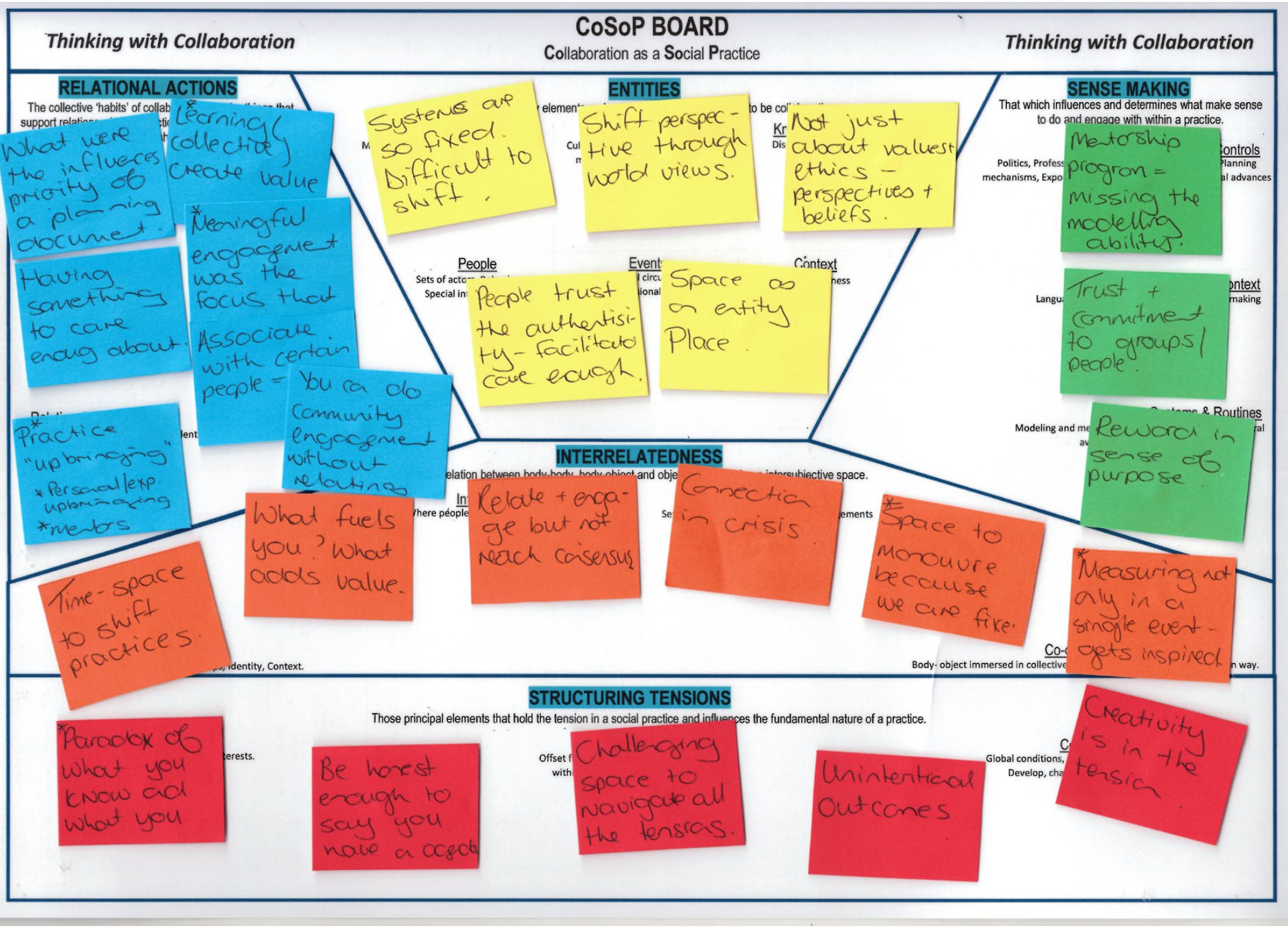
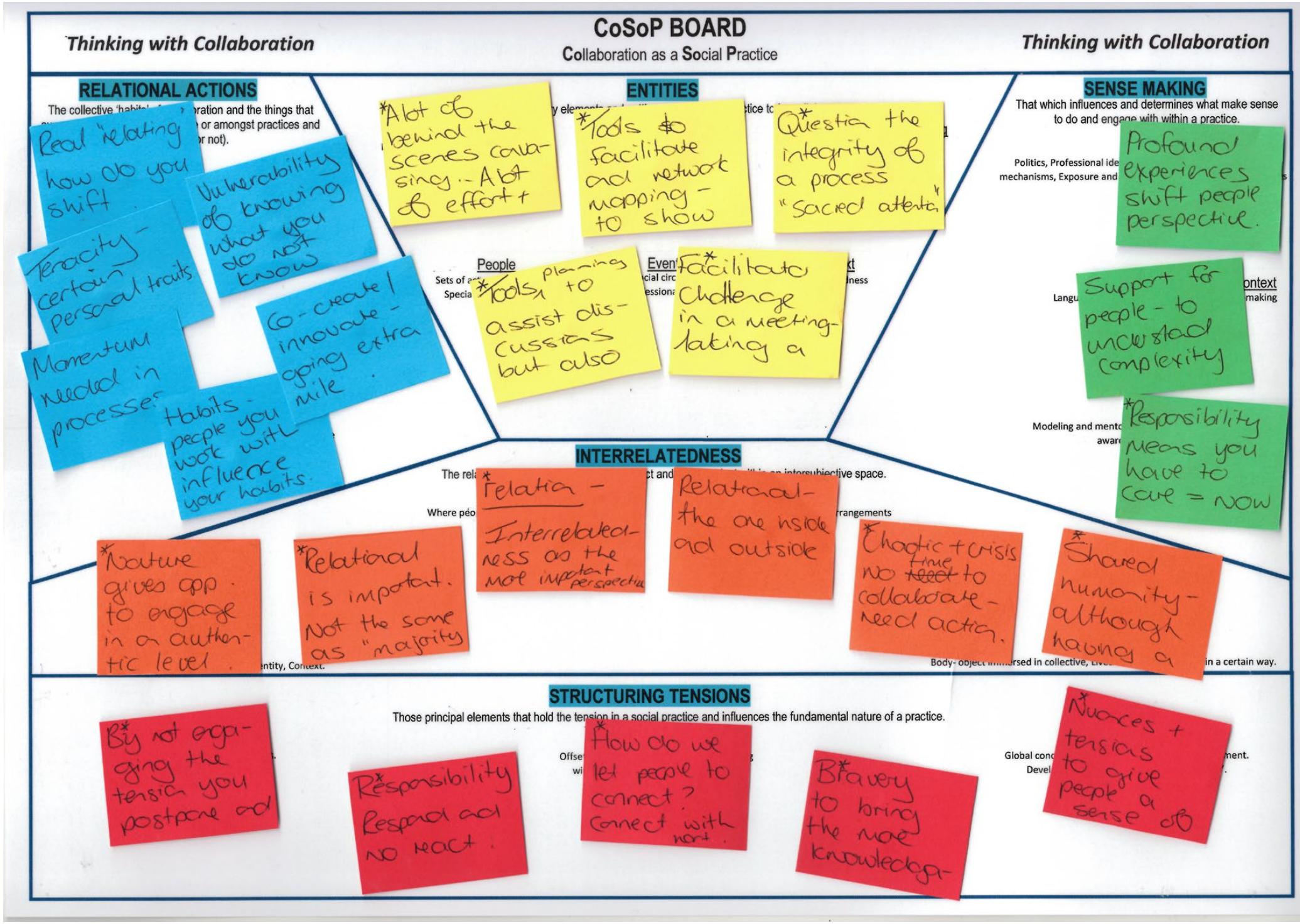
SENSE MAKING
and determines what make sense
ag
nt
o
xt
ng
Customs & Routines
Moral
entit
INTERRELATEDNESS
The re between body-body, body-object and obj intersubjective space.
Where pe
gements
... in groups, Identity, Context.
Bod
sed in collective, Lived e
ertain way.
STRUCTURING TENSIONS
Those principal elements that
in a social practice and influences the fundamental nature of a practice.
erests.
lations. Being
g realities.
Global conditions
Develop, ch
*Provide a model based on knowledge, trial+ error.
*Focus on doing - Get knowledge first.
Sense of responsibility
Responsibility to act
Actin first
Pre-empting what is coming
*Social media provide platform for networking.
*Combined knowledge New interpretation
Running into problem usually extend your networks.
*Keeping tabs Personal connection.
Project does not have a beginning or end.
Acknowledgement of community through open source.
Who's responsibility is implementation
Collaboration as a response to create Change
Sense making is a process. Traditional data mining.
No change was visible on recommeditions given.
Guilty feeling - Sense that push you into actio
Controls and how it does not serve needs of community
Technical sense very based on western building codes
*Skills trafer via a communicatio model other tha
Research partnerships as the foundational driver.
Buy-inn. (World views can be changed)
Common world-view holds relationships
Foregrounding the uncomfortable issues: the climate crisis.
Individual champions.
Degree/Qualification must be true to the person.
Structures that resist and not enable.
Awareness of woman-hood in man-dominated
True to yourself.
Reasn for doing = helping the communities.


Thinking with Collaboration
CoSoP BOARD
Collaboration as a Social Practice
Thinking with Collaboration
RELATIONAL ACTIONS
The collective 'habits' of collaboration and the things that support relations within a practice or amongst practices and let it flo (or not).
Saying & Doings
Habits, Professional attitude
Kind of organisation determing decisionmaking
Money as a driver
Everything cannot be commodified such as values
Lecturers as responsible for sharing the reality
ENTITIES
Lack of confidence.
Make provision-in-time.
Knowledge + approaches from N.hemisphere.
Compliance paradigm drives our realities.
Rear-view mirror exercise thus playing catch up.
Planner with the overarching view+responsibility.
Nature of Planning- Not an exact science
SENSE MAKING
That which influences and determines
Status of the planner in the hierarchy.
Political influence seeping through all levels of governme
The reword influences what makes sense to do.
Social awareness+ care.
Planners exposing themselves.
New generation planer more aware of hardship.
INTERRELATEDNESS
The relation between body-body, body-object and object-object within an intersubjective space.
Where people
Sets
Engage those who benefit from your planning.
Product-supply
Process-support paradigm.
Planner need to understad what they see, hear od
Skills + ability to engage is not always present.
Sensitizing students.
Solutions workable in certain comm. and certain
ntity, Context.
Co-con
lective, Liv
STRUCTURING TENSIONS
Those principal elements that hold the tens es the fundamental nature of a practice.
Perspective that planners are not powerless - small changes
Environmental Socio-demographic realities our students
Institutional Hierarch of where the planner is positioned
Offset
with
Students to be remided that they are agent of change.
Cont
Global conditions, Soci
op, change a
Responsibility of planners.


Thinking with Collaboration
CoSoP BOARD
Collaboration as a Social Practice
Thinking with Collaboration
RELATIONAL ACTIONS
ENTITIES
SENSE MAKING
That which influences and determines what make sense to do and engage with within a practice.
INTERRELATEDNESS
STRUCTURING TENSIONS
Power
Consensus
Context & Scale
Situatedness & Context
Make personal connections (music, analogy)
What is your internal perspective)
How you position yourself as not knowing all
Identity is unpacked and incorporated continuously
Different viewpoints, class dynamics
Using critique of peers work
*Capture discussion on diff. ways and share
Incorporate powerpoint as a learning dev. tool.
Groupwork as an evolving ability
Group presentation and peer group assessment
*Tutors as a way of sharing a perspective of what it
Critical engagement with knowledge
International Collaboration Authentic knowledge
Legal knowledge empowers.
Student to be conscious of surrandings
*Lived experience as a power tool to introduce the
Space create support informal mentoring
Own space, Freedom to use space
Freedom of space to accommodate group work
*All students with their Networks sitting in the same physical
*Tools of planning in conflict with how
The power of the lecturer defines the responsibility of the lecturer
*Get over the power dynamics that is not necessarily understood in
*Power dynamics amongst student. Local lived
Personality issues with regards to staff.
Plan-making process is a process of co-constructing
Ask students what they want from their learning experience
Students asked through journals what their particular interest/passion


Thinking with Collaboration
CoSoP BOARD
Collaboration as a Social Practice
Thinking with Collaboration
RELATIONAL ACTIONS
The collective 'habits' of collab
support relati
What were the influences priority of a planning document.
Learning collective create value
Meaningful engagement was the focus that
Having something to care enough about
Associate with certain people =
You ca do community engagement without relating
Practice "upbringing" * Personal/exp. upbringing *mentors
ENTITIES
Systems are so fixed. Difficult to shift.
Shift perspec- tive through world views.
Not just about values ethics – perspectives + beliefs.
People
Sets of acto
Special in
People trust the authentisi- ty- facilitato care enough.
Event
Context
Space as an entity Place.
SENSE MAKING
That which influences and determines what make sense to do and engage with within a practice.
Politics, Profess
mechanisms, Expo
Controls
Planning
al advances
Mentorship progrom = missing the modelling ability.
Trust + commitment to groups/ people.
ontext
making
Langu
Systems & Routines
Modeling and me
Reward in sense of purpose
INTERRELATEDNESS
elation between body-body, body object and obje
intersubjective space.
In
Where people
Se
lements
What fuels you? What adds value.
Relate + enga- ge but not reach caisensus
Connectia in crisis
Space to manouvre because we are fire.
Measuring not only in a single event - gets inspired
Co-
Body- object immersed in collective
n way.
Time- space to shift practices.
Identity, Context.
STRUCTURING TENSIONS
Those principal elements that hold the tension in a social practice and influences the fundamental nature of a practice.
Paradox of what you know and what you
terests.
Be honest enough to say you have a accept
Offset f
with
Challenging space to navigate all the tensions.
Unintentional Outcomes
C
Global conditions,
Develop, cha
Creativity is in the tension.


Thinking with Collaboration
CoSoP BOARD
Collaboration as a Social Practice
Thinking with Collaboration
RELATIONAL ACTIONS
The collective 'habit' ... oration and the things that ... or amongst practices and ... or not).
Real 'relating' how do you shift
Vulnerability of knowing what you do not know
Tenacity - certain personal traits
Co-create / innovate - going extra mile
Momentum needed in processes
Habits - people you work with influence your habits
ENTITIES
*Alot of behind the scenes conversing - Alot of effort +
*Tools to facilitate and network mapping - to show
*Questia the integrity of a process "Sacred attenta
People
Sets of ar... Specia...
*Tools planning to assist discussions but also
Event... cial circ... ession...
*Facilitato Challenge in a meeting - taking a
SENSE MAKING
That which influences and determines what make sense to do and engage with within a practice.
Politics, Professional ide... mechanisms, Exposure and...
Profound experiences shift people perspective.
Langu... ontext ...making
Support for people - to understand complexity
Modeling and mento... awar...
*Responsibility means you have to care = NOW
INTERRELATEDNESS
The rela... ct and ... within an intersubjective space.
Where peo... rrangements
*Relatia - Interrelatedness as the most important perspectiv
Relational - the are inside and outside
*Chaotic + crisis time no need to collaborate - need action.
*Shared humanity - although having a
*Nature gives opp. to engage in a authentic level.
*Relational is impotant. Not the same as "majority
...ntity, Context.
Body- object ...ersed in collective, Liv... ...in a certain way.
STRUCTURING TENSIONS
Those principal elements that hold the tension in a social practice and influences the fundamental nature of a practice.
By not engaging the tensia you postpone act
Responsibility Respect act no react.
*How do we let people to connect? Connect with nort.
Bravery to bring the new knowledge a-
Offse... wi...
Global conc... Devel... ...ment.
*Nuances + tensions to give people a sense of

Thinking with Collaboration

CoSoP BOARD

Collaboration as a Social Practice

Thinking with Collaboration

RELATIONAL ACTIONS

The collective 'habits' of collaboration and the things that support relations within a practice or amongst practices and

Actors need agency.

Research to have an impact.

For who is the knowledge usefull & who does it ces ve

Context determine the shape & importance of each of the

Co-design the research & questions.

Time spend on the project. Get to a space to deliberate what the

Is shared lived experience needed.

ENTITIES

Those necessary elements and settings that assist a practice to be collaborative.

How political savvy are collaborators

Intuitive interactio Critical Mediator.

How the project emerg Civil Society & City approach the Univ.

Materials & Objects

Ethics of Communicatio between Collaborators

New social circumstan

Professional bodie

Some partner are obvious they are already in the game

Flexible to identify role players as the project unfold

Situatedness

SENSE MAKING

That which influences and determines what make sense e with within a practice.

Co-lecturing as a example of collaboratio

Trust in group

Model to students how you can have diff. opinions

Sensationa-lising Fragmentatio

Language as a massive obstacle.

Group work for student do not alert to different agency

Savvy at negotiating difference

INTERRELATEDNESS

The relation between body-body, body-object and object-object within an intersubjective space.

When working outside of academic how do

ective Spaces

er each other, How social ers occur.

Relationality

Sets Arrangements

Comm enough goal to fall back on when things disentangle.

Co-producta, co-authoring.

ction

Body- object immersed in collective, Lived experiences, Bodies in a certain way.

entity, Context.

STRUCTURING TENSIONS

Those principal elements that hold the tension in a social practice and influences the fundamental nature of a practice.

Power

een different interest ape pressures.

I need to be in a space before you identify collaborators.

"Comm enough refer to interrelated-ness.

Completely influences the nature of collaboratio

Consensus

ructive power relations. lex and changing realit

Assumptio that the dominant must be expected.

Globa movement. nfold'.

The location of the female as part of the structuring tensions.

APPENDIX C

PARTICIPANT CONVERSATION PROTOCOL

Conversational exploration 1

Cape Peninsula University of Technology

BACKGROUND

The objective of this conversation is to 'operationalise' the conceptual framework by using it as a conversation board.
The method used to develop the conceptual framework (CoSoP board) was a 'relational reading of text', text in this case being social practice theory, collaborative planning theories and collaborative learning theories. What emerged from this process are captured here as five dimensions and their sub-dimensions.

DATA

Participant-Researcher Narrative
CoSoP board
Conversation cards
Reflections

PARTICIPANT

Name:.....
Position & Institution:.....
Contact Detail:.....
Conversation Date:.....

HOUSE KEEPING

+Share ethical approval letter that gives permission for this research.
+Ask permission to record our conversation and take photos of the completed CoSoP board.
+Ensure consent forms are completed.
+Inform participant of the member check process that will follow once the data has been analysed and interpreted.
+Be continuously aware of the time spend on the conversation and the participant and my own fatigue levels.

PROCESS

+Explain to the participant what the expectations are of this conversation and what my role and responsibility as co-creater of meaning is.
+Introduce the participant to the CoSoP board and tell them that I will reveal one dimension's detail at a time.
+Explain how we will use the conversation cards.
+Make a point to introduce the concepts of emergence and Slow engagement as applicable to this study.
+Ask two introductory question to start the conversation: Can you give me an example of collaboration in your day-to-day practice.
+Use sub-dimensions and descriptive text on the board to trigger and focus the conversation.
+End off with two reflective questions: (1) identify the one idea or concept that emerged through the conversation and which they would describe as the key to their collaborative practice, (2) reflect on the CoSoP board as a conversation tool and conversational exploration as process for data co-creation and collection.

NOTES

APPENDIX D

Cape Peninsula
University of Technology

P.O. Box 652 • Cape Town 8000 South Africa •Tel: +27 21 469 1012 • Fax +27 21 469 1002
80 Roeland Street, Vredehoek, Cape Town 8001

Office of the Research Ethics Committee	Faculty of Informatics and Design

The Faculty Research Ethics Committee hereby grants ethical clearance to Ms BELINDA VERSTER, student number 189005033, for research activities related to the Doctor of Applied Arts in Design at the Faculty of Informatics and Design.

Title of thesis:	Collaboration as a social practice in a vulnerable learning environment

Comments

Research activities are restricted to those details in the research proposal.

Signed: Faculty Research Ethics Committee	Date
	1/11/2017

RESEARCH ETHICS COMMITTEE
INFORMATICS AND DESIGN
ETHICS APPROVAL GRANTED
- 1 NOV 2017
Cape Peninsula
University of Technology

APPENDIX E

Cape Peninsula University of Technology

Introductory letter for the collection of research data

Belinda Verster is registered for the Doctor of Applied Arts in Design degree at CPUT (*student number: 189005033*). The thesis is titled *Collaboration as a social practice in a vulnerable learning environment*, and aims to explore a renewed understanding of collaboration as a social practice within planning and planning education. This as a response to the changing landscape of society, urban planning and higher education. Two professional dimensions namely urban planning and education are merged and it is argued that a theoretical perspective that does not sit in only one, should be considered to develop a renewed perspective and understanding of collaboration. For this reason social practice theory was adapted as a theoretical framework for this research project.

The supervisor(s) for this research are:

Prof J Cronje (cronjej@cput.ac.za) and Dr H Delport (vougarelish@cput.ac.za)

In order to meet the requirements of the university's Higher Degrees Committee (HDC) the student must get consent to collect data from organisations which they have identified as potential sources of data. In this case, the student will use conversations with the aid of an artefact (Collaboration as a Social Practice - CoSoP board) to engage with participants to collaboratively construct meaning.

If you agree to this, you are requested to complete the attached form (an electronic version will be made available to you if you so desire) and print it on your organisation's letterhead.

For further clarification on this matter please contact either the supervisor(s) identified above, or the Faculty Research Ethics Committee secretary (Ms V Naidoo) at 021 469 1012 or naidoove@cput.ac.za.

Yours sincerely

Prof J Cronje

Cape Peninsula University of Technology

FID/REC/ICv0.1

FACULTY OF INFORMATICS AND DESIGN

Individual Consent for Research Participation

Title of the study:	Collaboration as a value attribute in urban planning and planning education: a social practice perspective	
Name of researcher:	Belinda Verster	
Contact details:	email: versterb@cput.ac.za	phone: +27 21 440 2260
Name of supervisor:	Prof JC Cronje	
Contact details:	email: cronjej@cput.ac.za	phone: +27 21 4402260

Purpose of the Study: To propose a renewed understanding of collaboration within urban planning education and the urban planning profession.

Participation: My participation will consist essentially of a voice recorded conversation and the co-population of the CoSoP (Collaboration as a Social Practice) board.

Confidentiality: I have received assurance from the researcher that the information I will share will remain strictly confidential unless noted below. I understand that the contents will be used only for the doctorate thesis, journal article and conference paper and that my confidentiality will be protected by the use of pseudonyms, if I so request.

Anonymity will be protected in the following manner (unless noted below). Names, places and affiliations will be blanked out. Photographs will not show persons. All person identifiable qualities, such as handwriting will be the researchers own. Voice recordings will be transcribed to ensure anonymity.

Conservation of data: The data collected will be kept in a secure manner by saving it on Google drive which provides a password controlled environment. It will be conserved for at least five years after the submission of the thesis as per CPUT audit regulations.

Voluntary Participation: I am under no obligation to participate and if I choose to participate, I can withdraw from the study at any time and/or refuse to answer any questions, without suffering any negative consequences. If I choose to withdraw, all data gathered until the time of withdrawal will be destroyed.

COLLABORATION

AS A PROFESSIONAL VALUE ATTRIBUTE IN URBAN PLANNING & PLANNING EDUCATION:

a social practice perspective

by

Belinda Verster

Student number: 189005033