



Photos: Marketta Kyttä

Place attachment



topophilia

rootedness

place dependence

place attachment

sense of place

urban identity

place identity

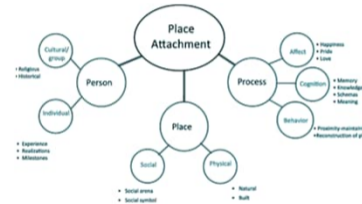
Giuliani & Feldman (1993):
The most important challenge for researchers in this area of inquiry is to integrate different viewpoints and approaches.

Hernandez et al. (2014):
Since the first works in the field, the number of different conceptual frameworks is indeed colossal. Still today... insufficient progress [has been] achieved.

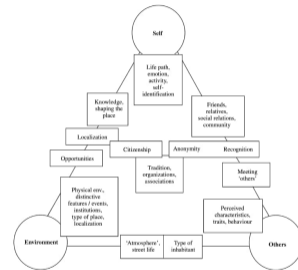
Place attachment:

- focal concept in the people-place research
- emotional bond between a person and a particular geographical location

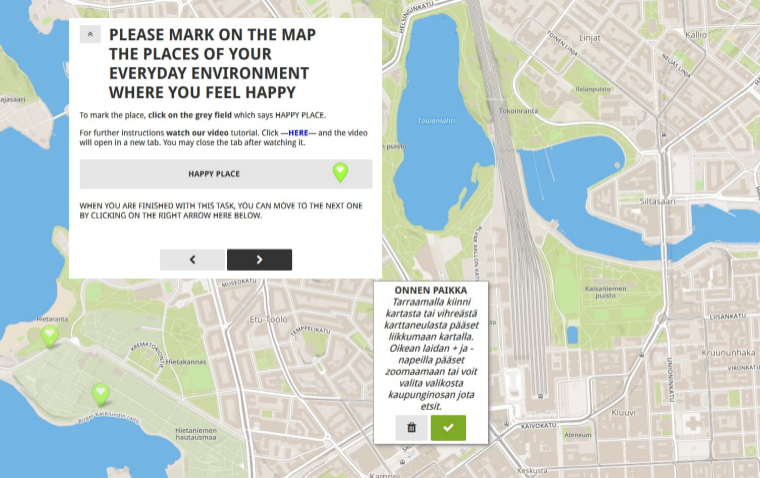
Two conceptualizations of place attachment



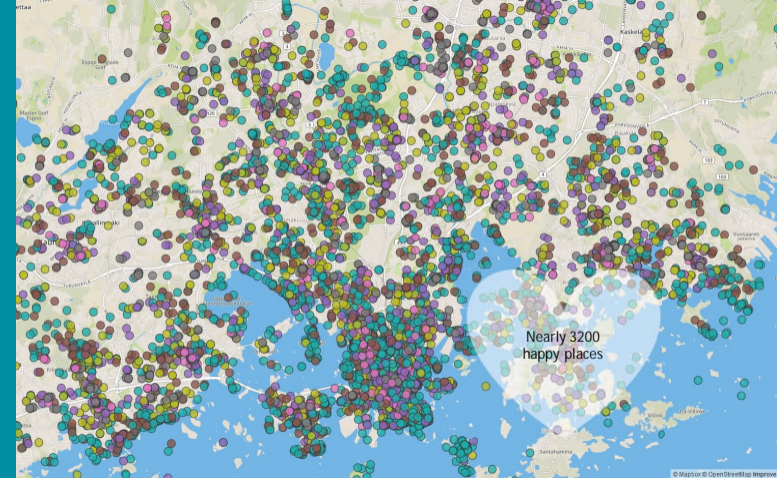
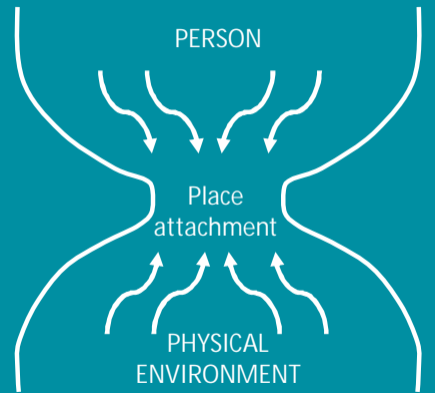
Scannel, L. & Gifford, R. (2010)
Defining place attachment: A tripartite organizing framework. *Journal of Environmental Psychology* 30 (2010) 1–10.



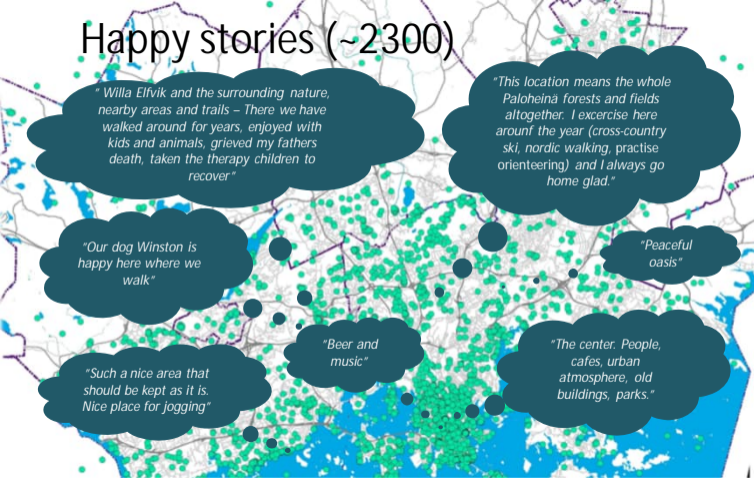
Gustafson, P.E.R. (2001)
Meanings of place: Everyday experience and theoretical conceptualisations. *Journal of Environmental Psychology*, 21(1), 5–16.



Crucial question?



Happy stories (~2300)



| | How many times a theme was mentioned in the stories of happy places | % |
|-------------------------------|---|------|
| PERSONAL PERSPECTIVES | 744 | 23 % |
| PHYSICAL ENVIRONMENT | | |
| Social life | 268 | 8 % |
| Appearance of the environment | 722 | 22 % |
| Functional possibilities | 1198 | 37 % |
| Atmosphere | 307 | 9 % |

76% (sum of Social life, Appearance of the environment, and Atmosphere)

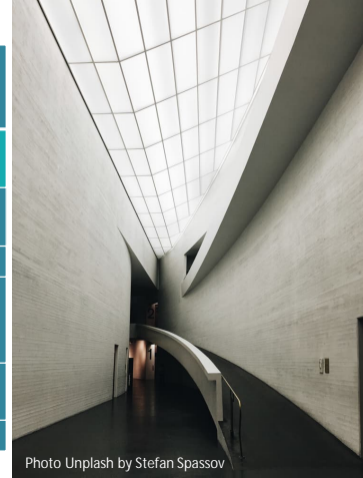
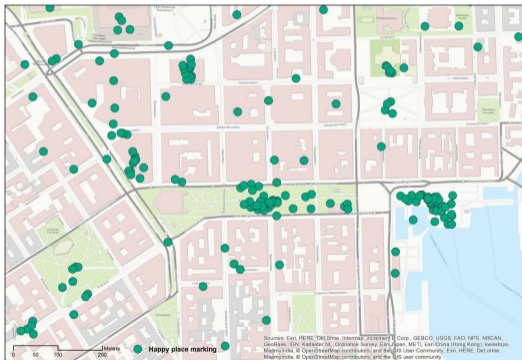


Photo Unplash by Stefan Spassov



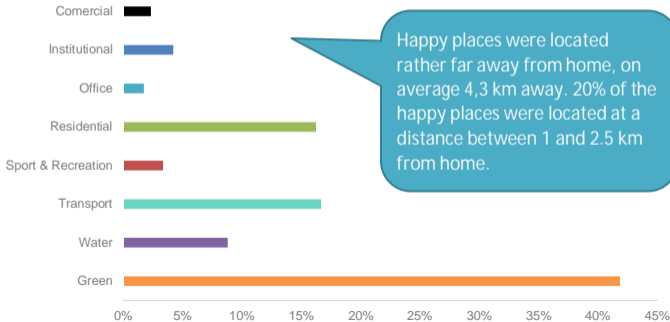
Photo Unplash by Tapio Haaja

Happy places around Esplanad in the centre of Helsinki



Physical environment in older adults' happy places

The average amount (%) of land uses in the 50 m buffer around the happy places of older adults



Urban park med vackra blomrabatter och flera bankar att sitta och se på andra.

Helsinki is the city of sea. Sea has always been an important element for me.

As a fourth generation, it is important for me to visit Helsinki weekly now when I hike in the "countryside" by the border between Helsinki and Vantaa. Most often this visit means nowadays Espoo surroundings but sometimes also Kallio.

The market place is full of life and international atmosphere. It is pleasant to walk around even if you are not going to buy anything.

Map showing the location of happy places (green dots) around the Esplanad area in Helsinki. The map includes a scale bar (0 to 200 meters) and a legend for 'Happy place marking'.

SYSTEM 1

Intuition & instinct

95%

Unconscious
Fast
Associative
Automatic pilot



SYSTEM 2

Rational thinking

5%

Takes effort
Slow
Logical
Lazy
Indecisive

Finally

Key blind spots in place attachment scholarship:

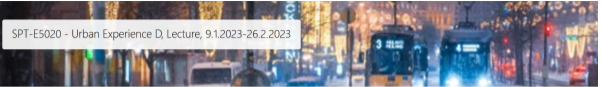
- (1) Sensory or immediately perceived meanings are not taken into account
- (2) Little attention is paid to how place meanings are the joint product of attributes of environmental features and the attributes of the individual
- (3) The assumption that the relationship between place attachment and behavior is linear and not constituted in dynamic relations among mind, culture, and environment.



Source: Daniel Kahneman

Raymond, C.M. & Kytta, M. (2017) Sense of place, fast and slow: The potential contributions of affordance theory to sense of place. *Frontiers in Psychology*, Vol 8, Article 1674, 1-14.

- SPT-E5020 - Urban Experience D, Lecture, 9.1.2023-26.2.2023
- Participants
- Grades
- Sections
- Welcome to study Urban Experiences
- Pre-task
- Group task 1: Peer teaching
- Group task 1 results: Peer teaching
- Group task 2: Analysis challenge
- Group task 2 results: Analysis challenge
- Individual course work**
- Lectures
- Additional readings
- Other works by students
- Dashboard
- Site home
- Calendar
- HSP Content bank
- Learner Metrics
- Teacher Metrics
- Add a block



SPT-E5020 - Urban Experience D, Lecture, 9.1.2023-26.2.2023

Dashboard / My own courses / spt-e5020 - ur... / Sections / Individual co...

Individual course work

Write an essay about what you learned about urban experiences and human-friendly planning during the course. You can start from thinking about your own personal urban experience, that you reflected during your pre-task. Did you learn something more about human experiences and behavior in relation to various settings? How those lessons can be translated to human-friendly planning or design?

If you want, you can focus on a single, specific theme related to urban experiences but it is also possible to go through all the main themes discussed during the course. It is not forbidden to concentrate on a theme that has not been addressed during the course (e.g. multisensory environmental experiences) but the topic has to be relevant from the perspective of human, urban experiences.

- Use the material provided on the course pages. The readings can be found both:
- In the section related to the group work 1
 - In the section "Additional readings"
 - It is highly recommended to find your own references and material
 - When possible, please try to find links to planning and design

Practical tips:

- In your essay it is great if you can use visualizations, images or plans.
- Instead of an essay, you can find another format for your work like writing a blog or producing a podcast or video.
- If you write an essay, the length of it can be between: 6-10 page (New Times Roman 12, lining 1,5).
- A blog can naturally be shorter.
- A video should not exceed 10 min.

It is recommendable to do the course work as an individual task but you can also make the course work in a small group with max 3 students. In the latter case, the demands for the work should be higher than for an individual work.

The language of your work can be English, Finnish or Swedish.

The deadline for the individual course work will be two weeks after the course has ended. It is, nevertheless excellent if you start the work already during the course!

| | | 10.1. | 17.1. | 24.1. | 31.1. | 7.2. | 14.2. | 21.2 |
|-----------------|---------------------------------|--|-------------------------------------|-------------------------------------|--|---|---|---------------------|
| When? | What happens? | Start of the course | Lectures & group work presentations | Lectures & group work presentations | Lectures | Lectures | Lectures | Final session |
| 10.15-11.00 | Contents of the contact session | Introduction | Perceived safety | Restorative Environments | Knowledge from people in planning | Socially sustainable and health promoting environment | Various urban user groups | Final presentations |
| 11.00-11.45 | | Student's presentations about the pre-task | Functional Environments | Sense of Community | The preparation of PPGIS data for analysis (Tiina Rinne) | | Age-friendly environments (Tiina Rinne) | |
| 12.30-13.15 | | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH |
| 12.30-14.00 | | Student's presentations about the pre-task | Aesthetic Experiences | Place Attachment | Various levels of PPGIS data analysis (Tiina Rinne) | Activity space modelling (Kamryar Hasanzadeh) | Child-friendly environments | Final discussion |
| Group work | Group work 1 starts | Group work 1 presentations | Group work 1 presentations | Group work 2 starts | Group work 2 | Group work 2 | Group work 2 presentations | |
| Individual work | | | | | | | | |



Photo by Katie Barrett on Unplash