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Landscape Education for Democracy

Co-creating a socially-engaged landscape planning and design education for sustainable development

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indice
index

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Deni Ruggeri

1

The what, why and how of Landscape Education for Democracy

Worldwide, cities are attracting new residents. This unprecedented urbanization pressure demands new urban development models that are respectful of the ecosystem and resourceful. Yet it is becoming also clearer that alongside technological innovation, there is a need for policies and efforts to make cities more livable, cohesive, and welcoming to all kinds of residents (Ruggeri 2017). New tensions are emerging between the values and meanings new and old residents associate with the landscape, its aesthetic qualities, and the functions and benefits it is expected to perform. The recently approved United Nations' Urban Agenda calls for a 'right to the city,' i.e., the notion that every city should be supportive of all residents, and that future planning and policies should be the result of democratic, participatory processes (United Nations 2015). At the scale of the individual and communities, scholars have called for a 'right to landscape' (Makhzoumi et al. 2011) a human right to have access to places that are not only accessible and supportive of human health and delight but also representative of the values, beliefs, and ambitions of society.

The adoption of the European Landscape Convention in 2000 has further solidified the notion that landscapes are critical infrastructures in support of the lives of residents and communities. It has defined landscape as the result of the the actions and interactions of people and community, and has entrusted them with their collective future management. The ELC has also reminded us that expertise in matters of the landscape should be grounded in the knowledge and perceptions of all those who inhabit it (Dejant-Pons, 2004). The epistemological shift required by the ELC's landscape definition requires re-thinking the way landscape planning and design laws, regulations and processes have been performed in the past. Top-down decision-making processes need to make room for bottom-up participatory efforts involving all residents in deciding goals and strategies that may ensure their long-term livelihood. Worldwide, governments are implementing policies that have tried to put into operational terms this philosophical understanding of landscape and landscape change. In 2008, Norway translated the ELC's mandate into a new planning act requiring openness, predictability, and participation in municipal planning (Regjeringen). Calderon (2014) has shown that despite many government's official commitment to implementing more democratic landscape change processes, the practice of participation continues to occupy the low reaches of Arnstein's 1969 ladder of participation, taking the form of information-sharing and placation efforts, rather than a true partnership in co-design and citizens' control. Co-design and co-creation of the future democratic landscapes require new conceptual and practical frameworks for planning, designing, constructing and managing community landscape assets. Participation must become more than just a technique, but an ethical stance toward greater ecological democracy in landscape change (Hester 2008). Landscape architects and planners must create new ways to make participation both more effective, meaningful, and be engaging (DelaPena et al. 2017, Ruggeri and Szilagy-Nagy, forthcoming), including the use of new digital technologies and e-participation to support deep and continued commitment by the residents (Donders et al. 2014).

The compounding of the effects of the policies and processes set into motion over the past few decades call for the redefinition of landscape planners and environmental designers' professional competences. Democratic landscape transformation requires design and planning practitioners to partner with communities to activate and build upon local knowledge and wisdom, recognize landscape injustices, engage diverse stakeholders, collaborate with related disciplines, and contribute to landscapes that will become resilient signs of a community's deep sense of ownership and stewardship. Although 18 years have passed since the ELC's implementation, little has changed in academic programs, where designers continue to be trained according to beaux-arts inspired curricula and pedagogies. Discussions of democracy, social justice, and participation rarely make their way into landscape architecture and planning education Participation remains a small niche in design and planning practice, as well. In a

professional practice where social justice and landscape democracy are low on the list of priorities, participation does not figure among the preferred skills and experiences needed to succeed as landscape planning professionals (ASLA 2004). Not only have they limited knowledge about the theories and methods of community engagement, but they often see participation as an obstacle to their creative abilities and to the timely and successful completion of projects. Most of all, they are often unaware or 'blissfully naive' about the consequences of their actions and visions on the well-being of the communities they are seeking to serve (Hester 2008). For Landscape Democracy to achieve its full potential, education must be re-envisioned to offer future design and planning professionals to test their skills in recognizing challenges, opportunities and ethically and responsibly intervene to shape a socially sustainable next city that supports the ambitions and desires of all through democratic decision making and dialoguing.

In 2015, scholars from the Norwegian University of Life Sciences, Nürtingen-Geislingen and, Kassel University in Germany; Szent István in Hungary; the University of Bologna in Italy; and the LE:NOTRE Institute in the Netherlands began to envision a new course that would focus on landscape democracy. They sought fund by the Erasmus Plus programme of the European Union, which aimed "to support the development, transfer, and implementation of innovative practices as well as the implementation of joint initiatives promoting cooperation, peer learning and exchanges of experience at European level"(https://ec.europa.eu/programmes/erasmus-plus). The Landscape Education for Democracy (LED) programme adopted a Participant Action Research framework, whereby the course would be emergent out of the interactions and active participation of the project partners and students enrolled. The goal was to inspire a transformation of landscape planning education both at the European level and within the partner universities, engender a new culture of engagement and social responsibility, and prepare students to serve as catalysts of democratic landscape change across cultures and geographical contexts.

In 2016, 2017 and 2018, the Landscape Education for Democracy (LED) programme attracted approximately 180 students from the five academic partners and an equal number and auditors from other world universities. The course introduced an interdisciplinary student body from Architecture, Planning and Landscape Architecture to knowledge and skills required for them to be successful in engaging the public in democratic landscape design and planning processes and co-design strategies and goals for the future of communities. The program embraced a 'blended learning' pedagogical model, consisting of an online seminar for both individual and group-based learning activities and on-site intensive summer programs to be organized by some of the partners. The online seminar used Adobe Connect, an online platform for the delivery of the learning activities---lectures, group and individual presentations, and student-run discussion sessions. The Spring 2016 online seminar enrolled 45 from Europe, Asia, Central and North America to collaborate on a strategic vision for resolving a landscape democracy challenge within their communities. Twenty of those students would later participate in a ten-day intensive summer workshop where they could test their newly acquired skills and knowledge to design for and with the residents of the immigrant community of Zingonia, Italy address challenges related to livability, food security, and environmental justice. The city served as a case study for on-the-ground testing of the theories and methods covered in the online course. The second LED workshop took place in July 2017 focusing on the multicultural community of the Nordstadt, a workers district in the German city of Kassel. In June 2018 the LED Team will travel to Törökbalint, a small town in the metropolitan area of Budapest, Hungary challenged in its social identity by the growing pressures of new residents seeking a more affordable and livable place to call home.

The project aimed to be transformative of academics--i.e., students and scholars involved in the pedagogical experiences--as well as civil society--i.e., the local communities it engaged, from civil society to professional organizations. While the LED project aimed to strengthen the presence of democracy and social justice within landscape planning, its adoption by the partner universities was mixed and diverse. While Bologna and HfWU integrated the course into their curricula, other partners were only able to offer it as an elective, often placed in direct competition with sessions aimed at improving their professional skills, rather than critical-thinking abilities. Dissemination of project activities and findings occurred through presentations, webinars, and intensive workshops offered as part of conferences in Europe and North America. The impact of the course activities on the participating students and faculty was measured through the implementation of pre-post exposure surveys aimed at measuring any shifts in perceptions and values prompted by their participation in the course activities.

The following chapters introduce theories, pedagogical activities, and the results of students assessments of the seminar components and their reflections about the mainstreaming of participation and landscape democracy.

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2

LED concepts and theory

2.1. LANDSCAPE

Diedrich Bruns

Common and scientific understanding of ideas and concepts of landscape are not always the same. Common understandings include terms such as nature, beauty, country, etc. (Hokema 2015). LED online course participants added terms such as city, environment and place. They also refered to interfaces between landscape, landscape education and democracy, adding terms such as community and people, and sustainability and transformation, designing, planning and participation (see fig. 2.1 and 2.2).

In contrast to common and LED student understandings, in humanist and social theory (Parsons 1970), landscape is understood as (a) phenomena resulting from the interaction of human and non-human factors in an area, and (b) the human perception of these phenomena, i.e. features and processes (Roe 2013: 401). Landscape theory is thus based on people's knowledge about both the "phenomenon itself and our perception of it" (Wylie 2007: 7). Rather than being mere assemblages of physical objects, landscapes, according to constructivist theory, are thought of as being "constructed" in people's minds (Kühne, 2013; Gailing & Leibenath, 2015). A particular area may be studied in purely physical terms, but, since each area also carries multiple meanings "that emanate from the values by which people define themselves" (Greider and Garkovich 1994: 1), landscapes are also studied with respect to all kinds of cultural and social practice, including symbolic representation, memory, etc. (Cosgrove & Daniels 1988; Schama 1995).

For landscape practice, the most relevant landscape policy document in Europe is the European Landscape Convention (ELC). The Convention provides an important contribution to the implementation of the Council of Europe's objectives to promote democracy, human rights and the rule of law (Luginbühl 2015). For the LED project the Convention serves as a kind of interface between theory and practice. In the Convention, as in landscape theory above, landscape "means an area, as perceived by people, whose character is the result of the action and interaction of natural and/or human factors" (Council of Europe, 2000). For landscape practice, perception is the constituting factor, and since perception is culturally contextualized landscape is considered a "cultural phenomenon" (Ipsen, 2012). Perception concerns (a) sensual responses to people's surroundings and (b) the way that people attach meaning and value to these surroundings. Both are culturally specific (Ingold, 2000); both are intricately linked to education and democracy. Education is defined, in the ELC, as one of the main pillars of landscape protection, management, designing and planning (Council of Europe 2014).

Strong links exist between concepts of landscape and democracy. Ever since landscape-terms emerged, relations between area and people's perception of it have been described, initially referring to a "polity and the land it governs". For a polity, a politically organized unit, a town usually forms the core of a 'Land' (or 'Pays' in French). "Scape" (in landscape) and "age" (in paysage) mean „something like character, constitution, state or shape" (Olwig, 2002). Incidentally, this early European area-perception relationship has interferences with Thai conceptions of space. No landscape terms exists in Thai language, but also in Thai words are used to describe the uniqueness that constitutes the specific character of an area, a sense of belonging and bonding to place (e.g. "baan rao" – our home). Similarly, in antiquity, we may find many words used to describe landscape quality while no landscape word as such existed.

For example, the Latin language has words to describe a pleasant or nice natural environment such as "loci amoeni" meaning agreeable places but no word existed to depict the contemporary concept of landscape.

Concepts of landscape that developed in Europe are culturally specific to the regional context where they appeared. From a LED point of view it is important to consider how people from different cultures perceive their everyday surroundings, and what terms they use to express how they give value to in their surroundings. Substantial cultural differences become apparent, regarding landscape appreciation, when comparing modern European area-perception relationships with, for example, African, Arabian, and Asian perception of the state or shape of an area (Bruns & van den Brink, 2012, Bruns et al. 2015).

Looking at specific examples is part of the LED learning experience; examples might help understanding what people perceive and cherish as landscape in increasingly pluralistic and culturally hybrid societies (Faurest & Fetzer, 2015).

2.2 LANDSCAPE AND DEMOCRACY

Luigi Bartolomei

The relationship between territory and democracy is rooted in many cultures. It is also syllogistic evident. The territory is part of the object of government, democracy is a form of government. Therefore democracy can also be understood as a form of government of territories.

Even the first attempt for a democratic organization, that is Athens during Clistene government (508 b.C), was based on the enhancement of relationships of interest between people and their territory. The overall balance of Clistene democracy derived from those achieved within and between individual groups of people. Thus, Democracy evolved from an organised territorial balance between groups of people who, from their respective positions, expressed specific interests (Camassa 2007, p. 65). This embryonic state of democracy included "citizens" and excluded all who were not free and therefore were not considered to represent territorial interests, such as women and slaves (Canfora, 2014). It is interesting to note that, from its origins, democracy does not foresee the equality of its citizens, but rather forces them to differ. Democracy is a strategy to build up the compromise as a conscious space for a possible coexistence.

As Democracy evolved it continues to be determined by balances of interests that are linked to and rooted in territory. Since contemporary concepts of landscape imply ideas of belonging that go beyond territorial representation, education about landscape means and corresponds to education about democracy . The contemporary understanding of close links between landscape and democracy (Tramma 1999; Rizzi 2004; Di Palma 2008; Cipollari 2010) has already lead to shaping didactic approaches addressing challenges of globalized and multicultural society (De Nardi 2013; Castiglioni 2011). In addition, promoting democracy implies adopting strategies to emphasize the awareness of bonds of belonging between individuals and territory, namely the specific spatial and territorial identity of each person. Research in different disciplines has highlighted the spatial roots of identity (Harrenz 2001; Terrin 2013). Emphasizing the links between individual and territory reinforces the identity of the subject, up to replace the idea of people with the one of community of individuals.

Despite the evidence of its etymological root, democracy rejects the concept of people, grounding instead on the one of community.

This is also evident in the early frescoes of utopian societies described in Utopia, by Thomas More (1516) and in La città del Sole by Tommaso Campanella (1623). In the first case, the island of Utopia is governed by a supreme magistrate, elected for life and called Ademo, that is "without people". In the second one, the people is replaced by a multitude of wise, since the magistrate in charge of education "makes all the people read" (Giglioni 2007).

The difference between people and community depends on two aspects. The first relates to the subjects that constitute a community, the second relates to the object on which the community is built. The concept of people dissolves individual identities to merge them into a mass. The most famous pages of literature clarify and exemplify this concept. People agglomerates in crowds whose behavior is as unpredictable as the one of starlings: "people is a crazy animal, full of a thousand errors, a thousand confusions, without taste, without pleasure and without stability" wrote Francesco Guicciardini in XV century. Three centuries later, the representation of the crowd that Manzoni offers in his Promessi Sposi, is quite similar: the crowd is "like a formless cloud that sometimes remains scattered and turns in the blue of the sky [...] and it makes one say to those who look up: this time has not recovered well". The crowd does not generate democracy. The crowd is rather a tool for revolutions. A community builds its specific profile, not on the mere merging of its components, as the people does, but rather on their relation, aggregation and juxtaposition (Dalle Fratte 1993). Among the divergent concepts of community (Berti 2005), the lowest common denominator identifies a community as a group of persons who share something and are therefore in relation with one another. The community is not simply a sum of individuals, as well as any individual can belong to many and different communities, such as a family, a local society, or a virtual community.

Every community is defined by the specific munus (latin word for gift) that is shared in it, and which is therefore at the center of community relationships. Max Weber (1922, p.38) defines community as a social relationship based on the participants' subjectively perceived belonging. This definition emphasises how wide the spectrum of possible communities can be, mixing place-based communities and elective communities: "a community can rest on any kind of affective or emotional, or even traditional foundation - for example an inspired confraternity, an erotic relationship, a reverence relationship, a "national" community, a troop held together by bonds of camaraderie " (Weber, 1922,ibidem).

However, considering naturally emerging communities, rather than those that we belong to by choice, territory appears among the first objects we share with other subjects and where the sharing is not the result of our active choice. Territory is there when we become a community member, for example by being born, and we immediately enter into relationships with that territory. Community therefore, means simply and first of all the local community, "whose members share a territorial area as a base of operations for daily activities" (Parsons, 1957, p.97).

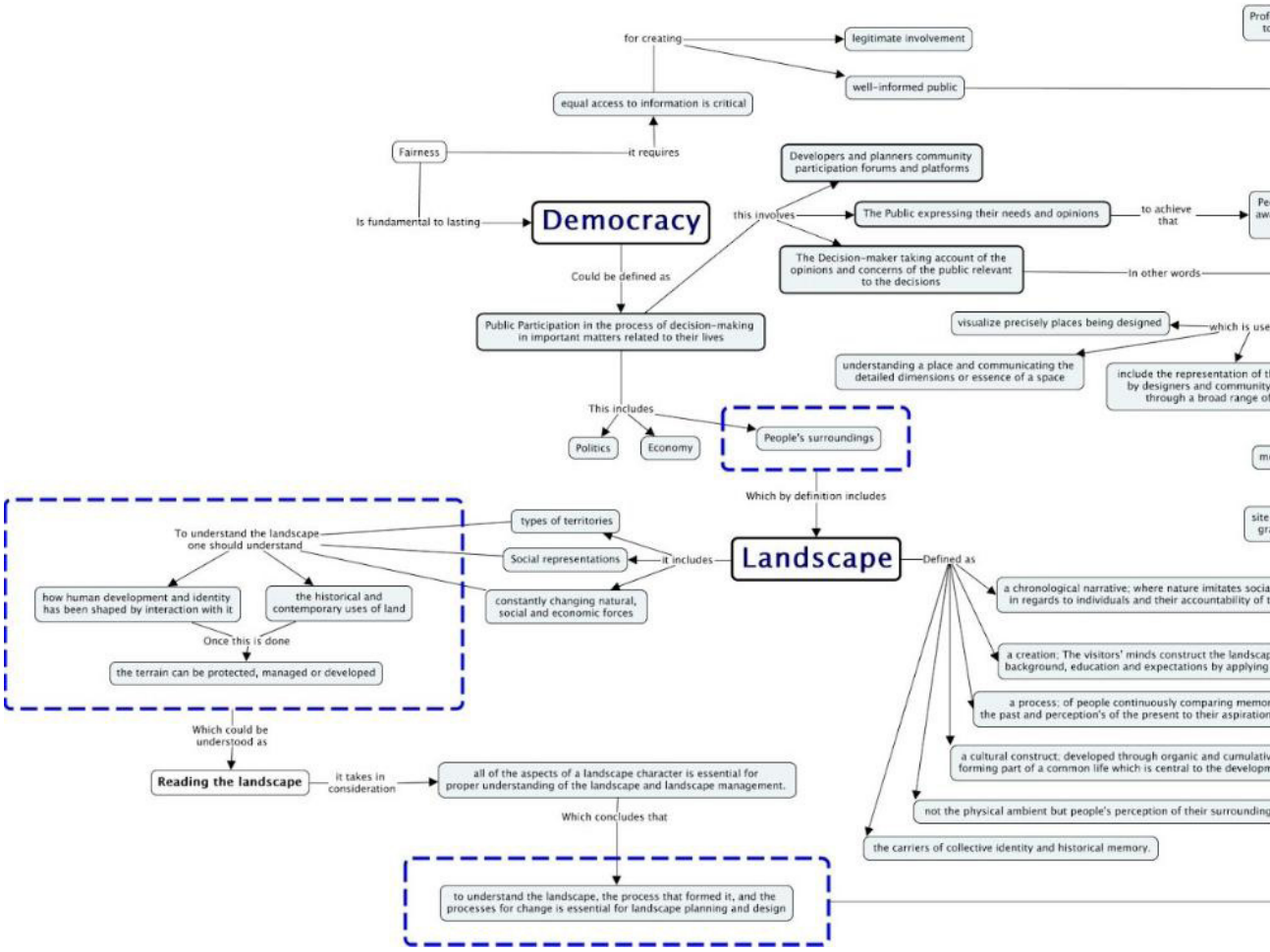
Territory thus becomes the element that generates a first natural and peculiar community, since it is the element by which the community is generated without intention. While, in elective communities, members are protagonists of a conscious choice determined by their own common interest, in place-

based communities, members may find themselves sharing a common interest without having chosen it by intent. Using Martin Heidegger's words we could say that the reason which shape a territorial community is connatural to human existence, that is implicated by being-in-the-world.
The territory is therefore a guarantee of the relationship, of the encounter with the other, and, in the last instance, of that educational process that calls into question the definition of the self through the continuous relationship with the otherness. The educational process that is generated by the landscape is not univocal or unidirectional: landscape educates, influences the newcomer as it is equally educated and influenced by him. The evidence of privileges or hierarchies in this process is a political and social fact which, on a case by case basis, has precise historical reasons, but which is not at all intrinsic to the relationship between people and territory. Landscape is thus a place of education and particularly of democratic education. To draw from the potential of the landscape to serve as a platform for exercising democratic values, landscape planners and designers need to include participation into their practice. Democratic values are essential to any community, including society at large. Landscape planning and designing would the instilling of a greater awareness for democracy through the the socially transformative experience that landscape can afford.

2.3 LANDSCAPE, DESIGN EDUCATION AND DEMOCRACY

Ellen Fetzer, Deni Ruggeri

Landscape, landscape education and democracy are relevant not only when considered in isolation but, particularly in their practical application, also by drawing strength from the many links that exist between the three. Through the practice of participation, designers and planners may be able to act as agents of democratic, and bottom up consensus and decision making about landscape (fig. x).
There are three kinds of relationships between knowledge-building and designing/planning . The first category is knowledge-building on design that includes learning about design outputs and outcomes (e.g. the long term effects that a design intervention has in a particular area). The second category is knowledge-building for designing/planning that includes learning how to support design processes (e.g. providing evidence supporting design decisions). The third category is knowledge-building through designing/planning that includes all activities where designing/planning are purposefully used as learning and research method. In all three categories, landscape serves as a kind of lens that puts the focus on democracy and on the social context from where landscapes are perceived.
Emphasising the concept of democracy in processes of landscape designing/planning, designers take the roles of listeners, of coordinators who bring different people and subjects together, of actors and professionals who serve communities and society at large. Designing processes are thus inclusive from the start; everybody has access and may get involved at all times. At the intersection of Landscape and Democracy, people are at the centre. For example, local communities are to be considered not only as principal protagonist of landscape analysis, but also as the principal agents of transforming and managing landscapes. The design process should be shaped in relation to its specific community, both in the phase of collection of narratives and memories regarding the specific site, and in the one of the fundamental attunement among these data and perceptions in order to choose a common action of convergence and intervention.
It is then time to reflect on the meaning of these processes in relation to dwelling and territorial belonging. Re-shaping landscape already begins with the overlapping of tales and memories at the start of the process. This early attunement already implies a community reshaping that the following common work intensifies.
Working together changing the aspect of landscape can be read also as a foundation liturgy, origin for a "thickening" of dwelling, invading the kingdom of feelings and spirituality and not only the one of physical perceptions.
A particular attention to places perceived as centers is then required, looking for places which are bound to feelings of familiarity, of one's 'home' either present life or in memories.
Particular attention will then be given to symbols, since landscape can be symbolized, but also can be a symbol in itself, or even can include different symbols, as it is particularly evident for cities (CITIES AS SYMBOL, SYMBOL OF CITIES, SYMBOL WITHIN CITIES).



2.4 LANDSCAPE. COMMUNITY, AND PARTICIPATION

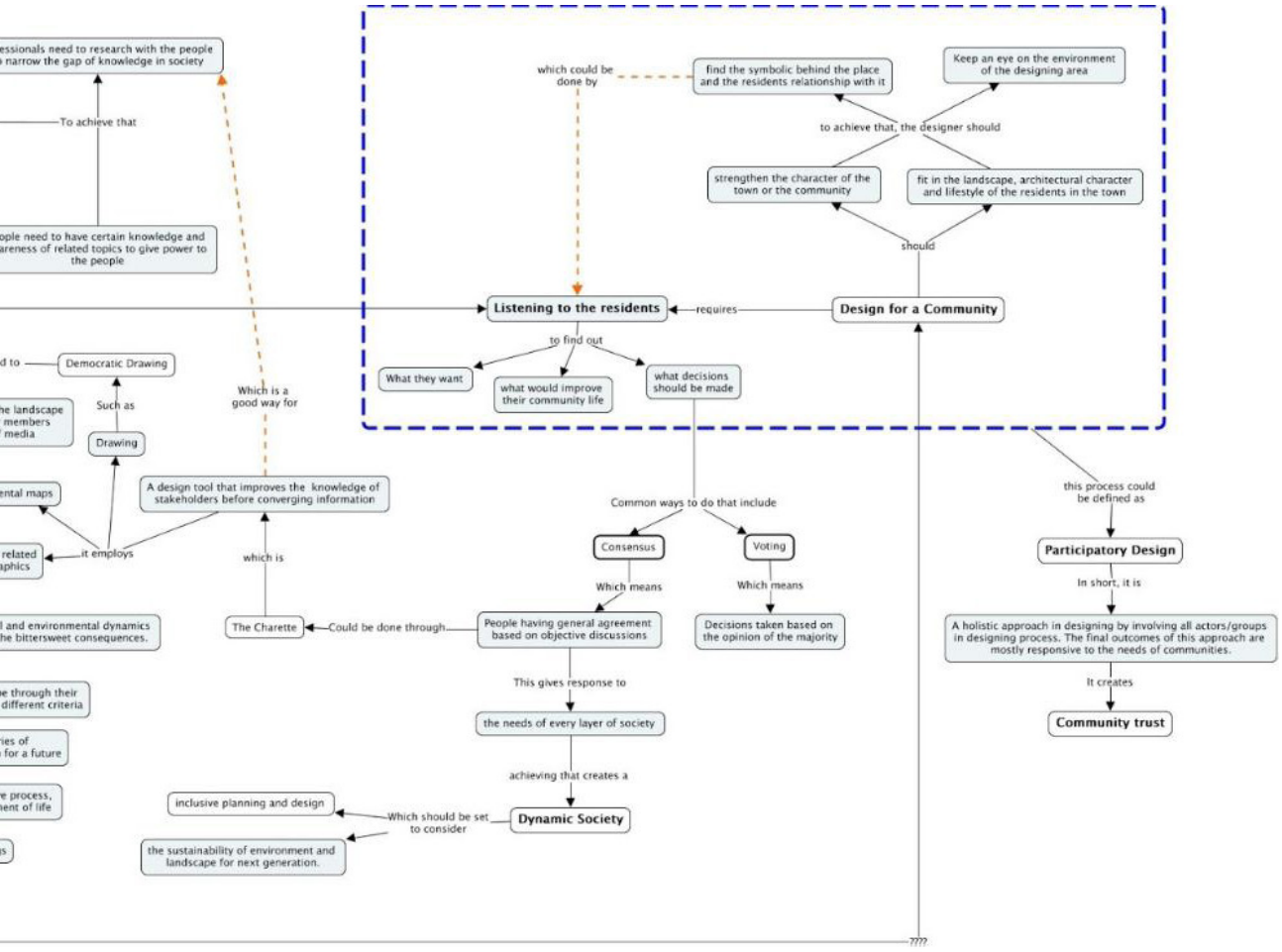
Eliza Salman

Beyond being vessels of meanings and values of a community, landscapes also serve as frameworks for the performance of community life. Among the 17 sustainable development goals set forth by the United Nations (2015), many of the actions are landscape-based. Today, we understand that sustainability can only be understood through the lens, perceptions and experiences of individuals. Livability (Appleyard 1981, Southworth, 2003, Ewing & Handy 2009) is being interpreted as the true measure of success of sustainability policies. This involves dimensions of aesthetic quality of the urban environment, its accessibility, affordability, its public health affordances, and the ability of a landscape to support the diversity of contemporary society (United Nations 2015).

The 2000 signing of the European Landscape Convention recognized the need to think of the landscape as constituted of and constitutive of society. It acknowledged that landscapes have a social and democratic value because 'they are subject of the actions and interactions of people' (Council of Europe 2000). By interacting in the landscape, individuals move beyond their individual 'biophilic' affiliation with the natural environment toward a shared understanding of the landscapes that are sacred to community life, and that is through our interactions with these landscapes that ecological democracy emerges (Beatley 2011, Hester 2008). This sacredness is the foundation of a collective topophilia (Tuan 1990), a community-based place attachment that becomes the foundation for a resilient city, one that is able to transform and adapt, but with a strong foundation in its past. Evidence shows that the healthy redevelopment of a community should be grounded in a deeper understanding of individual relationships to the landscape (the story of me), transformed into a set of shared goals and priorities (a story of now), and result in a 'story of us', a shared vision for the future of the landscapes (Ganz 2011, Ruggeri 2018).

Participation is at the center of this transformation. It represents not a technique in the hands of experts

Figure XY: Word cloud created from the concepts seminar participants have identified as part of the terminology exercise 2016 and 2017, author: Eliza Salman



interested in data mining, information sharing of placation (Arnstein 1969), but a 'view from the inside', achieved as partners in the process of promoting sustainable change. Participant Action Research suggests a new epistemology in research about the interface of people and place, which is grounded in the understanding that residents should be integral partners in research that can promote democratic change. This gives researchers and academic a new role to play, from neutral experts to engaged partners and collaborators in tangible and deliberate actions aimed at ensuring the right to landscape (Makhzoumi et al. 2011), i.e. the notion that open space, in the context of the sustainable city of today, should be understood as a common good, accessible and supportive of the need and ambition of all people in society.

PAR also suggests that landscape transformation is a systemic, wicked act that requires us to constantly monitor our progress and learning. The approach emphasizes 'reflection in action', which requires all of those involved ways to assess their progress toward a goal, and a continuous dialogue. This unique new role designers and planners are asked to perform requires a shift in education toward a constructivist approach where learning is defined as a communal effort, a 'community of learners' where the transfer or knowledge and refinement of professional skills result out of the students' direct engagement with reality (Fetzer 2014; Ruggeri 2014, Matusov 2001, Steinitz 1990). This is important not only for our partners, but also for ourselves. By entering the public arena, students and their partners further refine their collaborative, democratic skills, and redefine their role as professionals and as citizens. As Paulo Freire wrote "education either functions as an instrument [to] bring about conformity, or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world" (Richard Shaull cited in Freire(1996). Through academics/civil society partnerships for democratic change, it is possible to envision transformative processes of change that build on the ambitions and values of experts and communities alike (Schneidewind et al. 2016).

2.5 TESTING LANDSCAPE DEMOCRACY THEORIES IN PRACTICE.

Eliza Salman

LED seminar participants were assigned a reading exercise and provided a series of readings related to five different themes; 1) Landscape and Democracy – Mapping the terrain, 2) Concepts of participation, 3) Community and identity, 4) Designing and 5) Communicating a vision. Each group was asked to cover at least one reading from each theme. Furthermore, each participant was asked to synthesize three core concepts from the readings and, as a group, discuss and join their concepts into one comprehensive concept in 250 words.

This exercise indicated the reading and comprehension capacity of the participants in terms related to the landscape and democracy that shall later be used in practice demonstrated by their use of the concepts in developing a change process as is explained in more detail in section 3.2.4.

The results of the exercise were analysed and categorised based on concept definitions and the repetition of these concepts. Later these definitions were used to create a word cloud Figure 2.1 highlighting the most-used terms in the participant's collective output.

As may be anticipated from a reading exercise related to a landscape and democracy seminar, the terms landscape, people, design and community were the most frequently repeated words. However, less frequently but indeed relevant terms of ecology, nature and sustainability as an essential part of the landscape also emerge. Further terms indicate the process's correlation to actions, some related to reading the landscape (perceive, understand, include) others related to design and creation process (plan, draw, develop) while more terms related to the qualities of change and liveable placemaking (make, change, live). Moreover, terms related to people (Groups, Individuals, Citizens, designers, community society), place (nature, city, land, space, surroundings, environment, landmarks) in addition to time (past and present)were highlighted as well.

In essence, these terms indicate the general line of thought of the participants towards the link between people, with their place from the past through the present and into the future, in a process where different stakeholders adopt actions to bring about qualities of identity, sense of place and spatial and ecological justice in the landscape in its different forms.

However isolated the concepts chosen by the students were, due to the fact that the students had worked individually for most of the exercise, assembled (from the concepts gathered by the 2017 online seminar participants) they form a holistic overview of the relationship between the concepts of Landscape and Democracy. Additionally, the interrelation of landscape and democracy to meanings of identity, community, nature, place and roles of different stakeholders emerges as can be observed in the concept map in Figure 2.2. which was created from the synthesis of the concepts written by the participants. This indicated a collective understanding of the meaning of landscape and democracy and the complicated relationship between them.

Table: 2.X Resources chosen by the participants as important readings that contributed to their landscape democracy knowledge based on frequency of mention

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3

Landscape Education for Democracy: Methods and Methodology

KEYWORDS: PARTICIPATORY ACTION RESEARCH, LANDSCAPE DEMOCRACY, COMPUTER-SUPPORTED COLLABORATIVE LEARNING, OPENING-UP EDUCATION, LANDSCAPE EDUCATION

The LED project wanted to develop and implement a model for landscape architecture education to fill a gap in contemporary landscape planning and design education. We observed that modern Landscape Architecture and Planning education educates students to a somewhat traditional and obsolete consultancy-driven understanding of the profession as subservient to the needs and wishes of private clients, rather than instilling in them the sense of responsibility that comes from their working as advocates or 'trustees' of the larger society (Horrigan and Bose 2018).
This understanding of landscape architecture, while still predominant in the professional milieu, falls short to adequately represent the agency and impact of those landscape planners who are engaging as partners in participatory, bottom-up processes of transformation.
The 'Landscape Education for Democracy (LED)' programme used a blended pedagogical format consisting of online teaching sessions and on-site summer intensives to expose students and young professionals in landscape planning and design to an emergent area of practice that is re-defining design as a collaborative act of co-creation in partnership between experts and civil society.
In designing the seminar, the partners adopted a PAR participatory, action-research approach and the belief that landscape change should be the result of integrating the rigorous theories and methods of academia and research with collective creative

processes. In designing the course, we sought to engage many perspectives so that we could attract to it the most diverse audiences and making an impact that would transcend the boundaries of our campuses.

In designing the LED seminar, the project partners wanted to fulfill the Erasmus + Strategic Partnership Programme's mandate to foster transdisciplinary, cross-cultural learning for both students and educators involved by introducing into the curricula of each institution digital learning settings. Students who enroll in the course are expected to do so as active participants.

They work on individual and group assignments where they are required to engage in an open dialogue across professional and cultural boundaries; the settings are similar to immersive Erasmus exchanges. This article is a description of the teaching and learning approaches and of methods applied. Altogether, these form the pedagogical framework of both the LED online courses and the Intensive Study Programmes (ISP; also IP). This chapter also reflects the role of the internet and web-based educational environments for achieving LED objectives.

The most relevant argument for the technologies and methods used here derive from the need to work across institutional and national boundaries and to consider the internet as what it is supposed to be: a means to connect people, knowledge and processes. On top of that, the LED project aimed to contribute to a very relevant overall goal of the ERASMUS+ which is to open up education. The web-based mode enabled the participation of any interested learner, regardless of his/her financial possibilities or spatial vicinity to an educational institution. Our challenge was to meet these objectives while not being driven by technological constraints. Clearly, competence development goes first in an educational project and therefore, the interplay of tools, methods and learning activities had to be carefully considered and orientated towards the achievement of learning objectives.

We illustrate here how the learning activities have been conceived and focus in this respect on the role of ICT technologies for the development of procedural competences which are also relevant for LED qualification.

3.1 EMPOWERING PARTICIPATION IN LANDSCAPE PLANNING: A PEDAGOGICAL TRAJECTORY

The LED project wanted to develop and implement a model for landscape architecture education to fill a gap in contemporary landscape planning and design education. We observed that modern Landscape Architecture and Planning education educates[e] students to a somewhat traditional and obsolete consultancy-driven understanding of the profession as subservient to the needs and wishes of private clients, rather than instilling in them the sense of responsibility that comes from their working as advocates or 'trustees' of the larger society (Horrigan and Bose 2018).
This understanding of landscape architecture, while still predominant in the professional milieu, falls short to adequately represent the agency and impact of those landscape planners who are engaging as partners in participatory, bottom-up processes of transformation.
The 'Landscape Education for Democracy (LED)' programme that we co-created used a blended pedagogical format consisting of online teaching sessions and on-site summer intensives to expose students and young professionals in landscape planning and design to an emergent area of practice that is re-defining design as a collaborative act of co-creation in partnership between experts and civil society. In designing the seminar, the partners adopted a Participatory Action Research (PAR) approach and the belief that landscape change should be the result of integrating the rigorous theories and methods of academia and research with collective creative processes.In designing the course, we sought to engage many perspectives so that we could attract to it the most diverse audiences and making an impact that would transcend the boundaries of our campuses.
In designing the LED seminar, the project partners wanted to fulfill the Erasmus + Strategic Partnership Programme's mandate to foster transdisciplinary, cross-cultural learning for both students and educators involved by introducing digital learning settings into the curricula of each institution. Students who enrolled in the course were expected to be active participants and to engage in an open dialogue across professional and cultural boundaries similar to immersive Erasmus exchange settings.
The following is a description of the teaching and learning approaches and of methods applied. Altogether, these formed the pedagogical framework of both the LED online courses and the Intensive Study Programmes (ISP; also IP).
The LED team developed and implemented pre and post-engagement surveys to test landscape planning students growing knowledge, critical thinking, social agency, and ability to envision new processes for democratic landscape transformation, and in-depth interview sessions of with IP participants to the intensive program. Together, surveys and interviews provided the project partners with evidence of the student's evolution as a result of their participation in the LED seminar activities. The results of these assessments are examined and discussed critically in chapters 4 and 5.

3.2 ELEMENTS AND FEATURES OF THE LED PROGRAMME

3.2.1. Learning Objectives of the Landscape Education for Democracy Course

The learning objectives for the online seminar and the ISP were set during the grant application phase of the project and then specified during the first consortium meeting in Norway in November 2015. At that time, partners envisioned subject-specific, personal and methodological competences which the course would seek to foster in the participants through a structuralist approach.

A.Seven learning goals for landscape democracy

The following seven goals embrace the subject-specific framework of how we have understood landscape education for democracy. The goals build on the LED theories and concepts that have been introduced in chapter 2 of this volume. Next to these seven goals, the LED team has identified a set of personal and methodical skills, which are not necessarily specific for the LED context but required for putting LED competences into action.

Figure 3.1: Distribution of the 2018 LED online classroom (Illustration created with Zeemaps)

Goal 1: Democracy as a practiced skill
Through linking the concepts of public participation with democracy students learn about how public participation and democracy are related, and become aware of the contemporary challenges to landscape democracy and to the 'right to landscape' in the context of urban and landscape change. The interactions of the online seminar and the work in transdisciplinary, cross-cultural working groups provides opportunity to explore the concept of democracy not only from a theoretical perspective, but also from a dialectical perspective.

Goal 2: Learning how to deal with diversity
Students would need to become sensitive to the different attitudes towards the landscape and across ethnic, socioeconomic and expertise divides. Through working in a cross-cultural learning environment, students would experience and learn from their direct engagement with different interpretations and values that resulting from a pluralistic society.

Goal 3: Critical landscape thinking
By engaging with relevant theories learners are enabled to conduct an informed and dialectical discourse on the relationship of landscape and democracy. Students would then start to critically evaluate and identify concrete situations in which democratic processes are missing from landscape decision making processes, and propose possible solutions.

Goal 4: Rethinking the role of planning
Students are introduced to the evolution and common understanding of public participation, linked to major directions of contemporary planning theory. Through discussions and group reflections they develop a critical perspective and become aware of the potentials and limits of various models of participation.

Goal 5: Rethinking the role of the community
Students learn about the evolution and the contemporary understanding of the concepts of community and identity. They are encouraged to relate these concepts to planning practice.
This is especially trained during LED intensive study programmes. Shifting mindsets towards empathy and the appreciation of local knowledge includes a critical reflection on the role of the designer/planner as 'expert', which often leads to a discovery that knowledge about the landscape must be first and foremost grounded in people's perceptions, as the ELC called for.

Goal 6: Landscape democracy Into action
Students are able to design a participatory process that is specific, adaptive, flexible and sensitive to the local context. This requires knowledge of common communication tools supporting participatory processes as well as different examples of participatory processes and how methods and tools are applied in practice. The LED programme is designed to make the learners select the most adequate methods and tools to be applied in specific challenges requiring participatory processes.

Goal 7: Cultivating a landscape democracy discourse
Participants are knowledgeable and have the ability to discuss the interrelation of landscape and democracy using an agreed upon vocabulary employed by practitioners and researchers in landscape, democracy and public participation.

B. Social and personal competences
Social and personal competences are also known as the so-called 'soft skills'. They are not necessarily trained during a study programme but rather develop over time along with personal learning paths. Social and personal competences are however a core requirement for effectively implementing subject specific goals in practice and cannot be trained apart from a subject context. The LED team has summarized its expectations with regard to this competence set as follows:
-Development of (reflected) leadership competence: empowering people to build common visions and mutual trust.
-Identification of stakeholders and power structures in a new and unknown context
-Inclusion of various groups from the general public creatively in a participatory process by applying common methods and tools.
-Active listening and high level of empathy for different perspectives and viewpoints in an intercultural context
-Self-organized, process-oriented and interdisciplinary team work, including virtual team work.
-High level of communication and presentation skills, including English language skills.
-Self-reflection through confrontation with the other (discipline, lay people, culture, local context) and increased awareness of own value schemes and interpretation patterns
-Highly-developed career perspectives and professional goals.

C. Methodical competences
Similar to the social and personal competences, methodical competences are developing throughout a lifetime and through exposure to tasks and challenges. In order to implement landscape democracy objectives, planners and designers should demonstrate a solid mastery of the following abilities:
-Acquiring relevant knowledge and information collaboratively
-Evaluating, analyzing, synthesizing and processing this information, include diversity
-Designing a creative working process independently and in a target-oriented way
-Transferring knowledge and methods in the field of public participation to a new and unknown context
-Applying project management and team building methods
-Communicating results to different types of audiences (subject-specific and general public) using both analog and ICT-based means of communication
-Reflecting and assessing the impact of their work in creative, non conventional ways
-Subject-specific competencies have been enhanced by (online) lectures, literature study, case study work and self-study of learning materials
-Social/personal and methodical competences have been primarily enhanced by group work, collaborative research, design thinking, workshops, presentations and other inquiry-based / interactive learning methods.

3.2.2. The process framework

The seminar structure was discussed at length at yearly project meetings. True to our PAR paradigm, we placed great emphasis on the feedback we received from participants, and sought to adapt the learning experiences and flow of the seminar. The seminar was organized into 6 thematic blocks, organized so that they would go from general to specific. Sessions would consist of lectures, interactive sessions, individual and panel presentations.

A wiki page was used as a platform for documentation,knowledge gathering and sharing. Its process was structured over a period of 13 weeks starting in April and ending in June. The structure of the programme was graphically represented and posted for everyone to the course (fig. 3.2 Diagram of the LED course for 2018). Students met either once (in the 2016 and 2018) or twice (in 2017) a week, with each session lasting approximately 90 minutes. The virtual classroom Adobe Connect was used in an open way to expand the reach of the online course to everyone with a computer and interest in this field, rather than limiting the interactions to the partner universities and their students

The first phase of the course introduced the students to the state of the art discussion within landscape planning about the various interpretations we give to the landscape, and how these understandings are linked to democracy. Assignments were designed to reveal in the students' own positioning within the need for greater landscape democracy. We engaged images and drawings as a form of communication that would allow them to express their most intimate thoughts. The second and third phases introduced them to participation as an essential tool for landscape democratic actions. Lectures would seek to demonstrate how participation can benefit communities, above and beyond its ability to inform decision making.

Theories and methods discussed concepts like co-design and collective creativity as an approach that would allow designers to partner with communities at a deeper, more meaningful level. Case studies would illustrate the challenges in performing participation, and the implications on design and planning practice.

Phase D, which we called for simplicity 'design' asked the students to activate the knowledge and ideas that had gathered in the first part of the course by taking on, as small groups, a landscape democracy challenge. Students would compete to select the challenge they found most meaningful in landscape democracy terms. Based on theories and examples they had learned about in the online course, students were asked to outline how they might implement democratic landscape change in these communities, and developed a theoretical transformative process as a set of strategic goals and moves.

This would be diagrammed through a concept map, and presented at the end of the online seminar in small groups. The final phase of the seminar (phase E) was dedicated to communication. It comprised lectures and case studies of participatory processes that had creatively addressed the need to communicate a new vision or story. We asked case study presenters to focus on their own approaches to storytelling and communication, while also reflecting on successes and failures along the way.

The annual Intensive Study Programme (ISP) constituted phase F of the educational programme. By traveling to a location many of participants had never heard of, and partnering with local community groups and individuals, the ISP offered opportunities to combine old and new techniques of participatory landscape planning. In many cases, students acted as participatory action researchers, to uncover rich and in many cases previously-unavailable data that could help direct their actions during the 10 days they spent in each community.

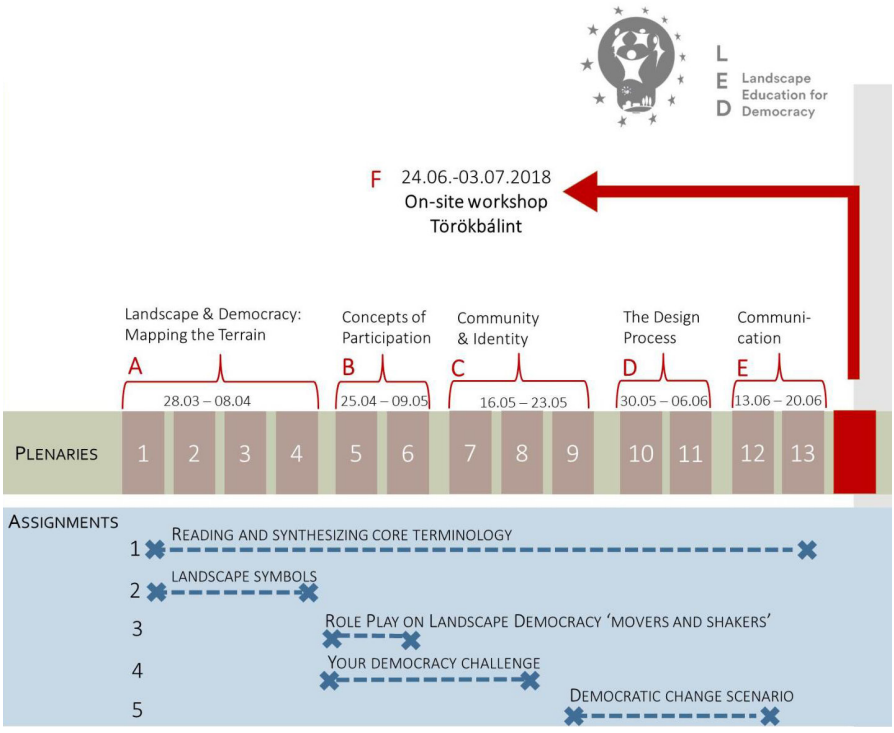
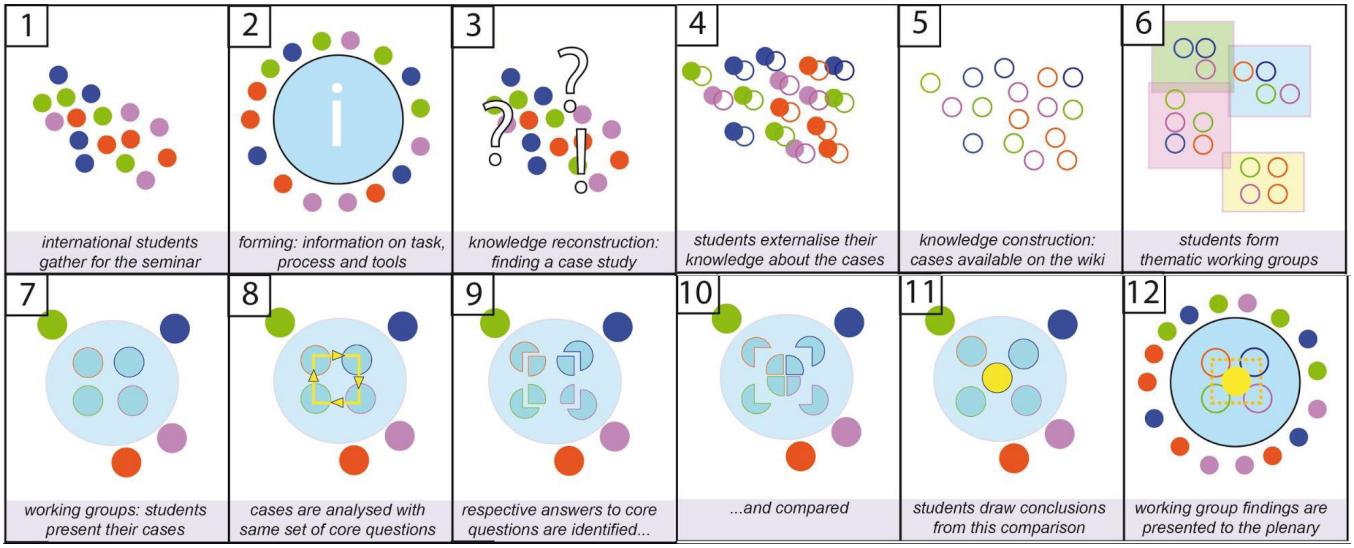


Figure 3.2: The LED seminar process for the year 2018.
Figure 3.3: The twelve-stepped framework used in the LED seminar.



3.2.3. The LED online learning process

The LED online course wanted to achieve a high level of interaction, co-creation and creativity both during the online and the on-site phase of the programme. Group processes are well thought-through, embedded in the overall learning sequence and and supported by relevant ICT-Tools. Many scholars in planning and design may find virtual team work challenging. The reality of planning and design education is still the campus-based studio with a lot of direct contact and interaction, which many would consider the ideal situation. On the other hand, we need to take into account that universities are opening up: there are more part-time students, target groups are differentiating, some might live in very remote areas seeking for quality education. On of the major goals of the European Union's Educational Policy is to design these changes practively by opening up university education, amongst others via ICT tools. This is one of the reasons why the LED project has received EU funding.

It is vital that academic education adopts new methodologies and practice in order to keep a high quality of education on the one hand, and to become more open and inclusive on the other. The model shown below shows a general framework of how we can model interactive, meaningful learning processes in groups. We will describe the model briefly in this chapter. The following chapter will show how the model has been applied in the LED online course and which ICT tools have been used to facilitate the online delivery of the course.

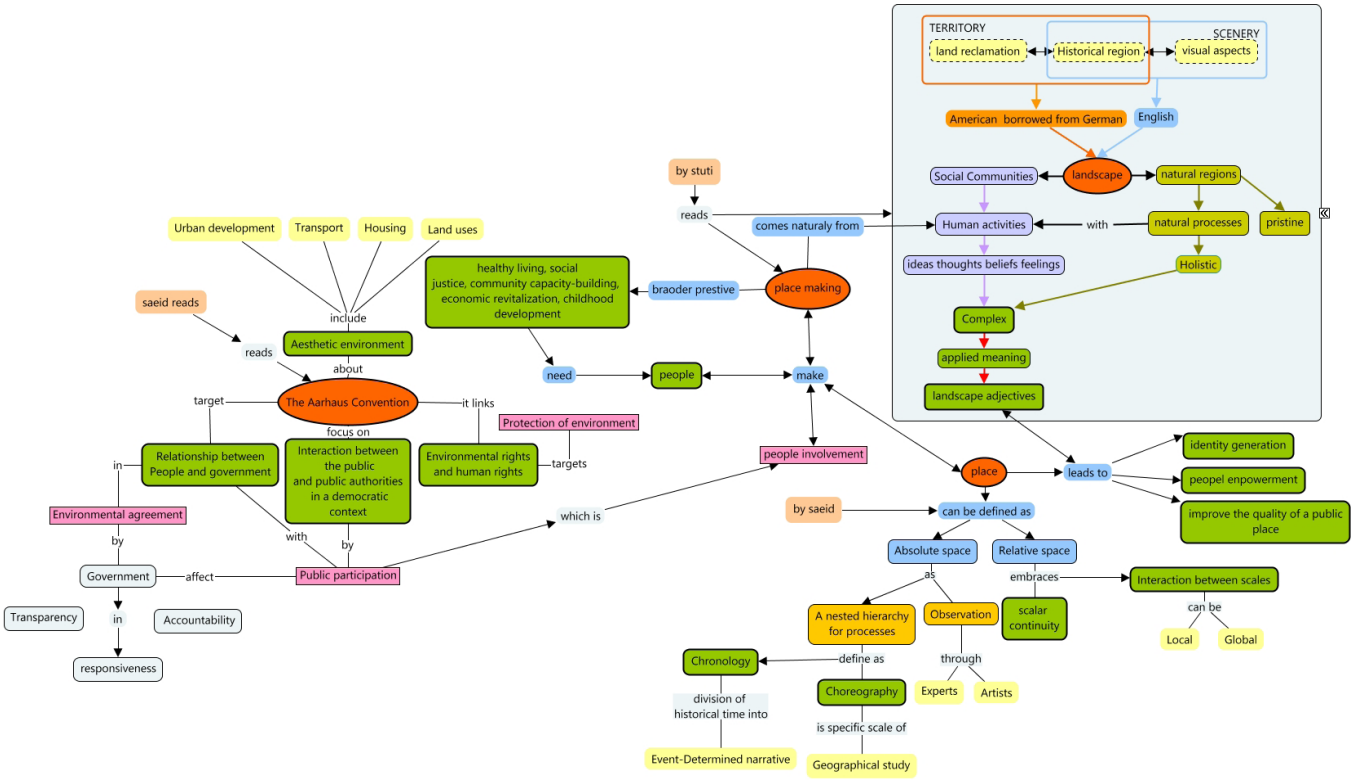
The seminar framework can be synthesized into twelve steps (fig. 3.3) and is adaptable to many different subjects and learning contexts. Its basic message is the following:

(1) in an open educational model learners come together from different institutions, cultures and disciplines. Their participation is based on interest, intrinsic motivation and willingness to confront themselves with different mindsets.

(2) The course facilitators initiate a forming moment briefing the participants on the process, activities and expectations.

(3) The participants are grouped, either bottom-up or top-down, in small teams characterised by diversity of cultures and disciplines, but joined by a common interest.

(4) The groups then enter a joint process during which knowledge is conceptualised and externalised. For example they can add a number of different individual cases or one joint case to the wiki page, depending on the seminar objectives. (5) The joint ICT platform (wiki or similar) allows for assembling own and new information on the respective study case, the combination of tools, people and process thus allows for a co-evolution of knowledge. (6) By confronting own and external knowledge usually two process occur according to Jean Piaget's Theory of Cognitive Development. Assimilation happens when a learner fits new knowledge to already existing knowledge structures. Accommodation means that a learner needs to change existing conceptions in order to adapt new knowledge. Usually, both phenomena work in parallel during a learning process, especially when many different actors are in contact. The picts 7-9 show how this learning process continues when groups are developing something new in during their process. Accommodation and assimilation is considered as an iterative process. (10) The next step is the process of deconstruction and reconstruction, as defined by Kersten Reich in his theory of interaction-based constructivism. It is vital that intercultural groups are open to the deconstruction of assumptions as a basis for reconstructing new ideas. At the same time, the groups need to be aware of the fact that they are excluding one alternative, that might bear values for some, in order to advance as a whole. It is this balance of making progress by decision on the one hand and reflecting the implication of those decisions on the other. This balance is very relevant for any democratic classroom. Something new can emerge from that (11) and then be brought back to the plenary (12) and to the world if the wiki is public.



3.2.4 The LED Learning Activities

The LED online course invites participants to work themselves through five assignments, requiring both individual input and group products. This interaction between the individual input and the discourse with the team provide a foundation for triggering assimilation and accommodation, the de- and reconstruction processes that the theories outlined before suggest as being essential for learning. In the following we will describe the rationale, structure, process and technical facilitation of each assignment. The documentation of the assignments was mainly supported by the LED seminar wiki, which is a simple wiki installation based on the famous MediaWiki software, on which Wikipedia is also based. Each group was given an own wiki page which was already pre-structured. They started with the empty wiki page that only contained the assignment structure. As the teams went through the seminar they gradually filled their page with all required outputs. This way, tutors, evaluators and peers could always observe the learning process and all group results were presented in a coherent and comparable format. The synchronous sessions for lecturing, interactive exercises and group presentations were done with the virtual classroom software Adobe Connect.

Assignment 1: Reading and Synthesizing Core Terminology

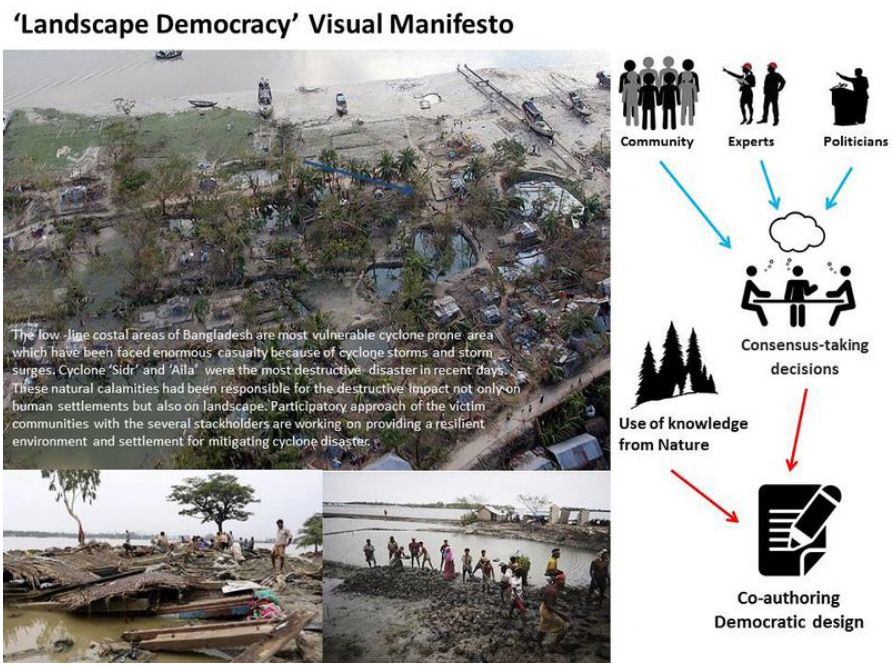
This assignment consists of a sequence of individual and group activities aimed at mapping, exploring and deepening the knowledge of critical concepts and theories associated with landscape democracy and the agency of planners and designers in promoting democratic landscape change/preservation decision-making. This should become the core knowledge that learners take away from this seminar and apply in the future as a professional and individual.

The structure of this assignment has changed during the three pilot courses that have been conducted within the framework of the ERASMUS project. In the first round participants were asked to select core concepts from their weekly readings and to explain them in the format of a concept map. "Concept maps are graphical tools for organizing and representing knowledge. They include concepts, usually enclosed in circles or boxes of some type, and relationships between concepts indicated by a connecting line linking two concepts." (Novak + Cañas, 2006). For technical facilitation and support of the distance learning mode the students were invited to develop their concept maps with cmaps software and then share them on the cmaps cloud. The idea was that the group members would then combine all their concept maps together, reflect on differences and similarities, especially with respect to linguistic variations. Here is one example (figure 3.4).

The LED team was unsure after the first round if this was the best way of achieving the learning objectives. The concept maps became very broad and complex and there was certainly a learning process related to it. But rather than moving towards a more structured representation of the core aspects of landscape democracy it seemed that the exercise rather left the students lost in translation.

The learning here was that concept mapping, as Novak's theory also suggests, is most useful when the question leading the mapping process is consistent across group members and clearly defined. This finding informed a revision of the assignment implemented in the second and third one seminars, the introduction of the landscape democracy manifesto. This consisted of a visual representation exercise that graphically illustrated individual participants' understandings of the relationship of landscape and democracy. The students were asked to upload their manifestos before the seminar start, to be shared via the wiki with all fellow participants. The manifestos also allowed us to assemble students in groups. At the end of the online seminar, students would be asked to reflect on their original manifesto, and revise it to integrate what they had learned. The revised manifestos would allow us to visually assess any transformation in the students' knowledge and attitudes toward landscape democracy (fig. 3.4., 3.5).

While manifestos were individual representations of landscape democracy conceptions, each group would collaborate on a glossary of core Landscape Democracy concepts. Each team would share their individual concept definitions derived from their exploration of the literature, and synthesize them in a joint definition.



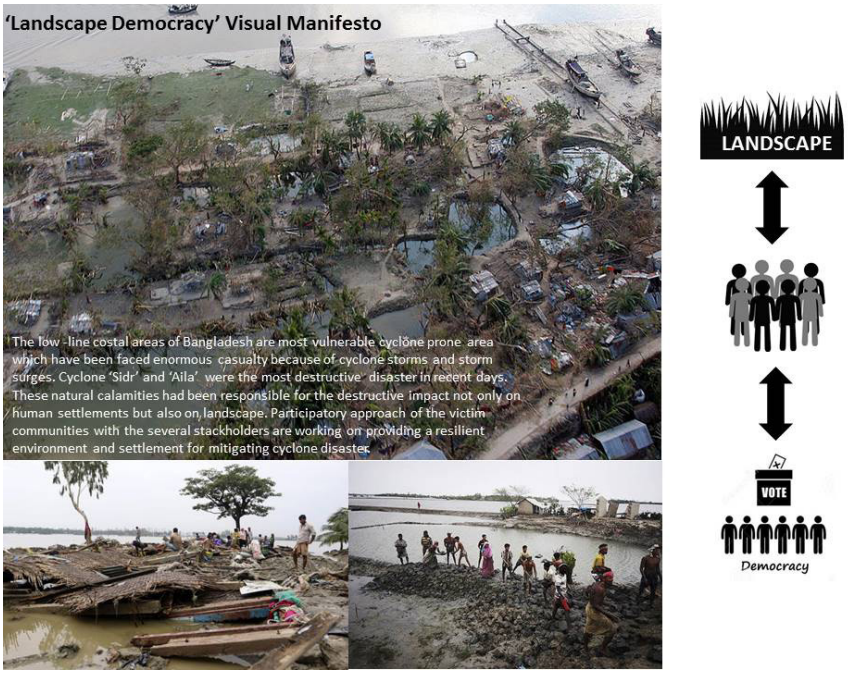


Figure 3.4: Example of a collaborative concept map in which the participants have synthesized and correlated their conceptual connections from different cultures. Authors: Stuti Sareen, Saeid Sadat.
Figures 3.5, 3.6: Example of a pre and post landscape democracy manifesto, the latter showing a much more community oriented and site specific policy approach. Author: Farzana Sharmin from Bangladesh

Assignment 2: Your Landscape Symbols

Common landscape symbols include sculptures or memorials referring to historical or political events, often reflecting a particular power structure or set of cultural assumptions. Over the course of history, their symbolic and power associations may be maintained, or removed, or reinterpreted. On the other hand, other symbols may appear outside of conventional power structures. They may be spontaneously created out of leftover spaces, challenging mainstream landscape conceptions and aesthetics. In this assignment, students were invited to identify features in their everyday surroundings that they believe have symbolic meaning and to interpret that symbolism. The task employed a method called "photovoice" which uses pictures to identify particular landscapes and their symbolic nature.

Participants locate and take photos of three scenes holding special meaning concerning landscape democracy (fig. 3.6).

A caption then describes the symbolic nature of the landscapes and their relevance to democratic community life.

The LED team identified a set of critical questions to guide students in their investigations of landscape symbols:

How and why did the symbols appear in your surroundings?

Did their meaning change along with socio-political changes in your region, or country?

What do these symbols mean to you today? Are they understandable for someone outside of your own culture?

What do you think about sharing symbolic meanings of the landscape?

Students would report about their landscape symbols and reflections during a joint presentation of the group, which also served as their first opportunity to peer-teach in the virtual classroom. Through meetings with tutors, groups were encouraged to prepare a joint slideshow, plan their storytelling, and be prepared to address comments and questions from their peers as a group. This activity aimed at raising awareness of the cultural and societal differences in interpretation of Landscape Democracy, and sensitize them to the diversity and often conflictual ways in which people associate meaning to the landscape. In the process, they learned that planners and designers should be aware and respectful of these diverse viewpoints and envision better methods and tools to bring these perspectives to the forefront of any landscape planning process.

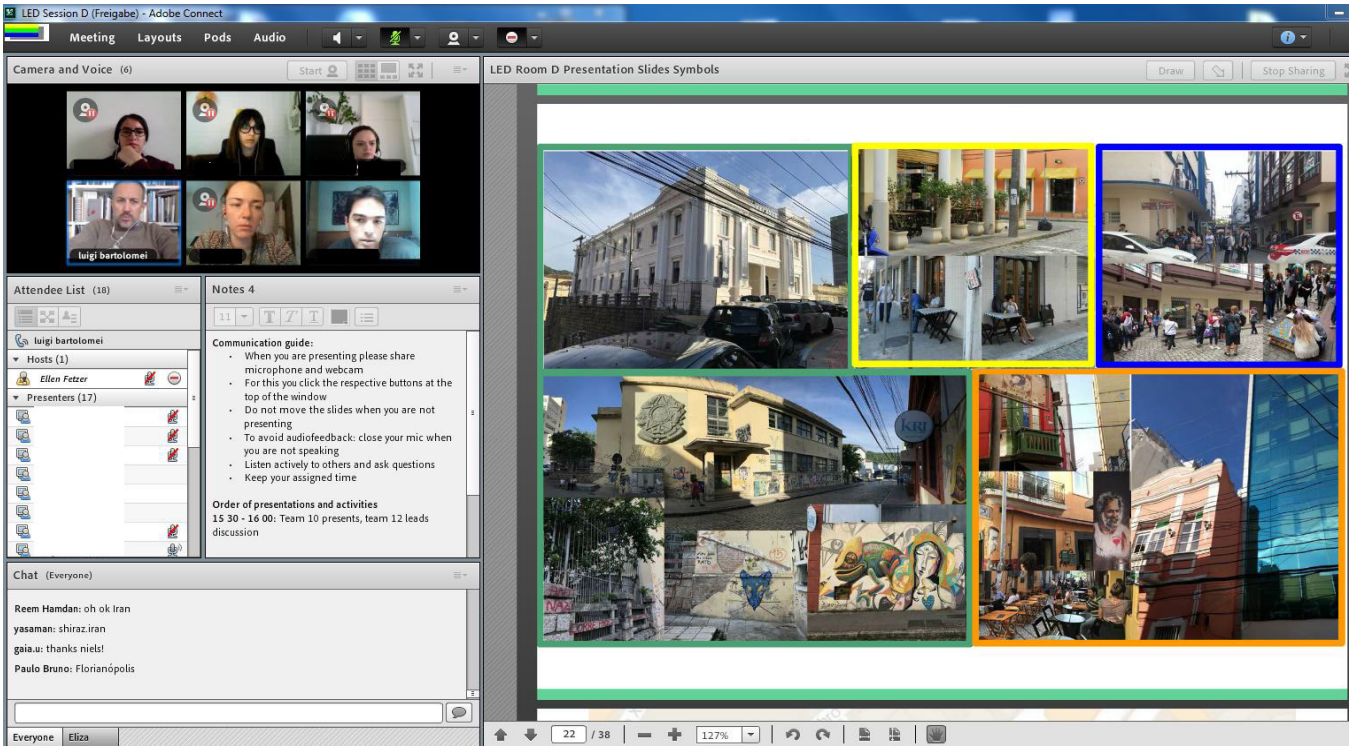


Figure 3.7: Example of a landscape symbol photovoice by Luis Solano
Figure 3.8: Screenshot from a breakout room session held in April 2017. A virtual team with learners from Brazil, Kazakhstan, Italy, Iran and the US presents reflections on landscape symbols in their locales, such as Florianopolis in Brazil.
Figure 3.9: Screenshot from a role playing online session during the 2016 LED seminar.

Assignment 3: Role Play on 'Landscape Democracy Movers and Shakers'

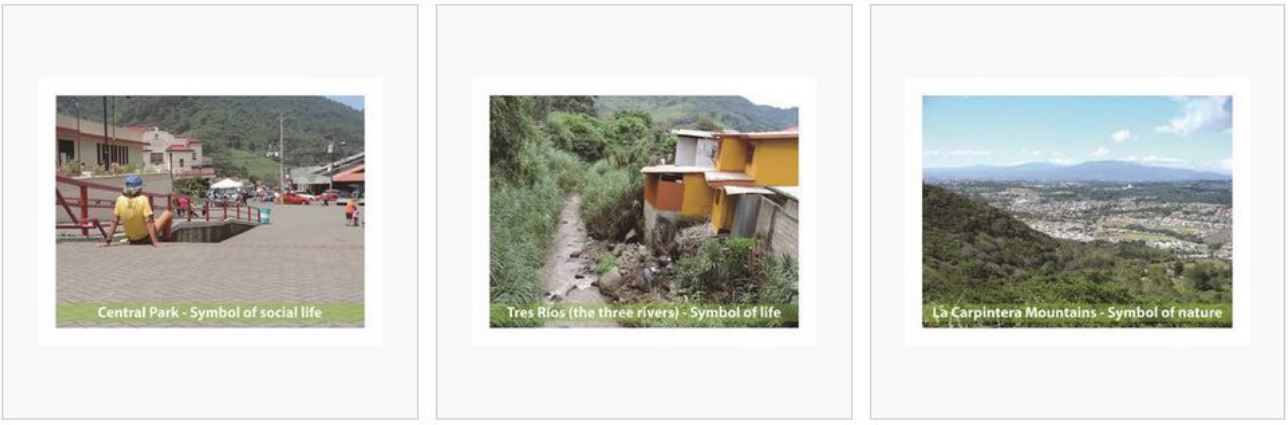
Democratic planners and designers come in all shapes and sizes, yet there are commonalities to their trajectories. Personal commitment, character strength, and a keen sense of social justice are often at the foundation of a good participatory designer. Behind their research and practice are often stories of individuals that have experienced injustices, either directly or as observers, in their own communities (Horrigan and Bose, 2018).

In order to allow students to understand and critique the variety of attitudes and motivations behind participation, and to gain awareness of the interconnectedness of knowledge, personal history, skills and attitudes needed to become agents of democratic change.

The LED team created a role playing activity whereby students would be able to immerse themselves into the personal perspectives of individuals listen as the 'movers and shakers' of landscape democracy. The list included North American scholars and practitioners like Anne Spirn, Randolph Hester, Lawrence Halprin alongside European examples like Giancarlo De Carlo, Alessandra Orofino, Ralph Erskine and others.

The list was expanded every year thanks to the introduction of new stories of participatory design in their own contexts, from Asia to the Middle East. In depicting the chosen personality, LED instructors encouraged students to dive into their personal background and history, the ethical challenges they have faced, the type of processes they engaged in, the collaborations they entertained, and the writings and projects they had produced. In a setting similar to an impromptu theatrical play, groups would simulate a planning or design scenario, for example "a new design for a park in an immigrant districts in city X" or "the re-design of the landscape of a public housing complex in your country" and engage in a virtual debate where they acted as if they were these personalities. Evidence from the post-seminar survey shows that the role playing activity was considered by one out of three students as the one that contributed best to enhancing [their] knowledge about landscape democracy.

Landscape Symbols Author 5: Luis Solano [edit]



This case study is a good example of NO democratic landscape. Why?Central Park has historically been a meeting place, meeting, leisure, social gathering, mass events, fairs, a lot of social activity and a striking and characteristic vegetation

My town gets its name literally by a very particular water condition, it is crossed by three important rivers, from here its name Tres Ríos (in English, literally Three Rivers). They are the Chiquito, Cruz and Tiribí rivers. The latter continues

These mountains with the rivers have an enormous importance in our town at a historical, identity and natural level. Almost every inhabitant of the town has climbed once in his life to the top. Its value as a symbol has lasted over time through many

Assignment 3: Role Play on 'Landscape Democracy Movers and Shakers'

Democratic planners and designers come in all shapes and sizes, yet there are commonalities to their trajectories. Personal commitment, character strength, and a keen sense of social justice are often at the foundation of a good participatory designer. Behind their research and practice are often stories of individuals that have experienced injustices, either directly or as observers, in their own communities (Horrigan and Bose, 2018). In order to allow students to understand and critique the variety of attitudes and motivations behind participation, and to gain awareness of the interconnectedness of knowledge, personal history, skills and attitudes needed to become agents of democratic change. The LED team created a role playing activity whereby students would be able to immerse themselves into the personal perspectives of individuals listen as the 'movers and shakers' of landscape democracy. The list included North American scholars and practitioners like Anne Spirn, Randolph Hester, Lawrence Halprin alongside European examples like Giancarlo De Carlo, Alessandra Orofino, Ralph Erskine and others. The list was expanded every year thanks to the introduction of new stories of participatory design in their own contexts, from Asia to the Middle East. In depicting the chosen personality, LED instructors encouraged students to dive into their personal background and history, the ethical challenges they have faced, the type of processes they engaged in, the collaborations they entertained, and the writings and projects they had produced. In a setting similar to an impromptu theatrical play, groups would simulate a planning or design scenario, for example "a new design for a park in an immigrant districts in city X" or "the re-design of the landscape of a public housing complex in your country" and engage in a virtual debate where they acted as if they were these personalities. Evidence from the post-seminar survey shows that the role playing activity was considered by one out of three students as the one that contributed best to enhancing [their] knowledge about landscape democracy.

Assignment 4: Your Landscape Democracy Challenge

Every year, at the launch of assignment four, seminar participants would have engaged in a reflection of the multifaceted theories and approaches to landscape democracy. In parallel, they would have also listened to lectures on theories and methods participation and community design, which would integrate the literature on those topics available to them via the readings resources section of the LED wiki. This assignment asked them to refer back to their community and identify a pressing landscape democracy challenge it faced. Whether it was a concern for a project or policy affecting democratic change, the assignment aimed to locate and problematize a systemic landscape democracy challenge addressing two or more of the United Nations 17 goals of sustainable development, which would later become the object of a strategic proposal. The cross-cultural discussion that emerged within each working team would in our view allow students to refine their ability to unpack the possible roots of any local challenge. Likewise, reflecting on the similarities and differences across the team members' problems would also reveal different values, priorities, and attitudes at play in each context, which is an integral part of intercultural learning. Individual challenges were documented on the wiki and presented by the groups in a break-out virtual session that also included peer evaluation by other groups.

Assignment 5: Your Democratic Change Process

During the last part of the seminar, participants were invited to imagine themselves as designers of new processes of democratic landscape transformation.

The LED instructors were aware that this could not be the result of individual creativity alone, but that it needed to emerge from a dialogue between members of the same group about which of the challenges they had identified would have the most significant potential to transform a community.

This step intended to test their ability to mature a collective consensus and collaborate on a shared proposal. By finding themselves as agents of change in a different cultural and geographical situation than the one they were accustomed to, they would develop empathy for the local context of a different person, a crucial shift in perspective that practicing democratic planning or design experience when working with clients around the world.

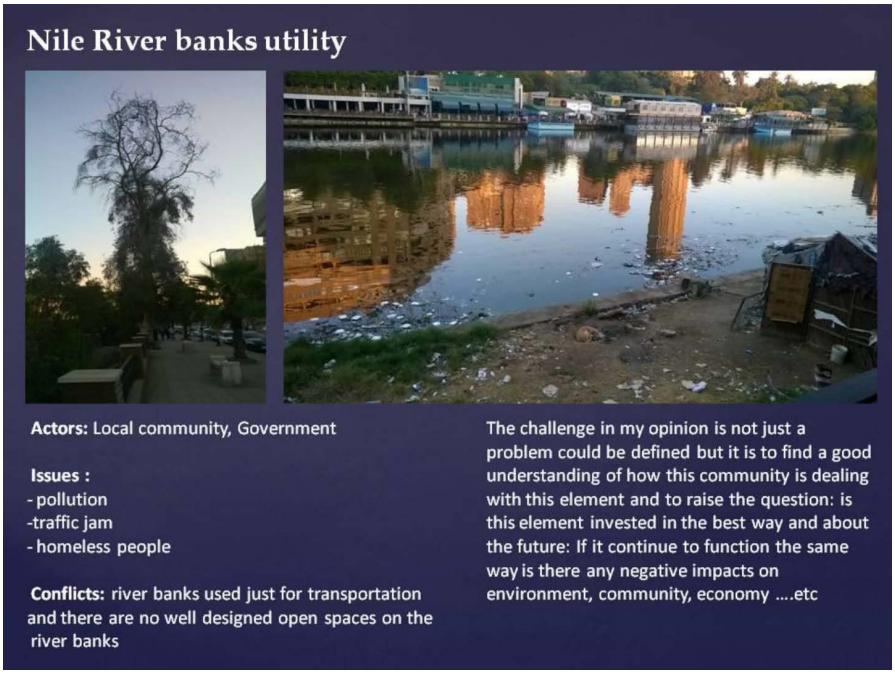
The students were encouraged to imagine how they would include the community in addressing the challenges that have been identified and perform a series of analyses and steps to gain a more profound knowledge of the context:

To determine which theories and approaches would be relevant in explaining the choices made within their scenario, and point to any knowledge gaps their work would be able to fill;

To creatively map and illustrate the existing power flows and any changes needed for change to occur in the future;

To select tools and participatory methods that would purposefully allow citizens to inform the change process, with particular attention given to the needs of underserved or disempowered segments of the population;

To craft a scenario and timeline (fig. 3.10) illustrating how these methods and activities would inform short, medium and long-term goals.



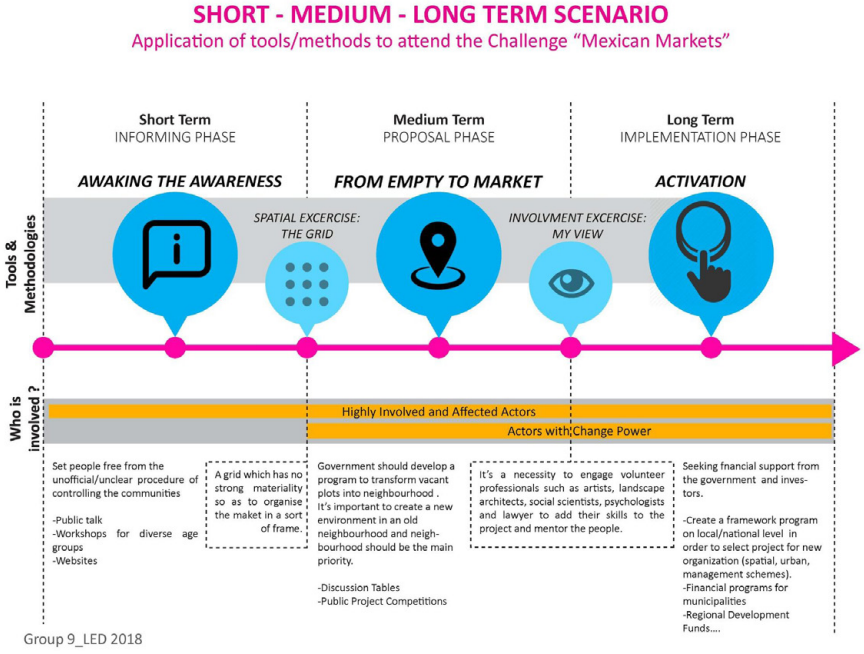


Figure 3.9: Screenshot from a role playing online session during the 2016 LED seminar.
Figure 3.10: Example from the landscape challenges presentation by Mohammad Al Najdawi, IMLA programme, accessibility and usability problems on the Nile River in Egypt.
Figure 3.11: Diagram of a Democratic Change Scenario to address user conflicts in a public market area in Mexico (Authors: Mariana Martinez Cairo Cruz, Vrain Dupont, Magdalena Giefert, Tanjila Tahsin).

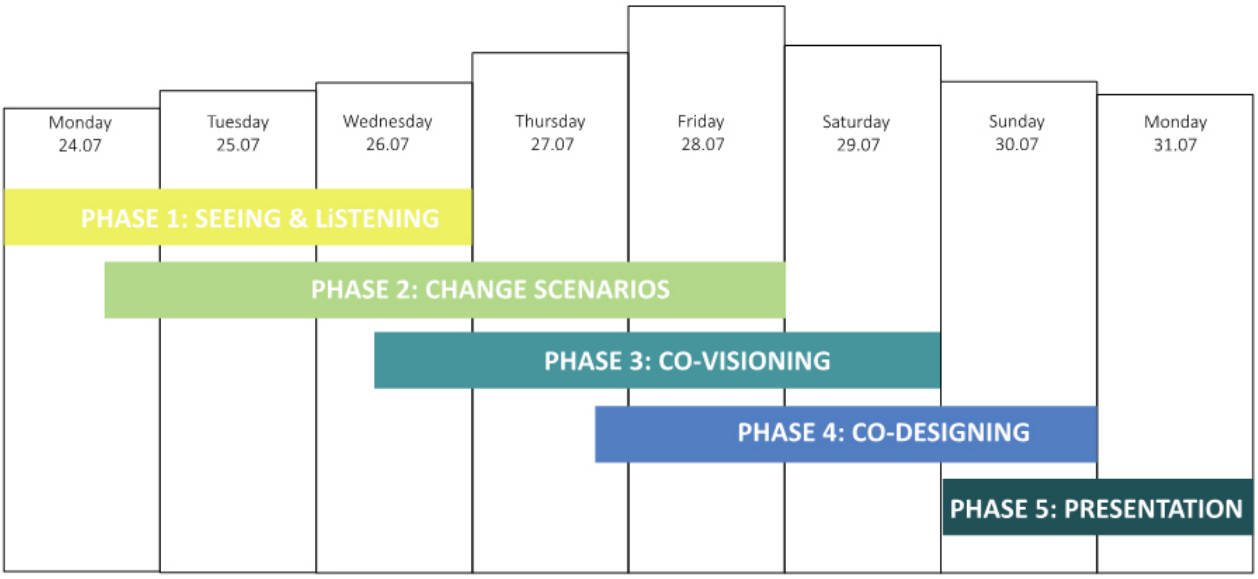
3.3 LED INTENSIVE STUDY PROGRAMMES

Intensive Study Programmes (ISP) are designed as integral parts of LED. Student participants take part in 10-day events that are organized in and with a local community. Each of the three ISP are hosted by one of the partner universities. Through the ISP, students were challenged to test their newly acquired knowledge of theories, methods, and practices of landscape democracy against real-life settings. The 2016 LED ISP took place in the New Town of Zingonia, in Northern Italy. Here, students had the opportunity to envision how the landscape of a Modernist City community could be employed as a tool for the promotion of greater landscape democracy. The students' proposals were compiled in a report entitled "Zingonia – Partnering for Landscape Democracy" that was published under a creative commons license in 2016 (available on the wiki). In July 2017, LED ISP participants partnered with the Nordstadt community, a multicultural district in the German city of Kassel (fig. 3.11), where over the course of 10 days, they co-created, together with community members, ideas that would transform their public landscapes in ways that would bridge ethnic and cultural divides (Kassel – Partnering for Landscape Democracy, 2017). In June 2018 the LED Team traveled to Törökbálint, a suburban community at the fringes of Budapest, Hungary. During the third LED ISP, students explored strategies for creating a shared community identity in a fast-changing physical and social landscape, torn between center and periphery, and between old residents and newcomers.

The structure of the 2017 workshop in Kassel exemplifies the educational trajectory laid out by the partners for LED ISP (fig 3.13). Student participants were encouraged to engage directly with the urban landscape and with local communities of the "Nordstadt", and to address local challenges with regard to the landscape, their democratic life and their participation in the process. The LED team introduced students to research methods that would help uncover, record, and map various forms and expressions of power and of collective and individual identity that are reflected in the landscape, and also to identify expressions of place-based attachment and community. LED teachers asked students to reflect critically on how designers and planners might help shaping stronger communities and democratic processes of decision-making.

After the analysis phase, participants would work on a shared vision, identify and design strategic landscape-based interventions, and select methods of visual representation and communication that would allow them to better tell the collective new story of change they had envisioned. In the Nordstadt neighborhoods of Kassel, the students engaged in deep listening, trying to understand the local situations from the perspective by engaging the stories and perceptions of residents. This information became the foundation for a creative effort to envision new community based planning and design proposals, which would address key challenges related to accessibility, identity, and community cohesion. In communicating their visions, students were encouraged to select forms of rich and compelling communications adapted to the local community (fig. 3.12).

Figure 3.12.: Students in the LED workshop in Kassel visit a community center at the heart of the Nordstadt neighborhood.
Figure 3.13.: The five phases of the LED Intensive Study Programme
Figure 3.14.: A postcard was created at the end of the Zingonia Intensive to communicate the work of the students to the larger community.



Phase 1: Seeing and Listening: All participants engage in discussions with residents and local stakeholders. The idea is to collect as much information as possible within a short period by time by sketching observations, mapping identity and power and other symbols in the urban landscape.

Phase 2: Change Scenarios: Due to the limited time during an intensive study programme it is important to come up with ideas for alternative futures as early as possible. Participants conceptualise proposals that address local landscape democracy challenges.

Phase 3: Co-Visioning: Ideas are discussed during meetings with the team, peers, residents and stakeholders. In this phase, it is important to develop strategies of how the alternative future can be reached with active involvement of the local community.

Phase 4: Co-Designing: This is the collaborative construction of the democratic change process. Next to designing the process it is important to visualize how the alternative futures might look like.

Phase 5: Presentation: For each intensive study programme we implemented final IP presentation and exhibition with invited guests including community members as well as representatives from the public and private sectors.

In order to be successful in terms of implementing democratic principles, it is important to establish a good relationship between planner/designer and members of local communities. It is important to involve community members into the design of the programme from the start, and to clarify what the expectations of local communities might be, also in advance. The Kassel IP team began identifying and visiting with local stakeholders as early as January of 2017, half a year before international LED students arrived. Speaking with key stakeholders proved to be a good way of learning about actor and stakeholder constellations in the Nordstadt. Initial contacts were made early enough for building trust with a larger number of people who then agreed to get involved with the LED project themselves. During the Kassel University summer-term, the Landscape Planning department ran a student project "Nordstadt Landscape & Power," during which 23 landscape architecture and city planning students interviewed potential communities of practice that are active in the Nordstadt, such as senior citizen groups, migrant women associations, an ethnically diverse football team, and others. They also mapped evidence and symbols of power in the landscape. Kassel students shared their findings with Nordstadt community members and with LED ISP participants. The graphic below shows the steps the LED team took in organizing the ISP. One important finding from preparing ISP was that involving stakeholders requires commitment, planning and continuous involvement which needs to be woven into the overall process. Most of all, this requires time and iteration (fig. 3.13).

Team		T			T				T	T			T	Preparing and adjusting Kassel IP programme																					
									Recruiting participants				ONLINE SEMINAR															Kassel intro		IP	Docu-ment.				
													a	b	c	d	e	f	g	h	i														
week	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
Kassel team Identifying, contacting local actors.			Meeting stakeholders, introducing LED project to local actors.												Student project "Nordstadt Landscape & Power", 23 Kassel town and landscape architecture students interview Nordstadt actors and stakeholders, producing power map.														Sharing IP output with Nordstadt communities						
				X	X										F							F												
			Arranging dates for actor and stakeholder meetings, walks, etc.																											Capturing feedback					

The process of the Kassel IP became a model for the Törökbálint IP. Starting with a co-designing process of the IP structure among the partner institutions in January 2018, the dialogue between the organizer team and the local community began.
Core questions and problems of the IP were identified together with local stakeholders and the program included four public events to interact with the local community (open lectures, exhibition opening, community design session, final presentation). The communication about the IP was further developed and beside the personal connections and invitation, there was an emphasis on other online and offline communication strategies.
The announcement of the IP, communication about on-site events, post communication of event recording and IP results were implemented via local channels such as the monthly magazine, municipal webpage, LED Facebook event, posters in public spaces, public events in the cultural booklet of the city, as well as communication via the mobile application of the city.

3.4 SUMMARY AND OUTLOOK

In this chapter we have briefly described again the rationale and intentions behind the creation of the LED program activities. We discussed subject-specific, personal, social and methodical competences composed of knowledge and skills which altogether make up the qualification framework of the LED programme. In order to achieve these learning objectives, LED partners designed a sequence of educational activities which have become a complex choreography of lectures, readings, exercises, reflections, group work, presentations and discussions. The learning activities contributed to create a learner-centered, constructivist educational environment integrating virtual, transdisciplinary, collaborative and cross-cultural learning. The learning environment was deliberately rich and unsettling of the status quo in order to train subject-specific, personal, social and methodical skills in an integrated, mutually-reinforcing, transformative way. Five core assignments and five thematic units acted as the backbone of the online seminar[g]. Its core ICT components, the Adobe Connect online seminar room and the seminar WIKI allow for offering an open, collaborative democratic learning environment where students could critically compare how different culture operationalize democracy in planning and design. The online course has been complemented by a 10-days intensive study programme organized subsequently at three different partner universities. The intensive programmes allowed participants and teachers to test the applicability of theories and methods in a real-life and international context unknown for most of the participants. Following the principles of Participatory Action Research, both the online course and the intensive study programme have been (re)designed, implemented, tested, evaluated and continuously revised three times within the lifetime of the LED Erasmus+ Strategic Partnership Project. The major findings of the accompanying evaluation and monitoring activities will be presented in the following chapters.

Figure 3.15.: Timeline followed in the organization of the Kassel LED Intensive Study Programme (Graphic by Pia Bültman).

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LED Resources

Reading list, lecture materials and seminar recordings https://ledwiki.hfwu.de/index.php?title=Resources_and_Literature_Landscape_and_Democracy
Documentation of LED Working Groups' Online Coursework

LED Online Seminar Working Groups 2016: https://ledwiki.hfwu.de/index.php?title=LED_Online_Seminar_Working_Groups_2016

LED Online Seminar Working Groups 2017: https://ledwiki.hfwu.de/index.php?title=LED_Online_Seminar_Working_Groups_2017

LED Online Seminar Working Groups 2018: https://ledwiki.hfwu.de/index.php?title=LED_Online_Seminar_Working_Groups_2018

Documentations of Intensive Study Programmes
LED Project, 2016: Zingonia - Partnering for Landscape Democracy, open access via: https://ledwiki.hfwu.de/index.php?title=LED_Workshop_Zingonia_2016

LED Project, 2017: Kassel - Partnering for Landscape Democracy, open access via: https://ledwiki.hfwu.de/index.php?title=LED_Workshop_Kassel_2017

Nicolas Reibel

4

Art as a Catalyst for Landscape Democracy

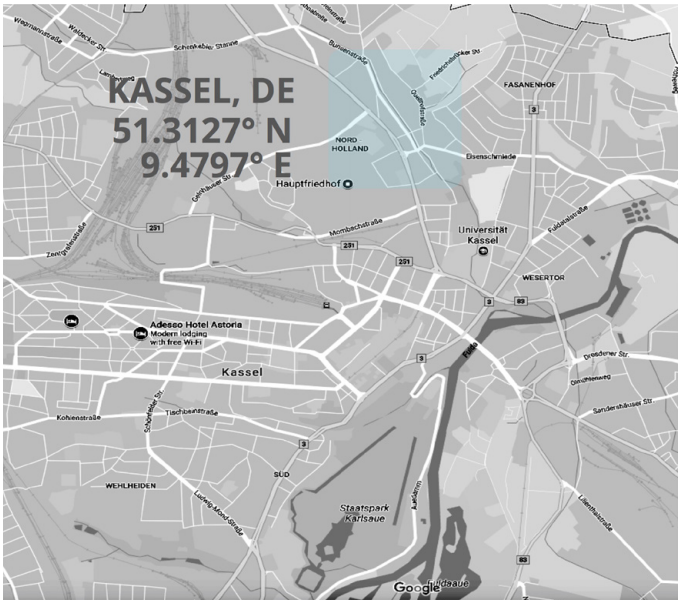
Keywords: LANDSCAPE, DEMOCRACY, ART INSTALLATION, PARTICIPATORY DESIGN, PUBLIC SPACE

The project promoted utilizing democratic ideals in the process of planning public space in the Nord-Holland district of Kassel, Germany. A public work shop, social gathering and temporary public art installation were the vehicles for empowering marginalized groups and unifying a highly diverse and fragmented community. The emotional map output from the community workshop was the basis for a candle light installation that bisected the neighborhood, engaging the general public on issues that both destabilized and strengthened the community. The engagement of landscape challenges through a site specific art installation offered stakeholders palpable interaction with abstract issues. A cross-disciplinary approach to spatial planning can deepen stakeholder engagement in the just, transparent and inclusive processes of participatory design.

INTRODUCTION

This project ultimately originated from ideas expressed in the 2016 Landscape Education for Democracy online seminar relating to the 2000 European Landscape Convention, which called for changes in state policy and processes in order to directly engage stakeholders in the design process (Zingonia: Partnering for Landscape Democracy, IP booklet, https://ledwiki.hfwu.de/index.php? title=LED_Workshop_Zingonia_2016). The emphasis on educating future planners and designers on approaching communities in a democratic manner in order to inform public planning ultimately overlapped with many of the ideals seen in public art installation and design intervention projects. Upon further research, a series of projects were presented at the 2016 LED intensive project in Zingonia, Italy. Each of these projects were critiqued on their ability to fulfill key elements of successful participatory design, citing the need for - Recognizing sacred spaces, Utilizing local knowledge, Uniting community, Empowering marginalized groups, Appropriating resources, Identifying historic landmarks, Building shared experiences and Fostering empathy (Hester 2006).

Leading up to the 2017 LED intensive project scheduled for summer in Kassel, Germany, the idea of utilizing such a project was discussed. Considering the unique variables inherit to NordHolland, the project needed - to promote democratic values regarding planning issues, to empower voices regardless of language barriers, to activate minority stakeholders, to show cultural sensitivity and promote engagement with LED students while concurrently acting as a gift to the community. Over the 6 months leading up to the date of the summer intensive program, multiple visits to the Nord-Holland district revealed a multi-stage project that could address the above mentioned needs. The project would include a workshop to engage with a cross-section of children from the district, collaborating on a neighborhood mapping activity and an output of objects to mark the landscape in the last stage of the project. The second and third stages occurred consecutively on the same evening entailing a community picnic followed by a night walk through a public art installation. The staging of the project was designed to engage with some of the marginalized groups in the community, building trust and project awareness over multiple meetings. Contact would be initially made through neighborhood institutions, and allow time to build off their network with individuals stakeholders in the community, progressing in the following manner - Institution - Family - Extended Network - General Public. In this regard, by the time the 3rd stage had begun, the impact of this accrued network's presence interacting with the installation would encourage the general public to follow suit. Each stage presented students from the LED intensive the unique opportunity to engage a range of stakeholders on landscape issues, in a variety of environments and a conducive atmosphere for natural conversation.



4.1 Location

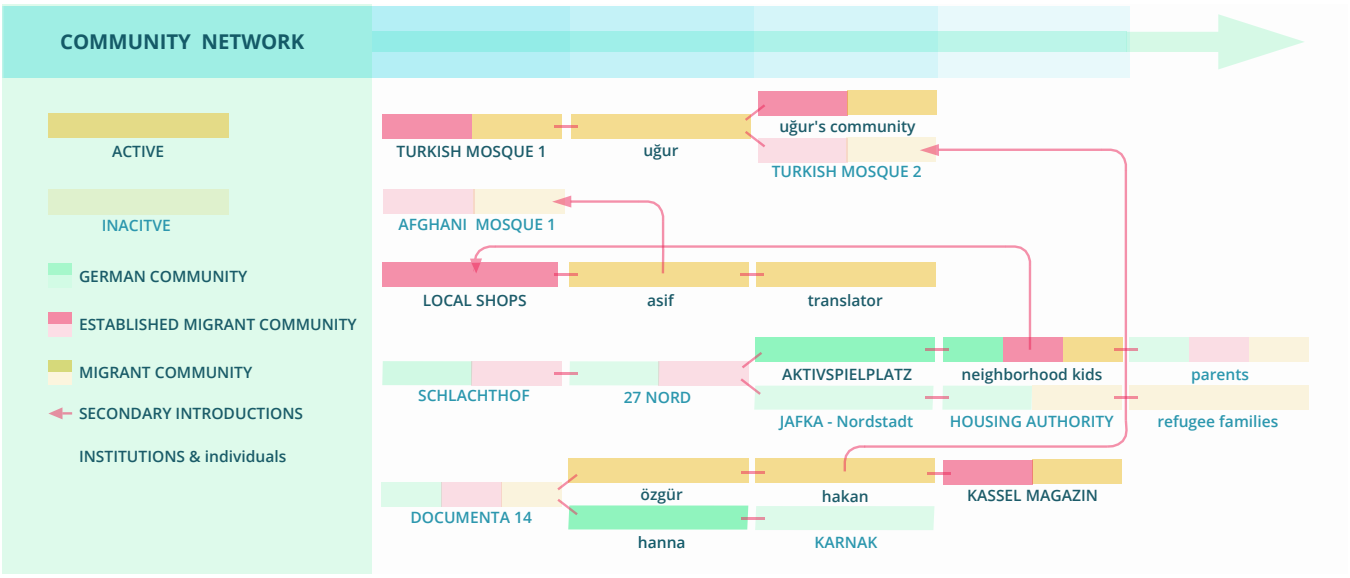
Kassel is a centrally located German city on the Fulda river. Having developed a strong industrial identity during the 19th century, it played a key role in Germany's military industry leading up to the first and second World Wars.

The north side of the city housed Germany's largest railway locomotive manufacturer, which adapted it's production to develop tanks and armored vehicles in the 20th century.

Home to the Henschel factory, the Nordstadt, became synonymous with the military industry from that point forward. Along with the success of this industry came the development of the Nord-Holland neighborhood. The initial developments in this region included the laying of a rail line, along with the channeling of the Ahna river, a tributary of the Fulda, allowing suppliers of Henschel to setup an industrial zone between Hollandische strasse and the Ahna. With the growth of industry, housing districts in the small valley began to crop up, followed by the establishment of the local slaughter house. (www.kassel.de/stadt/stadtteile/nordholland)

However, the neighborhood suffered regression after the war, with many businesses relocating or closing by 1970. These changes coincided with the state run guest worker program, Gastarbeiter, which facilitated an influx of immigrant labor throughout the country, between 1950 and 1970. This was the first group of migrants to strongly influence the Nord-Holland demographic. By the 1980's Kassel University had begun to repurpose some of the former industrial spaces in the Nordstadt, eventually expanding to the point of butting up against the edge of the NordHolland along the border with Nordstadt Park. At this edge of the current university campus, the Slachthof (a former slaughter house), was appropriated in 1981 through a citizens initiative and formed into a cultural center for the Nordstadt. The site of this project focuses on the major landscape piece which bisects the Nord-Holland district, the Ahna river.

This channeled body of water flows to the city center parallel the main traffic corridor from the north, Hollandische strasse. These two physical barriers greatly impact the landscape and stakeholders in the district. Additionally, the mix of commercial, industrial and dense residential zones between them contain a number of key spaces for the 16,000 inhabitants in the 3.5km2 that make up the Nord-Holland district. (Kulbarsch, Ulrike; Marsen, Holger; Soltau, Peter:



4.2 Residents

The Nord-Holland community was established in the 1920's, when housing was organized for factory workers in the area. Since then, the Nord-Holland has experienced significant changes to it's demographic - the influx of workers in the Gastarbeiter program influenced the first shift, next the student population from the 1980's onward significantly affected the age of the populace , followed by a more recent flow of refugees and economic migrants. The immigrant community making up the Gastarbeiter program consisted of southern European and north African immigrants. However. the largest group to live and settle in Germany, were the Turks. This community has established itself in the Nordstadt, running successful businesses and institutions. The Turkish community includes 2nd and 3rd generation immigrants, as well as new arrivals, making them the largest immigrant community in Nord-Holland. Many recent immigrants settling in Nord-Holland hail from Afghanistan, Syria, Somalia and EU member states, such as Bulgaria and Romania. Those displaced due to conflict can suffer emotional distress connected to their displacement. Many expressed frustration and dissatisfaction with their current environment, citing - poor opportunities for developing their professions, challenges with language and cultural barriers, inadequate living conditions and an unfavorable climate. A resourceful and resilient population of youth has grown from both waves of immigrants. Kids are often the first in their family to master a language skill or integrate with the resident community. This can be seen on the basketball court, the soccer pitch and in the local boxing gym, where a cross-section of first, second and third generation migrants train with their German peers. One of the most influential populations of the Nord-Holland is a transient group of students attending the university. More than 25,000 students attend University of Kassel, with over 3,000 of them from abroad (http://www.uni-kassel.de/uni/universitaet/ueber-uns/zahlen-und-fakten.html). Considering the rate at which students relocate, change residences, or their disproportionate priorities in comparison to other residents, this population likely has a destabilizing effect on the neighborhood. A number of local institutions have played a key role integrating this unique demographic makeup, trying to overcome the challenge of developing consensus, communication and empathy, between them. The project pursued many of these institutions, along with local businesses, in trying to tap into and uncover the connections and divisions in the Nord-Holland network. However, individual relationships with stakeholders played the largest role revealing the depth of the community network and it's interconnectedness. (Awojobi, O.N., The Economic Impact of Immigration on Kassel, Germany: An Observation, www.researchgate.net/ publication/)

Fig. 1 : G.Benincasa Anconitano, ***Carta nautica del 1482 (particolare)***, Bologna, Biblioteca Universitaria
Fonte: ***in Adriatico. Studi di storia secoli XIV-XIX***, Sergio Anselmi, Clua Edizioni, Ancona 1991
Fig. 2 : ***Dall'Atlante nautico*** di J.Russo, XVI secolo, ms. conservato a Modena, Biblioteca Estense
Fonte: ***in Adriatico. Studi di storia secoli XIV-XIX***, Sergio Anselmi, Clua Edizioni, Ancona 1991

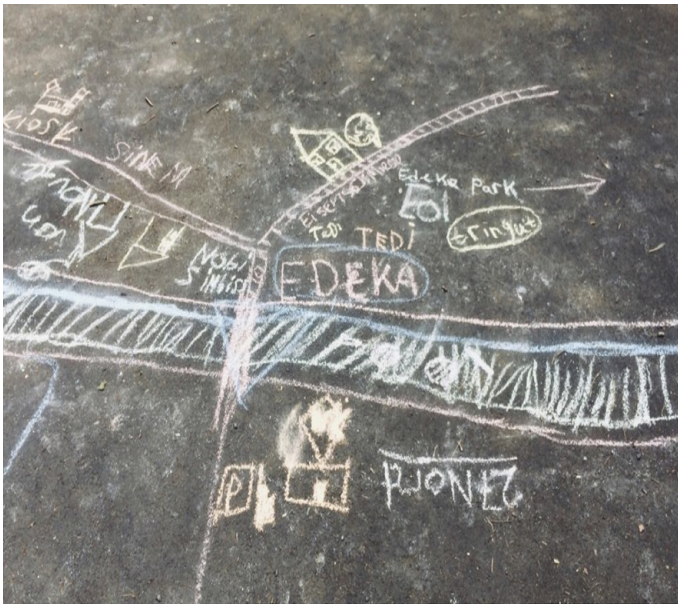
4.3 Workshop

The workshop stage of the project played multiple roles - engaging a cross-section of the community, introducing subsequent stages, building trust, and gathering feedback. Past projects with difficult to reach communities have proven that building relationships with children opens communication with parents. Two Nord-Holland youth centers, Nord27 and Akitvspielplatz Quellhofstrasse were potential partners. ASP Quellhofstrasse proved to be the better fit for the project workshop. Local children, 13 years and younger, from Turkish, Syrian, Bulgarian, Polish and German families attend ASP activities throughout the week.

The organization was open to a workshop involving participatory mapping activities and crafts, but had reservations about language barriers between attendees and workshop leaders. However, establishing familiarity over a series of meetings typically diminishes communication issues. Before the mapping project workshop, an introductory meeting was arranged, where project leaders had the chance to interact with ASP children in their environment at their own pace. Additionally, a Turkish translator attended the mapping workshop. Days before the workshop, the activities were added to the ASP itinerary and children were informed. ASP attendance is inconsistent, yet there was a turnout of approximately 20 children. Due to the fact that participation at ASP is optional, it was necessary for workshop activities to draw and hold the attention of attendees.

The first workshop task, a chalk map of the NordHolland district centered on the Ahna river, was mapped onto an outdoor basketball court. The finished map was 25m long and included streets, homes, schools and frequented landmarks. The large scale was key for allowing up to 10 participants to collaboratively draw the map and later to actively explore routes between businesses, homes and institutions. When passing through the imaginary landscape, children were directed to mark spaces where they felt good or bad, while verbalizing those emotions/experiences. Participants were asked to build a consensus, ranking these locations and designating positive or negative.

The second half of the workshop invited participants to create images that represent the landmarks they mapped, drawing that image on a white parchment bag. The bags were categorized as either positive or negative, and collected for the third stage of the project, where they would be used with tea candles to act as lanterns in the public art installation.



4.4 Picnic

Nordstadt Park was the location for the second stage of the project. This neighborhood gem sits along the Ahna river at the south end of the neighborhood butting up against the University of Kassel. Aside from leisure activities, it has also been used as a gathering space for local groups to present social issues, invite dialogue and build consensus and awareness pertaining to their cause. Frequented by each demographic of Nord-Holland, it was an ideal place for a community picnic. A community gathering allows for both passerby and attendees to visualize the diversity of culture present in the landscape and integrate through shared leisure. It also acted as a starting point for the introduction of conversation on local landscape issues in a relaxed atmosphere conducive to open discussion between neighborhood communities and LED students attending the intensive workshop. With the need for cultural sensitivity in such an environment, it was important to be aware of cultural and religious concerns regarding diet and consumption. To address this, we sought partnership with a number of community mosques. In the end, Ugur, a representative of a Turkish mosque aided the project in formulating a menu, as well as, leading a trip to a local Turkish market to buy food and supplies. On the evening of the picnic, members of both the mosque and Ugur's community attended the event and orchestrated setting up the picnic. The community picnic was an open event intended for all neighborhood stakeholders, advertised in coordination with the two partner organizations and local businesses. Flyers were placed in community housing and refuge designated accommodation as well. In particular, one of the landmarks designated in the student mapping projects was a local shop located a few meters from the 3rd stage installation location. This shop agreed to support the project by distributing bags with the project motif to their clients, on the day of the installation. The shop owner acted as an ambassador for the picnic and installation by informing customers of project details and inviting their participation. Gathering for the picnic began in the evening and finished as dusk fell while organizers completed the public installation, setting the stage for the community night walk.

4.5 Installation

The last stage of the project was set in the 1.8km greenway that runs North to South through the Nord-Holland district, against the West bank of the Ahna river channel. This centrally located tract of land runs through commercial, industrial and residential zones, beginning in NordHolland Park and passing by a Turkish mosque and the Afghani cultural center, two sacred spaces noted by stakeholders. Flanked by schools, markets, housing estates and other cultural institutions, as well as, the bottleneck that bridges over the Ahna create, this path is crossed by much of the populace.

More importantly, this space contains a majority of the negative landmarks mapped by children in their workshop. Here it is possible to witness excessive public drinking, drug abuse and distribution, impromptu homeless shelters and the sites of pedestrian-vehicle casualties. This poorly lit space has harbored a number of community landscape issues both day and night.

The total area of green space afforded by this site is more than double that of the neighborhood's largest park, yet many in the community see it as a burden rather than a resource. This 3rd stage aimed to fulfill the need for democratic processes which explore the landscape while offering LED students the opportunity to interact with community at specific sites that reflect local landscape issues.

An interactive art installation in the public sphere, running the entire length of the greenway, was created to provide that opportunity. The installation utilized nearly 1,000 white paper candle lanterns emblazoned with two designs and placed every couple of meters. The front of the bag displayed a colorful living tree, the back a dark dead tree with no leaves, each containing a tea candle which sets the images aglow along the dim path.

Amongst the thousand lanterns, the 12 landmark lanterns from the children's workshop were placed corresponding with the landscape issue they represented. The entire 1.8km installation was a linear depiction of the children's neighborhood map, site-specific, represented in light. As observers moved along this path they were encouraged to vote on the landscape before them by turning a corresponding lantern face to reveal the dead or living tree.

This democratic gesture afforded LED students the chance to observe public reactions to the landscape, while opening up an opportunity for timely conversation in relation to specific landscape issues in the district. Public engagement ranged from observation, voting and engaging in dialogue with the students, to even placing their own candles in the lanterns.

4.6 Participation

One of the project aims was to pursue groups that would likely have had a limited voice, or represent a minority population among stakeholders. These groups included the 2nd and 3rd generation immigrant community, the newly arrived immigrant and refugee communities and lastly children from the resident german community and groups mentioned above.
To make initial contact with these communities, institutions were utilized as access points for developing individual relationships with stakeholders.
Additionally, the resources available to the institutions became potential resources for supporting this project. In regards to the children who interacted with the project, they engaged deeply with concepts and activities, as expected. Surprisingly, corresponding engagement with parents never fully developed, and was limited to just a few chance opportunities at the youth center. Later feedback from ASP revealed that parents were never contacted about events in the 2nd and 3rd stages of the project, due to time constraints. However, ASP's partnership allowed irreplaceable access to a key community and was paramount to the success of the project.
Future projects will need to explore methods for disseminating project information through partnership networks in a simple and effective manner, not wholly reliant on the children.
Accessing the established immigrant community's 2nd and 3rd generations, as well as the new immigrant community proved successful via both the youth center and the Turkish mosque. The relationship with the Turkish mosque resulted in individual and institutional participation from an adult community, who engaged in the final two stages of the project, proving to be a very effective partner.
Additionally, their selection of menu items for the picnic and the accompanying shopping trip to a local Turkish business delivered another potential partnership. Unfortunately, timing did not allow for a relationship with the Turkish market to be pursued.
However, the other local shops that did engage in advertising the project were interested in the project concept, and likely would have been open to a deeper level of cooperation.
The general public showed interest in each stage of the project, workshop, picnic and installation. Activating public space has this affect. In fact, setup of the community picnic was aided by a local Turkish family that were drawn in by the activated space.
Additionally, from the moment of installation set up to it's deconstruction, roughly 7 hours, the public engaged with volunteers from the documenta14 community, LED students and the partially finished installation. Aside from their indirect relationship to the d14 volunteers, the municipality's only role was in permitting the use of public space.

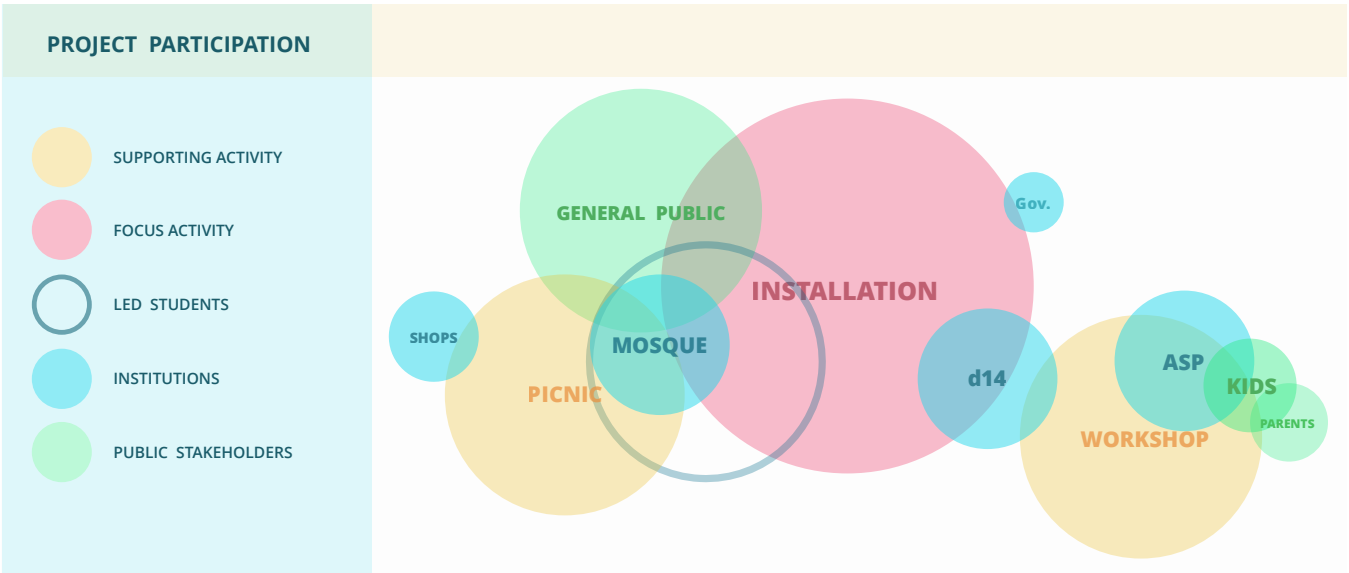


Fig. 1 : G.Benincasa Anconitano, ***Carta nautica del 1482 (particolare)***, Bologna, Biblioteca Universitaria
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Fonte: ***in Adriatico. Studi di storia secoli XIV-XIX***, Sergio Anselmi, Clua Edizioni, Ancona 1991

4.7 Reflection

Both temporary and permanent public art installations foment cultural ideals in community space. From monuments to graffiti tagged walls, the opportunity for public engagement regardless of sanctioning, abounds.

Tapping in to this resource and partnering with artists/ designers could greatly expand the reach of community participatory design processes and greatly advance the ideals of landscape democracy. Leveraging these projects helps promote awareness of LED project aims through presence in the public realm, visualizing responses to landmark issues to support consensus building, empowering stakeholders whose perspective have been minimized, and symbolically reinforces key cultural/ historical neighborhood identities or can help in establishing new ones.

Apart from the above intangible qualities, site specific art installations offer a palpable interaction with the landscape, giving context to abstract mapping practices that can be difficult for community to relate to.

However, to benefit from prospective tools, planners need access to artists with a distinct awareness of project aims and practices that promote democratic ideals. Although, selecting a local artist to partner with may be appealing, familiarity with the locality may not always prove to be advantageous. Stakeholders often carry bias. However, artists working in public space could provide the ideal partnership, as previous experience prepares them for unexpected and challenging variables inherit working in the public sphere. Critical to the artist's experience is a familiarity with projects that address social issues and encourage participation, as relationship building is the crux of each project. This project achieved a framework and process that proved effective on many fronts, but ultimately was not fully utilized due to the demanding nature of the intensive LED workshop students participated in.

Each step in the execution of this project built upon a narrative made up of characters from the Nord-Holland community, lasting until the very last lantern went dark. To reap the benefits of this tool, designers must fully engage these projects and play an active role throughout. A partnership between planner and artist, a role that simultaneously acts and observes. Unfortunately, this active role was filled by volunteers from the documenta 14 community, who had no further use for the access they were given to the community. This project was a satellite of a larger educational endeavor aimed at exposing future landscape planners to the role landscape democracy and participatory planning can play in their practice.

Output from LED seminar final presentations proved that observation of and engagement with this project increased the likelihood of participants partnering with artists/designer in the future.

Cross-disciplinary approaches to participatory planning can deepen stakeholder engagement in a just, transparent and inclusive process.

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5

Lessons learnt, evaluation and revision of the LED process

KEYWORDS: SURVEY, ANALYSIS, FEEDBACK, DEMOCRATIC ATTITUDE, SOCIETAL GROUPS

According to analytical methods the LED project conducts a comprehensive survey about the online seminar and the intensive study program. The study based on the students aspect and examining their preferences and usage patterns. In order to get relevant results the survey has to consider the cultural diversity and the various way of attendance that the project allows for the participants.

For the comparison of process improvement the LED team carried out a pre and a post survey at each program. The sections of the survey were about individual information, objectives and motivations, general statements related to democratic attitude, skills, expectations, experiences with virtual working or participation. As project has finished we can draw the conclusions of the process by comparing the results of the three years.

According to analytical methods the LED project conducts a comprehensive survey about the online seminar and the intensive study program. The study was based on the students aspect examining their preferences and (usage) patterns.

For the comparison between the student's expectation and experience the LED team carried out a pre- and a post-survey at each program.
The purpose of the pre-post surveys were to test people's transformation with regard to values and attitudes about participation, their understanding of the professional responsibility as planners and designers to engage in landscape democratic work. Their improvement in terms of skills and knowledge required to be effective in resolving landscape democracy challenges internationally.
The sections of the survey were the following:

- **personal data**
  in order to get knowledge (such as gender, nationality, participation type, and current activity) about the spectrum of the participants
- **objectives and motivations**
  to get information about the differences and similarities of the participants' background knowledge to the project goals and the harmony to each other
- **democratic attitude**
  general statements related to the students approach towards the basic principles of the educated method
- **skills**
  personal statements related to the tools and communication capabilities that needed to work effectivelyand adopt themselves towards the project method
- **expectations**
  to get information how the teaching content correlates to their lack of knowledge
- **previous experiences**
  both active and passive participants with virtual working, wiki editing and participation
- opportunity to leave **extra feedback**

Democratic attitude 1 = total disagreement / 6 = total agreement		2016		2017		2018	
		Pre-survey	Post-survey	Pre-survey	Post-survey	Pre-survey	Post-survey
Number of participants in the survey, online seminar (OS):	n	94	66	57	51	71	44
Number of participants in the survey, intensive programme (IP):	n	23	15	15	12	22	11

Figure 1

In order to get relevant results the survey has to consider the cultural diversity and the various way of attendance that the project allows for the participants.
We wanted to reflect on and keep then pulse of the shifts and transformations of the students as they engaged with the seminar activities, both online and during the intensives. Important to declare that we examined the survey as landscape architects, we did not used statistical trials.

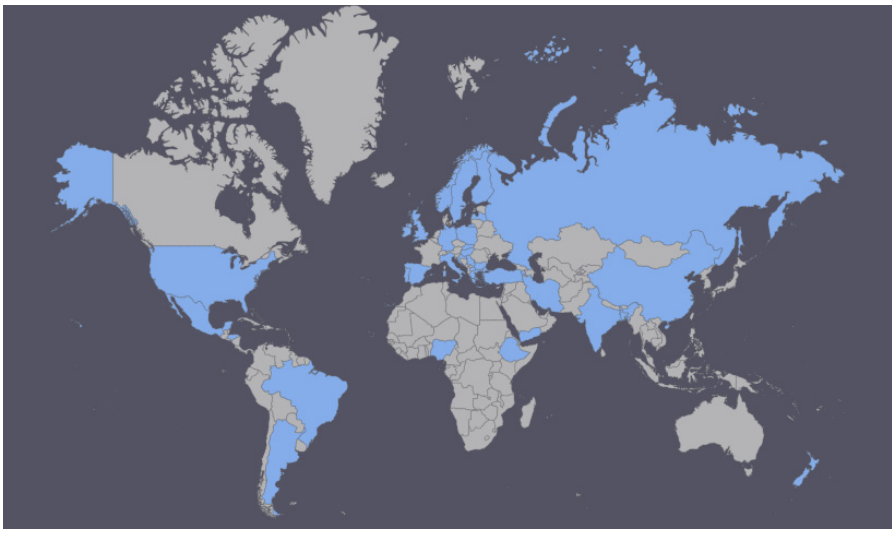
During the online seminars and the intensive program different statistics were made based on the actual number of the active or passive students. In this chapter we are just analyzing the survey based on only those participants who filled out the final form (Fig. 1).

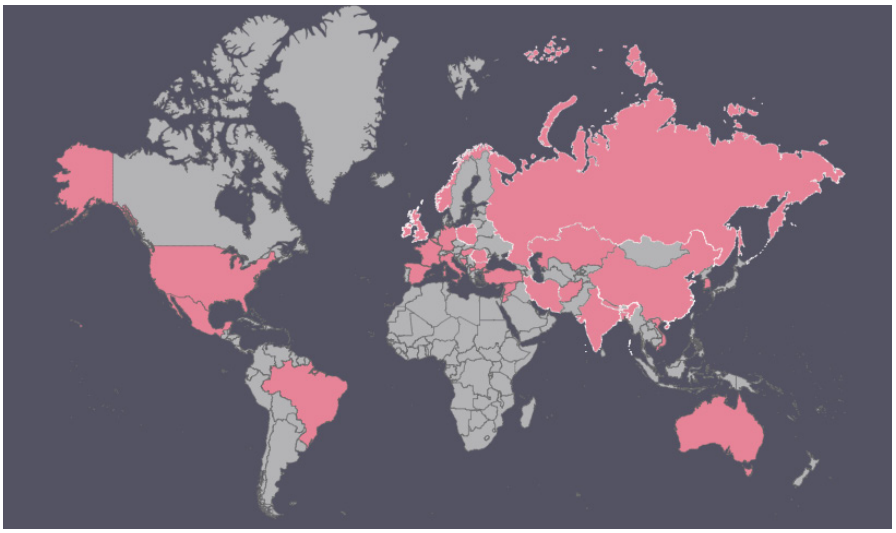
sections of the **pre-survey**	sections of the **post-survey**
• personal data • objectives and motivations • democratic attitude • skills • expectations • previous experiences • extra feedback	• personal data • democratic attitude • skills • expectations • previous experiences • extra feedback

The questionnaire contained different type of questions – some had checklists, some had Likert scale. Also some open questions were asked so students could explicate their opinion on several subjects and leave valuable feedback in order to improve the program. Analyzing the results mostly descriptive statistics, average response rates for Likert scale questions and standard deviation were used.

ONLINE SEMINAR

In **2016** the survey of the online seminar had 160 records from 35 countries





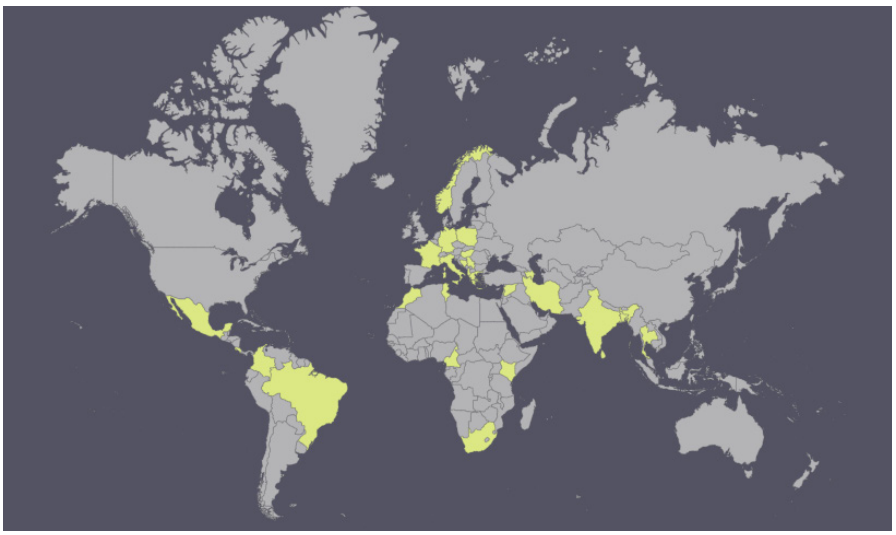


Figure 2: Participants of the online seminar in 2016
Figure 3: Participants of the online seminar in 2017
Figure 4: Participants of the online seminar in 2018

(pre-survey:94 records, post-survey:66 records) (Fig. 2).

In **2017** the survey of the online seminar had 108 records(pre-survey: 57 records, post-survey: 51 records) from 27 countries (Fig. 3).

In **2018** the pre-surveys of the online seminar had 71 records from 30 countries (Fig. 4).

The maps are showing the countries where the seminar participants were from. This information is based on the results of the surveys which means that it only contains the students who have filled out the questionnaires in the different year.

The majority of the participants in the first two years of the LED program were **master students, however in** 2016 master's students accounted for only one third of the participants, while in 2017 and 2018 the number of master's students increased to two out of three participants. Interesting result that the number of landscape architect decreased from 43% to 35% in the program which means that **other professions were engaged, too** – such as: urban planners and designers, architects, and other social or engineering professionals.
Post-survey results showed that two third of the students got **academic credits** for attending the seminar (Fig. 5).

Based on the results (Fig. 6) of the pre-surveys the objectives for the participants haven't changed in through the years: the most relevant objective was to **understand how democracy, access to landscape and participation are related,** after that the second and third highest rated answer was about to include diverse societal groups in planning and design and to be able to identify and approach landscape democracy challenges. The main motivation for participation were **interaction with others with the same interest all around the world and extending knowledge**. Getting credits were not a priority for the majority. The students were certainly interested in the virtual environment and intercultural

Personal datas 100% = the number of the those who filled the survey		2016		2017		2018	
		Pre-survey	Post-survey	Pre-survey	Post-survey	Pre-survey	Post-survey
Number of participants in the survey, online seminar:	n	94	66	57	51	71	44
Bachelor student	%	19,15%	16,67%	10,53%	11,76%	15,49%	2,27%
Master student		32,98%	27,27%	66,67%	64,71%	61,97%	68,18%
PhD student		7,45%	12,12%	5,26%	3,92%	9,86%	9,09%
Recent graduate		7,45%	3,03%	5,26%	1,96%	2,82%	6,82%
Professional (self-employed)		11,70%	7,58%	5,26%	5,88%	2,82%	2,27%
Professional (employed)		10,64%	12,12%	7,02%	5,88%	2,82%	9,09%
Number of participants, who get academic credits for attending the seminar:	n		19		33		31
	%		28,79 %		64,71 %		70,45 %

Objectives and motivation 100% = the number of the those who filled the survey	2016		2017		2018	
	Pre-survey	Post-survey	Pre-survey	Post-survey	Pre-survey	Post-survey
Most relevant objectives for participants:	n=94	n=66	n=57	n=51	n=71	n=44
I want to understand how democracy, access to landscape and participation are related.	34,04 %		24,56 %		33,80 %	
I want to learn more about methods and tools of public participation.	25,53 %		17,54 %		18,31 %	
I want to be able to identify and approach łand scape democracy challenges in my environment.	9,57 %		14,04 %		15,49 %	
I want to include diverse societal groups in planning and design.	6,38 %		19,30 %		12,68 %	
My working group has met the objectives of the seminar assignments:						
-absolutely		54,54% *		27,50% *		44,74% *
-mostly		27,27% *		47,50% *		44,74% *
-met the minimum requirements		18,18% *		22,50% *		5,26% *
-no we did not		0% *		2,50% *		5,26% *

* percentage of those who completed this query

Figure 5: Personal datas
Figure 6: Objectives and motivation

group work according to the pre-survey in all years. Expectations before the online seminar were also more or less the same through the years: gaining new experience in collaboration (intercultural groups, online surface, virtual communication). Also it was significant that in 2017 more students emphasized that they expect to learn a new approach in design and improve professional skills. In 2018 more than two third of the students mentioned they want to learn about landscape democracy or democratic design.

During the online seminar the virtual classroom was a pioneer aspect of the collaboration. In the pre-surveys of 2016 and 2017 half of the participants declare that they have already worked in a virtual team and also that they have attended lectures in a virtual classroom before.
To acquire the democratic design attitude, the participants learned different methods for mapping the community needs. For this process they could utilize the tools in (Fig. 7).

The surveys/questionnaires are a well-known methods among the participants. Only the minority of the attended persons weren't experienced at any community engagement tools that. During the team works we facilitated them to improve all

Skills	2016		2017		2018	
100% = the number of the those who filled the survey	Pre-survey	Post-survey	Pre-survey	Post-survey	Pre-survey	Post-survey
Working experience with tools:	n=94		n=57		n=71	
Percentage of the students already used **collaborative mapping** as a working tool:	22.34 %		38,60 %		30,99 %	
Percentage of the students already used **surveys/questionnaires** as a working tool:	56.38 %		61,40 %		63.38 %	
Percentage of the students already used **community planning** a working tool:	28.72 %		33,33 %		35.21 %	
Percentage of the students already used **design game** as a working tool:	9.57 %		15,79 %		9.86 %	
Percentage of the students already used **design workshop/charrette** as a working tool:	25.53 %		56,14 %		49.30 %	
Percentage of the students already used **field workshop** as a working tool:	36.17 %		45,61 %		43.66 %	
Percentage of the students already used **round table** as a working tool:	37.23 %		36,84 %		35.21 %	
Percentage of the students already used **future search conference** as a working tool:	4.26 %		7,02%		7.04 %	
Percentage of the students already used **open space workshop** as a working tool:	23.40 %		33,33 %		38.03 %	
Percentage of the students already used **reconnaissance trips** as a working tool:	12.77 %		22,81 %		18.31 %	
Percentage of the students that do not have **working experience** any of these tools:	6.38 %		10,53 %		11.27 %	

Figure 7: Skills

the needed skills.

In the pre-surveys students were also asked to specify **societal groups with whom they have worked already** (Fig. 8).

It can be seen from the chart that they work together mostly with children besides their own age group. Therefore it was a right objective of the project to give information about barely known societal groups such as immigrants, refugees and unemployed people (Fig. 9).

Ranking from 1 to 6 students had to **evaluate the lectures**. They ranked in both years (2016 and 2017) above 4 that the lectures were:

- clear and easy to follow (4,8 and 4,5)
- engaged well with the audience (4,6 and 4,5)
- logical sequence between the individual lectures (4,7 and 4,2)

Both years students chose the topic of **Engaging communities: theories and tools for participation** as the most contributes seminar topics. **About the assignments students were very satisfied** - all the positive statements were raked above 4 (from 6):

- the length of the session (4,7 and 4,3)
- assignments fitting into the structure of the seminar (4,7 and 4,3)
- chat moderation (4,6 and 4,3)
- received sufficient feedback during presentations and assignments (4,6 and 4,2)
- interactive polls (4,5 and 4,2)
- assignment presented clearly (4,2

Skills 100% = the number of the those who filled the survey	2016		2017		2018	
	Pre-survey	Post-survey	Pre-survey	Post-survey	Pre-survey	Post-survey
Societal groups with whom you have already worked:	n=94		n=57		n=71	
Experience of working with children (kindergarden):	25,53 %		26.32 %		18,31 %	
Experience of working with children (primary school):	40,43 %		36.84 %		32,39 %	
Experience of working with children (secondary education):	27,66 %		29,82 %		22,54 %	
Experience of working with young adults:	45,74 %		63,16 %		66,20 %	
Experience of working with elderly people:	23,40 %		40,35 %		21,13 %	
Experience of working with people with special needs:	20,21 %		28,07 %		22,54 %	
Experience of working with unemployed:	7,45 %		12,28 %		15,49 %	
Experience of working with immigrants:	12,77 %		15,79 %		16,90 %	
Experience of working with refugees:	7,45 %		10,53 %		9,86 %	
Do not have working experience any of these societal groups:	8,51 %		12,28 %		19,72 %	

Figure 8: Skills

Skills learned 1 = total disagreement / 6 = total agreement	2016 Pre-survey	 Post-survey	2017 Pre-survey	 Post-survey	2018 Pre-survey	 Post-survey
		n=66		n=51		n=44
I learned new analytical skills from my group:		3,73		3,60		3,63
I gained new knowledge about the sub ject from my group:		4,32		3,95		4,13
I learned new communication methods from my group:		3,73		3,75		3,95
I learned new organisation methods from my group:		3,32		3,43		3,79
I learned new representation methods from my group:		3,55		3,45		3,61

and 4,1)

Students stayed mostly neutral (3-4) in the question of having more engagement with the lecturers and other students. Results showed that students liked more or less equally the different assignments through the seminar. Overall, **students were very satisfied with the virtual environment provided** and were emphasizing that they have learned a lot in this field, too.

In order to compare the pre- and post-surveys and measure the **students' development**, we introduced **29 statements,** each reflecting a particular attitude toward landscape democracy in design and planning or some kind of skills that could the students could develop significantly through the seminar.

By the chart (Fig. 10) it seems that the number of participants from 2016 (18%) to 2017 (37%) said that the **working group of**

Skills learned 1 = total disagreement / 6 = total agreement	2016 Pre-survey	 Post-survey	2017 Pre-survey	 Post-survey	2018 Pre-survey	 Post-survey
		n=66		n=51		n=44
We struggled with different disciplinary backgrounds and understandings:		2,32		2,73		2,18
I am more confident about working in an intercultural team:		4,32		4,38		4,68
It is now easier for me to express myself in English:		3,59		4,38		4,63
I think working in an intercultural team requires more effort than working in a culturally homogeneous group:		4,45		4,30		4,13
I think the cultural diversity improved the outcomes of our team:		4,36		4,23		4,55

Figure 9: Skills learned
Figure 10: Skills learned

Experiences 1 = total disagreement / 6 = total agreement	2016		2017		2018	
	Pre-survey	Post-survey	Pre-survey	Post-survey	Pre-survey	Post-survey
Most relevant objectives for participants:	n=94	n=66	n=57	n=51	n=71	n=44
A virtual seminar can be as interactive as a face-to-face seminar.	3,72	4,00	3,81	3,73	3,45	3,61
A virtual seminar allows me to work at my own place.	4,20	4,14	4,16	3,96	4,15	4,18
I like to learn by collaborating in a group.	4,73	4,95	4,98	4,47	4,51	4,52
I feel confident collaborating in a virtual environment.	4,04	4,38	4,39	4,20	3,75	4,11
I feel confident when expressing myself in English.	4,54	4,79	4,25	4,49	4,41	4,70

Personal datas 100% = the number of the those who filled the survey		2016		2017		2018	
		Pre-survey	Post-survey	Pre-survey	Post-survey	Pre-survey	Post-survey
Number of participants in the survey, intensive programme:	n	23	15	15	12	22	11
Bachelor student	%	16,67 %		20,00 %		22,73 %	
Master student		79,17 %		73,33 %		72,73 %	
PhD student		0 %		0 %		4,55 %	
Recent graduate		0 %		6,67 %		0 %	
Number of participants, who expecting academic recognition for attending IP:	%	54,17 %		66,67 %		68,18 %	
Regarding the online seminar that pre ceeded the intensive programme:	%						
-attended as active participant			46,64 %		83,33 %		45,45 %
-attended as passive participant			26,67 %		0 %		18,18 %
-did not attend the online seminar			26,67 %		16,67 %		18,18 %
-attended last year			6,67 %		0 %		18,18 %

Figure 11: Experiences
Figure 12: Personal datas

his/hers has mostly met the objectives of the seminar assignments were increased. Students reported that through the seminar **they gained significant new knowledge** about the subject from their group. They mentioned as main positive experiences the 'assimilation of different point of views', 'get experience in virtual communication', 'possibility to get to know people from far away'. It was also a clear result in all years that in the groups there were inequalities – some people contributed much less than others. They mentioned reasons such as 'mixing students who need grades with other who are only interested in the topic', 'managing the different time zones', 'finding good tool to communicate and share work that fits all the members'.

Despite of the difficulties in both years participants reported that they feel more confident about working in intercultural team (Fig. 11). Participants of each year agreed on that **working in an intercultural team requires more effort** but also **the cultural diversity improved the outcomes of the team**. Students in 2016 liked to learn by collaboration in a group more after the seminar even more whereas in 2017 this number decreased a bit but still got a high score.

Working in international and intercultural group in a virtual surface is always a challenge (Fig. 11). By the chart as we can see this working method was accepted by the participants because the answers and the values are still positive and mostly increasing in the post-surveys.

Comparing the pre- and post-survey of year 2016 and 2017 the following changes were determined as the most significant from the students' view: (ranking from 1-6)

- Students were **less likely to learn individually** after the seminar.
- They answered they feel **more confident when expressing themselves in English** after the seminar.

INTENSIVE PROGRAMME (THEREAFTER: IP)

The students received questions previously and also after the Intensive Programme, they ranked their expectations and experiences on a 1-4 scale.

In **2016** the survey of the intensive programme had 36 records overall (pre-survey: 21 records, post-survey: 15 records).

Expectations 1 = total disagreement / 4 = total agreement	2016		2017		2018	
	Pre-survey	Post-survey	Pre-survey	Post-survey	Pre-survey	Post-survey
	n=23	n=15	n=15	n=12	n=22	n=11
I want to refine / I have refined my knowledge about landscape:	3,14	2,93	3,33	3,25	3,23	3,36
I want to train / I have trained my democratic leadership skills:	3,52	3,33	3,67	3,75	3,41	3,45
I want to engage / I have engaged with a real community:	3,71	3,53	3,80	3,50	3,67	3,54
I want to work / I have worked in a multi cultural context:	3,62	3,80	3,67	3,75	3,50	3,81
I want to test / I have tested my ability to skills against complex, real-life issues:	3,54	3,40	3,20	3,33	3,64	3,18
I want to show / I could show a community how they can improve their lives through innovative design and planning:	2,76	3,27	3,07	3,50	3,43	3,36
I want to work / I have worked in an international team:	3,57	3,80	3,40	3,91	3,45	3,90
I want to gain / I have gained professional experience to include in my resume/CV:	3,29	3,73	3,33	3,75	3,36	3,63

Figure 13: Expectations

In **2017** the survey of the intensive programme had 27 records overall (pre-survey: 15 records, post-survey: 12 records).

In **2018** the survey of the intensive programme had 33 records overall (pre-survey: 22 records, post-survey: 11 records).

The majority were master students in both years (70-80%), with the disciplinary background of landscape architecture (around 55% in 2016, and more than 66% in 2017). Architecture background was also significant with around 40-45% in both years (Fig. 12).

Students **stated very clearly** in the pre-surveys that **they want to refine their knowledge about landscape democracy** (ranking 1-4 how important it is, the average was 3.5 in both years, which means a definite importance), and the IP was very useful in this regard since the average has refined their knowledge in this respect (in the second year more than they expect: pre: 3.67, post: 3.75) (Fig. 13)

It can also be strongly stated that **they wanted to engage with a real community** (3.8) however, after the IPs this record declined in both years to 3.5. They wanted to gain a better understanding of how participatory design is implemented (3.6). Also a strong statement that they want to experience landscape democracy in a culture different than their own (3.4-3.5) and **working in a multicultural context** (this desire increased after the IP in both years a little from around 3.7 to 3.8).

As a gain of their studies they stated that they wanted to put their knowledge as a student in design/planning to work for the benefit of a community that needs it (3.4). In connection, they wanted to partner with a community to envision better futures (around 3.2).

Based on the IP, more students said that **they tested their ability to skills against complex, real-life issues (around 3.4), as previously expected** or wanted before the IP (around 3.2).

Training democratic leadership skills were also important for them, but not that much (around 2-3.3). More relevant was for them to promote more democratic decision making in landscape changes, mostly in 2017. In this year, the average rank was around 3.6, however previously, in 2016, it was only around 3.2.

Based on the Intensive Programme one of the most significant **changes were the change in their desire to show a community how they can improve their lives through innovative design and planning**. Before the IP, in both years, the students ranked this statement to 2.8-3.0, but in the post survey they ranked to 3.3-3.5. This means that after the IP they could show a community how they can improve their lives through innovative design and planning.

The students marked important to become better at designing sustainable cities and neighbourhoods, but this was not the most priority since they ranked some other issues first as they scored this statement around 3.2-3.3.

A significant increase can be learned from both years if they want to work in an international team. Before the Intensive Programme they marked it 3.4-3.5 (meaning that they expected it also a strong desire), but after the IP it was 3.8. The statement was if they worked in an international team, nevertheless in this context this can be interpreted that after the course, **they had a more strong willingness to work in an international team**, than before. They could feel that cooperation is a key to the success of any project.

Before the IP, they did not marked as most important that the professional experience they will gain can be include into their resume/CV (around 3.3), so this might not be the most important motivation for them. Nevertheless after the IP they strongly stated that **they received a kind of professional experience, which could be**

Expectations 1 = total disagreement / 4 = total agreement		2016		2017		2018	
		Pre-survey	Post-survey	Pre-survey	Post-survey	Pre-survey	Post-survey
		n=23	n=15	n=15	n=12	n=22	n=11
I received constructive and sufficient support from my supervisors:			3,80		3,75		3,18
For me the door to landscape democracy is...	%						
-slightly open		4,17%	13,33%	13,33%	0 %	13.64%	18,18%
-half open		58,33%	46,67%	33,33%	33,33%	54.55%	45,45%
-wide open		25,00%	40,00%	53,33%	66,67%	31.82%	36,36%
-not displayed		12,50%	0 %	0 %	0 %	0 %	0 %

Figure 14: Expectations

incorporated into their resume (more than 3.7).
Considering the programme they stated both years strongly that they received constructive and sufficient support from their supervisors (around 3.8) and find the supervisors competent with regard to their task. In 2017 they marked it almost with a maximum average (more than 3.8) that the organiser has provided enough background materials and maps and they found the working place also really good (marking it with 3.83). Based on the IP in 2017 they also marked with a high rank (3.83) that they received sufficient and useful information from local experts.

They ranked around 3.0 if there was sufficient time and opportunities to engage with local stakeholders. However the Intensive Programme is limited in its timeframe and therefore cannot be sufficient to be able to engage very much with the local stakeholders. The rank (3.0) could mean that despite of the limited timeframe they had many opportunities to connect with local stakeholders.

Regarding the workload of the programme they said it was right, with around 3.0-3.2. that is acceptable in a 1-4 scale.

They mentioned as the most successful activities in 2016 were the local expert input; the final presentation; chairs/ transforming; supervisions; and SWOT analysis. In 2017 it was the interviews with local actors; photo voice; go-along walks; art intervention and supervision; and field work, mapping and visioning chairs.

The recommendations they made related to the programme were mostly in connection with organisational issues.

Students were asked if the door for landscape democracy is open for them. The question was asked both years also

Democratic attitude
1 = total disagreement / 6 = total agreement

Most relevant objectives for participants:		2016 Pre-survey	2016 Post-survey	2017 Pre-survey	2017 Post-survey	2018 Pre-survey	2018 Post-survey
Landscape is to be understood as 'an area as perceived by people'	OS	4,59	5,04	4,63	4,94	4,96	5,23
	IP	4,29	5,13	5,33	5,50	4,40	4,82
Participation is a time consuming form of design and planning that should be limited to save time and make projects happen.	OS	2,39	2,50	2,23	2,35	2,14	2,48
	IP	3,14	2,20	2,00	2,33	2,00	3,27
Designers and planners have the social responsibility to promote democracy in public space.	OS	5,24	5,38	5,09	5,04	4,99	5,14
	IP	5,00	5,20	5,33	5,58	4,50	4,73
Designers and planners are experts whose role is to show users what good design is.	OS	3,51	3,18	3,63	3,67	3,61	4,14
	IP	4,57	3,60	4,33	4,00	3,50	4,36
Any process to design and plan a public space should be linear and simple to avoid additional costs and time spent on it.	OS	2,32	2,36	2,68	2,71	2,30	2,59
	IP	3,29	2,00	4,00	3,67	2,70	3,45
Design and planning should be concerned with access to all social groups, especially those who are at the margins of the society.	OS	4,95	5,48	4,95	4,94	5,10	5,11
	IP	3,86	4,87	5,33	5,33	3,50	4,00
I feel very prepared to lead a process that engages communities and users in shaping their own landscape designs and plans.	OS	3,16	3,93	3,49	4,04	3,56	4,25
	IP	3,00	4,27	4,33	4,58	3,50	4,73
I do not have any interest in designing and planning in partnership with a community.	OS	1,69	1,68	1,93	1,69	1,21	1,73
	IP	1,29	1,47	1,87	1,75	1,80	2,91
Cities should not invest in the creation of green open spaces for all social groups and classes.	OS	1,72	1,57	2,09	1,65	1,27	1,80
	IP	1,71	1,60	1,67	2,17	1,70	2,73

Figure 15: Democratic attitude

before and after the Intensive Programme (Fig. 14).
The biggest result might be in 2017, that **after the Intensive Programme** the sentence "**For me the door to landscape democracy is** (...)" was finished with "open" (it differs from half open to wide open). None of the students stated in the post-survey that this door is only slightly open (in contrast with the pre-survey). In 2016, two students said in the post-survey that their door in "only" slightly open

For a final conclusion of the project it is worth to examine the chart that compares the improvement of the participants at their democratic attitude. The chart compares the different years by online seminars and intensive programmes.

Agreeing with the democratic landscape planning aims, we need to fill the gap in our education of promoting equal opportunities for everyone to participate in public space design processes. The designers and planners have to embrace this method and support participation activities for nonprofessional persons. As the survey is clarifying we should give more attention to those who are at the margins of the society (Fig. 15).
The participants of the LED project were influenced during the online seminars and the intensive programme. They got prepared to represent the LED values in democratic design processes.
The method of the participatory design seems easier to understand during the intensive programme than the online seminar, however theoretical knowledge proved to be important to participate in the intensive programmes.

By the participants feedback through the three years, the LED programme maintained the high quality of educational standards. The structure of the intensive programme offers flexible working methods that matches to the diverse knowledge and background of the participants.

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6

Case Studies from the Student Groups Learning for Life? How participants evaluate LEDs relevance and applicability

KEYWORDS: EDUCATION, PLANNING AND DESIGN PARTICIPATION, SOCIAL AND POLITICAL AWARENESS, SKILLS, APPLICABILITY

A widening economic gap and growing diversity in society, coupled with climate change and deteriorating habitats are pressing challenges which should be tackled in socially and politically-responsible manners by our society at large and planning and design professionals more specifically,. Planning and design education however seldom considers its social responsibility and is therefore slow to prepare students to lead democratic, participatory planning, community design and landscape stewardship processes. To fill this gap, the LED sought to offer online courses and intensive workshops to planning and design students. The team wanted the educational experience to be improve and adapted upon through a feedback loop, which involved participants in evaluating its education, relevance and applicability from a student perspective. Analysis of the interviews showed that while the students valued the LED experience and found it transformative both on a personal and professional level, they expressed also doubts about the applicability of their newly acquired skills in future professional offices where participatory practices are often discredited as too time consuming and limiting of the designers' expertise and creativity.

6.1 INTRODUCTION

There is no doubt, neither in academia nor among lay-people, that we are experiencing fundamental environmental, social and cultural challenges. There is, however, less certainty about how these challenges manifest in our lives, and how to tackle them. Our society is experiencing a widening gap between socio-economic groups, and our growingly diverse population is challenging the notion of what constitutes a good community. Global landscape challenges related to climate change and deteriorating habitats are further affecting both people and landscapes. While they show universal applicability, they manifest in specific local landscape democracy challenges revolving around accessibility and use of landscape by a diversity of groups.

"The landscape belongs to everyone. We should all have equal access to it and a voice in how it is used, valued and maintained" (LED, 2016). While this idea has been underscored by both the UN Sustainability Development Goals and the European Landscape Convention, it is does not necessarily reflect in everyday planning and design actions. Also for planning and design students across the world, this is not as obvious and self-explanatory, and one of the reasons is the way their education is currently framed:

"... spatial planning education rarely includes considerations of democratic processes, participatory planning, community design and landscape stewardship. Furthermore, it does not fully prepare young practitioners to become leaders in promoting democratic landscape change and work effectively in partnership with communities." – (LED, 2016)

Beginning in 2016, the LED project recognized this challenge, and sought to address this gap in the education of planners and designers by focusing on creating a program that would help build the "knowledge, skills, and sensitivities necessary to design and implement democratic decision making in landscape planning" (LED, 2016). Whether it succeeded, and how well students feel prepared for facing the pressing societal challenges mentioned above through the LED course, is the content of this paper.

6.2 CONTEXT

As the quintessential actors involved in shaping our environment, planners and designerss have great power and responsibility to promote the creation of socially, economically and environmentally sustainable landscapes, both in urban and rural contexts. This includes the use, allocation, and preservation of (community) resources, and thus engages issues of power, oppression, and privilege and can be understood as inherently political (Brown and Jennings, 2003). There is, however, ample literature that bemoans the lacking political and social awareness in planning and design education (and practice), stating that planners and designers are not yet educated to take an active role and address the aforementioned challenges in socio-politically responsible, comprehensive ways (Brown and Jennings, 2003; Beunen, Van Assche & Duineveld, 2013; Flyvberg, 2002; Howe and Langdon, 2002). A diversity of researchers and authors concur about the need for more reflexivity or critical social consciousness in education. One of the core features of design and planning education, the studio setting, lends itself particularly well to raise awareness that "[...] domination and emancipation are embodied and enacted through social structure (institutional, economic, and ideological) that can find formal manifestation in the built and planned environment" (Brown and Jennings, 2003: 107). This would enable students to "identify societal power relationships of privilege and marginalization and believe[s] they can be understood through analysis and addressed, if not transformed, through design actions" (ibid.). Such an approach also serves the notion that the planning and design professions are part of "an unfinished social project whose task is to manage our coexistence in the shared spaces of the cities and neighbourhoods in such a way as to enrich human life and to work for social, cultural and environmental justice" (Sandercock, 2004, p. 134).

The above explanations entail the realisation that planning and design need to surrender the idea of creating 'perfect' solutions "in the sense of definitive and objective answers" (Rittel and Webber, 1973: 155). Even though the positivist believe that planners and designers base their action on value-free knowledge still prevails in many schools (Brown and Jennings, 2003) there is growing awareness of the socially constructed nature of knowledge (Allmendinger, 2001) and thus a growing appreciation of local knowledge and multiple ways of knowing, including local experiential and intuitive knowledge (Sandercock, 2004). This, of course, relates to increased use of deliberative and participatory practices in planning and design. Even though participation has become a standard procedure in many planning and design processes, it is frequently accused of being token or unable to shift power positions and "there are still too many cities in which urban planning is done by technocrats beholden to local elites with little involvement of citizens or stakeholders" (LeGates and Stout, 2016: 425). It is with this background that LED offers knowledge about democratic processes, participatory planning, community design and landscape stewardship to planning and design students.

6.3 THE LED SEMINAR, ITS GOALS AND THEMES

The LED course consists of two modules that together aim at equipping students with theoretical knowledge and practical skills to take on landscape democracy challenges; an online module which is complemented by a studio-like intensive program (IP) that is held in one of the partnering cities.
The online modules revolve around themes such as landscape and democracy, participatory theories and practices, community and identity, the design process, and communication and representation. Course participants were divided into interdisciplinary and international working groups and in addition to participating in the online sessions, they were expected to collaborate on group work, individual assignments, concept mapping, and reading materials, which they documented on the group's pages on the LED-wiki page (accessible a https://ledwiki.hfwu.de).
After being exposed to the ideas and practices behind Landscape Democracy, Intensive summer Programmes would give some online seminar participants the opportunity to apply theory and methods to a real community, serving as a critical case study of democratic landscape change . In partnership with local stakeholders such as associations, schools, administrative boards and private developers, students tested various tools and methods to analyze complex physical and social landscapes and proposed places-specific strategies to improve livability, identity and long term resilience inspired by their partnership with local community members in the communities of Zingonia, Italy; Kassel, Germany and Torokbalint, Hungary, where the LED traveled to in the summers of 2016, 2017 and 2018(LED, 2016).
Part of the goal of the LED partnership was to operate within a Participatory Action Research framework, which implied the need to partner with communities, act with the rigor and inquisitiveness of a skilled researcher, and act to promote democratic transformation of their landscapes so that some of their most pressing challenges could be addressed. Central to PAR is the need for reflection and adaptation of one's actions. This required that moments of reflections be built into the project through both quantitative and qualitative, interview-based methods. This paper reports on the findings from the qualitative interviews.

The evaluation methodology

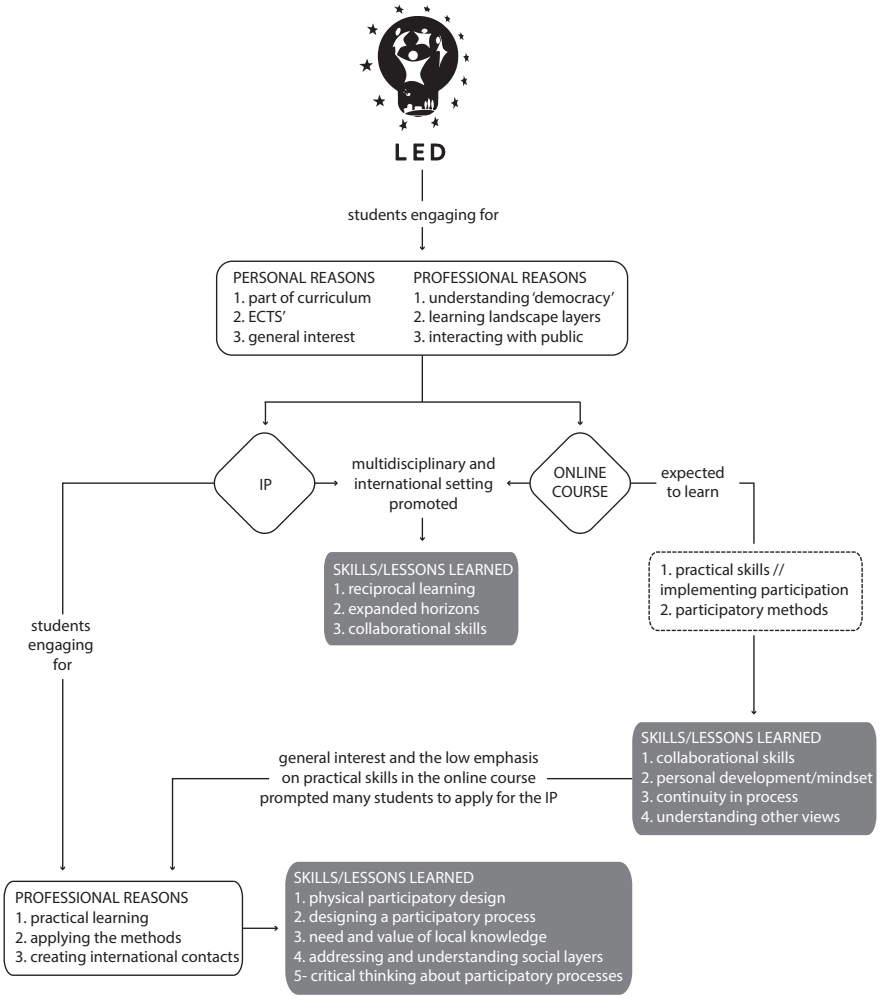
To evaluate students' learning experience, LED staff used both questionnaires and semi-structured interviews with open-ended questions focusing on experiences and learning outcomes of respectively
1) the online course,
2) the intensive program, and
3) the international and interdisciplinary working groups the students were part of in the online course and intensive program.

Questions revolved about the quality of the online setting as a learning environment, the potentials and challenges of the interdisciplinary and international composition of students and staff, and the primary lessons people took away from the course. The interviews concluded with an assessment of how applicable and transferable students found the knowledge gained.
The goal of the interviews was to gather a second layer of evaluation and enrich the results from the questionnaires with more qualitative and experiential information.

Participation in our interviews was voluntary; however, invited individuals had to have participated in both the LED online course and the intensive program in Zingonia 2016 or Kassel in 2017. The study was conducted in spring/summer 2017 and used two different ways of sampling. in April 2017, students who had taken part in the 2016 LED course received an email invitations followed by a reminder three weeks later. Of the 7 people who accepted the invitation, only, four were actually able to be interviewed within the tight time frame available. Students interested in sharing their experiences contacted were asked to contact the authors to propose time and place for that suit them and be conducted in comfortable surroundings.

In-depth interviews

In addition to the four people mentioned above, 7 interviews were conducted in a face-to-face setting during the Summer Intensive Program taking place July 24-31, 2017, roughly involving one out of three participants. The interviewees came from the backgrounds of architecture, landscape architecture and engineering from different countries such as India, Italy, Jordan, Pakistan, and NorwayBoth authors conducted interviews. The interviewer asked opening questions to direct the focus of the conversation, but the interviewee led the conversation and was able to bring up themes or topics that he or she considered were of specific importance. The interviewer followed up with questions where the interviewee was unclear in his or her description of a situation or there was need for further clarification. All interviews were audio recorded for transcription and analysis. efore comparing them to each other, the authors conducted a thematically analysis of all interviews (figure X).



6.4 DISCUSSION OF FINDINGS

As a way to represent the findings in an abstracted manner, this chapter uses a mind-map that categorizes the student's responses and links the different layers in them to the overall issues of expectations for engaging in the LED course and acquired skills after completing it (figure x) .It illustrates the students' eagerness to acquire practical skills as a main motivation for joining the LED course. Thus, the applicability of the skills imparted through the course must be a main concern for the educators. The mind-map clearly shows that through the experience with an actual participatory process during the IP critical thinking is fostered, i.e. that the online course alone does not lead to the intense and applicable learning experience the students were looking for.

A closer look at the results from the students' interviews and explanations reveals the importance of "knowledge, skills, and sensitivities necessary to design and implement democratic decision making in landscape planning" (LED, 2016). Overall,

students expressed satisfaction with the course content, while also mentioning critical assessments of the structure of the online course, the workload, and the clarity of some of the online assignments. Some of the interviewees expressed scepticism towards the online platform as working space and learning environment because "one gets easily distracted" (need a citation). Other weaknesses mentioned by the students included the lack of a clear and easily understandable structure and technical problems related to weak internet connections disrupting the online sessions. All of the interviewees, however, perceived the course to be overall successful and expressed satisfaction with their experience of it. everal of the students uttered that the course had played a significant role in opening up their eyes to democracy and participation in general. "I knew so little beforehand. I mean I've known about participation earlier but now I understand the importance of it. I learned much more and other things than I thought I would prior to the course (need a citation)."

Generally, they claimed that they would have graded the LED-course as less successful had it not been for the IP where they tested the interdisciplinary and international working groups in person and acquired practical skills. Even though the IP was highly valued, it was not beyond critique: Some students shared that they had found that language barriers, cultural differences, and disciplinary biases in their working group stood in the way of creating good participatory processes and design solutions with and for the local community. One student said "... perhaps it is just my prejudices or maybe it's my ignorance, but I think it might be easier to carry out participatory processes in my own country where there is a general agreement about design solutions, processes, and end results (need a citation)." These comments point at the challenges of working in and with diversity (Sandercock, 2004), and the difficulty to accept that there is more than one solution to a problem and that values inform any planning and design decision (Rittel and Webber, 1973).

From the array of different topics brought forth by the students, two (contradictory) issues emerged as central from a perspective of social awareness-raising education. Namely, how on the one hand, the course and IP influenced the interviewees and their understanding of participation and, on the other hand, their own interpretations of the role of planning and design professionals in promoting/engaging with it. Rather emotionally, they used expressions like "it (the course, comment by the authors) totally changed my view" or shared that through the course they "discovered another world, another universe"! (need a citation). Another student mentioned "I learned to think again... it moved me a lot...it's like growing up" (need a citation) For others, the course corrected their impression of participation and "made me more critical, because I can see how difficult it is to include people", and that "participation consist of many more levels than I initially thought or knew". This confirms the effectiveness of the studio setting as a place of condensed immersion and a learning experience that helps the identification of societal power relationships (Brown and Jennings, 2003).

Some of the interviewees concur with the academics who bemoan the lacking political and social awareness in planning and design education (Brown and Jennings, 2003; Beunen, Van Assche & Duineveld, 2013; Flyvberg, 2002; Howe and Langdon, 2002). LED students mentioned that the course and IP provided them with learning that filled a gap in their home Universities' curricula. One student framed it like this: "In my studies, I was always thinking: What is the missing link? Now I know what is the missing link!" or "I felt what was lacking in my university is direct contact with...let's say...reality...where we are going to work"(need a citation). A third student expressed that "I feel I have finally learned theories and methods that bring validity to, and guide, my professional work." Another said: "The value of talking to and engaging with people is much clearer and

I tend to want to do participation now. Even though a project is not just about participation, I think it is much easier to engage with it now and establish a closer relationship to residents because I want to, not because I have to" (need a citation). At the same time, knowledge about the limitations, difficulties, and the costs of performing participatory processes also became clear to the students: "I think one of the most important things I've learned is that participation is unpredictable and time consuming. You have to be willing to put in time, efforts and resources to get to the core of challenges and problems and not just end up at something superficial. I learned the importance of the will to invest." For many of the students, the work of setting methods into practice was challenging, and in particular deciding what methods to use when and where. "I expected to learn methods and how to perform participation, but I was unaware that I had to design the process myself. At first I thought that was weird (because of the lack of knowledge, comment by authors), but in retrospect I am glad it turned out that way because I learned much more" (need a citation).

While through the LED course the interviewees came to believe that "interaction with people is of great value", that "talking is always good" and that they "learned methods to address groups and motivate people" or "have enough information to stand up for what is right", they disheartened shared their doubts about the applicability of participatory planning and design.

Despite their enthusiasm for the course, those with work experience concur with the view that the planning and design profession is practiced in an a-political way (Brown and Jennings, 2003; Flyvberg, 2002, Howe and Langdon, 2002) and that "urban planning is done by technocrats beholden to local elites with little involvement of citizens or stakeholders" (LeGates and Stout, 2016: 425). They felt that even though courses like LED are needed to fulfil planning and design's societal responsibility, the applicability of the knowledge they gathered through the course was difficult to apply "...I would be quite pessimistic about using it in an office ...no...we don't do this...it's just too time consuming for an office environment... if you work for the government maybe... but across places, I am quite sure there is this top-down design process" (need a citation). Another student added: "cefore participating in this course I was thinking a lot about how one can involve people who live in the area, and at the same time get people with money, power, and ability to influence to agree on the ideas. I still don't see how this could work in my country!... It's as if the two are always opposing each other...". Even those that believe in the applicability of participatory practices in planning and design implicitly talk about a work environment that is different: "I find it really applicable when working with communities...all the times the designers think they are the professionals who know best... but they are not...sometimes experience knows best!" (need a citation) Another said, "I have never really thought how people can be engaged...I have always thought that it (i.e. planning and design, comment by the authors) is a top-bottom thing and that people themselves can't do anything...it (the course, comment by the authors) really changed my whole idea about how to engage the community...I am definitely thinking about planning in a different way".

While some interviewees are skeptical about the application of the methods into their future practice, others are more optimistic: "I feel much more prepared than prior to the course and the thought of taking on such challenges is both exciting and scary. Such projects will never be the same because the context changes, so in that case it is not directly transferable. However, I feel I have a larger toolbox and some experiences that make me more capable of taking on such challenges," (need a citation). One of the students with no work experience sees this issue in a different light. While being pragmatic about how the field works, he thinks that knowledge in participatory planning and design gives him an edge over competitors in the field "...it is gonna be great for my future career in architecture" (need a citation).

6.5 CONCLUSION

The value of Landscape Democratic education is seen in the long haul

This chapter has provided insight into how students e in the LED Programme evaluate their learning experiences and how much usefulness they attribute to the acquired knowledge. The interviews provide invaluable insight into what participation in this kind of education can a student's perspective and therefor give important pointers on the changes necessary to the LED course to improve students' learning experience.

By providing students with more knowledge, skills, and sensitivity to design, the course aimed at enabling them to implement democratic decision-making in their professional practice. Based on the interviews, the LED course- especially through the IP -largely fulfilled its intention and reach its goals. Students expressed that their knowledge, skills, and general understanding of participation and democracy was improved through the course. Students also expressed that their expectations were largely met and even exceeded and that the course filled a gap in their current professional education. Moreover, several implicitly or explicitly said that their participation in the course prompted them to evolve as both professionals and individuals.

It is this combination of professional and personal involvement that ideally transforms into political and social awareness in planning and design practice. Only time will reveal whether students will or will not utilize their new acquired knowledge and skills in order to promote sustainable landscape planning processes in the future. This points at the need for longitudinal evaluation and a close monitoring of not only landscape education but also planning and design practice to equip students for the responsibility they have as practitioners to meet society's most pressing challenges.

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7

The Future of the Landscape Education for Democracy Programme

KEYWORDS: YOUTH ENGAGEMENT, GAME-BASED PARTICIPATION, BUILT ENVIRONMENT EDUCATION, COMMUNITY-BASED DESIGN, CONSTRUCTIVE DIALOGUE

This chapter reflects how the LED project has achieved systemic change, institutional learning and sustainability. The introduction of the LED course into the educational systems of five universities in four European countries has been challenging because it required capacity building at various levels: building a joint body of knowledge; testing, evaluating and revising teaching and learning methods; learning ICT skills; adapting to virtual team work; becoming a reflective educator - to name only the most relevant ones. In parallel, this new capacity had to be validated, ideally by full curricular integration of the new course, which required systemic change. The LED team therefore had to be in constant dialogue with its institutional environments and work hard to disseminate its outcomes from the beginning of the project. This process was very similar to the aims of the LED course itself: it enabled a community to work together, to create something which they cannot create alone and to consider this outcome as an added value that needs to be maintained. The sustainability concept of the LED programme therefore builds on three mutually reinforcing pillars: the LED course, the LED resources and the LED certificate. Each is explained in more detail in this chapter. We conclude with an an emerging participatory and transdisciplinary methodology for landscape democracy, the landscape biography.

7.1 INTRODUCTION

During the implementation of the LED project, it has become obvious that democratic planning and design is becoming a crucial competence for sustainable development. Next to the European Landscape Convention (Council of Europe, 2000), which has been inspiring people-centered landscape development since the year 2000, another document has appeared following the UN Habitat III conference in Quito in October 2016: the New Urban Agenda (United Nations, 2016).

The New Urban Agenda calls for participatory urban policies that mainstream sustainable urban and territorial development as part of integrated development strategies and plans. For the next 20 years, this document i will guide urban development policies and practices worldwide. The New Urban Agenda is especially designed for supporting the implementation of Sustainable Development Goal number 11: making cities inclusive, safe, resilient and sustainable. Goal 11 in return has prompted a strong global advocacy for participatory planning and design.

Therefore, the LED project has appeared in the right moment to discuss how academia needs to react to this new agenda. Most recently, the European Union has adopted new long term strategies for bridging a gap that has historically existed between academia and civil society (citation?). Now more than ever, It is crucial that the institutions involved are able to sustain the course and to upscale the model to a wider audience in order to increase the impact of the LED approach. The LED has already started to reach out to a worldwide audience during the implementation of the project and will continue to do so even beyond the project lifetime.The LED programme builds on three mutually reinforcing pillars: the LED course, the LED resources and the LED certificate. In the following, we will explain each pillar in more detail.

We want to conclude with an outlook on landscape biography as an emerging participatory and transdisciplinary methodology for landscape democracy.

Pillar 1: The LED Online Course and Intensive Study Programme

The funding of the LED project by the ERASMUS+ Programme of the European Union as a Strategic Partnership in Higher Education called for universities to be the key actors--faculty and students as key target audience--in filling a gap in the way landscape planning and design policies are envisioned and implemented.. At the same time, the Renewed EU Agenda for Higher Education states that: 'Countering the growing polarisation of our societies and distrust of democratic institutions calls on everyone - including higher education staff and students - to engage more actively with the communities around' (European Commission, 2017). In order to achieve this goal, the LED programme has been embedded by various project partners into their compulsory and/or elective curriculum. After the end of August 2018, the LED online course will continue to be offered by the partnership from spring 2019 onwards. Both the University of Bologna, Italy, and Szent Istvan University Budapest, Hungary, offer the LED programme as an elective course to their architecture and landscape architecture students.

Nürtingen-Geislingen University has even managed to make the course a compulsory element of the module 'Planning and Design Methods 1' which is part of the international master programme in landscape architecture (IMLA). On that basis, the university partners have created a stable foundation within their regular teaching programmes. The delivery of the course in an online setting makes it possible to extend the target audience to learners outside the university partnership. This happens primarily through the involvement of the LE:NOTRE Institute (LNI). The LE:NOTRE Institute aims to focus not just on further developing an international and interdisciplinary approach, but to act as a common platform for those involved in teaching, research and practice in the landscape field, whether they work in the public, private or not for profit sectors (LE:NOTRE Institute, 2018).

The LNI therefore acts as a communication and dissemination platform for the LED programme and opens it up to a cross-sectoral international audience.
The LED project has also developed a pedagogical model for the implementation of participatory intensive study programmes with eight working days that are implemented in close collaboration with a local community. During the project lifetime the staff members have used the intensive programmes as opportunities to teste, train, evaluate and document various design pedagogical methods such as visioning chairs, nominal group technique for collective goal setting, photovoice, go-along walks and many others. Staff members are now knowledgeable of these methods , and these methods have already been able to transform their studio-based teaching and learning. LED methods are constantly being implemented in other, comparable study activities of this kind. One example are the intensive programmes implemented in another ERASMUS+ strategic partnership in which NGU is a partner: COLAND - Inclusive Coastal Landscapes (COLAND, 2018). It has certainly become difficult to conduct LED Intensive Programmes without the funding for learning activities provided by the ERASMUS+ Strategic Partnership. However, staff members are using bilateral ERASMUS staff mobility to attend LED-related teaching events at partner universities and continue the activities developed by the partnership at a smaller scale.

Pillar 2: LED Resources

Various LED resources have been built up during the lifetime of the project, which will serve as resources and assetts for future activities by the LED team and beyond. The resources are open to university teachers, students, NGO members citizens interested in promoting landscape democracy. We distinguish three types of LED resources:
Open Educational Resources such as lecture recordings, readings, case studies and documentation of the Intensive Study Programmes. These materials have been compiled, revised and extended during the three years of the LED project. All resources are available with open access via the LED wiki (LED Project, 2018). The consortium maintains a page with literature references which is constantly being updated for every new online course. The literature references are partly not open access because of copyright restrictions from third parties. But they can easily be accessed through any university library. Next to the learning resources generated by staff members and experts there is also a lot of user generated content available on the seminar wiki. Due to the international provenience of the seminar audience these contents have become a rich resource for studying different cultural viewpoints on landscape challenges, landscape symbols and approaches towards democratic transformation. All these resources have become an important basis for offering the course in the future without additional EU funding.
The LED 'network of thinkers' is formed by the core project team, the invited lecturers and the group of experts that got involved in reviewing the project activities and outcomes. This network is constantly expanding as the LED team continues disseminating its findings at major conferences and meetings such as the EDRA annual conference, the LE:NOTRE Landscape Forum, and the upcoming Council of Europe's workshop on the implementation of the European Landscape Convention. Through the LED network of thinkers there is continuous discourse on landscape democracy which helps keeping the course contents up to date and close to topical themes in research and practice.
The third LED resource is the community of learners that has participated in LED online courses and intensive study programmes. The courses have included around 200 learners within the lifetime of the project. Due to the design of the course activities that involved intensive international and cross-institutional teamwork the participants got to know each other very well, they build up trust and social capital. This community of LED alumni currently gets together on the project's facebook page. In addition, the consortium has started to collaborate more closely with the educational initiatives

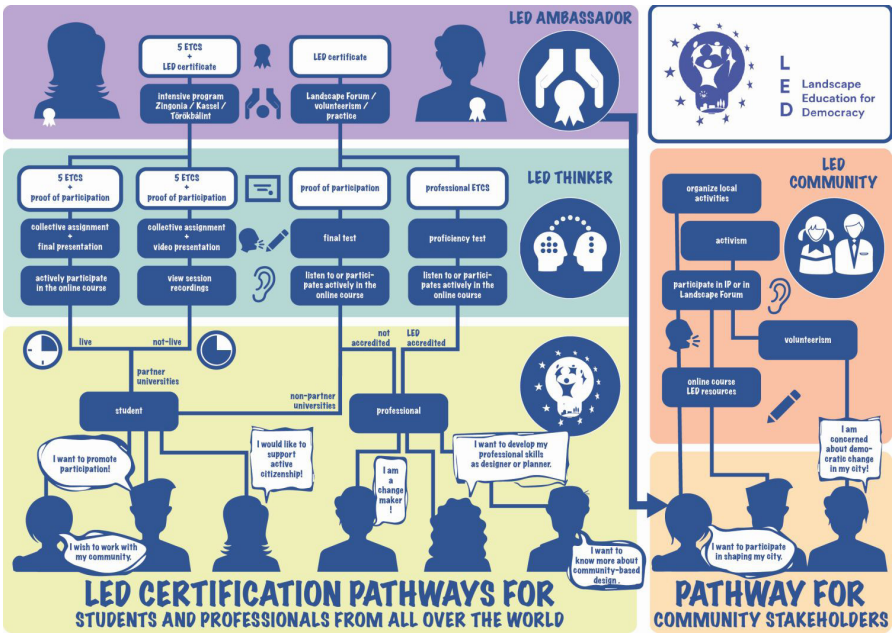
Figure 1: Graphical overview of the cooperation structure for establishing the LED qualification pathway. Concept and graphic by Anna Szilagyi-Nagy
Figure 2: Graphical overview of LED recognition pathways. Concept and graphic by Anna Szilagyi-Nagy

of IFLA, the International Federation for Landscape Architecture. IFLA has interest in capacity building for sustainable landscape development at a global scale. By this collaboration it has become possible to involve many more learners from the Middle East, Africa and Latin America regions of IFLA.

Pillar 3: The LED Certificate

The LED project has actively worked on a methodology for recognising LED competences for participants from outside the university sector. This has been documented in detail as one of the project results (add ref). This document includes amongst others a competence matrix for evaluating landscape democracy activities by planners, designers and citizens as a basis for maintaining LED recognition. Again, the LE:NOTRE Institute plays an important role here as an open platform for informal and non-university learners. The annual Landscape Forum of the LE:NOTRE Institute has been developed as a new kind of academic meeting, aimed at bringing together landscape specialists from a wide range of backgrounds and providing a 'hands-on' opportunity for them to collaborate in the form of a direct encounter with a specific landscape. The LED team has developed a special landscape democracy track for the landscape forum which is now part of the standard forum format. This way, also practitioners, staff members and civil society members can obtain hands-on training and recognition for democratic planning and design practice. All of this comes together in the following graphical overview of the LED community:

In order to allow for flexible recognition the LE:NOTRE Institute has implemented a so-called badge system through its community learning platform ILIAS. "Open Badges are visual tokens of achievement, affiliation, authorization, or other trust relationship shareable across the web. They can be used to recognize any kind of achievement in any setting, across the different stages of an individual's life. Open badges are new way to identify talent based on competency and attitude, helping employers and educators better match individuals with non-traditional experiences to relevant opportunities."(openbadges.org, 2018). Participants of LED learning activities are able to obtain badges from the LE:NOTRE learning platform. The badges represent different areas of LED core competences and require either successful completion of course assignments or recognition of achievements in professional or academic practice. In any case, there are flexible and varied pathways in order to involve many different target audiences. This also includes certificates for citizens that have supported LED workshops and intensive study programmes by providing information in the form of interviews, lectures or joint walks.



7.2 LANDSCAPE BIOGRAPHY – AN EMERGING APPROACH FOR DEMOCRATIC PLANNING AND DESIGN

Diedrich Bruns

Recognizing that we should treat landscapes as individuals having their specific character and history of change, the idea of Landscape Biography (LB) developed, during the 1990s, into the LB-Approach that it is today (Kolen et al. 2015). Considering people and place together, the LBA integrates information on physical objects and on perception, on processes and aspects of landscape transformation, on issues of power and inequality, and how social justice play out in the landscape.

For purposes of landscape planning and design, LBA fuses landscape architecture methods with methods from archaeology, historical geography, landscape ecology, sociology, anthropology, and other fields. LBA then synthesises a wide spectrum of different kinds of knowledge:

Knowledge about regional and local heritage (Taylor 2017), and about landscape character (Fairclough et al. 2018);
Knowledge about historical and current narratives of landscape and place (Schama 1995);
Knowledge about external and internal forces that influence landscape change, including policy (Eiter & Potthoff, 2007), and knowledge about interest groups including key players, people and institutions (Taylor 2017:219,220);
Knowledge about local and regional experience with landscape and landscape transformation, and about competence in responding to change (resilience).
When reconstructing history in a chronological and linear way, landscape biographers use a periodical frame to systematically describe and analyse change processes. They conceptualise historic periods as time layers, synthesize landscape information into series of such layers, each, for example, as written descriptions and annotated maps and images, and present all layers synoptically. They use overlay techniques to carry out multi-temporal analysis.

Multi-temporal correlations must go beyond mere historical analysis in cases where biographers aim to analyse human-land, people-place and power relationships, and when the aim is to uncover changes in landscape perception and values. Complex LBA also offer glimpses into visions that people have about the future.

Expanded further and incorporating participatory methods, the LBA provides the basis for inter- and trans-disciplinary reflections on landscape change, and it synthesizes information needed for learning for the future from the past (Samuels 1979; Pollard & Reynolds 2002). According to the European Landscape Convention, ELC, governments, administrations and members of the public need to foster public participation and to engage and take part in the following specific measures (Dower 2008):
Identifying landscape character,
Analysing landscapes,
Taking note of landscape changes (landscape history),
Setting landscape quality goals,
Assessing landscape quality, and taking action for
Protecting, planning, and developing and managing landscapes (including enhancing, restoring and creating landscapes).
Telling the history of landscape has, since 1990s, become 'democratic' with the extent to which popular narratives, place-bound social memories and academic interpretations of past landscapes combined and include public debates about the values of space and place (Kolen et al. 2017). By including the views of people, the LBA makes landscape planning and designing richer, and it is useful in supporting democratic forms of managing, planning and designing landscapes.

7.3 CONCLUSIONS AND OUTLOOK

The LED project has been successful in bringing a landscape democracy dimension into various European higher education classrooms. We designed our classroom in an open and inclusive way by digital means which allowed us to expand our audience across the globe. The team involved went through an intensive and formative learning process which has been documented in this publication in order to inspire others. What has been presented here is the reflection of one possible way of practicing landscape education for democracy. As convinced democrats we are of course open for discussing alternative approaches, additional methods and new ideas for enriching learning activities.
We therefore want to keep our resources, our network of thinkers and our community alive in order to practice, test and learn more so that our teaching and learning culture can further evolve. The focus of the coming years will be to practice and to grow the LED recognition and certification pathways by involving as many different target audiences as possible. Landscape democracy is about collaboratively understanding the past for envisioning a common future. The landscape biography methodology provides us with an holistic framework for shaping local landscape democracy processes. The LED programme introduces this approach together with many other useful techniques and methods for community-based planning. All of these are seeds of a democracy which is not understood as an abstract political system done by 'them' to 'us' but as a living culture that starts in front of your doorstep.

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