# TELOS

**T**owards a **E**uropean **L**andscape **E**conomy for a
**S**ustainable **U**rban **D**evelopment

# TELOS Post Survey for Teaching Staff

## Compiled By

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**T**owards a **E**uropean **L**andscape **E**conomy for a **S**ustainable **U**rban **D**evelopment

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# TELOS Post Survey for Teaching Staff
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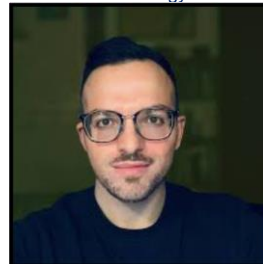
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# Claire PELGRIMS, ULB Université Libre de Bruxelles, Belgium

## Which were three most important learnings from the TELOS project process?

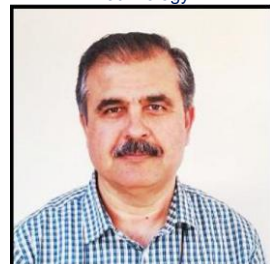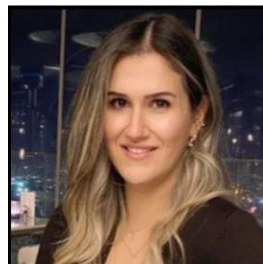For me actually, the landscape as a concept and the link with economy was already something new for me because my background in urban design. So this was the first big thing and then I was also really challenged by the systemic approach that we haven't had. So this will be in terms of methodology, something that was new and that I really learned about during the, project and also the kind of creative approach that we, for instance, had in the Nürtingen about how we could also create new knowledge through a different perspective on looking at things and problems.

## What are you going to keep as a new element / approach / method in your teaching?

Uh, I'm actually thinking to integrate it in this year that the systematic approach and all those kind of active pedagogy that we accused in the, workshop, because I think they are really helpful to help the student problematize their question, but also to make the course more active.

## What would you still need to learn more about?

There's plenty of things that still need to be investigated and I think the connection between mobility and nature is something that we could even look closer in order maybe to create a new curriculum really on this but in the perspective of making more resilient cities also. So that would be my focus for the next step.

# Dorothee APFEL, NGU Nuertingen-Geislingen University, Germany

## Which were three most important learnings from the TELOS project process?

I'm on the field of economic geography, so it was my first time working together with landscape architects, planners and also with architects. So I had maybe different learnings than the other ones. So number one was that we need time to spend on that we are on the same language level so that we all know what we are actually talking about when we're talking about landscape. Because we all have a different imagination of order landscape is so we need I think in TELOS we somehow found out that we really need at the time and I think now it's maybe the time when we could start to have a very nice comprehensive language together. So the second thing was that the economic aspect. It's very important if we want to realize projects and if we want to accelerate the transition, no matter if it's in agriculture or an energy or in democratic processes.

I think the TELOS project was very good that we all anticipated how much, but the importance of this aspect. And the third one was the teaching aspect, we had students from different cultures, different disciplines than they were a bit more mature. The others were quite youngsters, and I was struggling to be honest to, to

know how to address the level of the different students and also the teaching learning culture. You know, because it's different in Turkey than it is in Germany and it's different in Italy than in Poland. But we want that they all can benefit from the lectures. I think we have to think more about those cultural aspects of the students.

### What are you going to keep as a new element / approach / method in your teaching?

The back casting forecasting is definitely the thing I will keep in my teaching.

### What would you still need to learn more about?

The transdisciplinary work because we all are so much into our own thinking, and we opened up the TELOS. But I think here in the conference we also found out that we are still in our track, but if you work on projects, we have all different disciplines close to each other and we must all contribute to one goal. And I think this contributing to one goal is something we should learn more about and spend more time.

## Gabriela REMBARZ, GUT Gdansk University of Technology, Poland

### Which were three most important learnings from the TELOS project process?

It's complex because we have different layers and levels. For me, the most important words that the first time I was working in such a complex interdisciplinary group; representing disciples I have never been like with. For example, about forestry or agriculture is so that was important for me to understand. Prospective landscape plans, but as well discovery that there are different approaches inside the distribution of landscape planning. That was one. Second teaching methodology, of course, it was interesting to see all these new ways how to organize collection with small cards with. Animation of discussion which is very complicated in my opinion and it's a lot of time but. I will consider it very long very deeply to use them, but both in the TELOS but as well during the conference and the Congress we took part like LeNotre. Congress and now ECLAS and you know this big how other profession is organizing it. It was quite interesting for me but I need a lot of time more time to convert it to my reality of teaching and, and researching that this teaching then in terms of personal development of my team in Poland, but as well understanding, you know, making my network of contacts better or wider or refreshed very much because I have 30 years of experience in teaching and research and planning, which is completely different dynamic issue. Teaching, it has different dynamic research has different dynamic but as well planning in my reality was completely far away from this to.

So generally, I would suggest a new methodology, new interdisciplinary approach in this direction, landscape planning, landscape architecture, which was in other cases, more engineering or more economy or more social issues with. This time was landscapers. And the third one I think there was this team, team spirit and friendship and networking what we developed, what I hope this TELOS, just start for the next corporation.

## What are you going to keep as a new element / approach / method in your teaching?

For sure the term landscape economy is I think still we just touched the surface of potential this topic and as I really appreciate the direction like discipline like landscape urbanism or environmental urbanism, which has to do more with landscape planning and with architecture. I think we could go on with this discipline and still I would love to engage more with economists or the people from the main of organized process organization and economy to settle more this to enforce my knowledge about it. What is interesting, my understanding of the definition of landscape because during all these months and years we have been through discussing on the landscape definition and I think this is as well intellectually intriguing topic which has made me consider how I should define it for myself to be better understandable in the future by searching my teaching as well so. It's very interesting if you use landscape to discuss with different disciplines or trying to teach them on diverse levels. I think this discussion as such is very interesting.

## What would you still need to learn more about?

As I said, the connection was economical aspects, but I think it's, you know, I'm coming from Eastern Europe, which has different standard as Western Europe and not standard is, capacity, intellectual capacities. But we have different cities and different problems for example, Brussels, which I discovered recently. This is really everything  about money in our case in liberal situations so to protect landscape or protect the qualities we still have against building being destroyed by new urbanizations. We should understand it and talking more. This factor, economical factor is very important to support this more obvious but more fragile qualities what we have in town and definition, or domain was like. Professor Alexander setting in the entry lectures is that fragile domain which is the landscape which is paysage which is form as a connection between urbanize and natural and the deeper understanding what this urban landscape means and what is the quality and how we could discuss with the hard business and speculative investments.

So they will take it under consideration and they will protect the values and teaching students and teaching young generation because actually after 30 years, I should more focus on the new generation. We need to give them tools so they will not regret the landscape. They will not say ohh, it's idealistic and it's nothing. We need to frame them with the workshop, with the argumentation, with the methodology, so they could be really strong good partners in the discussion with developers which are representing very often very brutal forces and how to say? It's a nice English word if somebody is disrespecting any every idealistic approach for common goods. So when we stay only about saying we should save the climate, we should save green and so on, so on and concrete levels, methodologies, algorithms so they could calculate. That it really needs to be taken under consideration.

## Shashank YADAV, HfWU, Germany

### Which were three most important learnings from the TELOS project process?

I think for me from the project, I would say the participatory process and the approach that we take to combine the economy with the landscape and how to combine these multiple directives that we have in the different themes, foodscapes, waterscapes, energy and all these themes, how we combined together. One former economic plan using our landscape. I think these are the three most important. Learnings from the TELOS programme.

### What are you going to keep as a new element / approach / method in your teaching?

Because I'm a student right now, I would still like to continue with the participatory process, and I would still like everyone to focus on the economic aspects of the landscape territory that we use. This is very important because most of the landscape architects, when we design, we think more about the ideas and visioning, but we also have to think about the economic aspects. And how it affects society in terms of the benefits that we get from it. And it's not just the economic benefits and sense of the money that we get from it, but also the economic benefits as we have, the economic systems, ecological services, and these things. So I think when I have to learn, I think I would learn more about it and if I get the chance to reach I will also share these methods of I would say the economic benefits other than the monetary purposes. I think I would like to share these values to the students.

### What would you still need to learn more about?

Think I followed the team foodscapes from the TELOS project and foodscapes is a very common thing in the food is very common thing. But we do not really understand the foodscapes as a term because it depends on the production and the whole chain to the waste management. It ends up waste management, but we usually just think about the agricultural processes involved in the selling processes, but we sometimes miss the middle intermediate chain that we have to form. And also I would like to learn how to make this not just for the economical things because food doesn't just have the monetary value, but it also has other cultural values and the regional values, the sustainable values that we have to learn more from the project and I think from TELOS project doing all these collaborative workshops speaker to learn from a lot of different perspectives from a lot of different countries and i think i would like to take this forward and learn more from this.

## Jeroen DE VRIES, LNI Le:Notre Institute, Netherlands

### Which were three most important learnings from the TELOS project process?

Well what I've learned from the process is that the importance of certain aspects of economy. Value chain was quite important to see how it develops and how also how you can graphically represent and define it. And the other thing is that the exchange

between the different disciplines. I was working on the foodscapes and agriculture group, and we had really different perspectives between different countries, different economic systems, different cultures. So that was quite an inspiring learning process and I think the third part was that if you look at the different subjects that we discussed. It was interesting that for every subject the economic approach was different and there were other things more important and this is still a challenge to how to integrate this.

### What are you going to keep as a new element / approach / method in your teaching?

Well one new element might be the use of the canvas, as like the social entrepreneurship canvas, but then more focused on values and less on economic and monetary benefits. And the other thing is that I really like that we explored more the commons. And then in relation to foodscapes and the aspect of access to land and the possibility of farmers or new farmers to come in, and how you could combine these two concepts to commons and producing fruit.

### What would you still need to learn more about?

I still would like to learn more about this; If you look at the economic system and if you think about how land is used and transformed in different ways and in which way the value goes to different people and different organizations so on and I would really like to explore the different alternatives of transforming lands into either urban areas or either food producing areas or integrating different aspects and how you could represent the benefits so which might go to the common good.

## Didier VANCUTSEM, ULB Université Libre de Bruxelles, Belgium

### Which were three most important learnings from the TELOS project process?

First, the interaction with the different disciplines I think it is crucial when we're talking about landscape and landscape is not only green and vegetation, but it is also more related to economy, the management of natural resources, but also the dimension and the interaction with the people on the site. So that we have this broad participatory process and then the next point is so that's related to the landscape, but then the next point is related to the education.

We need not only the education between all of us professionals, but the education of the people, that the people are getting aware about all the potentials of the landscape and education of the decision makers. That's really good. And with the TELOS project, we were sharing this knowledge and educating also people, not only the students and other professionals, but also all the actors who are part of this process. And that's really great.

 What are you going to keep as a new element / approach / method in your teaching?

That's a really good question. There are several questions. We were doing the scenarios, methodology we were using the DPSIR methodology we were using also this just this exchange of knowledge methodology so. But I will, relate to a little bit more to the content and the question of economy is essential. That's what I learned from the beginning. This economy dimension is very, very important and most of the time when we are talking between us landscapers, we are talking about beauty, we're talking about ecosystem and all this stuff, but we forget the economy dimension. And this is really important. So that that's my takeaways and this is what I'm doing now at my university. So the next courses I just presented to the students who are going to focus on the economy.

What would you still need to learn more about?

I mean, this is only the beginning when we're talking about landscape and economy and the connection between the economy and the landscape and how the economies influence the landscape, but also how the landscape can influence the economy. That's only the beginning. That's really the start of the new discussion and we need to open up this discussion and make it very broad to everyone that everyone understand that we need to shift the business model that we have and to currently and we need to change the direction because at the moment and this is what we heard from the keynote yesterday; we are on the wrong track. So what we need to do is we need to change the direction this our current business model and make it also a little bit more understandable to everyone.

## Beata DREKSLER

Which were three most important learnings from the TELOS project process?

I think the most important is interdisciplinarity and how much we need it as landscape architect and how maybe discovering other layers that we didn't think about so much before or at the first thing definitely seeing the different landscape layers from different perspective.

What are you going to keep as a new element / approach / method in your teaching?

Again, this interdisciplinarity and I'm going to introduce it in all my classes in my on my studios. Having experts from different fields and starting to think from different perspectives is the most important learning outcome that I'm going to introduce in my classes.

What would you still need to learn more about?

Maybe explore a little more intersection of different layers, maybe explore a bit more about different concepts like hidden landscapes. We have hidden landscape. What

are the other landscape that we see? You know, it's ongoing process of exploration and I think this is the most exciting parts of the whole project.

## Marco Delli PAOLO, La Sapienza University Rome, Italy

Which were three most important learnings from the TELOS project process?

Actually my most important learnings from the TELOS project regarding the meaning of landscape as a system, and so actually regarding the different dimensions of the landscape and their own complexity. That is embodied in that and actually how we can address the challenges hidden indeed in them by adopting a system thinking approach. So basically, this was one of among the most important learning. And then additionally to this, I can also. Looking at the different landscape challenges that we can find out through the project through the TELOS project.

I think that also looking at the social business model canvas we can for sure consider it as one of the main approaches that can support somehow the landscape development landscape design processes. And also at the very end, looking at the different landscape approaches and landscape teaching approaches at international level inspired me and also provided me with the useful insights for adopting in my teaching practices.

What would you still need to learn more about?

Actually, I think that the amount the main gaps somehow that we can find regard the missing, all of the lacking and somehow of the effective methods of creating. Landscape and addressing the landscape economy principles into different systems in order to define the site-specific actions in the local context but also at the urban level. So basically, when we talk about the social business model canvas, we can consider it as a model, as an effective model to implement in a very small scale and in the very specific local context.

But at the same time we need to implement it and we need to move forward the largest scale, biggest scale, so we need to consider it at urban level in order to involve the difference they call theirs and also at the same time the cities as the main initiators, but also the main actors of the process to cocreate the urban environment in order to assess and to somehow also to provide the effectively the regenerative environment for people.

## Juanjo GALAN, LNI Le:Notre Institute, Netherlands

Which were three most important learnings from the TELOS project process?

For me, the most important thing was to try to understand how economy works and how we can really connect it or clearly with the landscape, with the physical landscape. It's a process that I am still trying to develop. I think there are many different activities, economic activities, that they have different kinds of connections

with the landscape. Also there are many drivers, many actors, and there are also many big changes in the economic system. So we need to understand better how these economic changes are going to affect the landscapes.

### What are you going to keep as a new element / approach / method in your teaching?

I think the graphic representation of complex systems. So something which overcomes or which is not only physical or morphological is something that we need to learn to represent. So the landscape is not only what we can see, the physical layers, but also the functions and I think that the graphic tools that we need to understand to represent these kind of complex relationships are one of the things that I want to try to using in my courses.

### What would you still need to learn more about?

The thing is that since the landscape is somehow the physical manifestation of so many interactions, I think that I need to learn more about economy, sociology, governance, politics. Also, there are so many uncertainties and there are so many changes that. But in terms of planning more is how societies work and evolve in order to try to see which kind of landscapes we are going have or we need to manage or to imagine for the future.

## Roxana TRIBOI, LNI Le:Notre Institute, Netherlands

### Which were three most important learnings from the TELOS project process?

How important food scapes are in the economy of landscape. That ecosystems services are not yet completely understood in their economic value and the importance of interdisciplinary systemic approach.

### What are you going to keep as a new element / approach / method in your teaching?

I think the design thinking, for example, that we did in Antalya. And I think Antalya with the team of foodscape, we developed the idea that university campus, it's a platform of experimentation innovation in foodscape systems and sustainability.

### What would you still need to learn more about?

How to pass from unsustainable agriculture through sustainable one, how to motivate the through economic lands to motivate doctors to invest more in sustainable food system.

## Magdalena REMBEZA, Gdansk University of Technology, Poland

### Which were three most important learnings from the TELOS project process?

Thank you for the question. First of all, there was the integrative approach that we have and also looking at landscape as a system and also using new tools for learning. So I I think these were three the most important things for me.

### What are you going to keep as a new element / approach / method in your teaching?

Definitely the economic approach to the landscape, so using for instance, social business canvas or KPI's? In in relation to the landscape.

### What would you still need to learn more about?

Well, I still think a landscape economy is such a bust theme that we should explore it. So even more exploring the KPI's in relation to different aspects of landscape. So this is definitely something that I would like to explore more.

## Katarzyna ZIELONKO – JUNG, Gdansk University of Technology

### Which were three most important learnings from the TELOS project process?

Three most important elements I've learned, I think that I have a problem with defining what are the definitions of landscape, where it is, how it's understandable by different disciplines. And for me it was the point element to understand different perspectives. I also learned different methods of learning which was good for me, and I think I can apply it in my in my courses.

Of course also it was important for me that landscape is very complicated phenomena and we have a still a lot to learn and still a lot to research, to explore and I understand better where my professional interests most, I'm involved the best in my research where it is placed among other problems, so it was the most important element for me.

### What are you going to keep as a new element / approach / method in your teaching?

I like very much concept map and I have already tried to use it in different courses, not directly even when connected with landscaping issues, but also others. I also apply design thinking method and it wasn't new for me but it was a bit different so I had occasion to improve it. And also the value chain concept which was new, which was I don't know if involved if invented or about developed by Dirk and Carolina. They used this method in their lecture and the chapter and it's inspiring for me and I would like to explore this idea in other issues closer to my interests.

<u>What would you still need to learn more about?</u>

It's still a lot. I'm not sure if if I've already know even how to define landscape, because it's very complicated and I'm still not sure if we are thinking about consequences of some process connected with landscape. How landscape works if it's all the phenomena and I still not sure if I understand it too well. And I would like to find also to precise in which field I can cooperate with landscape architects as architects and urban planner and I think finding this field is very important for me to find future research to find ideas how to develop my research and how to connect it with others.

## Karolina KROSNICKA, Gdansk University of Technology, Poland

<u>Which were three most important learnings from the TELOS project process?</u>

For me the most important learnings from the TELOS project was definitions and common understanding of some topics and words are coming from different areas, we were having different approaches to the topic. So finally, after three years of discussions, we find out some common ground which helped us to work together.

<u>What are you going to keep as a new element / approach / method in your teaching?</u>

Some of the elements of the methodologies in the workshops were very interesting and inspiring, helping to create community within the group of students even not know each other. So all those for sure we will need to be used within the teaching process. But also I think that some of the elements, some methodologies like for example social business canvas could be used as a kind of entrance of understanding how the economy works and at least what are the stakeholders in the process as well. For sure, this is something which might be very helpful well.

<u>What would you still need to learn more about?</u>

A lot of things. Actually, it's the beginning of the word until the end of my life. I think I still need to explore more the KPI's and the, let's say, numerical part of the relationships between the landscape elements. And the relationships themselves, they're sort of complex that even what is the, let's say, system and how it works in this specific situation that still needs to, always needs to assign in new exploration, because the systems are very different in each other place. So these two things for sure demands more work and more knowledge and more studies.

## Dorota JANKOWSKA, GUT Gdansk University of Technology, Poland

<u>Which were three most important learnings from the TELOS project process?</u>

First of all, the first thing which was crucial for me it was connecting and exchange knowledge between different disciplines, it means architecture and landscape architecture. Second one was connecting some social activities and social meetings,

meeting people exchange expectation and experiences and the third one maybe was important to travel to observe the methods of teaching in other countries.

[What are you going to keep as a new element / approach / method in your teaching?](#)

Interactivity. I suppose that is very important to teach students to be a teacher, to be active and to arrange different methods to make it more attractive for them and follow the new trends of education.

[What would you still need to learn more about?](#)

What I should learn is to be more about maybe about my approach to landscape.

## Meryem ATIK, Akdeniz University, Antalya

[Which were three most important learnings from the TELOS project process?](#)

For me from the project is the circularity is most important aspects that I would really go down to different sectors and the second is the complexity of the economic dimension in the landscape that we see very visual, very artistic or very simplest from the outside and from a professional point of view, I think the networking, new people exchanging ideas, different opinions and working together was really great experience for me.

[What are you going to keep as a new element / approach / method in your teaching?](#)

I found key indicators, performance indicators are very important and very interesting actually to imply in different fields, in different topics and different subjects from different level; from bachelor to post doctorate or even for the masters, this is one thing that I will really try to imply. And the second is the concept map.

I learned a lot preparing concept map and trying to explain what is behind the idea or what is the behind the landscape and how we can explain it with different ways and this from different perspectives. And also the business canvas is a little bit difficult to simplify, but still it will be one exercise not for bachelor but also for Master and PhD students.

[What would you still need to learn more about?](#)

I think there are a lot to learn for me from the landscape economy, but what I would really love to go further how to simplify the huge complexity behind the economic dimension of the landscape and have simply we can explain the circularity, the economy, the cultural, the human aspects, all of those things in a simple way or simplification of the circularity and the landscape economy.

# Veli ORTAÇEŞME, Akdeniz University, Antalya

Which were three most important learnings from the TELOS project process?

I think TELOS project has been very helpful both for students and the staff. One of the learnings is to talk about to landscape and economic relations in an urban context. We may think about the landscape economy in the rural landscape as well but as the work is getting more and more urbanized, I think we will be discussing more and more urban issues and the TELOS project was one of the topic, one of the tools to discuss landscape and economic relations in an urban context. Secondly, I think it was also interesting to talk about the details of each sector. For instance, the landscape economy in relation to the urban or peri, urban agriculture or landscape economy in relation to the tourism. Also, landscape economy and urban forestry and it was really helpful to know more about that kind of relations also. And thirdly, I would say the social business model development based on the landscape, was also interesting because it was not my field. But at the end I learned quite much about how to turn the landscape related issues into social business model.

What are you going to keep as a new element / approach / method in your teaching?

Well, definitely the economy issue will be more and more included in my future lectures because this aspect is less used maybe less talk in the past, but definitely I will be talking about the economic issue in all landscape related teaching and research activities.

What would you still need to learn more about?

Of course, we will still need some more information about what could be the topic in a changing world. I mean, for instance in the Europe crisis also in, in terms of the climate change and global warming and all these things will be very interesting to learn more about.

# İbrahim YILMAZ, Akdeniz University, Antalya

Which were three most important learnings from the TELOS project process?

TELOS was my first time participating in an interdisciplinary Erasmus project. Therefore, first of all, I can say that I have significant experience in carrying out a project of this scope. Secondly, with the Telos project, I had the opportunity to learn about many different areas and topics related to landscape economics. Among these, I can list topics such as system thinking, concept mapping, DPSIR model, commons, social business analysis CANVAS, and preparation of future plans. In addition, I had the opportunity to learn about areas such as tourism, urban forestry, housing, mobility, landscape democracy.

Secondly, as I mentioned before, since it was an interdisciplinary project, I had the opportunity to meet and work with very valuable scientists. I think I gained an important network. Thirdly, due to my area of expertise, which is agricultural management, I have always focused on measuring and evaluating the success of agricultural farm holdings, especially in terms of financial and productivity. With the TELOS project, my perspective in this area has expanded. While I had previously focused on the provisioning section rather than ecosystem services as agricultural output, with the project, I also understood the importance of the Regulating, Cultural and Supporting parts of ecosystem services.

### What are you going to keep as a new element / approach / method in your teaching?

First of all, I think that I will apply more qualitative and effective group works in my classes in terms of application. In addition, I can say that I have started to use the methods I mentioned before such as system thinking, concept mapping, DPSIR modelling in my classes.

### What would you still need to learn more about?

I think that the project should include more methodological and practical aspects of the economic valuation of non-physical ecosystem services. In addition, I would say that it would be appropriate to address the economic aspects of landscape architecture facilities. In this sense, I can mention the issues of estimating benefits (income) and costs.

## Elif PARLAK BEKTAŞ, Akdeniz University, Antalya

### Which were three most important learnings from the TELOS project process?

First of all, thanks to the Telos project, I learned that landscape and economy are interdependent systems that affect each other so much. In addition, being involved in such a process together with people from many different cultures with different professional disciplines made a great contribution both professionally and culturally and socially. Finally, I had the chance to take part in the educational process of the project both as a student and as a staff member. The teaching techniques applied throughout the process gave me a lot both academically and professionally.

### What are you going to keep as a new element / approach / method in your teaching?

Throughout the process, we learned a lot of new approaches and used new techniques. Before, I usually focused on the ecological dimension of the landscape in my works, but now I realized how important the landscape is also in an economic sense. Therefore, I will focus more on this quality of the landscape in my studies.

### What would you still need to learn more about?

I think I am still at the very beginning in terms of learning. We see that landscape has strong ties with economy, agriculture, sociology, culture, and many other disciplines beyond what we know, and I would like to learn more about these relationships.

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