



OLA Landscape Democracy Online Seminar Student Feedback

Prepared for OLA Budapest Meeting October 2024
by Caroline de Vries

MAIN QUESTIONS FOR THE GROUP TODAY

Seeing results and responding:

SEEING OUR IMPACT

Are we happy
with what the
students report
learning?

*Roundtable
discussion
15 minutes*

CONCRETE IMPROVEMENT

How can we
respond to the
students' wishes
for future
seminars?

*Session Groups
Self-Evaluation +
Response to
Students
30 minutes*

BUILDING WITH MOMENTUM

How can we
create
opportunities for
those who want to
continue the work?

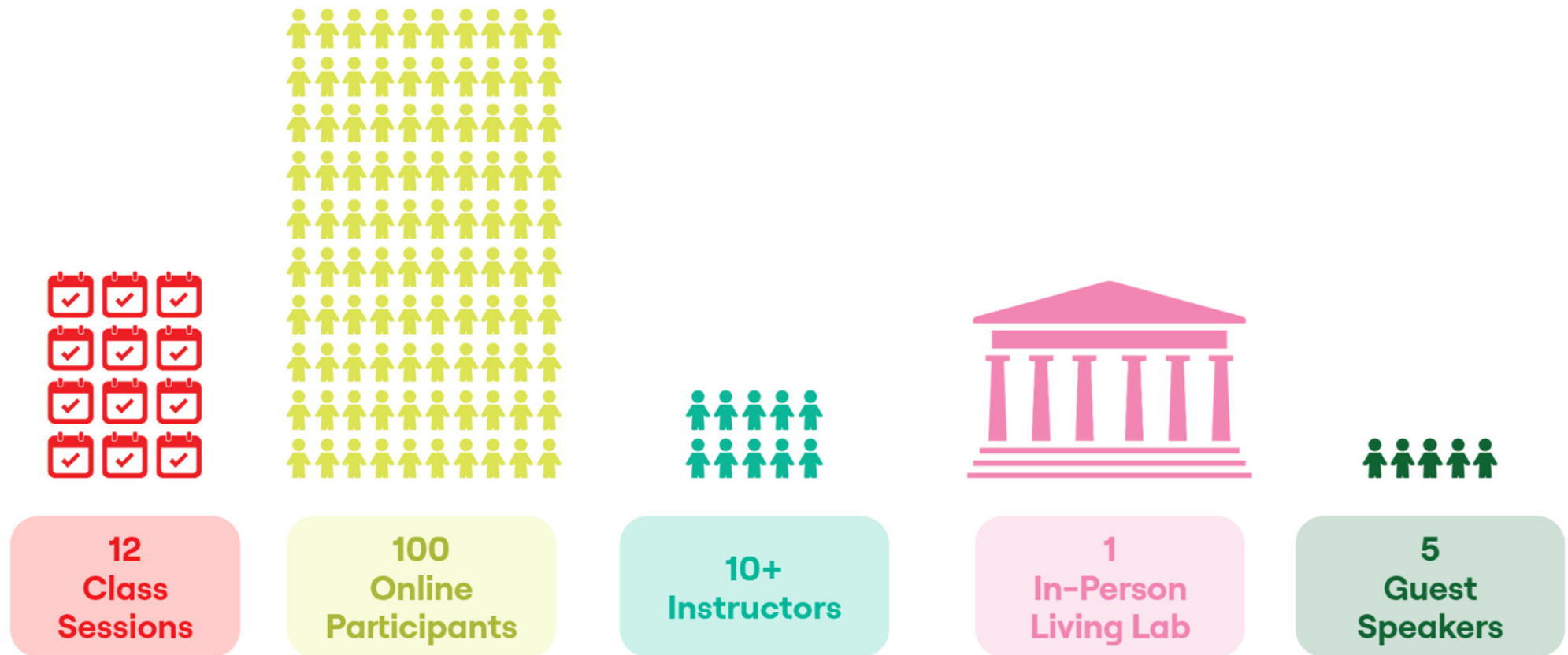
*Paired discussion
15 minutes*

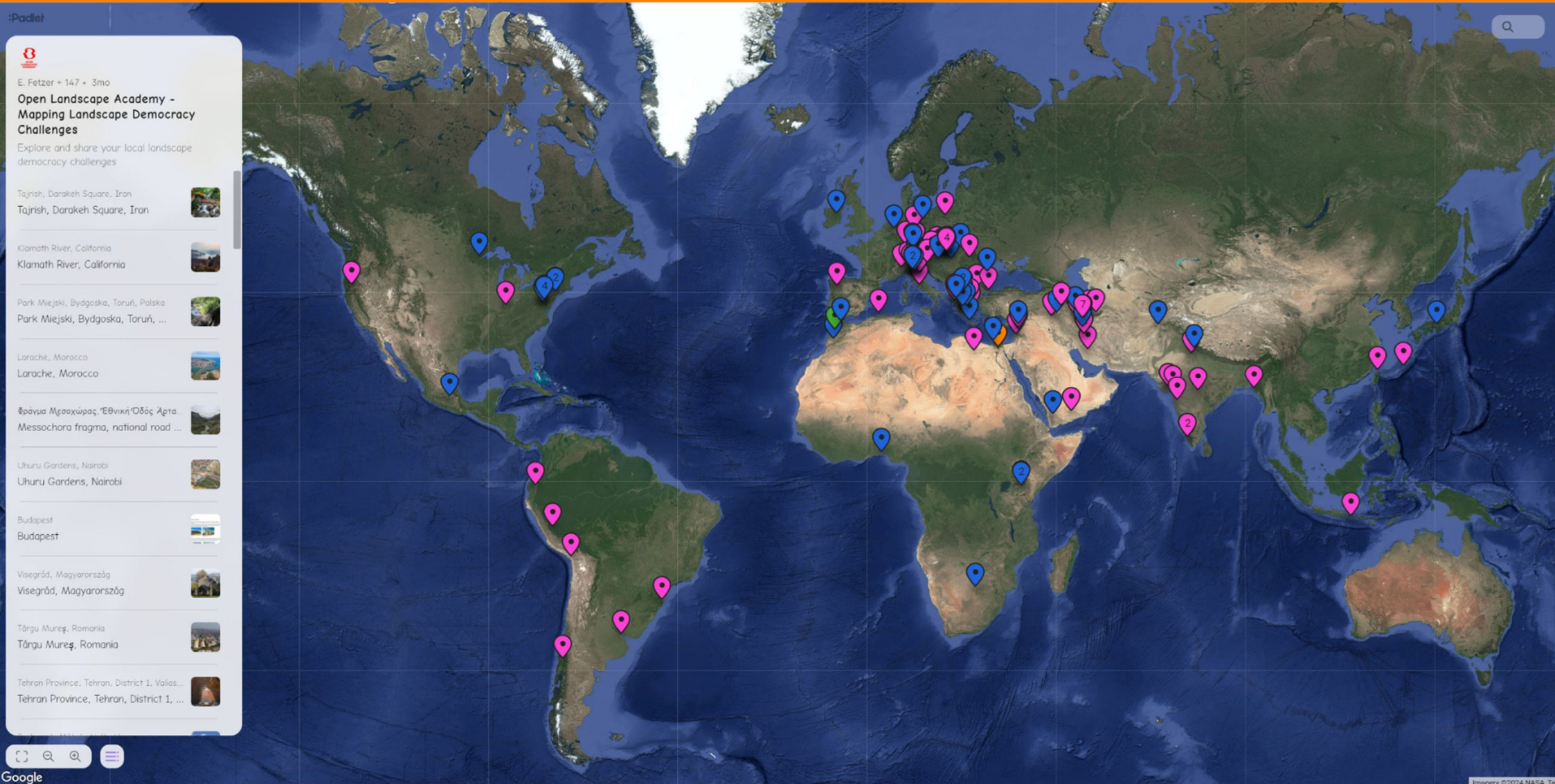


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OLA LANDSCAPE DEMOCRACY ONLINE SEMINAR

Held between 3. April – 9. July 2024





Global participation for landscape democracy

Photo: OLA Padlet



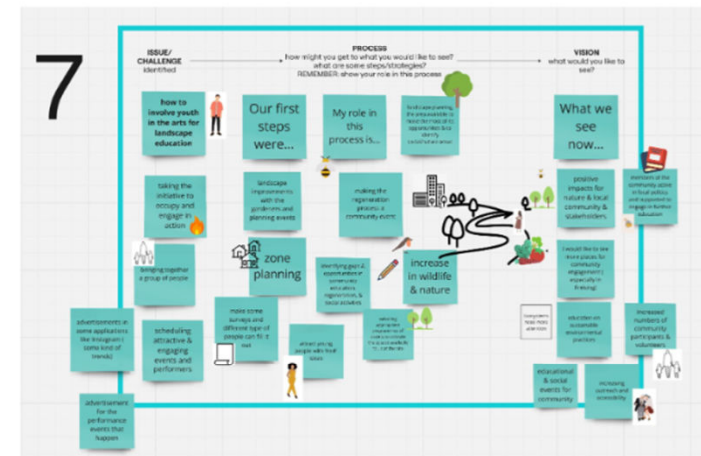
Athens Living Lab May 2024



Photos: OLA Wiki Page and Caroline de Vries



Example of a Student Concept Map and Miro Board Activities from the Online Seminar



Team 1 Concept Map, and Miro Board Exercise from Entering the Process



DATA SOURCE: Surveys taken by students before and after online seminar

Results from these surveys are compiled in this report for trends, ideas for improvement, and the development of OLA.

Note:

93 participants in pre-seminar survey
53 participants in post-seminar survey



**43% loss in
participation
in class survey**

*Below: Screenshots of sample survey response pages.
Included both quantitative and qualitative responses.*

Summary for Landscape [The landscape is 'an area as perceived by people', and community actions and interactions with it shape its identity and character.]

Landscape and Community

Please rank on this scale from 1- 6 how much you agree with the following sentences: Please rank from 1 - 6, 1 being total disagreement, 6 total agreement.

Calculation	Result
Count	93
Sum	471
Standard deviation	1.22
Average	5.06
Minimum	1.0000000000
1st quartile (Q1)	4.5
2nd quartile (Median)	5
3rd quartile (Q3)	6
Maximum	6.0000000000

Please give us here your three most important recommendations for improving our seminar for the next year:

Answer	Count	Percentage
Answer	53	100.00%
No answer	0	0.00%
Not displayed	0	0.00%

ID	Response
4	It would be great if we could hear the voices of asia, africa and america (not just Europe), in the lectures and stories about landscape and democracy.
5	Greater variety of input originating outside Europe and USA. More concrete examples. Fewer vague holistic exercises.
7	Respect time limits, be always clear, make everything as engaging and funny as possible ;)
10	the knowledge of the various scenarios of origin of the participants could be improved the activities are very interesting but perhaps the timing needs to be better calibrated the figures of the facilitators are very useful but perhaps they could have been introduced and been more effective

OVERALL TRENDS

comparing pre- &
post- surveys



TRENDS *Students report...*

**Highest Growth
in the "HOW"**

HOW do I make democratic landscape transformations happen?

**Increased depth
in the "WHAT"
and "WHY"**

WHAT is a democratic landscape transformation?

WHY are democratic landscape transformations important?

**High value
placed in the
"WHO" &
"WHERE"**

WHO can I discuss this topic with?

WHERE are challenges / initiatives happening?



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HIGHEST GROWTH AREAS

↑ 4-32%

Highest growth in tools and methods for how to start and implement change

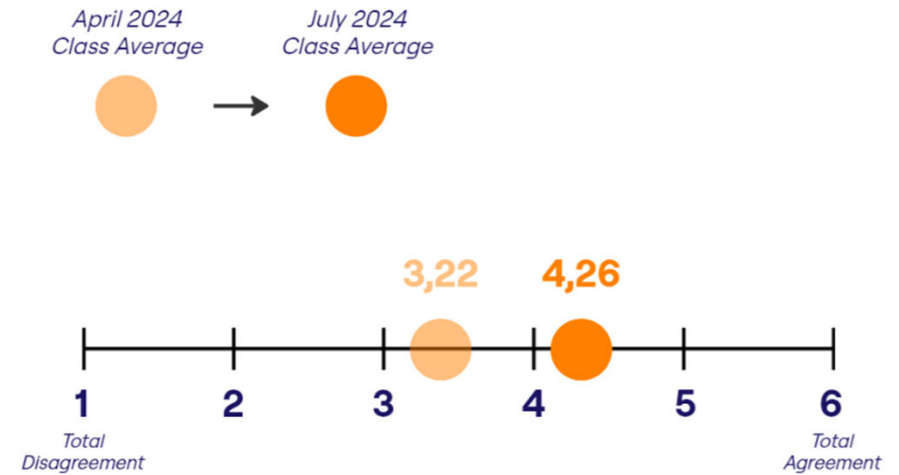
- Prototyping
- Participatory Action Research
- How to design and guide processes
- Understanding the potential of landscape democracy
- Ability to recognise power structures
- Value of E-Participation
- Increase in self-perception as a leader

Barometer: Learning Before and After

HIGHEST AREAS OF GROWTH

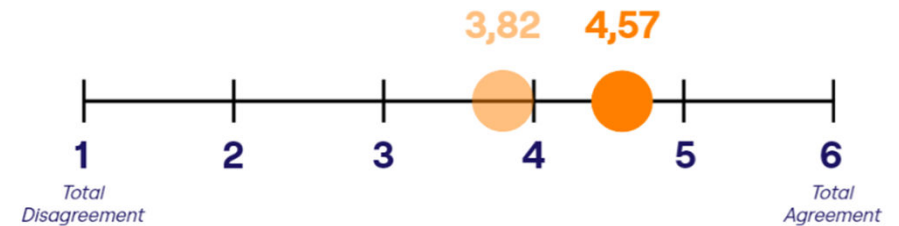
↑ 32%

"I know how to use **prototyping** as an element of participatory design"



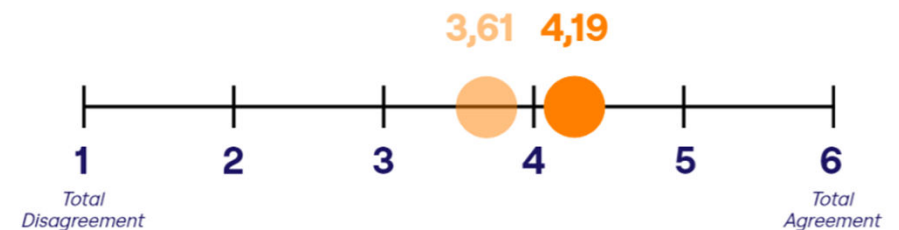
↑ 20%

"I am aware of the concept of **participatory action research** and its role in transformative science"



↑ 16%

"I know how to **evaluate participatory processes collectively**"



Barometer: Learning Before and After

HIGHEST AREAS OF GROWTH

↑ 15%

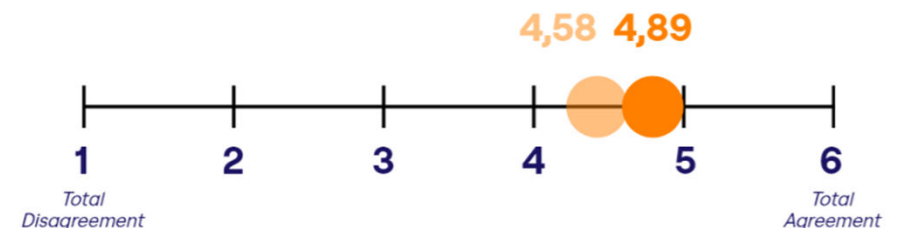
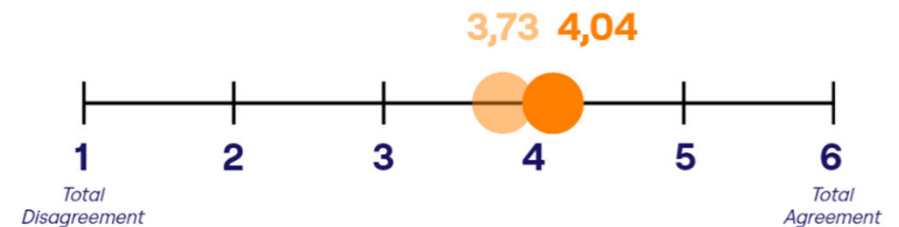
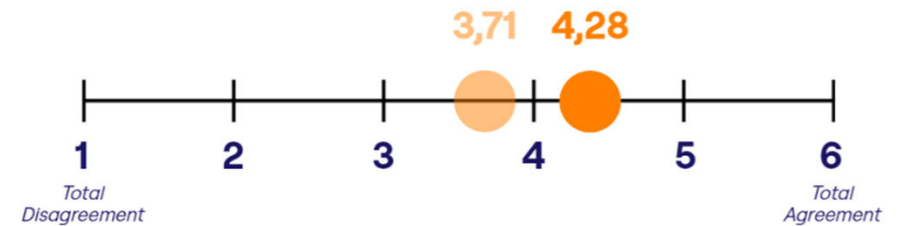
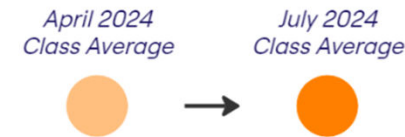
"I know how to design and guide a **process** that helps **building a collaborative vision** among diverse groups"

↑ 8%

"My professional education has given me all the **knowledge and confidence** to make good decisions for my clients."

↑ 7%

"I am **aware of the potential of design to support co-creation and collective action**"



Barometer: Learning Before and After

HIGHEST AREAS OF GROWTH

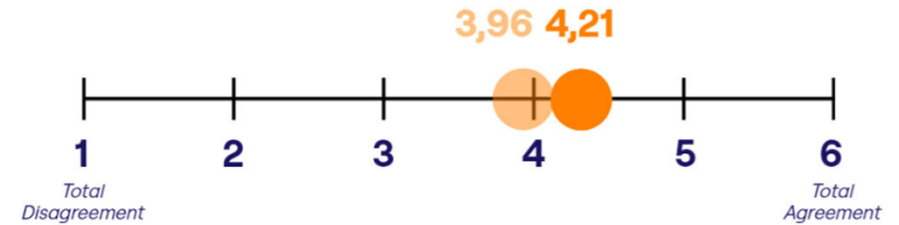
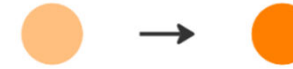


6%

"I can **recognize relevant stakeholders** in my community and **identify power structures and flows.**"

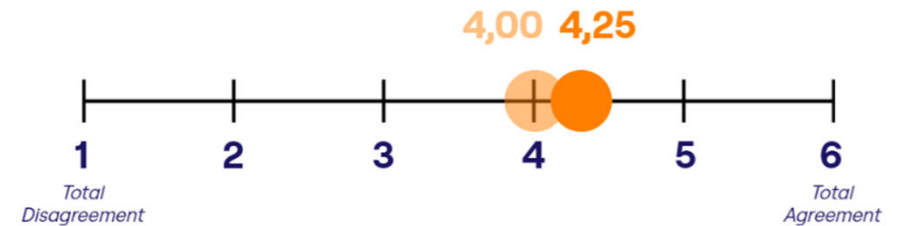
April 2024
Class Average

July 2024
Class Average



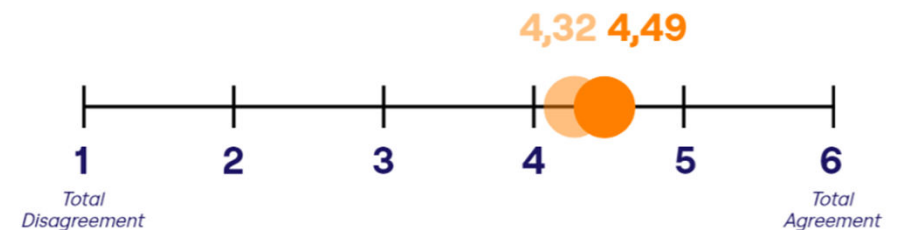
6%

"**E-Participation** in online settings can help reach a broader Stakeholders' audience and replace lengthy face-to-face workshops"



4%

"**I am prepared to lead a process** that engages communities and users in shaping their local landscapes."



DEPTH IN A TOPIC ALREADY VALUED

↔ 0-2%

Most students already had a positive view of landscape democracy and a general awareness of the topic.

questions that asked on values or principles of landscape democracy had little change in pre & post survey barometers

however, the qualitative data show signs of increased depth in knowledge.



Barometer: Learning Before and After

MAJORITY OF ANSWERS

↑ 1%

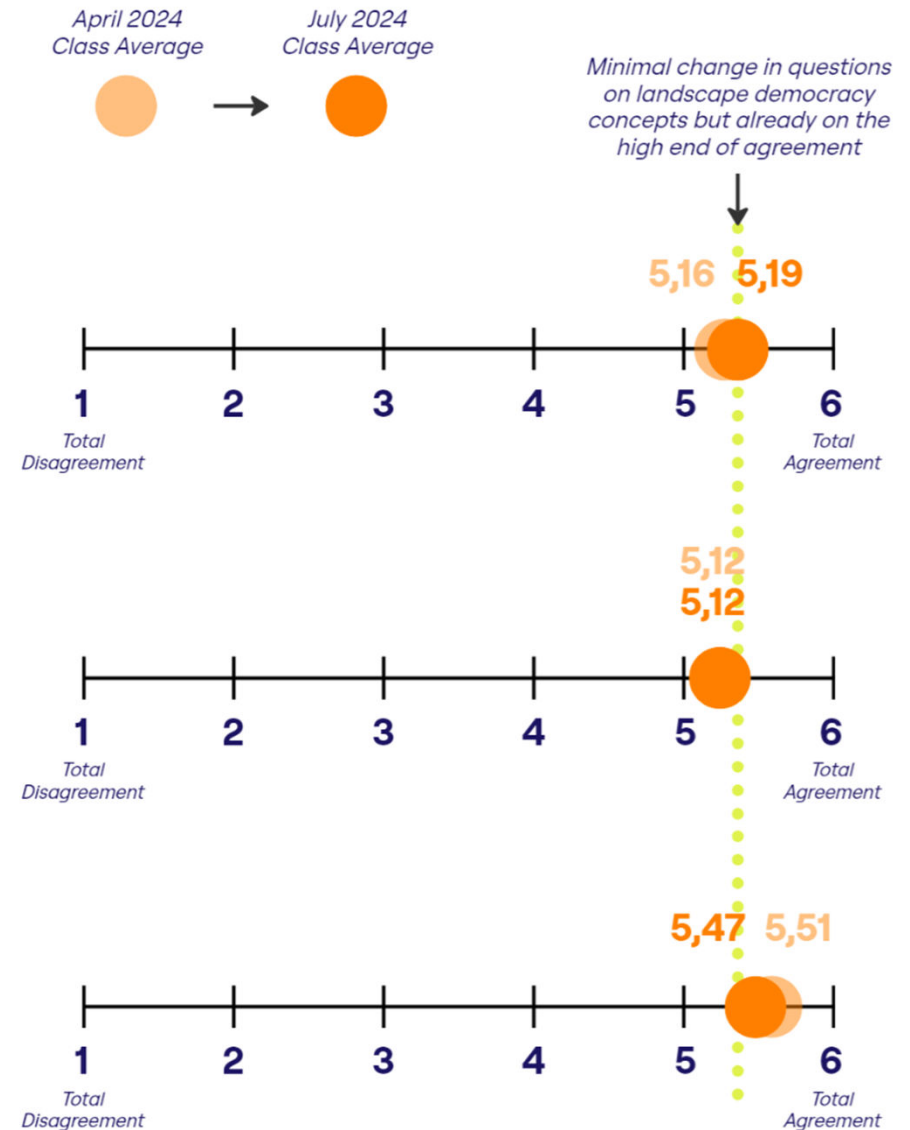
"We should all have a voice and agency in shaping the future of our landscapes, whether in our cities, villages, agricultural lands, or wilderness"

↔ 0%

"Partnering with local communities should be transformative for all involved, including the design and planning experts."

↓ -1%

"The landscape should support the health and well-being of people, communities, and all members of an ecosystems"



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"Deepening my understanding of landscape democracy, learning how the different elements interconnected, and seeing how overarching themes intersect and break down"

"For me I was already well versed on these topics, but it was an important reminder that I need to share this information with others and explain it in my real job because many people are unaware."

"The learning process is continuous, even after a concept map is complete, there is still always something to learn."

"Before the seminar I had an idea of 'landscape', that turned out to be quite limited. I understood how broad the term of landscape is, and how much culture influences it."

"I learned about typologies and prototypes and I evolved my ability to collaborate with people from different cultures and learn about their country's challenges. It was an eye and mind-opening experience."

"I think we all humans feel like sharing the landscape, or responsible, but having a lecture about it, reassured me that even non living things, like a river can have a right to exist and we should think of all the elements within the landscape and it's different uses for animals, ecosystem, etc."

"collaboration with common people during designing a location. sometimes they can know more than us about the location."

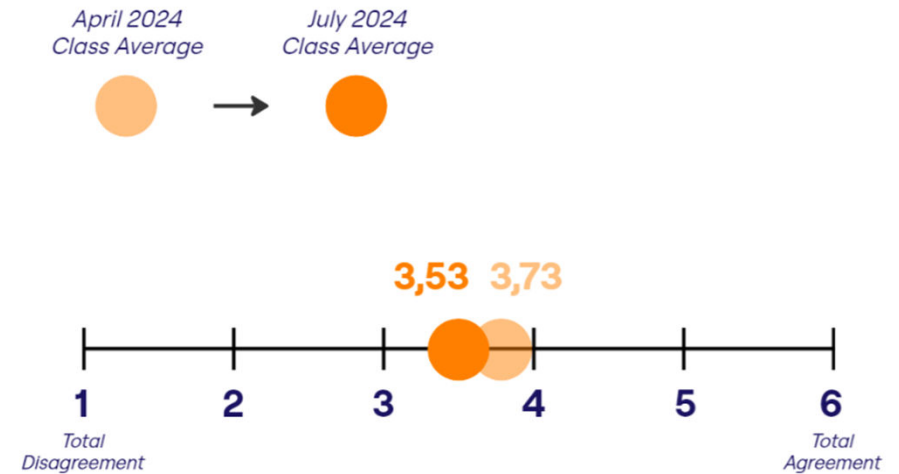


Barometer: Learning Before and After

CHANGE IN VALUE

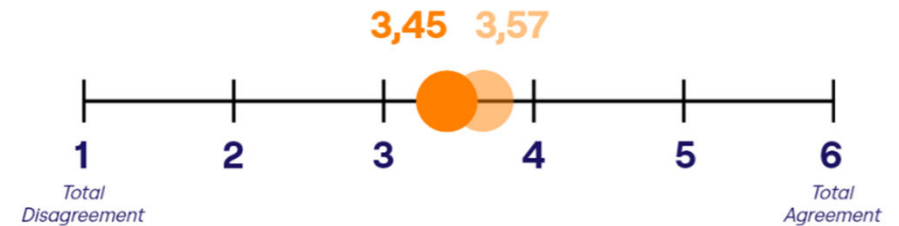
↓ 5%

"Any process to design and plan a public space **should be linear and efficient to avoid costs and save time.**"



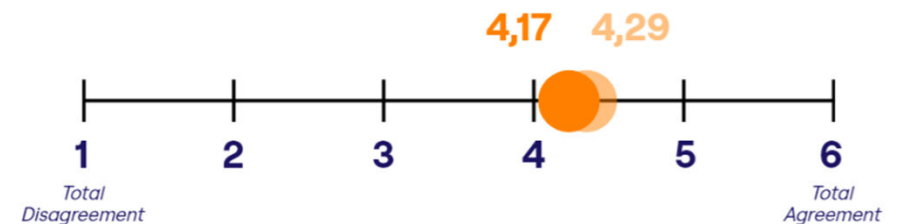
↓ 3%

"As a professional designer/planner, **my responsibility is to respond to the needs of whoever is paying for my services.**"



↓ 3%

"**The cooperation between people with a stake in a project is the only key** to successful landscape design and planning."



STRONG VALUE IN INTERCULTURAL EXCHANGE & LEARNING FROM OTHERS

Students reported that the class offered context to discuss with others & foster understanding & awareness of the topic on a global level.

"Being able to actually interact and have discussion about this topic with other participants all over the world."

"Democracy is different in each country and not all mean the same when talking about it."

"Learning about the different landscape democracy challenges from different countries and trying to solve them in the break out rooms."

"That no matter our background, most people face similar challenges when it comes to implementing democratic landscapes."

"Learning to integrate my ideas with others"

"How to collaborate with my group members, although I didn't have had any previous acquaintance with them. I learned many things from them and was a good experience for me. I had opportunities to share me Ideas in breakout time, and the tutors was really good leaders in that way. This course gave a new vision to me about designing landscape, maybe not very complicated but very efficient."

"Applying the concepts in the Villaggio Solidale living lab. Taking these classes with participants from around the world gave me lots of new perspectives to consider."



TOP LEARNING OUTCOMES

**as reported by
students in their
own words**

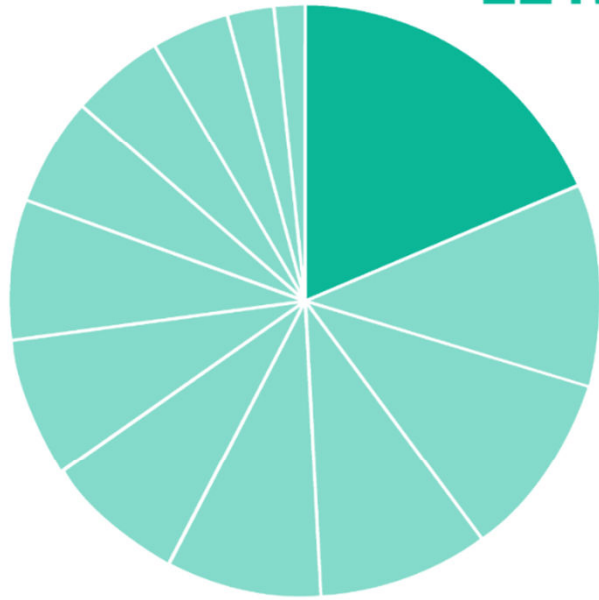


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1

Collaboration and learning in intercultural backgrounds

22 Responses



"Before the seminar I had an idea of 'landscape', that turned out to be quite limited. I understood how broad the term of landscape is, and how much culture influences it."

"I learned about typologies and prototypes and I evolved my ability to collaborate with people from different cultures and learn about their country's challenges. It was an eye and mind-opening experience."

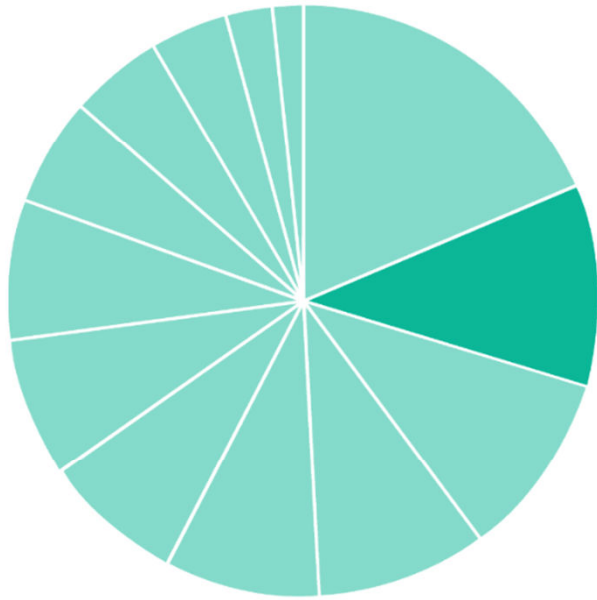
"Being able to actually interact and have discussion about this topic with other participants all over the world."



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2

Tools in Collaborative Design (prototyping, storytelling, mapping, etc.)



13 Responses

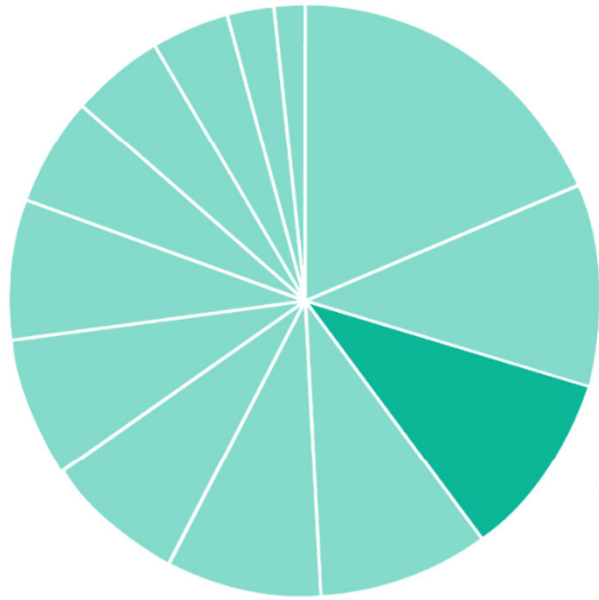
"Prototyping, workshops, softwares, storytelling, drawings, mapping, activities, etc. as tools of collaborative design."

"Learning about types of participation and documentation"

"Mind maps are a useful tool"

3

Exchanging ideas and accepting different opinions



12 Responses

"the relevance of participating and opening our own thoughts to others. Furthermore, realizing how we as a community still have to work and share all these concepts"

"I learned how to accept the justifications for different perspectives and combine them."

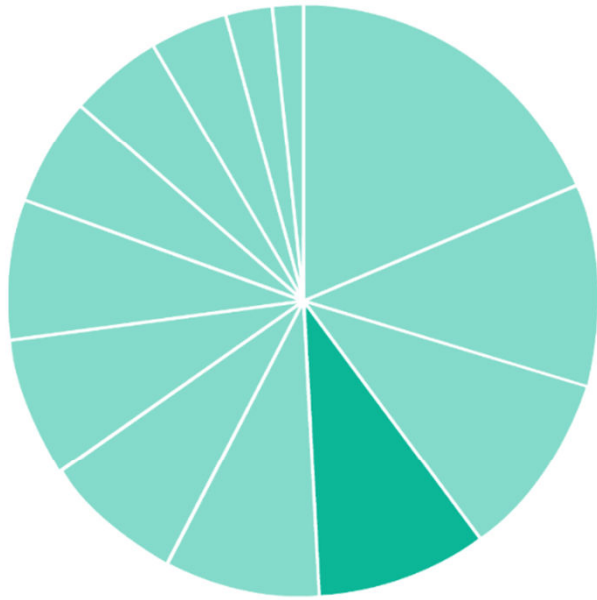
"Everyone goes a different way. There are a lot of possibilities to become active. We are not alone."



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4

The complexity of democratic landscape transformation



11 Responses

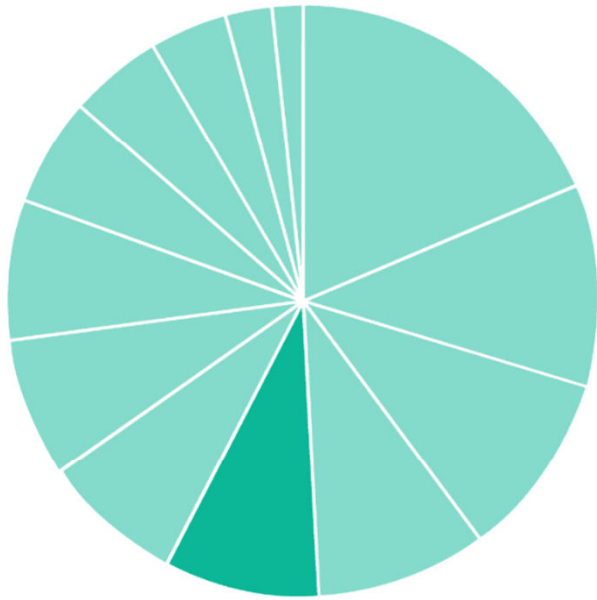
"Deepening my understanding of landscape democracy, learning how the different elements interconnected, and seeing how overarching themes intersect and break down"

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5

Learning about landscape democracy challenges around the world



10 Responses

"Learning about the different landscape democracy challenges from different countries and trying to solve them in the break out rooms."

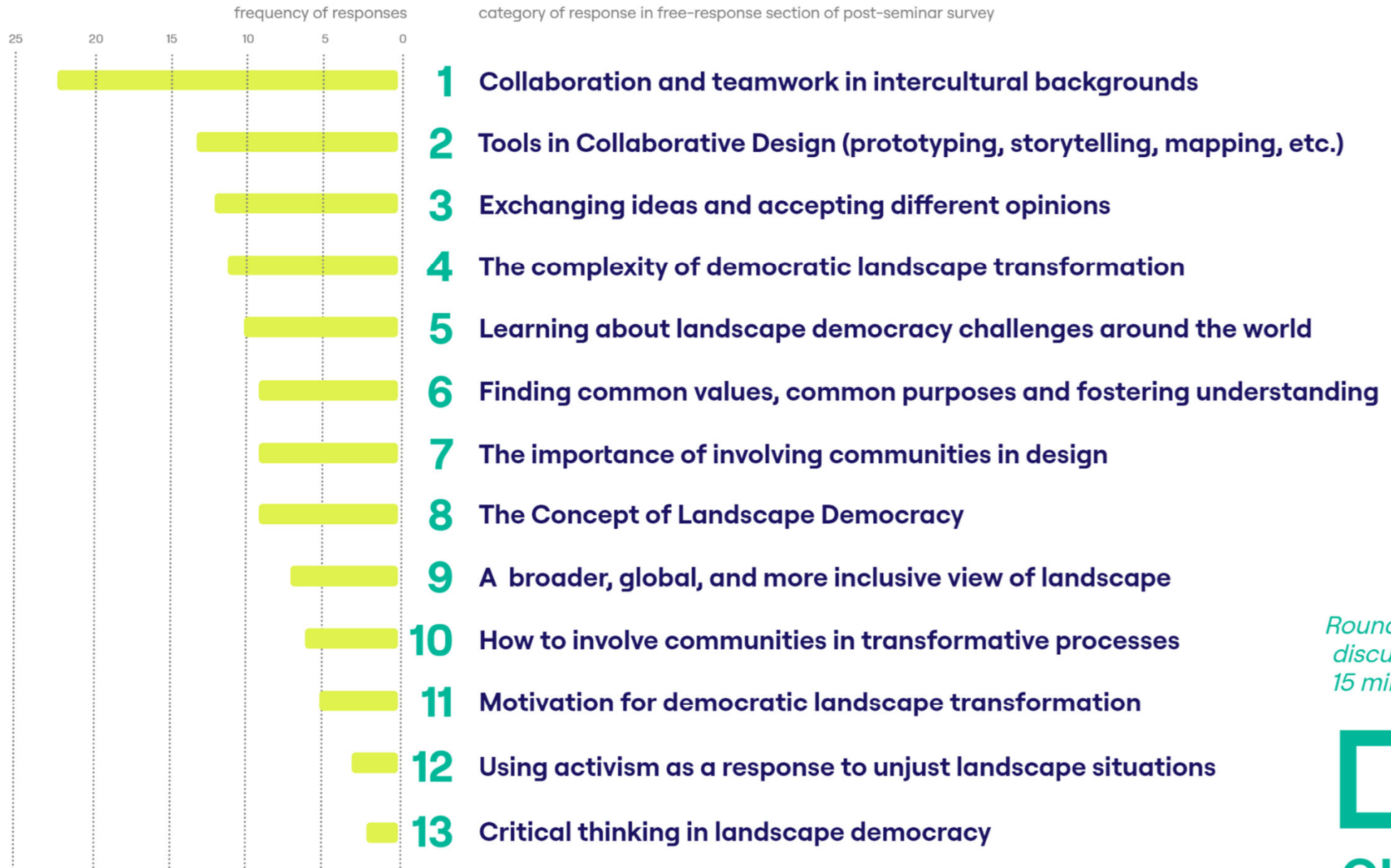
"That no matter our background, most people face similar challenges when it comes to implementing democratic landscapes."

"Democracy is different in each country and not all mean the same when talking about it."

TOP LEARNING OUTCOMES AS REPORTED BY STUDENTS

SEEING OUR IMPACT

Are we happy with what the students report learning?



Roundtable
discussion
15 minutes



TOP SUGGESTIONS FOR IMPROVEMENT

**as stated by
students**



BUILDING OFF WHAT IS GOOD: Discussions and intercultural knowledge is valued, and students report they would like:

1

MORE TIME FOR INTERACTION AND DISCUSSION

**LONGER BREAKOUT ROOM SESSIONS
TUTOR/MODERATOR MUST BE IN EACH BREAKOUT ROOM
LECTURERS CAN CONNECT MORE WITH AUDIENCE**

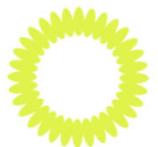
"The time limit of the breakout sessions was usually not enough, and most of the time we weren't able to finish the assignments."

"More breakout sessions"

"make it longer, more sessions and maybe shorter, for people to debate more! :)"

"Maybe organize longer lessons, as everything felt a bit rushed, the guests were good and the best breakout rooms were the ones with a tutor or guest in them"

"More interaction with the group. More small interactions while the lecture? Or individual interactions? I know it's hard to say and even harder to manage, but time management, we sometimes hadn't really time to talk about what we did or how the perspective of other teams was"



BUILDING OFF WHAT IS GOOD: Students are inspired and want to do projects with real impact, and report they want to learn more:

2

APPLIED PRACTICE + "REAL WORLD" WORK

**PRACTICAL KNOWLEDGE AND PROCESSES
HOW TO IMPLEMENT / MAKE IT HAPPEN
LEARNING BY DOING / LOCAL ACTION
TALK THE TALK AND WALK THE WALK**

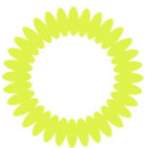
"Personally, the only thing I would like to recommend is to open up the physical living labs, everyone should, within their own locale be involved in a living lab that practicalises the landscape democracy transformation process."

"Live Participation Through Practical Projects (Engage students and participants through hands-on, collaborative projects)"

"case studies that illustrate the practical processes of each subject"

"Having an opportunity to practice what we learning about Landscape of democracy (at least 30% practice opportunity or internship + %70% Theoretical online lecture)"

"More practical session with guidance from the specialist. Include testimonials from the people in a community that were involved in a project. Advice on how to proceed step by step when an authority needs to change the landscape in an area"



BUILDING OFF WHAT IS GOOD: Students want better time management to dive deeper into the material, listen to others, and have more time for discussion and questions.

3

IMPROVE TIME MANAGEMENT DURING CLASS SESSIONS

**NO RUSHING!
MORE DISCUSSION**

"make it longer, more sessions and maybe shorter, for people to debate more! :)"

"Respect time limits"

"The time limit of the breakout sessions was usually not enough, and most of the time we weren't able to finish the assignments."

"Maybe organize longer lessons, as everything felt a bit rushed, the guests were good and the best breakout rooms were the ones with a tutor or guest in them"

"Work out who is lecturing, have them control their own slide, and meet the timelines. Lectures always seemed to run out during the beginning and professor after professor would continue to reiterate a single point to death."

"the activities are very interesting but perhaps the timing needs to be better calibrated.
the figures of the facilitators are very useful but perhaps they could have been introduced and been more effective"

"More relaxed schedule and better coordination"

"put less into lectures (felt rushed)"

BUILDING OFF WHAT IS GOOD: Students want to build a stronger global network!

4

STUDENTS WANT TO GET TO KNOW EACH OTHER MORE

**PLATFORM TO STAY IN TOUCH IN THE OLA CONTEXT
NETWORK / KNOW WHAT OTHERS ARE DOING / SOCIAL MEDIA
TALK MORE ABOUT LANDSCAPE DEMOCRACY / MOTIVATE EACH OTHER**

It would be great if you could provide a platform where interested participants can connect with each other to perhaps share their knowledge or apply for future work or study opportunities.

"It was an enriching experience and made me conscious that I'm not the only person who suffers with the lack of landscape democracy in my region, I actually have some similarities with many other colleagues's backgrounds. I would like to repeat this experience the next year and I would recommend use the gmail via to contact me and viceversa about next year's seminar, also I would like enjoy if the seminar has more sessions."

"Social Media Groups for Landscape Democracy and Periodic Seminars (Foster a global community focused on solving landscape democracy issues through social media and periodic seminars)

"Fixed Shared Space for Yearly Updates and Networking (Create a sustainable platform for students to share their work, network, and collaborate on future projects)"

BUILDING OFF WHAT IS GOOD: Students would like to have a clearer understanding of where the course is going

5

CLEARER COURSE STRUCTURE

**CLEARER UNDERSTANDING OF EXPECTATIONS, TIMELINE, AND DUE DATES
INTRODUCE THE CONTEXT OF THE LECTURERS, GUEST SPEAKERS, COURSE
ORIGIN, AND CLASS PARTICIPANTS MORE**

"Clearer structure and timeline of the contents of the lecture for the whole seminars and what is expected of the students and participants (a checklist with dates telling them exactly what is expected)"

"The presentation materials should be concise and to the point."

"the knowledge of the various scenarios of origin of the participants could be improved"

" the facilitators are very useful but perhaps they could have been introduced and been more effective"

"There should be a way of engaging more participants, I noticed that over the course of the lecture, numbers started dropping along the way."

***BUILDING OFF WHAT IS GOOD:** Students show interest in the course, but in the written responses say there was unequal amounts of motivation... cameras off, hard to reach team members..*

6

THE CLASS TIME WAS DIFFICULT TO ATTEND

9 individual mentions
by students

**DURING DINNER, AFTER WORK, TIME ZONES... ETC.
THIS MAY BE UNAVOIDABLE, BUT AS A POTENTIAL COMPROMISE:**

7

STUDENTS WOULD LIKE TIME TO WORK WITH CONCEPT MAP TEAMS IN CLASS

"Getting to know our
team from the
beginning"

"I had a very hard
time reaching my
team members"

"Grouping people earlier, and creating break-out rooms so we will get to know each other better before embarking on a collaboration of such importance as was the concept map. At least 2 of the break-out rooms should be with the groups of the final project."

BUILDING OFF WHAT IS GOOD: Students are interested to see how landscape democracy could look like in their own communities & communities across the globe.

8

LESS EUROCENTRIC EXAMPLES

DIVERSITY IN CASE STUDIES, GUEST SPEAKERS, LECTURES, READINGS

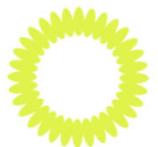
"More representation on African landscapes /landscape architecture in Africa."

"Other perspectives of democratic landscape especially where political context meets landscape apprehension. (Protests, danger, activists, war etc.) The notion of identity, expression. If the seminar is devoted to be international not European : have different contexts and background examples."

"It would be great If we could hear the voices of asia, africa and america (not just Europe), in the lectures and stories about landscape and democracy."

"Explore and depict how Landscape Democracy can alleviate war torn environments and set the path towards healing."

"Greater variety of input originating outside Europe and USA."



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ΠΕΡΙΣΤΕΡΙ (ATHENS) GREECE

HOCHSCHULE
WEHNERSTEFAN-THIESDORF
UNIVERSITY OF APPLIED SCIENCES



KA
KULTURAKTIV



LE:NOTRE Institute
Enabling landscape education, research and innovation practice



Hochschule
für Wirtschaft und Umwelt
Kempten (Allgäu)

MATE
MUNICH UNIVERSITY OF
AGRICULTURE AND FORESTRY

BUILDING OFF WHAT IS GOOD: Students want to stay engaged and involved in some way, and would like more suggestions!

9

STUDENTS WANT TO BE INVOLVED IN THE FUTURE / STAY ACTIVE

**GUIDANCE / BETTER HANDOFF ON WHERE TO GO
+ WHAT THEY CAN DO NEXT AFTER THE COURSE
PARTICIPANTS WANT TO STAY ENGAGED – HOW CAN WE HELP?**

"It would be great if you could provide a platform where interested participants can connect with each other to perhaps share their knowledge or apply for future work or study opportunities."

"Offer students opportunities to get trained and hired within in Landscape Democracy practicing institutions in their regions."

"Foster a global community focused on solving landscape democracy issues through social media and periodic seminars"



THE "WHAT?" & "WHY?"

Students generally come with a basic insight on landscape democracy, and their understanding is deepened and made fuller through the course.



THE "HOW?"

Through the course, knowledge of techniques, methods, and examples for how to make change have shown significant increase.

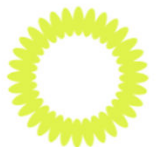
However, students would like more "real world" examples and case studies.



THE "WHO?" & "WHERE?"

Students want to connect with each other more, discuss, and learn from each other! They want to know more about the challenges in each others' community.

They would also like to know where they can start, how they can be a part of OLA, etc.



CONCRETE IMPROVEMENT

How can we respond to the students' wishes?

*Session Groups
Self-Evaluation +
Response to Students
30 minutes*

Democratic
Landscape
Transformation

Entering the
Process

Collaborative
Design and
Prototyping

Collaborative
Evaluation

CONCRETE IMPROVEMENT

How can we respond to the students' wishes?

*Session Groups
Self-Evaluation +
Response to Students
30 minutes*

1

MORE TIME FOR
INTERACTION AND
DISCUSSION

2

APPLIED PRACTICE +
"REAL WORLD" WORK

3

IMPROVE TIME
MANAGEMENT DURING
CLASS SESSIONS

4

STUDENTS WANT TO
GET TO KNOW EACH
OTHER MORE

5

CLEARER COURSE
STRUCTURE

6

THE CLASS TIME
WAS DIFFICULT
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7

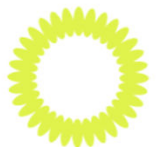
TIME TO WORK WITH
CONCEPT MAP
TEAMS IN CLASS

8

LESS EUROCENTRIC
EXAMPLES

9

STUDENTS WANT TO BE
INVOLVED IN THE
FUTURE / STAY ACTIVE



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"We would like to know from you: What would OLA need to offer in order to keep you involved in the future?"

- **What would MOTIVATE you?**
Would you like to be a part of it?
- **Which ROLE would you like to take?**



student responses →



What role(s) could you see yourself in? *Students wrote that they want to...*

be in the know/
kept informed and
in touch

be a local leader
(advocate,
activist,
communicator,
organiser)

do research in
landscape
democracy

be a guest
speaker and
share my
experiences

participate in a
design
competition for
landscape
democracy



participate in
local workshops

take more
seminars

be a
tutor

find career / internship
opportunities in
landscape democracy

**BUILDING WITH
MOMENTUM**

**How can we create opportunities for those who
want to continue the work?**

*Paired discussion
15 minutes*



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UNIVERSITY OF APPLIED SCIENCES



LE NOTRE Institute
Linking landscape education, research and innovation for practice



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Students wrote that they are motivated by...



We are dealing with a live wire here! Lots of opportunities

- **Students want to talk, interact, and learn from each other!**
- **They want to make things happen! And learn the practical knowledge on how to do it, both online and in-person**
- **Better structure of time management**
- **Students want to know their classmates more, and stay in touch to build network and community**
- **More transparency in the course, clear structures, what comes next, deadlines, etc.**
- **Class time is hard to attend (may be unavoidable though)**
- **More diversity & less-eurocentric examples**



Q1


How can we find a better balance between theory and practice in the courses, and teach more transferable skills for local leadership?

Q2

How can we keep students engaged from the start to the beginning of the course, and avoid drops in participation?

Q3

How can we have more follow up with OLA Alumni, and connect those who would like to continue to practice in a global community?

The background is a solid pink color. It is decorated with three thick, yellow, wavy borders that resemble stylized mountains or hills. One border is at the top, one at the bottom left, and one on the right side.

Thank you!
Köszönöm!
Σας ευχαριστώ!
Grazie!
Dankjewel!
Danke schön!
Obrigado!

TRENDS IN QUANTITATIVE DATA

↑ 4-32%

Highest growth in tools and methods for how to start implement change

- Prototyping
- Participatory Action Research
- How to design and guide processes
- Understanding the potential of landscape democracy
- Ability to recognise power structures
- Value of E-Participation
- Increase in self-perception as leader

Any process to design and plan a public space should be linear and efficient to avoid costs and save time.
As a professional designer/planner, my responsibility is to respond to the needs of whoever is paying for my services.
Co-creation requires designers and planners relinquish their power to those they partner with.
The cooperation between people with a stake in a project is the only key to successful landscape design and planning.
Understanding people's emotions and perceptions toward their everyday landscapes requires deep listening and empathy.
Planners and designers should be concerned mainly with how landscapes function and look.
Participation can be a moment of fun and delight for those who become involved.
I am able to empathize with people who are different from me.
Cities should invest in creating public parks for all social groups and classes.
Designers and planners must act to promote democracy in public space use and address injustices, no matter who the client is.
Participation in the planning or design of a neighborhood helps residents feel more attached to and care about it.
Any landscape design/planning process should integrate users' thoughts, dreams, and ambitions for a new landscape.
The landscape should support the health and well-being of people, communities, and all members of an ecosystem.
Collaboration complicates the work of designers/planners by adding too many "cooks in one kitchen."
Landscape transformations should be systemic and integrated across many realms and communities of practice to be lasting and Those in power should ensure that changes to the landscape benefit the common good of people and nature.
Partnering with local communities should be transformative for all involved, including the design and planning experts.
We should all have a voice and agency in shaping the future of our landscapes, whether in our cities, villages, agricultural lands, or wilderness.
A successful design/plan solves the problems of the majority of A successful participation process makes the implementation of a physical landscape faster.
Designers and planners are experts who must show laypersons what good design is.
The landscape is 'an area as perceived by people', and community actions and interactions with it shape its identity and character. [Managing and protecting community landscapes is a right that also comes with responsibilities for all.]
Participation is a time-consuming form of design and planning that should be limited to save time and make projects happen.
Designers and planners should educate people about good city planning, design, beauty, aesthetics, and harmony in forms and materials.
Community involvement is necessary for democratic landscape transformations that are sustained and resilient over time.
Landscape democracy practitioners have the responsibility to empower the voice of the fragile, the marginalized, the underserved.
I consider myself an active listener.
Prototyping landscape transformations can help facilitate participation across users, enrich the design and planning of democratic spaces, and empower them to achieve positive change.
If there are landscape democracy challenges in my community, I am responsible for tackling them.
I am prepared to lead a process that engages communities and users in shaping their local landscapes.
Good design and planning are reflected in a process where the majority's voice and perspective are included.
E-Participation in online settings can help reach a broader stakeholders' audience and replace lengthy face-to-face workshops.
I can recognize relevant stakeholders in my community and identify power structures and flows.
I am aware of the potential of design to support co-creation and collective action.
My professional education has given me all the knowledge and confidence to make good decisions for my clients.
I know how to design and guide a process that helps building a collaborative vision among diverse groups.
I know how to evaluate participatory processes collectively.
I am aware of the concept of participatory action research and its role in transformative science.
I know how to use prototyping as an element of participatory design.



10%

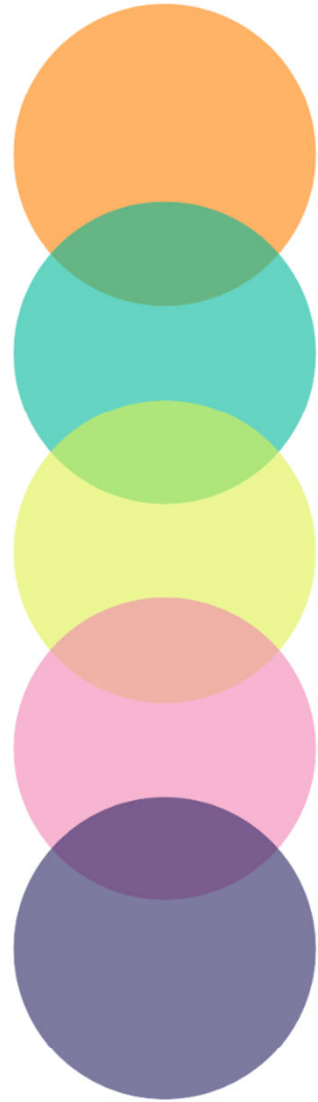
... already had a few of landscape democracy and a general sense of the topic.

... it asked on values or landscape democracy had in pre & post surveys, but the data shows signs of increased knowledge.

3: Students reported less offered context with others & foster understanding & awareness on a global level.



OLA



LEARNING BAROMETER

TOP LEARNING OUTCOMES & VALUES

CONCRETE IDEAS FOR IMPROVEMENT

ROLES & OPPORTUNITIES STUDENTS WANT

QUESTIONS & CONCLUSION