

DIRECTION FOR FUTURE

Summary statements from the OLA Budapest Meeting October 2024 Regarding the Open Landscape Academy Online Seminar

All statements made in the OLA group setting, after each module team presented their goals for the next iteration of the course. The objective of compiling these statements was to collaboratively identify and define common directions for the online course.

Slides showing student feedback from 2023 Online Seminar:

<https://docs.google.com/presentation/d/1S69BAMlcZmWj0tsRaPGjQy3Rd0mvg4JNjfrAkDR2y1E/edit?usp=sharing>

Note: please feel free to add if the statement is not clear or there is another idea!

1. **Student Leadership.** In all forms, including leading and listening in breakout rooms.
2. **Conclusions at Ends of Sessions.** Before leaving, make sure there is punctuation at the end of lessons, or a summary of the topics discussed, instead of leaving with a lack of direction.
3. **Feedback at the end of sessions from students.** Moments for self-reflection, dialogue. Feedback at the ends of units as well.
4. **Connect more with Living Labs.** Develop power maps measuring influence, derived from studios, other courses, projects, etc. and more contemporary case studies.
5. **Build more community and follow up.** A procedure to stay in touch with OLA alumni.
 - a. Posting with #OpenLandscapeAcademy on LinkedIn, etc.
 - b. Create a Slack channel for OLA participants, and a monthly newsletter.
6. **Start at 2pm to have more global inclusion.** Especially for participation from Eastern Asia.
7. **Schedule joint concept mapping session.** Students can then have more time for interaction, and learn to apply the concepts in their local communities. OLA teachers/tutors can help them find local initiatives to connect with, or maybe even for students to begin developing their own living labs.
8. **Learning roles and processes clear at the start of every session**
9. **OLA symposium for publication and research community.**
10. **During the seminar, have 20-25 minute discussions.**
11. **Leave something behind after the class, to keep the memory behind.** This can be a physical structure or reminder of what was done in the course, like a small bench, etc.

12. Quality over quantity.

- a. For a less rushed feel during the seminar.
- b. Highlight the key points of the lesson, and have more upfront preparation so the class session is as smooth as possible.
- c. Only one guest speaker per class session.

13. Breakout room themes. For example, by continent, self-selected in some way, some fixed groups so people see the same people multiple times and can build stronger relationships, etc.

- a. Use of "Conversation Stoppers", two examples (from Jeroen)
 - i. Greenpeace: <https://www.greenpeace.org/nl/algemeen/43687/het-is-jouw-schuld-dat-de-wereld-naar-de-knopen-gaat/>
 - ii. Agroecological Urbanism:
<https://www.agroecologicalurbanism.org/conversation-stoppers>

14. Concept Maps Assignment. A combination of local areas and fixed group work, to measure change and give an opportunity for a self-analysis of the students' own work.

15. Make slides available before the class session.

16. Use the phrase "facilitators" instead of "moderators".

- a. Prepare all tutors and facilitators beforehand - including written descriptions to clarify roles in advance, and training facilitators how to guide the conversations.
- b. Use of more icebreaker activities.

17. Implement in local realities.

- a. Give clear techniques, so students can directly apply what they learn.
- b. Help students select their own manageable landscape democracy projects. Each lecture then can add to their case.

18. Clearer structure for role play exercises.

19. Invite OLA alumni to speak about the topics and labs in their local communities.

20. War and conflict zones included in cases of landscape democracy.

21. Deconstructing the myth that we are alone.

- a. Use of Storytelling, community, and power of small actions
- b. See also "Conversation Stoppers" above.

22. Guidelines for Guest Speakers. Keep guest speakers more integrated into the course. Align with OLA Storytelling principles.

23. Awareness on the balance of “horizontal” and “vertical” teaching formats. Keep a good mixture of lectures by experts with deep knowledge, aka “vertical” teaching, as well as “horizontal” co-learning between all students learning from and discussing with each other in the course.

24. A mixture of on- and off-line meetings.

Original noteboard poster from the Group Session:

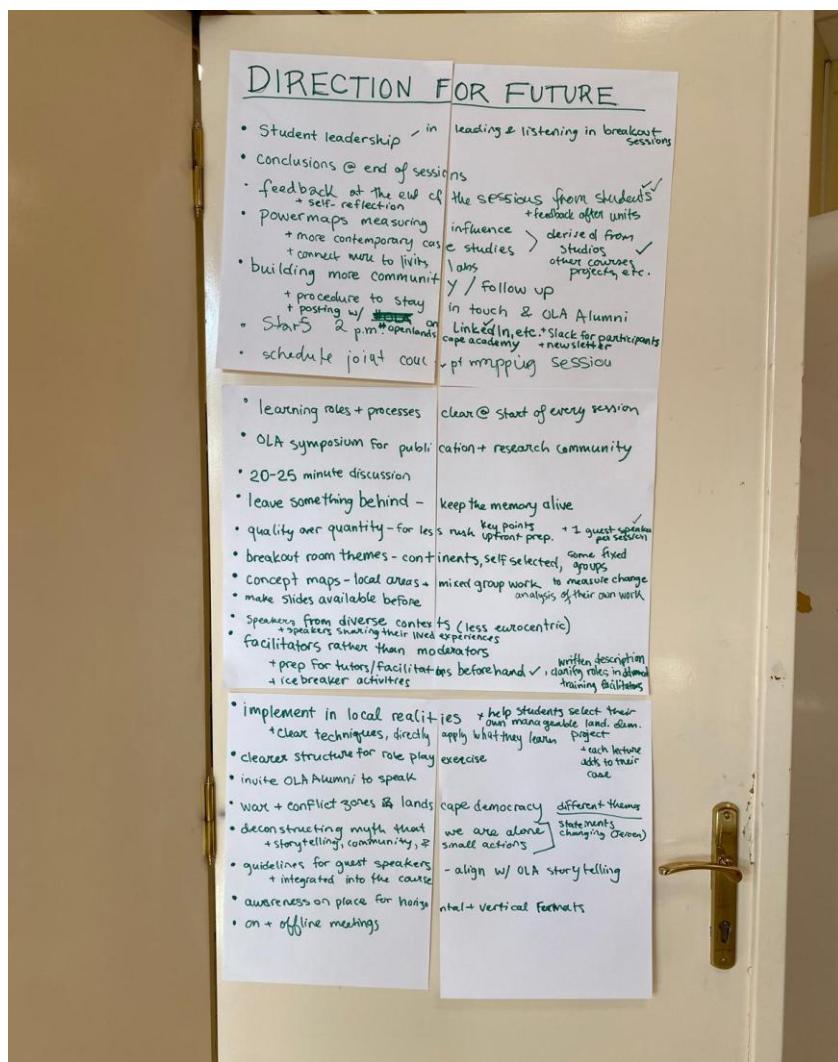


Photo by Caroline de Vries