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Landscape Education for Democracy:
Methods and Methodology

Landscape Education for Democracy: Metodi e Metodologia

The LED project develops and implements a model for filling a gap in contemporary landscape planning and design education. We observed that contemporary Landscape Architecture and Planning education exposes students to a traditional and obsolete consultancy-driven understanding of the profession, subservient to the social needs and wishes of private clients, rather than preparing them to fulfill the social responsibility as advocates or 'trustees' of the larger society (Horrigan and Bose 2018). The Landscape Education for Democracy (LED) programme used a blended pedagogical format, consisting of online teaching sessions and on-site summer intensives, with the purpose 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 course, we sought to engage many perspectives so that we could attract the most diverse audiences and making an impact that wanted students to 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. On individual and group assignments where they engage in an open dialogue across professional and cultural boundaries, The LED programme is similar to immersive Erasmus exchanges, teaching and learning approaches which were co-created by the project partners and were refined thanks to an iterative feedback loop with the students and instructors involved in both the online seminar sessions, as well with further intensive summer workshops that followed them.

Altogether, they 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 web-based mode enabled the participation of a broad and diverse range of interested learners, regardless of their financial possibilities or proximity. The following is an illustrated account of how the learning activities have been conceived and it focuses on the role of ICT technologies for the development of procedural competences which are also relevant for LED qualification.

Il progetto LED sviluppa e implementa un modello per l'educazione all'architettura del paesaggio, colmando un vuoto nella pianificazione del paesaggio e nell'educazione alla progettazione. Abbiamo osservato che l'attuale educazione all'architettura e alla pianificazione del paesaggio espongono gli studenti a una comprensione tradizionale e obsoleta, guidata da consulenti, della professione, subordinata alle esigenze e ai desideri sociali dei clienti privati, piuttosto che prepararli a soddisfare la responsabilità sociale come difensori o "amministratori" della società più ampia (Horrigan e Bose 2018).

Il programma "Landscape Education for Democracy (LED)" ha utilizzato un formato pedagogico misto costituito da sessioni di insegnamento *online* e da esercizi estivi intensivi *in loco,* al fine di mostrare agli studenti e i giovani professionisti della pianificazione e del design del paesaggio un'area di pratica emergente che sta ridefinendo il design come un atto collaborativo di co-creazione in partenariato tra esperti e società civile.

Nel progettare il corso, abbiamo cercato di impegnarci in molte prospettive in modo da poter attrarre il pubblico più diversificato e fare un impatto che voleva che gli studenti superassero i confini dei nostri campus.

Nell'elaborare il seminario LED, i partner del progetto volevano adempiere al mandato del programma di partenariato strategico Erasmus+ volto a promuovere l'apprendimento interdisciplinare e interculturale sia per gli studenti che per gli educatori coinvolti, introducendo nei programmi scolastici di ogni istituto il contesto dell'apprendimento digitale. Gli studenti che si iscrivono al corso sono tenuti a farlo come partecipanti attivi.

Per quanto riguarda le missioni individuali e di gruppo in cui svolgono un dialogo aperto al di là dei confini culturali e professionali, il programma LED è simile agli scambi intensivi di ERASMUS, agli approcci didattici e di apprendimento che sono stati co-creati dai partner del progetto e che sono stati perfezionati grazie a un ciclo di feedback iterativo con gli studenti e gli istruttori coinvolti nelle sessioni di seminario online e nei seminari estivi che ne sono seguiti. Nel complesso, questi sono la struttura pedagogica sia dei corsi online LED che dei programmi di studio intensivi (ISP); anche IP).

Questo capitolo riflette anche il ruolo di Internet e degli ambienti educativi basati sul web per il raggiungimento degli obiettivi dei LED.

La modalità basata sul web ha consentito la partecipazione di un'ampia e diversificata gamma di studenti interessati, a prescindere dalle possibilità finanziarie o dalla vicinanza.

Di seguito viene illustrato il modo in cui sono state concepite le attività di apprendimento e si concentra, a questo riguardo, sul ruolo delle tecnologie ICT per lo sviluppo di competenze procedurali rilevanti anche per la qualificazione dei LED.

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

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

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.

2. ELEMENTS AND FEATURES OF THE LED PROGRAMME

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.

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.

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.

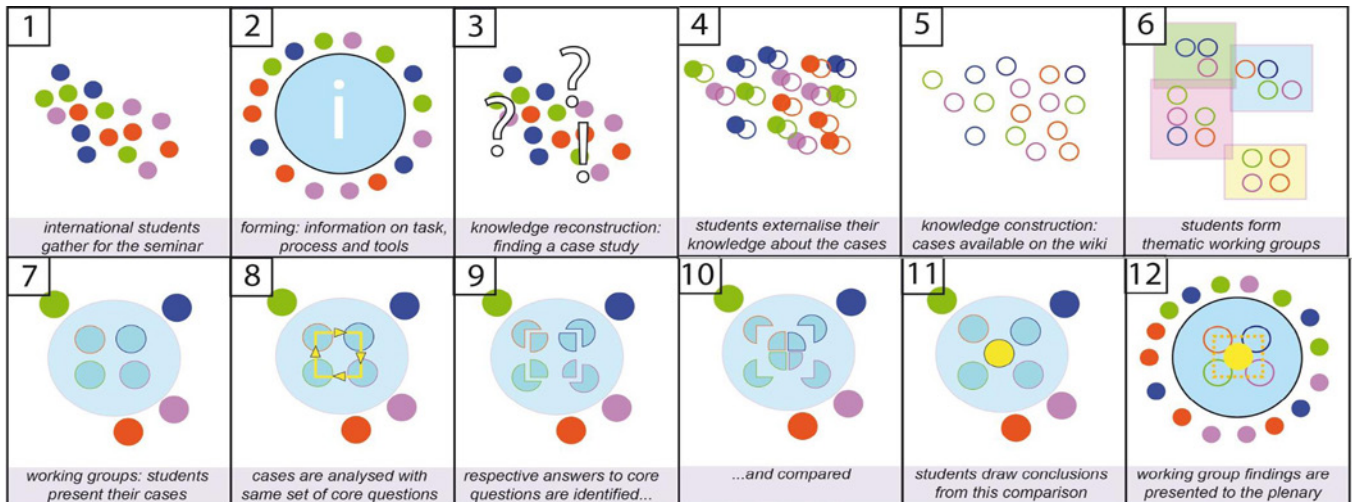**Figure 3.2**: The LED seminar process for the year 2018.
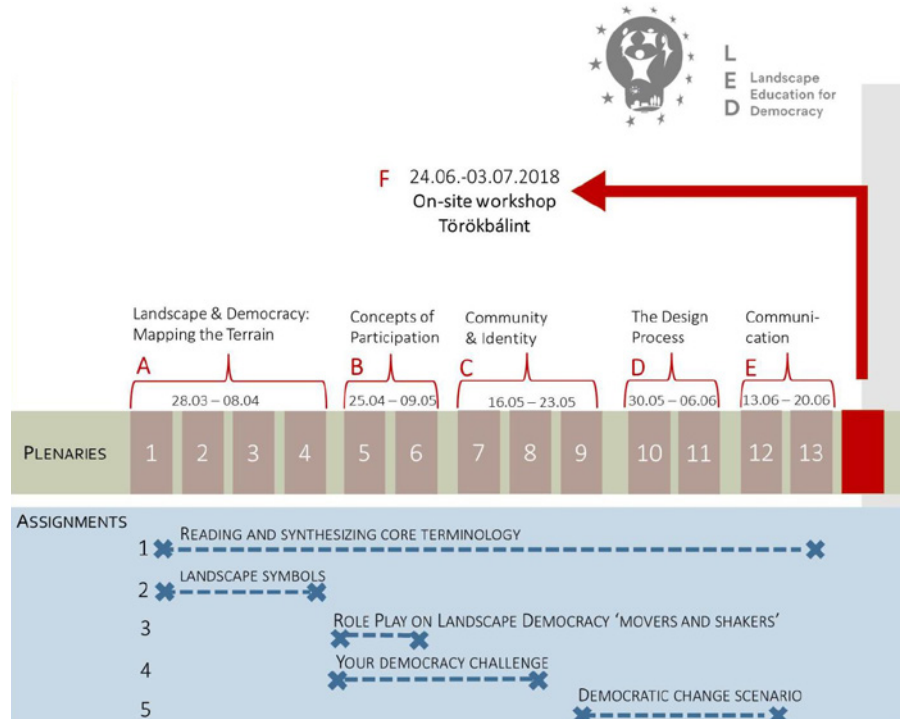
Figure 3.3: The twelve-stepped framework used in the LED seminar.

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.

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.

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.
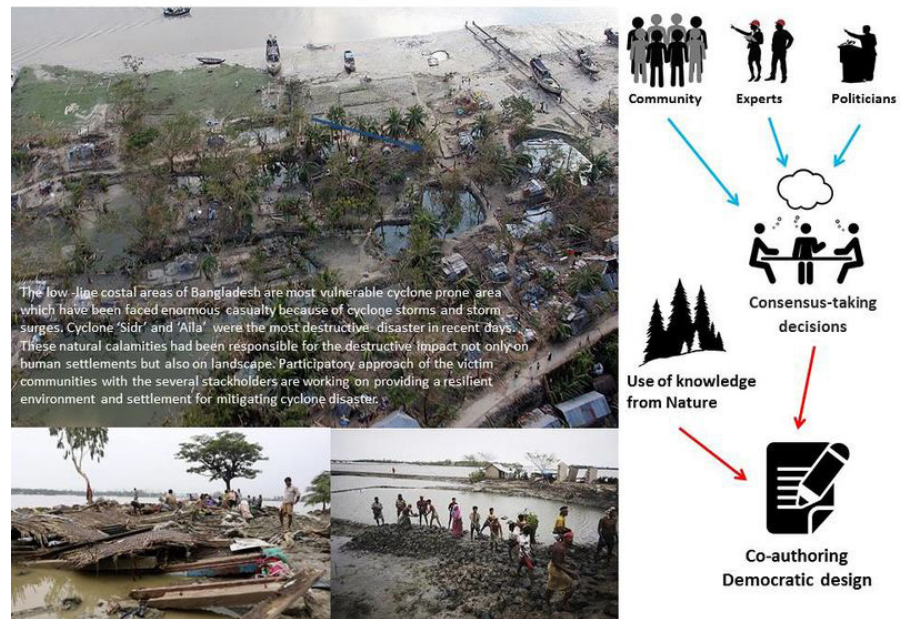
Figures 3.5, 3.6: Example of a pre and post landscape democracy manifesto, the latter showing a much more community oriented and site specific policy approach. Author: Farzana Sharmin from Bangladesh

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. 3.7).

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

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.

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.

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.

Figure 3.9: Screenshot from a role playing online session during the 2016 LED seminar.
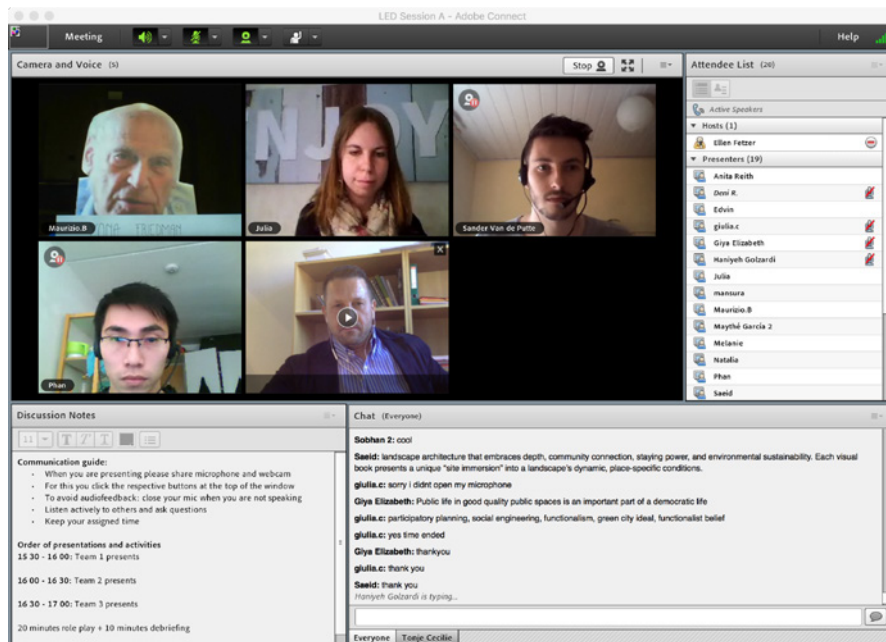
ASSIGNMENT 5: YOUR DEMOCRATIC CHANGE PROCESS

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.
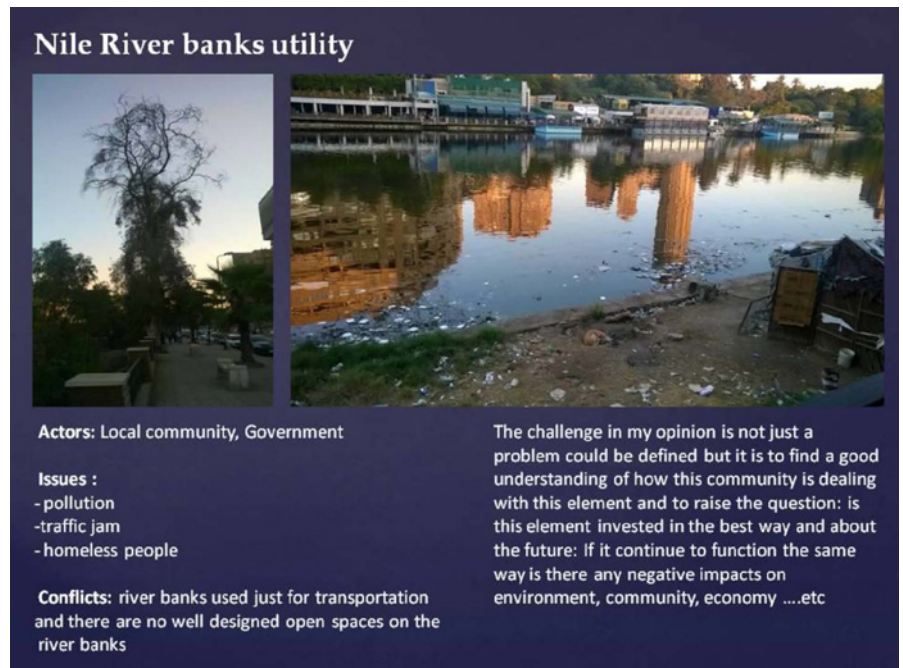

Figure 3.10: Example from the landscape challenges presentation by Mohammad Al Najdawi, IMLA programme, accessibility and usability problems on the Nile River in Egypt.

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).
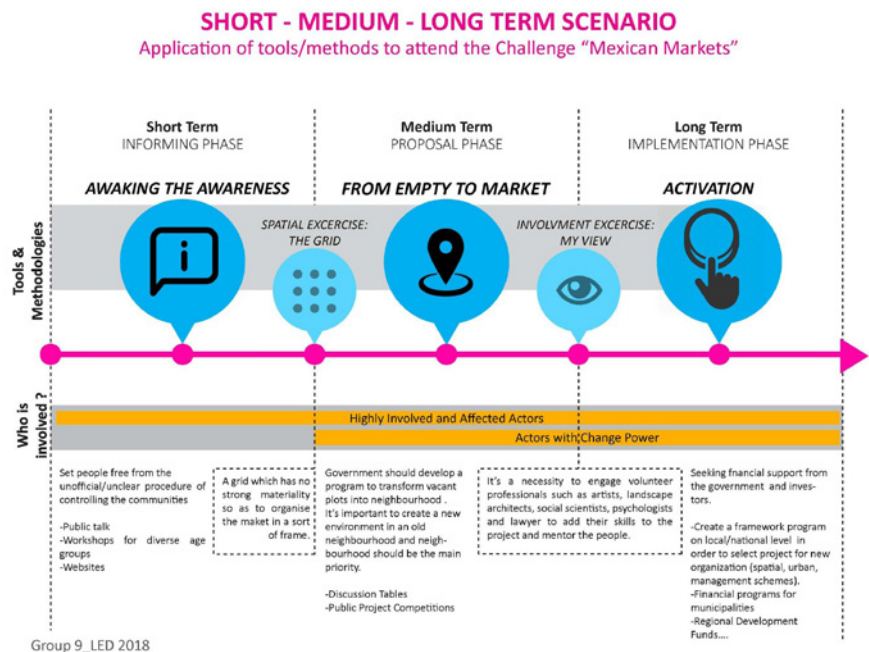
3. LED INTENSIVE STUDY PROGRAMMES

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 3.14.: A postcard was created at the end of the Zingonia Intensive to communicate the work of the students to the larger community.
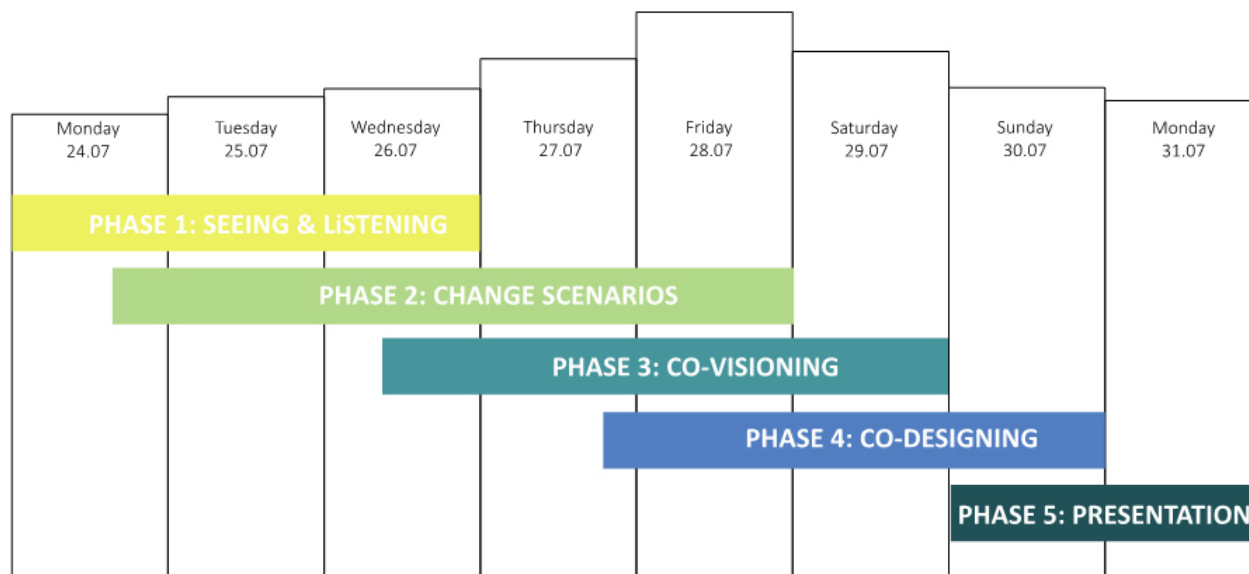
Figure 3.13.: The five phases of the LED Intensive Study Programme

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					

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

4. SUMMARY AND OUTLOOK

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.

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.

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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

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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

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