

InnoLAND padlet: 1 New competences and the core of LA

Collecting ideas in dialogue

JEROEN DE VRIES 15 APRIL 2021 23:43

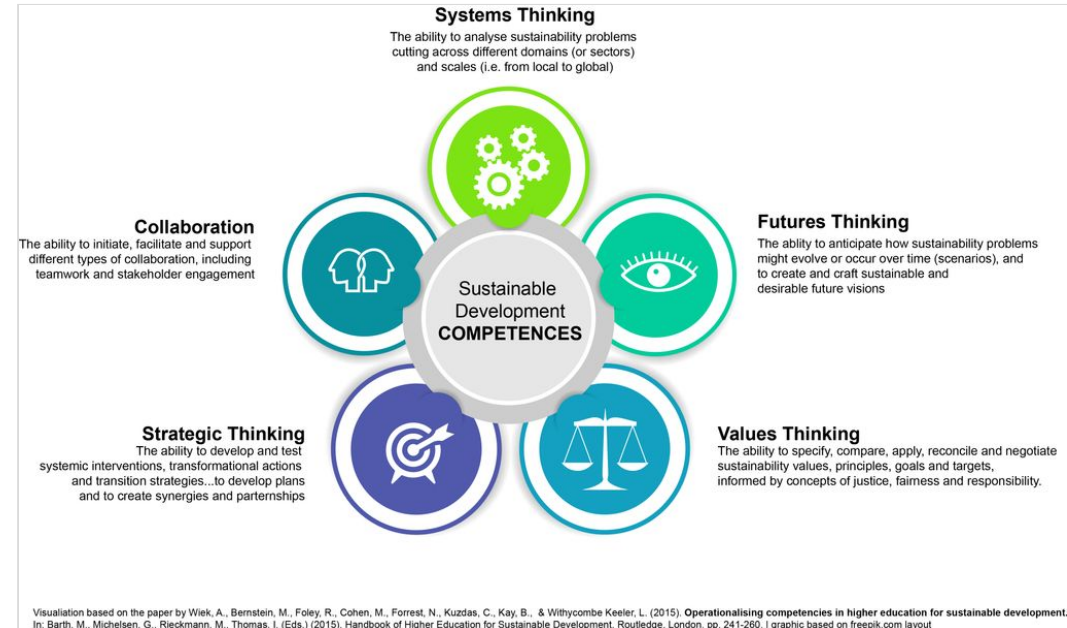
How to combine new competences with the essential subject specific competences for LA?

ANONIEM 16 APRIL 2021 10:11

new competences can be combined by means of focus design ateliers on specific subjects. Those are also challenges for Research through Design. In my research group we always combine RtD with design studios. We invite experts, and provide cultural and technical tools to students to advance RtD on border line topic (in our casd we work with energy transition).

E. FETZER 16 APRIL 2021 11:25

Education for Sustainable Development Includes this competence set



ANONIEM 16 APRIL 2021 11:40

From Katinka Mihova.

As University teacher (till last year) I have included in my discipline (Professional Practice) some lectures on CONCEPTUAL FRAMEWORK FOR LANDSCAPE ARCHITECTURE AT THE BEGINNING OF XXI CENTURY: Value of Landscape, Sustainable Development, Climate change and LA, Green areas as public goods, Green infrastructure, Permaculture. It was included in the education of students an individual coursework on a selected theme. Students were very interested in it.

ANONIEM 21 APRIL 2021 11:46

by Paolo Picchi (AIAPP, Italy): new competences can be combined by means of focus design ateliers on specific subjects. Those are also challenges for Research through Design (RtD) in design studios, inviting experts, and providing cultural and technical tools to students to advance RtD on border line topic.

How to merge all these competences in a programme?

ANONIEM 16 APRIL 2021 10:13

Focus design studios on new challenges. Competences should not be acquired by students themselves, students should learn what new experts would require in their team! :)

ANONIEM 16 APRIL 2021 11:30

I think we should stick to the "core" competences with a strong relation to "big challenges"

E. FETZER 16 APRIL 2021 11:30

Create community partnerships

Organise design studios in partnership with communities and further partners, to make sure students are exposed to multiple values schemes. Work in inter- and transdisciplinary settings to make sure students embrace in really different systems.

ANONIEM 16 APRIL 2021 11:30

More on-site lectures and application would help emergencies for more sustainable approaches

ANDREJA TUTUNDZIC 16 APRIL 2021 11:44

Experts - quest critiques during the studio teaching process

ANDREJA TUTUNDZIC 16 APRIL 2021 11:33

Electives, in addition which can frequently and more easily changed

ANONIEM 21 APRIL 2021 11:46

Paolo Picchi (AIAPP, Italy): Focus design studios on new challenges. Competences should be acquired by students themselves, students should learn what new experts would require in their team as leaders.

How to make sure that core competences and relate them to the new demands for sustainable development goals?

ANONIEM 16 APRIL 2021 10:15

Core (I dare say, historical and traditional) competences are the general framework enabling the students to face successfully the 21st century demand. We still need them, the whole!

ANONIEM 16 APRIL 2021 11:33

Our course evaluation involves questions about how well sustainable development is included in the courses, so courses who get low grades have to step up.

ANONIEM 21 APRIL 2021 11:47

Paolo Picchi (AIAPP, Italy): Core competences are the general framework enabling the students to face successfully the 21st century demand. We still need them whole. The core LA competences are still the most relevant, providing students with effective thinking to solve the 21st century new challenges.

Does including teaching for sustainability mean that students will also apply this after graduation?

ANONIEM 16 APRIL 2021 10:17

Of course yes, but this is also depending on teachers capability to set a proper thinking/mindset. Teachers and students should take their time to build-up their knowledge. So not giving student instructions, but a proper independent thinking to face the more and more complex challenges.

E. FETZER 16 APRIL 2021 11:22

Lifelong

Education for Sustainable Development is a lifelong process cross-cutting all domains and learning forms.

One problem I've noted is that students entering practice needs to learn about their practical function, duties etc. in their new context, and it is very difficult for them to change things from the start, and after a while they think more like old practitioners than former sustainable students.

– ANONIEM

ANONIEM 21 APRIL 2021 11:48

Paolo Picchi (AIAPP, Italy): Of course yes, but this is also depending on the fact that Teachers and students should take their time to build-up their knowledge. So not giving students specific competences, but a proper thinking to face the more and more complex challenges.

Notes

E. FETZER 16 APRIL 2021 11:44

Participants

Marina (moderation), Ellen, Anders Larsson, Andreja Tutundzic, Katinka Mihova, Meryem, Atik, Salma Samaha, Vensa Koscak M., Paolo Picchi, Antonella Adam., Dora Tomic

Marina briefs participants on the existing documents.

We realise that we need much more time for this discussion.

Not clear to which new competences we should refer, focus was somehow on competences for sustainable development (the 5 fields) and reflection on the 10 points from the Birmingham Document.

We need to take care that we also keep our disciplinary basis and make that knowledge strong, so we can talk and cooperate effectively with other disciplines.

On the other hand, if LA is expected to be involved in decision-making in society, graduates need to develop transformative competences. Maybe not everyone is made for that, but they should have the option.

10 point

ANONIEM 16 APRIL 2021 11:23

1. physical landscape as well as the natural systems and processes

ANONIEM 16 APRIL 2021 11:23

2. typical patterns of vernacular cultural landscapes

ANONIEM 16 APRIL 2021 11:24

3. development, morphology and function of urban settlements, in particular related open space structures

ANONIEM 16 APRIL 2021 11:24

4. perception of individuals, social groups and society as a whole and how they value and interact with their landscapes

ANONIEM 16 APRIL 2021 11:25

5. The legal, political, institutional and policy frameworks

ANONIEM 16 APRIL 2021 11:25

6. Approaches, methods and techniques for representing and analysing the landscape

ANONIEM 16 APRIL 2021 11:25

7. historic and contemporary parks, gardens, planned and designed landscapes, landscape

ANONIEM 16 APRIL 2021 11:26

8. Practical planning, management and design principles and skills for landscapes

ANONIEM 16 APRIL 2021 11:26

9. The materials, both living and inert, and techniques relevant for landscape projects

ANONIEM 16 APRIL 2021 11:26

10. The professional practice of landscape architecture, including the development & role of the professions, professional ethics

ANONIEM 16 APRIL 2021 11:27

4

InnoLand: 2. How can students acquire competences integrally and how to assess?

So many competences, should we master them all?

JEROEN DE VRIES 15 APRIL 2021 23:55

There is a long list of competences: generic, subject specific, sustainability, leadership. Should we define them all in the CTF?

JEROEN DE VRIES 16 APRIL 2021 11:20

We could start with the SDGs and then add those who are missing

CHRISTINA HIRST 16 APRIL 2021 11:26

I think we would need to define them all at a general level but leave it to individuals and tutors to contextualise.

Good idea – E. FETZER

ANONIEM 16 APRIL 2021 11:35

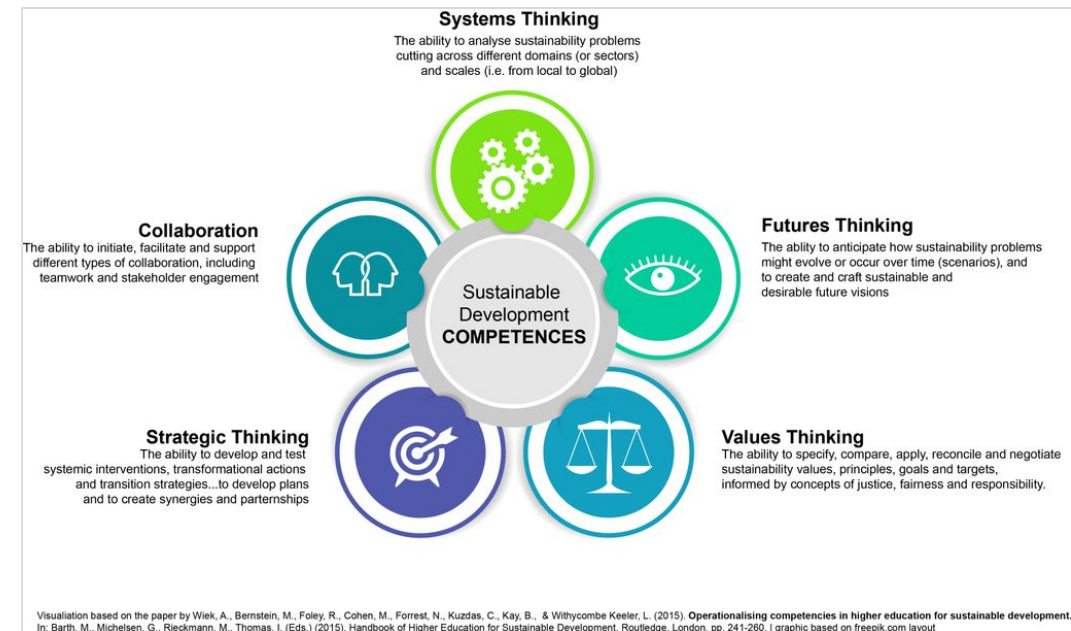
antonella

we need to define them, I think that it is better to share a definition - the same definition - as we come from different part of Europe we can have light differences

E. FETZER 16 APRIL 2021 11:56

Competences for Sustainable Development

We could also refer to these core competences for sustainable development, much of this is already happening in LA education



When and how can one assess the generic competences? Together with the subject specific competences?

JEROEN DE VRIES 16 APRIL 2021 11:24

We can link generic competences to the subject specific

Yes it seems sensible to link these. The generic competencies will naturally fall out of the subject specific study and experience. – CHRISTINA HIRST

JEROEN DE VRIES 16 APRIL 2021 11:36

In detail we can show how this could be organised during the assessments

E. FETZER 16 APRIL 2021 11:58

More research needed

There is hardly any educational research providing evidence which education and assessment form has which impact on which competence development...would be nice if more educators researched their own practice as educators.

Do we need to assess all these competences? What do we leave to the learners?

ANONIEM 16 APRIL 2021 11:38

Aren't we assessing the result, study outcome?

Yes, but the outcome can come from study and experience. – CHRISTINA HIRST

Yes, in the CTF it should be clear that at least a certain part of the LA programmes comply with the competences. – JEROEN DE VRIES

CHRISTINA HIRST 18 APRIL 2021 10:49

I think we will need to identify the competencies that can be achieved via academic study versus those that will require work experience ie perhaps to consider knowledge and skills separately.

I agree, too. the competences acquired academically are different from those acquired during for instance a training but they are both important

Yes, I agree, we also have competences that are mastered during a professional training in two years after graduation – JEROEN DE VRIES

It's very important to acquire academic knowledge but it's also very important a professional training. The competences will come from both of these areas. – ANONIEM

JEROEN DE VRIES 16 APRIL 2021 11:24

Students can make a portfolio and show which ones are mastered.

It's a very good point. The portfolio can give an idea of the competences – ANONIEM

Are we addressing teaching methods and learning methods in the CTF?

ANONIEM 16 APRIL 2021 11:25

e. g. the zone of proximal development (Vygotsky)?

That is according to the constructive learning, we addressed that in the EULAND21 project. – JEROEN DE VRIES

It is shown in the sequence of learning and assessment in the schedule of the EULAND course programme – JEROEN DE VRIES

Constructivist – E. FETZER

JEROEN DE VRIES 16 APRIL 2021 11:28

I think in the CTF the learning methods are not explained, can be part of the additional ECLAS guidance. But in the CTF it would be good to define: academic learning, intership and post graduate course/continuous education.

Yes, agree. Good proposal from Norbert: short CTF and longer handbook for use. – ANONIEM

I don't really see the CTF as setting out methods of teaching and learning. I would think these would be set by the training providers. The CTF is more a competency framework. It is up to providers how they teach/assess to allow someone to achieve the competencies. – CHRISTINA HIRST

**Flexibility in acquiring competences: informal,
CPD, organised training for accreditation,
university programmes**

InnoLAND 3. Duration and structure of LA programmes

Do the achievements count or the road?

JEROEN DE VRIES 16 APRIL 2021 00:01

There are courses of 2, 3, 4, 5 years. Is there a minimum to be mentioned in the CTF?

ANONIEM 21 APRIL 2021 00:55

yes, students need long time to study landscape architecture, the CTF should have a reference time: 4+1 or 5 years

PT - University of Évora (Maria Freire e Aurora Carapinha)

ANONIEM 16 APRIL 2021 15:13

Or 3+2 years at least

ANONIEM 20 APRIL 2021 00:15

A 5 year study period (whether 4+1 or 3+2) will have a huge impact on programme structures in some countries especially those offering expensive pay-Master programmes. These programmes might loose a lot of their attractiveness i.e. students numbers are likely to drop dramatically.

ANONIEM 21 APRIL 2021 00:21

Margarida C: Abreu Introduction to the theme:

We need a minimum of 5 years, we are architects; it takes time to reach maturity and design skills.

IFLA E list of recognized programs: one third are 3+2 years model and one fourth are 4+2 years model.

ANONIEM 21 APRIL 2021 11:11

Michael Heurich, Dublin They (had) were planning to change to the 3+2 system before the financial problems in the country. They stayed with the 4 years BA and re-introduced a 2year MA + ILLI exam (after 2 years). MLA 1 students share the BSC 4th year studio (and other modules). The ILLI - Irish Landscape Institute - fully recognises those. Landscape architect title is not protected and anybody can call themselves. The Architects in the School recently introduced a 4+1+1 system which might be adapted by LA. He expressed concern about 3+2 that they will not get enough students and that master degrees at UCD are expensive. He was in favour of 5 year programme. He also said that it was difficult in case they have former students from agriculture, horticulture and other related disciplines with no design experience applying for the MA in LA.

ANONIEM 21 APRIL 2021 00:40

Albert Fekete, HALA Hungary Similar system as in Portugal - 3 or 3,5 years Bologna after which students may go for Master degree. Fully supported Margarida's proposal. He underlined that only those who finish MA get licence to practice as designers - it is Chamber of Architects that issues certificates/license to landscape architects and they require 3 years of practice on top of MA Five years is not enough as you need 2 years in the "field". It may be strict but it is good for reality.

ANONIEM 21 APRIL 2021 00:47

Isztvan Valanski, Hungary Not good to decrease requirements for LA as they will lose more students.

ANONIEM 21 APRIL 2021 00:49

Mate, Hungary Disadvantage of 3+2 is that before they had 5-year programme which was easier to build up professional knowledge and skills. The problem is also English master – it is difficult to make balance. Most students come from Architecture or Horticulture.

RADMILA FINGEROVA 23 APRIL 2021 00:54

The problem is the fact that within landscape architecture profession we perceive the content of our activities much more broadly than the public and related professions perceive it. The best solution would be a clear ILO definition, but that is beyond our control. It will help if we define the minimum requirements that European educational institutions should ensure in the LA program. At the same time, it is very good for ECLAS to define optimal content in order to unify the education system, but this will vary in different countries depending on the type of university and the recognition of the LA profession. Concerning the length of landscape architecture program it seems that (3+2 or 4+1), is good solution. If the bachelor's degree is not completed in the LA program, it is probably necessary to complete a landscape program lasting at least 3 years (1+ 2) years.

Radmila Fingerova, FA CVUT Prague

ANONIEM 23 APRIL 2021 00:56

Antonella Melone (AIAPP, Italy): In Italy we have 3+2 (Bologna process); students arrive to the specific master level in LA from three years courses in architecture, planning, agronomy, building sciences and techniques. The need for 4 years of specific training could be supported, (achievable with 3 + 2, or with a two-year master's degree + doctorate ...) and it would be useful for us to ask that those who have a specific curriculum can make an evaluation with respect to specific landscape courses (for those who have a three-year degree in ARCH. with a Landscape Architecture curriculum, as it is possible in Genoa, or for those who have completed a three-year degree in urban planning with landscape exams) in order to define any need for a convention master or an internship, before or after the specific master's

ANONIEM 23 APRIL 2021 00:56

Laura Cipriani (TU Delft)

A 3+2 year is nowadays the standard. The entry levels to the master I think it has to include only disciplines which are strictly design oriented (e.g. architecture). If you are able to design, you can actually acquire new theoretical and practical competences. Viceversa, if you are coming from a BA in agronomy for example, you cannot acquire design competences in a master program, it is too short.

Does only master level count for the qualification of LA in the CTF?

ANONIEM 16 APRIL 2021 12:03

For designing and planning: Yes. For constructing gardens BA level can be enough.

ANONIEM 20 APRIL 2021 00:20

Instead of differentiating between levels the CTF should keep looking at ECTS to give more freedom organising programmes in the multiplicity of institutions and countries.

ANONIEM 20 APRIL 2021 17:38

Yes, only with the master the study program must have the 300 ECTS and the specific ECTS in landscape architecture.

PT - University of Évora (Maria Freire e Aurora Carapinha)

Yes, based on the required BSc programmes – ANONIEM

Antonella Melone (AIAPP, Italy): at the moment, yes – ANONIEM

Yes - only master – RADMILA FINGEROVA

Should it be a continuous programme or can learners learn by blocks?

ANONIEM 23 APRIL 2021 01:08

The most important is the study programme has 5 years (5+ 1 or 5) - the learning can explore the use of blocks or not; this option can be link with the background of students.

PT - University of Évora (Maria Freire e Aurora Carapinha)

ANONIEM 23 APRIL 2021 01:09

Laura Cipriani (TU Delft)

From an education point of view, of course, a 5 year program would be much better (it was like that once also for Architecture). From a realistic point of view I think that today it won't be possible to go back from the 3+2 system. Many universities, only have the master degrees in LA and they rely on international students.

ANONIEM 20 APRIL 2021 00:09

Serious undergraduate and Master programmes should be taught continuously, for CPD courses blocks would be more suitable

The five-year continuous program was simpler from a university perspective, but the 3 + 2 system gives students more freedom to find " their profession". – RADMILA FINGEROVA

Concerns

Internship during the course?

ANONIEM 20 APRIL 2021 00:25

Yes! Whether or not integrated in the curriculum or an entry requirement for a BSc or Master programme, it certainly helps students to mature personally and professionally, and to establish or deepen relationships between the universities and the profession.

ANONIEM 20 APRIL 2021 17:42

Yes, is always very important to have a outside experience, it can be in the middle or in the end of the study programs; it can be have 30 ECTS (removable; so more 30ECTS) or 15 ECTS;

PT - University of Évora (Maria Freire e Aurora Carapinha)

ANONIEM 21 APRIL 2021 18:01

Laura Cipriani - very useful

Internship is very helpful. I would not integrate it to the study program but maybe as a national requirement. It can be a requirement to do after the bachelor and/or after the master degree.

MICHAEL HEURICH 21 APRIL 2021 11:15

3 years ago UCD Landscape architecture introduced a model that gives students in sem 2 of 3rd year the option to do a long internship (min. of 24 weeks, 30 credits) OR a short internship (8 weeks, 10 credits) in combination with studying abroad for 1 semester (20 ECTS). The consequences: an increase of applicants for an exchange from 1 to 2 per anum to 10 to 12 per anum, very postive feed back from student and the employers, matured and better skilled students heading into 4th year.

During the BSc 30ECTS – ANONIEM

ANONIEM 22 APRIL 2021 20:05

Antonella Melone (AIAPP, Italy): yes, it's important, in between and after

The structure must be founded in a trandisciplinary knowledge?

ANONIEM 20 APRIL 2021 17:44

Yes, in the theoretical and practical level, since the beginning of the course.

PT - University of Évora (Maria Freire e Aurora Carapinha)

ANONIEM 21 APRIL 2021 18:02

Laura Cipriani (TU Delft)

Trans-disciplinary knowledge is necessary in theory and practice

MICHAEL HEURICH 21 APRIL 2021 11:34

The profession of LA is transdisciplinary by nature and subsequently the education needs to be transdisciplinary as well. At UCD 35% of the core modules in the BSc LA are delivered by different disciplines within the School of Architecture, Planning & Environmental Policy AND across the University (Schools of Geography, Law, Agriculture & Food Science, Biology & Environmental Science, Archaeology). Option and Elective modules account for 105 credits out of the overall 240 credits (4 years) and are taught partly by non-LA staff too.

Yes - LA is the profession "in between" and that is a great value. – RADMILA FINGEROVA

InnoLAND 4. Conversion masters

Why should one be converted? And what does it take?

JEROEN DE VRIES 16 APRIL 2021 00:11

What is a Conversion Master?

no answer yet :)

There are different perceptions

Could be an additional programme for related disciplines that then enter the sequence of the master

Or it could be a whole programme that is designed as a conversion master

What does an 'ideal' consecutive master, following on from a bachelor in landscape architecture look like? (How) Would this differ from an 'ideal' conversion master designed for graduates of other, related, disciplines?

If you follow this thought experiment and optimise both types of master programme, they would surely be very different, which suggests separate programmes for both groups of students - but this does not mean that they could not share many individual course units...

From my experience the starting point for a conversion masters course needs to be different as a group from a wide range of different backgrounds must spend time learning the basic skills and knowledge areas of the subject. After a separate 'conversion' year, it is very possible for these students to join other masters students in a final stage of study which can be joint.

What kind of duration should a conversion master have?

with the regular workload the study period should be longer than regular program, otherwise it should contain more intensive individual studies within the same length of period

x+?

I would say 1+2, meaning 1 year when you enter for "catching up" the LA contents that the background studies are missing and then entering the 2 years of MA degree programme (but still following you personal study plan with flexible content)

Ideally 1+2, but, in the context of the UK, with very high fees, this is impractical for most students who have already completed other courses of study or very often are taking time out of work to do the course. Most conversion masters courses in the UK are 1+1 or just 2 years and, although not perfect, it works well. Conversion students tend to have a very high level of motivation and commitment so compensate for the potentially lower skill level at the start.

If a conversion master of 'only' 2 years (120 ECTS) is sufficient for someone to qualify as a landscape architect, why should there be any need for a separate bachelor in landscape architecture?

Ideally a three year programme would be good, but this would have problems is surviving if other schools offered the same (nominal) qualification in less time.

The original Bologna Declaration did not define the length of a master programme except to say that it should be at least one year long. Many national governments have, however, legislated to define master programmes to be 2 years in length.

It should be important to specify how many courses are recognised from the bachelor programme - such that the total number of L.Arch-related ECTS is equivalent in number to a consecutive bachelor-master programme. This needs to be regulated as an entry requirement.

Should the content be adapted to the competences of graduates of various disciplines?

there are different backgrounds and different needs - it needs to be flexible?

Flexibility is needed in the teaching approach but unless you have a course with large numbers of students it is impractical to offer different options. Courses can be designed to accommodate students from a wide range of backgrounds. At the start they will adapt in different ways and show different strengths but over time these differences tend to even out.

Flexibility in skills acquisition is perhaps the most important and difficult aspect. It is problematic for architecture graduates, for example, to learn alongside graduates of geography, who are unlikely to have any design skills or communication skills in computer software. Courses need to reflect and respond to these widely different skill levels but from my experience, most students successfully overcome these and eventually catch up.

If the goal is to bring together graduates of various related disciplines, it would be more logical to keep them together as much as possible so that they can profit from each others different knowledge and experience. This would suggest a common programme with possible exemptions from some course units depending on the prior qualifications.

Should students follow the programme OR their PSP (personal study plans) or maybe both?

both?

if the students from the different neighboring professions are together, then also individual programs, otherwise common programm

Both. I feel that all must undertake a common core educational process although each will have different starting points and different strengths and weaknesses. Successful conversion courses must acknowledge these different starting points but be designed to bring students to a comparable shared level of skills and knowledge by completion

Is a degree programme 'just' a collection of individual credits gained in different circumstances or should it be an integrated whole which is more than the sum of its parts? If so, this would argue for minimising the PSP approach.

List any existing LA conversion programmes you are familiar with and if you know, tell shortly about the structure of it (duration etc)

The Master of Landscape Architecture at MMU (Manchester School of Architecture) is two years in duration, full time. It consists of a first 'conversion' year of 120 UK Credits (60) and a second 'masters' year of 180 UK Credits (90). Graduates of Accredited Landscape Architecture courses, or equivalent, usually enter year 2 directly.

Most examples I am aware of are from the anglophone world - US, UK etc. On the whole the continental European approach tends more towards 'catch-up' course units as a means of entry to an existing consecutive master programme.

- see discussion of Question 1!

Antonella Valentini (AIAPP. Italy): may be I don't well understand the significance of "conversion master", but I can refer the Italian case at University of Florence. At the University of Florence we have a Master in Landscape Architecture, of 2 years in duration (120 CFU). It is promoted by two Departments, Architecture and Agriculture. It is organized in 4+1 interdisciplinary thematic Laboratory and 4 workshop, with at the end a training and a thesis.

The UK Landscape Institute website about education lists no less than 10 'Conversion' Master programmes. Other examples are to be found in the USA - Harvard and UCLA Berkeley, and no doubt several others. Examples are also probably to be found in Australia, Canada and New Zealand.

What else? Comments, questions?

