Syllabus

Course Description

Course Title	Educational landscape design
Course Code	56006
Course Title Additional	
Scientific-Disciplinary Sector	CEAR-09/B
Language	English
Degree Course	Master 2nd level EDENSPACES - Designing Educational Landscapes: A Dialogue Between Pedagogy, Architecture, Design and Nature"
Other Degree Courses (Loaned)	
Lecturers	Dr. Alessandro Amedeo Frigerio, Alessandro.Frigerio@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/50793
Teaching Assistant	
Semester	All semesters
Course Year/s	-
CP	3
Teaching Hours	18
Lab Hours	0
Individual Study Hours	57
Planned Office Hours	0
Contents Summary	The Educational Landscape Design course explores landscape design as an interpretative key to understanding how the experience of open spaces contributes to processes of individual and collective learning and growth. Landscape is understood not merely as the physical backdrop of educational practices, but as an active device capable of shaping perceptions, behaviours, relationships and imaginaries. The course focuses both on spaces explicitly dedicated to education and culture (schools, universities, museums) and on

	places that, although part of our everyday routines, perform a diffuse formative function, such as public spaces, parks and gardens. Through the analysis of projects and case studies, different interpretations of educational/educating landscapes will be explored, fostering moments of dialogue and shared design experimentation aimed at revealing their potential.
Course Topics	- Landscape design as a pedagogical device: integration of physical, relational, symbolic and ecological dimensions, with particular attention to the role of nature in educational, formative and empowerment processes. - Educational and educating landscapes: comparative analysis of specialised spaces (schools, universities, museums) and non-specialised ones (public spaces, parks, gardens) as environments for diffuse learning whose potential is often underexpressed. - Critical analysis and implementation strategies: compositional, functional, technical and ecological reading of case studies, and identification of opportunities for educational enhancement. - Shared design and collaborative processes: development of participatory methodologies and experimentation with innovative and inclusive design concepts within multidisciplinary contexts.
Keywords	Educational / educating landscapes Pedagogical spaces Right to nature Landscape design Collaborative design
Recommended Prerequisites	Familiarity with the basic concepts of landscape, nature, space, and communication. No specific technical skills are required.
Propaedeutic Courses	
Teaching Format	Online dialogic lectures including presentation, analysis and discussion of case studies. In-person moments of exchange and discussion during the summer school.
Mandatory Attendance	See master's regulations.
Specific Educational Objectives and Learning Outcomes	- Recognising, analysing and critically applying the role of landscape design in shaping specialised open spaces (educational spaces) and non-specialised ones (educating landscapes). - Developing pedagogical strategies within the design of open spaces, integrating physical, relational and symbolic dimensions,

	with particular attention to the role of nature. - Critically analysing open space projects by identifying compositional, functional, technical and ecological choices, in order to strengthen the ability to work within multidisciplinary teams. - Identifying opportunities for implementation and improvement of open space projects with regard to pedagogical aspects, articulated in relation to goals such as education, training and empowerment. - Designing innovative educational/educating open spaces by redefining strategies, functions, compositional and material choices, and equipment. - Developing methodologies that foster the active involvement of students, teachers, designers and communities in shared design processes.
Specific Educational Objectives and Learning Outcomes (additional info.)	- Developing awareness of the role of landscape design in its cultural and socio-ecological value within contemporary urban development. - Exercising creative and imaginative capacities as a key component of the design process. - Developing effective communication skills, constructive dialogue and collaborative design abilities as methods for engaging and integrating within multidisciplinary working groups.
Assessment	Written and illustrated report (maximum 10,000 characters) providing an in-depth analysis of a case study and proposing creative and inclusive strategic and design-oriented actions for its implementation from an educational/educating perspective, based on the principles shared during the course and the insights that emerged from collective discussions.
Evaluation Criteria	- Theoretical understanding (35%) Mastery of the key concepts of the course. - Design and application (35%) Quality of the critical analysis of the case study and ability to develop an integrated, innovative and inclusive design concept. - Participation and reflexivity (30%) Active engagement in collaborative activities and critical reflection on the design processes.
Required Readings	• E.Bortolotti, P.Palmulli, A.Frigerio, *The right to nature. Towards a new urban landscape / Il diritto alla natura. Per un nuovo paesaggio urbano.* Actar, New York – Barcellona,

	2024 • P. Villa, *Solido come un Parco. Esperienze e proposte di verde urbano*. Edagricole, Milano, 2011 • A. Frigerio, L. Montedoro, “Reconstructing the Campus of the Somali National University in Mogadishu: The Vision for a Park of Knowledge”. In Scuola democratica (Ed.), Proceedings of the Third International Conference of the journal Scuola democratica. Education and/for Social Justice. Vol. 2: Cultures, Practices, and Change (pp. 842-848). Associazione per Scuola Democratica, 2025
Supplementary Readings	-
Further Information	-
Sustainable Development Goals (SDGs)	Quality education, Climate action, Sustainable cities and communities