

Syllabus

Kursbeschreibung

Titel der Lehrveranstaltung	Innovative Projects and Actions: Sharing, Reflecting, Evaluating
Code der Lehrveranstaltung	56001
Zusätzlicher Titel der Lehrveranstaltung	
Wissenschaftlich-disziplinärer Bereich	PAED-02/A
Sprache	Italienisch
Studiengang	Weiterbildender Master (Aufbaustufe) "EDENSPACES - Gestaltung von Lernlandschaften zwischen Pädagogik, Architektur, Design und Natur"
Andere Studiengänge (gem. Lehrveranstaltung)	
Dozenten/Dozentinnen	Prof. Beate Christine Weyland, Beate.Weyland@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/2218 Prof. Alessandro Luigini, Alessandro.Luigini@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/36064 Prof. Daniele Ietri, Daniele.Ietri@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/39744
Wissensch. Mitarbeiter/Mitarbeiterin	
Semester	Alle Semester
Studienjahr/e	-
KP	3
Vorlesungsstunden	6 h (Prof. Weyland Beate) 6 h (Prof. Ietri Daniele) 6 h (Prof. Luigini Alessandro)

Laboratoriumsstunden	0
Stunden für individuelles Studium	57
Vorgesehene Sprechzeiten	0
Inhaltsangabe	The module addresses the theme of innovative design in educational spaces in dialogue with the needs of the territory, with the aim of developing tools for sharing, reflecting and evaluating the processes of change activated by the participants during the Master's course. The course invites participants to explore the pedagogical, spatial and territorial dimensions of innovation, fostering the ability to read their projects as transformative and generative experiences of cultural, social and environmental impact. The three perspectives - pedagogical and spatial (Weyland), territorial policies (Ietri), and architectural and communicative (Luigini) - intertwine to provide participants with an integrated vision of innovation in educational landscapes.
Themen der Lehrveranstaltung	Part I – Beate Weyland (6 hours) Topic: The pedagogy of design: reflecting and regenerating the educational space - The pedagogical interpretation of spaces as a design tool. - Analysis of the educational space: tools and processes for active engagement. - The "school as a living organism": ecological and regenerative perspective. Part II – Daniele Ietri (6 hours) Topic: Territorial policies - Geographical reading of projects: contexts and territorial evidence, actors, flows, relationships. - Territory and innovation: educating spaces and territorial transformations. - Local development, networks, and governance: how educational spaces become community devices. Part III – Alessandro Luigini (6 hours) Topic: The language of architecture for designing innovation

	- The graphic-visual language for architecture. - Digital tools for project storytelling and communication.
Stichwörter	Educational Innovation – Educating Landscapes – Pedagogy of Space – Architecture – Territorial Policies – Local Development – Graphic-Visual Languages – Governance – Evaluation – Integrated Design
Empfohlene Voraussetzungen	
Propädeutische Lehrveranstaltungen	
Unterrichtsform	Conducted in person, through a dialogic and interdisciplinary approach; complemented by online sessions for targeted in-depth exploration.
Anwesenheitspflicht	See master's degree regulations
Spezifische Bildungsziele und erwartete Lernergebnisse	- Understand the connections between pedagogy, architecture and territory in innovative design. - To develop skills in the critical analysis of educational spaces as devices for learning and inclusion. - To acquire tools for the representation, narration and evaluation of projects from an interdisciplinary perspective. - To promote the ability to read spatial projects and interventions as transformative processes with cultural, social and environmental impact. At the end of the module, participants will be able to: Develop innovative projects that integrate pedagogical, spatial and territorial dimensions. Apply participatory reflection and evaluation methodologies to their projects. Use digital and visual tools to communicate the educational and cultural value of project actions. Argue project choices in relation to local policies and community networks
Spezifisches Bildungsziel und erwartete Lernergebnisse (zusätzliche Informationen)	

Art der Prüfung	Analytical and Design Report: presentation of an architectural, landscape, or territorial intervention project, including visual representation and critical reflection on the process, analysis of the innovation pathway, and the connections among the three perspectives of the course.
Bewertungskriterien	Consistency between objectives, analysis, and design solutions. Ability to integrate pedagogical, territorial, and architectural dimensions. Quality of visual representation and project narrative. Originality and cultural, social, and environmental impact of the proposals. Active participation in dialogic and interdisciplinary activities.
Pfichtliteratur	Extracts from the recommended texts
Weiterführende Literatur	Ietri D, Mastropietro E., (2026, in press) Studi sul Qui. Interno vista mare. Stagione 5, Mimesis, Milano-Udine Ietri D, Mastropietro E., (2025) Studi sul Qui. Nel Paese del Delta. Stagione 4, Mimesis, Milano-Udine Ietri D, Mastropietro E., Zemoz A., (2024) Studi sul Qui. La Linea. Stagione 3, Mimesis, Milano-Udine Ietri D. e Mastropietro E. (a cura di, 2023), Studi sul Qui. Residenza nel paese interno. Stagione 2, Mimesis, Milano-Udine. Ietri D. e Mastropietro E. (a cura di, 2020), Studi sul Qui. Deep mapping e narrazione dei territori. Stagione 1, Mimesis, Milano-Udine. Luigini A. (2021). Adnexus. Una indagine interdisciplinare tra immagine, disegno e arte. Libria, collana Mosaico. Luigini, A., & Panciroli, C. (Eds.). (2021). <i>Educare all'Arte / L'Arte di educare. Atti del convegno ARTEDU2021</i>. Franco Angeli.

	Weyland B., Luigini A., Leone T. (2021). <i>Tortoreto padlab: Collimare. Un laboratorio di progettazione condivisa tra architettura e pedagogia</i>. Milano: Guerini Scientifica. Weyland B., Sigillo B. (2025). <i>Dwelling schools. Between Pedagogy and Architecture</i>. Oxford: Peter Lang. Open Access. Dwelling Schools - Peter Lang Verlag Viteritti A., Weyland B. (2026). School in/as Public Space. Constructing Quality in Action. In Fassari L. G., Low M.,(eds.). The Social Quality of Public Space. Integration, Strategy, Subjectivation. London: Routledge. Weyland B. (2014). <i>Fare Scuola. Un corpo da reinventare</i>. Guerini: Milano. Weyland B., Attia S. (2015). <i>Progettare scuole Tra pedagogia e architettura</i>. Milano: Guerini.
Weitere Informationen	
Ziele für nachhaltige Entwicklung (SDGs)	Hochwertige Bildung, Industrie, Innovation und Infrastruktur, Partnerschaften zur Erreichung der Ziele, Nachhaltiger Konsum und Produktion, Nachhaltige Städte und Gemeinden