# Syllabus

## *Course Description*

| | |
|---|---|
| **Course Title** | Innovative Projects and Actions: Sharing, Reflecting, Evaluating |
| **Course Code** | 56001 |
| **Course Title Additional** | |
| **Scientific-Disciplinary Sector** | PAED-02/A |
| **Language** | Italian |
| **Degree Course** | Master 2nd level EDENSPACES - Designing Educational Landscapes: A Dialogue Between Pedagogy, Architecture, Design and Nature" |
| **Other Degree Courses (Loaned)** | |
| **Lecturers** | Prof. Beate Christine Weyland,<br>Beate.Weyland@unibz.it<br>https://www.unibz.it/en/faculties/education/academic-staff/person/2218<br>Prof. Alessandro Luigini,<br>Alessandro.Luigini@unibz.it<br>https://www.unibz.it/en/faculties/education/academic-staff/person/36064<br>Prof. Daniele Ietri,<br>Daniele.Ietri@unibz.it<br>https://www.unibz.it/en/faculties/education/academic-staff/person/39744 |
| **Teaching Assistant** | |
| **Semester** | All semesters |
| **Course Year/s** | - |
| **CP** | 3 |
| **Teaching Hours** | 6 h (Prof. Weyland Beate)<br>6 h (Prof. Ietri Daniele)<br>6 h (Prof. Luigini Alessandro) |
| **Lab Hours** | 0 |
| **Individual Study Hours** | 57 |

| | |
|---|---|
| Planned Office Hours | 0 |
| Contents Summary | 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.<br>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.<br>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. |
| Course Topics | Part I – Beate Weyland (6 hours)<br>Topic: The pedagogy of design: reflecting and regenerating the educational space<br><br>- The pedagogical interpretation of spaces as a design tool.<br>- Analysis of the educational space: tools and processes for active engagement.<br>- The "school as a living organism": ecological and regenerative perspective.<br><br>Part II – Daniele Ietri (6 hours)<br>Topic: Territorial policies<br><br>- Geographical reading of projects: contexts and territorial evidence, actors, flows, relationships.<br>- Territory and innovation: educating spaces and territorial transformations.<br>- Local development, networks, and governance: how educational spaces become community devices.<br><br>Part III – Alessandro Luigini (6 hours)<br>Topic: The language of architecture for designing innovation<br><br>- The graphic-visual language for architecture.<br>- Digital tools for project storytelling and communication. |

| | |
|---|---|
| **Keywords** | Educational Innovation – Educating Landscapes – Pedagogy of Space – Architecture – Territorial Policies – Local Development – Graphic-Visual Languages – Governance – Evaluation – Integrated Design |
| **Recommended Prerequisites** | |
| **Propaedeutic Courses** | |
| **Teaching Format** | Conducted in person, through a dialogic and interdisciplinary approach; complemented by online sessions for targeted in-depth exploration. |
| **Mandatory Attendance** | See master's degree regulations |
| **Specific Educational Objectives and Learning Outcomes** | - Understand the connections between pedagogy, architecture and territory in innovative design.<br>- To develop skills in the critical analysis of educational spaces as devices for learning and inclusion.<br>- To acquire tools for the representation, narration and evaluation of projects from an interdisciplinary perspective.<br>- To promote the ability to read spatial projects and interventions as transformative processes with cultural, social and environmental impact.<br>At the end of the module, participants will be able to:<br><br>Develop innovative projects that integrate pedagogical, spatial and territorial dimensions.<br>Apply participatory reflection and evaluation methodologies to their projects.<br>Use digital and visual tools to communicate the educational and cultural value of project actions.<br>Argue project choices in relation to local policies and community networks |
| **Specific Educational Objectives and Learning Outcomes (additional info.)** | |
| **Assessment** | 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. |
| **Evaluation Criteria** | Consistency between objectives, analysis, and design solutions. |

| | |
|---|---|
| | Ability to integrate pedagogical, territorial, and architectural dimensions.<br>Quality of visual representation and project narrative.<br>Originality and cultural, social, and environmental impact of the proposals.<br>Active participation in dialogic and interdisciplinary activities. |
| **Required Readings** | Extracts from the recommended texts |
| **Supplementary Readings** | Ietri D, Mastropietro E., (2026, in press) Studi sul Qui. Interno vista mare. Stagione 5, Mimesis, Milano-Udine<br><br>Ietri D, Mastropietro E., (2025) Studi sul Qui. Nel Paese del Delta. Stagione 4, Mimesis, Milano-Udine<br><br>Ietri D, Mastropietro E., Zemoz A., (2024) Studi sul Qui. La Linea. Stagione 3, Mimesis, Milano-Udine<br><br>Ietri D. e Mastropietro E. (a cura di, 2023), Studi sul Qui. Residenza nel paese interno. Stagione 2, Mimesis, Milano-Udine.<br><br>Ietri D. e Mastropietro E. (a cura di, 2020), Studi sul Qui. Deep mapping e narrazione dei territori. Stagione 1, Mimesis, Milano-Udine.<br><br>Luigini A. (2021). Adnexus. Una indagine interdisciplinare tra immagine, disegno e arte. Libria, collana Mosaico.<br><br>Luigini, A., & Panciroli, C. (Eds.). (2021). *Educare all'Arte / L'Arte di educare. Atti del convegno ARTEDU2021*. Franco Angeli.<br><br>Weyland B., Luingini A., Leone T. (2021). *Tortoreto padlab: Collimare. Un laboratorio di progettazione condivisa tra architettura e pedagogia.* Milano: Guerini Scientifica. |

| | |
|---|---|
| | Weyland B., Sigillo B. (2025). *Dwelling schools. Between Pedagogy and Architecture.* Oxford: Peter Lang. Open Access.<br><br>Dwelling Schools - Peter Lang Verlag<br><br>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.<br><br>Weyland B. (2014). *Fare Scuola. Un corpo da reinventare.* Guerini: Milano.<br><br>Weyland B., Attia S. (2015). *Progettare scuole Tra pedagogia e architettura.* Milano: Guerini. |
| **Further Information** | |
| **Sustainable Development Goals (SDGs)** | Quality education, Industry, innovation and infrastructure, Partnerships fot the goals, Responsible consumption and production, Sustainable cities and communities |