



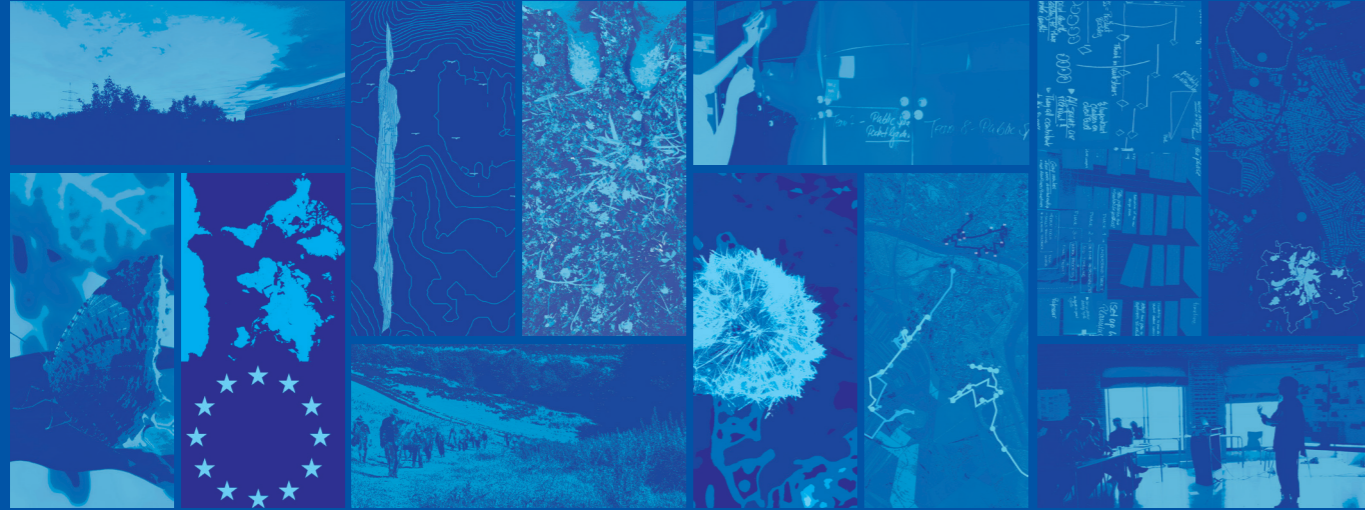
imla

International
Master of Landscape
Architecture

Course Handbook

Broaden your horizon. Study landscape architecture.

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Why Landscape Matters



Dr. Ellen Fetzer

Course Coordinator
International Master of
Landscape Architecture
(IMLA)

President
European Council of
Landscape Architecture
Schools (ECLAS)



Do you want to make this world a better place? Do people really matter to you? Are you concerned about nature and the state of our environment? Are you passionate about designing positive futures? Then landscape architecture is the right domain for you. Here you find the engineers of sustainability. A visionary crowd that is crazy about landscape.

Before you will dive deeper into this study programme, let me share a few thoughts about landscape. First: What do we NOT mean by landscape? Landscape is not about golf courses. It is not the expensive outdoors of a hotel complex for high-class tourism. It is not about the elaborated garden design of some prosperous family. All of these are only tiny elements of our landscapes.

In Europe, we understand landscape in the sense of the European Landscape Convention, opened for signature in Florence in the year 2000. According to this convention, we consider landscape as an important part of the quality of life for people everywhere: in urban areas and in the countryside, in degraded areas as well as in areas of high quality, in areas recognised as being of outstanding beauty as well as everyday areas. Landscape is an area, as perceived by people, whose character is the result of the action and interaction of natural and/or human factors (ELC, 2000).

In that sense, landscapes become our key to sustainable development, in the very sense of the United Nations' 17 Goals. Landscape is a platform, a perspective and a framework that

allows for understanding the systems that are shaping and determining our environment. At the same time, it is our joint reference for goal setting, visioning and design for sustainability – together with everyone who is sharing this landscape with us.

Landscape architecture is the profession that brings sustainability down to our community environments, to our everyday landscapes. We do this together with many other knowledge domains and professions. This is what it is all about, no matter if you study in Europe or elsewhere in the world.

The United Nations Sustainable Development Agenda calls on everyone to take action. We will show you one possible approach. It is by far not the only one, but an increasingly relevant one.

We hope you will share our passion for landscapes.

“Landscape architecture contributes in particular to SDGs 11, 13 and 15. In addition, we foster systemic thinking to create effective synergies with many other sustainable development goals.”



<https://www.un.org/sustainabledevelopment/news/communications-material/>



IMLA at a glance

The International Master's Programme in Landscape Architecture (IMLA) is a cooperation between two noted German universities:

- Nürtingen-Geislingen University (HfWU)
- Weihenstephan-Triesdorf University of Applied Sciences (HSWT)

The Programme was founded in the year 2001.

Several partner universities across Europe are in cooperation with us in international projects and seminars.

The IMLA programme is accredited in accordance with the requirements of the Europe-wide IFLA-Europe Education Policy Document and the guidelines of the worldwide UNESCO/UIA Charter of Architectural Education.

Degree

Master of Engineering (M.Eng)

Location of Studies

The programme location alternates each year between the cities of Nürtingen and Freising (Weihenstephan), based on the year of application. IMLA lecturers teach at both universities.



Nürtingen-Geislingen University of Applied Sciences, Baden-Württemberg, Germany

Photo: Arati Amitraj Uttur



Weihenstephan-Triesdorf University of Applied Sciences, Bavaria, Germany

Photo: Arati Amitraj Uttur



How to apply

Deadline for applications is 15th of November each year

International applicants are strongly recommended to submit their application as early as possible in order to avoid delays during the application peak time.

Applications for both locations of studies are submitted via the Uni-Assist Applicant Portal.

Please check our website for further information and application:
<https://www.imla-campus.eu/application>

Programme start

Each year in the summer term (March), always in the year after the application deadline.

Duration of studies

The modular programme lasts three semesters (90 credits).

The first and the second semester take place at one of the partner universities and focus on the basic and project modules. The third semester includes an Elective (international project or international seminar) and the Master's Thesis.

Depending on students' previous qualifications (Bachelor's degree less than 210 credits or a degree other than landscape architecture) an additional internship and an additional international seminar will be required. In this case the duration of studies will add up to four semesters (120 credits).

Course language

The language of instruction of the IMLA programme is English. An English language certificate at level B2 in the European Reference Framework for Languages CEFR (or equivalent) is required for the application.

German up to level A2 is taught as part of the programme in order to prepare students who require the additional semester for professional internship. The respective certificate (A2 / CEFR) needs to be submitted until the end of the first year of studies.

Contact Information:



Nürtingen-Geislingen University

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Weihenstephan-Triesdorf University of Applied Sciences

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IMLA Programme Director:
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IMLA Programme Coordinator:
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+49 8161713119
stefanie.gruber@hswt.de



www.imla-campus.eu

IMLA Team



Dr. Ellen Fetzer
IMLA Programme Coordinator

Landscape Planner
Focusing on social innovation, computer supported collaborative learning and online seminars in international cooperation.
President of ECLAS, the European Council of Landscape Architecture Schools

- Topics in IMLA
- General concept and coordination
 - Planning and Design Methods I : Landscape Education for Democracy
 - Planning and Design Methods II : Landscape Architecture Research
 - Electives
 - International Seminar



Stefanie Gruber
IMLA Programme Coordinator

Landscape Architect
Focusing on open space planning

- Topics in IMLA
- General concept and coordination
 - Main Project II



Prof. Dr. Roman Lenz
IMLA Programme Director

Agricultural Biologist
Focusing on landscape planning and landscape ecology
Research topics: system-oriented integrated approaches for environmental planning and transdisciplinary approaches

- Topics in IMLA
- Landscape Basics
 - Main Project I and other planning and design studios



Prof. Ingrid Schegk
IMLA Programme Director

Landscape Architect and Urban Planner
Focusing on landscape design and construction
Research topics: resilient landscape design, landscape construction and material science, vernacular (landscape) architecture, technical planning and detailing and planning process management
Co-founder of Schegk Landschaftsarchitekten

- Topics in IMLA
- Planning and Project Management II / Process Management
 - Main Project II and other planning and design studios
 - Planning and Design Methods II / Landscape Architecture Research (occasionally)



Prof. Dr. Michael Roth

Professor for Landscape Planning and Landscape Informatics
Focusing on Landscape, Spatial and Environmental Planning including the Use of Digital Technologies in Planning
Research topics: Visual Landscape Quality Assessment, Renewable Energies and Landscape Quality, Visualisation and Participation in Planning

- Topics in IMLA
- Planning and Design Methods I / Planning and Design Methods in Landscape Architecture
 - Planning and Design Methods II / Evaluation and Assessment



Prof. Karl-Heinz Einberger

Artist
Focusing on sculpture, participation, public space

- Topics in IMLA
- Planning and design projects



Prof. Uta Stock-Gruber

Landscape Architect and Urban Planner
Focusing on landscape architecture and planning

Topics in IMLA

- Landscape Basics
- Planning and Design Methods I / Planning and Design Methods in Landscape Architecture
- Planning and design projects



Prof. Dr. Sabrina Wilk

Professor for architectural graphics, drawing and visualisation
Landscape Architect in the Bavarian Chamber of Architects
Lecture emphasis on graphics, design approaches and history of landscape design and representation
Research topics: Perspective visualisation in landscape architecture, history of landscape representation

Topics in IMLA

- Landscape Basics
- International Planning and Design II / International Approach to Planning and Design



Jan Gittinger

Graduate in Adult Education
Systemic consultant and supervisor
Experienced consultant, trainer and coach in various industries
Specialist in project management, leadership and management tools
Own company for personal counseling and organisational development

Topics in IMLA

- Planning and Project Management I + II



Prof. Dr. Markus Reinke

Landscape Architect with special knowledge in landscape planning
Focusing on environmental planning and ecology
Research topics: Implementation and development of environmental planning and protection instruments, renewable energies and environmental effects, cultural heritage

Topics in IMLA

- International Planning and Design II / Planning Systems
- Planning projects (occasionally)



Prof. Dr. Olaf Schroth

Professor for Geodesign and Landscape Informatics
Specialising in developing and testing digital technologies in landscape architecture (GIS, CAD, Visualisation, Digital Terrain Modeling, BIM) in order to facilitate landscape planning processes and to address current challenges, e.g. climate change, urbanisation and new energy systems
Research topics: landscape and visual impact assessment, participatory and online GIS, landscape visualisation and the impact of climate change adaption and mitigation on the landscape scale

Topics in IMLA

- Information Technologies in Planning and Design I / GIS I and GIS-based visualisation
- Information Technologies in Planning and Design II / Seminar IT and Digital Terrain Modeling
- Planning and design projects (occasionally)



Prof. Dr. Birgit Kröniger

Landscape Architect and Urban Planner
Focusing on design theory and design methods, design of urban spaces
Co-founder of ver.de landschaftsarchitektur in Freising, Germany

Topics in IMLA

- Planning and design projects



Prof. Dr. med. Barbara Wild

Psychiatrist, neurologist and psychotherapist
Focusing on psychology and neurobiology of psychological trauma and emotional processes
Research topics: Humor as an ability and coping strategy for psychiatric and psychosomatic illness and how to improve humor

Topics in IMLA

- Main Project I



Walter Demel

Landscape Planner
Focusing on GIS, Remote Sensing and Digital Terrain Modeling
Research topics: Geodesign, Ecosystem Analysis

Topics in IMLA

- Information Technologies in Planning and Design II / Digital Terrain Modeling



Dr. Werner Rolf

Landscape Ecologist and Landscape Planner
Focusing on integrated Landscape Management, Green Infrastructure and GIS applications in Landscape Ecology and Environmental Planning
Research and Teaching Associate at TUM
Research topics: transformative research, methods of applied landscape research, Co-design, cooperative and collaborative approaches in research and planning

- Topics in IMLA
- IT in Planning and Design I / GIS II
 - Main Project I



Prof. Birgit Schmidt

Landscape Architect
Focusing on open space planning
Research topics: inclusive design, cemetery development

- Topics in IMLA
- Main Project II and other planning and design studios



Prof. Christoph Jensen

Architect and Urban Planner
Focusing on Architecture and Urbanism
Research topics: Urban Density and Residential Architecture

- Topics in IMLA
- Main Project II and other planning and design studios



Prof. Dr. Frieder Luz

Professor for Landscape Technology and Landscape Development
Focusing on landscape planning, vegetation techniques and soil bioengineering
Research topics: acceptance and implementation of landscape plans

- Topics in IMLA
- Planning projects



Prof. Fritz Auweck

Landscape Architect and Urban Planner
Focusing on Landscape- and Regional Development
Active in IFLA (International Federation of Landscape Architects) Europe and IFLA World Delegate of BAK (German Federal Chamber of Architects) and bdla for IFLA
Chairman for International Affairs bdla (Bund Deutscher Landschaftsarchitekten)

- Topics in IMLA
- Main Project I and other projects



Matthias Thoma

Landscape Architect
M.Sc. in Computer Science
Focusing on CAD and Visualisation

- Topics in IMLA
- Information Technologies in Planning and Design II / Visualisation



Prof. Sonja Hörster

Landscape Architect and Permaculture Designer
Focusing on design oriented participation and co-creation, process facilitation and sustainable planning
Research topics: participation, governance, patterns of sustainable planning

Co-founder of Institut für Partizipatives Gestalten in Oldenburg and Berlin, Germany
<https://www.partizipativ-gestalten.de/>

- Topics in IMLA
- Planning and Project Management I / Work Methodology
 - Planning and Project Management II / Project Communication

Photo credit: Roland Wehking (IPG)



Prof. Dr. Kristin Faurest

Director of education at Bernheim Arboretum and Research Forest near Louisville, Kentucky. Doctorate in landscape architecture from Corvinus University of Budapest and is affiliated with the IMLA programme as a visiting lecturer since 2009.

She has taught the course "Language, Culture, Landscape," which explores perceptions and concepts of landscape of countries around the world, since 2013.

- Topics in IMLA
- International seminar



IMLA Module Overview

Course contents

IMLA follows the definition coined by ECLAS, the European Council of Landscape Architecture Schools:

'Landscape architecture as a field of professional activity, and an academic discipline, is concerned with the shaping of landscapes at various scales. Core competences of landscape architecture centre on the process of intervention in landscapes to create new or revitalised places, by means of landscape planning, design and management, as well as by project implementation.'

The programme structure ensures direct implementation of the IMLA's international approach by requiring study at various locations during project work, thus acquainting the students with different planning cultures.

Modular study

The IMLA programme comprises the following practice-based subject areas:

- Planning and Project Management
- Information Technologies in Planning and Design
- Planning and Design Methods
- International Planning and Design
- Planning and Design Studios
- Master's Thesis and Electives

Students benefit from international online seminars with guest speakers from all over Europe. Advanced digital learning methods as well as a modern digital learning management system support effective studies.

Thematic Focus

The IMLA focuses on topical aspects of landscape architecture, also from an international perspective. At present, the projects are mainly related to urban and peri-urban landscapes in Germany, Europe and beyond.

Students in this programme:

- Envision alternative futures
- Apply methodical approaches
- Link planning and design
- Improve leadership qualities
- Make international contacts
- Get involved in projects throughout Europe and beyond
- Learn how to deal with various landscapes within different planning systems and cultures
- Benefit from the joint know how of two universities and their international partners
- Get inspired by noted guest lectures

Target group

The IMLA addresses graduates with a bachelor's degree in landscape architecture or a related discipline with a planning and spatial relevance.



Planning and Project Management



IT in Planning and Design



Planning and Design Methods



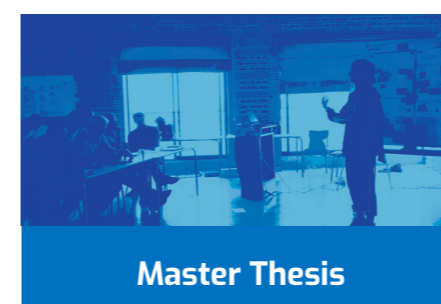
Landscape Basics



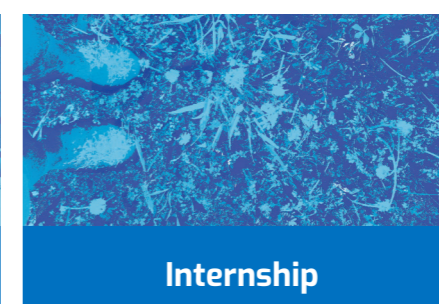
International Planning and Design



Main Projects



Master Thesis



Internship



Electives and Seminars

Semester 1 (Summer Term)

Landscape Basics 5 credits

- Landscape Basics (5 credits)

Planning and Design Methods 1 5 credits

- Planning and Design methods in Landscape Architecture (3 credits)
 - Landscape Education for Democracy (2 credits)

Elective 5 credits

Any of the online elective seminars can be selected

Planning and Project Management 1 5 credits

- Project Management in Spatial Planning (3 credits)
- Work Methodology (2 credits)

Main Project 1 10 credits

Landscape issues in the regional or local context with a focus on the integrated planning and design approach bridging scales, topics and methods.

Internship (Preparatory assessment 1) 25 credits

Students with a 3-year bachelor degree or a degree other than landscape architecture must complete a 12-week internship at a landscape architecture office before starting their master thesis.

- Internship (20 credits)
- Internship report (5 credits)

Information Technologies in Planning and Design 1 5 credits

- GIS I (2 credits)
- GIS II (3 credits)

Additional semester (3 or 4)

Semester 2 (Winter Term)

International Planning and Design 5 credits

- Planning Systems (3 credits)
- International Approach to Planning and Design (2 credits)

Planning and Design Methods 2 5 credits

- Evaluation and Assessment (3 credits)
- Landscape Architecture Research (2 credits)

International Seminar (Preparatory assessment 2) 5 credits

The seminar touches upon topical issues in landscape architecture from an international perspective

Planning and Project Management 2 5 credits

- Strategic Project Management (3 credits)
- Project Communication (2 credits)

Main Project 2 10 credits

Current international issues of landscape architecture in the fields of design and planning, primarily in the sectors context - concept - composition with changing topics and planning areas

Master Thesis 25 credits

Choose one out of three possible time frames within the second year for working and completion of the Master Thesis

- Thesis (21 credits)
- Thesis defence (4 credits)

Information Technologies in Planning and Design 2 5 credits

- DIM and Visualisation (3 credits)
 - IT Seminar (2 credits)

Semester 4 (or 3)

Landscape Basics

Relationship to other modules within the course

The landscape Basics are directly related to the thematic modules and create the base of landscape architecture, in which skills can be trained.

Total credits:

5 credits (125 hours)

Presence / Contact hours: 50%
Follow-up / Self-study / Presentation: 50%

Module Goals

Landscape Basics aims at building a joint knowledge basis for the interdisciplinary IMLA student audience. Students develop a joint understanding of landscape as a holistic and multidisciplinary concept.

The overarching learning goal of Landscape Basics is a thorough understanding of all environmental media (soil, water, climate / air, flora, fauna) and the land use systems in our region. In this way, a sound professional competence for our significant object of landscape architecture, namely the landscape, is to be ensured. Current issues and tasks of landscape architecture from the fields of landscape functions and ecosystem services are worked out and explained conceptually and on excursions.

Contents

- Presentation of different landscape concepts and their suitability for planning.
- Explanation of environmental factors and land use.
- Use of different methods of landscape analysis and assessment using the example of a regional landscape area.
- Development and evaluation of landscape functions and ecosystem services for the landscape area, taking various factors into account (dealing with complexity and dynamics)
- Presentation and defense of one's own work.
- If necessary, basic planning and design methods are also practiced in order to balance the different levels of knowledge of the interdisciplinary study group.

Teaching format

Lectures as well as individual project work with seminar components, thematic excursions, exercises, lectures and presentations

Relation of the module to sustainable development

Landscape Basics includes all essential aspects of ecological sustainability. The spatial context usually also requires further approaches with the aim of economic and social sustainability. In this sense, integrative approaches to thinking and planning are professionally supported.

Module manager

Prof. Dr. Roman Lenz

Lecturers

Landscape Basics:

Prof. Dr. Roman Lenz

Prof. Dr. Mirijam Gaertner

Prof. Dr. Alexander Peringer

Prof. Dr. Matthias Drösler

Prof. Dr. Sabrina Wilk

Prof. Uta Stock-Gruber

Landscape Basics has the following specific qualification goals:

- Get to know the environmental media and landscapes conceptually and practically, and apply this knowledge independently for a landscape area (professional competence)
- Develop all the relevant landscape system relationships in the region that is mostly new to the student (technical and system competence)
- Deal with planning systems and landscape concepts (system competence)
- In individual work, in an unknown and complex context, introduce what you have learned and defend it in the plenum (self and social competence)



Landscape Basics :
Excursion to Murnauer Moos, Bad Tölz, Icking and surrounding inneralpine gravel plain formations from the ice ages

Photo:
Arati Amitraj Uttur



Landscape Basics :
Understanding geological formations along with present-day earth layer samples

Photo:
Arati Amitraj Uttur

International Planning and Design



approaches, design styles and examples implemented within the legal and technical framework are analyzed and reflected on in an international comparison.

Relation of the module to sustainable development

The references of this module to sustainable development lie in the consideration of ecological consequences of development projects and the planning tasks for the development of the "green infrastructure" and of nature and landscape. Social aspects are touched by the questions of planning cultures, planning legitimation and public participation. The module thus includes v. a. the ecological and social dimension of sustainability.

Teaching format

Lecture with exercises. Knowledge transfer is combined with independent reflection of internationally used approaches and methods of representation in the national planning philosophies.

Relationship to other modules within the course

The knowledge acquired in this module is applied in the context of the module 'Main Project 2' and 'International Project' in a practical training context.

Total credits:
5 credits (125 hours)

Presence / Contact hours: 33.3%
Follow-up / Self-study / Presentation: 33.3%
Groupwork / Tasks : 33.3%

Module Goals

Landscape architecture is increasingly determined by European framework conditions and guidelines as well as globally used planning instruments. The profession operates worldwide in different methodological, cultural and legal framework conditions.

However, some framework conditions are similar due to international organisations (UNESCO, EUROPARC etc.) and basic methodological approaches (SWOT analysis, ecological risk analysis) and therefore in terms of knowledge and application for internationally active landscape architects.

The aim of this module is to understand and apply subject-related, internationally used policy and planning tools and the ability to work in various international or continental planning cultures and systems. The competence to reflect on the specifics of these planning cultures and systems should also be trained and improved in an international context.

and design tasks in landscape architecture and their legal, methodical and technical framework

- Theory and history of graphic communication in international landscape architecture
- Analysis and application of display methods in current project work
- Findings in connection with drafting and presentation
- Competence to enter into a dialogue with the landscape architecture concepts of other countries, through sensitization for current and future fields of action, in the international spatial context as well as in the context of the member states of the European Union
- Skills in the application of methodological and substantive knowledge to planning and design practice as well as research in an international and / or cross-border spatial context

Contents

The module focuses on international aspects that increasingly influence the professional practice of landscape architects as well as subject-specific training and research. Internationally used instruments such as large protected areas, environmental impact assessments or "mitigation acts" are examples of this, but their design varies in national contexts and thus also illustrates the different understanding of nature and landscape as well as the different planning philosophies and legitimations. In addition, planning



Planning Systems: Comparison of environmental policies and planning systems between countries
A comparison of evidence based instruments for PPP making, applied to shoreline planning in the USA and marine spatial planning in Poland

Author: Nicolas Reibel

Module manager

Prof. Dr. Markus Reinke

Lecturers

Planning Systems:

Prof. Dr. Markus Reinke

International Approach to Planning and Design:

Prof. Dr. Sabrina Wilk



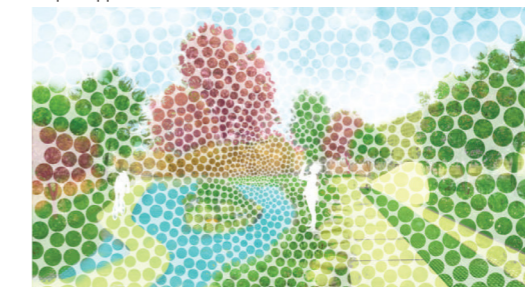
Step 1: perspective rendering in original textures



Step 2: application of colours to stimulate sensation of elements



Step 3: uniform dot-matrix as experiment to depict space



Step 4: modification of dot-matrix to intensify spatial relation and fluidity of design

A la manière: Adaptation of rendering techniques inspired by internationally known landscape architects. Adaptation inspired by Diana Balmori, used in the representation of design for Main Project 2

Author: Ho Ching Leung



Planning and Project Management 1

The teaching content is divided between the courses

- Project Management in Spatial Planning
- Work Methodology

Teaching format

Interactive seminar lessons, seminar with exercises, project work in a team, project workshop. The contents are conveyed in short theoretical inputs (interactive seminar lessons). The blocked courses are structured by work orders which are worked on, presented and reflected on in seminaristic team or individual work. Main Project 1 serves as a framework for teamwork. Typical situations in the project flow, e.g. conflict situations are reflected and solutions are worked out.

Literature / teaching material

Module reader, materials on the learning platform including the current literature list.

Special

Lecturers with relevant practical experience and special skills in dealing with international teams.

Usability of the module

The methods and instruments of project planning and control have key qualifications that can be used in all project modules of the course; the work orders and tasks in the module relate to the Main Project 1 to be worked on in the same semester.

Total credits:
5 credits (125 hours)

Presence / Contact hours: 50%
Follow-up / Self-study / Presentation: 20%
Groupwork / Tasks : 30%

Module Goals

- Know the organizational process and the structure of a planning project.
- Understand and reflect about the basics of project management, implementation and control.
- Know the principles of communication and intercultural cooperation, project-related presentation, public relations and design oriented participation.
- Being able to define and reflect on your own contribution in project teams and working groups (self-competence, social competence).
- To train leadership skills of the students in the wide range of the tasks involved in landscape architecture.

success factor. Ultimately, a constructive communication structure in the project supports the positive outcome of the project.

The following contents are introduced:

- Approaches to holistic, networked and process-based ways of thinking and acting
- Methods and instruments of project planning and control including their appropriate application, practice, reflection and development
- Special features of projects in spatial planning / landscape architecture
- Basics of project management and organization
- Agreement, planning and structuring of the work packages of a project
- The importance and structure of constructive communication structures in the project
- Constructive communication skills in planning projects
- Working methods to increase the efficiency of individual and team-related services
- Aspects such as self-evaluation, positioning as an individual and in the work team, conflict resolution strategies in the work process
- Application of problem-solving and decision making techniques in the project process
- Use of design oriented team working methods to increase creativity

Contents

A basic requirement for successful planning and implementation of projects is the ability to think holistically and integrated. Project planning and control requires the appropriate application of relevant methods and instruments. Working with and in the team plays a central role in this.

Work methods contribute to increasing the efficiency of individual and team-related services. Aspects such as self-evaluation, positioning as an individual and in the work team as well as conflict resolution strategies in the work process are conveyed. Another basic element of successful project work is the solid yet flexible planning and organization of a project.

Binding agreements on the structuring of work packages are an important

Module Manager:

Prof. Ingrid Schegk

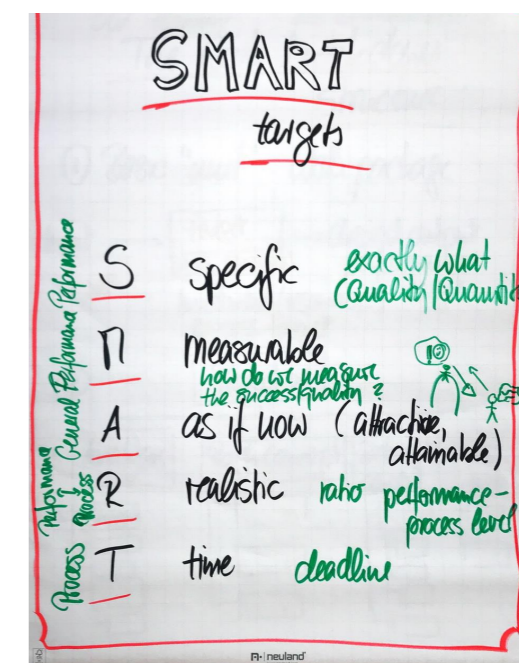
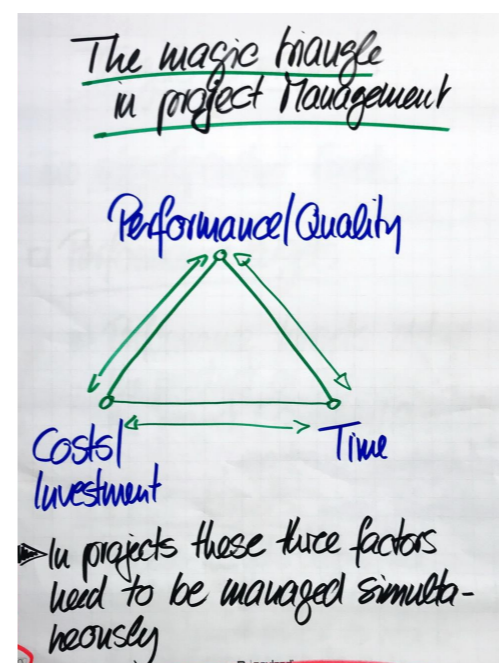
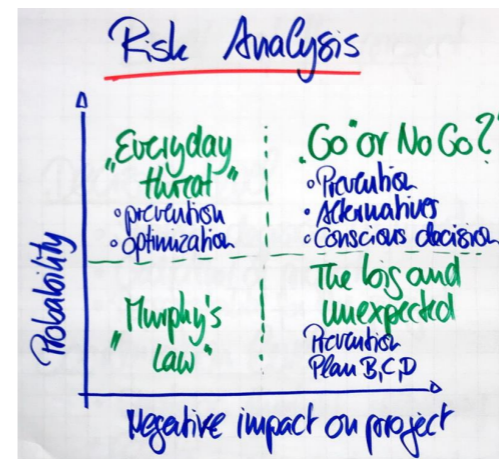
Lecturers

Project Management in Spatial Planning:

Jan Gittinger

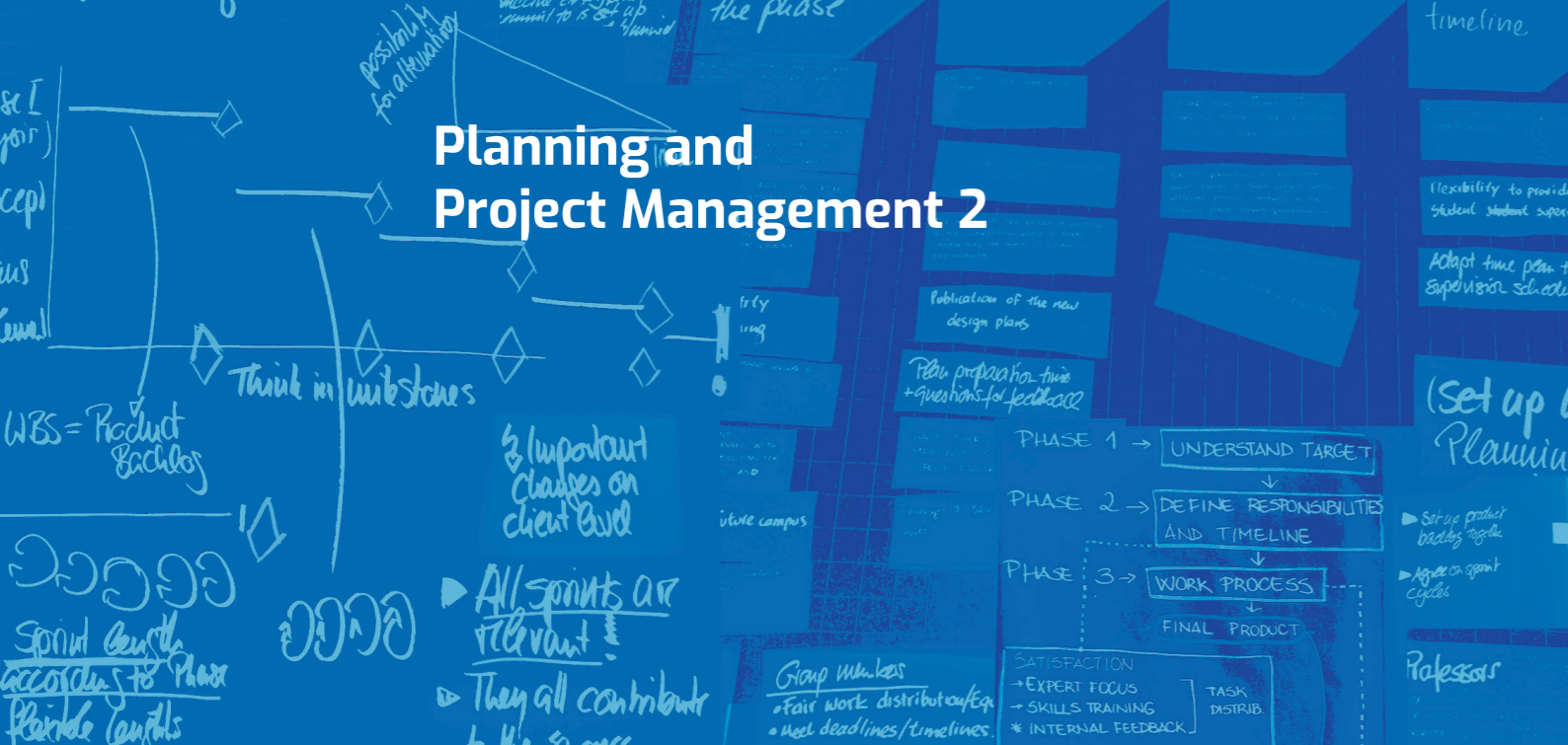
Work Methodology:

Prof. Sonja Hörster



PPM I
Tools, methods and best practices for project management with application in landscape architecture

Author:
Jan Gittinger



Planning and Project Management 2

Module Goals

Building on the knowledge and qualifications from the PPM 1 module, students acquire competences in strategy development within planning projects and work teams. In doing so, they acquire in-depth knowledge and skills to grasp, conceptualize, control, evaluate and continuously improve the process structure of a project. They internalize the principles of quality orientation and sustainable success strategies in the project. They deepen their communicative capabilities, especially in the areas of co-creative collaboration and project presentation. Theories and methods of this module are applied and trained in the main project.

Contents

Strategic project management with process orientation is the most consistent way to build up management competence both in the project and in the team and to communicate externally and internally. It is about successfully handling processes from an economic perspective through improved organization. It is also about analyzing the entire context of the planning office / project, from the clients / decision makers to all those involved and affected by the project. This leads to a sustainable success of a company and / or a project internally (within the team or office, within the project) and externally (society wide). Agile working methods and differentiated project communication on all levels play a special role.

The following content is taught:

- Principles and methods for the development of strategies and target hierarchies
- Agile working methods
- Principles, methods and tools of process management, normative requirements
- Public participation and stakeholder management. Co-creative collaboration with design methods
- Methods for monitoring and continuous improvement of processes
- Internal and external project communication, presentation strategies and techniques

The module consists of two courses: "Strategic Project Management" and "Project Communication".

Teaching format

Interactive seminar lessons, seminar with exercises, project work in a team, project workshop, business game; The content is conveyed in short theoretical inputs (interactive seminar lessons). The blocked courses are structured by work orders, which are worked on, presented and reflected on in seminar teamwork (virtual planning offices). The second main project serves as the framework for this business team game, including project communication and presentation.

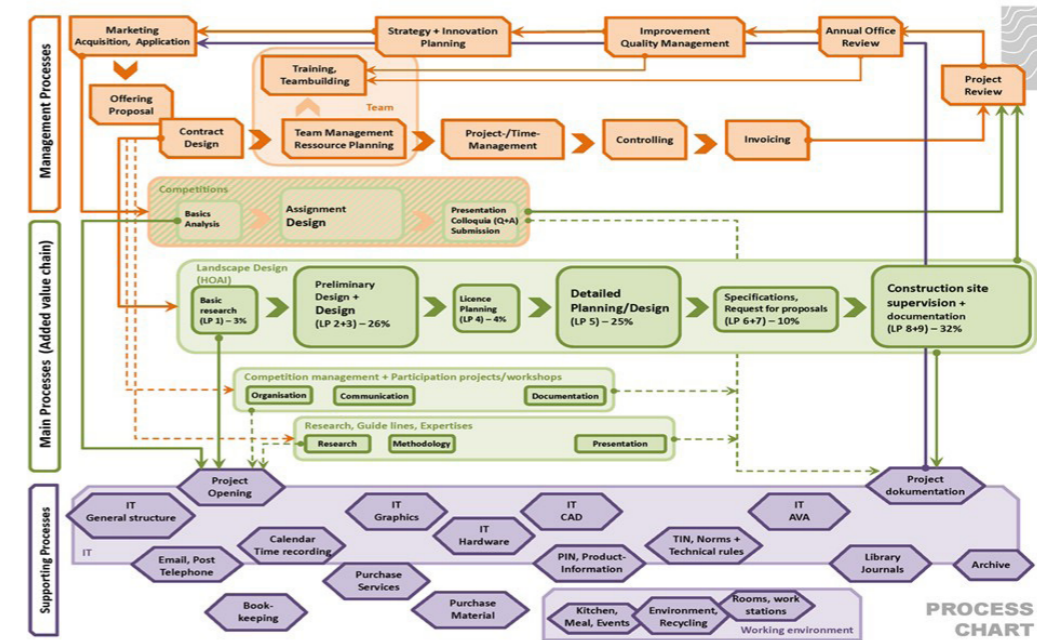
Requirements for participation

The knowledge, skills and competences acquired in module PPM 1 are required along with preparation for the module through familiarisation with the materials provided.

Usability of the module

The module teaches the control and organisation of agile elements of project work which can be used in all project modules; the work orders and tasks in the module refer to the 'Main Project 2' to be worked on in the same semester. The work teams (virtual offices) are, as far as possible and reasonable, identical with the work team of 'Main Project 2'

Relation of the module to



1.7 Organization responsibility matrix

Work and responsibilities are equally divided into the team. Project Director held responsible and accountable for mostly all duties in the aspects of management and administration and project implementation. His major role is to monitor and ensure the quality of works of all team members; Research Director held responsible for stage I (research and analysis) of project implementation. Her major duty is to collaborate with Liaison Director to ensure a high-quality background site research and analysis; Design Director held responsible for particularly stage II and III of project implementation. His major duty is to produce a comprehensive design through consulting and collaborating with the rest of the members in the organisation; Liaison Director held mostly responsible for internal administration and external liaison with clients and stakeholders concern

	Project Director	Research Director	Design Director	Liaison Director
Management and Administration				
Finance				
Client handling				
Resource management				
Liaison				
Organisation administration				
Project Implementation				
Stage I: Research and analysis				
Project definition				
Strategic framework				
Raw data collection				
Site research and analysis				
Workshop coordination				
Stage II: Conceptual development				
Idea development				
Design framework				
Stage III: Design development				
Design development				
Functional specification				
Technical specification				
Drawing and visualisation				
Support and quality control				
IT support				
Quality management				

sustainable development

Through the skills they have acquired in the field of strategic project development, students learn to think and act in an economically, socially and culturally sustainable manner.

Total credits:
5 credits (125 hours)

Presence / Contact hours: 50%
Follow-up / Self-study / Presentation: 20%
Groupwork / Tasks : 30%

Module Manager:

Prof. Ingrid Schegk

Lecturers

Project Management in Spatial Planning:

Prof. Ingrid Schegk

Jan Gittinger

Project Communication:

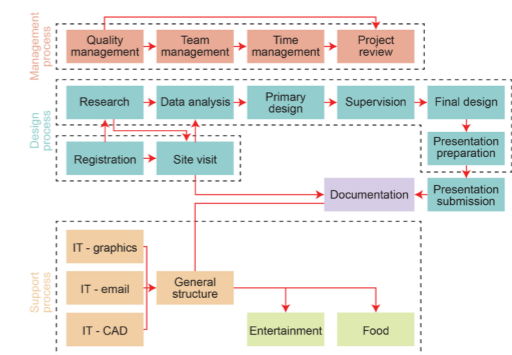
Prof. Sonja Hörster

Planning and Project Management :
Processes in project management

Content Author:
Prof. Ingrid Schegk

2.3 Process map and process model

To ensure high work efficiency and quality, a process map is developed to allow transparency of work in the organization. With the process map demonstrating the full picture and functioning in the organization, each team member can better identify the roles and responsibilities in the team.

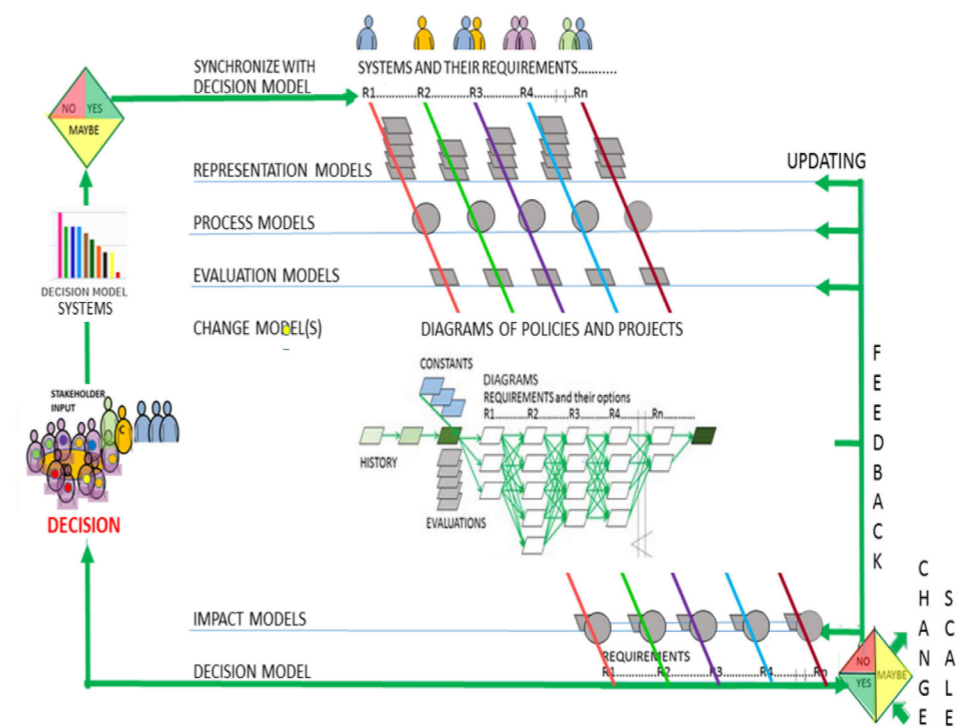


Application of Project Management 2 in Main Project 2, using tools like S.W.O.T analysis, Empathy map, Process map etc.

Authors :
Chiara Loffredi
Foyzal Md. Karim
Ho Ching Leung
Shaurav Paul

Information Technologies in Planning and Design 1

A WORKFLOW FOR GEODESIGN



Total credits:
5 credits (125 hours)

Presence / Contact hours: 45%
Follow-up / Self-study / Presentation: 28%
Groupwork / Tasks : 27%

Steinitz Framework for GeoDesign

Module Goals

The modules of this domain convey advanced knowledge of digital tools as a basis for the implementation of landscape architecture tasks. The contents relate strongly to the study projects, so that the knowledge acquired can be directly applied and deepened. In addition, questions of data transfer and workflows between different software applications as well as subject-specific development trends in information technology are dealt with.

On the basis of the knowledge and basic mastery of the planning-relevant IT instruments, the students should be able to independently define and use the suitable tools for different project phases.

Geographic information systems have become the essential mediator between an increasingly complex inventory of spatial data and actual planning. They support the analysis and evaluation of a planning area and allow for complex investigations, especially with regard to the interactions between landscape-relevant factors and interventions. The module enables the independent analysis of a landscape area with the help of a desktop GIS software commonly used in international practice. The methodological and technical consolidation takes place in the project modules of the course.

Contents

Overview of GIS and environmental information systems and their role for the practice of landscape architecture, history of origin, current trends and emerging future areas of GIS application. Advanced use of desktop GIS systems using the example of a desktop GIS software commonly used in international practice (currently ArcGIS).

Teaching format

Seminar teaching, exercise, excursion

Usability of the module

The knowledge and skills acquired in the module will be applied in the course of the study project taking place in the same semester.

Use in other courses

The knowledge and skills acquired in dealing with GIS can be taken into account in any course in which GIS competence is to be imparted.

Module manager

Prof. Dr. Olaf Schroth

Lecturers

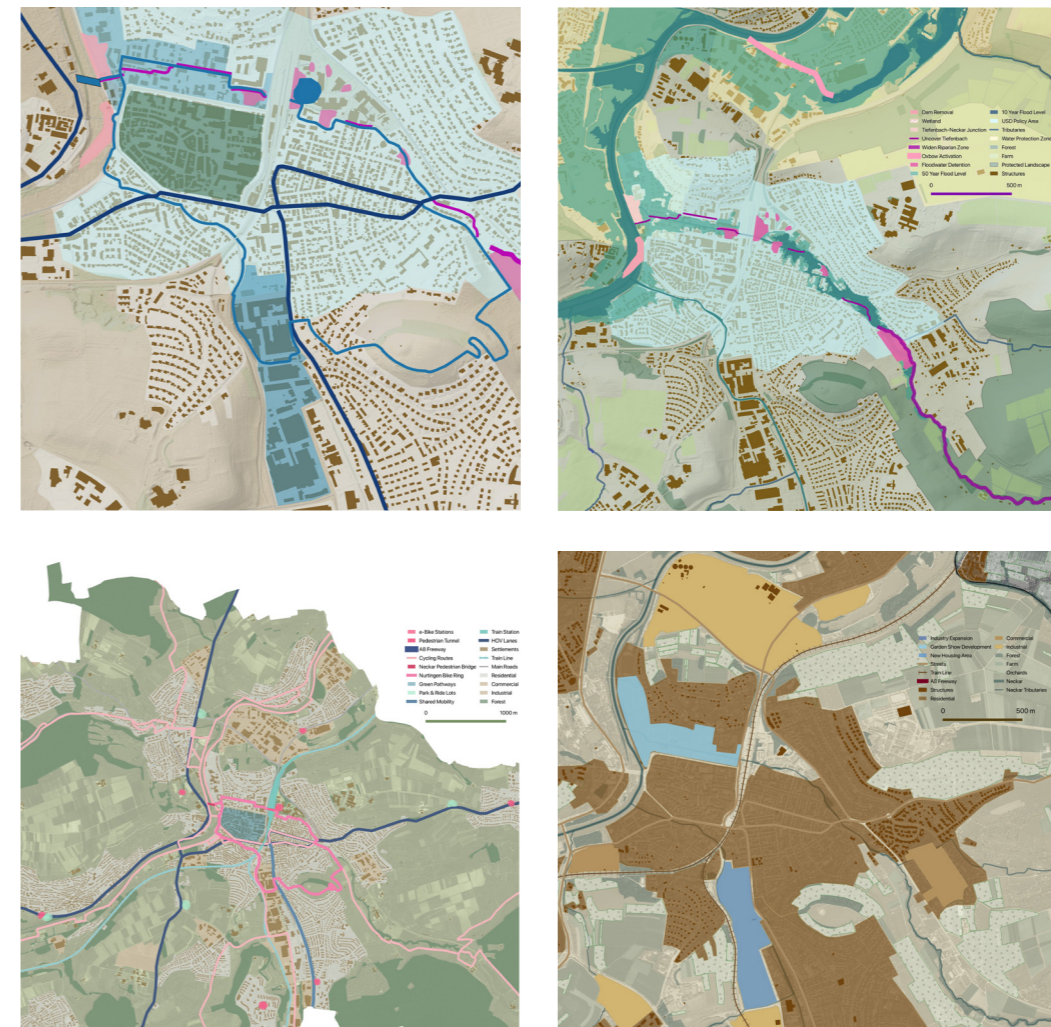
GIS I :

Prof. Dr. Olaf Schroth

Walter Demel

GIS II :

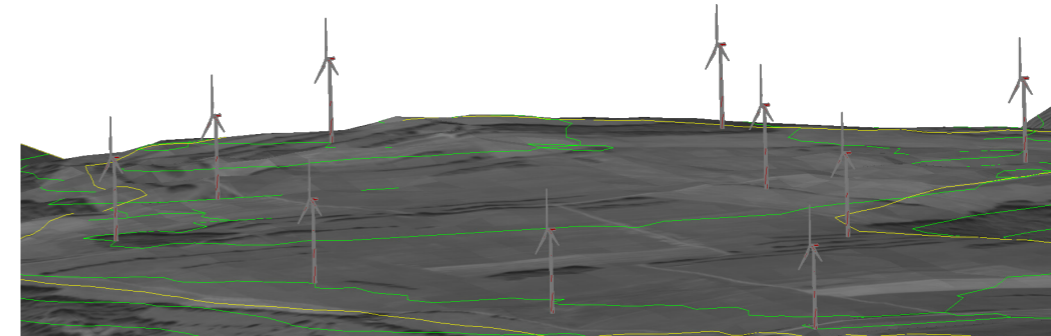
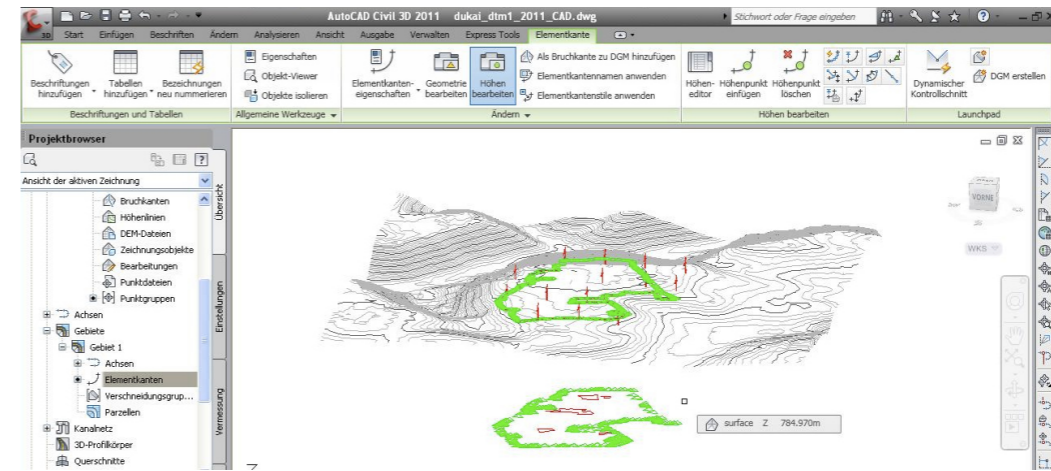
Dr. Werner Rolf



Application of GIS for design and planning in Main Project 1

Authors :
Nicolas Reibel
Foyisal Md. Karim
Arati Amitraj Uttur

Information Technologies in Planning and Design 2



Total credits:
5 credits (125 hours)

Presence / Contact hours: 45%
Follow-up / Self-study / Presentation: 28%
Groupwork / Tasks : 27%

Digital Terrain Modelling (DTM) exercise using Autocad Civil 3D

Author :
Arati Amitraj Uttur

Module Goals

The modules of the profile area 'Information Technologies in Planning and Design 2' are designed to impart advanced knowledge of digital tools as the basis for carrying out landscape planning and landscape architecture tasks. The contents relate strongly to the study projects, so that the knowledge acquired can be directly applied and deepened within the projects.

In addition, questions of data transfer and workflows between different programs as well as subject-specific development trends in information technology are dealt with.

On the basis of the knowledge and basic mastery of the planning-relevant IT instruments, the students should be able to independently define and use the suitable tools for different project phases.

model, often referred to as the "digital twin". In addition to the single image, the real-time display is becoming more and more important in the presentation compared to the animation in the 3D visualization.

Teaching format

Seminar teaching, exercise, project work

Requirements for participation

Knowledge, skills, competencies
Routine handling of a GIS product (according to module "IT in Planning and Design 1").

Master a common CAD program such as AutoCAD or Vectorworks.

Preparation for the module

In the event of a lack of GIS and / or CAD knowledge, online teaching materials are available for preparation.

Usability of the module

The knowledge and skills in geodesign acquired in the module will be applied in the course of the study project taking place in the same semester. If possible, the exercises on BIM are based on a cliché draft provided in other modules.

Contents

The module focuses on two advanced methods of digital planning and construction: geodesign and building information models (BIM). While geodesign is based more on GIS, the implementation of BIM is usually done using CAD systems.

The module deals with the topics of digital terrain modeling and 3D visualization of terrain and landscape data as integrated sub-areas of BIM. In addition to the use of plants, terrain modeling is an essential design tool in landscape architecture. At the heart of BIM, in comparison to conventional working methods in CAD, is the 3D

Module manager

Prof. Dr. Olaf Schroth

Lecturers

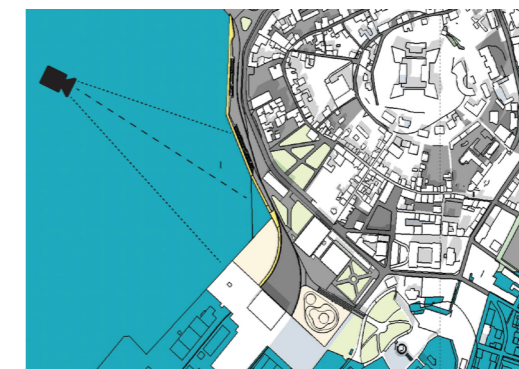
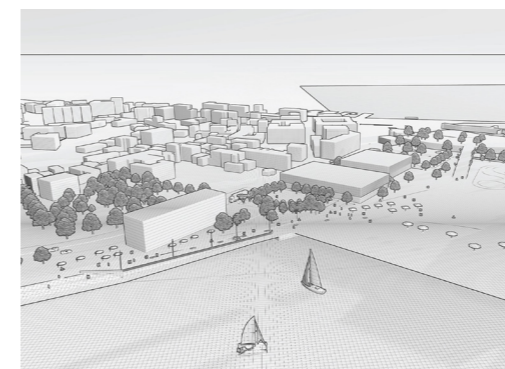
Seminar Information Technologies :

Prof. Dr. Olaf Schroth

Digital Terrain Modeling and Visualisation:

Prof. Dr. Olaf Schroth

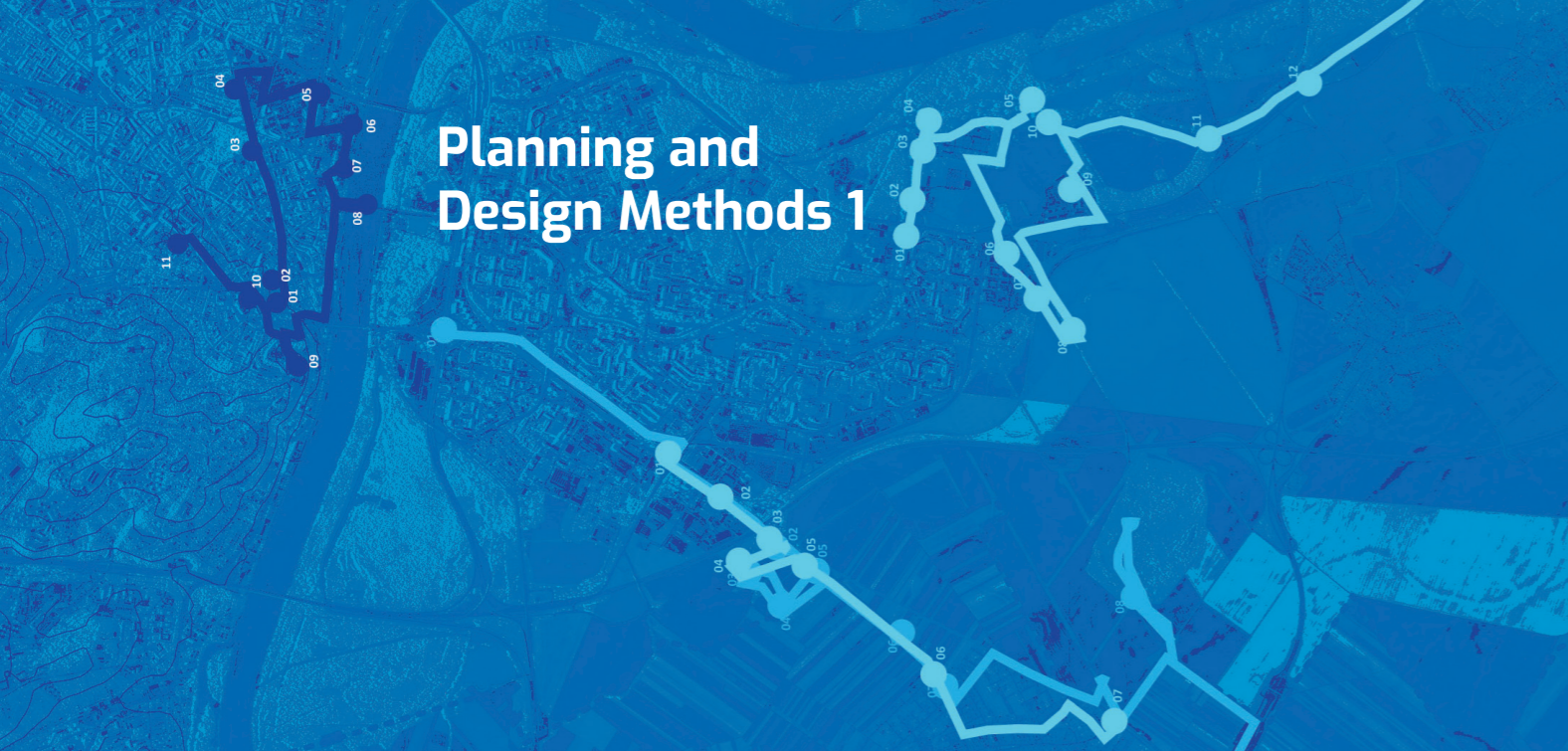
Matthias Thoma



Development of 3D visualisation for Main Project 2:

Author :
Nafiz Rahat

Planning and Design Methods 1



Module Goals

The issues of planning and design are complex. Many factors, actors and processes influence the different tasks and scale levels. In terms of sustainability, economic, ecological and social aspects must be taken into account. The aim is to capture the complexity of landscapes and cities and to make planning-relevant conclusions transparent.

Practical and future-oriented methods for planning and design are reflected. This initiates the professional responsibility of "thinking further and ahead". International context, problem and solution orientation, client orientation, implementation relevance, integration and flexible combination are guidelines of the offered planning and design methods.

The modules assigned to this profile area convey advanced knowledge for planning and design processes and enable students to independently define, apply and reflect on an appropriate, solution-oriented method. Future-oriented methods for the problems of urbanization, urban redevelopment, changes in cultural landscapes, qualification of planning and dynamic design processes as well as differentiated reflections of typology and context contribute to this.

Contents

Different planning and design methods that are common in practice are taught and compared. The foundations form

reflections on system-analytical and problem-oriented approaches. Methods from (closely) related disciplines are also used, e.g. :

- Forecasting procedures in urban planning
- Design in architecture
- Risk and impact analyzes in landscape ecology and more.

From this knowledge, students should develop their own methodological stance for project and process tasks. In addition, knowledge about different planning cultures (interface to International Planning and Design) is imparted

Relation of the module to sustainable development

The module contributes significantly to at least four of the five levels of competence development for sustainable development according to Wiek: systematic thinking, anticipation, value reflection and strategy development. (Wiek A. et al: Operationalizing Competences in Higher Education for Sustainable Development)

Teaching format

Seminar teaching, exercises

Usability of the module

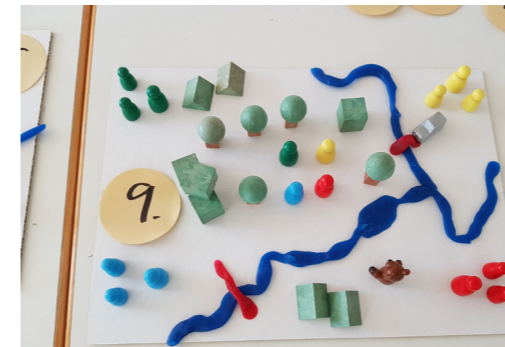
Usually direct application in the project modules

Landscape Education for Democracy (LED)

Landscape Education for Democracy is offered by a European partnership of universities and NGOs. The goals of this course is to introduce participatory approaches and community-based transformation for sustainability. More information can be found under: <http://www.led-project.org>

Total credits:
5 credits (125 hours)

Presence / Contact hours: 50%
Follow-up / Self-study / Presentation: 20%
Groupwork / Tasks : 30%



Planning and Design Methods :
Hands-on exercise for strategic planning

Photo Author:
Prof. Dr. Michael Roth

Module manager

Prof. Dr. Roman Lenz

Lecturers

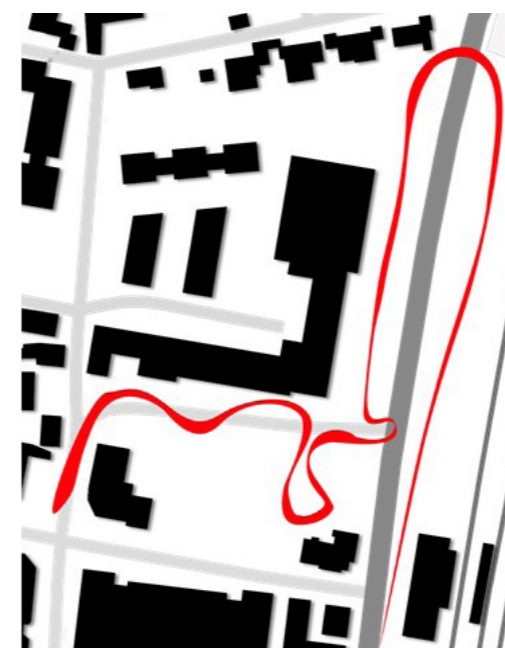
Planning and Design Methods in Landscape Architecture:

Prof. Dr. Michael Roth

Prof. Uta Stock-Gruber

Landscape Education for Democracy:

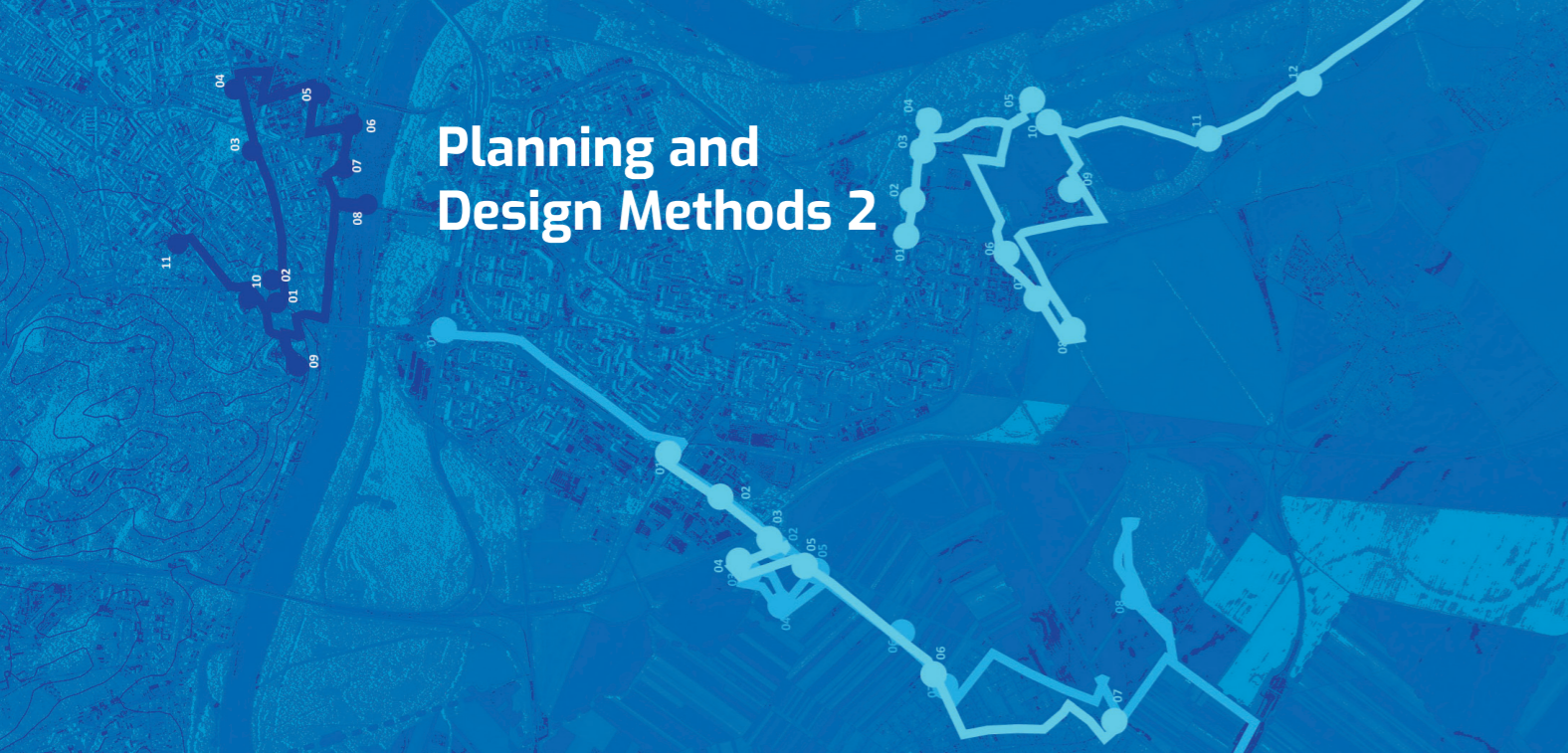
Dr. Ellen Fetzer



Planning and Design Methods :
Use of Strollology for analysis and development of landscape design solutions

Authors :
Wasiliki Moreno
Arati Amitraj Uttur

Planning and Design Methods 2



participants	gender	age group	with apparent disability		activities									
			yes	no	hanging on beam	hanging on rings	hanging on bars	hanging on equipment (with parents)	hanging on equipment (with peers)	hanging on equipment (with parents)	hanging on equipment (with peers)			
1	M	1-3	✓	✓										
2	F	4-5	✓	✓										
3	M	6-7	✓	✓										
4	F	8-10	✓	✓										
5	M	11-12	✓	✓										
6	F	13-15	✓	✓										
7	M	16-18	✓	✓										
8	F	19-21	✓	✓										
9	M	22-24	✓	✓										
10	F	25-27	✓	✓										
11	M	28-30	✓	✓										
12	F	31-33	✓	✓										
13	M	34-36	✓	✓										
14	F	37-39	✓	✓										
15	M	40-42	✓	✓										
16	F	43-45	✓	✓										
17	M	46-48	✓	✓										
18	F	49-51	✓	✓										
19	M	52-54	✓	✓										
20	F	55-57	✓	✓										
21	M	58-60	✓	✓										
22	F	61-63	✓	✓										
23	M	64-66	✓	✓										
24	F	67-69	✓	✓										
25	M	70-72	✓	✓										
26	F	73-75	✓	✓										
27	M	76-78	✓	✓										
28	F	79-81	✓	✓										
29	M	82-84	✓	✓										
30	F	85-87	✓	✓										
31	M	88-90	✓	✓										
32	F	91-93	✓	✓										
33	M	94-96	✓	✓										
34	F	97-99	✓	✓										
35	M	100	✓	✓										
36	F		✓	✓										
37	M		✓	✓										

Fig.37: Behavior mapping in Spielplatz Königstraße

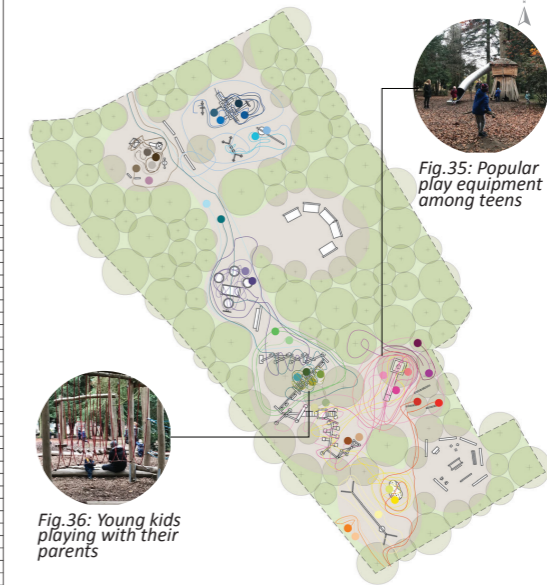


Fig.36: Young kids playing with their parents



Fig.35: Popular play equipment among teens

Total credits:
5 credits (125 hours)

Presence / Contact hours: 33.5%

Follow-up / Self-study / Presentation: 33.5%

Groupwork / Tasks : 33.5%

Module Goals

The topics of 'Planning and Design Methods 2' are complex because many factors and processes such as economic, ecological and social aspects influence the different tasks and scale levels. The aim is to capture the complexity of the landscape and the city and to make planning-relevant conclusions transparent. Practical and future-oriented methods for planning and design should be reflected and initiate the professional responsibility of "thinking further and ahead". International context, problem and solution orientation, client orientation, implementation relevance, integration and flexible combination are guidelines of the offered planning and design methods.

This module also provides space for in-depth scientific work in the context of a research topic of your choice and thus prepares you for the master's thesis.

- Development of an individual research question and a research design
- Exemplary implementation of the research design

Relation of the module to sustainable development

The module contributes significantly to at least four of the five levels of competence development according to Wiek: systematic thinking, anticipation, value reflection and strategy development. (Wiek A. et al: Operationalizing Competences in Higher Education for Sustainable Development)

Teaching format

Seminar teaching, exercise, excursion

Relationship to other modules within the course

Preparing for the master thesis

4.2.1.3 Community engagement in playground design and management

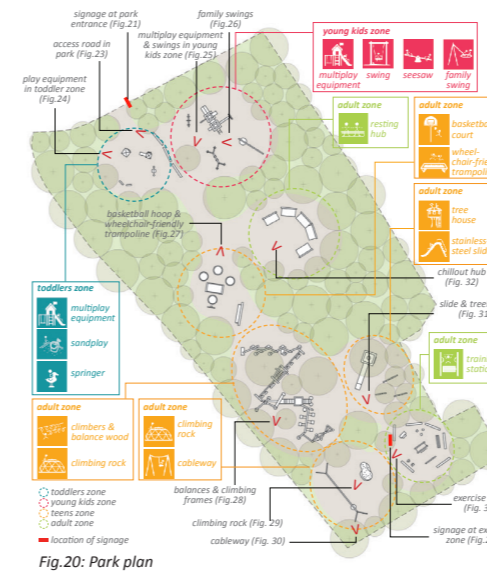


Fig.20: Park plan

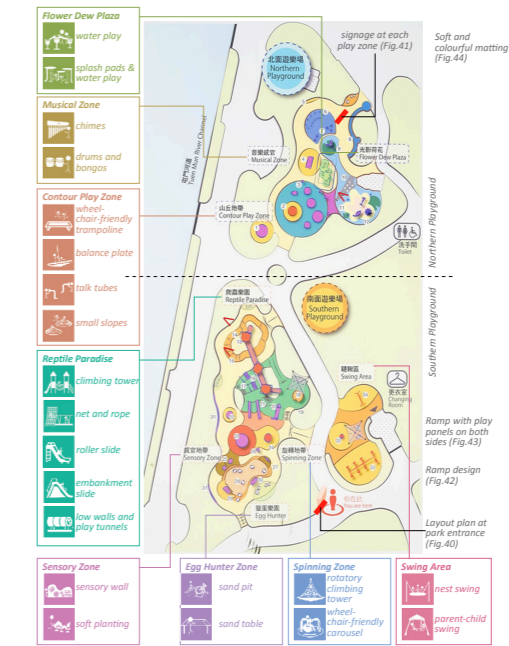


Fig.39: Park plan⁶⁸

Module manager

Prof. Dr. Roman Lenz

Lecturers

Landscape Architecture Research:

Dr. Ellen Fetzer

Prof. Dr. Mirijam Gaertner

Prof. Ingrid Schegk

Monitoring and Assessment :

Prof. Dr. Michael Roth

Contents

- In order to promote an independent methodical working based on criteria of scientific work, research approaches of landscape architecture and planning are explained and reflected upon
- Methods and instruments of monitoring and assessments in the context of landscape architecture and planning
- Reflection of individual monitoring and assessment methods in the context of a seminar paper (comprehensive examination performance of this module)

	mobility impairment	sensory impairment	learning difficulties & behavioral issues	mental health problems
activities & settings	active play & physical activities	sensory play	sensory play & intuitive play	active & passive play
	passive play & intuitive activities	intuitive play	mix of quiet and busy space	social play
pavings	- flat surface - gentle slope - wide pathways - smooth pavers	sensory play equipment - texture - temperature - vibration - colours and patterns	signage with pictures and text	range of play activities - physical play - social and collaborative play
seating space	- benches - wheelchair parking	natural boundary	mix of space settings - social space - enclosed space	
wheelchair-friendly equipments	- wheelchair-friendly slide - wheelchair-friendly swing			

Fig.2: Common disabilities among children and their respective playground design considerations

Planning and Design Methods II :
Research Paper:
Key principles and strategies of inclusive playground design based on a compArati Amitrajve case study on community inclusiveness of children's playground in Hong Kong and Germany.

Author: Ho Ching Leung

Main Project 1



Module Goals

The overarching learning goal is the holistic and practical integration of the knowledge and skills acquired in the modules of the other profile areas and in the Landscape Basics module. This way, the training of a technically sound competence to act should be ensured. Current issues and tasks of landscape architecture from the areas of planning and design are taken up in a project work. The topics and planning areas thus change with each study cycle. External experts guarantee the strong practical relevance of these modules.

Main Project 1 has the following specific goals:

- Independent development of a methodical approach for recording and evaluating a landscape area at different scale levels
- Methodologically consistent derivation of development scenarios at regional and local level
- Use of a geographical information system at regional and local level as part of the planning methodology
- Examination of planning systems and landscape concepts
- Teamwork in an unknown and complex context

industrial and social change. The project itself involves the formulation of solutions for typical regions and spaces in which these problems are most apparent.

This includes the following processes and activities:

- Use of different methods of landscape analysis and assessment using the example of a regional landscape area
- Integration of GIS technology in landscape assessment and planning
- Development and evaluation of future scenarios for the landscape area, taking various factors into account (dealing with complexity and dynamics)
- Detailing of the scenario at the local level (planning and design interventions)
- Visualization, communication and documentation of the planning steps and results
- Application of project management methods in relation to the work team and the spatial context of the planning task.
- If necessary, basic methods from planning and design are repeated and practiced in order to balance different levels of knowledge of the interdisciplinary study group

Relation to the module on sustainable development

The references to sustainable development lie in the consideration of ecological consequences of development projects and the planning

tasks for the development of the “green infrastructure” and of nature and landscape. Social aspects are touched by the questions of planning cultures, planning legitimation and public participation.

Relationship to other modules within the course

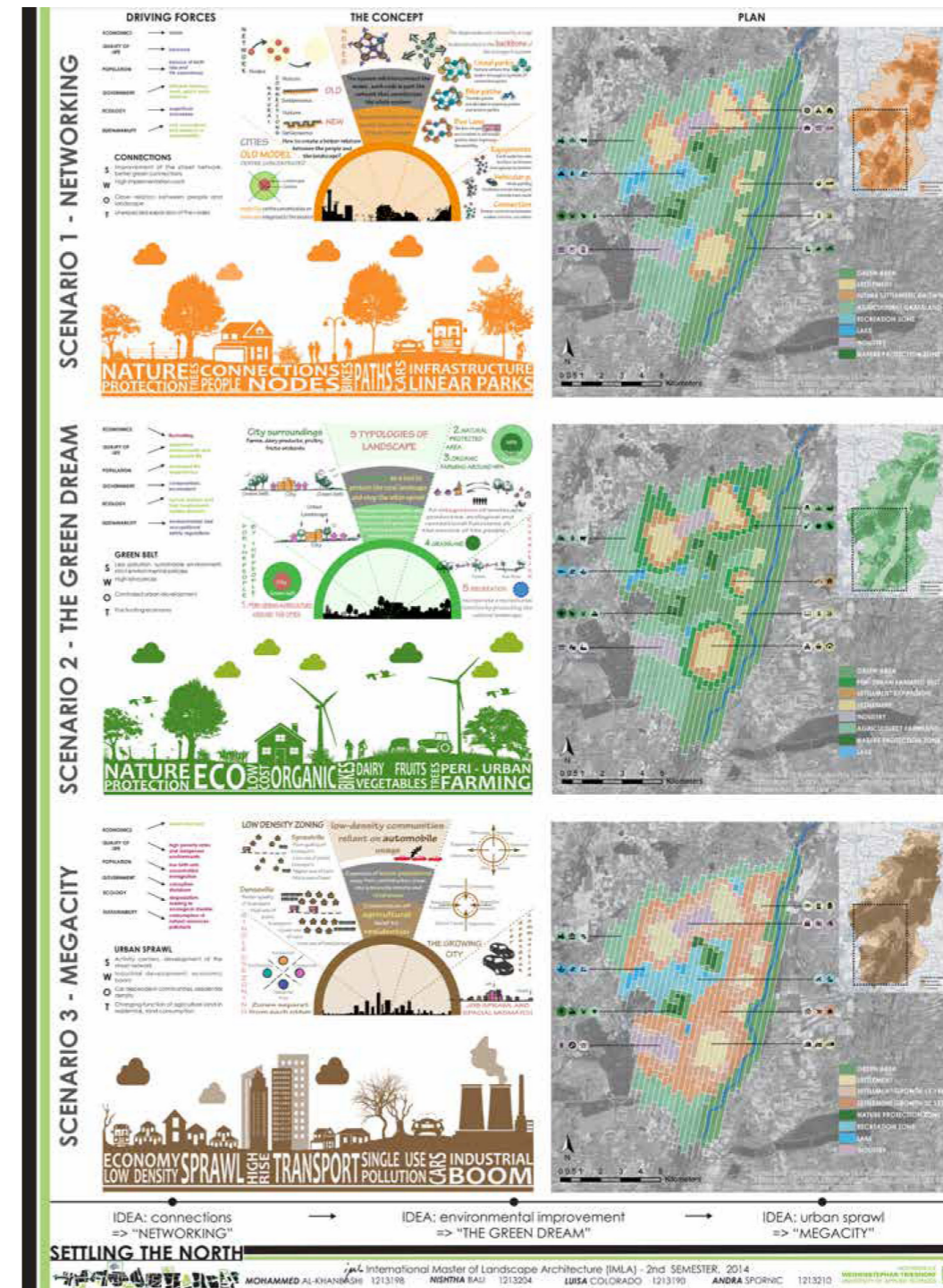
The main project is directly related to the thematic modules and creates a concrete application in which skills can be trained.

Total credits:
10 credits (250 hours)

Presence / Contact hours: 50%
Follow-up / Self-study / Presentation: 20%
Groupwork / Tasks : 30%

Teaching format

Project work in small groups with seminars, thematic excursions, workshops, exercises, case studies, lectures and presentations



Main Project Poster
Settling the North:
showing the factors that are influencing the quality of life like sociability, linkage and access, uses and facilities and comfort and image through place diagrams for existing public spaces in Munich

Authors:
Andra Spornic
Luisa Colorado
Mohammed Al-Khanbashi
Nishtha Bali

Module manager

Prof. Dr. Roman Lenz

Supervisors

IMLA team

Content

The spectrum of tasks in this project covers spaces with multiple use requirements, which have lead to functional, ecological and aesthetic conflicts. They may also be regions, which are in the process of losing their present importance due to post-

Main Project 2



Module Goals

Holistic and practical application of the knowledge and skills (specialist competence) acquired in the modules of the other profile areas for the development of systemic methodological competence. Through teamwork in project groups, social and self-competence are also acquired.

Main Project 2 has the following specific qualification goals. The students

- independently develop a methodical approach for the goal-oriented analysis of a primarily urban or periurban area and its functions
- research and evaluate complex, previously unknown planning contexts
- question connections and develop and formulate a plastic vision or a guiding principle including a target system for the room
- create concepts and compositions in different levels of abstraction up to concrete design solutions and at the same time reflect on suitable design methods and stylistic approaches
- use appropriate software systems and visualization strategies as part of the design methodology
- cooperate responsibly and critically in project teams
- present project results and reflect on their own contribution

Content

The students work on current issues and tasks of landscape architecture in the areas of design and planning. The topics and planning areas change with each study cycle:

- Evaluation, selection and application of different analysis and evaluation methods
- Mission statement and target hierarchies, concept development, possibly with a thematic focus (complexity versus level / depth of detail)
- Deepening of concepts through designs for sub-areas or aspects
- Examine appropriate design methods and stylistic approaches
- Dealing with context and cultural heritage
- Dealing with project participants, incorporating participatory elements
- Visualization (also 3D), communication (including presentation) and documentation of the planning steps and results
- Application of project management methods and tools

Relation of the module to sustainable development

The project encompasses aspects of ecological, economic, social and socio-cultural sustainability, which, depending on the spatial context, task and individual focus, can represent a focus in the group. Integrated thinking and design approaches are taught.

Module manager

Prof. Ingrid Schegk

Supervisors

IMLA Team

Teaching format

Project work in small groups, possibly with seminars, thematic excursions, workshops, case studies, lectures and presentations.

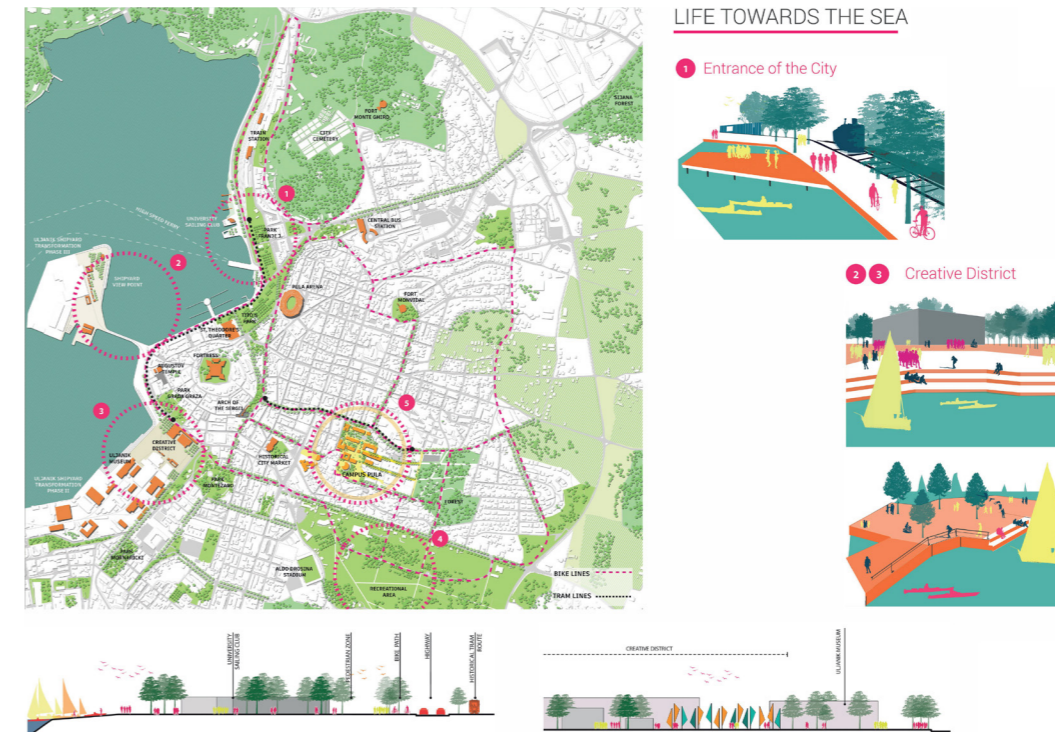
Relationship to other modules within the course

Main Project 2 is directly related to the thematic modules. The skills acquired there are used in the project. It creates a concrete application reference.

Total credits:

10 credits (250 hours)

Presence / Contact hours: 50%
Follow-up / Self-study / Presentation: 20%
Groupwork / Tasks : 30%



CAMPULA:
Sustainable Development and Design of the Coastal University Campus Pula, Istria, Croatia

Authors:
Majeda Khatun
Darja Korjukina
Göksen Ezgi Boz
Rahnuma Tahiti



AMALGAM:
A New Story for the Border

Cross border landscape at Slovakia, Austria and Hungary.
9th Le:Notre Student Competition, 2019;
Second prize winners

Authors:
Chiara Loffredi
Foyshal Md. Karim
Ho Ching Leung
Shaurav Paul

Internship

Module Goals

Students with a 3-year degree or a degree other than Landscape Architecture must complete a 12-week internship at a Landscape Architecture Office before starting their master thesis.

The internship includes a three-month work stay in a planning office or an authority in Germany or abroad. The module is intended to ensure that students have early contact with practice and facilitate the transition to the professional world. As part of the office collaboration, all knowledge and skills are practiced in a practical context. In addition, the ability to integrate into a work team and the project flow should be trained.

The students reflect on their stay in the office as part of a report. In addition to a general description of the activities in the office, the main topics of the course are considered in comparison to practice. One is selected from the four priorities 'project management', 'information technology', 'planning and design methods' and 'international planning and design'. As part of the practical stay, various questions from the selected subject areas will be examined. The subject of research is thus professional practice itself.

Qualification Goals

Expertise:

- The range of tasks of landscape architecture and planning (depending on the specification of the chosen office with different focuses)

- Organizational forms in professional practice depending on the client and contractor structure as well as task requirements
- Work planning and processes, project management in practice
- Communication methods, data management and knowledge transfer in professional practice Insight into the economic basics of planning
- If the internship is carried out in another country: knowledge of specific characteristics of landscape architecture in a different cultural context

Skills:

- practical application of job-specific organizational and working methods
- Planning and designing in the context of the respective tasks
- Presentation and presentation

Subject-related competencies:

- Holistic application of all knowledge and skills in the practical context
- Reflection on professional practice

Interdisciplinary skills:

- Communication and cooperation in professional practice
- Integration into a project
- Self reflection

Relation of the module to sustainable development

Practical experience contributes to economic sustainability, because early contact with the job simplifies the entry into an employment relationship

after graduation. Working in terms of content in landscape architecture and planning generally always contributes to ecological and social sustainability goals. With reference to the areas of competence for sustainable development that Wiek et al have set up for the university context, the internship contributes to the development of collaboration skills and interpersonal skills (communication and cooperation, project management, teamwork, etc.). (Wieck A. et al: Operationalizing Competences in Higher Education for Sustainable Development)

Teaching format

Internship of at least 60 working days. Accompanying reflection and documentation tasks (individually supervised).

Preparation for the module

The students have to apply for a practice position independently.

Relationship to other modules within the course

Successful qualification is a pre-requisite for proceeding to the Master Thesis module

Total credits:

25 credits (625 hours)

Presence / Contact

hours: 2%

Follow-up / Self-study /

Presentation: 98%



Internship in a landscape architecture office:

Photos: Schegk Landschafts Architekten

International Seminar



Module Goals

The International Landscape Architecture Seminar deals with topical European and global issues that influence the discipline. Students gain relevant subject-specific knowledge by means of lectures and project-related self-study. They are usually required to transfer this knowledge to a practice case from their specific local or regional context. The seminar on cultural and linguistic concepts of landscape architecture allows students to reflect upon their own cultural concepts and to compare them with the understandings of others.

In addition, the following skills are trained:

- Professional communication in English language and knowledge of relevant landscape architecture terminology
- Internet-based communication and collaboration
- Case-study based research and analysis
- Work methodologies such as concept mapping, collaborative documentation (WIKI) and internet-based group work
- International and European landscape frameworks. The seminar discusses these both from a political and from a cultural perspective.

On the competence level students shall be able to use the case study method for analysing different aspects of landscape architecture. Furthermore, they create new knowledge by comparing case studies in an intercultural group with different

examples from a global context. They should also become able to organise a group working process in an intercultural context by means of the internet. This requires management and structuring of a complex, unforeseeable working context, social creativity as well as good project management and communication skills.

Contents:

Subject-specific: Information on the topic dealt with from different national and/or disciplinary backgrounds (the topical issues of landscape architecture change each year).
Methodical: case study analysis as a research method, concept mapping as a tool for knowledge management, essay writing as a means of conceptual communication, intercultural dialogue

Relation of the module to sustainable development

This module fosters various competences that are relevant for Sustainable Development according to Wiek et al. (2015). The intercultural and multidisciplinary dimension of the seminars offered within this module strongly support systems thinking, since very different viewpoints need to be taken into account. Furthermore, the module supports values thinking and the development of normative competence because it discusses sustainability challenges from very different perspectives. The online mode supports collaboration and team working skills that are relevant for the

emerging field of virtual teamwork. Another relevant sustainability goal is to foster the idea of global citizenship. (Wieck A. et al: Operationalizing Competences in Higher Education for Sustainable Development)

The module has a strong focus on European and global issues. The course addresses challenging topics of landscape architecture such as climate change, biodiversity, governance, environmental perception and the different cultural approaches to landscape in general. Students work in international small groups and train their intercultural social skills. The module thus contributes to ecological and social aspects of sustainability in the light of global citizenship.

Teaching format

Online Seminar with lectures, group work, essay writing, project work and presentations. This online seminar does not have on-site meeting. This seminar includes speakers and students from other international degree programmes in landscape architecture and related disciplines. According to availability, EU ERASMUS support the seminar development and its free delivery across institutional and national boundaries.

Preparation for the module

English B2 level

Relationship to other modules within the course

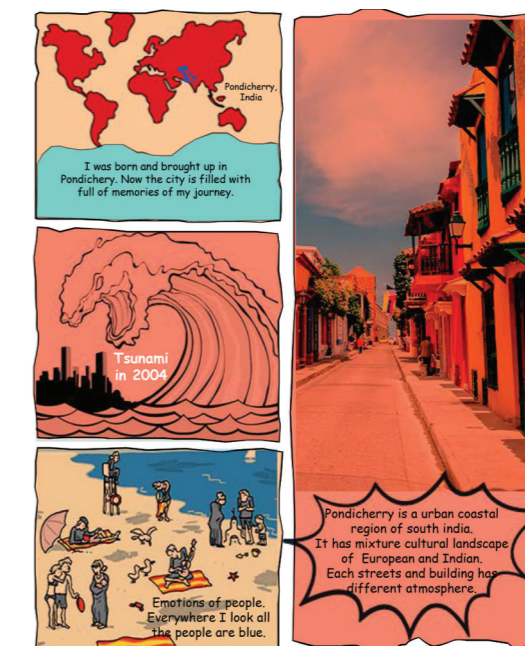
This module is the pre-exam achievement for the thesis defense. Pre-exam achievements are required for students who did not complete a first-degree including landscape architecture or urban planning, as well as for students accepted for the master's degree IMLA on basis of a three-year bachelor (less than 210 Ec). Cross-crediting is possible upon request, for example with HfWU's inter-faculty modules.

Literature / teaching material

References are changing each semester, available on the seminar wiki or on the learning platform.

Total credits:
5 credits (125 hours)

Presence / Contact hours: 32%
Follow-up / Self-study / Presentation: 44%
Groupwork / Tasks : 24%



RIGHT TOP:
Childhood landscapes: good and bad memories

Author:
Kanimozhi Murugan

LEFT BOTTOM:
Childhood landscapes: The colour of winter

Author:
Majeda Khatun

RIGHT BOTTOM:
Concept mapping: Public Square

Author:
Tamer Hanna Samsatli



Module manager

Prof. Dr. Roman Lenz

Lecturers

International Landscape Architecture Seminar:

Dr. Ellen Fetzer

Cultural and Linguistic Concepts in Landscape Architecture:

Dr. Kristin Faurest

Master Thesis



Module Goals

With the master's thesis, the students demonstrate their ability to work independently on a complex question within a given time, to apply scientific knowledge and suitable methods, to understand the technical context and to present the knowledge gained convincingly and in a clear manner

The students

- Develop their master thesis largely self-directed, more research-oriented and / or more application-oriented on the basis of broad and / or specialized research methodology of the subject and apply what they have learned
- Plan and carry out their work steps in the solution of problems in a targeted manner, also in new and unfamiliar as well as multidisciplinary contexts
- Design and reflect on your own learning / research process and methodically expand it
- Present, justify and defend methodology and results of the work.

Content

The content from the field of landscape architecture can vary widely depending on the topic. In this context, more analytically oriented content on special topics with greater technical depth is possible, as well as planning and design tasks with a stronger cross-sectional orientation.

Adequate methods are used to obtain and collect extensive information on the chosen topic, critically assess it, select it and summarize it. The students

structure the question of the work, identify problems, describe them using the methods they have learned, assess their results or develop suitable solutions.

Teaching format

Independent work with accompanying support. Working in a team of two is possible if suitable for the topic and is subject to approval.

Preparation for the module

In preparation, a first independent research work on a smaller scale is created as part of the module 'Planning and Design Methods II, Landscape Architecture Research' in the second semester. In addition, the complex project work of the first and second semester requires a diverse accompanying analysis and a methodical approach.

Relationship to other modules within the course

Upstream: Planning and Design Methods I + II; topics can be chosen from all key areas of the course

Module manager

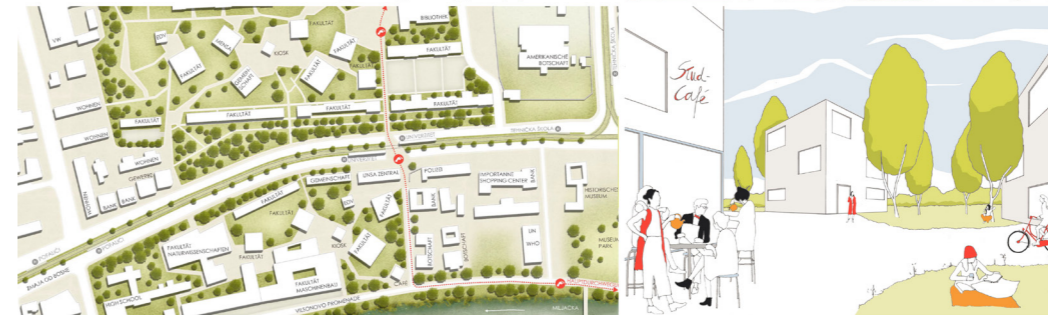
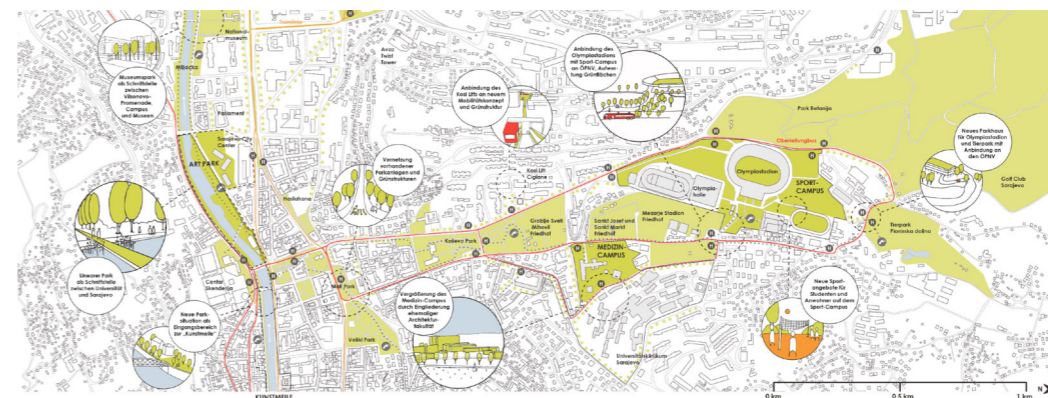
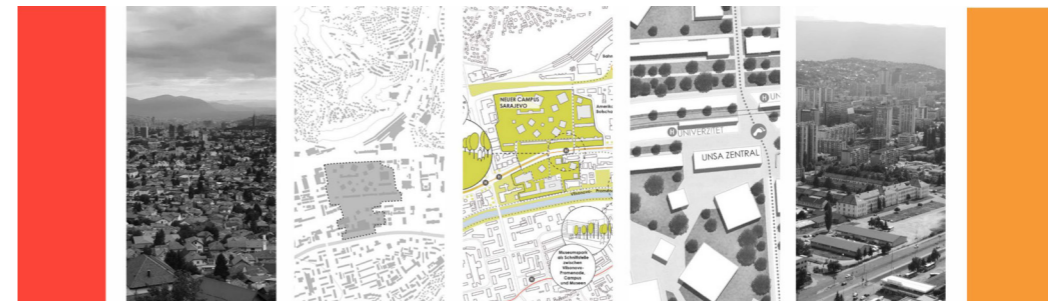
Prof. Ingrid Schegk

Supervisors

IMLA Team

SARAJEVO - THE CITY AS CAMPUS

UNIVERSITIES AS IMPULSES FOR SUSTAINABLE URBAN DEVELOPMENT



Total credits:

25 credits (625 hours)

Presence / Contact hours: 2%

Follow-up / Self-study / Presentation: 98%

Frequency:

3 possible time frames per year

Master Thesis: SARAJEVO - THE CITY AS A CAMPUS: Universities as impulses for sustainable urban development.

Author: Sarah Maria Jankowski



Electives



Module Goals

International projects and international online seminars are offered in cooperation with our university partners. Projects from these seminars are conducted all over Europe.

The overarching learning goal of the elective is the holistic and practice-related application of the knowledge and skills acquired in the modules of the other profile areas. In this way, the development of action and methodological competence is to be ensured. Current issues and tasks of landscape architecture from the areas of design and planning are taken up. The topics and planning areas thus change with each study cycle. External experts guarantee the strong practical relevance of these modules. Projects in the elective area usually take place abroad in collaboration with a partner university on site.

The projects in the elective area have the following specific qualification goals:

- Independent development of a methodical approach for the holistic analysis of a landscape area
- Ability to use the scenario method
- Development of concepts and designs of concrete design solutions while at the same time reflecting on suitable design methods and stylistic approaches
- Ability to consider social and economic processes as part of the design in addition to the spatial level, e.g. Participation, financing models and forms of governance

- Teamwork in an unknown and complex context

Depending on the cooperation situation, skills of interdisciplinary cooperation are promoted, especially with architecture and urban planning.

Contents

- Use of different analysis and evaluation methods
- Application of the scenario method to find the mission statement
- Concept development with a thematic focus (complexity versus level / depth of detail)
- Examine suitable design methods (contextual, parametric, narrative etc.) and stylistic approaches
- Participation models
- Forms of control and financing models
- Visualization, communication (including presentation) and documentation of the planning steps and results
- Application of process management methods and tools of quality management

Teaching format

Project work in small groups with seminars, thematic excursions, workshops, exercises, case studies, lectures and presentations.

Module coordinator

Dr. Ellen Fetzer

Preparation for the module

Literature pool is provided via the learning platform

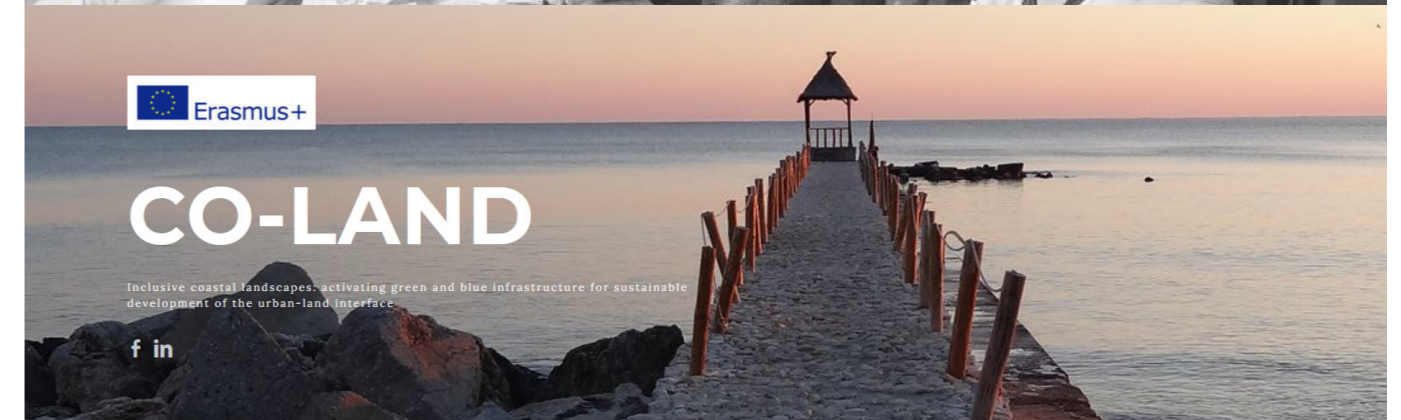
Relationship to other modules within the course

The projects in the elective area are directly related to the thematic modules and create a specific application in which skills can be trained.

Total Ec for each Elective:

5 EC (125 hours)

Presence / Contact hours: 30%
Follow-up / Self-study / Presentation: 10%
Groupwork / Tasks : 60%



Landscape Education for Democracy towards
Learning Empowerment Agency Partnership



WAVE Water Areas Visions for Europe



The WAVE course builds on three years of experience of COLAND, a European course on integrated planning and design for Coastal areas.

Learn more about COLAND via this link: <http://www.coland.eu>

Total credits
5 credits (125 hours)

Presence / Contact hours: 30%
Follow-up / Self-study / Presentation: 10%
Groupwork / Tasks : 60%

Programme:
Erasmus+ grant program

Key Action:
Cooperation for the innovation and the exchange of good practices

Action Type:
Strategic Partnerships for higher education

<https://www.coland.eu/>

Course outline

WAVE stands for Water Areas Visions for Europe. This new ERASMUS course (2021-2022) focuses on the sustainable development of water areas and floodplains in urban and peri-urban contexts in Europe.

Sustainable development of water areas and floodplains is still not achieving its full potential, although relevant policy is already in place. In order to address these profound sustainability challenges, WAVE sets up a transformative educational programme with the following innovative elements:

- Synthesizing interdisciplinary knowledge about water areas and floodplains
- Active community involvement with a living lab approach
- Linking universities with local communities in joint learning environments
- Applying innovative methods for cross-sectoral assessment, strategy building and visioning for the sustainable development of water areas and floodplains
- Bridging analysis, strategy building and design by innovative ICT approaches (Geodesign)
- Foster the generation of innovative solutions by bridging disciplinary, sectoral and institutional boundaries under the common framework of water areas and floodplains

The WAVE programme aims at involving an interdisciplinary audience of students as agents of transformative change for the benefits of the local water landscapes. Disciplines involved are mainly geography, agriculture, ecology, landscape architecture, urban and regional planning, architecture, social and urban studies.

An open online course is conducted during which learners will collaborate in interdisciplinary and virtual teams on local case studies. Along with this, relevant theories, methods and tools will be introduced in the form of online lectures and open educational resources.

The partners:

- Universitatea de Arhitectură și Urbanism "Ion Mincu" (UAUIM)
- Ovidius University of Constanța
- Estonian University of Life Sciences (EMU)
- Hochschule für Wirtschaft und Umwelt Nürtingen-Geislingen (HFWU)
- Hochschule Weihenstephan-Triesdorf (HSWT)
- Université Libre de Bruxelles (ULB)
- Università degli studi di Napoli Federico II
- LE:NOTRE Institute
- International Society of City and Regional Planners (ISOCARP)
- Romanian Association of Urban and Regional Planners (APUR)

Project coordinators

Dr. Ellen Fetzer

Prof. Ingrid Schegk



LEFT:
Puzzuoli, Napels

Photo:
Antonella Cuccurullo

RIGHT:
Kopli Beach, Tallinn

Photo:
Ellen Fetzer



CO-LAND Sites:
2020: De Panne beach,
Belgium-France border

Photo:
Didier Vancutsem

Landscape Education for Democracy



Total credits:
5 credits (125 hours)

Presence / Contact hours: 30%
Follow-up / Self-study / Presentation: 10%
Groupwork / Tasks : 60%

<http://www.led-project.org>

Course outline

The landscape belongs to everyone. We should all have equal access to it and a voice in how it is used, valued and maintained. However, spatial planning education rarely includes considerations of democratic processes, participatory planning, community design and landscape stewardship. Furthermore, it does not fully prepare young practitioners to become leaders in promoting democratic landscape change and work effectively in partnership with communities.

The idea behind the LED (Landscape Education for Democracy) project, a partnership between 4 European landscape architecture faculties and the LE:NOTRE Institute is to promote awareness and empower young design and planning professionals to become more active in shaping democratic change. Our goal is to fill a gap in design and planning education and give students the opportunity to confront themselves with pressing issues of landscape democracy, right to the landscape and participation.

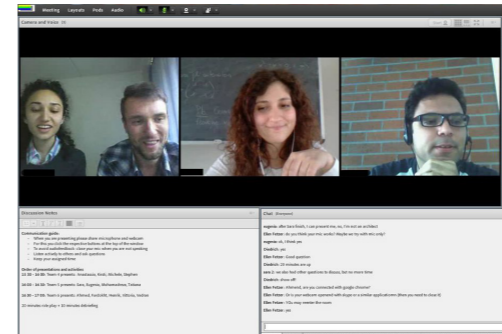
IMLA students participate in this programme as part of the Module 'Planning and Design Methods 1'. In addition, they have the opportunity to join LED Intensive Study Programme as part of the IMLA Electives.

The programme is offered since 2015 as an ERASMUS-based cooperation. In 2019, a new element has been introduced: the LED2LEAP Living Lab.

The Living Labs are part of a community learning model that brings the groups of actors in a community together, to form their landscape. The methods and tools learned in the Online Seminar will be able to be explored and tested in the Living Labs, by the group of student who are local to that community. Each partner university has created their own Living Lab and itinerary for lab meetings, which will run parallel with the Online Seminar.

LED project coordinator in Nürtingen

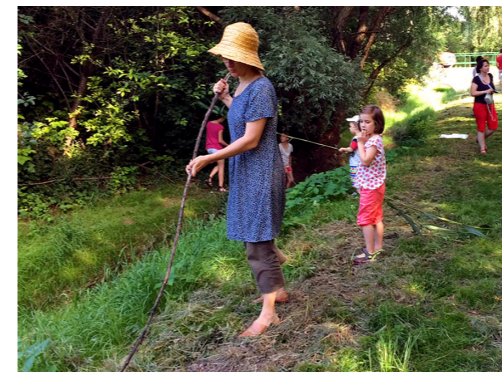
Dr. Ellen Fetzer



LEFT TOP:
Online sessions across various locations, linking partner universities and experts on a single platform

RIGHT TOP:
LED intensive workshop , Kassel

Photo: Ellen Fetzer



LEFT CENTER:
LED intensive program 2018 Törökbalint

Photo Author: Anna Szilagy-Nagy

RIGHT CENTER:
LED intensive workshop Zingonia gardening initiative 2016

Photo: Ellen Fetzer



LED intensive workshop: Kassel, 2017

Photo: Pia Bültmann

Community Learning for Local Change



Course outline

The programme is addressed to anyone who wishes to work in and with local communities to initiate innovation for sustainability. This can include social entrepreneurship. A social entrepreneur applies business tools for solving social and/or environmental problems. Success in social entrepreneurship is primarily measured by degree of social impact, not only monetary profit.

The scope of community innovations is however much larger. It also includes organisational change or new cooperation models. In some cases it can mean initiating any type of business in order to sustain local economy, for example in rural contexts.

Social innovation is essential for solving Europe's economic, social, and environmental challenges. We need growth that is fairer, greener and anchored in local communities. A model that values social cohesion as a genuine source of collective wealth. It is urgent that students and practitioners from different disciplines learn from each other to develop entrepreneurial skills and social awareness for a sustainable, local impact.

Community Learning for Local Change is a programme offered by a 4-University Consortium in cooperation with relevant NGOs. The goal is to empower future changemakers through an interdisciplinary, problem-based learning environment that enhances the innovative competencies

needed for addressing social, cultural and environmental challenges. The programme is funded by the ERASMUS* Programme in the period 2018-2021.

Our online course includes 12 live online lectures and various tutored session on the internet, as well as interdisciplinary and international group work with students from Romania, Estonia, the Netherlands, and other European countries. The online course is open to anybody interested in the subject.

The programme also offers students the possibility to receive a travel grant to attend one of two 10-day workshops in Romania or Estonia, hosted by our partners.

This is a so-called blended learning course, this means that a part of this course is done online and another part on site.

The online module consists of twelve 90-minute sessions of lectures, reading materials, collaborative group work and other diverse active and passive learning tools. This is complemented by a number of highly interactive tutored sessions.

The thematic elements of the course are designed to give students core knowledge for community-based innovation:

- Identifying the local community
- Goal Setting

- Ideas Generation
- From idea to implementation

Target groups

- Business or economics students who care about social and environmental problems
- Agronomy students who want to make agriculture more beneficial for society and the environment
- Planners, designers or artists who want to learn how to start a business that helps solve social problems in your everyday environment
- Professionals who are curious about other people and their knowledge and want to learn from other Europeans

Conditions for participation

Participation in this course is open to all

study programs and free of charge.

There is no set limit regarding the number of participants in the online course. Any interested student, graduate or young professional is invited to attend. All participants who successfully complete the assignment will be issued a certificate on behalf of the five academic institutions involved. Passive, listen-only participation in the online course is also possible, but no certificate will be issued for this participation mode.

Successful participation in the online part is a requirement for participating in the intensive programmes in Romania, Estonia or Jordan. However, participation in the workshops is limited. Each participating university can offer eight grants, covering travel and subsistence, and a limited number may participate on a self-paid basis.

Total credits:
Upto 7 credits:

- up to 5 credits for the online seminar (active participation)
- up to 7 credits for those who attend both the online course and the intensive programme

Presence / Contact hours: 30%
Follow-up / Self-study / Presentation: 10%
Groupwork / Tasks : 60%

Students need to seek individually for academic recognition at their respective universities. There is usually at least one recognition opportunity at each partner university

<http://www.localchange.eu>



LEFT TOP: Middle East Social Innovation Lab (MESIL) Ajloun Community Dialogue 2019

Photo: Dirk Funck

CENTER: CLLC Romania Bucharest 2019

Photo: Ellen Fetzer

LEFT BOTTOM: Bison Hillock, Romania 2019

Photo: WWF Romania



RIGHT BOTTOM: Opening of the LMI Cafe in August 2019 with EMU staff and local stakeholders

Photo: Tarmo Pilving

Project coordinator

Dr. Ellen Fetzer

together with the international CLLC and MESIL teams



International cooperation and partnerships



IMLA's European Network

Since its beginning in 2001, the IMLA programme has continuously worked on increasing its international and professional network. Most IMLA team members are actively participating in the annual conference of the European Council of Landscape Architecture Schools (ECLAS), supporting our links to other universities in Europe. This networking process has also been greatly enhanced by the LE:NOTRE Thematic Networks. This sequence of EU-funded ERASMUS networks has brought nearly all landscape architecture educators in Europe together, plus many international partners. Through joint workshops on curriculum design and the tuning of learning goals the European community of landscape architecture academics could strongly mature and develop. Today, LE:NOTRE is no longer a project. It has become an institute of ECLAS aiming at exploring the future topics of landscape architecture by linking to neighbouring disciplines and local communities.

The IMLA programme benefits from this institutional link in various ways:

- As a partner, together with the LE:NOTRE Institute, in various ERASMUS+ Strategic Partnerships focusing on curriculum development, such as Landscape Education for Democracy (LED2LEAP) and Water Areas Visions for Europe (WAVE)
- By supporting the annual landscape forum, which is a discourse-oriented and interdisciplinary event of four

days duration. The forum focuses on local landscapes and the sustainability challenges they are facing. In accordance with the European Landscape Convention, this includes outstanding as well as everyday or degraded landscapes in urban, peri-urban and rural environments. The forum was organised at the IMLA campus HSWT Weihestephan-Triesdorf in 2017.

- By participating in the annual LE:NOTRE international student competition. This competition aims to support integrated and holistic approaches to the urban, peri-urban and rural landscape through multidisciplinary student teams elaborating planning and design proposals at various scales. The theme is directly link to the landscape context of the respective forum.
- By linking, through ECLAS and LE:NOTRE, to other relevant European NGOs in the field of landscape, such as: IFLA-Europe, the European umbrella organization of landscape architecture professionals and UNISCAPE, the European university organization for the implementation of the European Landscape Convention.

More information can be found here:
LE:NOTRE Landscape Forum:
<https://forum.ln-institute.org>

European Council of Landscape Architecture Schools:
<https://www.eclas.org>



10th Le:Notre Student Competition 2021, Gdansk

Competition poster on the Facebook page:
<https://www.facebook.com/LENOTREInstitute/>



9th Le:Notre Student Competition 2020, Bratislava :

LEFT:
Brainstorming workshop with partner institutions and participating teams to understand sit conditions, governing factors and local context.

Photo: Ellen Ftezer



RIGHT:
Excursion for students with local partner institutions to competition sites

Photo: Stefanie Gruber



LED2LEAP team

Photo : LED team

International cooperation and partnerships



Jean-Monnet-Module Landscape, Democracy and the European Union:

Since spring 2019, the IMLA programme offers the opportunity to gain in depth knowledge about landscape related policies of the European Union. We offer this new topic with support of a Jean-Monnet-Grant of the European Union. The course starts with a general introduction to the EU in order to understand this transnational political system. On that basis, all policy fields with a relation to landscape are explored, in particular: agriculture, regional development, environment and climate change.

After successful completion of the course, learners are expected to have developed:

- a holistic understanding of the EU's overall vision and strategic goals and how those goals translate into directives and regulations
- knowledge of how those policies are made, who are the actors and how the decision-making processes are structured, what is the role of the European Parliament and how citizens and stakeholders can get involved in shaping those policies
- knowledge of how the EU's environmental policy links to related but equally relevant policy fields, in particular agriculture and rural development, regional and urban policy and climate action
- knowledge of how EU policy is related to and complementing with other

international/European policy actors in the field of environment/landscape and sustainable development.

- a strong awareness of the political dimension of the planning profession and the development of competences for planners and designers to become active citizens who can not only promote and steer sustainable development on the ground in a democratic way but also help shaping the political framework of at a European scale.
- knowledge of European instruments and funding schemes that are at hand to support their work at local scale
- competence to link a local landscape context to the EU's policy framework and to conceive sustainable solutions that make constructive use of EU instruments and funding schemes (such as Life+ and Interreg projects, Natural Capital Financing Facility, Green direct payments for farmers)it

Successful participation in this course can be cross-credited as an elective with up to six ec over two semesters.

For more information:
<http://www.eu-ladder.eu>

Module coordinators

Dr. Ellen Fetzer

Prof. Dr. Michael Roth

Jean-Monnet-Module Landscape, Democracy and the European Union

FROM MY INITIAL PRESENTATION

How does land conservation policy in the United States differ to that in the European Union?

There is a comparable amount of land conservation efforts taking place within the United States as in the European Union. That being said, the efforts in the US are more often on a federal level whereas within the EU policies tend to come from individual countries rather than the collective.

DO NOT ENTER PESTICIDE APPLIED

Pesticide Restrictions on Agriculture:
Kansas vs European Policies + Sustainability Practices

ORGANIC FARMING
COMPARING EU AND BRAZIL'S SCENARIOS
ANNA FERNANDA VOLKEN

Examples from participants' presentations

CAP Towards a new delivery model

EU LEVEL Objectives of the CAP
Portfolio of types of interventions
Basic requirements

MEMBER STATES/Regions Tailor the CAP interventions according to EU objectives and to their specific needs
Territorial analysis/need assessment
Set objectives and targets
Design appropriate mix of interventions
Establish compliance framework for beneficiaries

CAP Strategic Plan
Will cover interventions in both Pillar I and Pillar II
Targets for performance at MS/Regional level

Chat (4/4)

Ellen Fetzer: Maybe something for EU case studies can replace?

Ellen Fetzer: Also means that agriculture could have a lot of impact on habitat improvement

Ellen Fetzer: Probably even a greater challenge in other EU countries

Thomas M: Even harder at the outdoor, like in Estonia, to find doctors on teachers

Ellen Fetzer: But do you find farmers at least?

Francois M: In long, the farmstead is well used

Ellen Fetzer: Maybe an advantage that post-urban landscapes have larger units?

Thomas M: yep ok

Screenshots from Nov 2019
Jean Monnet EU LADDER



Testimonials



Wasiliki Moreno
IMLA graduate
Greece

"When I discovered the IMLA Program I was immediately attracted to the concept of studying in an international environment with such an interesting study structure. I reflect now on my time in the Master and I realize it was rewarding beyond belief. The experiences I had not only made me a better professional but also broadened my mind. Studying in an interdisciplinary environment, with workshops abroad, provide unpredictable benefits, such as analytical, communication, and collaboration skills. IMLA Program is an intensive experience, which incorporates knowledge in European policies and landscape democracy concepts, in combination with a wide range of design principles and methods. This Master is ideal for motivated and innovative people, who would like to boost their career with strong cognitive bases."



Anna Szilagy-Nagy
IMLA graduate
Hungary

"IMLA is a caring family of program coordinators, teachers, and students coming from all over the world. It was a pleasure to learn in a supportive and family-like environment. I enjoyed the freedom of the modular system, and the fact that I can learn what really interests me in a way I like, and I particularly appreciated that the theories acquired during a semester were immediately applied in a practical design challenge. I could test myself on different design scales, topics and roles, and gained skills in discussing spatial issues in an intercultural and interdisciplinary environment and got experience in leading such design projects."



Eliza Salman
IMLA graduate
Jordan

"I loved the interactive teaching style in my study program and the project-focused curriculum. The instructors are very helpful, informative, respectful, and continuously encourage discussions on local and international levels. The excellent mix of international students further enhances this experience. Moreover, IMLA introduced me to new and different possibilities in the field of landscape planning."



Prof. Dr.-Ing. Nicole Pfoser
IMLA graduate
Germany

"I owe the start of my scientific career to my IMLA degree. The international Master led to a doctoral position for me as a research assistant at the TU Darmstadt. Today I teach and research in Landscape Architecture at Nürtingen-Geislingen University (HfWU). What was especially valuable to me during my studies was the opportunity for exchange with fellow students – contacts that still exist today, professional, personal, interdisciplinary and international. IMLA stands for highly committed teachers, exciting projects and networking beyond national borders."



Nicolas Reibel
IMLA student
U.S.A

"The program is set with a solid foundation of planning & design, project management and relevant technologies, complimented by a number of venues for both absorbing and exchanging knowledge. The IMLA offers a truly international experience, from the speakers, staff and students to project sites, for understanding the many facets of landscape. Most importantly, the nature of the program structure offers support while still allowing enough elbow room for individual development."

Since 2018 Professor at HfWU /
Nürtingen-Geislingen University
(Germany)



Anna Volken
IMLA student
Brazil

"The experience offered by the IMLA programme was really complete, both in terms of methods and practice, counting with qualified professors and a great learning atmosphere. Having an international group and cooperations with different european universities provide multicultural exchanges and enrich the process. The master, with its practice-oriented areas, is a great option for professionals who want to acquire additional qualification and discover new opportunities in this fascinating field."



Mohammed Al-Khanbashi
IMLA graduate
Yemen – Saudi Arabia

"Attending the IMLA program was one of my great decisions, due to its practical oriented concept with a variety of scales and topics concerning the field of landscape architecture. The diversity of multicultural students is one of the main characteristics of this programme, which provides a valuable international atmosphere of exchanging knowledge and ideas from different parts of the world. Additionally, a variety of workshops in Germany, Europe, and even outside Europe, strengthen the great value of the IMLA programme. These valuable features provide an intensive experience, and personally, it widened my horizon and way of thinking as well as helped me in developing my skills in different aspects."

2020: completion of the doctoral dissertation 'The social construction and use of landscape and public space in the age of migration: Arab immigrants in Berlin'

Currently working at the University of Tübingen (Germany) as scientific employee, active in research and teaching



Ani Nalbandian
IMLA graduate
Russia

"I found the programme unique by how it manages to include so many international students with different backgrounds and support them in working in teams. There were classes, where I could learn about team work and share experiences and learn about landscapes and cultures from other students and their home countries. This atmosphere was very special. Also the programme gave a good overview in different directions in landscape architecture and landscape planning. It offered projects in different scales and in different European countries. Thereby it was easier for me to pick a direction in my career. Additionally to that the internship semester and the German language classes that IMLA offered, helped me to start a career in Germany."

Currently employed at Wamsler Rohloff Wirzmüller Freiraumarchitekten, Regensburg (Germany)



Nafiz Rahat
IMLA student
Bangladesh

"When it comes to the IMLA program in HFWU, I can see a multitalented group of people from different backgrounds & different nationalities. They have enabled me & given me the confidence in the field of landscape architecture & relevant areas. Moreover, it has widened my perception."



Chiara Loffredi
IMLA student
Italy

"The IMLA programme is characterized by a highly international environment, not only thanks to having students from all over the world, but also for the professors and projects involved. During this master we got different opportunities to travel, participate in webinars and competitions. But also created strong friendships, with people that in the beginning seemed to be very different, but in the end we all discovered that we're more similar than we ever thought we would be. That is one of the most important things I learnt during this master."



Leon Plahuta
IMLA graduate
Croatia

"Coming to Germany and choosing the IMLA programme was definitely one of my all time favourite decisions ever. I learned how to adapt, be independent, be open hearted, react quickly and let go when needed. It was an important stepping stone in making the landscape architect (and person) I am today. I consider myself so lucky to have had the experience I did, with the amazing people that came into my life and became my family. If I could, I would do it all over again - in a heartbeat, without a single doubt in my mind."

bdla Bavaria Award 2015 for his Master's Thesis with the title 'Impossible Landscapes' (together with Yudi Gao-Köhler)

Currently employed at EGKK Landschaftsarchitektur, Vienna (Austria)



Ula Cryer

IMLA graduate
Poland

"IMLA had a very interesting and absorbing program, including study trips and international workshops. It offered a range of design courses supplemented with compact modules, helpful for developing practical skills like project management, community involvement, visual presentation and operation of a variety of CAD and GIS Programs. All our projects were developed in teams, which forced interesting, sometimes heated discussions, as all team members came from different countries and academic backgrounds and brought a different approach to the task at hand. I also enjoyed the friendly and easy exchange with the lecturers."

Employed at Grabner Huber Lipp
Landschaftsarchitekten und Stadtplaner,
Freising



Christoph Dankers

IMLA graduate
Germany

"I sincerely enjoyed my time as an IMLA student. The programme allowed me to explore my ideas and at the same time, provided sufficient structure to help me achieve my goals. All lectures and projects were very well organized, diverse in topics and all-in-all provided a comprehensive over-view of what is possible in landscape architecture today. However, for me, the essential quality of the IMLA programme is not its well-developed and modern curriculum. It is the fact that it provides the opportunity for a very diverse group of students and lecturers to interact, work together and build friendships that go far beyond the time of the programme. It is that experience that helped me the most to develop not only professionally but also personally."

Partner of Bödeker Partner
Landschaftsarchitekten / BPLA GmbH
(with offices in Germany, Saudi Arabia
and South Africa)



Arati Amitraj Uttur

IMLA student
India

"The most outstanding feature of IMLA for me, is the platform of interdisciplinary learning and the opportunity of working on international projects across the EU. While consciously designing a programme that stitches all modules around the central theme of the main project, each module also individually structures our thinking towards the practice of landscape architecture with sustainability as the core approach. Apart from the rich cultural exchange within the international class group, I found that the electives and online seminars provide multifarious opportunities to connect with students and faculty from their large circle of partner universities spread across Europe, as well as a few in the Middle East. Studying at IMLA has brought me some really special friends, in the form of colleagues and teachers, along with some life-changing experiences that continue to deepen and develop with the array of avenues that lie ahead."



Tereza Slabá

IMLA graduate (exchange student)
Czech Republic

"I really liked it here and I did enjoy my two Erasmus semesters in the IMLA programme a lot. I also like that we have external lecturers in IMLA, e.g. specialists in teaching management or presenting. I feel that this is really important and it is what I miss at my university. So yes, I really like the overall concept and especially the idea of IMLA, with students from many different backgrounds and from many different countries. If I would have to decide it again, I would definitely come to Freising again."

Photo Credit: Konstantin Knabl



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