

Integrating Management and Environmental Psychology in the Landscape Architecture programs at SLU

Team members

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Introduction

There are strong links between a) governance and management activities related to existing green spaces and user patterns, and b) preferences of users and development of green spaces for optimal use and recreation. However, governance, management, and environmental psychology is currently scarcely integrated in the existing landscape architecture curricula, and there are no examples of the themes being connected and presented for students on a deliberate and linear basis.

The objective of this SLU Landscape project is to connect environmental psychology with perspectives of long term governance and management, via the production of concrete learning activities for each of the first three years in the SLU landscape architecture programs. We base the new assignments on research, and thus, actively contribute to the further development of landscape architecture programs at SLU.

The landscape architecture programs in Alnarp as well as in Ultuna are both under transformation, which makes the timing of our project optimal. The transformation in Alnarp is ongoing, while Ultuna is in an initializing phase. Therefore, we have started with looking into the Alnarp curriculum, and intend to transfer this into the Ultuna context.

Project activities (Alnarp)

- In the initial phase of the project the group had several meetings where disposition, content and arena for the assignment were identified. Based upon the discussions from these meetings one course from each of the first three years was identified as a potential purposeful arena for the project. (January-march 2017)
- Responsible teachers for the identified courses from year 1 (Karl Lövrje and Peter Dacke), year 2 (Allan Gunnarsson) and year 3 (Karl Lövrje) were contacted and meetings for discussions were arranged. Based upon the outcomes of the discussions with course leaders, the project group created a proposal assuring that the learning activities 1) related to existing courses at Alnarp and 2) were designed to be progressive during the 3 year study period. One overarching idea when creating the assignments was also to design them in a way that could help the students to establish a relationship to Alnarp rehabilitation garden. The garden is located at Alnarp campus and is a real life example of the connection between design principles from environmental psychology and long term governance and management. (March-April 2017)
- The proposal was presented at a teachers meeting in Alnarp reaching to all teachers involved in the landscape architecture program at Alnarp. (April 24th)

- The teachers responsible for the courses identified as relevant were then contacted again and all agreed to schedule for the assignments from fall 2017 (year 1), 2018 (year 2) and 2019 (year 3). It is important to be aware that the assignments described in appendix 1 need to be further processed together with the responsible course leaders to be smoothly integrated in the courses. The assignments described in appendix 1 should mainly be seen as drafts for discussions. Content and extent is expected to be altered in this process and also over the years in a continuous progression to integrate governance, management, and environmental psychology in the landscape architecture curricula.
- Some changes in the proposal were made when the final project report was compiled. (August 2017)

Project activities (Ultuna)

- The team members located in Ultuna were continually informed of the project activities and project outcomes in relation to Alnarp. (January-August 2017)
- After the Alnarp proposal had been created the program coordinator of the landscape architecture program at Ultuna was asked to identify courses from each of the first three years as potential purposeful arenas for the project. (June-August 2017)
- A course in year one was immediately identified as a purposeful arena for the project and a meeting was held with the course leader (Marina Queiros). The course leader found the project relevant and agreed to schedule for the assignment, possibly from fall 2017. (June 2017)

Project outcomes (Alnarp)

An overall proposal in relation to courses at the landscape architecture program in Alnarp was created:

- **Year 1: Meeting Landscape 1. Half a day to assignment 1, from fall 2017.**
- **Year 2: Park- and Landscape Management with Practice. Two weeks to assignment 2, from fall 2018.**
- **Year 3: Project 3 - Large Landscapes. One day to assignment 3, from fall 2019.**

Specific assignments for year 1, 2 and 3 were designed in relation to the identified courses. The description of each assignment (see appendix 1), specify learning objectives, proposed teaching staff, content and disposition of schedule, literature and learning outcomes.

Project outcomes (Ultuna)

- The landscape architecture program in Ultuna is in the middle of a process reworking and developing the courses in year 1, 2 and 3. The focus of this proposal is one of several aspects that needs to be considered. The half day and one day assignments, or similar, would quite easily be fitted into the curricula. The two week assignment is more difficult to position today, but the general idea is to situate more of this kind of subject(s) in year 3.

Future roadmap (Alnarp)

1. A working group needs to put together a working group to finally launch the project in Alnarp including e.g. Maria Kylin, Karl Lövrie, Allan Gunnarsson, Helena Mellqvist, Thomas Randrup, Patrik Grahn and Anna Bengtsson. For instance, a solution regarding payment for working hours spent and travel costs in relation to the proposed assignments needs to be settled.
2. Content and disposition of the learning activities created for the three years needs to be prepared in detail (i.e. lectures, exercises and seminars). In particular, details of the assignment proposed for year 2 need to be further planned and developed in collaboration with the course leader. Literature for the assignment proposed for year 3 needs to be produced.
3. To be able to follow up the project and the process of implementation, the course leaders for the courses identified will add questions concerning the assignments to the customary course evaluations for each course.

Future roadmap (Ultuna)

1. The assignment for year one designed for the Alnarp context needs to be transformed and prepared in detail (i.e. lectures, exercises and seminars). In particular, teachers located in Ultuna that could assist the assignment needs to be identified.
2. Teachers and director of studies working with year 2 and 3 bring this proposal into the planning and implementation of the new courses.
3. Consider possibilities to cooperate both with people in Alnarp and at Uppsala University.
4. A solution for payment for working hours spent and travel costs in relation to the proposed assignments needs to be settled before the final launch of this project.

Suggestions for improving the "Call for Ideas Initiative"

Project cross-over:

5. It could be inspiring, motivating and useful to be able to follow the other projects of the call more closely, and possibly also to be able to synchronize group activities.
6. It could also be useful to have some live activities in relation to projects from earlier years and perhaps follow the further implementations of the group works from earlier years (perhaps at the spring time SLU Landscape day).

Budget

The 40 000 applied for should be equally distributed to the six team members for working hours spent in the project. No expenses for travels have emerged since travels were conducted within other projects.

Appendix 1. Specific assignments for year 1, 2 and 3 in Alnarp

The assignments here described should be further processed, together with the responsible course leaders, to be smoothly integrated into the courses. The assignments described should therefore mainly be seen as drafts for discussions. Content and extent is expected to be altered in this process and also over the years in a continuous progression to integrate governance, management, and environmental psychology in the landscape architecture curricula.

Assignment for year 1: Meeting Landscape 1. Half a day to assignment 1, from fall 2017.

Objective: The aim of this learning activity is to introduce theories and concepts from environmental psychology and green space management and observe/assess the interaction of these two themes in a real life context.

Alnarp rehabilitation garden is a setting where ideas and concepts from environmental psychology have been realized in the design. The design has, since the establishment of the garden in 2002, been evolving differently as a consequence of, among other things, the governance and management of the garden.

The garden will be used as a "real life" case where the students see the interaction between the original design principles based on the supportive environment theory (Grahn, 2011), and the actual maintenance of the garden. The distinction between management and maintenance will be clarified (Randrup & Persson, 2009), and maintenance activities related to the design and characters in the different parts of the garden will be assessed.

Proposed teaching staff: Thomas Randrup, Patrik Grahn, Frederik Tauchnitz and Anna Bengtsson

Content and disposition:

- 13.00 Welcome to the garden
- 13.15-15.00 Lectures:
 - a) Introduction to overall theories in environmental psychology and the supportive environment theory
 - b) Introduction to Strategic Green Space Management
- 15.00-16.00 A walk and an exercise in the garden
- 16.00-17.00 Seminar: Highlighting design in relation to maintenance in Alnarp rehabilitation garden

Literature: See appendix 1.

After completion of this learning activity, the students will be able to:

- Describe and discuss theories and concepts from environmental psychology and management
- Observe/assess the interaction of these two themes in a real life context

Assignment for year 2: Park- and Landscape Management with Practice. Two weeks to assignment 2, from fall 2018.

Objective: The aim of this learning activity is to use concepts from environmental psychology to plan for governance and management

In the assignment, the students are to use theories and concepts from environmental psychology in the production of a management plan of a specific urban open space. .

Proposed teaching staff: Allan Gunnarsson, Thomas Randrup, Mats Gyllin, Caroline Hägerhäll, Frederik Tauchnitz and Anna Bengtsson

Content and disposition:

- The students read the assigned literature
- Seminar 1: The students present useful theories and concepts from the literature
- The students produce a management plan based upon the theories and concepts presented
- Seminar 2: The students present their plans in relation to the theories and concepts

Literature

The students are to get an overview of all the literature presented in the list (see appendix 1) and in particular the parts of the literature assigned to the groups that will be presenting at seminar 1.

After completion of this learning activity, the students will be able to:

- Present and reflect on theories and concepts from environmental psychology
- Present and reflect on theories and concepts from urban open space governance and management
- Describe and discuss how theories and concepts from environmental psychology could be used in the development of management plans
- Describe the basic structure and purpose of an urban open space management plan

Assignment for year 3: Project 3 - Large Landscapes. One day to assignment 3, from fall 2019.

Objective: The aim of this learning activity is to reflect on theories and concepts from environmental psychology at an individual level (e.g. human basic needs, place identity, place attachment, ecopsychology) and relate this to open space management at a city or district level.

This learning activity takes place in practice with a local city department (e.g. Malmö or Helsingborg). Concepts and theories from the two fields (environmental psychology and urban open space management) will be presented and reflected at new levels. Alnarp rehabilitation garden will be used as a setting for individual exercises relating to theories and concepts at an individual level. At the seminar, the students' individual experiences will be discussed in relation to open space management at a city level.

Proposed teaching staff: Thomas Randrup, Fredrika Mårtensson, Frederik Tauchnitz and Anna Bengtsson

Content and disposition:

- 09.00 Welcome back to the garden
- 09.15-10.15 Lecture: Going into theories and concepts in Environmental Psychology on the individual level
- 10.15-11.00 A walk and an exercise in the garden
- 11.00-12.00 Lecture: Going into theories and concepts on open space management at city level.
- 13.00-17.00 Excursion to two – three relevant urban open spaces (e.g. in Malmö or Helsingborg). Discussion of individual preferences and experiences in relation to open space management at a city level

After completion of this learning activity, the students will be able to:

- Present and reflect on theories and concepts from environmental psychology at an individual level
- Describe and discuss how theories and concepts at the individual level relate to management at a city level

Appendix 2. Literature in connection to the assignments

Literature year one:

Grahn, P. (2011). Om stödande miljöer och rofyllda ljud. In: F. Mossberg (ed.), Ljudmiljö, hälsa och stadsbyggnad. Skrifter från Ljudmiljöcentrum vid Lunds universitet, Rapport Nr. 9, Lund: Lund University, ss. 43-56.

Randrup, T.B. and Persson, B. (2009). Public green spaces in the Nordic countries: development of a new strategic management regime. *Urban Forestry & Urban Greening*, 8(1), 31-40.

Literature year two:

Cabe Space (2004) Green space strategies. A good practice guide. Commission for Architecture and the Built Environment, London, UK. 44 pp.

Falk, J., Balling, J., 2010. Evolutionary influence on human landscape preference. *Environment and Behavior* 42 (4), 479–493. (Available as e-journal at SLU Library)

Gehl, J., 2007. Public spaces for a changing public life. In: Ward Thompson, C., Travlou, P. (Eds.), *Open Space, People Space*. Taylor and Francis, pp. 3-9. (SLU Library)

Grahn P., Stigsdotter U., Berggren-Bärring A-M., 2005. A planning model for designing sustainable and healthy cities. The importance of people's need of recreational environments in an urban context. Post-conference proceedings, NAEP, Alexandria. (Available at Fronter)

Joye, Y., van den Berg, A., 2011. Is love for green in our genes? A critical analysis of evolutionary assumptions in restorative environments research. *Urban Forestry & Urban Greening* 10 (4), 261-268. (Available as e-journal at SLU Library)

Kaplan, R., Kaplan, S., 1989. *The Experience of Nature*. Cambridge University Press, Cambridge, MA. (Chapters 2 and 6, SLU Library)

Lynch, K. 1960. *The Image of the City*. Cambridge, London, The M.I.T. Press. (Pp. 46-90, available at Fronter)

Ottosson, J., 2001. The Importance of Nature in Coping with a Crisis: A photographic essay. *Landscape Research* 26(2), 165-172. Available as e-journal at SLU Library

Swedish Legislation, 2003. Removal of easily eliminated obstacles BFS 2003:19 / HIN 1. National Board of Housing, Building and Planning. Available at:
http://www.boverket.se/globalassets/publikationer/dokument/2008/hin1_removal_of_easily_eliminated_obstacles_bfs_2003_19.pdf

Literature year three:

Vogel, N., H. Fors, M. Jansson & T.B. Randrup (2017) *The Governance of Landscape Management: New Approaches to Urban Space Development*. *Landscape Research* [In Review]

Jansson, M. & T. Lindgren (2012) A review of the concept 'management' in relation to urban landscapes and green spaces: Toward a holistic understanding. *Urban Forestry & Urban Greening*, 11: 139-145.