

English abstract

Local Educational Landscapes – Management at the intersection of spatial and educational development. The case study „Bildungslandschaft Altstadt Nord“ in Cologne

For the past few years there has been a public debate in Germany surrounding education and the general framework of learning and educating children and youth. It seems clear that education is a locational factor and that good places as well as offers for learning can influence the development of cities. Nevertheless, places of education predominantly do not play a role in current discussions about urban development. General strategies and dialogues are missing. Research is slowly moving closer to the topic from the perspective of the different professions involved. Meanwhile, in practical approaches, initial concepts are being developed: for more or less ten years, ideas of „Educational Landscapes“ have been emerging. These follow a new understanding of education and can be described as local, perceptible cooperation networks, which seek a connection to the urban district.

When the realization of educational landscapes is connected to spatial activities such as the construction of buildings or an urban concept for the district, implementation is highly complex. Both educational actors and planning professionals have to work together with the public administration to accomplish the project. This network creates nodes, which are very different from one another. No practice and structure for cooperation is established either on the side of the educational institutions or on the side of public administrators and planners. Nevertheless, there has to be a coordinated process. Management structures are necessary to lead the project towards its goal.

The topic of this research is the management of the processes on the intersection of space and education. How is it possible to manage local educational landscapes? Which aspects are relevant for their realization? How are the actors connected to the spatial levels and the decision-making?

Research in the topic educational landscapes is still new. Few investigation can be found. The present study therefore aims for widening the knowledge and formulating recommendations how an educational landscape project can be managed successfully. Starting with a case study in Cologne (Bildungslandschaft Altstadt Nord), the dissertation follows a qualitative approach to generate findings for local educational landscapes. The project in Cologne is one of few developments in Germany which connects urban and architectural concepts with a pedagogic framework.

The study initially shows the discussion about educational landscapes in Germany. Within a theoretical discourse the term „Local Educational Landscape“ is defined. In addition, management aspects in relevant contexts are being discussed to form the general background for analysing the case study in Cologne. The development process of the project, its milestones and its spatial development are superordinated with information from documents and minutes of actors meetings. The findings of this analytic process are discussed with representatives of two other projects in Hamburg and Berlin. Expert interviews are used to qualify the findings and they help to develop guidelines to manage educational landscapes. The results of the dissertation are focussed in 20 recommendations to start and to built up, to realize and to continue, and to facilitate and to support local educational landscapes.

Steuerung lokaler Bildungslandschaften
Räumliche und pädagogische Entwicklung am Beispiel
des Projektes Altstadt Nord Köln

Niemann, L.

2014, XV, 219 S. 35 Abb., Softcover

ISBN: 978-3-658-05712-1