

LOCAL EDUCATIONAL LANDSCAPES AND URBAN DEVELOPMENT INTERFACES AND INTERLACINGS



ABOUT

In the broad socio-political discussion on the topic of education within the last decade, it is apparent that space and the urban context are important dimensions of education and that education is gaining importance for urban development. This becomes particularly evident in concepts for so-called local educational landscapes (Ger. Bildungslandschaften). Local educational landscapes are long-term cooperations between diverse formal and informal stakeholders of the fields of education, upbringing and child care on a regional, municipal or local level. Focal points of the research project are educational landscapes that aim to use and design the interface between education and urban development and thus materialize in the built environment.

The young field of research on educational landscapes is currently lacking a discussion of urban planning considerations in education, empirical research as well as research from the spatial and planning sciences. These research gaps are the starting points of the research project “Local Educational Landscapes and Urban Development”. The project’s aim is to systematically and empirically examine the interfaces and interlacings between education and urban development at different scales. The project is funded by the German Research Foundation (DFG) and runs from 2014 to 2016.

FUNDING

DFG Deutsche
Forschungsgemeinschaft

RESEARCH

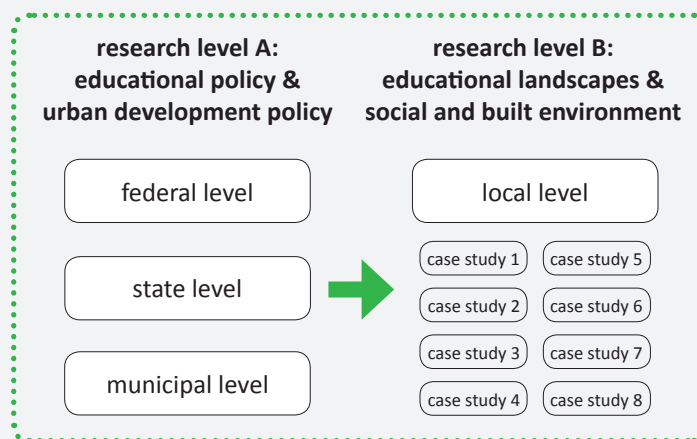
The aim of the research project is to systematically analyse the conceptual and practical interfaces and interlacings in view of contextual and spatial aspects of the two fields of education and urban development. The investigation will embrace different scales of analysis as well as empirical in-depth case studies. The main research questions are:

- > Which contextual and spatial interfaces and interlacings exist between education and urban development on the scales of the federal level, state, municipality, city, district, neighbourhood?
- > Which meanings and significance do stakeholders of education and urban development attribute to the diverse common and overlapping topic areas?

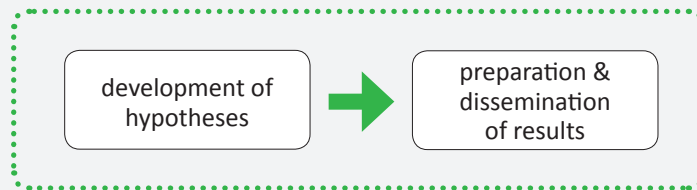
The research project is divided into two modules:

- > The first project module embraces empirical research on the relationship between education and urban development at different scale levels. The first phase of investigation within this project module is an exploration of cross-sectoral discussion threads of educational policy and urban development policy on federal, state and municipal level. The second phase of investigation reconstructs the relation between local educational landscapes and the social and built environment of the city, districts and neighbourhoods. The aim is to analyse examples of local educational landscapes with a particular focus on the social and built environment and the resulting objectives in view of urban design and planning.

PROJECT MODULE 1



PROJECT MODULE 2



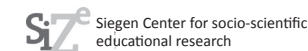
- > The second project module includes an integrated interpretation of the research results and the development of hypotheses that describe the interfaces and interlacings between education and urban development. The hypotheses form the basis for further research. The expected outcome of the research project is a new, integrated and interdisciplinary reflection on education and urban development. Within the debate on local educational landscapes, a positive connection between education and urban development is frequently stated without being verified by scientific research. The project will fill this research gap and reconstruct and contextualize the relationship between the two fields.

PARTNERS

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