

Report on the outcomes of a Short-Term Scientific Mission¹

Action number: CA23128

Grantee name: Güzin Yeliz Kahya

Details of the STSM

Title: WG3 Enhance Education Through the Use of Archive

Description of the work carried out during the STSM

Description of the activities carried out during the STSM. Any deviations from the initial working plan shall also be described in this section.

(max. 500 words)

The STSM has carried out through activities involving theoretical preparation and analytical synthesis of the collected materials alongside collaborative work and reciprocal knowledge exchange, all of which proceeded as planned in the beginning. In this context, the previously conducted and reviewed Working Group 3 (WG3) surveys on the pedagogical use of archives across different educational settings of landscape architecture primarily at the higher education level (bachelor's, master's, and PhD programme), while also including teacher education and examples from primary school contexts were systematically analyzed during the STSM. These materials provided concrete cases illustrating how archival resources are integrated into diverse curricular structures and learning environments. When combined with the literature review, they enabled the development of a systematic framework that supported the categorization and analytical structuring of the collected data.

I began with a literature review covering pedagogical approaches to address key discussions on learning and teaching models specifically in landscape architecture and spatial planning disciplines. Simultaneously, I reviewed the previously conducted online surveys and the outputs of a series of hybrid workshops. By filtering the survey data through a critical literature review, I identified central themes emerging across the different surveys, highlighting both recurring patterns and divergent approaches related to the integration of archival sources into teaching practices. This groundwork allowed me to frame the ways that landscape architecture archives can function as active pedagogical tools in higher education. It resulted in a preliminary conceptual draft proposing a navigational structure for engaging

¹ This report is submitted by the grantee to the Action MC for approval and for claiming payment of the awarded grant. The Grant Awarding Coordinator coordinates the evaluation of this report on behalf of the Action MC and instructs the Grant Holder Manager to verify the grant documents compliance and proceed with the payment.

with diverse teaching formats and varied modes of archival material use within *Teaching with Landscape Architecture Archives: Catalogue of Best Practices*.

During my visit at Wageningen University & Research in the Netherlands, I worked closely with WG3 leaders to develop the catalogue's structure and content. We systematically analyzed and synthesized the data gathered through surveys and workshops. Together, we categorized different pedagogical models, clarified methodological frameworks, and identified distinctive role of landscape architecture archives in exemplary practices. Through systematic review and comparative assessment, we developed important insights into how archival sources can be mobilized in landscape architecture education beyond their conventional documentary role. Indeed, this onsite collaborative work led to the preparation of more coherent and analytically grounded structure for the catalogue.

In addition, the STSM provided me a valuable opportunity to examine archival materials related to Dutch landscape architecture practice on site and directly to observe how professional design processes, documentation cultures, and educational practices intersect within the Dutch context. This experience enriched the knowledge exchange dimension of the mobility by fostering dialogue on both pedagogical strategies and professional traditions in landscape architecture.

Description of the STSM main achievements and planned follow-up activities

Description and assessment of whether the STSM achieved its planned goals and expected outcomes, including specific contribution to Action objective and deliverables, or publications resulting from the STSM. Agreed plans for future follow-up collaborations shall also be described in this section.

(max. 500 words)

The STSM generated substantial intellectual, methodological, and collaborative outputs aligned with the Action objectives and WG3 deliverables. A key achievement was the analytical synthesis of varying pedagogical uses of archival materials across different teaching contexts. This work resulted in the development of a foundational analytical table that will structure the WG3 catalogue deliverable. The resulting structured analytical framework, together with a curated and critically reviewed body of survey materials, will inform and contribute the catalogue's final format. Following that, we will share this categorization with contributing authors for feedback, ensuring that the taxonomy operates effectively within real teaching environments and that it meaningfully reflects disciplinary diversity. We will work on its graphical and visual design to enhance clarity, usability, and coherence and will be further developed in consultation with experts in didactics and educational methodology.

Beyond informing the WG3 catalogue deliverable, this collaborative systematic analysis of the collected data laid the foundation for a co-authored research paper. Together, we planned to further elaborate the topic through broader academic discussion in a publication focusing on archive-use methodology in landscape architecture education. While the catalogue will function as a structured pedagogical resource, the paper will advance a more comprehensive methodological model, positioning archival materials as active didactic instruments rather than static historical references and contributing to contemporary debates in landscape planning and design pedagogy. This publication will also contribute directly to one of the Action deliverables.

At the same time, the STSM significantly expanded my methodological and pedagogical expertise in archive-based learning. The intensive exchange with the host researcher together with our direct visits to the university archive and institutional archives enabled me to approach archival materials from new analytical and interdisciplinary perspectives.

Moreover, this experience directly informs my teaching practice by providing concrete strategies for integrating archival sources into both studio-based and theory-oriented courses in landscape architecture. It reinforced my understanding of archives as dynamic pedagogical tools capable of fostering analytical thinking, interpretative skills, and design reflection.

The mission also strengthened my professional network within the Action, establishing sustainable research connections and future collaboration pathways. Future collaborations and continued exchange have been agreed upon with the host to ensure alignment with broader Action outputs and joint development of both the catalogue and the planned publication.

Overall, the STSM successfully achieved its objectives, strengthened interdisciplinary collaboration, deepened my expertise in archive-based learning, and advanced the development of a pedagogically robust catalogue for landscape architecture education.