



xiii. Development of Sustainable Periurban Landscapes: New Visions & Strategies 2010 Global Summer Program Report

University of Copenhagen	
Brief description	The course is a planning course with emphasis upon actions, solutions, and future prospects for sustainable peri-urban development. Peri-urban landscapes are characterized by great heterogeneity and rapid changes of land use, mainly because they are attractive to many functions and permanently under pressure from urban expansion and demands imposed by nearby population concentrations. Thus, peri-urban areas are located in an in-between situation: neither city nor countryside, hosting a range of functions, spanning from agricultural production, forestry and non-rural enterprises to residential and recreational functions. The current search for sustainable urban development as well as adaptations to climate change, have additionally increased the interests in peri-urban functions and land use patterns. The overall subject of the course is sustainable planning for peri-urban landscapes.
Course duration:	9 – 20 August (12 days)
Tuition fees:	Exempted
Accommodation:	USD \$434 (DKK2,500) per week
Field trip:	N/A
Course facilitator(s):	Associate Professor Lone S. KRISTENSEN, Faculty of Life Sciences, University of Copenhagen and Professor Simon Swaffield, Lincoln University

2. Participant and teaching staff data

	University	Number of Students	Teaching Staff
IARU Partner Universities	Australian National University	2	
	ETH Zurich	1	
	National University of Singapore	3	
	Peking University	2	
	University of California, Berkeley	2	
	University of Cambridge		
	University of Copenhagen	2	5
	University of Oxford		
	The University of Tokyo	2	1
	Yale University		
	Total IARU partner involvement	7/14	2/6
Non-IARU Partner Universities	Kassel University	4	4
	Wageningen/Utrecht University	1	1
	Piza Agricultural University	2	
	Lincoln University, New Zealand	0	1
	SLU, Sweden	2	
	BOKU, Vienna, Austria	0	1
	Warsaw University of Life Sciences SGGW	2	
	TOTAL Non-IARU partner involvement	5/10	4/6
	TOTAL	14/24	6/12

3. Successful aspects of the course

Please outline the successful aspects of the GSP course, where possible, referring to feedback gained from students and/or staff involved in the course. Feel free to incorporate photos into this section of the report. (Est. 500 words)

- Students (and teachers) coming from all over the world looking at planning/ environmental problems in another context than they are used and the possibility of bringing many different professional skills together in the searching for proper solutions formed a good point of departure for the learning ‘environment’ and discussions
- The boarding school form was excellent – forcing people to live and work together for 2 weeks. The good physical facilities at Nødebo Forest College as well as the excellent cooking contributed to the creation of a very good atmosphere

- Engaged, attentive and supportive teachers; Respectful relationship between teachers and between teacher and students
- Engaged and ambitious students
- The mixture of teaching activities: lectures, discussion, excursions and group and individual work

4. Challenges and concerns for the future

Please outline aspects of the course and/or the wider GSP that presented difficulties for your University. (Est. 500 words)

It is a problem that some IARU Universities select students that do not fulfill the course requirements – and I have knowledge about that it is not always because they do not have students with the recommended skills. It implies that we had to refuse some of the applications and that some of the students have attended the course with out the environmental planning skills which were required. The general implications are that we have less IARU students on the course than we could have had and that it can be difficult to secure the intended level of the learning out come – in relation to some aspect.