

STUDY

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Questionnaire for the State of the Art

in educating sustainability and heritage

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Sustainability of Built Environment in
Architectural and Urban Design Higher Education**

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DISCUSSION AND CONCLUSIONS



The Students' and Experts' Questionnaires analyses underline the importance of Cultural Heritage and Sustainability issues for students and practitioners. The data collected highlight that students understand the importance of Environmental and Cultural Values Preservation issues, and experts consider them central in their practice. The most significant findings could be summarised in three main issues: (1) *the state-of-the-art of academic study programs*; (2) *The comprehension of the Cultural Heritage and Sustainability Awareness among students and experts*; (3) *The future challenges for educational programs and work environment for Cultural Heritage and Sustainability issues*.

1. State-of-the-art of academic study programs in Italy

- Cultural Heritage and Sustainability in luav study programs are part of students educational Career. Students approach them from an interdisciplinary perspective. The main relevant difference among the international level results is, although the specific curricula, that the *Second Cycle - Master Degree Study Programs* aim to give students an equilibrate perspective between Cultural Heritage and Sustainability issues.

- The Students' and Experts' Questionnaires results emphasise the importance of a deep methodological, theoretical, and scientific preparation in both cultural and operative perspective. Students and Practitioners consider *Lectures* and *Seminars* central to comprehend the *Fundamentals* and the *State-of-the-art*.

- Students and Experts affirm that *Seminars*, *Site Visits and Study trips*, and *Study and Analysis of Literature* are central educational experiences to extend students' reference case studies. Experts evaluate positively *Co-commitment outside the academic activities* and *Public presentations of work* such as national and international architectural competitions and workshops on relevant issues for local communities. Experts consider *Practical Training skills activities* and *Internships* as effective academic tools

to encourage students' involvement in work fields and promote local and international mobility.

- Experts believe that University's *networks and collaboration with public institutions* (such as Municipalities, Provinces, and Superintendencies) are fundamental tools to implement *Social Inclusion in Academical Research* and *students' involvement* in a complex design exercise.

2. The comprehension of Cultural Heritage and Sustainability Awareness among students and experts

- Students and Experts consider the relationship between *Sustainability* and *Cultural Heritage* a pivotal issue from a theoretical, educational and practical perspective.

- Students and Experts address *Sustainability* and *Cultural Heritage* as all-embracing concepts to *architectural, urban and landscape scales*.

- Experts remark that not all *colleagues, collaborators, and other practitioners* are equally aware of the *Cultural Heritage* and *Sustainability concepts, national and international legislation* and *debate*. The awareness of *Cultural Heritage* and *Sustainability* issues depends on the field they work in.

- Students and Experts consider *Sustainability* a topic related to *technological aspects*, while *Cultural Heritage* a topic linked to a *historical, social, cultural and multidisciplinary approach*. Public administration and Government or local authorities' members or consultants identify the link between *Society and Culture* as fundamental in their activities.

- The Analysis of *Students' perception of Cultural Heritage and Sustainability* issues reveals that they are highly aware of these themes and positively evaluate *Skills' level obtained from the Educational Programs* (especially *Cultural Heritage* issues).

3. Future challenges for educational programs and work environment regard Cultural Heritage and Sustainability issues

- Second Cycle – Master Degree students highlight a distance between the level of *Skills and Knowledge they have gained* and the *Skills and Knowledge required* in the work

environment.

- Experts underline the importance of *Third Cycle - Specialisation Schools Educational Programs* in *Cultural Heritage* and *Sustainability*.

- Experts believe in the *crucial role of University's networks and collaboration with Public Institutions* to help young practitioners overcome the complexity of architectural design in *Environmental and Cultural Values Preservation*.

- Experts and students highlight that architectural, urban and landscape design should safeguard and transmit *Cultural Heritage* and *Sustainability* issues through *local communities' inclusion in research, regeneration and enhancing projects*.

- Comparing national and international information emerged that Experts appreciate the collaboration with young graduates and the *interdisciplinarity, theoretical fundamentals, operative knowledge and internationalisation* in students' background. They emphasise the importance of continuous improvement of the learning programs.