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THE UNIVERSITY OF HONG KONG 香港大學 **faculty of architecture** 建築學院 Division of Landscape Architecture 国埃達案學節

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建築學院

園纜礦土

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# **Mathew Pryor**

# Architecture University of Hong Kong Division of Landscape Head

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We are delighted to share with you the very best student work from the design studios and technical courses of the four-year Bachelor of Arts in Landscape Studies (BA(LS)), the two-year Master of Landscape Architecture (MLA), and our new one-year Postgraduate Diploma in Landscape Architecture (PDLA) programs from 2018-19 in this, our latest Division of Landscape Architecture Yearbook.

Severe environmental challenges and wholesale changes in society in the countries of Southeast Asia resulting from rapid increases in population, urbanization, resource depletion, climate change, waste and pollution, technological advances etc., provide the topical subjects and academic framework within which our students develop the landscape architectural knowledge, skills and attitudes that will enable them to lead the effort in addressing these issues. Complexities of built and natural environments are explored through multidisciplinary approaches and across a range of scales. Proposals for strategic landscape policy and planning, and specific design, action and management interventions are made relevant to both the environment and community within which they are set, thorough dialog, research, design and performance evaluation. Students engage with these challenges both in the classroom and through extensive local and international field trips and numerous encounters with community groups, NGOs, governmental agencies and industry experts. This year students once more traveled to urban and rural areas of Java and Laos, as well as to many destinations in China.

The Division has further expanded its research activities. In September 2018, we hosted the Assoc. Pacific Rim Universities annual Sustainable Cities and Landscape Conference with more than 100 academics from 40 universities around the Pacific coming together to work on a new Sustainable Cities and Landscape Handbook publication. As part of the Faculty of Architecture's HKUrbanLab, landscape colleagues have also pursued diverse research studies on landscape, urban and environmental issues, in conjunction with: the Virtual Laboratory of Urban Environments & Human Health; the Belt and Road Observatory; Healthy High Density Cities Lab; Urban Ecologies Design Lab; and the Architecture, Urbanism, and the Humanities Initiative.

We are deeply grateful to the continued generous support of our alumni network, partners in practices and NGOs locally and regionally, and academic colleagues from leading landscape schools across the world.

# 彭文輝

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# 園 看 達 注 等 等 部

在這本最新的園境建築學部設計年鑒中(2018—2019)·我們很高興與您分享來自四年制園境學文學士(BA(LS))、兩年制園境碩士(MLA)以及新開設的一年制園境深造文憑(PDLA)的設計課程和技術類課程中最優秀的學生作品。

由於人口快速增長、城市化、資源枯竭、氣候變化、垃圾及污染・技術進步等因素影響東南亞國家面臨著嚴峻的環境挑戰和社會巨變、這為我們提供了熱門課題及學術框架、學生可以就此增進景觀設計領域的知識、發展技能、形成觀點、並培養解決這些問題的能力。我們通過多學科、多尺度的方法、探究人工建築和自然環境的複雜性。從戰略性的景觀政策和規劃提案到具體的設計、行動和管理干預措施、其形成與其所處的環境及社區背景相關、須經過討論、研究、設計和績效評估得以確定。要應對這些挑戰、學生們不僅要在課堂中學習、還要在本地和國際展開廣泛的實地考察、大量接觸社區群體、非政府組織、政府機關和行業專家。今年、學生們再次前往包括印尼爪哇島、老撾以及中國諸多地區的城市和鄉村。

本學部的研究活動得到進一步擴展。2018年9月·我們主辦了環太平洋大學協會可持續城市與景觀年會·來自環太平洋的四十所大學的一百多名學者齊聚一堂·共同撰寫新的《可持續城市與景觀手冊》。作為香港大學建築學院城市創作實驗室(HKUrbanLab)的重要成員·園境建築學部的同仁對景觀、城市和環境方面的諸多議題展開廣泛研究·合作对象包括:城市環境與人類健康虛擬實驗室、"一帶一路"觀察站、健康高密度城市研究室、城市生態設計實驗室、以及建築學—城市學—人文科學創新計畫。

對於一直以來給予慷慨支援的校友會、本地和各地區的工作夥伴與非政府組織,以及全世界各大景觀學院的學術同仁,我們在此表示由衷感謝。

碩

The Master of Landscape Architecture (MLA) is an advanced degree in landscape architecture that has been offered at The University of Hong Kong since 1993. The two-year curriculum is accredited by the Hong Kong Institute of Landscape Architects. Our program is distinguished by a commitment to teaching landscape architecture as a broad discourse in which the core practices of the discipline are examined alongside contemporary developments in planning, conservation, urbanism, and ecology. By focusing on experience-rich and problembased approaches to learning and critical thinking, we prepare students to lead the discipline through careers in research, teaching, and practice.

The MLA courses draw on the urban and environmental laboratory that is the greater Pearl River Delta and Southeast Asia for an understanding of landscape architecture that spans from the urban to the rural, in which issues of density and development necessitate socially and ecologically sustainable solutions. Subjects are organized into themed tracks which include design studio, history & theory, technology, and media. Advanced digital methods are woven throughout the curriculum, ensuring that our graduates possess upto-date skills in both computation and representation.

Foundation studios explore themes of space and assembly, dynamic processes, and public space. In their first year, MLA students travel to a region within the Asian tropics to carry out fieldwork and engage with communities in places where landscape issues intersect with development and urbanization. Second-year studios explore themes of landscape infrastructure, the rural-urban interface, natural systems and ecological planning. The MLA education culminates in a design and research thesis in which students work on a project that articulates their own critical position in the discipline through an independent exploration of site, theory, and methodology.

1993 年·香港大學開始頒發園境建築專業的高級學位——園境碩士(MLA)。該學 位課程為期兩年得到香港園境師學會的認證。我們的課程以課題廣泛 兼收並蓄著稱 密切關注當下規劃、保護、城市化和生態學的發展來核定學科的核心實踐內容。我們 注重有豐富體驗、基於問題的學習方法和批判性思維,以培養學生在研究、教學和實 踐中成為帶頭人。

園境碩士課程立足於由大珠江三角洲地區及東南亞地區所構成的城市與環境"實驗 室",以熟悉並理解從城市到鄉村的園境建築設計。其中,密度和發展的問題迫切需 要得到社會及生態均可持續的解決方案。課程根據主題進行安排,包括設計課、歷史 和理論、技術工藝以及設計媒體。先進的數位化方法貫穿課程始終,以確保我們的畢 業生在電腦技術和設計表現方面的技能都緊跟時代發展。

基礎設計課程中探索的主題包括空間與組配、動態過程及公共空間。園境碩士在第一 年要前往亞洲的熱帶地區進行實地考察·在景觀議題與發展·城市化交互影響的地區 要與當地社群接觸並建立聯繫。第二年課程的主題則包括景觀基礎設施、城鄉結合地 區、自然系統和生態規劃。最後,學生要完成一項綜合設計與研究的畢業設計,通過 對場地、理論和方法的獨立探索、闡述自己在該學科的思辨立場。

ECHEVERRI Natalia

Adjunct Assistant Professor MLA/PDLA Program Director 娜塔莉·埃切韋里

客席助理教授

園境碩士課程及園境深造文憑課程統籌主任

# MLA Syllabus 園境碩士課程大綱

# YEAR 1 Semester 1 一年級第一學期

Landscape Design Studio I

# YEAR 1 Semester 2 一年級第二學期

Landscape Design Studio II

andscape Plants & Ecology I

andscape Plants & Ecology II

Landscape Media 景觀媒體

# YEAR 2 Semester 1 二年級第一學期

Landscape Design Studio III

# YEAR 2 Semester 2 二年級第二學期

Landscape Design Studio IV: Landscape Thesis

All courses are 6 credit courses except Design Studio courses which are 12 credits. \* MLA Pre-requisite begins in mid-

August before the beginning of the first Semester

除設計課程為 12 學分之外,所有

期之前的八月中旬開始

The Postgraduate Diploma in Landscape Architecture (PDLA) is our newest program in the Division of Landscape Architecture. This intensive one-year curriculum introduces foundational skills, theories, and concepts of landscape architecture to students without previous training in the environmental design fields. Contemporary landscape practice and scholarship is faced with complex urban, suburban, and rural development problems; it deals in diverse cultural, economic, and ecological environments, and works within multidisciplinary teams and through innovative platforms. As the scope and methods of the field expand and evolve it must embrace a diverse body of practitioners to meet these challenges. By creating new pathways for students with nontraditional academic backgrounds and experiences to enter the field, the PDLA aims to generate a multi-skilled cohort capable of bridging traditional disciplinary boundaries and expanding the profession from within.

The PDLA curriculum is constructed around a broad and global discourse of landscape architecture with early studios and theory courses drawing especially on both international and regional case studies. The curriculum is organized around a sequence of studios introducing students to a critical set of methods for observing, analyzing, and reshaping the physical environment. Studios are closely related to seminars in history and theory, visual communication and landscape technology that expand and contextualize the design discourse. After these broadening Fall and Spring semesters, students synthesized the skills, methods, and theories in an intensive summer course focused on a real-world problem at the intersection of urban, natural, and social problems.

2019 saw the first graduates from the PDLA program. After a successful year, the majority of students have gone on to enroll in the Division's own MLA program or for overseas study in advanced landscape programs.

園境深造文憑(PDLA)是園境建築學部的最新項目。在環境設計領域尚未有學習經驗的學生·可以通過這個為期一年的集中強化課程·瞭解園境建築設計的基本技能、理論和概念。當代的景觀實踐與學術研究面臨著城市、郊區和農村發展的複雜問題·牽涉形形色色的文化·經濟和生態環境·並通過創新平臺·與多學科團隊合作開展工作。隨著範圍和方法的不斷擴大和發展·該領域必須接納多元化的從業人員來應對這些挑戰。園境深造文憑課程為具有非傳統學術背景和經驗的學生開闢進入該領域的新途徑·旨在培養一支能夠跨越傳統學科界限並由內而外擴展專業領域的多技能隊伍。園境深造文憑的全部課程是圍繞園境建築學科廣泛和全球性的議題而構建的·初期的設計課和理論課程尤其借鑒了國際和地區的案例研究。課程大綱圍繞一系列的設計課進行組織安排·向學生介紹了觀察、分析和重塑物理環境的一套關鍵方法。設計課與歷史和理論、視覺傳達和園境建築技術課程的內容緊密相連;這些課程也得以將設計課的外延進行擴展並使其脈絡化。在注重拓展性學習的秋季和春季學期後·學生將在夏季強化課程中綜合運用技能、方法和理論·聚焦於一個處於城市、自然和社會問題交匯點的現實課題。

第一屆攻讀園境深造文憑的同學們于 2019 年畢業。在這卓有成效的一年後·大多數學生都被錄取進入本學部的園境碩士項目深造·或者赴海外繼續研習景觀高級課程。

ECHEVERRI Natalia

Adjunct Assistant Professor MLA/PDLA Program Director 娜塔莉·埃切韋里

客席助理教授 園境碩士課程及園境深造文憑課程統籌主任

# PDLA Syllabus 園境碩士文憑課程大綱

# YEAR 1 Semester 1 一年級第一學期 Foundation Design Studio I 基礎設計課程 I Landscape Media I 景觀媒體 I Landscape Media I 景觀媒體 I Landscape Systems 景觀系統 Landscape Technologies and Techniques 景觀技術與技藝 Landscape Architecture Intensive\*

- Landscape Design Courses 景觀設計課程
- History & Theory Courses 歷中與理論課程
- Visual Communications Courses
- Technology Course
- == Flactive or Other Courses

All courses are 6 credit courses

except Design Studio courses which are 12 credits.

- \* Landscape Architecture Intensive begins in mid-August before the beginning of the first Semester. 除設計課程為 12 學分之外·所有 理程均度 6 學公。
- \*景觀建築强化課程于第一學期之前的八月中旬開始。

The Bachelor of Arts in Landscape Studies (BA(LS)) program at the University of Hong Kong equips students with a curriculum that emphasizes design, landscape technology, history and theory, and visual communications. We aim to give students a comprehensive grounding in the knowledge, concepts and skills which landscape architects commonly require to deal with complex community, ecological and developmental issues within diverse urban and natural environments.

The BA(LS) program is studio-based, allowing students to work directly with instructors in design projects and guided research studies that integrate both theoretical exploration and practical implementation. Design studio is integrated with concurrent theoretical and technical courses that reinforce the core knowledge of landscape architecture and broaden students' perspectives across related disciplines.

The program starts with an interdisciplinary view of the built environment training students in critical observation skills and visual communication. In the second year, students experiment with making, scale, experiences, and materials, acquiring a foundational vocabulary in the phenomenological, material, and spatial aspects of landscape. The final two years expand in complexity as students are confronted with ecological, sociological, urban, and infrastructural aspects within the design studio while building theoretical and technical competency to complement studio.

Students are exposed to a wide range of environments through site visits and field trips, and the Division actively collaborates with other leading landscape programs overseas to offer opportunities for students to engage their peers from around the world.

香港大學園境學文學士(BA(LS))課程為學生提供了一份強調設計、園境建築技術、 歷史和理論以及視覺傳達的課程大綱為了應對不同的城市與自然環境下複雜的社群、 生態和發展問題,園境建築領域通常對知識、概念和技能均有要求;我們的目標正是 讓學生在這些知識、概念、技能方面奠定全面的基礎。

園境學文學士項目以設計課為基礎,允許學生在整合了理論探索和實踐應用的設計項 目和指導性研究學習中直接與導師合作。設計課與其他同時展開的理論和技術課程 緊密相連;這些課程既增強了園境建築學科的核心知識,又拓寬了學生跨學科的視野。 園境學文學士項目從建成環境的跨學科觀察開始,培養學生的批判性觀察技能和視 覺傳達能力·第二年·學生們嘗試製作、測量、體驗材料·習得表述景觀現象、材料和 空間方面的基本詞彙。後兩年、學生在設計課要應對生態、社會、城市和基礎建設各 方面的問題、並補充增強理論和技術能力、學習的複雜程度也相應增加。

通過現場參觀和實地考察,學生得以接觸各種各樣的環境。此外,園境建築學部與海 外各先進的景觀項目積極合作,為學生提供了與世界各地同行交流的機會

Vincci Mak

Senior Lecturer BA(LS) Program Director

麥詠詩 高級講師 園境學文學士課程統籌主任

# **BA(LS) Syllabus** 園境學文學士課程大綱

YEAR 1 Semester 1 一年級第一學期	YEAR 1 Semester 2 一年級第二學期	YEAR 2 Semester 1 二年級第一學期	YEAR 2 Semester 2 二年級第二學期
Sustainability and the Built Environment	Introduction to Building Techonology	Introduction to Landscape Design Studio	Landscape Design Studio I
可持續性和建造環境	建築技術概論	景觀設計課程概論	景觀設計課程丨
Introduction to Landscape City Arhcitecture	Introduction to Landscape Design		
景觀 - 城市 - 建築概論	景觀設計概論		
Landscape Representation I	Chinese Language Course	Plants and Planting Design I	Landscapes Representation II
景觀表達	漢語語言課程	植物和種植設計丨	景觀表達=
English Language Course	Common Core Course	English Course (Division)	Common Core Course
英語語言課程	核心課程	英語課程(學部課程)	核心課程
Common Core Course	Common Core Course	Common Core Course	Common Core Course
核心課程	核心課程	核心課程	核心課程
/EAR 3 Semester 1 三年級第一學期	YEAR 3 Semester 2 三年級第二學期	YEAR 4 Semester 1 四年級第一學期	YEAR 4 Semester 2 四年級第二學期
Landscape Design Studio II	Landscape Design Studio III	Landscape Design Studio IV	Landscape Design Studio V
景觀設計課程	景觀設計課程 III	景觀設計課程 IV	票觀設計課程 V
Theories and Practices of Contemporary Landscape Architecture	Environment, Community & Design	Landscapes and Design in China	Strategic Landscape Planning
當代園境建築的理論與實踐	環境、社區和設計	中國的景觀與設計	戦略景觀規劃
Technolofy in Landscape Architecture	Landscapes Representation IV	Plants & Planting Design II	Ecology & Sustainability
景觀建築技術	景觀表達Ⅳ	植物和種植設計Ⅱ	生態與可持續發展
	Elective	Elective	Elective
Landscapes Representation III			

Faculty Foundation Courses 學院基礎課程

Visual Commun 視覺傳達課程

Technology Courses 技術課程

Elective or Other Courses 選修課及其他

All courses are 6 credit courses except Design Studio courses which

除設計課程為 12 學分之外,所有 課程均爲6學分。

**Thesis Coordinator:** KELLY Ashley Scott

**Thesis Supervisors:** 

ECHEVERRI Natalia MAK Vincci

JIANG Bin MELBOURNE Scott Jennings

JIANG Bin KELLY Ashley Scott LAU Sunnie

PRYOR Mathew TRUMPF Susanne

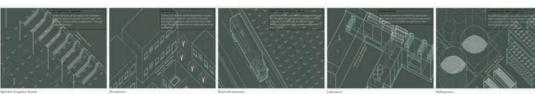
LU Xiaoxuan VALIN Ivan

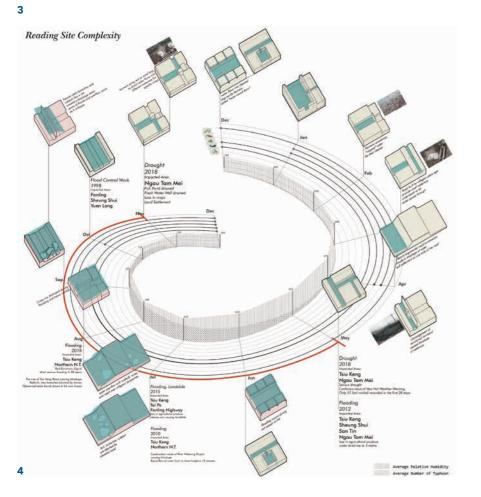
The MLA landscape thesis is a year-long independent research and design project consisting of Thesis Preparation and the Thesis Studio. The program's primary purpose is the advancement of knowledge, methods, and practices in the field of landscape architecture. While understood as the culmination of conceptual, technical, ethical, and professional knowledge and skills gained at HKU, our students are required to distill those skills and knowledge most necessary to communicate and defend their theses. Students follow research methods, including writing a formal research statement, methodology, case studies, and a literature review that together position their studies and design propositions within contemporary landscape architecture discourse and related fields. Each year, students align themselves with one of several tracks of landscape research that take cue from current issues and debates, allowing for focused peer and group discussion throughout the development of their work. Student topics included: Environmental, infrastructural, and geopolitical conflicts; landscape conservation and heritage; urban agriculture; and challenging urban design and landscape planning methodologies in sites across Hong Kong, China, Southeast Asia, and Africa.

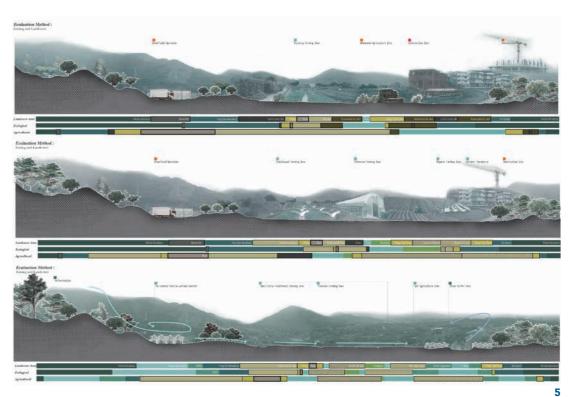


MLA Design Thesis
ARCH 7299

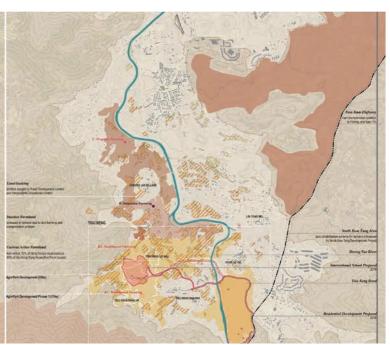






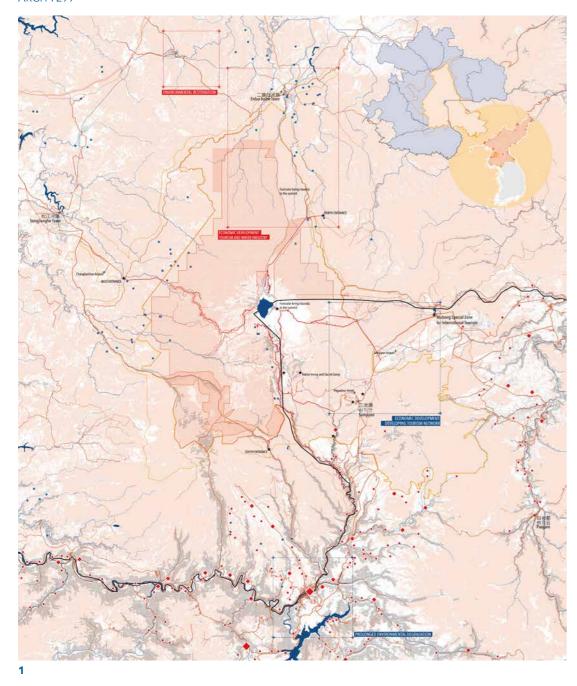


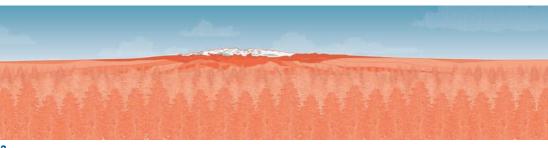




# 1 - 7:

Making an Environmental
Authority: Development,
Negotiation and the Technical
Production of Agricultural
Land under Hong Kong New
Agriculture Policy
by CHONG Yan Suen Ceas
Supervisor: KELLY Ashley Scott



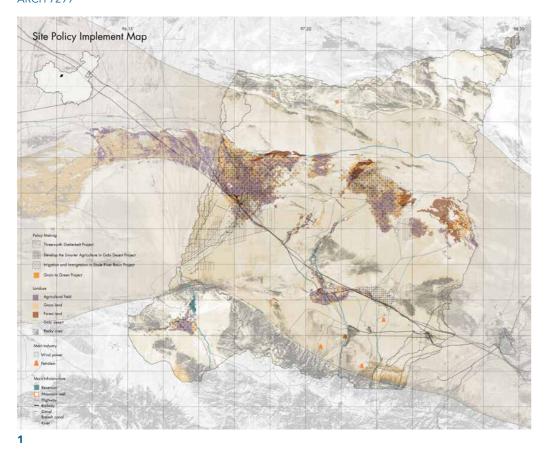


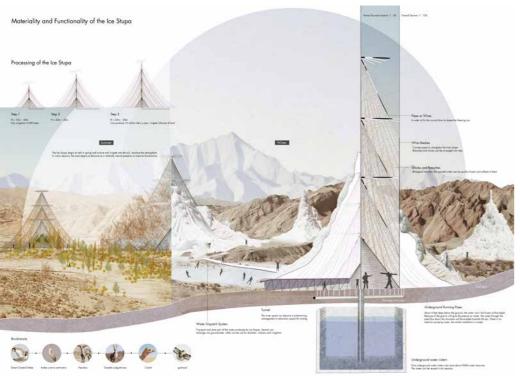


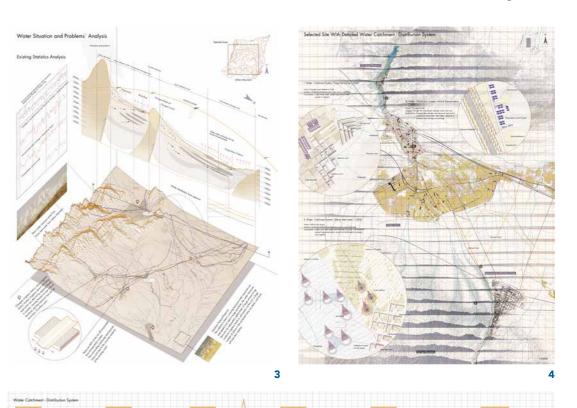


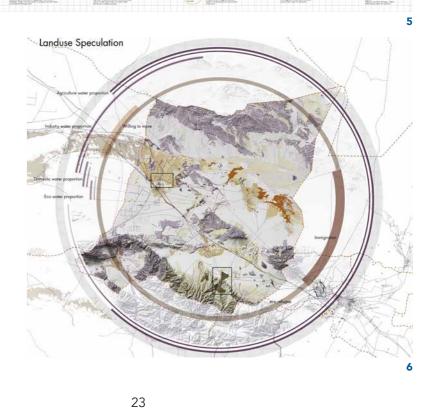
# 1 - 5:

The Sacred Mountain and its Liquid Gold: Coordinated Mineral Water Extraction and Forest Restoration for the Mount Paektu/Changbai by TSANG Yik Ming Supervisor: LU Xiaoxuan



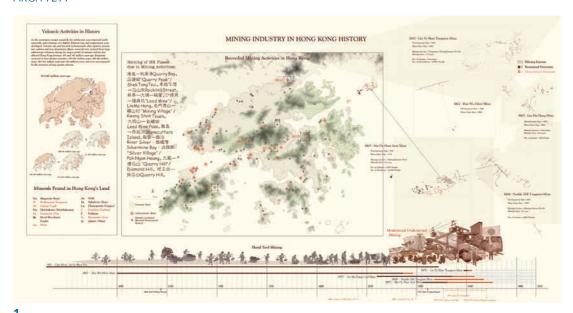






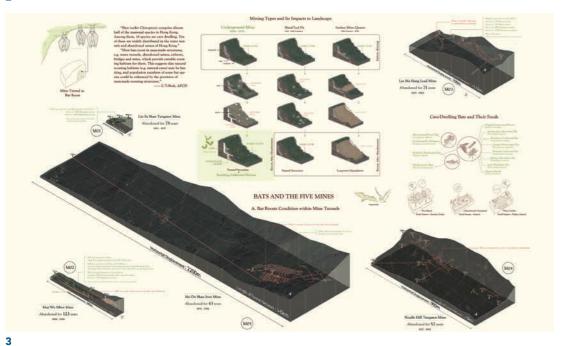
1 - 6: Refresh the Gobi Desert: A Sustainable Method Based on Water Strategy to Alleviate Marginalization in Yumen City by DUAN Yu Vicky

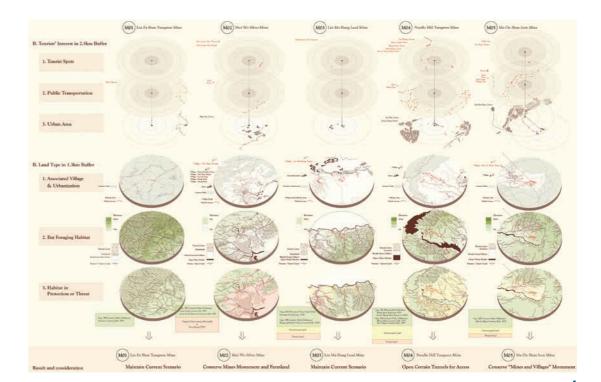
Supervisor: ECHEVERRI Natalia

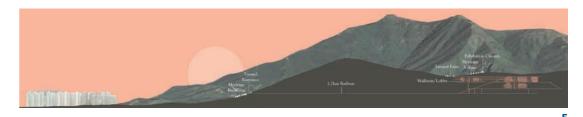








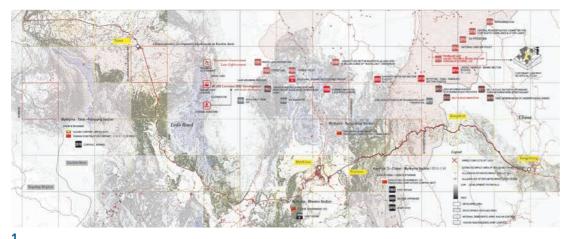


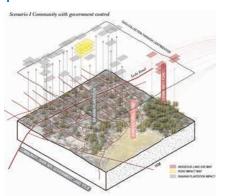


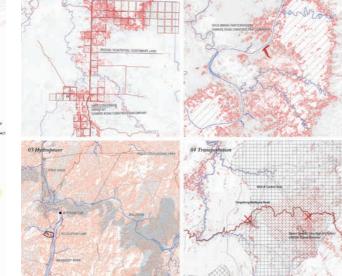
1 - 6: Cultural Landscape in Hong Kong: Conservation Strategies for

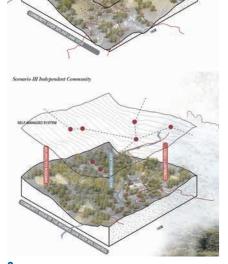
Abandoned Mining Tunnels CHAN Tsz Wa Koni Supervisor: TRUMPF Susanne

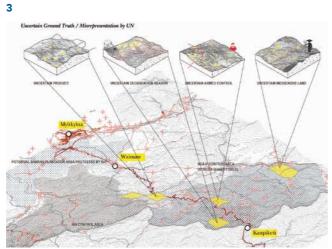
# ARCH 7299

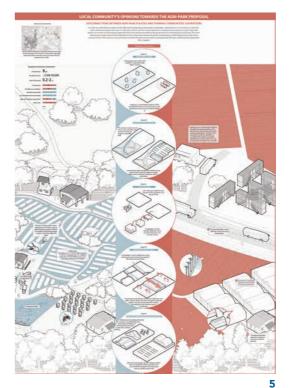


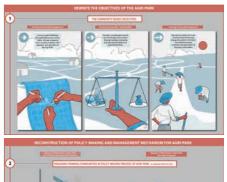


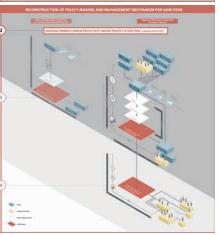










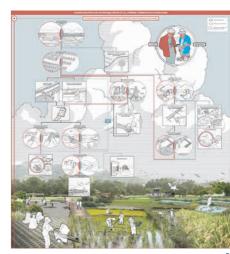


1 - 4:

Justifying Sustainability: Environmental Governance and the Legitimacy of Environmental Analysis along the Myanmar-China Border by YUAN Zheyi Zoey Supervisor: KELLY Ashley Scott

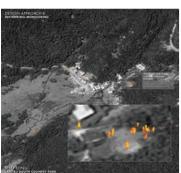
# 5 - 8:

Revitalizing Local Agriculture: Through a Community-based Approach by CHEUNG Wing Ka Jasmine Supervisor: PRYOR Mathew



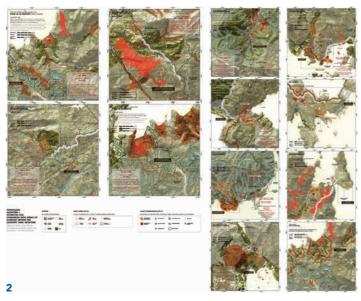
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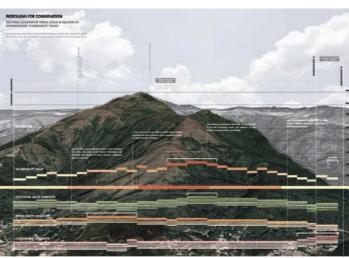


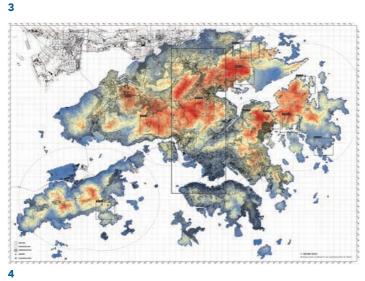




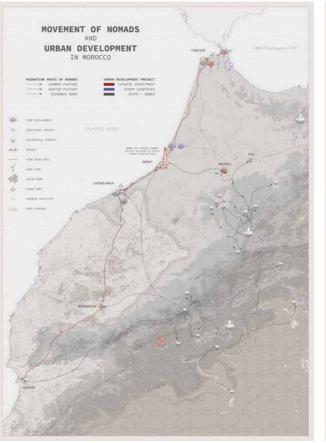


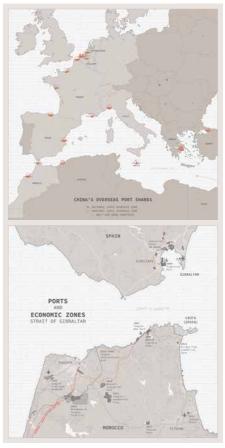


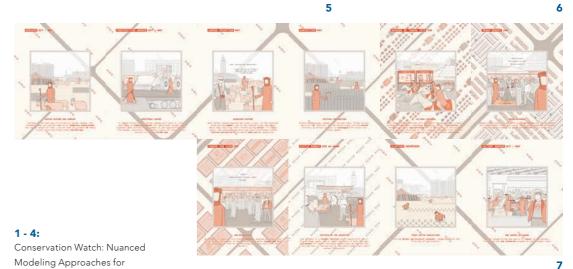




28







5 - 7: Indus-Pastoralism: Resisting Exclusion Through Empowered Nomadic Cultural Heritage in Morocco by HO Yuming

Adaptive Management of Hong Kong's Conservation Landscapes by SHUM Siu Kei David Supervisor: KELLY Ashley Scott

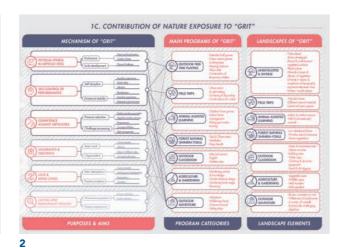
Supervisor: LU Xiaoxuan 29

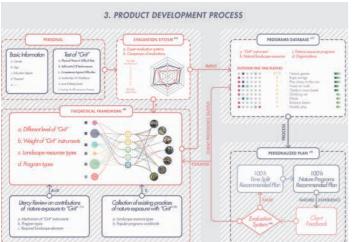
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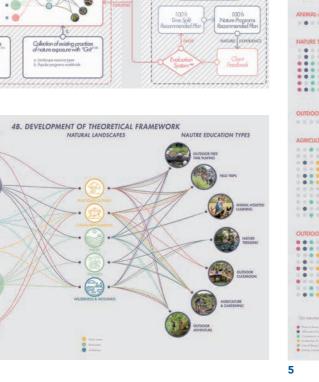
INSTRUMENT

# THE STRATEGIC PLANNING OF A NATURE EDUCATION PROGRAM FOR PRESCHOOLERS IN URBAN AREAS WITH THE GOAL OF CULTIVATING "GRIT"

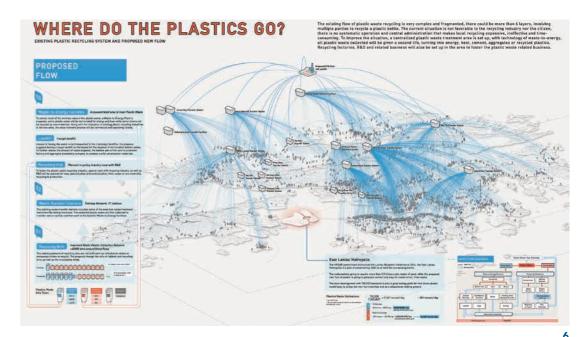
Cit is a fundamental personality itali. Cit is beneficial for any individuals lifelong health and well-being. A great amount of studies has shown that nature experience has significant positive impacts on has snown that nature expenence has significant posteric impoats on cultivating an individuals gist, According to the human's sychological and physical conditions at different ages, the girloriented nature education shall be started at the preschool one gog (50 years old). Unfarturately, both theoretical and practical knowledge of this type of education is fragmented and delicient. Therefore, it is pressing and important to develop a set of nature education programs aiming to develop grit for preschool children. Probing into the theoretical system and practical shategies of gritanented nature education from key parts of the theoretical framework, key components of the education with the weight of importance, a think tank of gritoriented nature education, and strategic design of nature education settings, this study provides researchers with future research trends, educators with inspirations of nature education practice, and designers with new ideas of nature



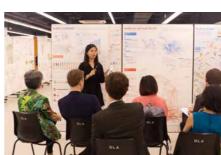












1 - 5:

The Strategic Planning of a Nature Education Program for Preschoolers in Urban Areas with the Goal of Cultivation "Grit" by ZHANG Xiao Lai Joy Supervisor: JIANG Bin

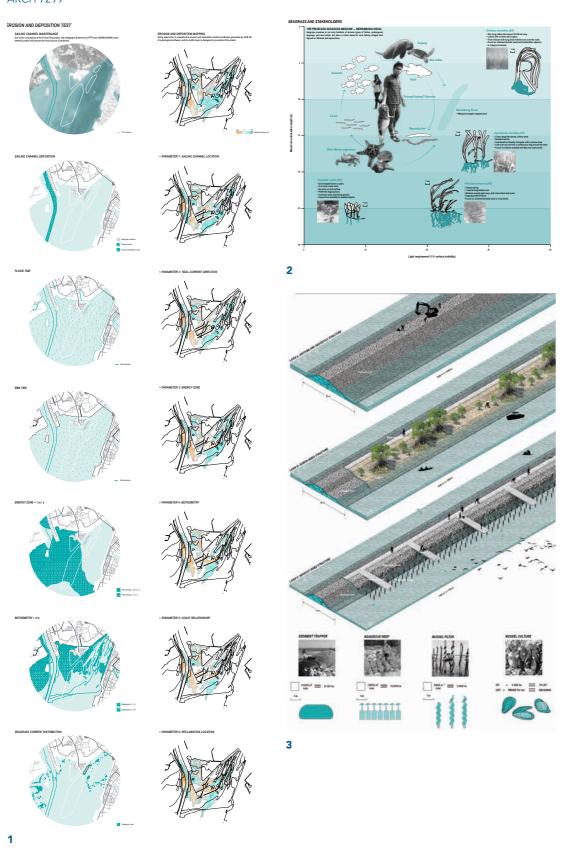
6 - 9:

Plastic Divergent by PANG Tsz Yung Kity Supervisor: MELBOURNE Scott Jennings

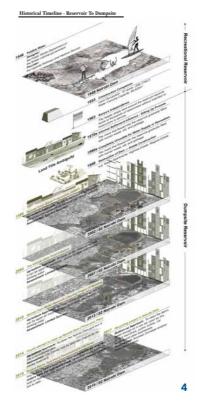


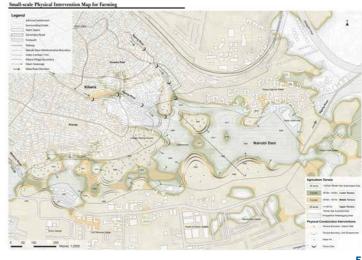
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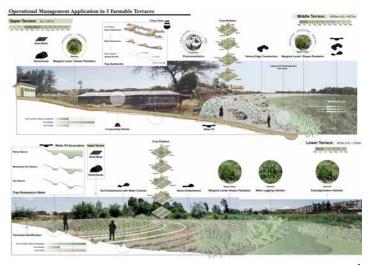
MLA
ARCH 7299

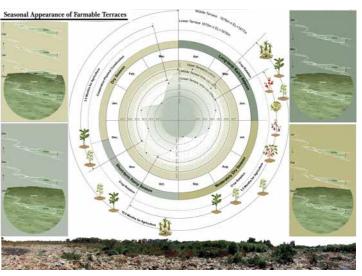


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1 - 3:

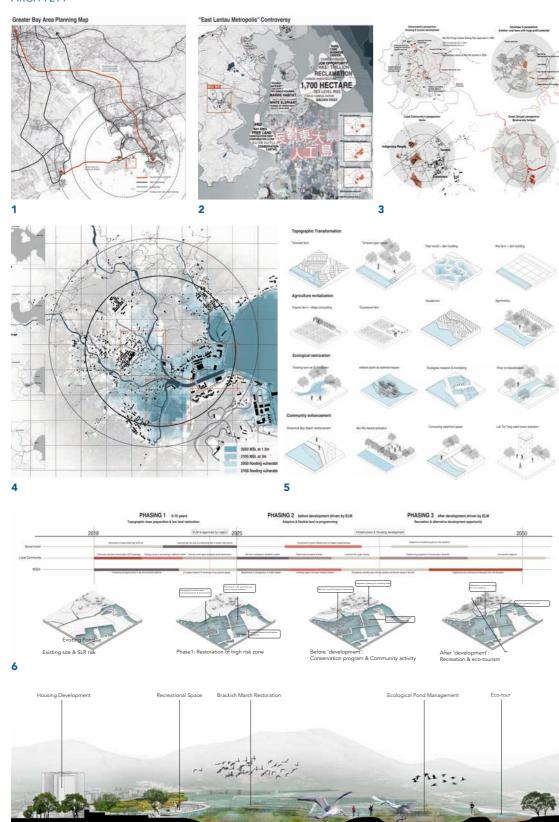
On the Underwater Land: Restoring Littoral Forest at Johor State's Forest City by DUAN Wenlin Supervisor: LU Xiaoxuan

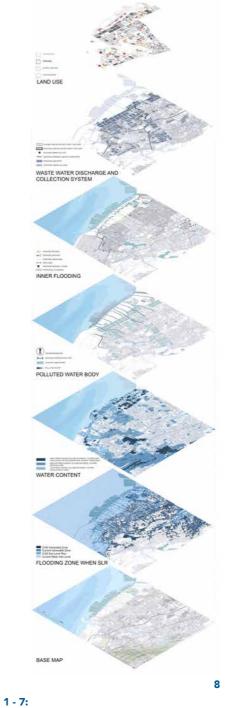
4 - 7:

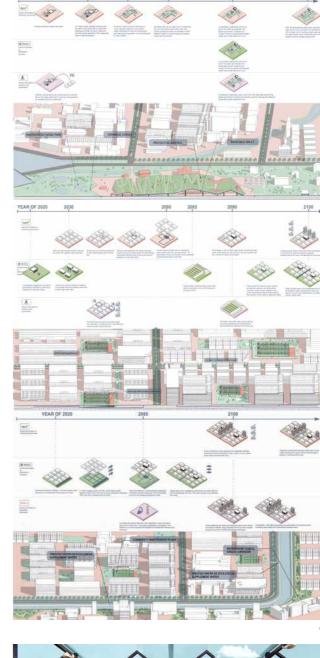
Seasonally Dynamic Agriculture: Strategies of Small-scale Physical Interventions and Management Operations / Nairobi Dam, Kenya by ZHANG Shuqi

Supervisor: PRYOR Mathew

MLA
ARCH 7299







Mui Wo in Metropolis: Resilient Landscape Strategies for Coastal Community Responding to SLR and Development Uncertainty

by ZHOU Yifan Supervisor: LAU Sunnie

8 - 10:

Framework
by XIONG Zhengzheng May
Supervisor: LAU Sunnie

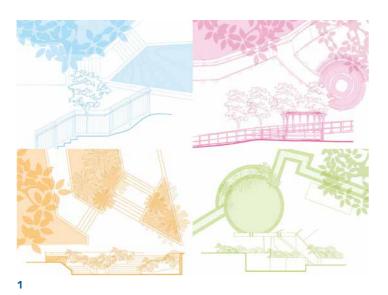
-andscape Design Studio

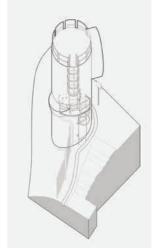
Interstitial Hong Kong

# Instructors: LU Xiaoxuan

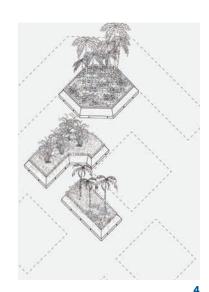
**TRUMPF Susanne** HILGEFORT Jason

In this studio, students explored the core practices of landscape design in the context of high-density, dynamic urban sites in Hong Kong. Focusing on the everyday landscapes such as resting areas and engineered slopes, students discovered the exceptional opportunities for landscape design and social and ecological enrichment of urban sites. The semester was divided into two projects, each tackling urban landscape concerns dealing with the edges, the gaps, and the overlaps of the city. In Project 1, '(Inter)positioning', students explored the nature of spatial interventions in Hong Kong's physical structure with a focused study of Sitting-out Areas and Rest Gardens. Using methods of collage, deformation, and morphological transformation, students developed a critique about the parameters and principles of the existing typology. In Project 2, 'A Cemetery Park In-between', students focused on the 'in-between' fields of culturally, topographically, and ecologically distinct development areas at Happy Valley Cemetery. Taking on notions of expanded roles for infrastructure, students were challenged to consider strategies that construct habitable ground for both people and ecology. Through multiple exercises, the students explored design methodologies including typological analysis, abstraction, projection and iteration. Students refined their capabilities in presenting landscape designs in both measured conventional formats, and in inventive, process-driven techniques.













# 2 - 4:

Spatial Assemblage (P1) by CHAN Ka Yu Phoebe, SATTAYANURAK Kanisa, and WANG Xuting Julie

Gallery style final review of project 1

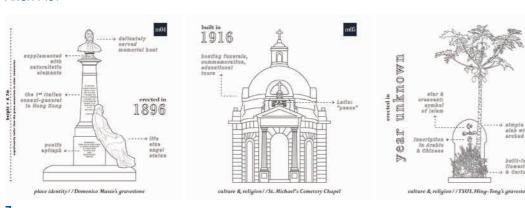
(Photo by: BEDIR Merve)

Model (P1) by FENG Lishen





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ARCH 7131



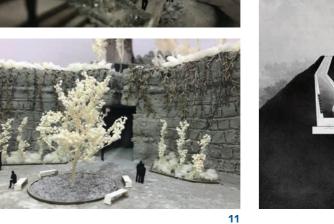




/













7: Site analysis of cemetery monument (P2) by WONG Wing Yin Erica

8 - 9:

Site section and planting strategy (P2)

by WONG Wing Yin Erica

10:

Final review presentation (Photo by: LU Xiaoxuan)

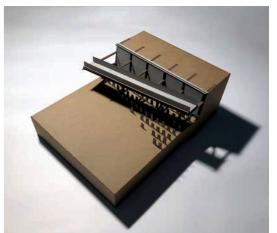
11:

Model (P2)

by YUEN Chun Yin Tony

12 - 14:

Site sections and model (P2) by CHU Shing Chun Paul



14

38

# St Ŏ -andscape Design Studio radise ത Studio: Java St B

# Instructor(s): **PRYOR Mathew HUANG Hana** LU Jielu

In this studio students looked at the concept of 'Landscape as Framework': how natural landscape systems can determine and order human settlement and activity (and in turn be determined by them); and how we might develop meaningful strategies and proposals to achieve and sustain a balance between the two. In particular, we examined the impact of modernization and development on high value natural landscapes and traditional culture, and the roles that Landscape Architects might play in managing these processes to achieve the most relevant and resilient outcomes possible. We took as our study area the BanyuWangi Regency, at the eastern tip of East Java, a territory that encompasses a volcanic landscape rich in ecological biodiversity, scenic landscape beauty, agricultural productivity and mineral resource, but is also home to a culturally diverse community of some 1.6 million people, with a society built from old kingdoms and founded on Hindu and Islamic traditions and values, scattered across it in a complex 'desakota' system of urban-rural sprawl.

As with much of Indonesia, it is a territory that is undergoing sudden and dramatic (post-Suharto) changes, modernization, commercialization and internationalization, brought on through urbanization, trade, resource exploitation and tourism. Drawing on current landscape planning and urbanism theory, including core concepts such as sustainability, ecological urbanism, landscape topology, we looked first to understand and document this landscape through its physical components, its systems, flows, assets (and liabilities), actors, patterns, trends, etc., then to develop a strategic landscape framework / guide plan for possible intervention, and finally to find specific projects through which portions of the strategy might be realized. Core to this studio was a 10-day study visit, during which we toured the territory with local communities and government representatives to increase our understanding of the region and its landscape systems, and to identify specific points of intervention.

40

# **D7** Strategic Guide Plan

In order to develop a self-sustaining industry, it is necessary to develop a new type of fishery: mangrove fishery which includes maintain, expanding mangrove and developing fishery.

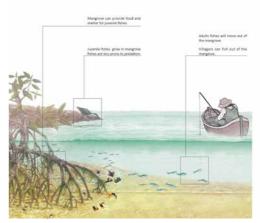
This is mangrove based fishery: a larger mangrove will bring a higher fish population and then bring a

# **Maintain and Expanding Mangroves**

# -Use mangrove as "nursery ground" for mangrove fishery.

Mangroves support fisheries by providing a "nursery ground" where juvenile fishery species can grow to a size where they are less prone to predation and therefore have higher survival. Species that use mangroves as nurs-ery grounds often move out of the mangrove as adults. Nursery grounds can be defined as habitats that produce more recruits to the adult population per unit area than other habitats in which juveniles are found (Beck et al.

# -Reduce the impact of the outside on mangrove ecosystem.



-Access agreements & Certification

-Sustainable Fishing Gear or harvest regulations

A long fishing period

Using natural material make fishing tools

-No-take zones





nove out to bigger cities for education and job opportunities overnment official of Banyuwangi claimed that tourism and poportunity in Banyuwangi is growing, thus more and more ocal people are staying in Banyuwangi. Whether the as-sumption from the local government is true and how people hink could be better understand through the on-site inter-







Most of the interviewees think there is tack of opportunity



Though jobs and opportunity is limited in Barryuwang. Most of the linkriveneese are proud of where they come from, they love their hometown and would like to do what they can to help or contribute. For example, our local guide, Rhiyan, would like to become an enterpreneur and provide job opportunity for the city. The driver who is rking in Balli currently also would like to go back to his illage in Banyuwangi after retirement.

ven though Banyuwangi people are pushed out from the







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Strategic guideplan by WANG Xuting

1 - 2:

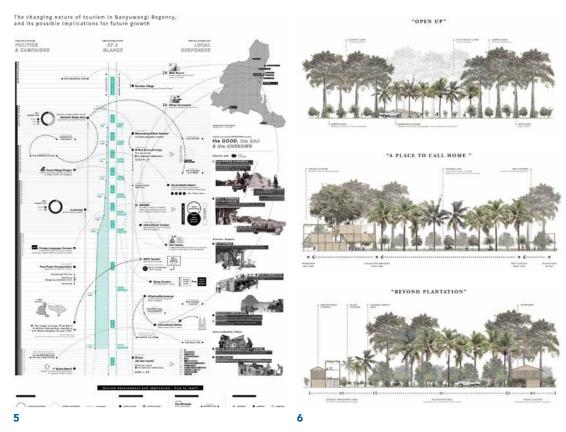
Ethnographic research by LIP Ricki

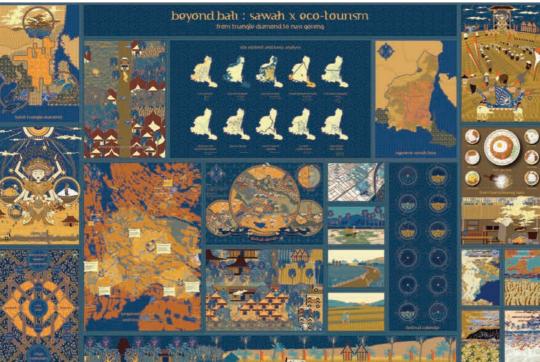
4:

Resource mapping by CEVALLOS BARRAGAN Francisco Daniel

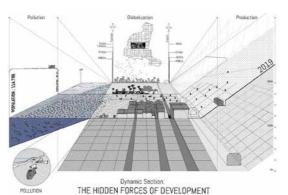
MLA East Java Studio

# ARCH 7132





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5:

Resource mapping by WONG Wing Yin Erica

6:

Dynamic sections by WONG Wing Yin Erica

7:

Proposed eco-tourism intervention by YUEN Chun Yin Tony

by YUEN Chun Yin Tor

8

Strategic framework by CEVALLOS BARRAGAN

Francisco Daniel

9 -10:

Proposed urban space intervention

by FENG Lishen 43

Given Hong Kong's unremitting development pressures, both pro-development and pro-conservation groups are now calling for ways to evaluate sites for development based on environmental metrics and new conservation agreements. However, for the built-environment disciplines in Hong Kong, sustainability discourse is predominantly aligned with economic and urban sustainability, rather than the new forms of conservation that contend to use environmental modeling to justify the conversion of conservation uses. For urban and landscape resilience, we must ensure the critical and innovative deployment of conservation and impact assessment instruments and tools while fully aware of the territory's increasing politics of sustainability.

During the term, students were immersed in and experimented with methods and tools of other disciplines engaging development, including: 1) Landscape and biodiversity modeling techniques for measuring connectivity, fragmentation, and species richness that questioned issues of data quality, scientific bias, reductive methodologies, and disciplinary blindspots; and 2) Anthropological cases on public participation and environmental advocacy, including issues of expertise, evidence, discourse analysis, counter-knowledge, and universal values. These exercises were complemented by seminars on Hong Kong's legal, planning and assessment tools related to conservation, as well as discussions on disciplinary boundaries of sustainability sciences to help students better articulate their own expertise as landscape architects and planners.

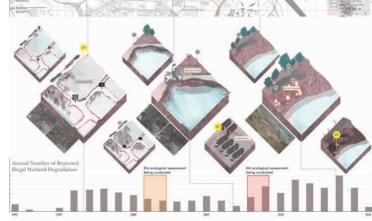
For the remainder of the design studio, students raised critical issues through creating scenarios of development, such as: Redrawing ecological baselines from a more thorough understanding of specific sites' environmental histories; Problematizing the timescales of ecology and development planning (e.g., public participation, judicial review, ecological assessment) at sites of past land conversion; and Salvaging science and challenging transparency through scenarios of environmental data uncertainty.





Students present their work to a cross-disciplinary jury, including members from the Hong Kong Government's Conservation Department, The Nature Conservancy (TNC), Greenpeace, HKU ecologists and land development experts, and local civil society.

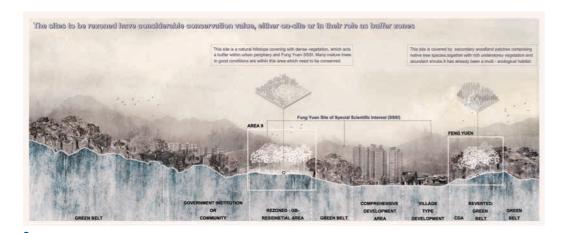
Beyond the Baseline: Problematizing Biodiversity Assessment of Agricultural and Wetland Sites in Hong Kong by CHONG Yan Suen Ceas



5

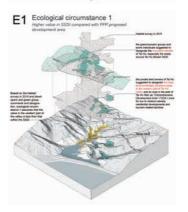
# **Environmental Futures Studio**

Scenario 1 D1+E1

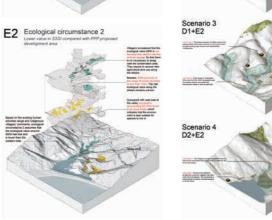


Fung Lok Wai

**Predetermined Conclusion** Selective Evaluation Towards a Presumed Ecological Value of Habitats D1 Developmental circumstance 1







# 3, 7:

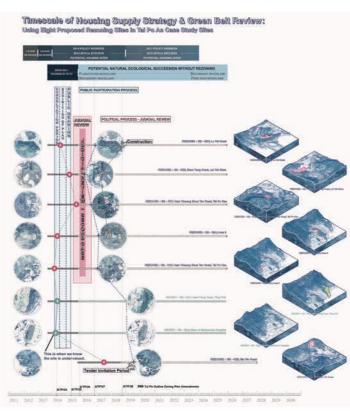
Resetting the Baselines of Ecology and Development: A Conservation Toolkit for Hong Kong's Green Belts by LU Siyi Lucy

Beyond the Baseline: Problematizing Biodiversity Assessment of Agricultural and Wetland Sites in Hong Kong by CHONG Yan Suen Ceas

# 5:

Contrasting Habitats: Counter-Evaluations of a Site's Ecology by HO Yu Ming

Salvaging Science and Challenging Transparency through Scenarios of Developmental and Environmental Uncertainty in Tai Ho Valley by FAN Junyi Roy

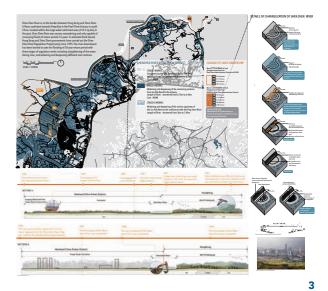


Instructor:

**BEDIR Merve** 

The technological transformation of the Earth has been a trigger for major shifts in working, living, and leisure conditions for the (post)human. The landscape is monitored and cultivated from the sky, it is dug apart to extract the fundamental materials and minerals, transportation technologies and artificial intelligence enable new modes of circulation, of people, things, and information around it. How do these new conditions influence the city and the nature, and our bodily experience and perception of landscape and public space? How do/will/should the landscape designers intervene in this formation? From automated kitchens to robotic arms, agricultural drones, bitcoin warehouses and satellite imagery, the spatial arrangements and protocols that are the result of implementations of technology challenge the material and immaterial conditions of daily life, and the conventional landscape requirements. Under the premise that technology influences the design, configuration, and use of Planet Earth, this studio researched the emerging landscapes, which are engendered and afforded by a variety of use of technologies with spatial implications, and developed landscape design proposals in Lok Ma Chau Loop, with a critical view on technology. The aim of the studio was to examine, challenge, and respond to the material and immaterial condition of the current technological reality, as designers engaged in landscape architecture.





**AUGMENTED REALITY (AR)** 

Border Management at LMCL Group Work

2:

Swamps + Plant Species at LMCL Group Work

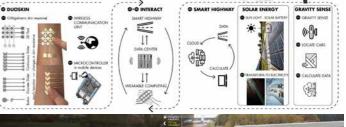
3:

River + Water Management at LMCL

Group work

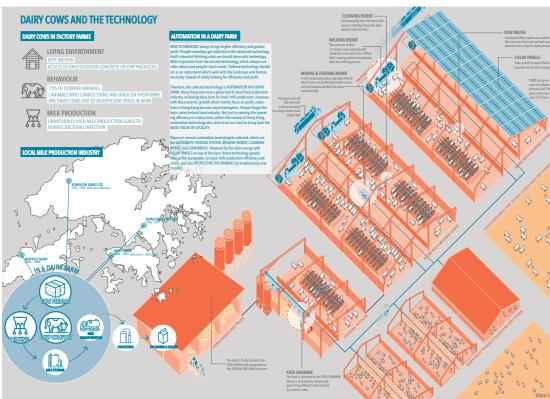
Agri-Tech and "Living Machine" by CHENG Kwon Cheong

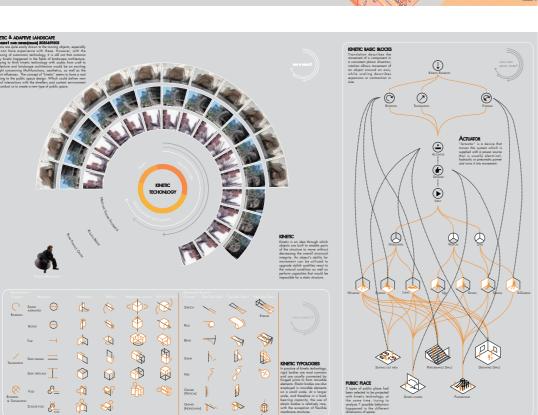
Responsive Landscape by XU Jiangyin

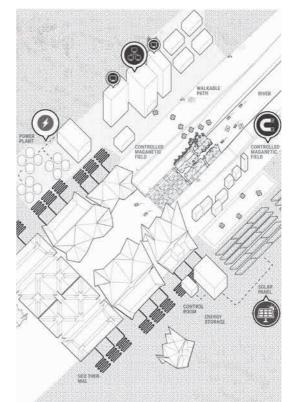




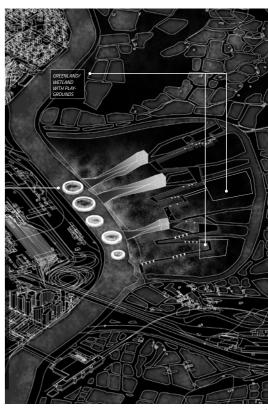
MLA **Entangled Futures** ARCH 7233 B

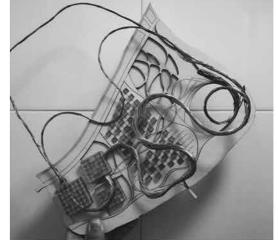






8







6:

Automated Dairy Farm by TSANG Yik Ming Yammi

7:

Kinetic and Adaptive Landscape by DUAN Wenlin

8:

Redefine the Land by LAM Sau Chin

Marine Garbage Recycling Landscape by PAN Naijin

10:

Unmanned Logistics

50 51 by TAN Sisi

# Hong Kong's Hinterland ⊇. Landscape

Housing

This advanced landscape design studio investigates a critical component of open space in high-density

Instructor:

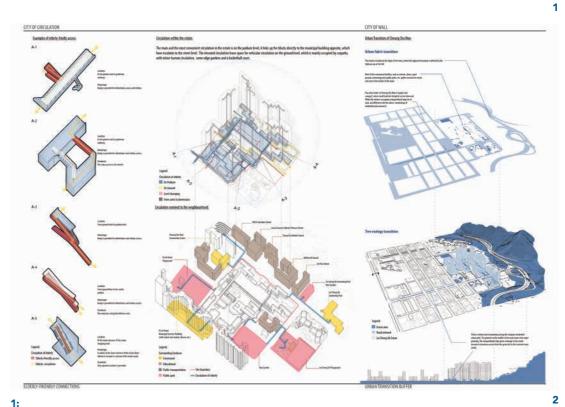
**ECHEVERRI** Natalia

cities: the landscapes of public housing. In Hong Kong, this sector covers the living environment for nearly half of Hong Kong's residents; and although its 'green' vocabularies are improving, an overhaul of urban design and landscape strategy is overdue. This studio has two primary aims: the first, to contextualize and catalog existing forms and practices of public space in Hong

Kong's housing estates; the second, to speculate on new forms of urban living that take into account the existing conditions and the surrounding ecological and urban contexts in order to build a collective infrastructure for the city.

This year, students focused on public estates built during the "Ten-Year Housing Program" (1973 -1983). For the first exercise, students analyzed and documented the public realm of public housing built during this period and produced a typological collection of the different forms and practices of public spaces in each estate. For the final project, Towards a Collective Infrastructure, students investigated how public housing can become a wider resource in benefit of both its community and the larger city. They developed a series of urban design and landscape planning strategies to renew Tai Hing and Leung King Estate, two public estates in Tuen Mun. Ultimately, students developed a detailed site design for a selected area within their master plan.





Design model

by CHEUNG Wing Ka Jasmine

2 - 3: Site analysis by CHEUNG Wing Ka Jasmine





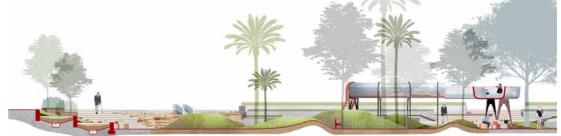












4 - 6:

Site design

by CHEUNG Wing Ka Jasmine

7:

Site design

by ZHANG Xiao Lai Joy

8:

Site design

by DUAN Yu Vicky

55

Instructor: COATES Gavin Teaching Assistant: NWE Saw Yu Sandra

Landscape Technology I deals with the way landscape architects work with the land itself, shaping expansive landscapes and constricted urban sites.

Thanks to its dramatic topography, Hong Kong abounds with striking natural landforms, urban development sites that feature extreme level differences, and given the frequently intense summer rains, a highly developed drainage infrastructure. The course also includes several field trips to landscape design projects that incorporate major engineering structures and slope works.

Lectures are organized around topics including: site analysis and responsive site planning; landform; the design of structural elements such as retaining walls and steps; soils and earthwork; treatment of existing vegetation; storm water infrastructure and management; and site layout and road design.

Assignments and activities include:

- 1. Surveying levels and plotting contours on campus with reference to as-built construction drawings,
- 2. Mapping surveyed information on plan and plotting accurate sections,
- 3. Designing and estimating cut and fill earthworks, and using contours to clearly illustrate designs,
- 4. Using soil components to physically mix fabricated topsoil in accordance with government specifications,
- 5. Plotting the extent of water catchments, and
- 6. Design of paths and steps to resolve access between levels in accordance with regulatory requirements. The course is integrated with the concurrent studio 'Landscape Design Studio I: Interstitial Hong Kong' and supports students in drawing up their individual studio designs in two ways. Firstly, the students work together in groups to produce accurate large-scale as-existing plans and sections, which serve as base drawings for their individual studio designs. Secondly, students draw on the content of this course related to slopes, path and step gradients, retaining structures, drainage, and treatment of existing trees to inform their design decisions in studio.









# 1:

Pin up of site survey: plans and sections
Group work

2:

Interim pin-up of site survey

3:

Pin up of site survey: sections Group work

4

Plotting water catchment areas of HKU campus surroundings by FENG Lishen

Landscape practices are built from an effective understanding of the broad spectrum of materials and their related technologies, and how they can be deployed across physical conditions and scales. In the 2018-19 course students explored materials commonly available to the landscape designer, how they are produced, specified, used and recycled, together with strategies for their selection, combination and application in typical landscape settings. In doing so we discovered how these processes can be a methodology for design. Students engaged with the interrelated topics of materials, landscape elements and construction detailing, with successive sessions building to develop a broad understanding of material construction in landscape architecture. Through these, students developed an understanding of: common landscape materials and their properties; criteria and principles for selection of landscape materials for different applications; basic construction detailing of landscape elements; and processes of defining and documenting materials and construction details. The course culminated in an exercise in the complete design and construction detailing of a sunset viewing platform on the slopes above the former Sai Wan coastal swimming area on the west side of Hong Kong Island.



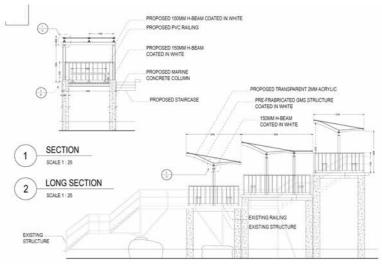
58

1: Sai Wan: site exploration Landscape structures study (detail) by LU Siyi

Viewing platform (detail) by PANG Tsz Yung Kity

Sai Wan: site measurement

ASSIGNMENT 2: Material Assemblage





Instructor:

LEVEN Elizabeth

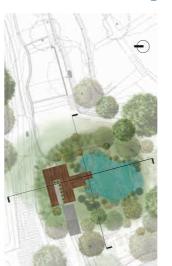
# Landscape Plants and Ecology the Environment: Special Relationship and **Plants**

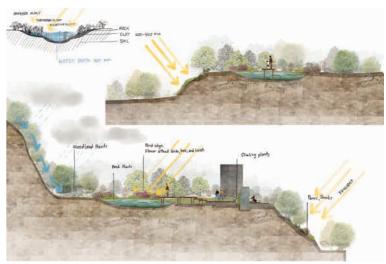
This course enables students to develop an understanding of key ecological principles and to appreciate how these principles underpin successful landscape design and plant selection. It is linked to Landscape Plants and Ecology II in the second semester. Students were introduced to the main ecosystems of Hong Kong and to the concepts of succession, biodiversity, habitat structure and ecosystem stability. They were encouraged to investigate how these concepts and principals contribute to the success (or failure) of urban landscapes and habitat creation and are an essential tool in successful landscape design. The concepts of ecosystems services and their valuation, landscape ecology and biodiversity were examined. The course explored these concepts by means of lectures and tutorials, reinforced with site visits illustrating the concepts discussed in class and personal exploration and analysis of landscapes, ecosystems and habitats in Hong Kong. A design project linked to the studio design project allowed students to demonstrate their understanding of these fundamental concepts by applying them to element(s) of their major design project.











Role play: forest plant community

Exploring secondary forest and upland stream ecosystems

Exploring wet farmland ecosystem in New Territories

Habitat Creation Plan & Section by SATTAYANURAK Kanisa

6:

The Two Hong Kong Ecosystems: Mixed Shrubland & Fung Shui by WONG Wing Yin Erica





GRASSLAND & SHRUBLAND









FUNG SHUI WOODS:











Instructor:

**Teaching Assistant:** 

NWE Saw Yu Sandra

Landscape Plants and Ecology II focusses on planting design and horticultural knowledge in the context of various habitat types.

The planting design component introduces the history, basic principles, vocabulary and process of planting design. Students examined the esthetic, functional and ecological characteristics of plants, how they vary over time, and how the designer interacts with these processes. In terms of horticultural knowledge, students were expected to familiarize themselves with a basic palette of commonly found plant species representing a range of urban and seemingly natural habitats.

Field trips are a mainstay of this course, providing a multitude of real-life situations where the reciprocity between horticultural knowledge and design intent, and the long-term successes and failures of planting designs can be observed and discussed on site.

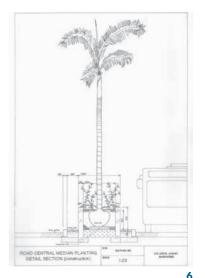
A plan and sectional drawing assignment required students to accurately measure, map on plan, and draw scale sections of the trees and other vegetation on wooded parts of the campus. The intensive observation needed to carry out this seemingly simple task is a revelation, and effectively shatters our preconceptions of how trees and other plants respond to their surroundings. A series of quizzes, the production of a personal plant collection diary and an end-of-term plant identification exam, all associated with the field trips, aimed to foster the habits of continuous observation and learning about plants and their interactions with their environments.



sloped area on o







1 - 2:

Tree crown measuring activity

3:

Site walk to Tsim Sha Tsui, Nathan Road

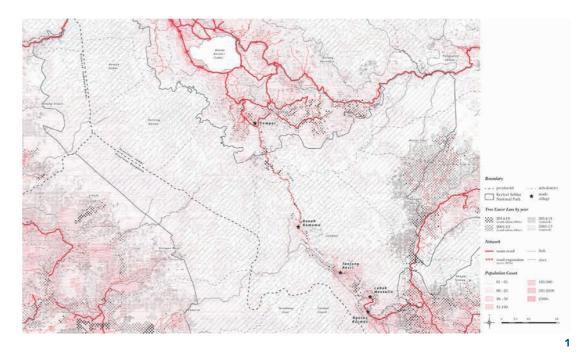
4:

Planting plan and section of a sloped area on campus by XIONG Zhengzheng

5 - 6:

Street planting plan and section by CAI Xinya

Visual communications for landscape architects, as it's taught and practiced, is often appropriated and derivative from technologies and pedagogies of architecture and planning. However, landscape confronts forms, material conditions, and ecological processes more complex than the other design disciplines. Landscape Media is a shift in approach to medium and digital environments. Quickly moving beyond the acquisition of data and the digital automation of repetitive tasks, this course offers a landscape-centric approach to digital media that focuses on the manipulation and creation of data, i.e., the "fabrication" of missing information and spatial description across many scales. This requires critical and ethical reflection on data organization, spatially explicit methodologies, and the exhibition or reproduction of information in derivative forms. Lectures address the evolution of terrain- and surface-based representation and technologies from the origins of Geographic Information Systems (GIS) in the 1960s, 1990s digital revolution in architecture, datascapes, and advancements in pointcloud data in the 2000s. For their term projects, students explore conflicts between development, environmental degradation, and engineered-environmental systems at sites across South and Southeast Asia. To complement their studio course in Indonesia for 2017, students applied GIS-based and parametric techniques to document road development in central and western Sumatra, Indonesia.





Forest degradation and road development in Kerinci Seblat National Park, Sumatra, by WONG Wing Yin Erica

3D-printed surface model combining representations of habitat, landscape character, and categorical data on tiger conservation by CHU Shing Chun Paul

1:

Indonesia



Contemporary Landscape

of

**Practices** 

heories and

Architecture

-andscape History and Theory

Instructor: LU Xiaoxuan

**Teaching Assistant:** 

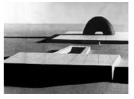
**CHEN Xubin Aristo** 

The discipline of landscape architecture has been transformed over the past few decades with the advent of new sets of theories and agendas formulated by landscape theorists and practitioners. Various protagonists have set out to reconceptualize the roles of landscape architecture and its field of operations. At the same time, a related set of intellectual currents has arisen to challenge our pre-existing ideas of 'landscape,' 'nature,' 'culture,' 'environment' and so forth. Such intellectual transformations lead to the emergence of new design and planning methodologies and subsequent spatial outcomes, which acknowledge and respond to changing ecological, economic, and social conditions. This course seeks to understand these contemporary positions by tracing their developments from the late 19th to 21st centuries. It posits that history, theory and practice are contingent upon one another and, together, they ground design in the particularities of time and place. The course begins by examining the emergence of modern landscape architecture and design thinking in different contexts as well as the changing relationship between the discipline and other fields over the 20th century. Concurrently, it focuses on exploring the standard landscape concepts, such as site, form, and ecology, particularly the ever-changing approaches to and definitions of these concepts.

























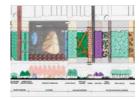












Academic research and essay writing are the primary means for articulating ideas and positions in landscape architectural history and theory. Students are required to produce a scholarly, thoroughly-researched and wellargued critical essay on a case study in, or related to, landscape architecture.

# Landscape History and Theory Planning Strategic Landscape

Instructor:
JIANG Bin
Teaching Assistants:
NWE Saw Yu Sandra
SHUM Hiu Lam Haylie

This course undertakes a critical evaluation of global contemporary practice of landscape architecture and planning at the site and city scales. Shifts in global economic and geo-political trends have necessitated a repositioning of these practices from an empirical, socially and environmentally-deterministic practice to one that is operative and catalytic, for which strategy and negotiation prevail over traditional top-down planning methods. The course starts with a brief historical overview of the origins and the social, industrial, and economic contexts of contemporary landscape design and planning at urban and regional scales over the past century. Then, the course explores in some detail the various responses in landscape architecture and related disciplines to recent interrelated developments shaping the context of contemporary practice. Subjects covered in this portion of the class include: the reshaping and/or explosion of cities through globalization and changes within political-economies, the emergence of environmental consciousness and crisis, technological and particularly computational advances. These developments, together with shifts in thinking and conceptual frameworks, have prompted landscape architects to engage in more strategic, catalytic modes of practice in an effort to advance landscape architects central relevance and specific disciplinary expertise in designing at these scales.



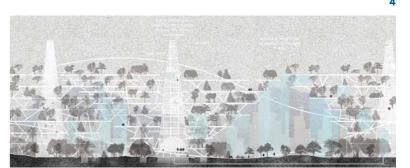


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Mariana di Adan Afrana

Francisco di A



1:

Future Underground City by DONG Yewen, TIAN Ruoxi, WU Yuewei, XU Mingyang

2:

Narrative of Future: Using
AI+VR Technology for Creating
Landscape of Memory
by DAI Luoyi, DAI Yuke, LI Shiyun,
XUE Song, YUEN Chun Yin

3:

The Toilet Revolution: The Application of Technology and Informal Landscape to Improve Public Toilet Issue in Hutong by CUI Yan, HE Jialei, LU Sixiao, LUK Wing Yin

4:

Transit-Oriented Development and the Three Dimensions of Urban Sustainability by CHU Shing Chun Paul, CAI Xinya Sunny, WONG Wing Yin Erica, WANG Yadian

5.

Rest in Green: Exploring
New Concepts of Cemetery
Landscape by CHANG Gengjiaqi
Silvia, FAN Lixue Diana, LI Haolin
Tred, TONG Siyu Yuki

Students were given the opportunity to get a feeling for post-academic, working life by adopting professional working outlooks and habits during the sessions. The course introduced the basic principles, common concerns and requirements of landscape architectural practice, and students were expected to research, organize and present their understanding of ethics and professionalism, along with the detailed needs of becoming qualified, running an office, understanding contracts and managing projects.

During the course, a visit was undertaken to the offices of landscape and planning consultants Urbis Ltd, with an introduction to the key procedures and activities required to manage a design office given by company Director and Hong Kong Institute of Landscape Architects President, Ms. Iris Hoi. This was supported by a visit to an active construction site, when students spent an afternoon at the landscape restoration works of the South East New Territories Landfill. Thanks go to Construction Manager Gary Barnicott and to Carl Lai of Green Valley landfill Ltd and to John Steaton of Meinhardt Infrastructure and Environment Ltd.

Students without site safety green cards were also required to attend a one-day Construction Industry Training Authority (CITA) approved safety training course. Deliverables were presented through a variety of media including board games, quizzes, role play and video, whilst students were challenged through teamwork and peer assessment.



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Discussing tree planting problems at SENT Landfill (Photo by: TSANG Yik Ming Yammi)

2:

Safety gear demonstration

3:

Students developed their own web-platform to share learning.

4:

Interactive learning workshop (Photo by: TSANG Yik Ming Yammi)

5:

Students developed board games as a choic e to learning paths.



This course is designed to provide students with the essential background knowledge required to successfully manage trees in the urban landscape. After taking an initial overview of the physical and commercial contributions that trees make to the overall quality of life in the urban areas we then look at "Trees and the Law" and the obligations faced by managers who are responsible for trees in facilities under their "duty of care". Students were then guided through the process of selecting various trees for different situations by reference to their physical characteristics and what constitutes a "good" tree by reference to its health, form and architecture.

Following an introduction to the drafting of Tree Surveys and how to approach Tree Risk Assessments by using practical examples out in the field, students were guided through the standard formatting for Tree Surveys with explanations given for each of the component parts of a Survey.

An important part of the course looked at how to assess /appraise suitable trees for transplanting and under what circumstances they can be transplanted taking into account various site constraints, species limitations, tree ages, etc. using examples in the field. After reviewing the difficulties associated with, and the techniques developed for, the preservation and protection of trees within construction sites in Hong Kong and how to manage the process from early assessment of the site through to the provision of physical protective measures and management techniques for handling contractors and employers, students were introduced to the value of using Inventories in the management of the urban woodland. The course was completed by discussing how trees can best be managed and maintained in the urban forest using references to basic physiological and anatomical principles concluding with examining the merits of the various above and below-ground supporting and securing systems for trees. The lecture sessions was complemented by Field Study sessions looking at transplanting suitability site survey and risk assessment.



T866 - Crown Condition



T866 - Trunk Condition





T866 - Root Collar Condition

T866 - Decaying Wound

1: Street trees in Hong Kong

2:

The survey, preservation and removal proposal for planting areas nearby Yuet Ming Fountain One of the major differences between Landscape Architecture and Architecture is an appreciation for, and understanding of, horticulture and arboriculture and their influence on the design process.

This course endeavors to address most of the issues and is geared toward providing the student with the basic knowledge required in order to make informed decisions and produce relevant designs with regard to the horticultural aspects of Landscape Architecture. The course deals with botanical and horticultural principles and practices in relation to design. It covers the hierarchical nature of the plant kingdom, the physiological relationships between structure and function of plant organs, responses of plants to environmental factors, techniques for plant multiplication, techniques for plant installation, how to manage the planting of interiorscapes, roof structures and green walls, the management of landscaped sites in terms of nutritional requirements and control of pests and diseases and the selection of grass types for a range of uses. The course looked at the essential Contract Documentation required for the letting and management of landscape and maintenance contracts.

The course conducted over eleven 2-hour sessions and one 3-hour examination on the topics covered during the course. Each student also held one presentation on a related subject. A series of Power Point presentations were given as basic course notes and were supplemented by student's own notes in class.

A series of Power Point presentations will be given as basic course notes that are to be supplemented by student's own notes in class.









3



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1, 3:

Demonstration of drainage sample

2, 4:

Lecture on plant species & planting strategies

5 - 6:

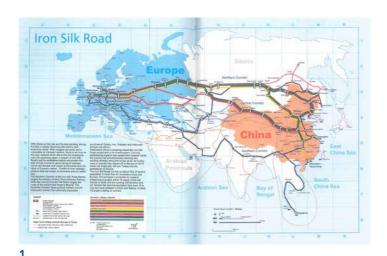
Soil and mulch samples

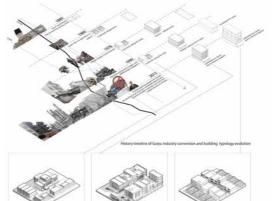
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## The Political Design Case Studies in Contemporary Landscape Landscapes Mapping Global Infrastructure: nfrastructure, Cities and

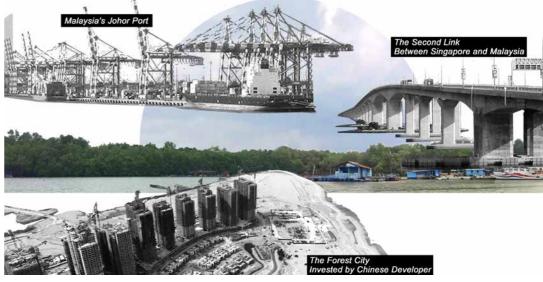
This seminar examines how the theoretical and practical understanding of infrastructure reshapes current forms of architectural and landscape design. Infrastructures are primordial to urban development through the reconfiguration of people and resources. And as such, they are the material and territorial embodiments of cultural values. The course uses infrastructures as a phenomenon and strategy to understand the transnational mobility of goods throughout the global economy. This allows to investigate the complex processes of negotiation that constitute infrastructures and its built forms. The course also explores the power relations embedded in these technological assemblages and how infrastructures enable larger master narratives that do not problematize diversity. Indeed, infrastructures have prompted social inequalities, environmental degradation and state violence. The course analyzes different notions of infrastructure around the world through particular themes and case studies. By doing so, it allow students to develop insights into the political, economic and cultural relations within more dominant socio technical paradigms and it assists them to imagine counter-hegemonic infrastructures.











1: Iron Silk Road (Image Source: DEUTINGER

Theo) 2:

Infrastructure Representation by LAM Sau Chin Michelle

3:

Infrastructure Timeline by XIONG Zhengzheng

Johor Strait Infrastructure by DUAN Wenlin

Infrastructure as Landscape by LU Jiawen

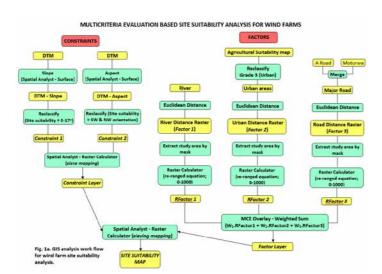


## Elective: Reading Seminar in Landscape -andscape Theory: Advanced

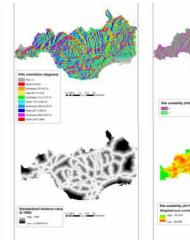
Health and Urban Environment and Analyses Spatial

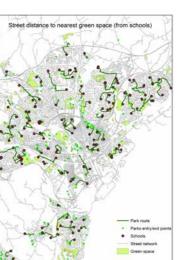
The objective of the course is to introduce GIS-based spatial analytic tools to landscape architects for healthy cities design and planning to decipher underlying connections between neighborhood spaces, places, and people. Step-by-step approach to GIS-based spatial analyses and modeling techniques on raster and vector datasets are introduced to answer basic urban environment and health-related questions encountered by landscape architects in normal practice.

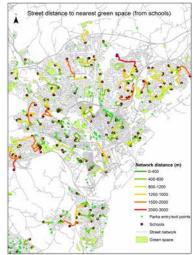
GIS is introduced as a method for representation and measurements required for data analysis. We explore several techniques to answer key questions via sequential application of analytic methods including mapping and visualization, network analysis, multi-criteria decision evaluation. The program also demonstrates various potential ways to incorporate spatial data aimed at testing specific hypothesis and research questions.











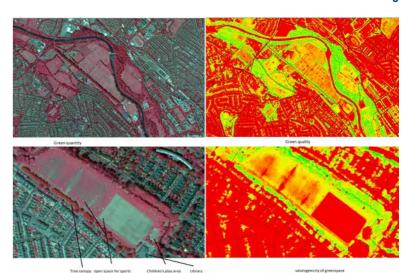
Multi Criteria Decision Analysis (MCDA) Work Flow For Wind Farm Site Suitability Analysis

Slope map from DTM, reclassified slope map, hills orientation, reclassified aspect map, standardized river raster, standardized distance to populated areas, standardized distance to major roads, composite wind farm site suitability map generated from MCDA

### 3:

Measuring street network distance between schools and parks

Measure green quality, quantity, salutogenic potential and recreational value from remotely sensed data and normalized difference vegetation index

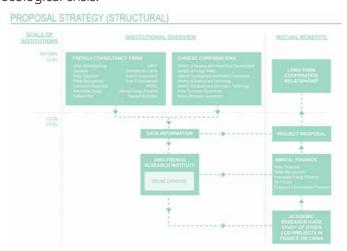


**Eco-cities and the Chinese Dream** 

### Civilization and Environmental Urbanism Understanding Elective: Advanced topics in Urbanism Dream: and Ecological

The environmental cost of the economic miracle in China has become the central debate in the discourse of China's rapid urbanization. President Xi Jinping's essential announcement in 2013 — 'to speed up the construction of ecological civilization and a beautiful China' at 3rd Plenary Session of 18th Central Committee of the Communist Party of China (第十八屆三中全會) — indicates that the focus of China's urbanization turns toward a more sustainable model. Numerous municipalities have worked with developers and experts to plan for ecocities to follow the central government's guideline. China has already made a list of 284 Eco-cities across the whole nation by 2015. This course will look at the processes and subjectivities in China's Eco-cities construction to unpack the symbolism of Eco-city within their specific contexts and understand how the anticipation from several social forces interacts

and pushes the projects to different outcomes. Following introductory lectures on campus regarding the sociopolitical and technical aspects of urban landscape construction, students will have the chance to interview different agencies (local government officials, international design firms, developers/engineers, and citizens) and conduct on-site research in some pilot Eco-city projects in Mainland China. The course aims to analyze how the urban environment is envisioned and reshaped as a test bed where economic and political benefits are pursued through professional knowledge in the context of the ecological crisis.



### DESIGN LOCATION



Proposal strategy for Sino-French Eco-city, Wuhan by CHAN Syl Yeng Michelle, WONG Wae Ki Sammi

Urban village ethnographic Research, Shenzhen by CHAN Syl Yeng Michelle, NGAN Yuk Ying, WONG Wae Ki Sammi, YUEN Chun Yin

Site analysis on Sino-French Ecocity, Wuhan by CHAN Syl Yeng Michelle, WONG Wae Ki Sammi

Context analysis for East Lake by NGAN Yuk Ying, YUEN Chun Yin

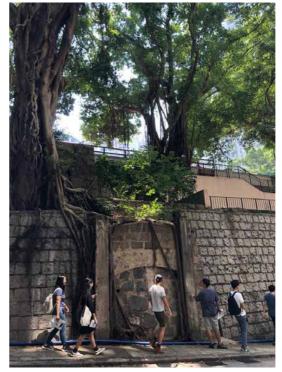
Site design for East Lake by NGAN Yuk Ying, YUEN Chun



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Thesis Preparation introduces students to the basic parameters of a thesis and equips them with the necessary skills for carrying out their thesis research in the spring semester. The course provides an overview of common practices of qualitative research in landscape architecture and other built environment disciplines. Course assignments are designed to help students to define the scope of their thesis, frame relevant research questions and arguments, and become familiar with the types and usage of reference materials for their projects. Lastly, the course enables students to articulate a critical intellectual position through the development of a tentative thesis topic, and by doing so deepen their understanding of the significant role of research in design practice.

This is principally a seminar course with the instructor serving as discussion leader. The course comprises of lectures, discussions and other specified in-class activities. Weekly readings are assigned to students, who are expected to complete them prior to the start of the next class. There is a total of 7 assignments, including a thesis proposal which is due at the end of the semester.







Instructor: **DECAUDIN Maxime Teaching Assistants:** LEE Hon Him Jason KWONG Kwan Ki Crystal

The MLA Pre-requisite is a two-week intensive course designed to simultaneously introduce the Division of Landscape Architecture, the MLA program, and the urban landscapes of Hong Kong to new incoming students. The first day of the course is dedicated to orientation activities for students to become acquainted with their classmates, the campus, and its facilities. The second day introduces the main streams in the MLA curriculum: visual communication, planting & technology, history & theory, and design studio.

For the remainder of the course, students explore several small urban spaces in Hong Kong which are actively used by the public but that have not been intentionally designed for it. Through the making of 3 types of analytical representation, students understand the role of urban public space in the life of the city, and the differences between site and place. Finally, as future professionals, students reflect on how landscape architects can identify, communicate and respond to the needs of a complex and culturally diverse communities.



Final review: students presenting their community interview videos

feedback







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Landscape ecology field trip to South Lantau Island

2:

Drawing workshop with Gavin Coates

3:

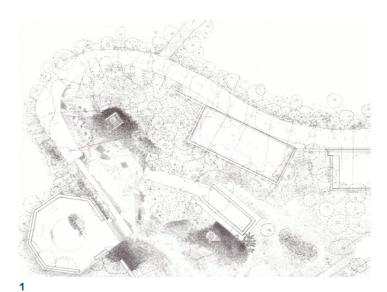
Final review: students presenting their urban atmosphere cornell boxes

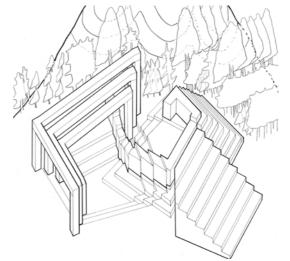
Final studio: reviewers giving

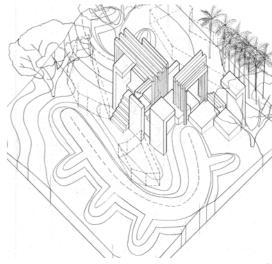


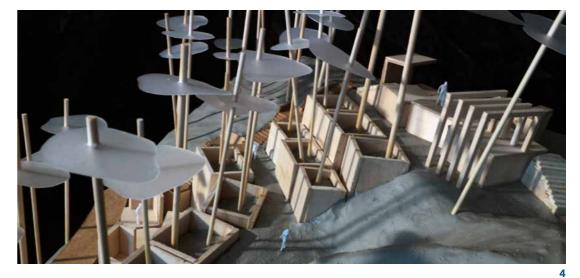
## Site and Process in the Landscape: Gradients, & Frameworks Foundation Studio Assemblies, **Jncovering**

This foundation level studio focused on reading, representing and manipulating the landscape, with an emphasis on material, space, rhythm and measure. The studio sought to create a sensibility toward landscape in which the act of surveying a site can be understood as a generative act. Emphasis was placed on visual and manual skills in two-dimensional and three-dimensional constructions (drawing, fabrications, model-making, etc.). The studio was structured around the themes of gradient (as opposed to edge); network (as opposed to object); and parameter (as opposed to dimension). The semester featured three interrelated projects: 'Maps and Transects' asked students to develop annotative methods to render field-observations of aspects of a site's physical environment. Students represented these dimensions of the site through plan and multiple projected sections. The second project 'Elemental Manipulations', introduced a basic kit of parts including structural, vegetated, and landforming elements. Students worked iteratively to develop a language of manipulation through the interrelating of sets of elements. Finally, with 'Boundary Interventions', students proposed an intervention that revealed the dynamic conditions of their site. The design intervention and its imagined impact was documented through a set of re-imagined standard landscape architectural drawings.









1: Site observation plan by LAM Hoi Ying Grace

2:

Composite landscape by LO Wai Ching

3:

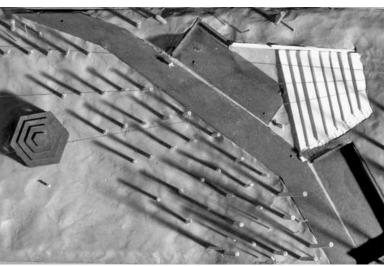
Composite landscape by LAM Hoi Ying Grace

4:

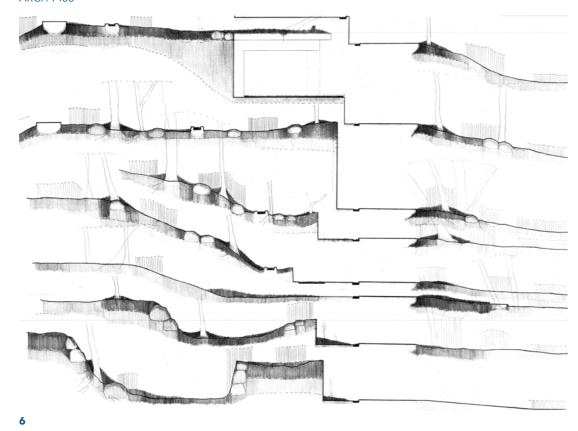
Final site design model by LAM Hoi Ying Grace

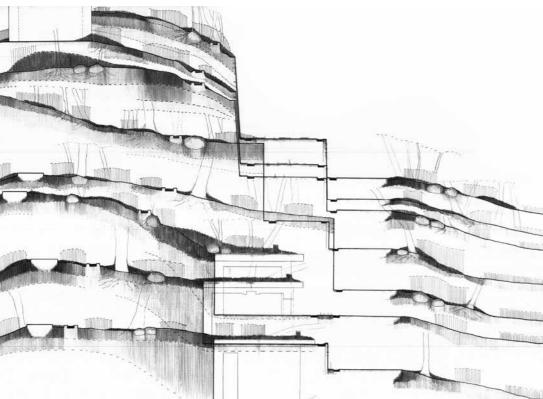
5:

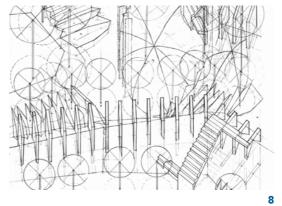
Final site design model by LO Wai Ching

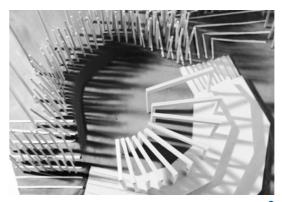


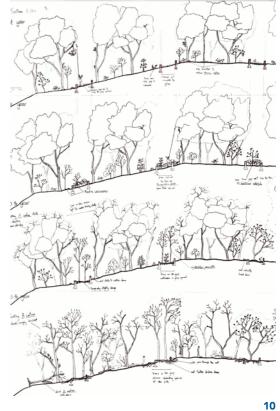
5













6 - 7:

Sections showing ground moisture and vegetation on slope site

by ZHANG Yuchen

8:

Composite landscape by PANG Chor Kiu Valerie

9:

Composite landscape model by WONG Nok Yan Frances

10:

Forest succession growth sections

by LO Wai Ching

11:

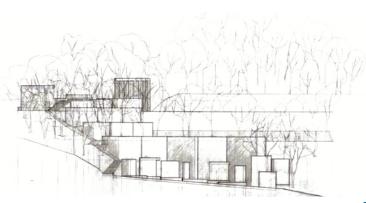
Site plan

by LAM Hoi Ying Grace

12:

Site elevation

by LAM Hoi Ying Grace



This project took Wanchai public space as a study ground, to explore the roles and designs of urban landscapes in Hong Kong. Wanchai is one of the oldest neighborhoods in Hong Kong. Its developments and transformations through the years provoke new challenges to what it means by public space in Wanchai, and who it is meant for.

This studio started with an exercise to study public spaces in Wanchai, to learn about their history, users' patterns, modes of development/operation, and space networks. The exercise also aimed to give students some contextual understanding of Wanchai.

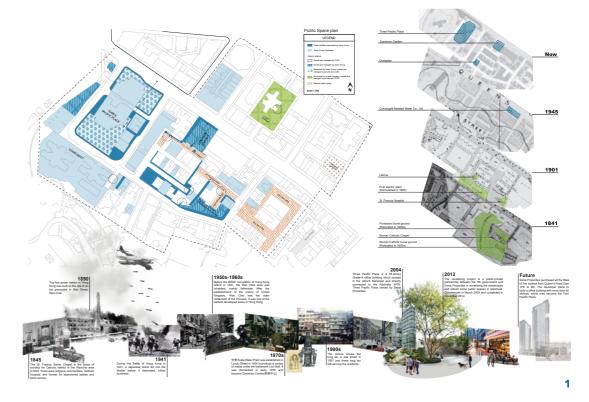
Secondly, we introduced the design task and its site. At this stage, students were asked to learn about the stakeholders at the site and their interests to the space there. Students observed and analyzed stakeholders' ways of using the space, and to develop a "design toolkit" for future use.

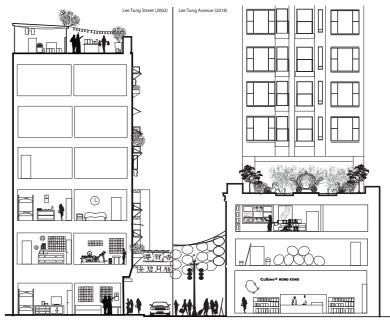
Then, in the third exercise, students came up with a concept site plan, referencing the "design toolkit" they generated in the second exercise, to represent one stakeholder's interest and expectation at site. In the fourth exercise, students first fine-tuned their concept site plan by incorporating another stakeholder's expectations to the concept site plan, then developed a site design for the project.

To connect back to the initial exploration of Wanchai's public space, the final exercise required students to tie their project site back to the Wanchai public space network, and to project/derive/speculate a future Wanchai public space masterplan with considerations of development and redevelopment that may happen to the neighborhood in the near future.

In conclusion, this studio hoped to introduce site design, masterplanning, programming, and community engagement to students.

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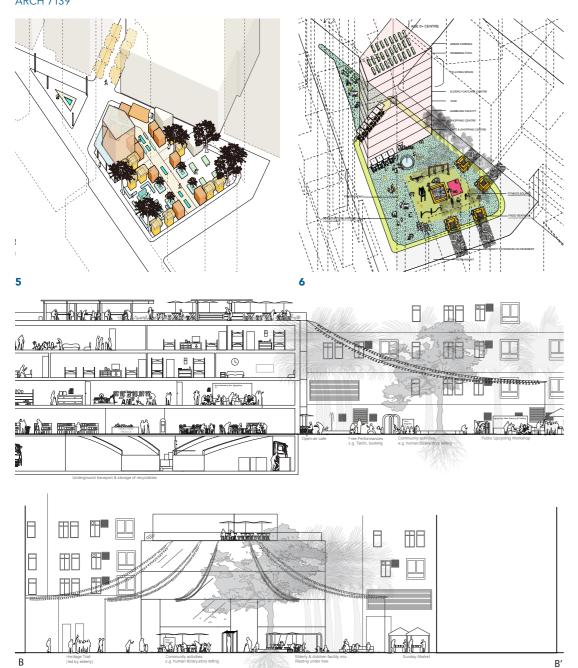
1:

Star Street Precinct by LO Nga Yi, PANG Wai King, and WONG Sze Lee

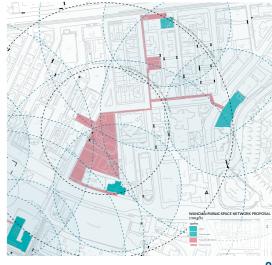
2:

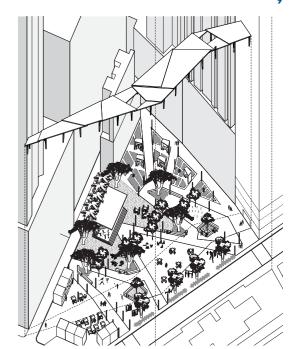
Lee Tung Avenue by CHUI Kei Ching, CHUI Shin Keng, and PANG Chor Kiu Valerie **PDLA** ARCH 7139

### "Keep Wanchai..."









5: Conceptual site axon by ZHANG Yuchen Public Space and Stakeholders: LCSD + Wanchai District Council by LAM Hoi Ying Grace, and PANG Chor Kiu Valerie

7: Site design section by PANG Chor Kiu Valerie

8 - 9: Site Design and Public Space Network Masterplanning: Assessment & Proposal by CHUI Kei Ching

10: Site design axon by WONG Nok Yan

11: Physical model by LO Nga Yi



In the context of a worldwide ecological crisis, global warming, artificial intelligence and increasingly unregulated neoliberal economies, the distinctions between nature, science, society and culture are no longer useful frameworks to think about the world we live in. This course consisted of a guided tour through the variety of approaches, understandings and definitions of landscapes that have or will influence landscape architects in their work. It followed the many histories —from the formation of cities and the descriptions of nature, to ethnographic explorations around the world—that have influenced or redefines what landscape architecture is today and what it could become in the future. History is taken here in its disciplinary and cultural diversity (hence the plural) and understood as a contemporary way to produce alternative futures.

Weekly lectures followed a thematic rather than chronological order ranging from the history of the profession and its early formation to alternative approaches in disciplines apparently unrelated to landscape architecture. Students were encouraged to venture outside of their own disciplinary framework in order to explore and define for themselves what landscape architecture should be. They engaged critically with definitions from art, geography, science, archaeology and anthropology, through a selection of case studies.





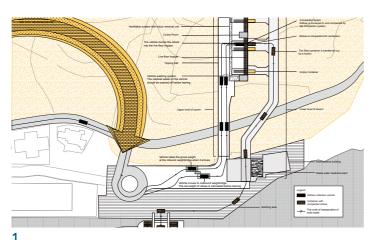
1

Students in class case study presentation performance

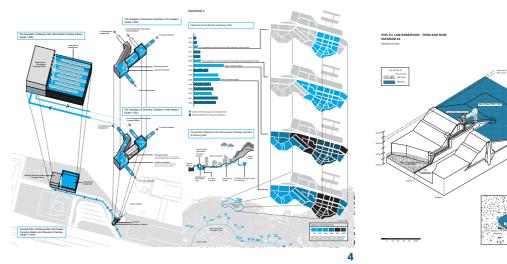
2

Thematic collage workshop

This course introduces landscape as a dynamic assemblage of geological, hydrological, pedagogical, and biological systems in continuous interaction with natural (climate, ecology) and human factors (society, economy, urbanization). It introduces the science, as well as the related conceptual frameworks, that underpin the creation and management of landscapes. The course also explores the specific relationships between humans and their natural environment within the case-study landscapes of Hong Kong and the Pearl River Delta. The course provides a foundation for 'reading' landscapes and ultimately for assessing their specific qualities and functions, as well as providing more general critical reflection on oft-used terms in practice today such as sustainability, performance, productivity, and resilience. Classes are often held on site to gain practical and experiential knowledge in the field.







### 1 - 2:

Waste Transfer and Disposal in Island West by PANG Wai King Vicky

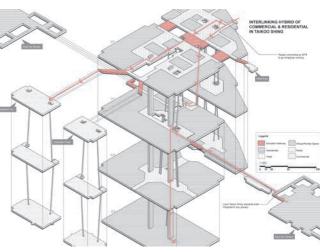
3:

Student work Group work

Stormwater and Flood Control in Sheung Wan by WONG Nok Yan

Pok Fu Lam Reservoir by WONG Sze Lee

Interlinking Hybrid of Commercial & Residential in Taikoo Shing by LAM Hoi Ying Grace



Instructors: **COATES Gavin ROBINSON Ian** Teaching Assistant: WONG Oi Ling Ellena

This course combines the two primary means of shaping space and function in the landscape: landform and planting design.

Landform: Essential techniques for shaping the land were explored, with a particular focus on incorporating grading strategies into the site design process. Students explored a variety of techniques and applications for designing and documenting the grading process.

Planting Design: The course considered key principles of designing with plants in the landscape. Plants were introduced as members of plant communities and components of particular ecologies.

Field trips including hands on activities such as tree climbing and surveying topography with a dumpy level at the HKU Kadoorie Centre, and mulching recently planted saplings of a hillside afforestation programme at Ark Eden on Lantau form an integral part of this course.

The course also included some landscape representation techniques including life and plant drawing, contour plans and sections, and visualizations of the impact of tree planting in urban street environments.















1: Reading week retreat, Sha Lo Wan

2:

Mulching tree seedlings, Mui Wo

Establishing spot levels, HKU Kadoorie Center

Tree climbing, HKU Kadoorie Center

5 - 6:

Street before and after by LAM Hoi Ying Grace

**7:** 

Life drawing by CHUI Kei Ching Maisy

Topographic representation by PANG Wai King Vicky

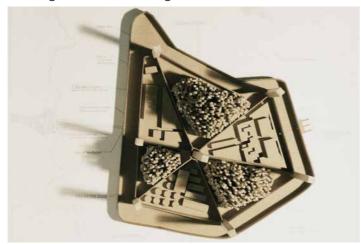


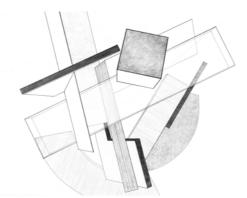


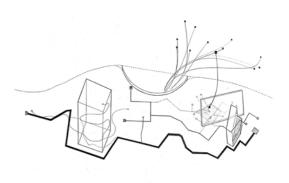


Robin Evans once claimed that architects don't make buildings but representations of it. This course aims to critically introduce and explore the media of landscape and representation skills like drawing and fabrication. We don't simply treat drawing forms as the media of landscape imagination, but carefully examine the media of landscape, the media of drawing, and the intervals between them. The drawing in landscape architecture, as James Corner described, can be "a plot, necessarily strategic, maplike, and acted upon in essence." We think of drawing landscape as a process which let us to experience and express what we see and conceive, and moreover, to speculate and construct in the physical space. The course focused entirely on non-digital forms of analyzing, and generating ideas. We The course

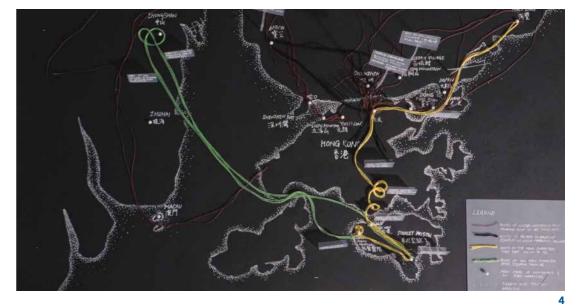
drafting as an essential set of techniques for documenting, introduced a series of techniques weekly based on the categorized media of drawing and fabrication (projection, notation, and representation), to communicate the media of landscape (spatiality, temporality, and experience). The course works required engagement with drawing grammar (perspective, orthographic projection), denotative interpretation (notation, diagram), material expression (physical model, collage, mapping), and narrative construction (montage, animation). Particular attention was paid to understanding the complex mechanism in the dynamic, projective, and dialectical constructed network of design, media, and imagination.







2



Model photo: Brave New Hong Kong

by LO Wai Ching

Interpreting PROUN by LAM Hoi Ying Grace

3:

Mapping Central by ZHANG Yuchen

A Shout in the Dark - Story of an Immigrant

by PANG Chor Kiu Valerie

Occupy Yau Ma Tei Police Station by WONG Sze Lee



The Fabrication of Terrain

Landscape Media

The course explores the core practices of landscape representation, from analysis to fabrication, focusing on the understanding of representation and production. Shifting from site observation in an urban context to detail representation and digital and manual fabrication, the course covers a variety of scales and modes. Over the course of two succeeding projects, students transformed products of a site observation into design methodologies while creating an understanding of abstraction, rigor, transformation, and experimentation.

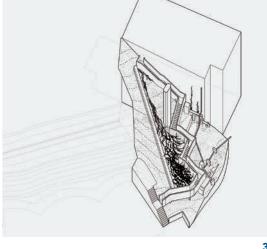
In Project 1, 'Measuring terrain', students focused on representing a given site and interpreting its conditions and constraints. Site analysis and site representation were pursued through two-dimensional digital and manual output looking at registered reinforced slopes in Hong Kong. To enhance workflows of in-situ measures and digital representation, students worked with a combination of analog and digital media tools. In Project 2, 'Fabricating landscape', students focused on fabrication, representing a specific moment of Hong Kong's topography explored in Project 1. Transforming the analyzed site from a geotechnical structure into a constructed object, students were working on two dimensional drawings, three dimensional models, and a 1:1 object.



1











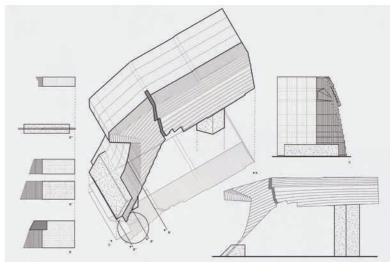
**1:** Gallery-style final review

'Fabricating Landscape' by WONG Sze Lee Ceci

'Measuring Terrain' by PANG Chor Kiu Valerie

'Fabricating Landscape' by CHUI Kei Ching Maisy

'Fabricating Landscape' by ZHANG Yuchen Kevina

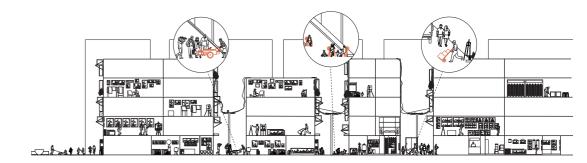


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Dafen painters village's transformation is an echo of Shenzhen's rapid economic and urban development, as well as its agenda to become a creative city. When it was the 'factory' of the art world, Dafen village was at the fringes of Shenzhen and largely ignored. The Art Industry Association of Dafen facilitated a digital revolution and visibility by partnering with a major online lifestyle platform. In the last decade, the rising realestate prices, the art market intervention in the urban village, and the different government policies have made it difficult for migrant painters to stay in the village. This physical transformation of Dafen to a shrinking village is unfortunate, however it is also the liberation of the Dafen method from a specified physical territory to a larger online territory.

This studio focused on Dafen village, developing proposals for its future, considering new technologies, digital presence, and online shopping, as well as real estate transformation, changes in Shenzhen's image, working conditions of painters, and new migration. Students first looked at the dynamics and issues around Dafen Village as a whole, and developed visions and initial strategies for Dafen's transformation. Afterward they focused on a part of Dafen, to develop spatial interventions that are in line with their visions.













1:

Site visit: presentation by URBANUS

Main axis section and elevation Group work

3 - 4:

Propositional models Group work

Dafen Museum Plaza Extension by WONG Sze Lee



Instructors:

# Planning for the Greater Mekong Landscape Design Studio V Strategic Landscape

"Strategic Landscape Planning for the Greater Mekong" builds on six years of design-based experiential learning across mainland Southeast Asia by the Division of Landscape Architecture. This year, focusing on the regional impacts of China's Belt and Road Initiative in northern Laos, students spend one term engaging issues of development vis-à-vis landscape architecture to define problems and produce innovative planning proposals. Before visiting Laos in early March, students reviewed literature on Laos's major drivers of landscape change, including land reallocation polices, protected area development, watershed planning, drug eradication, illegal timber trade, and artisanal and corporate mining practices. Students synthesized these issues through maps and diagrams and distributed them as a 150-page report to organizations met in Laos. In addition to visiting several conservation management projects, students presented their work to the landscape ecology lab at Xishuangbanna Tropical Botanical Garden in Yunnan and civil society in Laos, including representatives from domestic NGOs, bilateral aid agencies and embassies from Germany, Switzerland, and the United States, as well as international organizations, including OXFAM and the UN-FAO. For their strategies, students developed proposals for a range of sites and issues, including: Chinese development enclaves at Vientiane, Luang Prabang, and the China-Laos border; Remediation potential of Chinese contract farming; China-led transboundary forest research plots and community forest initiatives; Ethnobotanical knowledge at Xishuangbanna, Laos's newly opened botanical garden in Luang Prabang, and civil society learning centers; Resilience of China-Laos Railway temporary access roads; and Materials sourcing in large infrastructure and development enclave construction.





1:

HKU students presenting their initial research to Ecologists at Xishuangbanna Topical Botanical Garden, Yunnan, China

2:

HKU students in the field at Namkaenoy Village Community Forest, Northern Laos

3:

Students present their proposals at HKU to a cross-disciplinary jury consisting of designers, ecologists, sociologists, land economists, philanthropists, and civil society leaders

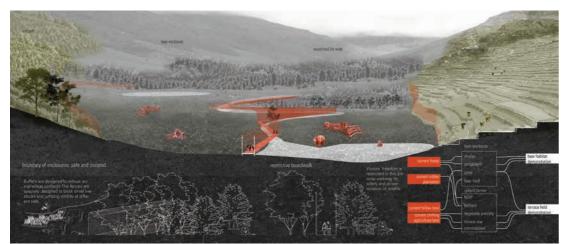


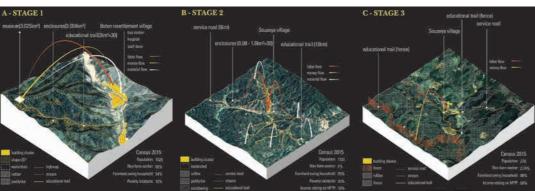
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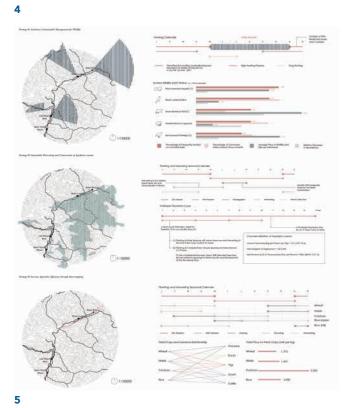
**Studio Laos** 

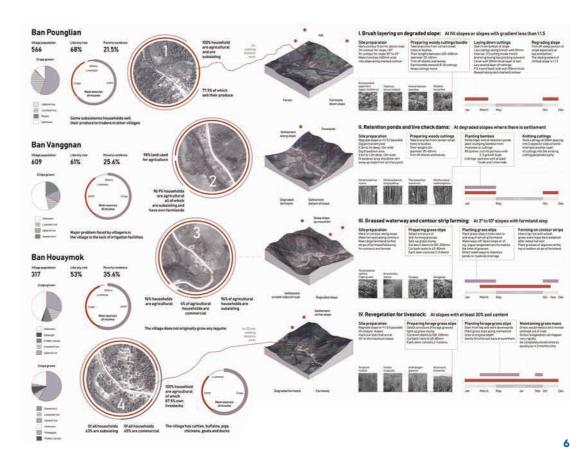
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BA(LS) ARCH 4704 Studio Laos









Local Habitat, Transnational Trade: Conservation Awareness-Building under Increasing Tourism and Illegal Wildlife Trafficking in the Golden Triangle by TONG Siyu Yuki

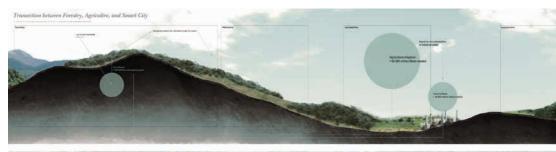
Invasive Science: Pluralizing Conservation Metrics in China-Laos Knowledge Flows by TANG Chun Wah Richard

6 - 7:

Curating Rural Connectivity: Strategic Maintenance of the Temporary Access Roads of the China-Laos Railway by LAM Hoi Lok Heather

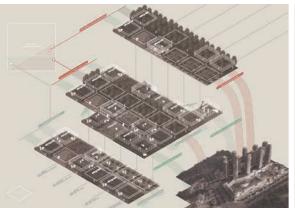


BA(LS) ARCH 4704 Studio Laos

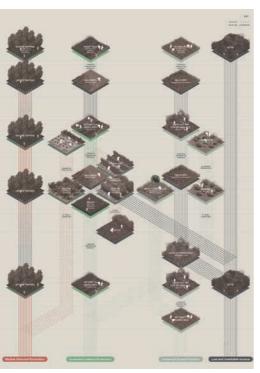


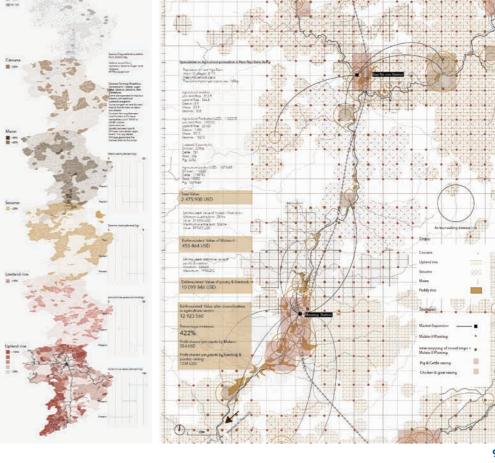


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7: Landscape Knowledge: Challenging "Smart City" Plans at the China-Laos Border by LEUNG Shui Key Kerry

8:

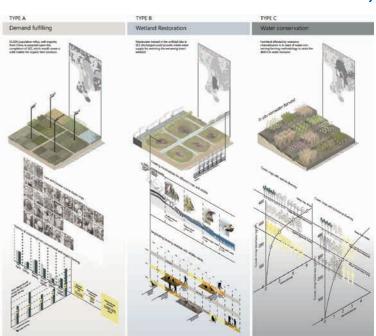
Low-Labor Landscapes: An Agricultural Response to Short-Term Construction Employment on the China-Laos Railway by CHEANG Brian

9

Gold or Food?: Corporate Social Responsibility along the China-Laos Mineral Corridor by LAU Pui Ki Nicole

10:

Organic or Ecological:
Redeveloping Agriculture
in Vientiane's Rural-Urban
Transformation
by CHAU Li Yin Sabrina



**Design Studio** 

**ntroduction to Landscape** 

Doen-Air Museum

WONG Oi Ling Ellena

This "Introduction to landscape studio" focuses on grasping the fundamental design skills.

The topic of the design project is "Open-Air Museum", in which you are to design a landscape space to host an art piece.

Students began the design exercise by (P1) studying and learning about the art piece assigned, as well as the philosophy and approach this particular artist adopts(ed). Topography is an important element to a landscape project. In the second phase (P2), students were asked to conceptualize their understanding of the terrain, using languages and operations in the design profession. Continuing with the study of terrain, students then eased into learning how spatial concepts can be applied to a landscape as design interventions. Students used simple landscape operation techniques to engage in (P3) conceptual interventions on/in/with a landscape that will eventually derive compositions, datum, proportions, and hierarchies of spaces.

In the precedent studies exercise (P4), students learned from a set list of landscape projects to see how landscape architects develop their work with the theme of art and/or with a terrain.

In the next phase, students brought back conceptual understandings of the art piece learned from P1, and used their intervention technique learned from P3, to engage it to the site. Students also embraced their terrain understanding from P2, their references gained from precedents studies in P4, and the design of space for this "Open-Air Museum"(P5).

The spatial design of the "Open-Air Museum" not only should relate to the art piece it is hosting, it should also consider how visitors interact with the space with appropriate scale understandings. Human scales and articulations in dimensions are to be explored.



### DESIGN CONCEPT



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1: Research spread (P1) by MAK Sum Yuet

2:

Research spread (P1) by CHAN Wing Han Penny

3:

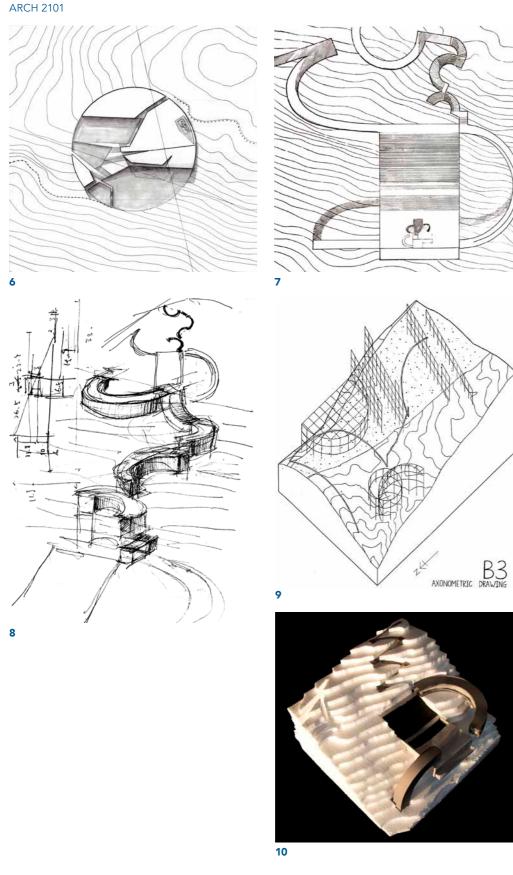
Frame and mesh (P2) by CHAN Wing Han Penny

Conceptual model (P3) by TO Cheuk Hei

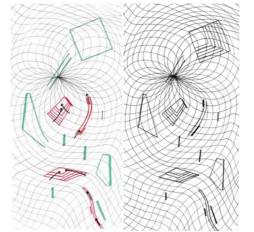
Conceptual model (P3) by FONG Joyce

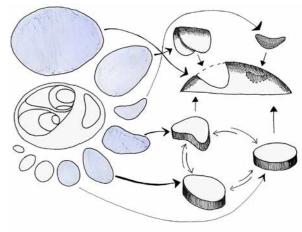
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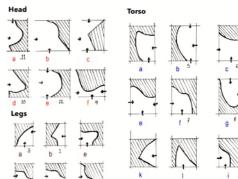


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12

13b

**6:** Plan (P5) by LEUNG Chung Fai Anson

### 7 - 8:

Sketch and plan (P5) by LI Ho Lok Klaus

### 9:

Axonometric drawing (P3) by CHEANG Yuk Ching Sarah

### 10:

Model (P5)

by LI Ho Lok Klaus

### 11:

Diagram (P5)

by TO Cheuk Hei Agnes

### 12:

Diagram and axonometric drawing (P5)

by FONG Joyce

### 13:

Diagrams (P5)

by YOUNG Hoi Yan Sabrina

### 14.

Axonometric drawing (P5)

14

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by TSE Pui Hei Anson

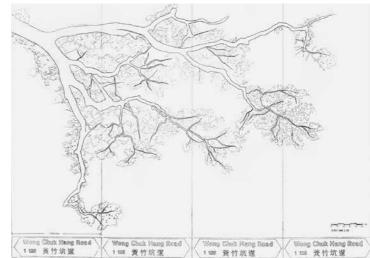
Instructors: **ECHEVERRI** Natalia **TRUMPF Susanne Teaching Assistant:** WONG Oi Ling Ellena

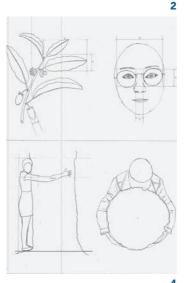
The relations between the representation of landscapes and the production of landscapes are integral. Drawings, models, or other types of representational tools, offer possibilities in understanding the landscape in different ways and are a critical part of the design process. Throughout the studio, students experimented with different techniques to develop composite and complex understandings of the landscape.

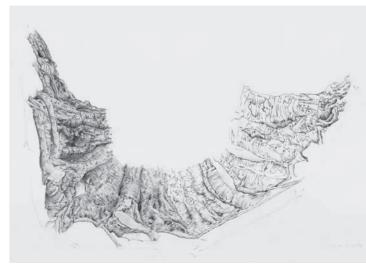
The course consisted of a sequence of three projects. In the first project, students explored measuring techniques that document physical space and time. Students documented an assigned tree and produced a series of drawings and collages that reveal the form and character of its specific species and its relationship to its context. In the second project, students explored the concept of 'type' though an analysis of modern garden and park case studies. By using two-dimensional and three-dimensional diagrams, students articulated each case study as a sequence of spaces and distribution of elements. The final assignment was built upon the skills and knowledge acquired in the first two projects, with the goal to design the integration between terrain, natural forces, and human habitation. Students designed a series of spaces along a looped trail on top of Mount Davis, a site that once served as part of Hong Kong's defense system during World War II.

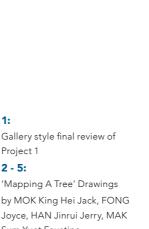


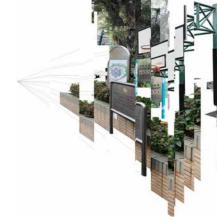












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'Mapping A Tree' Drawings by MOK King Hei Jack, FONG Joyce, HAN Jinrui Jerry, MAK Sum Yuet Faustine

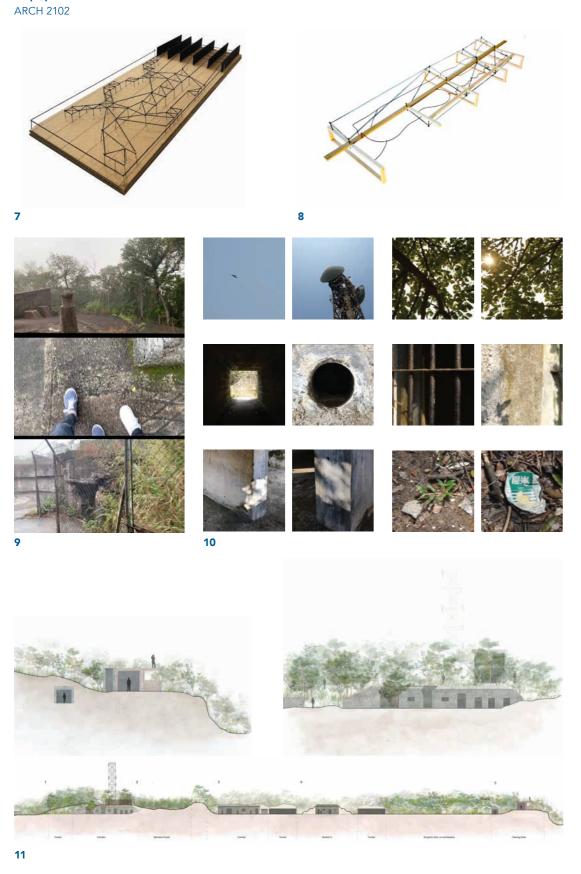
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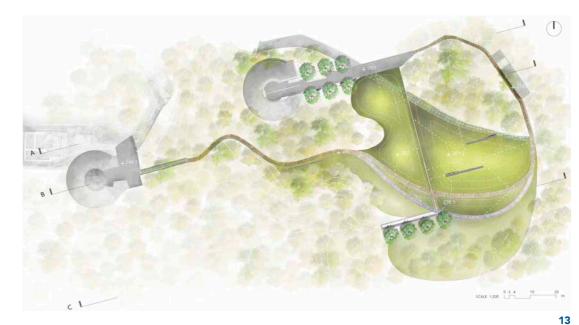
Project 1 2 - 5:

'Transposing Nature' Collage by LEUNG Chun Fai Anson

BA(LS)
Uncovering Landscapes







### 7 - 8:

Typological Exploration Models by MOK King Hei Jack, YOUNG Hoi Yan Sabrina, CHAN Ka Yui Carice, FONG Joyce

### 9 - 10:

Screen captions from site analysis videos

by MAK Sum Yuet Faustine, ZHAI Qifei Frances, LEUNG Chun Fai Anson, LO Yin Wa Yvonna

### 11:

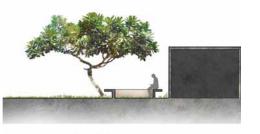
Site analysis sections by CHAN Wing Han Penny and TSE Pui Hei Anson

### 12 - 13:

Site design collages and plan by LI Ho Lok Klaus

### 14:

Site design sections by LEUNG Chun Fai Anson





1/

### **Instructors:**

**CHIR Yasmin** LEVEN Elizabeth

**Teaching Assistant:** 

NWE Saw Yu Sandra

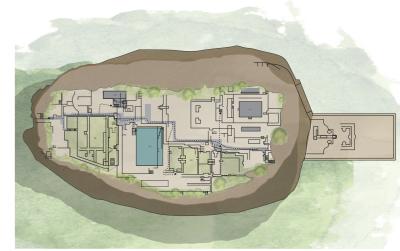
The dynamism of landscape is often relegated to considerations of vegetative growth and decay, human uses, seasonal change and so on, but every site of terra firma is built on geological conditions that are themselves in flux, albeit the timescales may be long and very difficult to observe. In certain conditions, where the land is vulnerable to erosive weathering, these timescales can be short and visible to the observer.

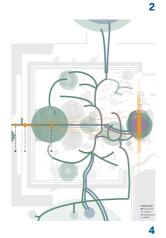
This studio focused on exploring the consequences of landscapes being simultaneously places of flux and also demand. The students were able to relate personal experience and observations with more conventual research findings to build representations of the dynamic systems in operations; investigate strategies for engaging design with biophysical systems; map spatial consequences of competing land use goals and ultimately develop design propositions building on the previous analysis and projection.

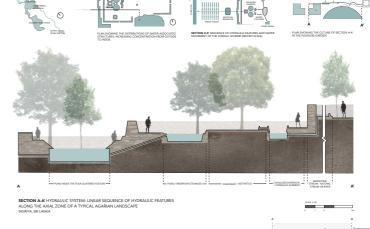
Working in groups and individually, this studio enabled students to practice and improve computer drafting and design representation skills with emphasis on accurately scaled drawings and models.

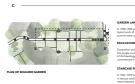
HYDROLOGY AND CLIMATE













2 - 5:

Hang Haeven

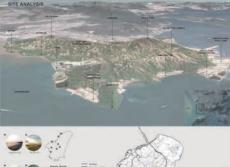
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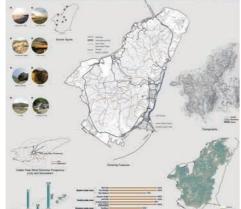
Case Study - Sigiryia by CHAN Syl Yeng Michelle, SHAM Chi Chung Theo, FUNG Tin Lok Avalon

Climate and Hydrology by FUNG Tin Lok Avalon, HE Jingsu Tinnix, JIANG Xinjie Jo, LAI Chui Ting Minnie, LEE Chi

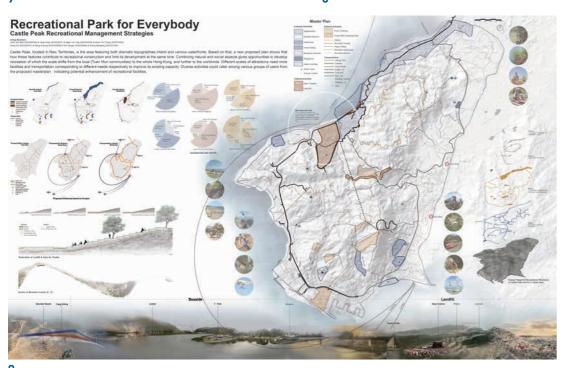
BA(LS) ARCH 3101 **Landscapes of Flux and Demand** 











6 - 7: Site visit to Po Lo Shan 8 - 9:

Recreational Park for Everyone by CHAN Sze Wah Naomi, JIANG Xinjie Jo, NGAN Yuk Ying Wendy, SONG Ziqi Sally, SHAM Chi Chung Theo, WEI Gongqi William, ZHANG Mengting Yani,

10 - 11:

Final project pin-up

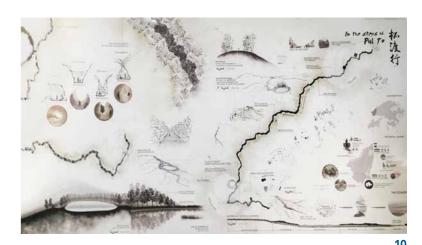
WANG Churong

12:

Studio crit

13:

Site model



LAND ARTS: AN ENGINE FOR ECOLOGICAL RESTORATION





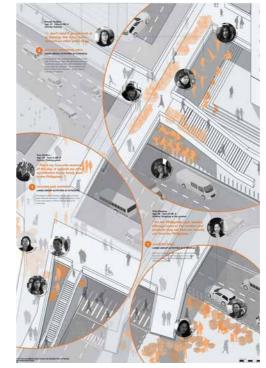
126

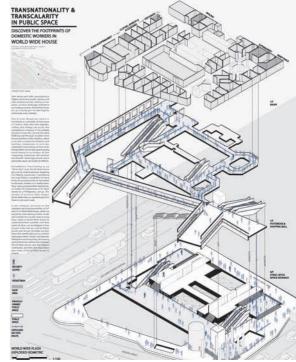
# **Design Studio** -andscape

Public Space Commons Foreign Domestic Workers, away from Home of the Vegotiation Instructors: CATALAN Marta XIAO Han Pat Teaching Assistant: NWE Saw Yu Sandra

The contemporary morphology of urban Hong Kong is the result of rapid population growth, land scarcity, diverse cultural identities, and social, political and economic determinism. Its unique and ever-evolving urban forms are imprinted with the history of more than 150 years of piecemeal aggregation through reclamation, development, and renewal. To work in this urban context, designers must develop a keen understanding of, and ability to engage with, its complexities and multi-layered conditions.

The studio examined the relationship between people and the built environment in the city. Although a variety of communities in different contexts and locations use public spaces in Hong Kong, this studio focused on an often overseen community: foreign domestic workers and their use of public space. Domestic workers flee the confines of their employers' homes on Sundays and occupy large portions of Hong Kong public space to socialize and attend to personal matters. Over time, foreign domestic workers filling central locations of Hong Kong have become a well-accepted part of the urban landscape. Yet, despite the massive presence of domestic workers in these spaces, landscape designers of these areas have often neglected to engage with this community. This studio relies on ethnographic fieldwork as a way to complement the production of spatial mappings, and demonstrate how the different stakeholders inform an urban political economy that is not reflected in official reports. Through a series of exercises, students learned to identify, analyze, and document the key dimensions and functions of the urban public realm; build a vocabulary that communicates an externally-informed process; and propose appropriate forms and conditions of intervention.







1:

Mapping on Interviews on Footbridges, Central by CHAN Syl Yeng Michelle, FUNG Tin Lok Avalon, WONG Wae Ki Sammi

2:

Study on Domestic Helpers at the Ground Floor of HSBC Building, Central

by SONG Ziqi Sally, WANG Churong, ZHANG Mengting Yani

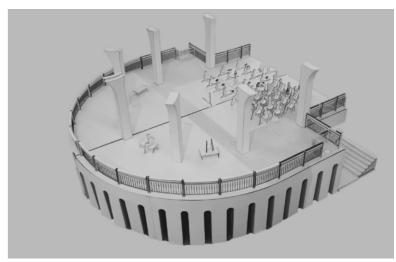
3:

World Wide House Exploded Isometric

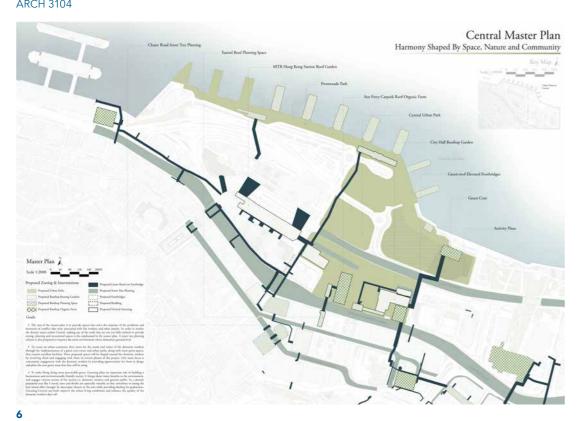
by JIANG Xinjie Jo, Sze Pui Lam Jacky, MA On Ki Rachel

4:

Model of Pier No.9, Central by CHAN Sze Wah Naomi, HE Jingsu Tinnix, WEI Gongqi William



BA(LS)
ARCH 3104
Home away from Home













Strategic Master Plan for Central by CHAN Tsz Yan Natalia, CHAN Sze Wai Cynthia, CONLAN Niamh

### Helen **7 - 8:**

Footbridge Design - Restitch and Connect

by FUNG Tin Lok Avalon

### 9 - 10:

Footbridge Design - The Melting Teapot

by WONG Wae Ki Sammi

### 11.

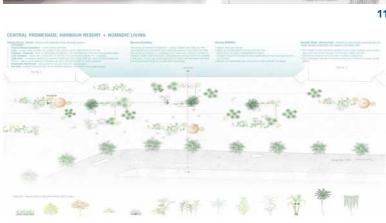
Underground Site Design - Tetris Square

by WONG Nok Yiu Vanessa

### 12:

Waterfront Design - Central Promenade by HE Jingsu

131



12

# Landscape Design Studio IN

Research of Sustainable Planning Strategies Project Post-Expo Riverfront: Mega-Event Legacy Site

Instructors: LIN Yifeng Tiger **OUVRAY Sarah Teaching Assistant:** NG Lai Ching Daisy

The Shanghai Expo was touted by the Chinese government as yet another first-rate global scale event, similar in significance to the Beijing Olympics, which were set to symbolize the economic and political rise of China in the 21st century. The event would demonstrate the enormous progress of China's urban development in the heart of the nation's economic hub of Shanghai, to both the Chinese populace and foreign nations. The event received extensive media coverage in the Chinese media in the lead up to, and during, the World Expo. China analyst Tom Doctoroff stated that "In terms of what the city was able to achieve, the Chinese were impressed." Taking Shanghai's increasing internationalization as a base, the studio was structured into two projects.

Project 1: Urban Strategy Practice - Site Record, Interpretation, and Research

Students were analyzing the significant elements of the urban fabric and their temporal development, and translated their findings in well formatted collage maps and sections. Photos and critical mapping were crucial for the students to understand the man-made infrastructure and natural system. More detailed exploration continued, based on the issues derived from the theme of a focused area. The further analysis of the research area at a neighborhood-scale was built upon the research from the large scale networks.

Project 2: Site Design

Students engaged with the design and planning of an urban regeneration strategy based on the research and analysis from Project 1. Presentation strategies for large scale projects were one of the training focuses and were studied and developed before the final review.







BA(LS) ARCH 4701 **Project Post-Expo Riverfront** 











### 4 - 6:

Mirage Land by CHANG Gengjiaqi Silvia

**7:** 

Art Port

by LEE Choi Ching Azra

"AMazing City"

135 by WONG Wing Ying Angel

Technology in Landscape Architecture

As with any art or science, the successful practice of landscape architecture is dependent on a comprehensive understanding of materials and their related technologies. In landscape we can choose from a very broad spectrum of materials from the natural to the artificial, and from the inert to the organic, and deploy them over a wide range of physical and temporal scales. Technology in Landscape Architecture explores components of the natural landscape, how we can manipulate them to form new landscapes, and how the processes of doing so can be a methodology for design.

The course covers various interrelated topics, which build on each other to develop an understanding of basic elements of the landscape and how they fit together, e.g. drawing the ground by plans and sections; grading with contours and spot levels; using slopes and planes in design; properties of soil; land forming with cut and fill; grading and drainage; slopes and vegetation; erosion control; designing paths and roads; designing steps and ramps; retaining structures; and water features, etc. The core philosophy of the course focused on enabling the students to study landscape both inside the classroom and out on the field, experimenting and examining. In addition to lectures, students learned through in-class exercises, tutorials, short research case studies, and individual assignments, as well as group projects.









1:

Students conducting field surveys with surveying equipment on HKU campus (Photo by: CHAN Sze Wah Cynthia)

2:

Students practicing how to coordinate with groupmates on (Photo by: CHAN Sze Wah Cynthia)

3:

Students working on the numbers and putting field notes on drawings (Photo by: CHAN Sze Wah Cynthia)

In Quarry Bay, students took graphic notes of how the park was designed, as well as experienced by various user groups (Photo by: CHAN Jason)

Students busy in measuring steps and walls (Photo by: CHAN Jason)



Instructor: COATES Gavin Teaching Assistant: WONG Oi Ling Ellena

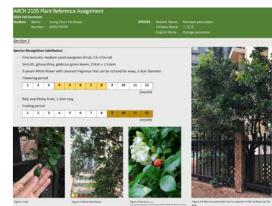
Plants and Planting Design I approached the role of planting in landscape design from two main areas of study, namely planting design, and horticultural knowledge in the context of various habitat types.

The planting design component introduced the history, basic principles, vocabulary, and process of planting design. The esthetic, functional, and ecological characteristics of plants, how they vary over time, and how the designer interacts with these processes were examined.

Students were expected to familiarize themselves with a basic palette of commonly found plant species, representing a wide range of urban and seemingly natural habitats in Hong Kong. The course provided an introduction to plant anatomy and physiology, the interaction between plants and their surroundings, nursery production, planting specification, and maintenance. Field trips were a mainstay of this course, providing a multitude of real-life situations where the reciprocity between horticultural knowledge and design intent, and the long-term successes and failures of planting designs, could be observed and discussed on site. The field trips were arranged so as to introduce the major habitat types and their associated plant communities. A series of quizzes associated with the field trips aimed to foster the habits of continuous observation and learning about plants, followed by an end-of-term plant identification exam. The course hoped to encourage life-long investigation of plant species and their application in any given environment.







FACTOR SECRETARY

AND THE SECRETARY

1: Field trip to wetland park 2:

Field trip to Sham Shui Po

Plant reference assignment, Murraya paniculata

by LEUNG Chun Fai Anson

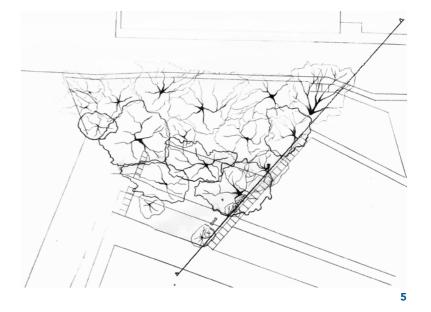
4:

Section of wooded slope on campus

by TO Cheuk Hei Agnes

5:

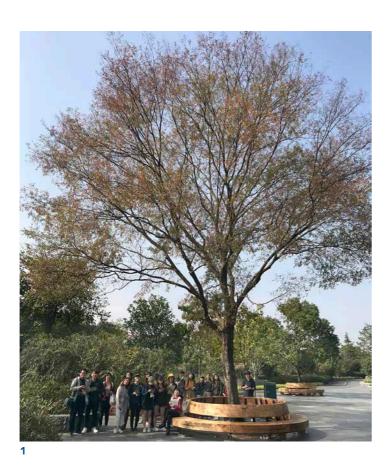
Plan of wooded slope on campus by CHEANG Yuk Ching Sarah



1

Plants and Planting design II explores planting as an essential medium of landscape design. Through readings, lectures, and related field trips, the class provided a structure for the students to think in a technical, but also creative and sensitive, manner about planting design in an urban area. The course aimed, as a main pedagogic objective, to develop planting as a key knowledge and a life-long passion for the students.

Plant communities were studied in a series of urban contexts: streetscapes and urban forestry; urban wetlands; botanical gardens; and urban farming projects. Lectures were followed by site visits that gave the class a comprehensive knowledge planting in practice and got the students familiarized with plant communities. Site visit were then followed by creative assignments that enabled the students to integrate their knowledge of planting species, plants forms, and storytelling in a design project.









Field trip to Wishing Star Park

(Photo by: OUVRAY Sarah) Field trip to Jingwen Ornamental

Grass Nursery (Photo by: OUVRAY Sarah)

Field trip to Letian Family Farm (Photo by: OUVRAY Sarah)

On-site sketching at Residence of Consulate General of France (Photo by: OUVRAY Sarah)

5:

Field trip to Letian Family Farm (Photo by: OUVRAY Sarah)

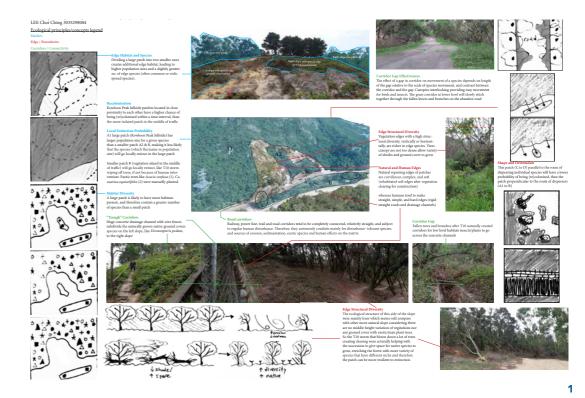


Instructor: LEVEN Elizabeth **Teaching Assistant:** WONG Oi Ling Ellena

This course sought to enable students to develop an understanding of key ecological principles and the concept of sustainability, as well as to appreciate the manner in which these principles underpin successful landscape design. Students were encouraged to investigate how the concepts of succession, biodiversity, habitat structure, plant communities, and ecosystem stability contribute to the success (or failure) of urban landscapes, habitat creation projects, and restoration of degraded landscapes. They are, therefore, an essential tool in successful landscape design.

The course introduced the fundamental principles of ecology and sustainability by means of lectures and assignments, reinforced with site visits illustrating the concepts discussed in class. Students used the site visit experiences to analyze ecological aspects of existing landscapes and undertook an assessment of an existing landscape in terms of its sustainability.

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1: Hillside at Jordan Valley by LEE Choi Ching

Exploring stream and woodland ecosystems

Exploring plantation forest ecosystem and influences of succession

Instructor:
BEDIR Merve
Tutors:
XIAO Han Pat
KORSH Sben

What are the extents and limits of architects' and planners' power to affect environmental and social change? How do they work with different communities and stakeholders to bring about betterment in people's lives? What reflexive knowledge do designers, policy makers, and community members need to acquire in order to address the multifaceted problems we are facing in a globalized world? This seminar provided an introduction to the intertwined concepts of environment, community, and design, and explored the contexts that shape their relationships in diverse localities. In contrast to conventional taught courses, significant emphasis of the seminar was placed on student-led activities designed to facilitate active learning through rigorous participation. Weekly seminar topics were structured to provide a systematic introduction to key debates over the ethics and social roles of design practice, and an opportunity to explore the nature of emergent "design activism" in recent years. It also introduced students to different methods of studying the built environment and communities. Throughout the semester, focus was placed on connecting theoretical concepts with actual practices via close examination of international and local case studies. The ultimate purpose was to help students develop a critical lens for deciphering the complex forces that shape the built environment and the ethical challenges facing today's design practitioners.

**BANGKOK SKY TRAIN - QUESTIONS:** 

Compare the Strength and weakness of Government-led and private-led development in transport policy and system.

Evaluate the current effort of MTR in addressing the needs of local community. Are there any suggestions to further engage local community?

- 1

#### Minha Casa Minha Vida (MCMV

#### Conclusion

"Housing is not only about putting a roof over people's heads, but about creating places that are nurturing and that are connected to the resources of the city to which they belong." - Raquel Rolnik

- Successful in terms of it mass scale that is made possible with the collaborative efforts
- A more community-based sustainable plan can be consider for future improvement

#### Critical Questions

- What can be applied from the MCMV Programme on public housing development and policy-making in Hong Kong?
- 2. The MCMV program was not structured to maintain qualities related to favelas. To what extent has culture been loss to this mass housing program? How has it been maintained?

3

Forum session with Paola Sinisterra and Rosalia Leung

2:

Case study: Bangkok Sky Train Group Work

3:

Case study: Minha / Casa Vida Group Work

4:

Final presentation of practice research: interview with MAD



4

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Landscape and Design in China

Landscape and Design in China

**Instructors: CHEN Steven** MAK Vincci

Three paradigms of China seem to exist in the public consciousness - the Dynastic China, which espoused Confucian values and built great monuments and palaces; the Socialist China, which began experiments in collective living and working amidst social and economic changes; and Contemporary China with its economic might, rapid urbanization, and mass migrations. We associate particular landscapes of urbanity, rituals, politics, and spaces with these constructs. From the rectangular, walled capitals of Dynastic China to the themed new towns and gleaming towers of Shanghai - how has Dynastic China evolved into the Contemporary China that is known today? How have the social and political upheavals of Twentieth-Century China fundamentally transformed the ways in which the Chinese people live, work, and play? Is Modernism in China an entirely foreign concept? Is there a "Chinese" identity in design today?

This research seminar addressed these questions in a series of lectures, discussions, and case studies organized thematically with a focus on the urban development of 20th Century China. Students reviewed the social and political conditions that have impacted the built environment, including architecture, landscape architecture, urban design, planning, and infrastructure, which have formed the landscape of Contemporary China.



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2



Visit to Master of Nets Garden in

Suzhou

Metro Line 10, Characteristic of Urban Space Virescence in Shanghai by TANG Chun Wah Richard,

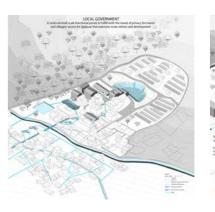
LAM Hoilok Heather

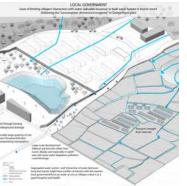
Metro Line 8, A Shifting of Community Space by LAU Pui Ki Nicole, TONG Si Yu Yuki

Sketches of Suzhou Gardens by LAM Hoilok Heather

5:

Analysis of the Water Usage in Bishan Village, Anhui Province by LEE Choi Ching Azra





# Instructor: MELBOURNE Scott Jennings Teaching Assistants: SHUM Hiu Lam Haylie WONG Oi Ling Ellena

What is landscape? How might it be interpreted, engaged, represented, described, classified... shaped? This course explored landscape as both a medium and an idea. As an introduction to the topic, students were challenged to think critically about landscape in ways that shape an expanded understanding of the subject. This expanded understanding was further developed through the actions of looking at, interpreting, reading about discussing, and ultimately representing landscape. Each of these activities helped reveal the layered conditions, relationships, and processes embedded in any landscape. The sequence of lectures was topically structured with each week focused on a particular framing or expression of landscape. Guest lectures were integrated into the sequence to highlight special issues and expose students to the range of research initiatives being carried out by scholars within the discipline.







1:

View from Aberdeen Channel, Hong Kong (Photo by: MELBOURNE Scott Jennings)

2:

Courtyard at IBM Makuhari, designed by Peter Walker (Photo by: MELBOURNE Scott Jennings)

3:

Collage by SO Wan Ying Davina

4:

Collage

by LEE Yin Ching Athena

5:

by HO Dai Rong Heather





.

This course was designed to foster habits of accurate and disciplined observation, as well as imaginary flair, and introduce students to a range of hand-drawn illustration skills and techniques that they can draw on throughout their careers.

The first of three sections, 'Illustrating Landscapes' focused on the highly detailed representation of a 400mm square area of ground at 1:1 scale, followed by abstract interpretations of the same area. The process was then reversed, and students were asked to produce abstract 'blots', then to reinterpret these as imaginary, figurative landscape drawings.

The second section, 'Projecting Landscapes' required students to make a three-dimensional model of an imaginary landscape, which was then represented using contour drawings and sections. This was followed by perspective drawing techniques, where students produced perspectives of buildings on campus and these were then reinterpreted as collages.

In the third section, 'Dynamic Landscapes', students were introduced to life drawing of the human body, together with still life drawing of plants, trees, and vegetation. Finally the life drawing, vegetation drawing, perspectives and other illustration skills were brought together in 'before' and 'after' renderings of street scenes. Students drew the streets in their existing state, and then reimagined them as pedestrianized precincts with street furniture and trees.













Life drawing of people and trees by ZHAO Ruoning

Life size landscape study by LAM Tsz Kiu

**3:** Abstract drawing by LAM Tsz Kiu

Collage reinterpretation of perspective by WONG Hoi Lam

Figurative landscape drawing by MOK Kai Fung

Street view (before)
by LEE Yin Ching
7:

Street view (after) by LEE Yin Ching





7

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## Instructor: DELPON Andres Teaching Assistant: WONG Oi Ling Ellena

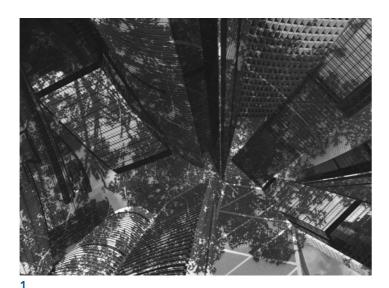
The practice of Landscape Architecture has grown, in the same way as any other design discipline, increasingly digital.

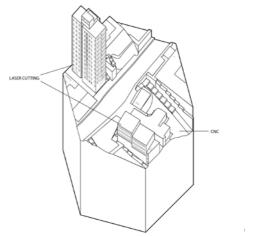
The cycle of technical invention / new visual language / altered space perception has an inevitable impact on the way designers operate and communicate their designs. This course dealt with this complexity by allowing students to experiment with various representation techniques and technologies while raising their awareness of space, both as users and future practitioners.

The course was composed of 4 blocks: Record, Model, Document, and Output. Each of these blocks comprised a number of lectures and practical exercises where the aim was to weave connections between landscape and disciplines such as art, geometry, standards, and visual communication.

Students also performed weekly sharing sessions where a specific workflow or digital skill was taught to the class, helping create a culture of collaborative work and shared knowledge.

The subject for the semester was Hong Kong Park. The approach to this space was anatomical: students filmed, photographed, collaged, drew, modeled, layered, graphed it... They fragmented and reassembled it. Each time a new technique was explored, the subject had to be reinterpreted, thus rendering new perceptions of space and a deeper understanding of what it is to be in a place.









2

1: Photomontage

by WONG Tsz Hin

2:

Axonometry
by CHEANG Yuk Ching

3:

Model

by LEUNG Chun Fai

4:

Videoclip

by MOK King Hei, YOUNG Hoi Yan

5:

Collage

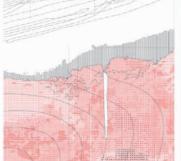
by LO Yin Wa

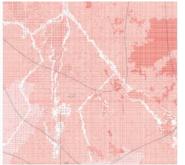


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Visual Communication for Landscape Architects offered a landscape-centric approach to digital analysis and representation. While sharing histories and methods with architecture and planning, landscape representation given its engagement with natural processes and ecologies - requires greater control over complex forms and materials. This course established foundational knowledge in computer science and geographic information systems (GIS), and reviewing their innovations, vocabularies, and impacts on design and project delivery since the 1960s. While these histories help form a critical understanding of software as a medium of design, this course also questioned the inherent problems of landscape as a digital and narrative medium. Students manipulated geospatial data from remotely-sensed and open-source datasets to build a generalist's understanding of geospatial digital media for the range of scales that landscape architects confront, and in which they collaborate. Automation and iterative, procedural workflows were stressed as part of an efficient design process and problem-solving toolset for landscape research and design, from regional to site-scale works. For their term projects, students applied GIS and parametric modeling tools to narrate conflicts between environmental conservation and development in Hong Kong. Working both individually and in teams, students created visual analytic catalogs of development and environmental impacts at several scales. These included simulating afforestation processes, vegetation richness, canopy densities, and flood regulation systems, alongside statutory controls and individual development case studies.















Species and Habitat Distributions and Habitat Change Due to Development in Tai Ho Valley by WONG Wae Ki Sammi 2 - 3:

Time-Series of Mangrove Distributions and a Singular Surface Model Site Conditions Along an Ecologically Important

by CHAN Sze Wah Naomi

# Representation Simulations and -andscape Systems

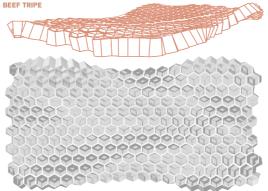
Instructors: **MAK Vincci** NG Otto **Teaching Assistant:** SHUM Hiu Lam Haylie

Nature is fascinating. The variety of forms in nature seems endless. Patterns and forms in nature are often determined by the underlying mathematical rules and scientific orders. With today's advanced digital tools for modeling, simulation, and fabrication, there are increasing possibilities to experiment with organic forms and matters with various geometries and materials. The understanding of the stages of growth or responsive behaviors discovered in nature is fundamental for brewing designs that are meaningful, structural, and performative, rather than solely figural.

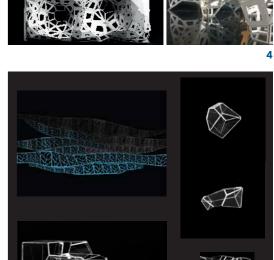
The course aimed to introduce techniques of digital modeling, geometry, fabrication, and representation through the theme "Form Follows Nature", which structures a series of exercises for students to draw on inspirations from nature, develop an understanding of them, and adapt them to their own designs and crafts. Most importantly, the goal of the course was to get students to learn how these advanced tools can be applied critically in the contemporary practice of landscape and architectural design.





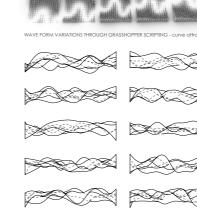




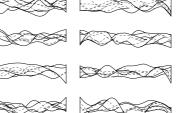


3

Parametric Representation of ocean waves motion







1:

2:

Cells

4:

Physical model by LO Sheung Miu

Parametric Representation of Ocean Wves Motion by CHAN Sze Wai

Geometrical Abstraction of Tripe by FUNG Tin Lok Avalon

The Growing Pattern of Apical

by WEI Gongqi William

Digital drawing and model by CHAN Sze Wah Cynthia

Digital drawing and model by HE Jingsu Tinnix

The Huang Pu Riverside is one of Shanghai's key 'soft' projects. As part of the 2035 Shanghai Masterplan, these 25-45km of trails are designed to integrate, modernize and program the river front and provide identity to the city. This project is viewed as a great achievement for Shanghai, appreciated by local residents and tourists alike. It is a paradigm of riverfront design to link community, well being, and cultural and educational programs in a sustainable way.

In this course, students carried out interviews and onsite studies to evaluate the actual design and usage of the Huang Pu Riverfront project. Through the juxtaposition of the designers' approach and the communities' response, students learned how to build and manage programs, how to integrate surrounding activity areas; how to reclaim public ownership in privately owned space, and how to deal with the ecology and seasonality.

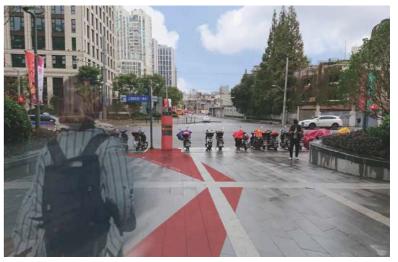


1: On-site research (Photo by: CHEANG Brian) 2:

Final Intervention by LEUNG Shui Kay Kerry

Final Intervention by CHEANG Brian

Final Intervention by LAU Pui Ki Nicole







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**PRYOR Mathew** 

Instructor:

**Teaching Assistants:** 

**CHEN Xubin Aristo** NWE Saw Yu Sandra

SHUM Hiu Lam Haylie WONG Oi Ling Ellena

The course, which was intended to inspire thinking about the way we should construct our living environments in future, and how to find the most sustainable balance, explored the course explores broad issues such as population, urbanization, materials resources, and human systems through the lens of the different media and strategies that people have used / are using to advocate for more sustainable approaches to the environment and community, in order to understand the concept of 'sustainable development'.

This course ran as a 'flipped classroom', in which students undertook a number of group-based, pre-class activities (e.g. watching and responding to on-line 'content' videos) in preparation for the classroom sessions, which were run in workshop format involving a wide range of activities and interactive exercises that helped us develop an understanding of the issues, explore contexts and interconnections, and apply possible solutions within different scenarios. This approach has attracted considerable attention and has been the subject of a number of research studies and teaching sharing activities. The course has been accepted as a Communication Intensive Course, based on it's focus on multi-literacy advocacy skills.











cchu9001-p2-6A.mp4







2





In-class group discussion

2:

Sharing of student videos

In-class group exercise

Gallery review: a student presenting her poster about microbeads products

Students catagorizing the postit notes from group exercise in class

6:

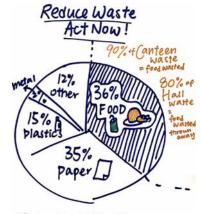
Postcard from the Street by TULBASSOVA Bayansulu

Quick Diagramming Exercise



It remember that you were interested in how our streets look. This photo shows one of the quieter streets I love to return to, 4s you may we heard, HK is a very a hilly city so it is highly likely that your evening commute will include stairs or escalators. It is never that calm though the photo was taken in morning hours, on a quiet street. The pedestrian walks are usually full of noise and hustle grannies pushing their trolleys full of cardboard boxes (we call them "cardboard grannies"), office clerks holding their morning coffee and rushing to meetings, and many other hongkongers who have to walk our streets after getting off the public transport. It gets really crowded sometimes and, if you feel tired after a hilly commute, it is sometimes hard to find a sit to relax your breath. But still love this city for all its contradictions and would be happily be your guide if decide to visit us.

Bayansulu



Make Conscientions Choice

EAT MORE, WASTE LESS:)

What is a city? Through what processes is our built environment constituted? How do we dwell in our cities and how do different kinds of urban space shape our sense of place and community belonging? This course explored practices of urbanism across a range of contexts from antiquity to the present day. By doing so it allowed students to develop insights into the social relations and human struggles that have been produced by, and continue to produce, particular types of built forms in different places over time. In the broadest sense, the course used urbanism as a lens to understand the relationship between urban forms and the complex, multiple processes that constitute cities and their urban milieus.

The course content was organized around sets of case studies, with each focusing on a specific theme that indicates particular continuities and congruencies between cities of different locations and time periods. Discussion throughout the course engaged with questions related to contemporary urbanization and considered how historical knowledge may impart a better understanding of challenges we are facing in the global present. Assignments of the course included a series of exercises that combine historical research with creative writing. The formats of these exercises vary from year to year. The goal is to enable students to connect the tangible and intangible aspects of cities and strengthen their textual, visual and presentation skills.





Field trip to a historical neighborhood

"Contagion cities" role-playing exercise

"Cities-of-the-world" social media project

Instructor: **COATES Gavin** 

**Teaching Assistants:** 

CHANG Gengjiaqi Silvia

NWE Saw Yu Sandra TSANG Yik Ming Yammi

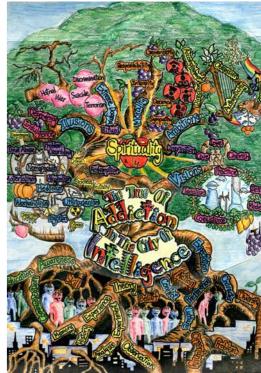
Nature and the city are frequently, but not always, in conflict. This course explored our relationship with the natural environment using the urban built infrastructure, cultural habits and traditions, and the creative arts, to provide a framework for the students' exploration of the intersection between the natural world and our urban environment. The course was divided into three parts. In the first one, 'Survey', students explored the human relationship with nature in the urban context. They looked for evidence of nature in the city, at different scales, and observed both our attempts to replicate or enhance nature and our attempts to exclude or suppress it (both of which are often unsuccessful).

In the second part, students then analyzed how that relationship influences the form of the city. Students critically explored the relationship between development and nature in the urban context, using an understanding of natural laws to investigate how cultural traditions, perceptions and meanings, and the realities of urban infrastructure, lifestyle and economics, complement or flout those laws.

In the third part, students used their understanding of that relationship as a basis for articulating issues and ideas in the form of a design. They applied their observations and understanding of nature in the cities to develop techniques, analyses, and metaphors, and to illustrate and communicate issues related to other disciplines and to a variety of public stakeholders.











Class photo

1:

The Tree of Veganism in the City of Meat-Eaters

by LI Xueer

3:

The Tree of Addiction in the City of Intelligence

by YAP Ka Wing Kevin

Interconnection game

5:

Site walk

Gallery review



Since 2010, HKU Faculty of Architecture has been organizing 'Career Discovery in Landscape Architecture' (CDLA) - an exploration program for high school students who are interested in bringing a more sustainable living environment to our city. CDLA offers a 3-week program each summer to young people to experience what it is like to be involved in the profession of landscape architecture.

This program aspired to let students explore how the core values of sustainable relationship between humans and nature are expressed and executed through creative design in both the natural and the built (man-made) environment. 2017 CDLA featured a dialog between classical and contemporary landscape precedents. Workshops and field trip, led and guided by tutors and student teaching assistants at the Division of Landscape Architecture, endeavored to enable students to develop a fundamental understanding of landscape architecture in different periods.

Through site visits, analysis, video documentation, model making and drawings, students defined issues with the existing site contexts and proposed a new scheme to improve current spatial conditions for 2 landscape typologies in Hong Kong: Pocket parks and Under-bridge spaces.

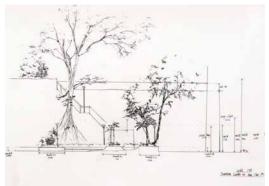


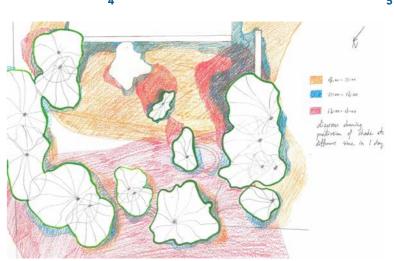












. . . .

Model building workshop

2:

Collage-simbiosis

3:

Student final presentation of design intervention

4:

Site model of Dominion Garden

5:

Section of Dominion Garden

6:

Diagramming exercise

- 6





3



1:

Proud tree planters

2:

Demostration by one of the organizers from 'Ark Eden on Lantau'

**3**:

Tree planting activity on the hills of Mui Wo

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Tree planting participants



Tree Planting

Staff List

#### **Full-time Staff**

Title	Name	Qualifications / Affiliations
Head of Division Associate Professor (Teaching)	PRYOR Mathew	BA(Hons) Heriot-Watt; CMLI; RLA; FHKILA
Assistant Professor	CHU Cecilia Louise	BAA Ryerson; MA PolyU; MSc HK; PhD UC Berkeley
Adjunct Assistant Professor PDLA/MLA Program Director	ECHEVERRI Natalia	BA Washington; MCP, MArch UC Berkeley
Assistant Professor	JIANG Bin	BEngUP Hunan; MLA Peking; PhD Illinois; ASLA
Assistant Professor	KELLY Ashley Scott	BSc (Arch) Michigan; MArch Harvard
Assistant Professor	LU Xiaoxuan	BArch SCI-Arc; MLA Harvard; PhD Peking
Assistant Professor	MELBOURNE Scott Jennings	BLA Washington; MLA Harvard
Assistant Professor	VALIN Ivan	BSc (Arch) Virginia; MLA + MArch UC Berkeley
Senior Lecturer	COATES Gavin	BLA, DipLA Leeds; DipPCDI; CMLI (UK); MCSD (UK); FHKILA; RLA; CA; FHEA
Senior Lecturer BA(LS) Program Director	MAK Vincci	BArch USC; MLA Harvard
Senior Lecturer	TRUMPF Susanne	BArch TU Berlin; MArch TU Delft
Assistant Lecturer	XIAO Han Pat	BEng HUST; MLA HK
Teaching Assistant	CHEN Xubin Aristo	BM(LPD) Jinan; MLA HK
Teaching Assistant	NWE Saw Yu Sandra	BA(LS) HK
Teaching Assistant	WONG Oi Ling Ellena	BA(LS) HK
Research Assistant	SHUM Hiu Lam Haylie	BA(LS) HK

#### Part-time Staff

Title	Name	Qualifications / Affiliations
Adjunct Assistant Professor	BEDIR Merve	BArch, MArch Turkey; PhD TL Delft
Adjunct Assistant Professor	CATALAN Marta	BArch, MScArch UPM
Adjunct Assistant Professor	DELPON Andres	MArch, MEd (PGCE) Spain; RIBA
Adjunct Assistant Professor	HUANG Hana	BSSc (AS) CUHK; MA (Dist.) AA
Adjunct Assistant Professor	LAU Sunnie	BA(AS) UC Berkeley; M.Arch MIT; Cert. in Urban Design MIT; HKIA; RIBA; Assoc.AIA; MHKIUD:RA(HK)
Adjunct Assistant Professor	LEVEN Elizabeth	BSc MPhil Edinburgh; CMLI; RLA; ISA; CA; FHKILA
Adjunct Assistant Professor	LU Jielu	BA(AS) UCLA; MArch Harvard
Adjunct Assistant Professor	NG Otto	BA(AS) HKU; MArch MIT
Adjunct Assistant Professor	ROBINSON lan	MI Hort; HND
Adjunct Assistant Professor	TANG Dorothy	BLA Iowa State; MLA Harvarc
Adjunct Assistant Professor	WILSON Barry	BA(Hons) Heriot-Watt; MLA Edinburgh; CMLI; MHKILA; HKRLA; MHKIUD; CIUDSRC

## **Shanghai Study Center Teachers**

Title	Name	Qualifications / Affiliations
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Honorary Lecturer	JENCKS Justin	BA Durham
Honorary Lecturer	LIN Yifeng Tiger	BArch Tamkang; MLA Harvard; CHSLA; IFLA; ASLA
Honorary Lecturer	OUVRAY Sarah	ESAJ

#### The University of Hong Kong

Division of Landscape Architecture Annual 2018-2019 © 2019 Division of Landscape Architecture, The University of Hong Kong

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ISBN 978-988-13861-5-1





