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MLA Field Trip to Oyster Farm
The 2021-2022 Yearbook for the Division of Landscape Architecture highlights the courses and student work across our three landscape programmes: the Bachelor of Arts in Landscape Studies (BALS), the Postgraduate Diploma in Landscape Architecture (PDLA), and the professionally-accredited Master of Landscape Architecture (MLA).

Looking back, the year in review was one of consolidation as the Division prepared for a new stage of growth. We welcomed Dr. Bin Chen as our newest Assistant Professor. Our research and teaching staff re-engaged with the landscapes of our city, winning awards and grants related to climate mitigation, cultural heritage, public housing, the urban arboretum, ecological case studies, and urban soils. Our staff swept numerous teaching awards, including a University Distinguished Teaching Award for Mathew Pryor, a University Outstanding Teaching Award and a Faculty Teaching Award for Vincci Mak, a University Teaching Innovation Award for Ashley Scott Kelly and Xiaoxuan Lu, and a Faculty Teaching Award for Susanne Trumpf. We continue to excel in our scholarship, perhaps most notably with four new books: Critical Landscape Planning During the Belt and Road Initiative by Ashley Scott Kelly and Dr. Xiaoxuan Lu; Landscape Empowerment edited by Dr. Bin Jiang; The Speculative City co-edited by Dr. Cecilia Chu; and Urban Climate Science for Planning Healthy Cities co-edited by Dr. Chao Ren.

The courses and work shown in the following pages describe a set of programmes that are broad in their approach to landscape architecture. This breadth reflects the growing scope and application of landscape architecture and the wide range of potential careers for our graduates. Our teaching thus incorporates contemporary technical skills and design practices to be able to lead change as a landscape professional. But we have also developed pedagogies that teach students critical problem-solving and communication skills including strategic planning, scenario building, systems-thinking, creative problem-solving, geospatial analysis, and ethical practice to help them to remain flexible, lifelong learners capable of thriving in any future scenario. We thank all the students, instructors, assistants and administrators for their hard work and commitment to excellence in the Division of Landscape Architecture this year.
The Master of Landscape Architecture (MLA) is a two-year postgraduate degree in landscape architecture accredited by the Hong Kong Institute of Landscape Architects. Our programme is distinguished by a commitment to teaching landscape architecture as an interdisciplinary field of study in which core competencies of landscape architecture are examined alongside developments in planning, conservation, urbanism and ecology.

The MLA curriculum is structured around engaging the critical social, economic and environmental issues shaping Southeast Asia and the greater Pearl River Delta today. Within this context, our approach to landscape architecture is one that spans from the urban to the rural, in which issues of density and development necessitate novel social and ecological solutions. By utilising problem-based approaches to learning and by emphasising critical, research-informed design practices, we prepare our students to take leadership roles as scholars, teachers, and practitioners.

The MLA courses are organised into themed tracks which include design studio, history and theory, technology, and media. Foundation studios explore landscape systems, urban ecology and the formal and informal dimensions of the public realm. One of the two core studios takes students to regions in Southeast Asia in order to carry out fieldwork and engage with local communities in places where landscape issues intersect with rapid development and urbanisation. Final-year studios explore themes of landscape infrastructure, urban design, and environmental planning. The MLA education culminates in an independent thesis project in which students articulate a critical position within the discipline of landscape architecture and test the proposition through a design and research process.
Master in Landscape Architecture
園境碩士課程 (MLA)

Syllabus
課程大綱

Year 1 一年級
Semester 1 第一學期

MLA Prerequisite*

Landscape Design Studio I

Landscape History and Theory I

Landscape Plants and Ecology I

Landscape Technology I

Elective

Semester 2 第二學期

Landscape Design Studio II

Landscape History and Theory II

Landscape Plants and Ecology II

Landscape Media

Semester 2 第二學期

Landscape Design Studio III

Landscape Thesis

Landscape Architecture Practice

Elective

Year 2 二年級
Semester 1 第一學期

Landscape History and Theory II

Landscape Plants and Ecology II

Landscape Technology II

Elective

Semester 2 第二學期

Landscape Thesis

MLA Final Thesis Review

* MLA Prerequisite begins in mid-August before the beginning of the first semester

** 園境建築碩士預備課程於第一學期之前的八月中旬開始。
The Postgraduate Diploma in Landscape Architecture (PDLA) is our newest programme 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. Today’s landscape architectural practice needs to confront increasingly complex challenges arising from climate change, rapid urbanisation, and increasing social inequality in diverse social and ecological environments. As the scope and methods of the field expand and evolve, landscape architects are required more than ever to work with multidisciplinary teams of built environment experts to derive design solutions through innovative platforms. By creating new pathways for students with non-traditional 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 approach to landscape architecture with studios and theory courses drawing especially on both international and regional case studies. The curriculum is organised around a sequence of studios introducing students to a set of critical methods for observing, analysing and reshaping the physical environment. Studios are designed in conjunction with lectures and seminars on history and theory, visual communication, and landscape technology that help to expand and contextualise design knowledge. The majority of students who have completed the PDLA have gone on to enrol in the Division’s own MLA programme or in other overseas postgraduate landscape programmes.
Postgraduate Diploma in Landscape Architecture

Syllabus

Year 1 一年級
Semester 1 第一學期

Landscape Architecture Intensive*

Foundation Design Studio I

Landscape Systems

Landscape Media I

Histories of Landscape

Semester 2 第二學期

Foundation Design Studio II

Environment and Communities of the City

Landscape Media II

Landscape Technologies and Techniques

History and Theory Courses 境界與理論課程
Technology Courses 技術課程
Visual and Communication Courses 視覺傳達課程
Bachelor of Arts in Landscape Studies [BA(LS)]

The Bachelor of Arts in Landscape Studies programme at the University of Hong Kong equips students with a curriculum that emphasises design, landscape technology, history and theory, and visual communications. We aim to give students a comprehensive grounding in the knowledge, concepts and skills that landscape architects commonly require to deal with the 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 programme starts with an interdisciplinary view of the built environment that trains 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 the design 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 programmes overseas to offer opportunities for students to engage with their peers from around the world.
### Bachelor of Arts in Landscape Studies

#### Syllabus

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The University of Hong Kong
Division of Landscape Architecture
Annual 2021-22
The MLA thesis is a student-led, semester-long, design and research project positioned as the culmination of the MLA curriculum. The thesis process provides an opportunity to articulate your own position and interests relative to contemporary landscape architectural discourse and to synthesize the relevant knowledge you have gained in the MLA curriculum through a landscape design proposal. Beyond a personal statement, however, the thesis project aims to advance the body of knowledge, theory, methods, and/or practices that make up the disciplinary field of landscape architecture. Resistance to such practices, critiques of the status quo, and experiments at the boundary of the field are encouraged, as are novel forms of design and communication. By the end of the Spring semester, students will have developed rigorous research and design proposals that will be defended verbally and through a range of graphic media. Completion of the final MLA thesis project requires a public presentation and submission of a thesis book. This document outlines the baseline requirements, expectations and overall schedule of milestones for the thesis project.
The Lost Craft of Oyster Aquacultural Production in Lau Fau Shan:
Negotiation for Abandoned Heritage Management
and Remaking of Oyster Production Cultural Landscape

Student: LEE Chi Hang Haven
Supervisor: ECHEVERRI Natalia

The University of Hong Kong
Division of Landscape Architecture
Annual 2021-22
From e-waste to e-restoration: Using Landscape Architecture to Promote Electronic Pollution Treatment and Ecological Sustainability in Guiyu Town, Guangdong, China

Student: LU Minhui
Supervisor: JIANG Bin

The University of Hong Kong
Division of Landscape Architecture
Annual 2021-22

Master of Landscape Architecture (MLA)

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Slow Science in Development: Ensuring principled ecological auditing for the Smart Earth era in Hong Kong’s Northern Metropolis

Student: HUI Chun Sing
Supervisor: KELLY Ashley Scott
Scientists out of their habitat:
Coordinating knowledge production and action
for complex landscapes in China's Ecological Redline policy

Student: YAU Hoi Ying Ariel
Supervisor: KELLY Ashley Scott

Master of Landscape Architecture (MLA)
The University of Hong Kong
Division of Landscape Architecture
Annual 2021-22
Breaking Down Solidity:
A Strategic Framework for Flood Resilient Urban Landscape
in Hong Kong by Dissecting Ground Material and Composition

Student: YEUNG Hei Marco
Supervisor: VALIN Ivan
Post Petroleum:  
Application of Waste in Landscape Environment Restoration 

Student: SHIU Shuk Man Katie  
Supervisor: CHEN Bin

Rebranding Terroir:  
Ethnoecology & Tea Agro-Ecosystem Management 
in response to Increased Market Integration in Southern Yunnan  

Student: WONG Wae Ki Sammi  
Supervisor: LU Xiaoxuan
Mediating Nature and Humanity at Depleted Landscape in the Anthropocene:
An Exploratory Ground of Environmental Art at Shek-O Quarry

Student: LAW Pak Lam Parco
Supervisor: MAK Vincci

Landscape Coordinator:
Building a More Resilient Grassland Community on the Zoige Plateau, Sichuan

Student: LIU Zihan Shiny
Supervisor: PRIOR Mathew
In this studio, students explored the core practices of landscape design in the context of the dynamic natural systems and contested territories along the coastal edge of Hong Kong Island. The studio’s origin was the Hong Kong Coastal Trail, a working proposal for restoring pedestrian and recreational trails to create a continuous path around the island. Students worked with this initiative as a catalyst for additional strategies and interventions that amplified the connective, regenerative, community-focused ambitions of the existing plans.

The semester was divided into two projects, each tackling urban landscape concerns at different scales. The first project examined the variety of landscape systems and communities that are crossed by the proposed trail right of way. After detailed spatial and material documentation, students isolated a user and designed an interface that augmented, adapted, or modified that user’s exchanges with the site.

In a second exercise, students worked in groups on a larger section of the trail and used maps and sectional diagrams to illustrate the network of relationships, decisions, and agencies that underlay the coastal trail’s development. They developed strategies that structure the trail’s potential within the larger urban and ecological territory. Students’ final, individually developed proposals included landscape-led interventions augmenting the original trail planning to conserve critical habitat or improve water retention; expand the possibilities for green or multi-functional civil infrastructure; or support local communities through access, mobility, and revitalisation projects.
TRAVERSING: A Trail Going Through Diverse Habitats by LIU Xin

METROPOLITAN REVERBERATION: Acoustic Environment Management by YIM Wan Ting Hannah
This studio looks at how to balance development and conservation along the Frontier Closed Area (FCA) of Hong Kong. The site is part of a massive regional planning exercise announced last year as the Northern Metropolis Development (NMD) strategy. The border between Hong Kong and Shenzhen, in place since 1898, has been subsequently fenced, protected, controlled, and opened to varying degrees since the 1950s. Today, as part of a new government planning strategy, its settlements, landscapes, and cultural heritage are at risk of being lost. The studio asks how landscape architects might frame an alternative and persuasive way forward. Are there landscape planning approaches, design strategies, or material and technological interventions that might deliver an alternative narrative of conservation or development? Can landscape strategies and disciplinary approaches be useful tools to negotiate a changing and uncertain environment? And can they help structure positive and equitable outcomes for all human and non-human actors in this territory? Student projects built up proposals that dealt with Enclave and Infrastructure, Rural Heritage, and Conservation Ecology.
ARCH 7132a / Landscape Design Studio IIA
Adaptive Frontier
Finding Strategies for Conservation and Regenerative Development along Hong Kong's Northern Border

Master of Landscape Architecture (MLA)

Flying over the Border: Birds' Friendly Landscape -- An Element to Dissolve Boundaries by YU Qiuwan Estelle

Neue Villatic Nexus by TANG Chun Wah Richard
Vanishing Frontier
Hong Kong Border Landscapes as Natural and Cultural Heritage

This studio proposed rethinking the long-term future of the Hong Kong/Shenzhen border. Shaped by centuries of agricultural reclamation and decades of military control during the cold war, the unique landscapes that characterise the Hong Kong side of the border are now facing development pressure. In October 2021, the HKSAR Government revealed the Northern Metropolis Strategy, a long-term plan to develop and urbanise the land along the banks of the Shenzhen Bay and river. Framed under the concept of ‘Twin Cities, Three Circles’, it includes the construction of new border crossing infrastructure and several New Towns and New Development Areas. To enrich conversations around landscapes and conservation, the course introduces two theoretical concepts. First, landscapes as dynamic networks encouraged students to situate and manipulate landscapes at the intersection of the multiple networks that generate them. Second, thinking of landscapes as simultaneously natural and cultural heritage helped bridge disciplinary boundaries across the sciences and the humanities while engaging with the role landscape architects will play in designing sustainable futures in the next decades. The course was divided into three projects. The first assignment analysed the complex agencies that have shaped and continue to shape Hong Kong’s border landscapes. In groups of four to five, students traced a specific type of network across time and space, nature and culture. For Project 2, students worked in pairs to imagine a realistic or fictional scenario in which they would like to inscribe their design projects. Spanning the next 50 years, such scenarios allowed them to make large-scale proposals for future developments and to frame specific long-term issues such as climate change, population growth or water pollution. Finally, the last assignment focused on the conservation (loosely defined) of a particular aspect of Hong Kong’s vanishing border landscapes in the context of the specific scenario imagined in Project 2. Individually, each student selected three to five locations along the border to develop dynamic design interventions addressing a particular theme or issue. Through diagrams, plans, sections, and detailed physical models at different scales, students not only described the material and technical implementation and evolution of their proposed design but also demonstrated how they expect it to perform and achieve the intended outcomes over time.
This studio investigated the design opportunities in the layered systems of peripheral Hong Kong, which are mostly underdeveloped due to logistical challenges. Students leveraged the emerging innovative technologies in city-making in a contrasting rural context. The government announced the vision for “Lantau Tomorrow” and set up the Lantau Conservation Fund (LCF) to promote conservation, and pursue local improvement works in villages and communities in support of their initiatives. However, even the “conservation”- seemingly passive- would require the active participation of the site and its agency. For designers, this means an opportunity to engage in design practice within the planning mechanism. When the smallest design intervention could come from a deeply-rooted system failure, a designer should translate their visions into curated scenarios as a means of performative engagement. These scenarios will be fabricated into model components and then tested and, compiled into a collection of action projects along South Lantau. The goal of this work was to offer an array of methodologies to systematically identify design opportunities in a neglected site entangled with invisible powers, and guide different agencies through difficult design decisions.
Follow the Follies! A Prototype of Targeted Waste Management with Dispersed and Performative Engagement by WONG Wae Ki Sammi

1. Biomass Village Prototype: Re-calibrate the Buffaloes and Natural Waste by SHIU Shuk Man
2. Recompose: Return Back to Nature by ZHANG Ziyi
The studio is designed to investigate the urban networks that inform and enhance the identity of cities. The premise of the studio is that the studio is being commissioned to re-imagine the urban area of Hong Kong’s Central to evaluate the urban networks and propose new connections, open spaces, interventions, and re-image the urban space. The studio explores urban perception, creation, and imagination. It is taught from both the landscape architects’ and architect’s perspectives. And, how that approach leads to urban architecture and landscape solutions. The hope is that this will help prepare the students for practice in the way they express and communicate their design and the implications of working across disciplines. The studio will be tasked to connect urban spaces, streets, interstitial space, and parks to redefine the urban fabric. By investigating these spaces, the studio will look to examine how urban networks and landscape spaces become an important component of cities. The studio will also bring in architects, urban anthropologists, ecologists, and urban designers to speak about their practice and the way they work, and their considerations as it relates to designing public open space. The public realm of Hong Kong has been and will continue to be studied, looked at, critiqued, and questioned. However, its progress and transformation seem to evolve due to perceived necessity. Development, architecture, and infrastructure drive the change of its urban environment. Yet there are opportunities, possibilities, and potential to interweave, remake, and reimagining public open space and the public realm. One that connects past, present, and future, weaves memory, and builds on contemporary ideas of landscape, architecture, and urban design in the city. By re-imagining the urban fabric and exploring urban networks, the studio may be able to consider and redefine priorities and create design strategies and proposals. The ideas are formed by research, investigation, dialogue, and design.
1. Clay Model Explorations. Collection of students works
2. The New Green Line in Central: Reimagining the Mid Levels Escalator by RAE Tao

1. The New Green Line in Central: Re-imagining the Mid-level Escalator by TAO Ruimin
2. Central Living Room: Street Life Remain a Celebration by YUEN Lau Kwan

COMMUNITY PLAZA / 11AM / Pottinger Street Entrance

COMMUNITY PLAZA / 1PM / Lunch
This advanced design studio investigated the role that landscape design, architecture and planning will have in shaping the land use, settlement, habitat, and infrastructure of Hong Kong in the face of dynamic social, economic, and environmental change. Hong Kong faces a host of environmental challenges driven by climate change and urban and infrastructural development. The studio was centred on Tung Chung and the surrounding watershed which has a unique ecology composed of the Tung Chung River Valley, estuary and coastal areas that has continuously been challenged by development. Tung Chung’s settlement history goes back to the Song Dynasty, but for most of its history the site was home to a few fishing villages that subsisted on agriculture and fishing. The site went through drastic changes during the 1990s with the construction of the airport and its massive infrastructural connections. Planned together with the airport development, Tung Chung became Hong Kong’s newest New Town. A large urban expansion of the urban areas and development of low-lying areas and coastal edges is currently planned. For the first project, students investigated the history of the coast, looking at how the different land reclamation and infrastructure projects transformed the water edge in terms of ecology, economy and socio-cultural relations. Students documented Tung Chung’s intertidal zone and estuary by sampling key species, pollutants, users, activities and risks. In Project 2 students speculated on an adaptive and resilient landscape in Tung Chung. After developing scenarios, students proposed interventions and new hybrid systems that deal with future conditions.
1. Hakka Urbanism: Sustainability Beyond Urban Drainage System - Tung Chung Agrotown by HUI Chun Sing

2. Mangrove Machine: A Negotiation of Ecological Engineering for Conservation and Development by LEE Chi Hang Haven

3. Urban Stitching: A Negotiation between Conservation and Development Dispute on Tung Chung Bay by YEUNG Hei Marco

4. Living with Odonata before Insect Apocalypse: Anastomosing Tung Chung River to Create River Ecological Corridor by LO Sheung Miu
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 reconceptualise 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 sought to understand these contemporary positions by tracing their developments from the late 19th to 21st centuries. It posited that history, theory and practice are contingent upon one another and, together, they ground design in the particularities of time and place. The course began 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 focused on exploring the standard landscape concepts, such as site, form, and ecology, particularly the ever-changing approaches to and definitions of these concepts.
This course undertook a critical evaluation of the global contemporary practice of landscape architecture and planning at the city and site scales. Shifts in global economic and geopolitical trends had necessitated a repositioning of these practices from an empirical, social, and environmentally deterministic practice to one that was operative and catalytic, for which strategy and negotiation prevailed over traditional top-down planning methods. This course aimed to situate these diverse and often contradictory ideas about the shaping of our environment within a historical continuum and the struggle over disciplinary identities, while simultaneously exploring their impact on the evolution of methodology and ethics.

The course started with a brief historical overview of the origins and the social, industrial, and economic contexts of contemporary landscape design and planning at city and site scales over the past century. This portion of the class treated essential contemporary texts that attempt to reposition and expand the landscape discipline for 21st-century urban issues. The course then turned to explore 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 globalisation and changes within political economies, the emergence of environmental consciousness and crisis, and technological and particularly computational advances. These developments, together with shifts in thinking and conceptual frameworks, prompted landscape architects to engage in more strategic, catalytic modes of practice aiming to advance landscape architects’ central relevance and specific disciplinary expertise in designing at those scales.
Arch7291

Thesis Preparation
Methods of Enquiry for Landscape Architecture Thesis

Architects have an ethical and professional responsibility to use their skills for the common good. This is especially true for landscape architects who are involved in the design of public spaces, urban infrastructure, and natural environments. The work of landscape architects involves a complex interplay of art, science, and technology, and it requires a deep understanding of the social, economic, and environmental implications of their designs.

The course of 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. The 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 provided as references to help students complete their course work. There will be a total of 7 assignments, including a thesis proposal which is due at the end of the semester.

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. The 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 provided as references to help students complete their course work. There will be a total of 7 assignments, including a thesis proposal which is due at the end of the semester.

Research Background – Pu’er Tea Industry

- An emergence of agro-ecosystem intensification in Southern Yunnan is driven by the increasing domestic and transnational demand for tea
- Various agro-ecosystems includes tea forests, agroforests, mixed crop systems and monocultural terrace tea gardens, in the tea production system
- In the market of “modern” tea, the notion of value creation started with the process of marketing and developing the brand value of Pu’er tea
- However, nowadays the territory of production, Pu’er per se, has mere control over the marketing of the celebrated brand, meaning that botanic profiles and qualities have little relevance to the product values in monetary terms

1. The Lost Craft of Oyster Reef Agriculture Production in Lau Fu Shan: Deconstruction of the Oyster Production Viability and Negotiation of Abandoned Heritage Management. by LEE Chi Hang Haven
2. Breaking Down on Solidity: A Strategic Framework on Flood Resilient Urban Landscape in Hong Kong by Dissecting Ground Material and Composition by YEUNG Hei Marco
3. Rebranding Terroir: Ethnocology & Tea Agro-Ecosystem Management in response to Increased Market Integration in Southern Yunnan. by WONG Wai Ki Sammi
Grading and Drainage

Landscape Technology dealt with the way landscape architects work with the land itself, shaping expansive landscapes and constricted urban sites. Lectures in the course addressed topics such as site analysis and responsive site planning, the design of structural elements, soils and earthwork, treatment of existing vegetation, storm water infrastructure and management, and site layout and road design. Students surveyed levels and plotted contours on campus with reference to as-built construction drawings, mapped surveyed information on a plan, and plotted accurate sections. They learned how to design and estimate cut and fill earthworks, and also how to use contours to clearly illustrate designs. Within the course activities, students used soil components to physically mix fabricated topsoil in accordance with government specifications, plotted the extent of water catchments, and designed paths and steps to resolve access between levels in accordance with regulatory requirements. The course was supplemented by field trips to Hong Kong Park waterfall area- an example of how topography has been used in landscape design, and to Tseung Kwan O to see how landscape architects were involved with the construction of new town infrastructure. In the final assignment, students redesigned an existing courtyard area on campus and produced a basic set of working drawings including as-built, general layout and levels plans, sections and details.
This advanced course in the MLA Technologies builds on Landscape Technology I (Site Engineering) to explore issues of materiality, detailing, fabrication and assembly, performance, and durability in landscape architecture. Students will learn about the range of materials commonly used in building landscapes and explore their origins, modes of production, key properties, and faults. Through case studies and site visits, we will discuss the relationships between material selection, performance, and design intent, explore the details behind safe and lasting construction, and evaluate the performance of existing built landscapes. Finally, students will learn the various stages in the design, documentation, and construction administration process with a particular focus on the design development periods. In addition to lecture, workshop, and field-trip format, the course will also feature guest talks by leading landscape architects in Hong Kong.
This course enables students to develop an understanding of key ecological principles and appreciate how these principles underpin successful landscape design and plant selection.

Students were introduced to the main ecosystems of Hong Kong and the concepts of succession, biodiversity, habitat structure, and ecosystem stability. The design component introduced the history, basic principles, vocabulary, and process of planting design. Students examined the aesthetic, functional, and ecological characteristics of plants; how they vary over time, and how the designer interacts with these processes. Students were then encouraged to investigate how these concepts and principles contribute to the success (or failure) of urban landscapes and habitat creation and how they are an essential tool in successful landscape design.

In terms of horticultural knowledge, students were expected to familiarise themselves with a basic plant palette of commonly found plant species representing a range of urban and rural habitats. This semester, only one face-to-face field trip on campus could be arranged before Covid regulations intervened. Further field trips were carried out by zoom to Sai Ying Pun and King George V Memorial Park, Mui Wo on Lantau, Central waterfront and West Kowloon Park. Recordings were posted for reference by Hong Kong-based students and those who remained outside Hong Kong.
ARCH713

Landscape Plants and Ecology II

Ecological restoration and enhancement are growing areas of landscape practice, encompassing mitigation projects such as stream course restoration, quarry and landfill rehabilitation, constructed wetlands and seawall enhancement. These are often generated in Hong Kong through the need to mitigate or compensate for damage to existing ecological areas [or consequential impacts] resulting from residential and infrastructural development. ARCH713 is a survey course that explores ecological restoration from the perspective of the landscape architect, looking first at ecological definitions; historic and contemporary debates over the contest between ecology and development; the possibility of landscape and ecological mitigation within the EIA process; and then at the strategies and techniques commonly used in ecological restoration work.

Site visits to restoration projects- Ho Chung River revitalisation, HK Wetland Park, and Shek O Quarry restoration- were supported by excellent case study presentations from expert practitioners: Liz Leven, Dr Mike Leven and Tony Nip. In addition to annotated bibliographies and a short essay on ecological mitigation, students created ecological maps, habitat descriptions, and an ecological restoration proposal for abandoned farming areas within the Ho Chung Valley.
Students were given the opportunity to consider post-academic working life by adopting professional working outlooks and habits during 13 weekly sessions. Utilising immersive activities, students were able to become more familiar with the basic principles, common concerns, and requirements of landscape architectural practice, including an understanding of behaviour, ethics and professionalism; landscape services and consultancy; project team, practice and construction management; and procurement and contract requirements.

Working in groups, the weekly deliverables were presented by students via video and other online media utilising zoom conferencing. The peer group was able to engage in discussion and debate, while real-time assessment apps were utilised to provide feedback on presentations. Innovation, creativity and research skills were prized and students were challenged through the need for teamwork, project management and assessment of peers. All deliverables were continually augmented by developing a course website platform that aims to serve in the future as a professional practice handbook.
Visual communications for landscape architects, as it is taught and practised, is often appropriated and derived 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 offered a landscape-centric approach to digital media that focused on the manipulation and creation of data, i.e., the “fabrication” of missing information and spatial description across many scales. This required critical and ethical reflection on data organisation, spatially explicit methodologies, and the exhibition or reproduction of information in derivative forms. Lectures addressed the evolution of terrain- and surface-based representation and technologies from the origins of Geographic Information Systems (GIS) in the 1960s, the 1990s digital revolution in architecture, late-90s datascapes, and through advancements in point-cloud technologies in the 2000s. For their term projects, students flexed their new digital design theory and skills in digital technology to reflect on a set of Hong Kong-sited landscape ecology literature. These included topics on: historical data integration for long-term modelling of forest succession; high-resolution modelling of urban habitat ecological connectivity; broad-species habitat modelling for tourism planning; cumulative environmental impact assessment; and geotechnical slope stability risk assessment.

1. 3D-printed model mapping cumulative development impacts on dolphin populations north of Lantau Island by LAM Pui Kwan Candance, LAU Fond Yui Yvonne, TSUI Ho Yin Tony
2. Least cost path (LCP) comparisons of habitat connectivity under different vegetation classification methods in Kowloon by LUN Zhen tong, LIN Yun pel, LIU Yi ding
This course was presented online apart from the occasional site visits, and was
designed to provide students with the essential background knowledge required to
successfully manage trees in 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 looked at Trees and the Law and the obligations faced by
managers who are responsible for trees in facilities coming under their “duty of care”.

Students were then guided through the process of how to select various trees
for different situations not only by reference to their physical characteristics but
also to appreciate what constitutes a “good” tree in terms of its health, form and
architecture. Following an introduction to the drafting of a typical Tree Survey and
how to approach Tree Risk Assessments by using practical examples pointed out
during field trips, 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 trees suitable for
transplanting and under what circumstances they can be transplanted considering
various site constraints, species limitations, and tree ages. After reviewing the difficulties
associated with, and the techniques developed for, the preservation and protection
of trees within construction sites in Hong Kong, students learned how to manage the
overall process beginning with the early assessment of the site through to the provision
of physical protective measures including various management strategies for handling
contractors and frontline workers. Finally, students were introduced to the value of
conducting and using inventories in the management of the urban woodland.

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 addressed most of the common issues and was geared towards providing
the student with the basic knowledge required in order to make informed decisions and
produce relevant designs regarding the horticultural aspects of Landscape Architecture.

The course dealt with botanical and horticultural principles and practices in relation
to design. It covered the hierarchical nature of the plant kingdom, the physiological
relationships between the structure and function of plant organs; responses of
plants to environmental factors; gaining an understanding of the techniques used
for plant multiplication; practical 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 also looked
at the essential Contract Documentation required for the letting and subsequent
management of both landscape implementation and maintenance contracts.
“Landscape as Development” was a technology-theory seminar that surveyed the epistemological and practical gap between ecological planning (as construed by landscape architecture) and biological conservation. This course was designed to facilitate critical reflection on the selection and appropriation of secondary scientific research for environmental planning practice and policy. The course’s reading list was a mix of a) foundational texts in landscape architecture, landscape planning, and landscape ecology; b) novel papers in spatial ecology; and c) case-based literature from science and technology studies (STS), land change science, and political ecology. We focused equally on theory, bridging between the design disciplines and the axioms, problem framing, and project types of the above conservation-related fields, and building students’ technical geospatial skill sets for working within complex and contested natures. Students’ term projects for the course introduced them to how landscape ecologists and landscape scientists are engaging a major ongoing international development plan, this year focused on the China-Myanmar Economic Corridor (CMEC) running from Ruili in Yunnan to Rakhine State in Myanmar via Mandalay. In-class workshops helped students both develop an understanding of this corridor as an assemblage of pre-BRI (Belt and Road Initiative) development projects and critically assess plans for its improvement and conservation.
ARCH7341  
**Advanced Topics in Landscape Architecture History**

The Politics and Poetics of Infrastructure

Responding to contemporary ecological pressures and the current high demand for infrastructure development worldwide, this course brought together a series of thinkers and researchers from the design commons across Eurasia to discuss different methods, models and measures of large-scale, long-range infrastructure projects for the 21st century. This course challenged the commonplace assertion that the work of infrastructure remains invisible until it fails. Instead, it opened a horizon on infrastructure’s cultural valence that remains primarily symbolic — of technological development, political patronage, and resistance to sovereign power.

In addition to the weekly guest lectures and occasional screening of films, students worked in pairs to develop a videographic essay. Focusing on the multilateral transnational infrastructure development projects at China’s borderlands that are playing a significant role in current Chinese initiatives to create transnational China-centric development corridors, these videographic essays explored the following questions: How are environments and infrastructures built? Who builds them? What materials are required? What influences and forces act upon them? How are they changing? Through digital means, students explored and interpreted historic spatial processes and contemporary ecologic patterns to open a new lens on urbanisation, where representation is, in and of itself, a form of research.

**Instructor:** LU Xiaoxuan

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ARCH7351  
**Advanced Topics in Technology**

Geospatial Big Data Analysis for Environmental Studies

Our living planet is changing with a lot of pressing environmental challenges. This will, directly and indirectly, lead to impacts on the function of nature and the health of humankind. There is a high need to understand environmental changes in the context of multi-scale spaces and times. Geospatial data, such as remote sensing, social sensing, and crowdsourcing datasets, provides new and unique insights to advance our scientific understanding of environmental changes and the interaction between humans and the environment. The main objective of this course is to empower our studies with basic skillsets of data collection, analysis, and visualisation to address practical environmental studies. A key feature of this course is the use of diverse case studies to introduce a series of geospatial datasets and spatial-temporal analysis models as research, design, and planning tools to decipher explicit environmental changes and the underlying interaction between humans and the environment.

**Instructor:** CHEN Bin

1. Mapping Vulnerability to Flood Hazards by CHEANG Brian, HUI Chun Sing, LEE Chi Hang Haven, MA On Ki Rachel, TANG Chun Wah Richard
2. Spatial and temporal patterns of California wildfire risk by GU Jiangnan, LIU Zihan, LU Minhui
Advanced Topics in Landscape and Urban Research Methods
Design for Changing Climate

The course demonstrated and explained theories, scientific evidence, and design cases on different types of urban climate and climate-responsive design. The course provided an introduction to the physical basis of climate change and urban climate and discussed how a changing climate might impact the built and natural environment. Students were encouraged to consider what climate-responsive design strategies and actions can be taken to reduce this impact and develop an understanding of how climate-resilient built-environment and landscapes can be designed. Then, students used the learnt knowledge and skills to adopt appropriate methods to develop their own design strategies for creating better living environments in changing climates.

Instructor:
REN Chao

New Models of Village Revitalisation in Hong Kong

Village revitalisation is one of the mechanisms to develop a sustainable countryside. It touches upon sustainable development, conservation, and community engagement.

In this course, students anchored their advanced study with the local village landscapes and worked with the community of So Lo Pun Village.

Students were first guided to examine various types of village revitalisation schemes used in different rural development projects via desktop research. In the second phase of the course, students engaged in experiential learning activities to work with local villages to explore the feasibility of the various types of village revitalisation schemes they had studied at the beginning of the course. Students had to understand the local contexts of the villages they worked with to hear the villagers’ voices and find ways to incorporate their needs. These are the real-life situations and conditions through which students will learn how to correlate to their classroom studies. At the end of the course, students were asked to come up with a set of guidelines and recommendations for these villages to consider or implement for village revitalisation. There was also a student-led dissemination event where they shared the findings with villagers and relevant NPOs / governmental units. These project-end deliverables allowed students to synthesise classroom learning with the practical aspects of village revitalisation.

Instructor:
MAK Vincci
This two-week intensive course gave students an introduction to the Division of Landscape Architecture, the teaching of the MLA curriculum, and the urban landscapes of Hong Kong. Students also worked in assigned groups on a series of dedicated activities and assignments around a playscape design charrette engaging in Hong Kong’s public space and urban nature. Students analysed how urban public spaces are designed, managed, and maintained and established an iterative design process on the topographic urban ground. To build experience, students diagrammed play landscapes focusing on their use, mode, and materials and did a critical spatial analysis and typological study of play objects in the city.

In conversation with experts who take an active part in Hong Kong’s recently emerging focus on designing playspaces, students tested their proposed interventions. In the last assignment, students fabricated rapid prototypes to test their interventions on-site.
This design studio, the first in the PDLA +MLA curriculum, introduces the fundamental skills, concepts, and practices of the landscape architect engaged in sites and with environmental systems. These fundamentals will be rooted in an exploration of reading and representing place, relation, material, time and process. We will emphasize drawing and modelling not only as a creative project, but also as a documentary research method based on rigorous and intellectual practices. Design here emerges in dialogue between our situated experiences and the dynamic site. This year’s iteration of the course also experiments with notions of the mediated landscape, where ‘seeing’ landscapes includes not only first-person sensory experiences, but also those observations drawn from simulations and analyses in other secondary representation.

The studio is structured around the themes of gradient (as opposed to boundary); network (as opposed to object); and parameter (as opposed to dimension).
ARCH 7138 / Foundation Design Studio I
Uncovering Site and Process in the Landscape Assemblies, Gradients and Frameworks

1. Field Interventions by HO Po Yu
2. Armature Interventions by LEUNG Hoi Kui Kathy

Field Interventions by LAM Esther Yuen Ching

Postgraduate Diploma in Landscape Architecture (PDLA)
In this studio, students were asked to design an urban common in the Cat Street Bazaar area in Sheung Wan.

Common, historically, is understood as the shared space within a village or town. It was usually related to pastoral purposes, but slowly also evolved to be a place for communal activities.

In recent years, the urban common has become a popular urban landscape topic. Socially, it tries to revive a more communal sense of ownership among dwellers living in the same neighbourhood by identifying a place or a set of resources that all neighbours share and can take charge of. Second, the community-based governance mechanism and the modes of collaborations among stakeholders that occurred in urban commons bring new dimensions to provoke/question. How urban open spaces can be and should be designed, the roles of community members and designers, and what it meant by an inclusive community environment.

Our project site in the Cat Street Bazaar area has been left unused for years. In this design exercise, students were asked to consider how this space can turn into a common, not just to contribute to the neighbourhood as an open space, but also as an opportunity for community members to gather and co-manage their resource as a means to contribute to the neighbourhood.
Landscape Typology Studies in Sheung Wan and Other Places by LEUNG Hoi Kiu Kathy

Site Analysis and Strategic Design in Sheung Wan by HO Po Yu Poyu
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. Because the idea of landscape is so difficult to define, delimit, or fix, it offers a vast potential to explore new conceptual frameworks.

The objective of the course was to trace the many histories that could potentially influence or even redefine what landscape architecture is today and what it could become in the future. History was explored in its disciplinary and cultural diversity (hence the plural) and understood as a contemporary way to produce alternative futures. The course followed a thematic rather than chronological sequence. Students were encouraged to venture outside of their own disciplinary framework and to explore and define for themselves the disciplinary boundaries of landscape architecture. They engaged critically with definitions of landscape from art, geography, science, archaeology and anthropology, through selected representative case studies. Students became familiar with a wide range of approaches to landscape and developed intellectual positioning through argumentations and debates.
Environment and Communities of the City
Agency of Change and Ethics of Practice

What are the extents and limits of architects, landscape 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 are the paradoxes in today’s design practice with the advent of neoliberal urbanization and concomitant crisis in housing, public health, environmental protection and infrastructure provision? What assumptions do different built environment professionals hold about the merits of their work and to what extent can these be seen as extensions of their ideologies? 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 globalizing world? This seminar provides an introduction to the intertwined concepts of environment, community and design and explores the contexts that shape their relationships in diverse localities. In contrast to conventional taught courses, significant emphasis of the course is placed on student-led activities designed to facilitate active learning through rigorous debates and participation. Weekly seminar topics are structured to provide a systematic introduction to key ideas of the social roles and ethics of design practice and explore the nature of emergent “design activism” in recent years. It will also introduce students to different methods of studying the built environment and communities. Throughout the semester, focus is placed on connecting theoretical concepts with practices via close examination of international and local case studies. The ultimate purpose is to help students to develop a critical understanding of the complex forces that shape the built environment in the past and present and reflect on the multi-faceted challenges facing design practitioners in the 21st century.

Invasion (detail), by Feifei Zhou with Nancy McDinny and Andy Everson. Courtesy Feral Atlas

This seminar looks at ‘landscape’ as an assembly of natural systems (geological, hydrological, climatic, and ecology) in continuous dynamic interaction with human systems (building development, urban infrastructure, materials / waste). Through landscape case-studies, readings, and technical and creative exercises, we will examine some of the theories that underpin our ideas of landscape, and explore relationships between the built and the natural, at site, district and territorial scales. The course helps develop foundational skills in ‘reading’ landscapes and ultimately for assessing their specific qualities and functions, as well as reflecting critically on terms commonly used (and abused) in practice today such as ‘sustainability’ and ‘resilience’, ‘performance’, and ‘productivity’. The course will critically look at the change of landscape over time and identify some of the most important factors that have been shaping landscape to the current land mosaic.

Field Trip to Shek O

Instructors:
JUHRE Claudia
VIEIRA Valter
Teaching assistant:
HE Tinnix
This course combines the two primary technologies employed by landscape architects to shape space and function in the landscape: landform and planting design. The three-dimensional literacy and observation skills required to articulate these elements are introduced through various landscape representation techniques. The relationship between planting, topography, human intervention, and behaviour in the landscape was explored during a field trip to Yuen Long Town Park. Due to Covid restrictions this was the only field trip we were able to make in person this term. Subsequent field trips to urban landscapes in Sai Ying Pun and Wanchai were carried out in online mode. An ‘As Existing Section Drawing Assignment’ required students to accurately measure, map on plan, and draw scale sections of the trees and other vegetation found on wooded parts of the campus. The intensive observation needed to carry out this seemingly simple task is a revelation, and effectively shatters preconceptions of how trees and other plants grow and respond to their surroundings. An in-class demonstration and videos explaining how to tackle the assignment were posted for reference. A ‘Topographic Design and Representation Assignment’ required students to make a three-dimensional model, contour plans and sections of the redesign of an existing courtyard area on campus. This was followed by a ‘Planting Design and Representation Assignment’ in which students produced presentation drawings and planting plans for a simple planting design based on their courtyard area design. At the end of the course, students reflected on their experience of the course, presenting slide shows online, thus demonstrating that they had gained invaluable skills and insights into the basics of the technologies and techniques required for landscape design despite the frustrating restrictions on face-to-face teaching.
This course aims to critically introduce and explore the media of landscape and representation skills like drawing and fabrication. We will not 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 will 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 will focus on forms of drawing as an essential set of techniques for documenting, analyzing, and generating ideas. We will introduce a series of techniques weekly based on the categorized media of drawing and fabrication, to communicate the media of landscape. The course work will require engagement with drawing grammar (perspective, orthographic projection), denotative interpretation (notation, diagram), material expression (collage, mapping), and narrative construction (montage, animation). Particular attention will be paid to understanding the complex mechanism in the dynamic, projective, and dialectical constructed network of design, media, and imagination.

Assignments will often include exercises in which students would practice and be familiar with the new graphics skills they obtain from the course lectures. Three assignment projects are built upon one another to form a learning process. The students are required to develop their own methodologies for communication and design.
This course introduced students to essential digital and manual tools of design and representation in landscape architecture. Students explored techniques in material testing and digital fabrication as an iterative part of the design process with digital platforms and procedural tools as key elements of a cross-media approach to digital production. Shifting from material analysis to visual programming and 1-to-1 fabrication, the course covered a variety of scales and modes. Three projects transformed the products of material observations into design methodologies and created an understanding of abstraction, rigour, and transformation through experimentation.

In the first project ‘Material Diaries’, students envisioned a future landscape material and explored its potential theoretically and practically. The hands-on testing equipped them with a sensitivity for designing with a range of materials and relevant production processes. The second project ‘Shaping Material & Terrain’ focused on parametric 3D modelling and digital fabrication technologies. It created familiarity with technologies of computational design and how to handle a range of tools for digital fabrication available within the faculty.

Drawing inspiration from these two assignments, students developed in their final project a one-person seat or shelter. Material testing and tools of digital site analysis were explored on an ongoing basis to help shape the device. Students worked with a combination of digital and analogue fabrication techniques, drawings, mock-ups, and a 1:1 prototype to communicate and test their design.
In the city centre of Hong Kong, the amount of land used for buildings and infrastructure is much less than the amount designated for parks and other open spaces, which are quite small and scattered throughout the city. Hong Kong’s ratio of land use positions 97.7% built area compared to 2.3% open space. Given the scarcity yet absolute importance in city life of open space, the government even has a provision for the required amount of open space necessary in any area based on the population density. Typically, one square meter of open space per person must be maintained, though especially within the dense urban centre with towering buildings surrounding it on all four sides, there is a feeling of much less open space than what is said to be allotted. If we study the potential of simultaneously designing for each of the thousands of small sites scattered throughout the city, rather than producing a single small landscape, we may instead collectively consider changing the entire city and its scenery. The exhibited projects offer a range of 60 ideas for 60 different sites, as suggested opportunities for what a park or open space could be in Hong Kong, and at the same time an expansive proposition for altering the impression of the city as a whole. Through these proposals, we aim to enrich an understanding of what makes landscape and its experience, how it influences and connects with our daily lives, and at the same time reach towards a new conception of landscape in the future.
Bachelor of Arts in Landscape Studies
BA( LS)
Strategic Landscape Planning for the Greater Mekong builds on nine 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 spent one term engaging with issues of development vis-à-vis landscape architecture in order to define problems and produce innovative planning proposals. To build their knowledge base, students synthesised, through maps and diagrams, the geography and anthropology literature on Laos’s major drivers of landscape change. Having not visited Laos this term due to the pandemic, we took the opportunity to reinforce critical approaches to planning, in which we understood our ‘sites’ as inherently multi-sited constructs, dominated by different stakeholders’ perspectives. In place of their field trip, each student was assigned pairs of existing development projects that we had visited in previous years, and students were instructed to imagine the frictions between those projects’ ideologies, aims, expertises, and histories beyond the projects themselves. For their strategic planning proposals, students asked difficult questions about both development and sustainability practices, including challenging impact assessment scope; qualifying the remediation potential of Chinese contract farming; bridging scientific study and community forestry; mitigating the industrialization and over-harvesting of species for traditional medicine; and exploring overlaps between mass ecotourism, protected areas, and the illegal wildlife trade. Students had their work juried by a mix of ecologists, sociologists, geographers, activists, and philanthropists, in addition to designers and planners.
Bear cartography: Coordinating slowness in ecological and social science for a Luang Probang sanctuary by LIU Jiani Vicki

Negotiating habitat: Strategic appropriation of the infrastructures of ecotourism in a Laos protected forestry by CHUNG Won Seok John
Landscape Design Studio 1A introduces you to the elements and principles of design. Additionally, the studio challenges certain assumptions and myths that surround the creative endeavors in our profession.

The studio looks into small scale objects and built environments that constitute most of our everyday experience. You will need to raise your awareness of your physical position in relation to the objects you observe. This, we hope, will reveal what works and how it works when you are in a public space.

The studio takes you to work intuitively towards the production of form, regardless of function; you will be asked to reconcile form with function or vice-versa.

Last, experience as human perception, plays a very important role here. We argue that everything we hear, smell, taste, touch and see has an impact in how we understand space, material, scale... the studio wraps it up all together and gives you the floor to test all these notions as if it was a laboratory.
1. Experiential drawings by MIYAKE Yuzuka
2. Collage by CHUNG Pui Shan Jennifer

Model and drawings by LO Lai Yin Daniel
In this course, students were asked to design a tree museum.

Museum is often understood as a space with a collection of works/objects on display for public education or engagement purposes. Most museums are indoors, but there are more and more museums with grounds for displaying works/objects outdoors. For example, an open-air museum showcases works/objects that can be appreciated in the outdoor environment.

Tree museum arguably is a relatively new type of museum. One can interpret this as a display of a collection of trees. One can also go further to explore how a contemporary tree museums can be different from other more traditional landscape typologies like botanic garden, arboretum, and etc., which are also for the display of vegetation.

This project fostered students to have their own interpretations of what a tree museums can be.
Planting Plan and Section by NG Hou Ming Matthew

1. Models by CO Sam Wendell Chen
2. Draft plans by NG Hou Ming Matthew
3. Models by LAM Yi Ham Enson
The relationship 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 rather than simply a presentation tool. In this studio, we will shift between drawing and modeling, experimenting with an iterative and cyclical process of documentation and speculation. Students will use established means of representation to develop a composite and complex understanding of the landscape.

The studio examines the relationships between people and the natural and built environment. Through a series of exercises, students will develop their skills in landscape architectural representation; identify and analyze key aspects that shape a site context; develop a vocabulary to build landscape experiences and propose appropriate interventions in natural and developed contexts.

The studio will focus on an area rich in history and subtropical ecology in Hong Kong Island. Remnants of Hong Kong’s coastal defense batteries are juxtaposed with educational facilities, bringing a diverse set of users to the site. Students will explore a dynamic palimpsest of the site which will lead then to the design of a sequence of outdoor spaces.
1. Plan and perspective drawings by LAM Yi Ham Enson
2. Section by CO Sam Wendell Chen

1. Terrain models by NG Hou Ming Matthew
2. Perspective drawings by WONG Hei Yuet Anna
This studio examined landscape as a product of the interaction of numerous natural and man-made systems and aimed to enhance students’ skills in researching, observing, interpreting, and representing the landscape, as well as their ability to analyse, conceptualise, and present meaningful designs for site-scale landscape interventions. Transitioning back to F2F format, the course emphasised physical model making, aligned with analytical drawing, as part of the design process, as a way of conveying not only spatial forms and material qualities, but also narratives of past histories, current interpretations, and possible futures.

Students were tasked to understand the relationships, connections, dependencies, pathways, etc. inherent in the landscape and use these to develop a coherent rationale for intervention. The course took the Ho Chung River corridor in Sai Kung as a study territory with its rich blend of natural and human histories that encompass woodland, grassland, farmland, stream course, tidal channel, estuary, mudflats, and mangrove ecologies as well as scattered historic rural villages, major road and drainage infrastructure, and former salt pans. The idea of the river as both a major flooding threat and an essential source of water, food, transport, and cultural identity was explored in a final design project that aimed to reconnect local residents with the water.
1. Proposed Detail Rendered Plan by CHAU Ngai Tung Bobo
2. Landscape Detail Drawing by WONG Nok Lam Joyce

1. Design Intervention by WONG Nok Lam Joyce
2. Design Scheme by LAI Man Ki Maisy
Instructor: TRUMPF Susanne
Teaching assistant: HE Tinnix

Landscape Design Studio 4 investigated the role of ‘playscape’ in Hong Kong and analysed the topic typologically, morphologically, and socially. The course focused on concepts of community design, paying attention to the role of society and urban context in the design process.

This course’s four assignments not only aimed to propose design solutions, but also to understand how Hong Kong’s urban landscapes are made, managed, and maintained. Understanding public open space as a common good, students reflected on the needs of the community and embraced the presence of diverse stakeholders.

In the first project, students used ‘walking’ as a tool to document public space in the neighbourhood and to uncover tangible and intangible narratives of the area. The second project introduced urban playscapes through typological study. In project 3, students focused on strategies hinged on community-orientated practices in landscape design. Students were assigned conceptual readings in groups as a base to develop their own critical position for design interventions. In their final project, students proposed site-specific topographic playscapes for Third Street Playground and Kwong Hon Terrace Garden, two playgrounds set to undergo modification within a five-year period as stated in the Chief Executive’s 2019 Policy Address.
1. Topographic playscape by LI Ziyuan Lena
2. Conceptual vignettes and playscape concept by CHAU Ngai Tung Bobo

Topographic playscape and clay model by LEUNG Wing Yan Kitty
The Course has given students the opportunity to present their work to a group of guest critics and receive their feedback. Thirteen students proposed urban design interventions with a landscape focus surrounding the Mass Transit Railway (MTR) ventilation shafts of the Hong Kong Island Line. An ongoing research project titled “Mr Tschumi, have you seen follies in Hong Kong? A physical archive of the ventilation shafts of the MTR infrastructure” aims to reveal the ventilation shafts of the Mass Transit Railway, the major infrastructure public transport network serving Hong Kong. The project, granted by the Design Trust, proclaims the statement that or more precisely aspires, or rather asks, if the MTR ventilation shafts act as (fake) follies in the urban environment that provide points of reference that help the people to gain a sense of orientation in the scale of the city, at the same level that the 26 follies in the Parc de la Villette, made of metal and painted bright red, act as urban iconic milestones in the third-largest park in Paris, designed in the 80s’ by Bernard Tschumi.
Mr. Tschumi, have you seen follies in Hong Kong?

Proposal in Tin Hau by LIU Jiani Vicki

Follie Research by WONG Hon Ting Bryan and ZHANG Jenifer
What are landscapes? How might they be interpreted, engaged, represented, described, classified, and shaped? This course explores landscape architecture as a profession, and landscape acting as a discipline, a medium, and an idea. As an introduction to the subject, students are encouraged to think critically about landscape in ways that shape an expanded understanding of the relationship between individuals and the environment. This expanded understanding will be developed through the actions of looking, interpreting, reading, discussing, and ultimately representing landscapes. Each of these activities can help reveal the layered conditions, relationships, and processes embedded in different landscapes. The sequence of lectures is topically structured with each week focusing on a particular framing or expression of landscape, covering landscapes as gardens, imageries, heritage, urbanism, public sphere, geography, film, theatre, ecology, and finally as virtual reality. The assignments of the course explore landscapes through literary depictions, various forms of images, and lastly a comparison between filmic representations versus haptic, bodily experiences of landscapes.
This course critically evaluated landscape and design in contemporary China and the socioeconomic, cultural, and political forces that have impacted the landscape, including architecture, landscape architecture, urban design, planning, and infrastructure, which have formed the landscape of China today. The course provided students with a brief overview of the important landscape issues and phenomena under the context of urbanisation and globalisation in China, and the various topics in landscape architecture and related disciplines as well as the interrelated developments shaped the contemporary landscape in detail and depth.

The topics covered in this class include the regeneration of various types of urban public spaces, the emergence of the ecological crisis and ecological design, children and senior-friendly landscapes, contemporary landscape and art, landscape and social justice, shrinking cities, philosophies for ideal landscape, and overseas landscape architects in China. These topics were explored using reading materials, lectures, case studies, and in-class discussions.
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 to be deployed over a wide range of physical and temporal scales.

Technology in Landscape Architecture explored 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 covered various interrelated topics, which built on each other to develop an understanding of the basic elements of the landscape and how they fit together. Among them: 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; water features and lighting, etc.

The course and its philosophy focused on enabling the students to study landscape both inside the classroom and out in 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.
The Plants and Planting Design course approaches 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, along with the aesthetic, functional, and ecological characteristics of plants, how they vary over time, and how the designer interacts with these processes. The horticultural component provided an introduction to plant anatomy and physiology, the interaction between plants and their surroundings, nursery production, planting specification, and maintenance.

Students were expected to familiarise themselves with a basic palette of commonly found plant species, representing a wide range of urban and rural habitats in Hong Kong. At the end of the course a plant identification exam was held in which students were required to provide the botanical names of plant samples and photographs.

The course hoped to encourage life-long investigation of plant species and their application in any given environment from an experiential as well as an academic standpoint, and a tree climbing activity was arranged at the end of the course for that purpose.

The course and its philosophy focused on enabling the students to study landscape both inside the classroom and out in 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.
This course seeks to enable students to develop an understanding of ecology and biodiversity and how the integration of ecology in landscape design can improve the liveability of cities. The course will investigate vegetation succession, animal and plant interactions, urban biodiversity, biological invasion, creation of microhabitats in urban greeneries and ecosystem services of urban vegetations. The global trend in ecological landscape design for climate change adaptation will be highlighted. Global and local case studies on urban biodiversity designs will be illustrated. The course is designed to introduce the fundamental principles of ecology and sustainability by means of lectures, and assignments, reinforced with site visits illustrating the concepts discussed in class. Students will use the site visit experiences to analyse ecological aspects of the existing landscapes and undertake an assessment of an existing landscape in terms of its sustainability.
This course is designed to foster habits of accurate and disciplined observation, as well as imaginary flair, and to introduce students to a range of hand-drawn and digital 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 350mm square area of ground at 1:1 scale. The process was then reversed, and students were asked to produce abstract 'blots', and then reinterpret these as imaginary, figurative landscape drawings. Students then made a three-dimensional model of an imaginary landscape inspired by the abstract 'blots'.

The second section, 'Projecting Landscapes', required students to represent their three-dimensional model using hand-drawn and digital contour drawings and sections. This was followed by perspective drawing techniques, where students constructed perspectives of buildings and spaces on campus.

In the third section, 'Dynamic Landscapes', students were introduced to life drawing of the human body, and still life drawing of plants, trees and vegetation. Finally, life drawing, vegetation drawing, perspectives, and other illustration skills were fused in 'before' and 'after' renderings of street scenes. Students reimagined existing streets as semi-pedestrianised precincts with street furniture, pedestrians and trees, illustrating them with hand-drawn renditions and digital plans and sections.
Landscape Representation 2: Systems and Simulations 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 students’ foundational knowledge in computer science and geographic information systems (GIS) through reviewing innovations, vocabularies, and impacts of disruptive technologies 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 modelling tools to explore landscape and biodiversity modelling techniques for measuring connectivity, fragmentation, species richness, and environmental impact with a focus on describing issues of data quality, scientific bias, reductive methodologies, and disciplinary blind spots in landscape ecology.

Instructors: 
KELLY Ashley Scott

Teaching assistants: 
FONG Joyce
LEUNG Chun Fai Anson

1. Comparison between landslide susceptibility mapping methods on Lantau Island by WONG Nok Lam Joyce, LI Huitong Lydia, LI Ziyuan Lena
2. Least cost path (LCP) comparisons of habitat connectivity across different spatial resolutions in Kowloon by LAI Man Ki Maisy, CHAU Ngai Tung Bobo, LI William
In this course, the students researched and experimented with computational methodologies and digital tools for gathering contextual data, identifying the key parameters and variables, and analysing and giving performative responses to the context. We figured, structured, and shared project data connecting geographical data with Grasshopper and sending the information seamlessly with BIM tools.

We identified the critical documentation to define and communicate the students’ ideas and designs to relevant stakeholders, automating the documentation process using Rhino, Grasshopper, and Archicad, one of the most used BIM platforms.

We finalised the course by learning new presentation techniques using Twinmotions, a real-time rendering software, and creating still renderings, animations, and a virtual reality environment.
The Faculty Interdisciplinary Courses (FICs) are a year-long initiative aimed at first-year undergraduate students of the Faculty of Architecture. AFIC1001 – Get Inspired! is offered in the fall semester and AFIC1002 – Reaching Out in the Spring.

Both courses are structured around collaborative thinking and offer a trans-disciplinary approach to learning. Designed and taught by teachers spanning all five departments, the FICs allow students to gain deep insights into faculty members’ teaching and research work, including HKUrbanLabs, and to engage with peers outside of their own discipline through course workshops, research projects, and group activities.

The courses offer a multi-disciplinary perspective of the built environment, this year through the lens of public health. Through collaborative projects, students will learn to become innovative team-players, equipped with creative problem-solving and communication skills. In addition, students will sharpen their awareness of the increasingly interdisciplinary nature of practice within the built environment and broaden their understanding of their responsibilities within an increasingly complex world. The goal is to develop shared interests and appreciation that help to form long-lasting, cross-disciplinary friendships for students’ future careers.

AFIC1001 is a broad-based survey of the built environment disciplines, exposing students to the broad theories, methods, and key questions of the various disciplines within the Faculty of Architecture, and examining how each has sought to address the chronic challenges of public health in the city.
The Faculty Interdisciplinary Courses (FICs) are a year-long initiative aimed at first-year undergraduate students of the Faculty of Architecture. AFIC1001 – Get Inspired! is offered in the fall semester and AFIC1002 – Reaching Out in the Spring.

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In Part II – Reaching Out, students will work in mixed-disciplinary groups to explore the nature and value of the HKUrbanLab research. A site-specific project will help them to understand the application of key research methods, roles, and outputs within and beyond their discipline. We feel that it is important for entry-level students to hear about relevant issues of research directly from key members of HKU and thereby reach out to colleagues who are working in inspiring fields of knowledge. The goal is a shared interest and appreciation platform to form long-lasting, cross-disciplinary friendships for students’ growing careers.
Common Core Curriculum
‘Designs on the Future’ is intended to inspire thinking about the way we should construct our future living environments in order to find the most sustainable balance. Students explore the United Nation’s Sustainable Development Goals (SDGs) as they apply to Hong Kong, addressing issues of population and urbanisation, materials, resources, and human systems, as a way of understanding what a sustainable future might look like. Students evaluate different media and strategies that people have used to advocate for more sustainable approaches to the environment and community. The course is taught in a blended learning format with students undertaking online activities in preparation for interactive F2F workshop sessions. The online components deliver the bulk of the course content, while the workshop sessions, which involve a wide range of group activities and exercises, help develop an understanding of the content and allow us to explore contexts and interconnections and apply the concepts to different scenarios. Throughout the course, students work within the award-winning Curios e-learning platform, an interactive virtual environment within which groups can develop and present their coursework, including SDG videos, infographic diagrams, advocacy comic strips, timelines, quizzes and feedback postcards.
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 explores practices of urbanism across a range of contexts from antiquity to the present day. By doing so it allows 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 uses 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 is 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. Discussions throughout the course engage with questions related to contemporary urbanization and consider how historical knowledge may impart a better understanding of the challenges we are facing in the global present.

Assignments of this course include a series of exercises that combine historical research, visual analysis and creative writing. A study aid that outlines the lecture content is provided for students ahead of the lecture each week.
Films move at 24 images (or frames) per second, while the stories they convey move us emotionally. Either in the form of daily-shared stories on our phones or streaming platforms at home, motion pictures are deep-seated. This course investigates films as transformative tools for thought. Students will learn about interesting ways of watching films, film criticism, and especially how to communicate powerful ideas through short films. By the end of the semester, students will be able to translate their own ideas onto the screen by producing an individual short film that uses the method of remediation to visually discuss Hong Kong-related themes.

Driven by an international range of film productions across time periods and genres, we will begin to develop a visual vocabulary through terms such as mapping, observation, narrative, and montage, in order to create our own short film adaptations. Using a ‘procedural mode of engagement’ — which we will explain in class — as a way of examining these contexts and frames, the course adapts filmmaking as an act of creative engagement with the built environment. This creative reservoir of residential atmospheres helps us to question our current place and time. Through in-class discussions, critical film analysis, peer reviews, and final short film screenings, the course aims to present the various modes and styles of film production and further enhance students’ visual communication skills. No prior film or poster-making skills are required.
PhD
This study looks into the governance and production process of urban historic areas in Guangzhou, more specifically, the power relationships, interests, and aspirations of various actors redefining the value of these areas. The research aims to investigate the relationship between neighbourhood green space and health among the aged, underlying urbanisation and ageing issues. It will expand the theoretical frameworks of current deficient studies by shifting the research emphasis from individual scale to neighbourhood context, and bring in multi-level thinking, while designing and evaluating the sustainable neighbourhood green space that supports the healthy living until old age.

Currently housed under the Department of Architecture, the PhD Program in Landscape Architecture is intended for persons who wish to enter teaching and advanced research careers with a commitment to making an original contribution to the field. Students carry out research under the supervision of Faculty members in the Division of Landscape Architecture on a specific subject of enquiry. Research areas include but are not limited to: the built environment and urban landscape for public health and well-being; landscape and environmental planning; urban agriculture and green infrastructure; natural and cultural heritage conservation; and histories and theories of planning and urbanism.

The Programme is connected to a number of research centres associated with the HKUrbanLab, the research arm of HKU’s Faculty of Architecture. The programme hosts a biannual Research Postgraduate Student conference and a CIB Student Chapter, which organises international conferences at regular intervals. In addition, students also have opportunities to present their ongoing research work at monthly departmental Research Postgraduate Seminars as well as to participate in teaching activities.

Post-Consumption Space in
Historic Urban Areas

CHEN Xinhui
MLA, University of Virginia

Supervisor:
CHU Cecilia Louise

Improving Urban Neighbourhood Green Space for the Health and Well-being of the Older Adults to Age-in-Place

LI Jiali
MLA, Rhode Island School of Design

Supervisors:
JIANG Bin (Principal supervisor)
CHEN Bin (Co-supervisor)
<table>
<thead>
<tr>
<th>Title</th>
<th>Authors</th>
</tr>
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<tbody>
<tr>
<td>Making Remittance Houses in China</td>
<td>It is a study of rural-to-urban migrant workers’ agency through exploring the production of remittance houses in China.</td>
</tr>
<tr>
<td><em>LIN Yi-Ling</em></td>
<td><em>MS(NTU), MA, BA (Soochow U, Taiwan)</em></td>
</tr>
<tr>
<td>Supervisors</td>
<td>CHU Cecilia Louise, CHAN Roger</td>
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<tr>
<td><em>LUO Lan</em></td>
<td><em>MLA, Sichuan Agricultural University</em></td>
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<tr>
<td>Supervisors</td>
<td>JIANG Bin (Principal supervisor), JIA Beisi (Co-supervisor)</td>
</tr>
<tr>
<td>Virtual Nature as Medicine: Exploring Impacts of Highly Simulated Nature on Patients’ Mental Health at an Orthopaedic Rehabilitation Hub in Hong Kong</td>
<td>The nature therapy based on virtual reality technology has not been fully understood and not been well applied in healthcare institutions as yet. This research will introduce VR therapy in the orthopaedic rehabilitation centre to provide orthopaedic patients with a variety of virtual natural therapy experiences.</td>
</tr>
<tr>
<td><em>LIU Xueming</em></td>
<td><em>MLA</em></td>
</tr>
<tr>
<td>Supervisors</td>
<td>JIANG Bin (Principal supervisor), SCHULDENFREI Eric (Co-supervisor), LU Wilson (Co-supervisor)</td>
</tr>
<tr>
<td>Nature as the Antidote: Examining the Impact of Urban Forest on Drug Addiction Rehabilitation</td>
<td>Three key objectives of this study are 1) to identify the acute and chronic impacts of nature intervention on the rehabilitation process; 2) to propose the promising mechanism and pathways of the natural environment for treating addiction; and 3) to provide practical suggestions for creating supportive environments for addicts.</td>
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<tr>
<td><em>SATTAYANURAK Kanisa</em></td>
<td><em>MLA, HKU</em></td>
</tr>
<tr>
<td>Supervisors</td>
<td>LU Xiaoxuan (Principal supervisor), CHU Cecilia Louise (Co-supervisor)</td>
</tr>
<tr>
<td>Landscape Framework for an Adaptive Urbanism in Chiang Mai, Thailand</td>
<td>Historic cities are embedded with a deep knowledge of their ability to adapt, having survived centuries of social and political upheavals and natural disasters. Beyond a mere preoccupation with preserving forms and aesthetic styles, the study will investigate the formation of place, the use of place, and the adaptability of place to celebrate a more nuanced and adaptive perspective on heritage conservation, emphasising community resilience and human well-being.</td>
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<tr>
<td><em>CHU Cecilia Louise</em></td>
<td><em>MLA</em></td>
</tr>
<tr>
<td>Supervisors</td>
<td>SCHULDENFREI Eric (Co-supervisor), CHU Cecilia Louise (Co-supervisor)</td>
</tr>
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</table>
Examining Environmental Impact on Drivers’ Mental & Physiological Health and Performance in Urban Roads

This study will explore the relationship between road environments and drivers’ health and safety through two main questions: (1) Whether and what environmental characteristics significantly affect mental status, physiological status, and driving performance. (2) What environmental characteristics of the roadside landscape can achieve satisfactory and optimal balance among these benefits?

**WANG Ting**
MA, China University of Mining and Technology

Supervisors:
CHU Cecilia Louise
SENG Eunice
LU Xiaoxuan

Income, Real Estate and Landscape Disparity: A Vicious Cycle of Immobilized Society

Biased land use planning and unequal allocation of public resources have caused environmental injustice in high-density cities. This study aims to examine the associations among human-centric perspective environmental exposures, income, and real estate factors at TPU level in an Asian high-density city, Hong Kong, using semantic segmentation and deep learning algorithms.

**YANG Yuwen**
MLA, University of Georgia

Supervisors:
JIANG Bin
XU Frank

The Creative City? Industrial Reuse for Arts Development in Hong Kong

This PhD dissertation aims to use arts development as a lens to unpack the economic and social transformation process in Hong Kong. It will explore how this creative city concept has been adapted under Hong Kong’s unique historical context; how the material aspects of arts space tie together with the mental and social aspects of spatial production through time; and how the adaptive re-use of old industrial buildings is related to the discourse of conservation.

**ZENG Wenxin**
MSc(Urban Design), HKU

Supervisors:
CHU Cecilia Louise
ZHOU Ying

Wetland Governance: Constructed Landscape and Modernity towards Ecological Civilization in Tai Lake Basin, China

This study looks at the development process of contemporary wetland parks and the production of social meanings and values.

**WANG Ting**
BA Urban Planning and design (First Class Honors), University of Liverpool; MLA, HKU

Supervisors:
CHU Cecilia Louise
SENG Eunice
LU Xiaoxuan
Staff List

教師名單
## Full-time Staff

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
<th>Qualifications / Affiliations</th>
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<tbody>
<tr>
<td>Head of Division Associate Professor of Practice</td>
<td>VALIN Ivan</td>
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<td>REN Chao</td>
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<tr>
<td>Assistant Professor</td>
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<td>KELLY Ashley Scott</td>
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<tr>
<td>Program Director (PDLA, MLA) Senior Lecturer</td>
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<td>Senior Lecturer</td>
<td>COATES Gavin</td>
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<td></td>
<td>TRUMPF Susanne</td>
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<td></td>
<td>ETTEL Nikolas</td>
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<tr>
<td>Teaching Assistant</td>
<td>FAN Phoebe Man Si</td>
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<td></td>
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<td>HE Tinnix Jing Su</td>
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<td>WANG Jadyan</td>
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</tbody>
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## Part-time Staff

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<tr>
<th>Title</th>
<th>Name</th>
<th>Qualifications / Affiliations</th>
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</thead>
<tbody>
<tr>
<td>Assistant Professor</td>
<td>HAU Billy C.H.</td>
<td>BSc, MSc, PhD HKU</td>
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<td>Adjunct Assistant Professor</td>
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<td></td>
<td>FONTAN Yanes Eugenio</td>
<td>MArch, ARB, HKIBIM</td>
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<td>HILGEFORT Jason</td>
<td>BUP UC; MArch UBC; PhD candidate RMHT; ACIP</td>
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<td></td>
<td>JUHRE Claudia</td>
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<td></td>
<td>MOYA-ANGELLER Enrique</td>
<td>MArch MArch UPM; MSAAD Columbia</td>
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<td>NG Sylvia</td>
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</tr>
<tr>
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<td>PIETRUCI Andrea</td>
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<td></td>
<td>ROBINSON Ian</td>
<td>Chord; MCIHort; ISA; TRAQ; HKILA ArbR</td>
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<td></td>
<td>VALTER Vieira</td>
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<tr>
<td></td>
<td>WILSON Barry</td>
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</tr>
<tr>
<td></td>
<td>Zhang Lily</td>
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<tr>
<td>Lecturer</td>
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<td>DipESA(Paris); HNMOP; PhD</td>
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<tr>
<td>Assistant Lecturer</td>
<td>XIAO Han Pat</td>
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The University of Hong Kong
Division of Landscape Architecture
Annual 2021-22

香港大學園境建築學部設計年鑑 2021-22