

THE UNIVERSITY OF  
HONG KONG  
FACULTY OF  
ARCHITECTURE  
DIVISION OF  
LANDSCAPE  
ARCHITECTURE  
MASTER OF  
LANDSCAPE  
ARCHITECTURE  
POSTGRADUATE  
DIPLOMA IN  
LANDSCAPE  
ARCHITECTURE  
BACHELOR OF ARTS IN  
LANDSCAPE STUDIES

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建築學院  
園境建築學部  
園境碩士  
園境深造文憑  
園境文學士





Over the past year, the Covid-19 pandemic has thoroughly transformed the way we go about our individual and collective social lives. Although it is too early to tell what a post-Covid world will be like, 2020 may be viewed from the future as a critical historical juncture at which we reckoned with many long existing, but overlooked, systemic problems, ranging from healthcare to food security, to education, and to the environment. Despite the pains and traumas brought on by the present crisis, it may serve as a much-needed wake up call for governments, businesses and professionals to conceive different ways to design and manage our built landscapes that could lead to a healthier, more equitable and sustainable common future.

Attempts to create better environments prompted by crisis is not new. The work of Frederick Law Olmsted, the celebrated protagonist of modern landscape architecture, was intrinsically tied to the public health movements of the 1860s. While Olmsted is best known for his creation of New York's Central Park, his design sensibility was guided by a firm belief that landscape was a means for social betterment. In the wake of the new environmental movement of the 1960s, Ian McHarg sought to expand the landscape discipline by introducing new scientific methods that in turn opened up opportunities for territorial-scale environmental planning. Although the utopian ambitions of Olmsted and McHarg were not fully realized, their understanding of the interdependencies between the workings of landscapes and social and ecological systems, and their unwavering commitment to advancing the common good, serve as reminders for us both of landscape architecture's potentials in addressing today's most pressing problems and, more importantly, of the need for landscape architects to reactivate their political agency and more strategically engage governments, NGOs, communities and allied professional experts.

As recently pointed out by landscape architectural theorist Kelly Shannon, in an increasingly divisive world confronted with climate change and looming environmental crises, landscape architecture "must reclaim its position as the key discipline uniquely able to synthesize ecological systems, scientific data, engineering methods, social practices and cultural values, and to integrate them all into the design of the built environment." In this context, educational institutions carry the responsibility to not only equip landscape students with disciplinary knowledge and skills that are essential to their work but also enable them to develop a criticality to question assumptions and challenge the status quo. The current pandemic raises the urgency, and also creates an opportunity, for real change toward greater social equity and environmental justice.

在過去的一年中，2019 新型冠狀病毒肺炎徹底改變了我們個人和大眾社交生活方式。現在要斷言肺炎後的世界將會如何仍為時尚早，但若在未來回顧今日，2020 年或被視為一個關鍵的歷史關頭。在這個關頭，我們審視許多長期存在但被忽視的系統性問題，從醫療保健到食品安全，乃至對環境的教育。儘管當前的危機帶來了痛苦和創傷，但它或會及時喚醒政府，企業和專業人士，令他們構想不同的方法來設計和管理我們建造的各種景觀，從而實現更健康、更公平和可持續發展的共同未來。

人們在危機的推動下試圖創造更好的環境並非新鮮事。現代景觀建築的著名倡導者，弗雷德里克·勞·奧姆斯特德 (Frederick Law Olmsted) 的作品與 1860 年代的公共衛生運動有著密切的聯繫。奧姆斯特德 (Olmsted) 因其紐約中央公園的設計而聞名，他設計的敏感度是以此堅定的信念為引導，即景觀是社會改良的一種手段。隨著 1960 年代新的環境運動興起，伊恩·麥克哈格 (Ian McHarg) 尋求通過引入新的科學方法來擴展景觀學科，從而促成了地域尺度的環境規劃。儘管 Olmsted 和 McHarg 烏托邦式的野心沒有完全實現，但他們對景觀的運作與社會和生態系統之間相互依存關係的理解，以及他們對促進公眾利益的堅定決心，都提醒著我們景觀建築有潛力應對當今迫切問題，更重要的是，景觀設計師需要激活其政治角色，並更具策略性地促進政府、非政府組織、社區和相關專業專家的共同參與。

正如景觀設計理論家凱利·香農 (Kelly Shannon) 最近指出的那樣，在一個日益分裂的世界中，面對氣候變化和迫在眉睫的環境危機，景觀建築學“必須重新確立其作為關鍵學科的地位，因為唯獨該學科綜合了生態系統，科學數據，工程方法，社會實踐和文化價值，並將它們整合到建成環境的設計中”。在這種情況下，教育機構不僅有責任為景觀系學生提供日後工作中必不可少的學科知識和技能，更要培養他們對假設提出質疑和敢於挑戰現狀的思辨能力。當前的新冠肺炎下，我們更加迫切地需要進行真正變革，為實現更大的社會公平和環境正義，機會正在當下。

Cecilia Chu 朱慰先  
Associate Professor 副教授

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## Mathew Pryor

### Head

Division of Landscape Architecture  
University of Hong Kong

Division of Landscape Architecture Yearbook 2019-20 presents the very best student work from the design studios and technical courses of the four-year Bachelor of Arts in Landscape Studies (BA(LS)), the two-year Master of Landscape Architecture (MLA), and Postgraduate Diploma in Landscape Architecture (PDLA) programs. The move to online teaching since November 2019 has made this an especially challenging year, and we are delighted at the positive response of students and the way in which they have been able to take advantage of new approaches and technologies to complete their coursework.

The chronic and severe social and environmental challenges faced by many countries in Southeast Asia, resulting from rapid increases in population, urbanization, resource depletion, climate change, waste and pollution, technological advances, etc., provide the technical challenges and intellectual questions within which our students develop the landscape architectural knowledge, skills and attitudes that will enable them to lead the effort in addressing these issues. Complexities of built and natural environments are explored through multidisciplinary approaches and across a range of scales. Proposals for strategic landscape policy and planning, and specific design, action and management interventions, are made relevant to both the environment and community within which they are set, through dialog, research, design and performance evaluation. Students engage with these challenges both in the classroom and through extensive local and international field trips and numerous encounters with community groups, NGOs, governmental agencies and industry experts. Despite the travel restrictions in the spring semester, students were still able to travel to urban and rural areas of many destinations in countries within the region.

The Division has continued to expand its research activities, and landscape colleagues have pursued diverse research studies on landscape, urban and environmental issues, in conjunction with many of the Faculty of Architecture's research centers, including the Virtual Laboratory of Urban Environments & Human Health; the Belt and Road Observatory; Healthy High Density Cities Lab; Urban Ecologies Design Lab; and the Architecture, Urbanism, and the Humanities Initiative.

彭文輝

主任

香港大學  
園境建築學部

這本園境建築學部設計年鑒 (2019–2020) 展示了了四年制園境學文學士 (BA(LS))、兩年制園境碩士 (MLA) 和園境深造文憑 (PDLA) 的設計和技術類課程中最優秀的學生作品。自 2019 年 11 月起，我們將課程轉向線上教學，這是充滿挑戰的一年。我們為學生們的積極反應以及他們能夠利用全新的學習方法和科技手段完成課程感到高興。

人口迅速增長、城市化、資源枯竭、氣候變化、廢物污染和技術進步等導致了東南亞許多國家面臨著長期且嚴峻的社會與環境挑戰，這都為我們的學生提供了技術挑戰和知識問題。同學透過學習設計方面的知識、技能和態度，使他們未來能致力領導解決這些問題。我們運用跨學科的方法和涉獵不同的尺度去探索建築和自然環境的複雜性。從策略性的景觀政策和規劃提案到具體的設計、行動和管理干預措施，都與其所處的環境及社區背景相關，都須經過討論、研究、設計和績效評估得以確定。學生們需要在課堂上學習以及通過廣泛的本地和國際實地考察以及與社區團體、非政府組織、政府機構和行業專家的持續接觸來應對這些挑戰。儘管春季學期出行受到限制，同學們仍然能夠到訪了區內不少國家和目的地的城市和農村地方。

本學部繼續擴大其研究活動，學部同仁聯手建築學院的多個研究中心，包括城市環境與人類健康虛擬實驗室、“一帶一路”觀察站、健康高密度城市研究室、城市生態設計實驗室，以及建築學 – 城市學 – 人文科學創新計畫，對景觀、城市和環境方面的諸多議題繼續展開廣泛研究。

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 program 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 utilizing problem-based approaches to learning and by emphasizing critical, research-informed design practices, we prepare our students to take leadership roles as scholars, teachers, and practitioners. The MLA courses are organized into themed tracks which include design studio, history & 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 urbanization. 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.

園境碩士學位課程為期兩年，得到香港園境師學會的認證。我們的課程以致力將景觀建築學作為一個跨學科的研究領域而著稱，密切關注當下城市規劃、保護、城市化和生態學的發展來檢視學科的核心競爭力。

園境碩士課程設置圍繞影響當今東南亞和大珠江三角洲地區的重要社會、經濟和環境問題。在這種背景下，我們的景觀設計教學涵蓋了從城市到農村的各種場景，其中密度和發展問題需要新的社會和生態解決方案。我們採用以問題為本的學習方法，強調批判性和基於研究的設計實踐，培養學生在研究、教學和實踐中擔當領導角色。

課程根據主題進行安排，包括設計課、歷史和理論、技術工藝以及設計媒體。基礎設計課探索景觀系統，城市生態以及公共領域的正式和非正式維度。另一個核心設計課將學生帶到東南亞地區進行實地考察並與當地社區建立聯繫，這些地區的景觀問題常與快速發展和城市化相互影響。第三學期的設計課將探討景觀基礎設施，城市設計和環境規劃等主題。課程結束前，學生需要在最後一個學期獨立完成一項綜合設計與研究的畢業設計。在這個項目中，學生要清晰闡述自己在該學科的批判性立場並通過設計和研究進行檢驗。

ECHEVERRI Natalia

Adjunct Assistant Professor  
MLA/PDLA Program Director

娜塔莉·埃切韋里

客席助理教授  
園境碩士課程及園境深造文憑課程統籌主任

## MLA Syllabus

### 園境碩士課程大綱

#### YEAR 1 Semester 1 一年級第一學期

**MLA Prerequisite \***  
園境建築碩士預備課程

**Landscape Design Studio I**  
景觀設計課程 I

**Landscape History and Theory I**  
歷史與理論 I

**Landscape Plants and Ecology I**  
景觀植物與生態 I

**Landscape Technology I**  
景觀技術 I

#### YEAR 1 Semester 2 一年級第二學期

**Landscape Design Studio II**  
景觀設計課程 II

**Landscape History and Theory II**  
歷史與理論 II

**Landscape Plants and Ecology II**  
景觀植物與生態 II

**Landscape Media**  
景觀媒體

#### YEAR 2 Semester 1 二年級第一學期

**Landscape Design Studio III**  
景觀設計課程 III

**Thesis Prep**  
獨立研究：  
畢業設計預備課程

**Landscape Technology II**  
景觀技術 II

**Elective**  
選修課

#### YEAR 2 Semester 2 二年級第二學期

**Landscape Thesis**  
景觀設計課程 IV：  
畢業設計

**Landscape Architecture Practice**  
景觀建築實踐

**Elective**  
選修課

- Landscape Design Courses  
景觀設計課程
- History & Theory Courses  
歷史與理論課程
- Visual Communications Courses  
視覺傳達課程
- Technology Courses  
技術課程
- Elective or Other Courses  
選修課及其他

All courses are 6 credit courses except Design Studio courses which are 12 credits.

\* MLA Pre-requisite begins in mid-August before the beginning of the first Semester.

除設計課程為12學分之外，所有課程均為6學分。

\* 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 program in the Division of Landscape Architecture. This intensive one-year curriculum introduces foundational skills, theories, and concepts of landscape architecture to students without previous training in the environmental design fields. Today’s landscape architectural practice needs to confront increasingly complex challenges arising from climate change, rapid urbanization, and exacerbating 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 organized around a sequence of studios introducing students to a set of critical methods for observing, analyzing, 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 contextualize design knowledge. The majority of students who have completed the PDLA have gone on to enroll in the Division’s own MLA program or in other overseas postgraduate landscape programs.

園境深造文憑 (PDLA) 是園境建築學部的最新項目。在環境設計領域尚未有學習經驗的學生，可以通過這個為期一年的集中強化課程，瞭解園境建築設計的基本技能、理論和概念。當代的景觀實踐與學術研究面臨著城市、郊區和農村發展的複雜問題，牽涉形形色色的文化、經濟和生態環境，並通過創新平臺與多學科團隊合作開展工作。隨著範圍和方法的不斷擴大和發展，該領域必須接納多元化的從業人員來應對這些挑戰。園境深造文憑課程為具有非傳統學術背景和經驗的學生開闢進入該領域的新途徑，旨在培養一支能夠跨越傳統學科界限並由內而外擴展專業領域的多技能隊伍。園境深造文憑的全部課程是圍繞園境建築學科廣泛和全球性的議題而構建的，初期的設計課和理論課程尤其借鑒了國際和地區的案例研究。課程大綱圍繞一系列的設計課進行組織安排，向學生介紹了觀察、分析和重塑物理環境的一套關鍵方法。設計課與歷史和理論、視覺傳達和園境建築技術課程的內容緊密相連；這些課程也得以將設計課的外延進行擴展並使其脈絡化。在完成深造文憑課程後，大多數學生都被錄取進入本學部的園境碩士項目深造，或者赴海外繼續研習景觀高級課程。

ECHEVERRI Natalia	娜塔莉·埃切韋里
Adjunct Assistant Professor MLA/PDLA Program Director	客席助理教授 園境碩士課程及園境深造文憑課程統籌主任

PDLA Syllabus  
園境碩士文憑課程大綱

YEAR 1 Semester 1 一年級第一學期	YEAR 1 Semester 2 一年級第二學期
Landscape Architecture Intensive* 景觀建築強化課程	
Foundation Design Studio I 基礎設計課程 I	Foundation Design Studio II 基礎設計課程 II
Histories of Landscape 景觀歷史	Environment and Communities of the City 城市環境與社區
Landscape Systems 景觀系統	Landscape Technologies and Techniques 景觀技術與技藝
Landscape Media I 景觀媒體 I	Landscape Media II 景觀媒體 II

- Landscape Design Courses  
景觀設計課程
- History & Theory Courses  
歷史與理論課程
- Visual Communications Courses  
視覺傳達課程
- Technology Courses  
技術課程
- Elective or Other Courses  
選修課及其他

All courses are 6 credit courses except Design Studio courses which are 12 credits.  
\* Landscape Architecture Intensive begins in mid-August before the beginning of the first Semester.  
除設計課程為 12 學分之外，所有課程均為 6 學分。  
\* 景觀建築強化課程於第一學期之前的八月中旬開始。

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

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

The program starts with an interdisciplinary view of the built environment 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 studio.

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

香港大學園境學文學士 (BA (LS)) 課程為學生提供了一份強調設計、園境建築技術、歷史和理論以及視覺傳達的課程大綱。為了應對不同的城市與自然環境下複雜的社群、生態和發展問題，園境建築領域通常對知識、概念和技能均有要求；我們的目標正是讓學生在這些知識、概念、技能方面奠定全面的基礎。園境學文學士項目以設計課為基礎，允許學生在整合了理論探索和實踐應用的設計項目和指導性研究學習中直接與導師合作。設計課與其他同時展開的理論和技術課程緊密相連；這些課程既增強了園境建築學科的核心知識，又拓寬了學生跨學科的視野。

園境學文學士項目從建成環境的跨學科觀察開始，培養學生的批判性觀察技能和視覺傳達能力。第二年，學生們嘗試製作、測量、體驗材料，習得表述景觀現象、材料和空間方面的基本詞彙。後兩年，學生在設計課要應對生態、社會、城市和基礎建設各方面的問題，並補充增強理論和技術能力，學習的複雜程度也相應增加。通過現場參觀和實地考察，學生得以接觸各種各樣的環境。

此外，園境建築學部與海外各先進的景觀項目積極合作，為學生提供了與世界各地同行交流的機會。

MAK Vincici  
Senior Lecturer  
BA(LS) Program Director

麥詠詩  
高級講師  
園境學文學士課程統籌主任

## BA(LS) Syllabus

### 園境學文學士課程大綱

YEAR 1 Semester 1 一年級第一學期	YEAR 1 Semester 2 一年級第二學期	YEAR 2 Semester 1 二年級第一學期	YEAR 2 Semester 2 二年級第二學期
Sustainability and the Built Environment 可持續性和建造環境	Landscape Design Studio IA 景觀設計課程 IA	Landscape Design Studio IB 景觀設計課程 IB	Landscape Design Studio II 景觀設計課程 II
Introduction to Landscape City Architecture 景觀 – 城市 – 建築概論	Introduction to Building Technology 建築技術概論	Plants and Planting Design I 植物和種植設計 I	
Landscape Representation I 景觀表達 I	Introduction to Landscape Design 景觀設計概論	English Course (Division) 英語課程 (學部課程)	Environment, Community & Design 環境、社區和設計
English Language Course 英語語言課程	Chinese Language Course 漢語語言課程	Common Core Course 核心課程	Common Core Course 核心課程
Common Core Course 核心課程	Common Core Course 核心課程	Common Core Course 核心課程	Common Core Course 核心課程

YEAR 3 Semester 1 三年級第一學期	YEAR 3 Semester 2 三年級第二學期	YEAR 4 Semester 1 四年級第一學期	YEAR 4 Semester 2 四年級第二學期
Landscape Design Studio III 景觀設計課程 III	Landscape Design Studio IV 景觀設計課程 IV	Landscape Design Studio V 景觀設計課程 V	Landscape Design Studio VI 景觀設計課程 VI
Theories and Practices of Contemporary Landscape Architecture 當代園境建築的理論與實踐	Ecology & Sustainability 生態與可持續發展	Landscape and Design in China 中國的景觀與設計	Strategic Landscape Planning 戰略景觀規劃
Technology in Landscape Architecture 景觀建築技術	Landscape Representation IV 景觀表達 IV	Plants & Planting Design II 植物和種植設計 II	Elective 選修課
Landscape Representation II 景觀表達 II	Elective 選修課	Elective 選修課	Elective 選修課

- Faculty Foundation Courses  
學院基礎課程
- Landscape Design Courses  
景觀設計課程
- History & Theory Courses  
歷史與理論課程
- Visual Communications Courses  
視覺傳達課程
- Technology Courses  
技術課程
- Elective or Other Courses  
選修課及其他

All courses are 6 credit courses except Design Studio courses which are 12 credits.  
除設計課程為 12 學分之外，所有課程均為 6 學分。





**Thesis Coordinator:**

KELLY Ashley Scott

**Thesis Supervisors:**

ECHEVERRI Natalia

JIANG Bin

KELLY Ashley Scott

LU Xiaoxuan

MAK Vincci

MELBOURNE Scott Jennings

PRYOR Mathew

TRUMPF Susanne

VALIN Ivan

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











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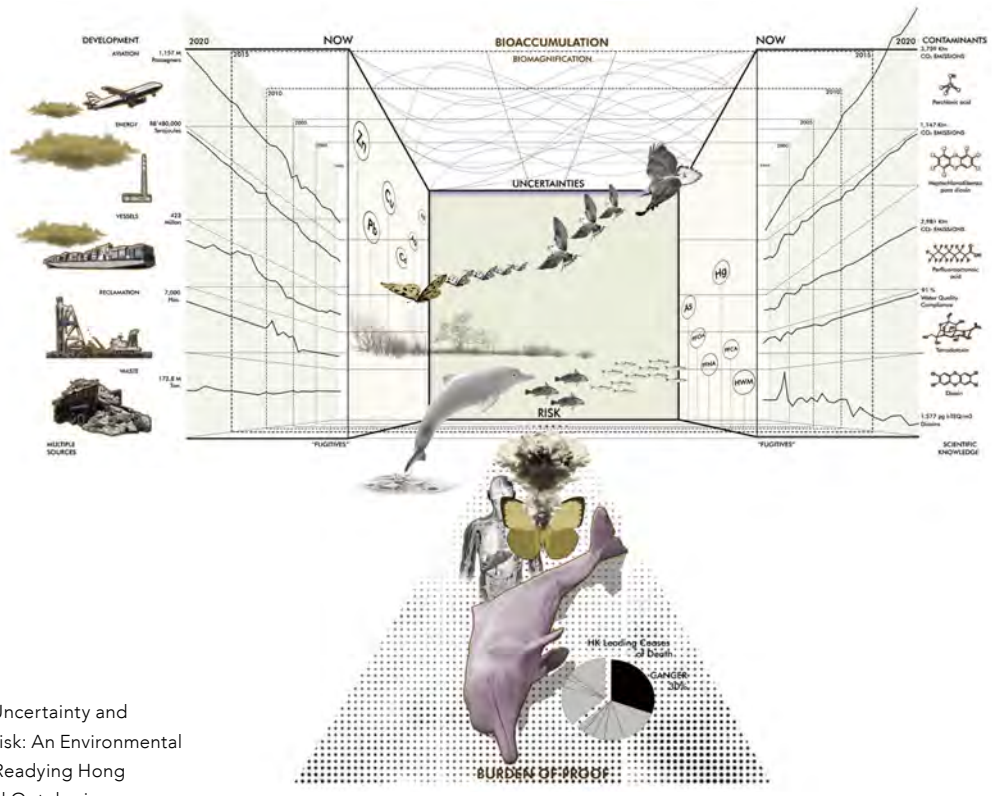
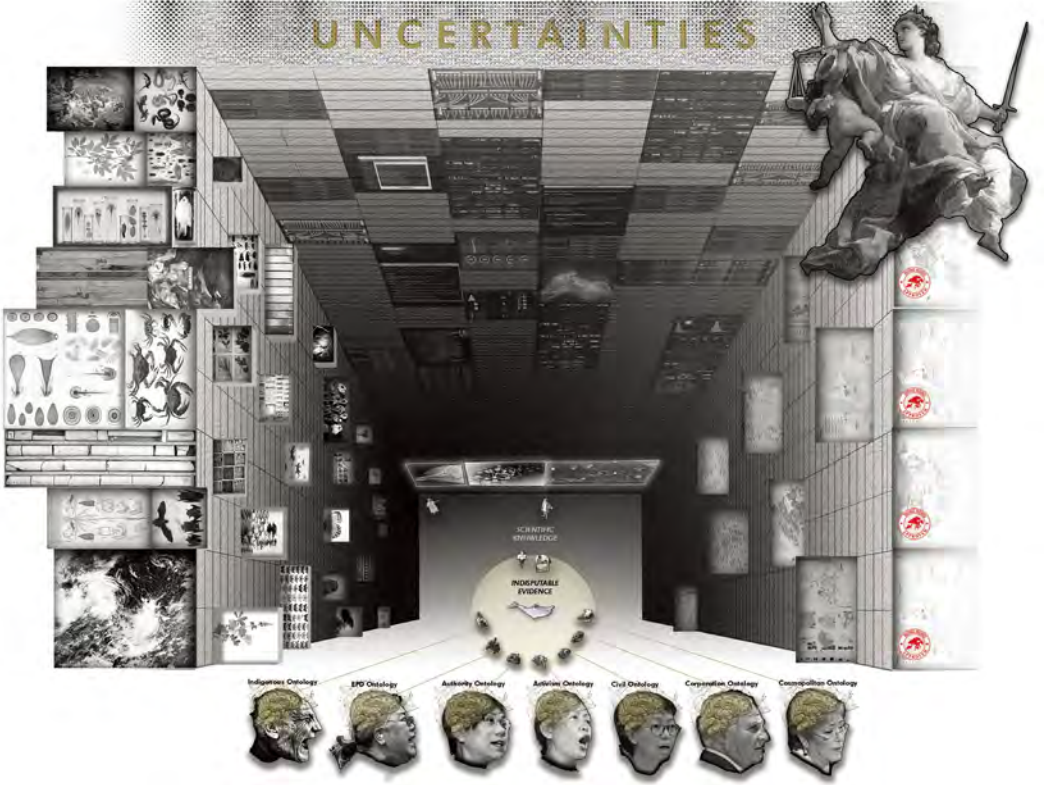
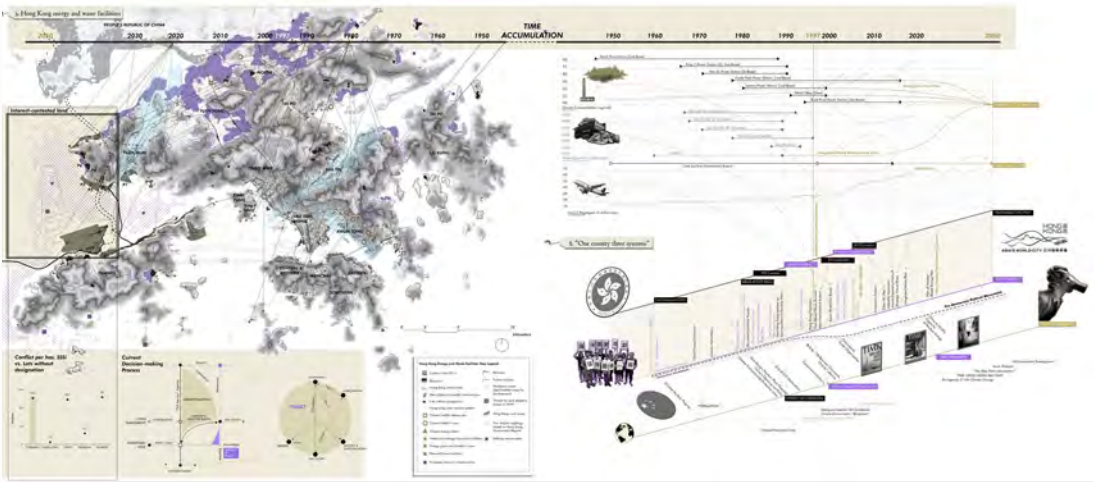
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1 - 7:  
Rehabilitation of a Seasonal  
Floodplain Forest: The  
Indigenous-Based Strategies to  
Live Harmoniously with Drastic  
Seasonal Changes  
by SATTAYANURAK Kanisa  
Supervisor: PRYOR Mathew



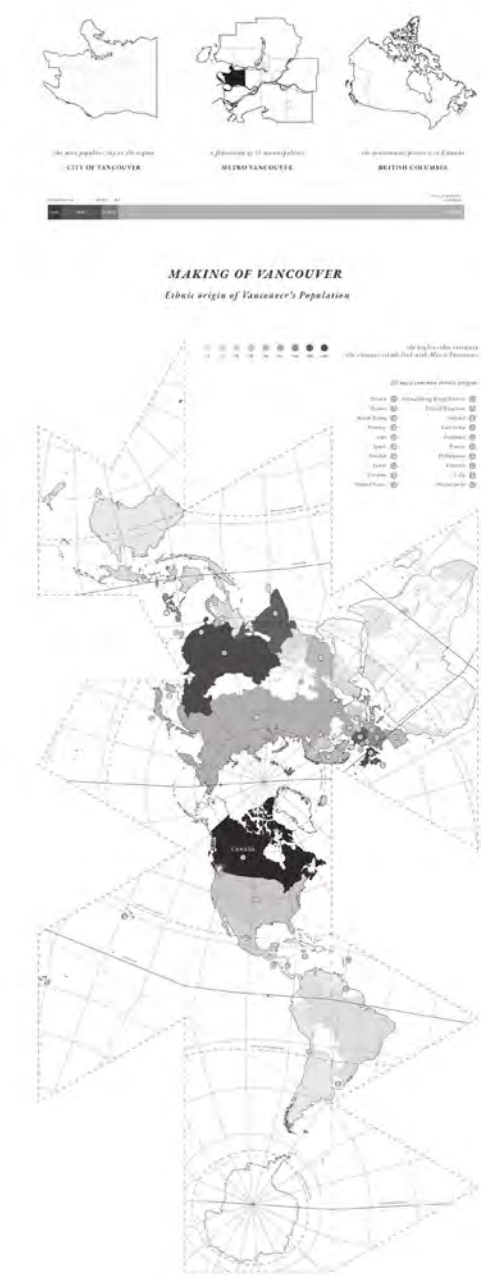


1 - 5:  
Catalyzing Uncertainty and  
Ecological Risk: An Environmental  
Archive for Reading Hong  
Kong's Plural Ontologies  
by CEVALLOS BARRAGAN  
Francisco Daniel  
Supervisor: KELLY Ashley Scott

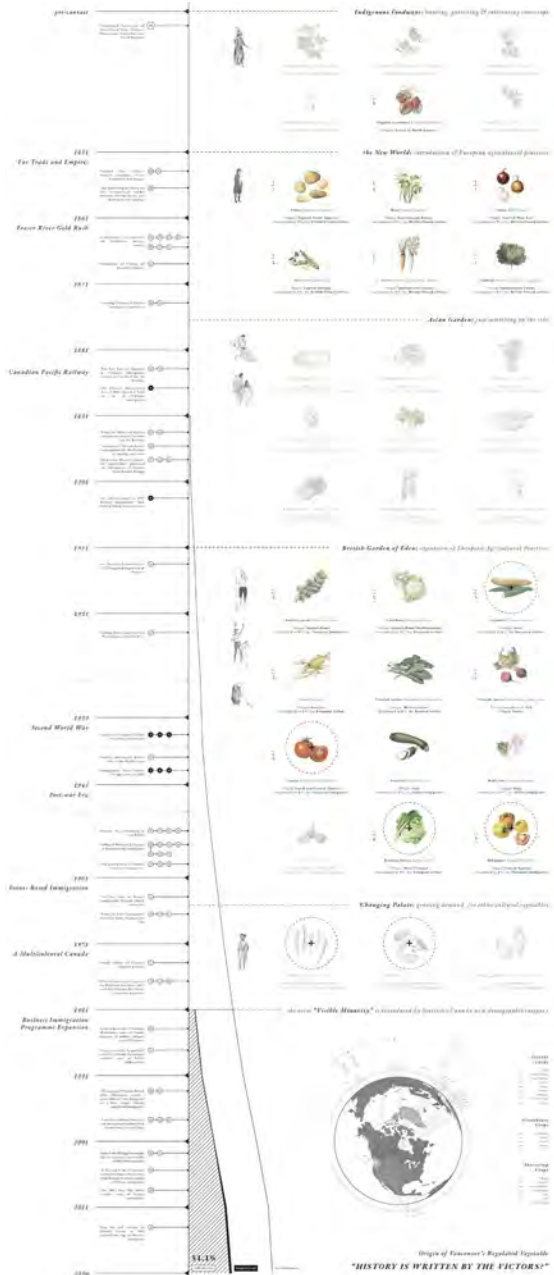




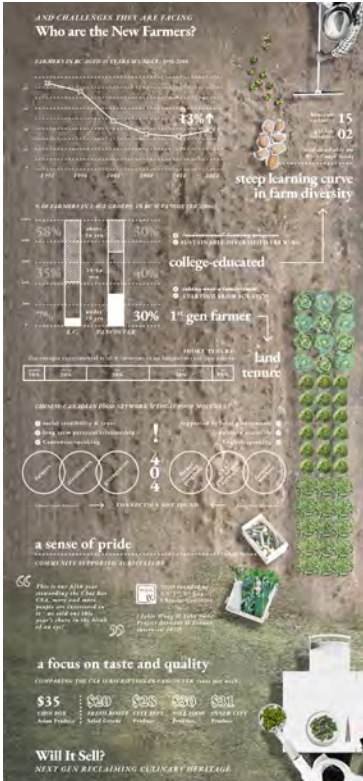
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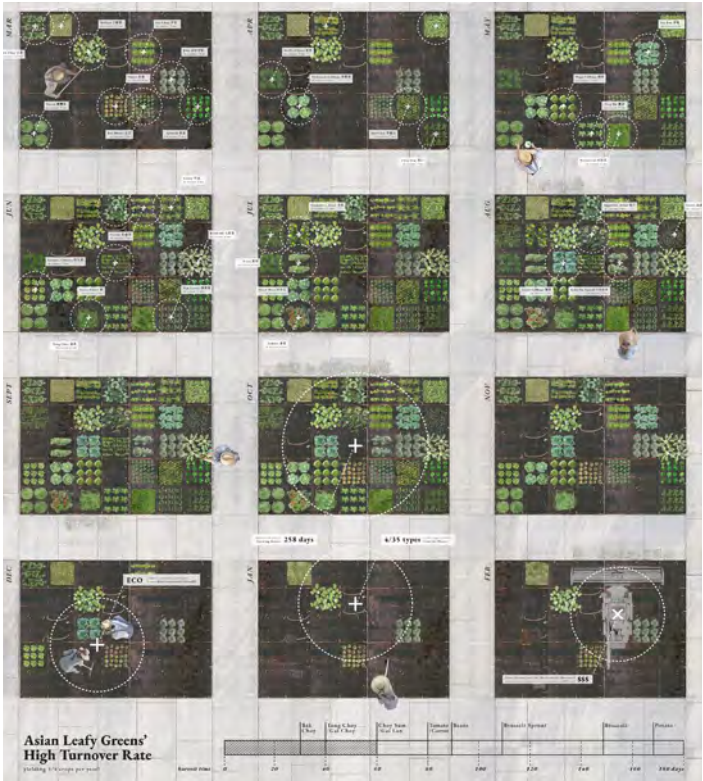
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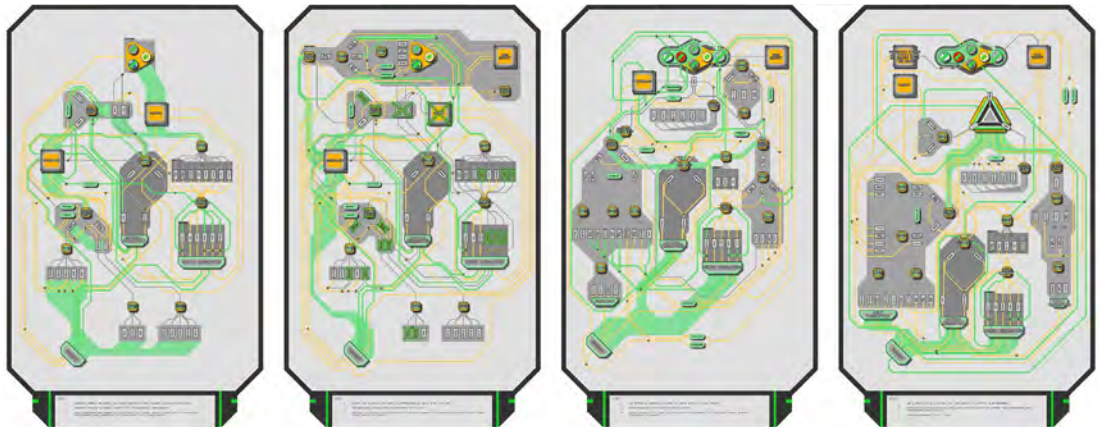
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1 - 6:  
Edible Heritage: Retaining and  
Expanding Metro Vancouver's  
Cultural Diversity Through Small  
Scale Local Ethno-Cultural Crop  
Production  
by WONG Wing Yin Erica  
Supervisor: TRUMPF Susanne

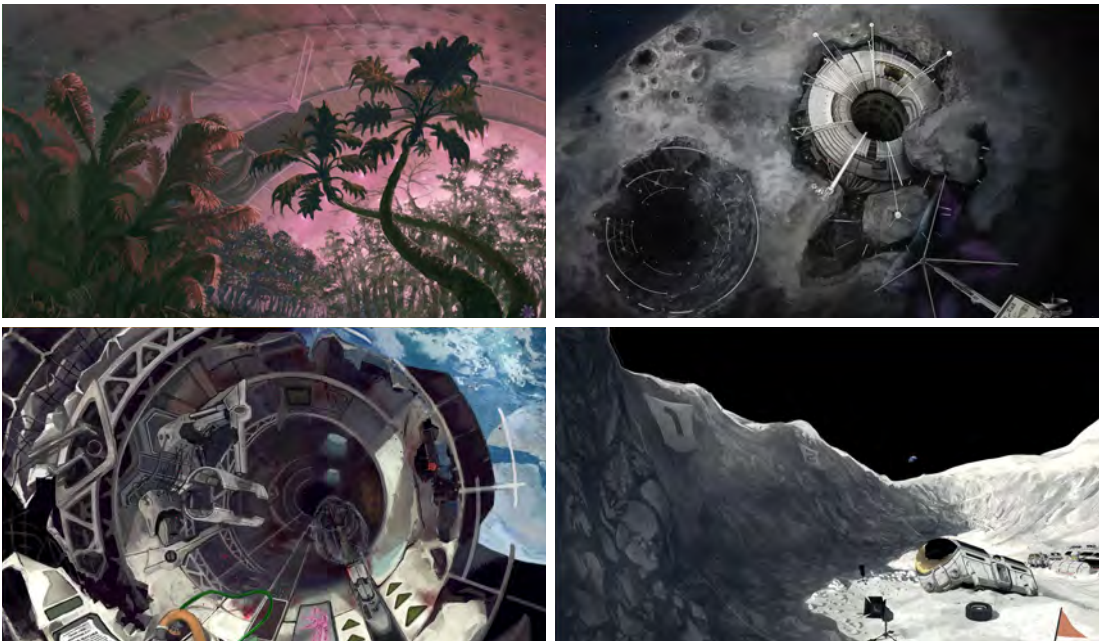




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STRATIGRAPHY TYPOLOGY



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Natural goal: 2050 Wild habitation restoration edge construction



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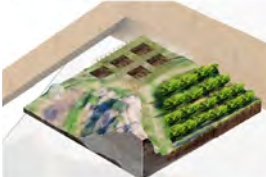
Archaeological module 1



Archaeological phasing module 2



Agricultural phasing module 1



Agricultural phasing module 2

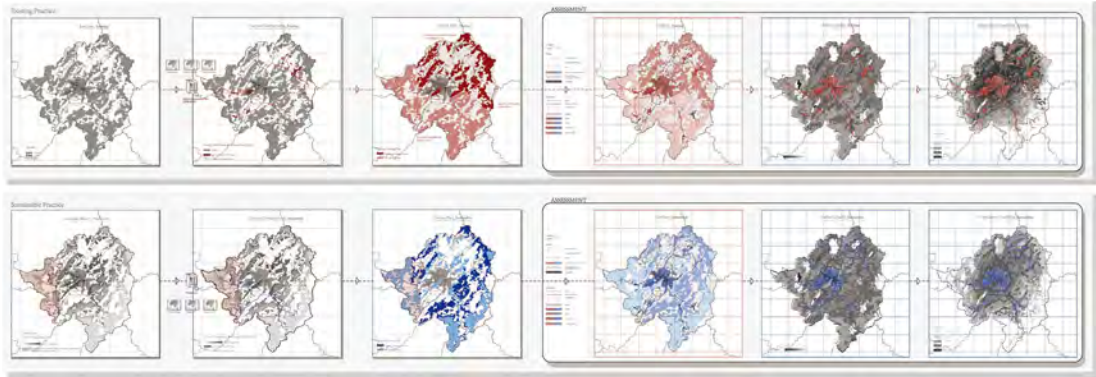


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**1 - 3:**  
Vanishing String: The Future of  
Landscape in Different Aspects  
of Humanity, Space Odysseys  
by YUEN Chun Yin Tony  
Supervisor: LU Xiaoxuan

**4 - 6:**  
Archaeological Tourism as  
Catalyst for Landscape Change  
in Vedi, Armenia  
by WANG Yadian  
Supervisor: MELBOURNE Scott  
Jennings

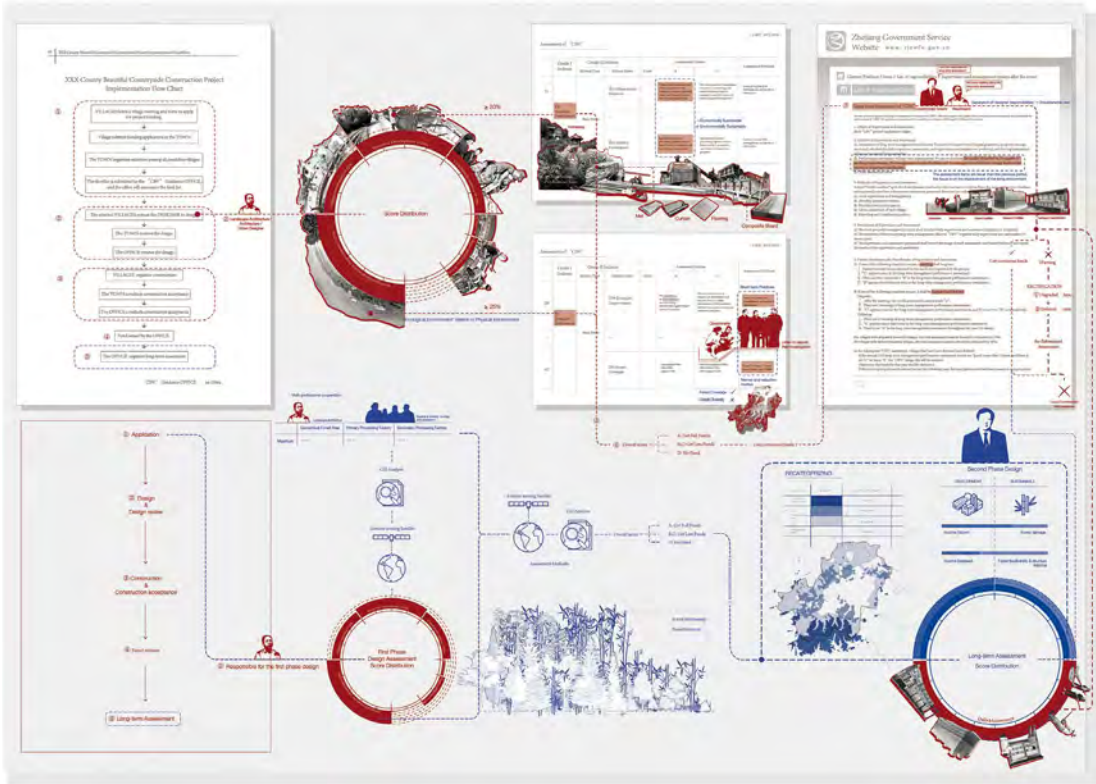




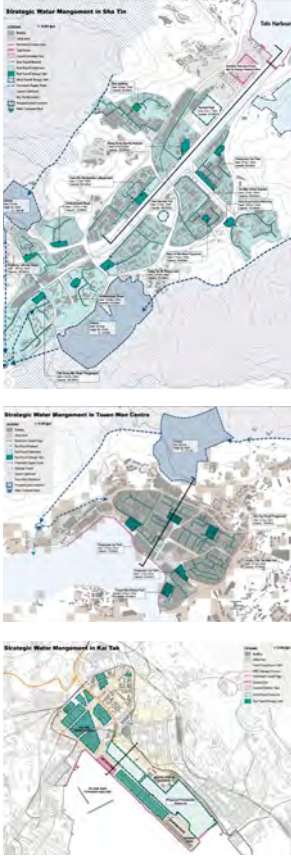
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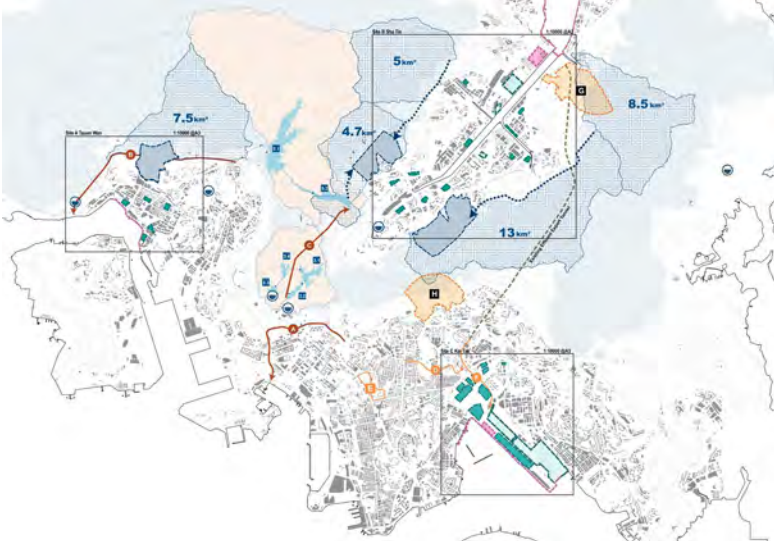
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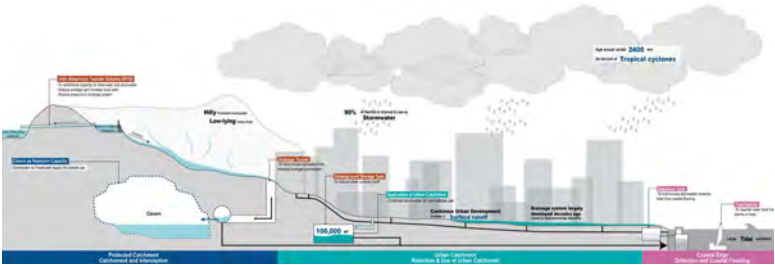
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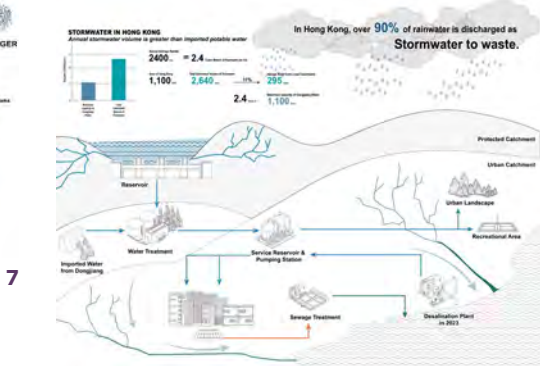
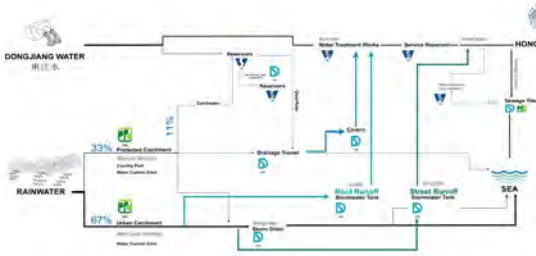
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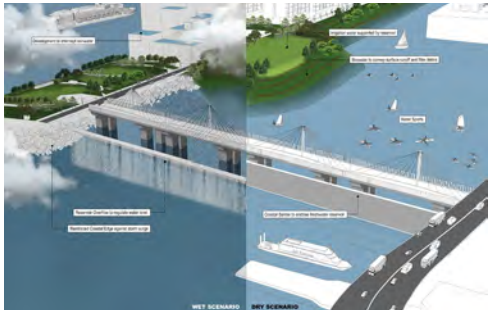
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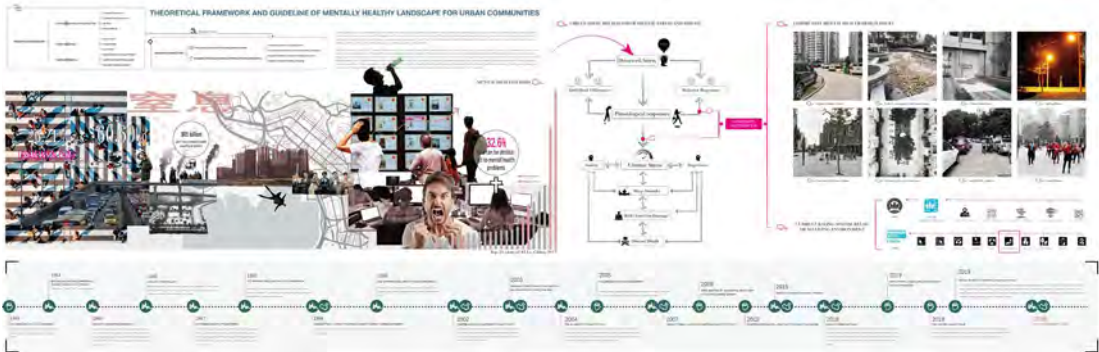
**1 - 3:**  
Longer-term landscape  
assessment: Feedback strategies  
for incorporating sustainability  
science in China's rural  
development planning  
by WANG Xuting Julie  
Supervisor: KELLY Ashley Scott

**4 - 9:**  
Closing the Loop: Integrating  
Stormwater Management for  
Climate Resiliency  
by CHAN Ka Yu Phoebe  
Supervisor: TRUMPF Susanne

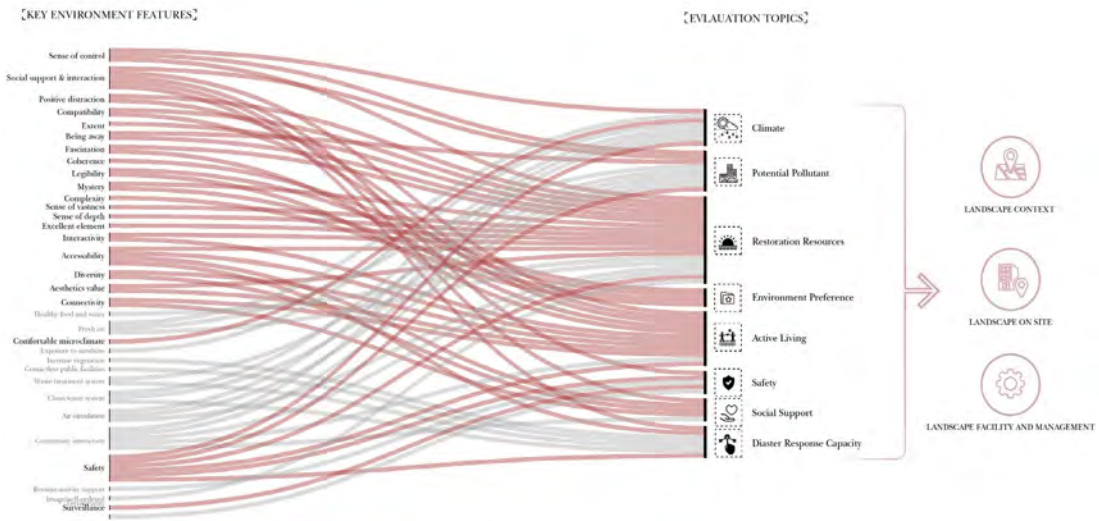


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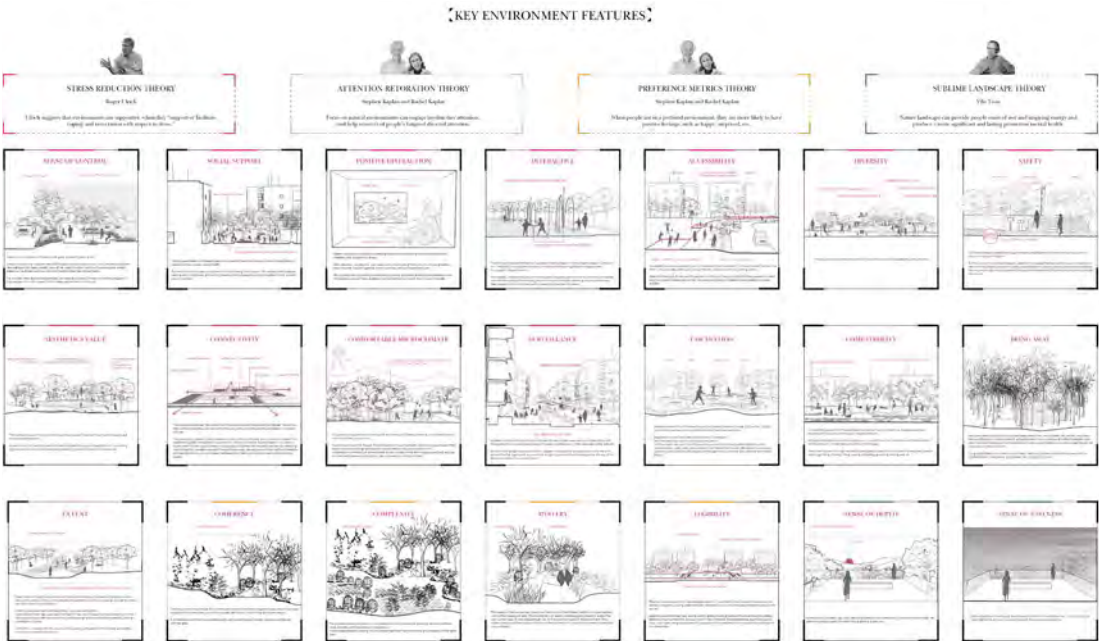




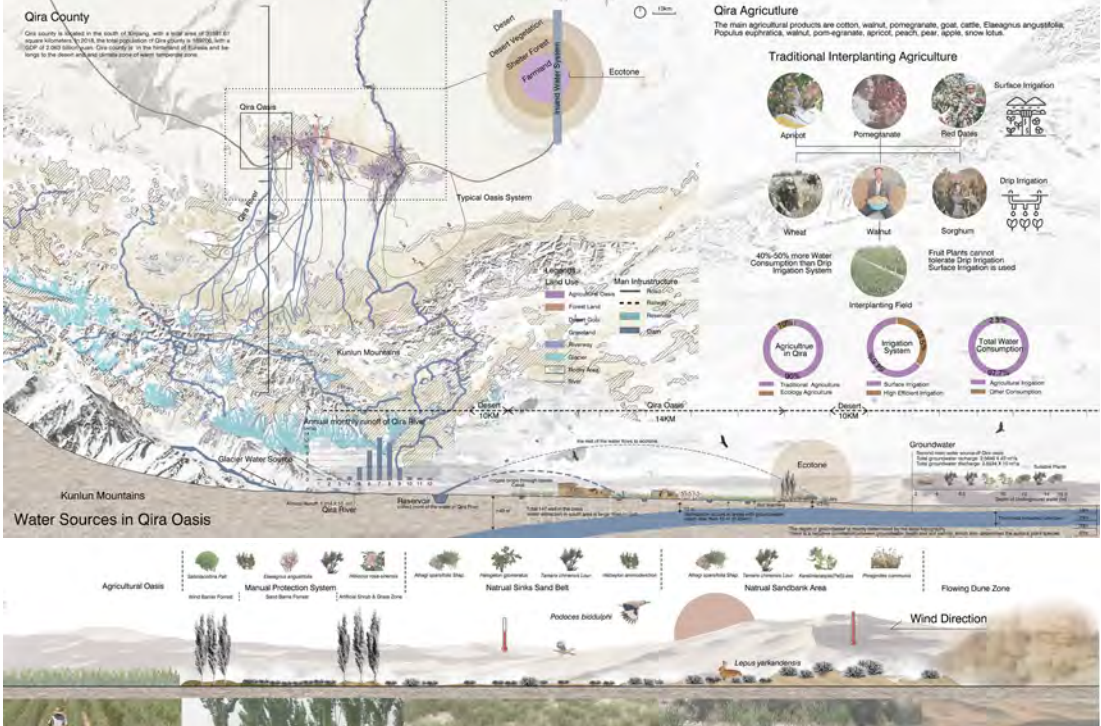
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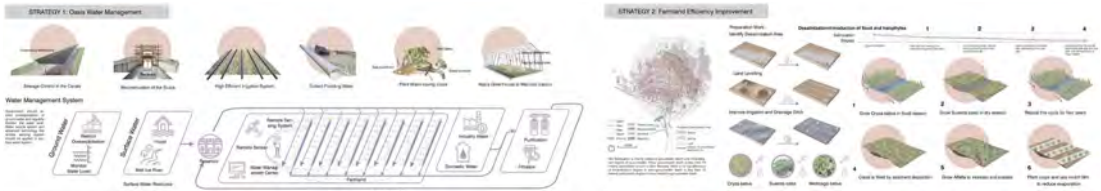
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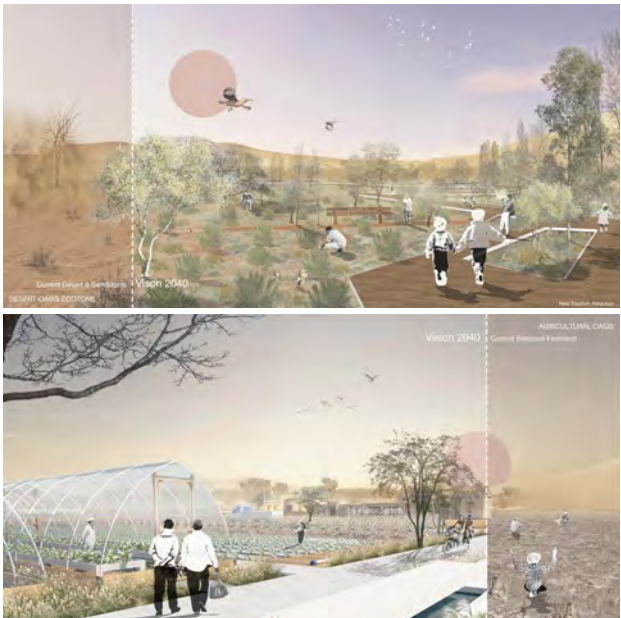
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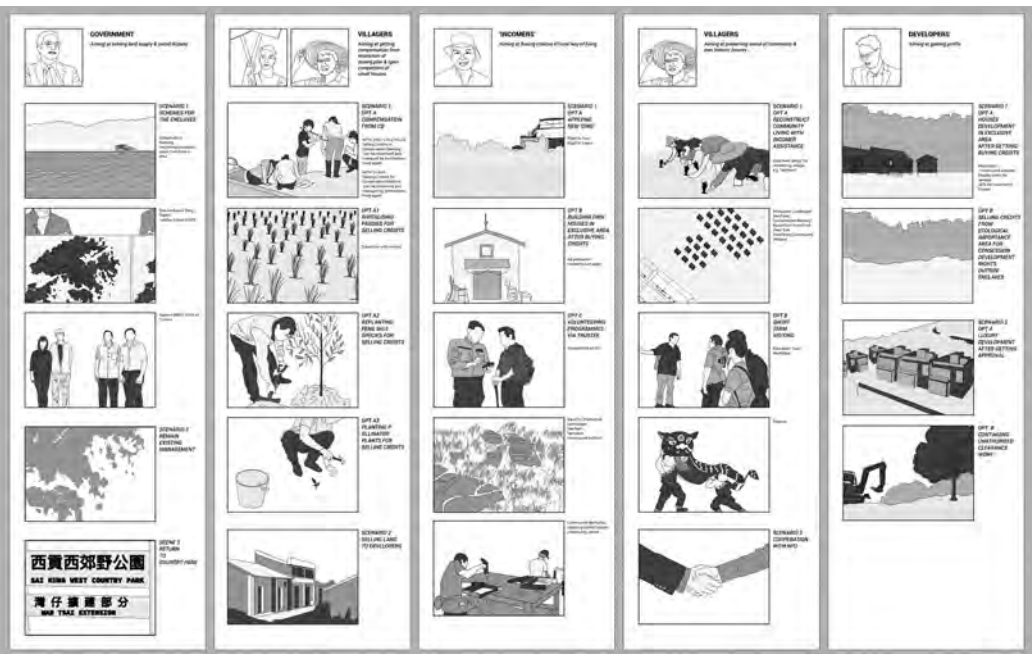
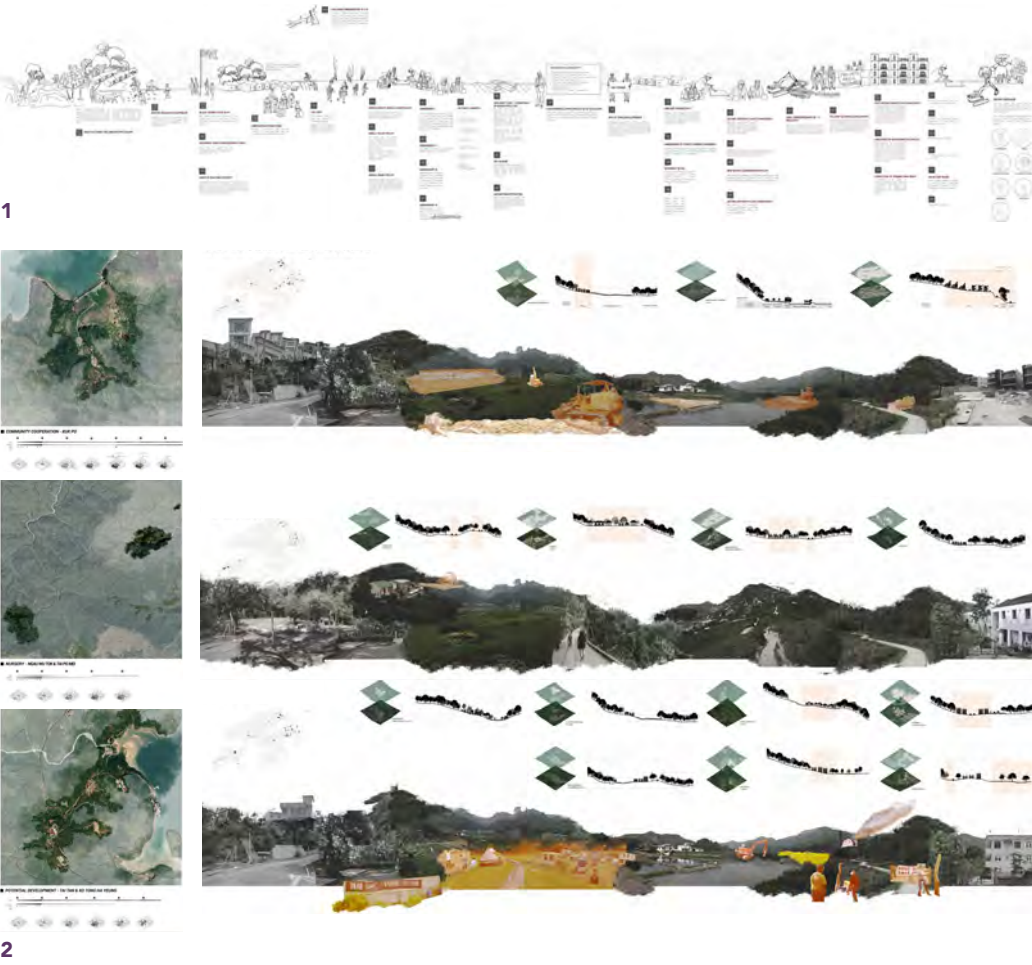
**1 - 3:**  
Theoretical Framework and Rating System of Creating a Mental health Community by WANG Siqi Betsy  
Supervisor: JIANG Bin

**4 - 6:**  
Ecotone Enhancement under Agricultural Oasis Expansion: Balancing Ecological Protection and Economic Development in Qira Oasis  
by WU Yuewei Yuvi  
Supervisor: ECHEVERRI Natalia

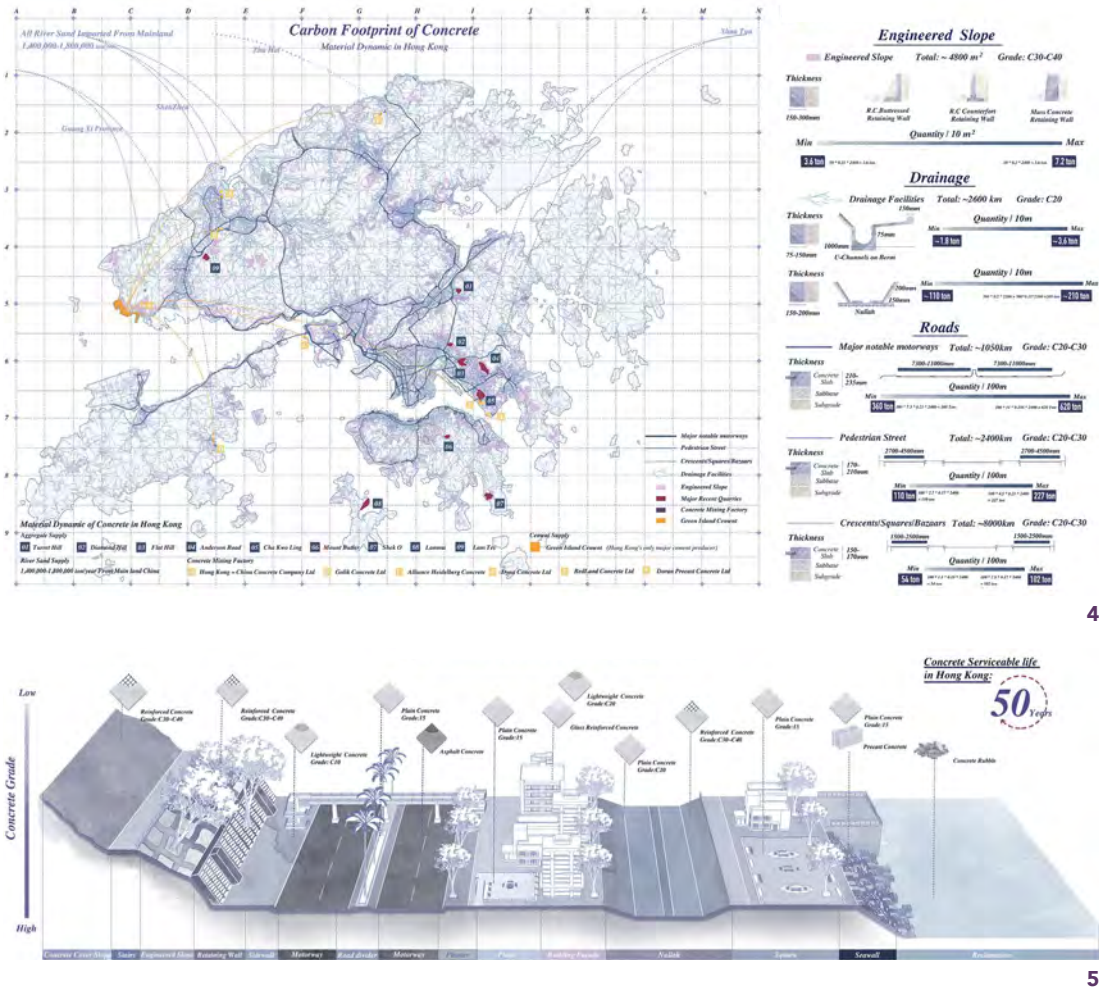


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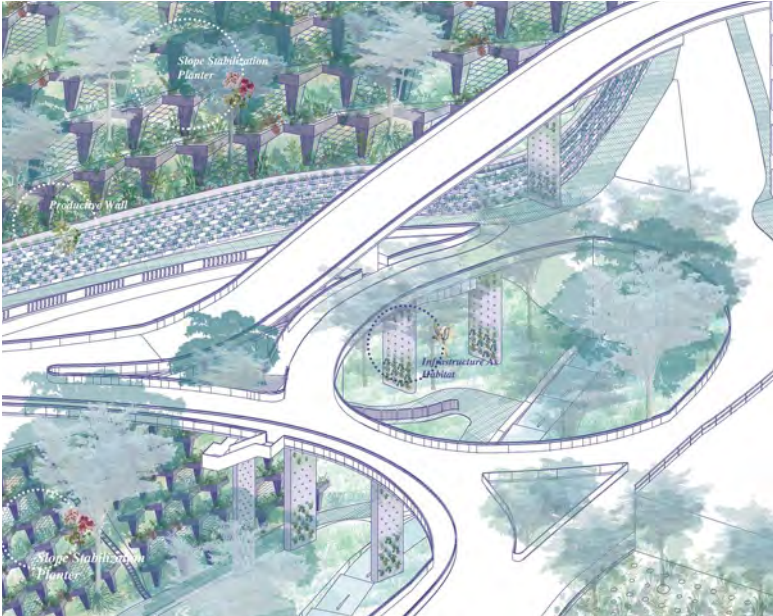
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1 - 3:  
Privatisation or Preservation?  
Strategies for a Sustainable  
Future of Hong Kong's Country  
Park Enclaves  
by KWONG Wai Lam Rae  
Supervisor: MAK Vincici

4 - 6:  
Less Concrete, More Jungle:  
Rethink the Potential of Urban  
Concrete in Hong Kong  
Triggered by Material Innovation  
by HE Jialei Constance  
Supervisor: VALIN Ivan



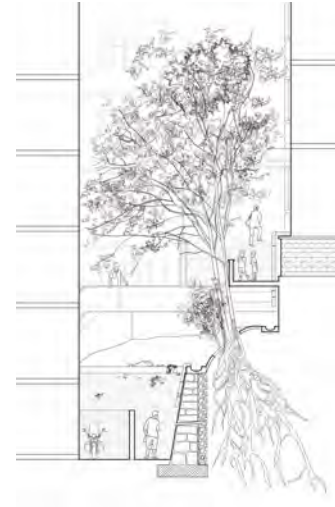
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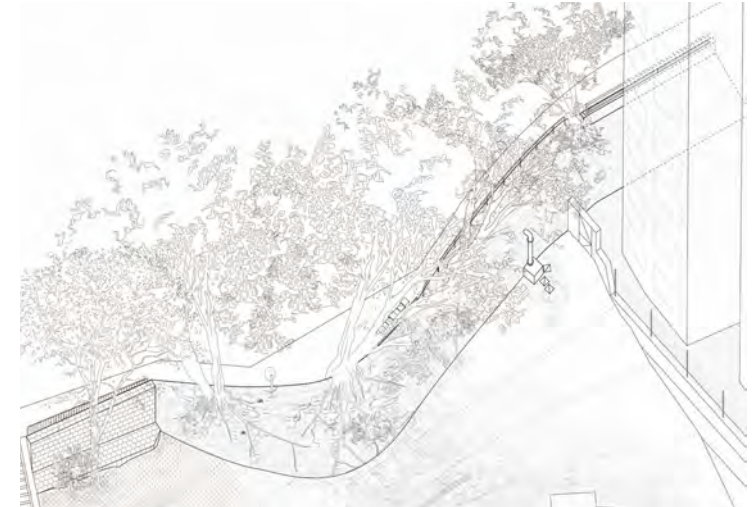
In this studio, students explored the core practices of landscape design in the context of high-density, dynamic urban sites in Hong Kong. Focusing on the everyday landscapes of urban enclaves and engineered slopes, students discovered the exceptional opportunities for landscape design and social and ecological enrichment of urban sites. The semester was divided into two projects, each tackling urban landscape concerns dealing with the edges, the gaps, and the overlaps of the city. In Project 1, 'Exquisite Corpse, Sectional Surgery', students explored the nature of spatial interventions in Hong Kong's physical structure with a focused study of man-made slopes, which are essential in supporting our inhabitation of a geologically unstable terrain. After a focused investigation of the site conditions, students used the method of 'exquisite corpse' as a driver for generating design processes, inviting chance and unpredictability. In Project 2, 'Sacred Spaces, Common Places', students focused on the minority cemeteries in Happy Valley. After investigating aspects of practices and provisions relating to the dead in urban Hong Kong, students proposed interventionist strategies to untap potentials of these often-overlooked urban enclaves, cultivating new relationships between the living and the dead, the past and the present, and the tangible and intangible heritages within a high-density urban setting.



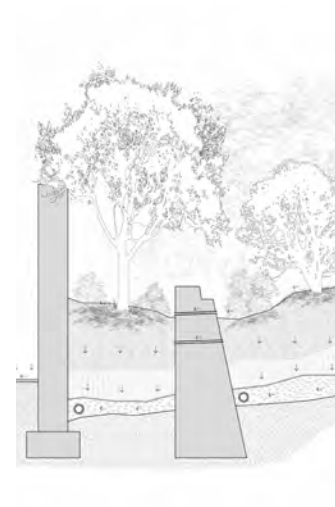
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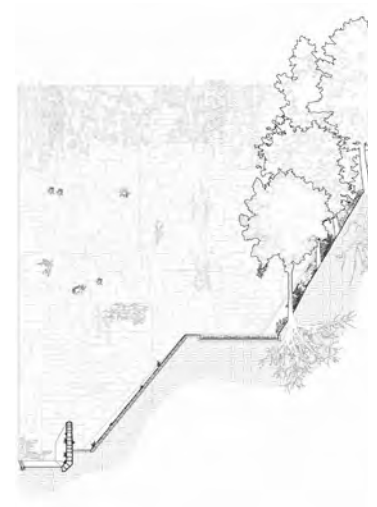
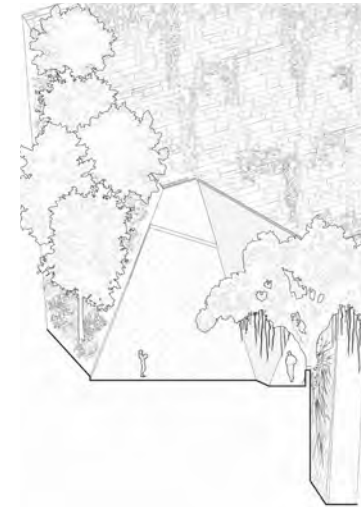
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**1:**  
Sectional surgery model (P1)  
by LIU Ruixiang Ray

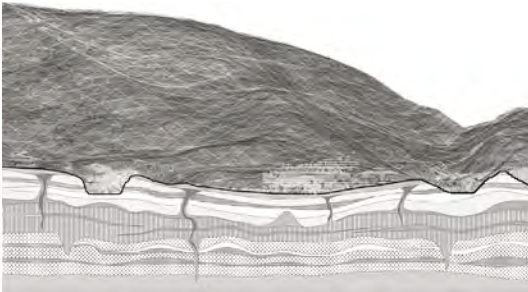
**2 - 5:**  
Man-made slopes, survey and  
design drawings (P1)  
by LIU Ruixiang Ray, WONG Sze  
Lee Ceci, NG Kwok Jing James,  
POON Cheuk Hei Ryan

**6:**  
Spatial manifesto review (P2)  
(Photos by: LU Xiaoxuan and  
CHONG Ying Monica)



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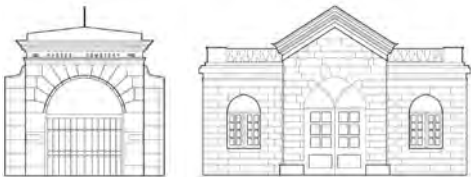




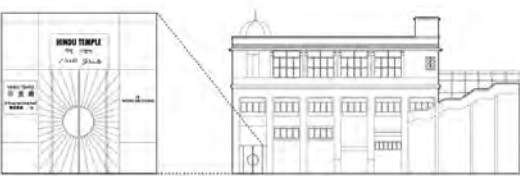
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Parsee Cemetery, Entrance & Temple



Hindu Temple, Entrance



Monuments at Jewish, Parsee and Hindu Cemetery

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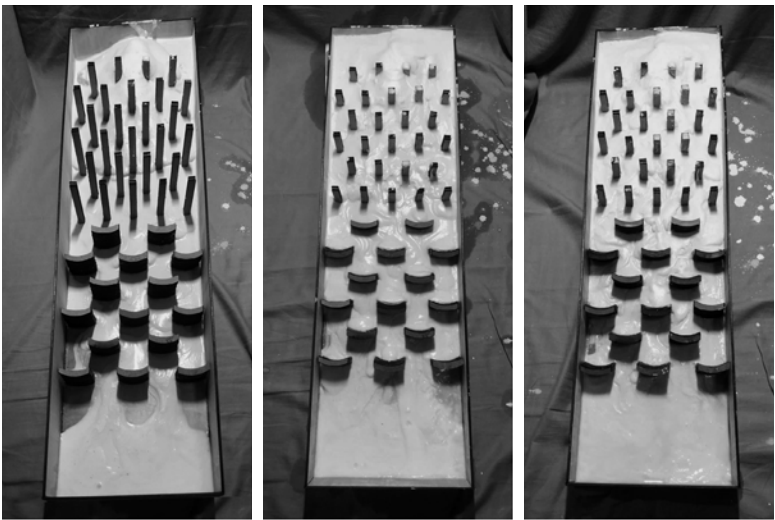


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**7 - 8:**  
Site metrics (P2)  
Collective Geological Analysis  
**9:**  
Site metrics (P2)  
Collective Monument Analysis  
**10 - 11:**  
Final project views (P2)  
by CHIU Ho Wan Isaac  
**12:**  
Final project view (P2)  
by POON Cheuk Hei Ryan  
**13 - 14:**  
Final project view and model (P2)  
by LIU Ruixiang Ray



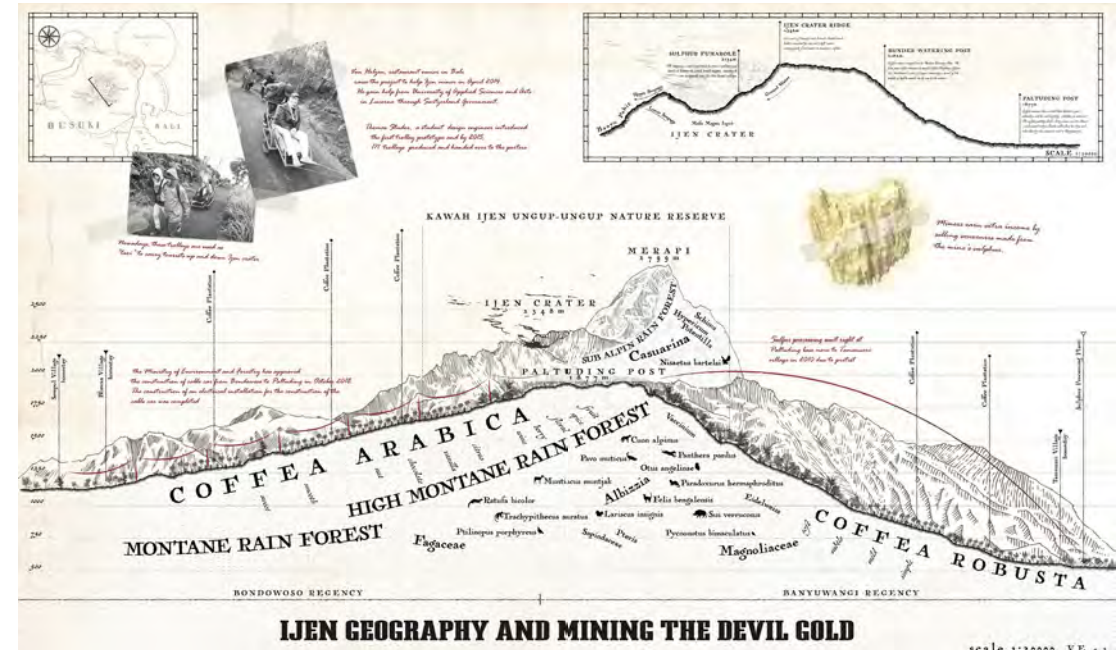
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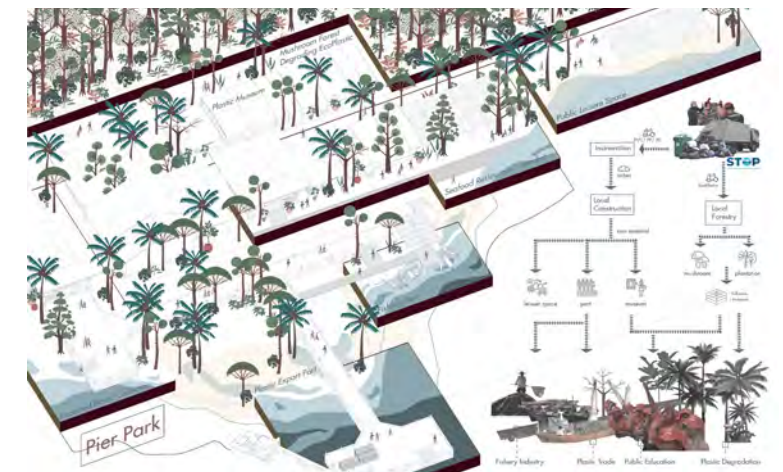
In this studio, students considered landscape architecture's capacity to engage with environments undergoing rapid change. Through map analysis and literature review, students revealed the ways in which landscape systems, cultural practices, and patterns of human settlement are intertwined, reflecting on the role of strategies and proposals to achieve alternate, more sustainable, more just outcomes. In particular, students examined the impact of modernization, development, and governance on determining natural and cultural landscapes. The study area, the Banyuwangi Regency at the eastern tip of East Java, is a territory that encompasses a dynamic volcanic landscape rich in biodiversity, agricultural productivity, and mineral resources, and is home to a culturally diverse community of some 1.6 million people, with a society built from old kingdoms and founded on Hindu and Islamic traditions and values, scattered across it in a complex 'desakota' system of urban-rural sprawl. As with much of Indonesia, it is a territory that is undergoing sudden and dramatic (post-Suharto) changes, modernization, commercialization and internationalization, brought on through urbanization, trade, resource exploitation and tourism. Drawing on current landscape planning and urbanism theory, including critiques of sustainability, ecological urbanism, and green infrastructure, students looked first to understand and document this landscape through its physical components, its systems, flows, assets (and liabilities), actors, patterns and trends, etc. Later exercises developed a strategic landscape section/transect summarizing the physical, hydrological, and socio- economic considerations anticipating any intervention. Finally, students worked to develop specific projects through which portions of an intervention strategy might be realized. Critical to this studio was a week-long study visit during which students and instructors toured the region, meeting local communities and government representatives to understand the region and its landscape systems, and to identify specific points of intervention.



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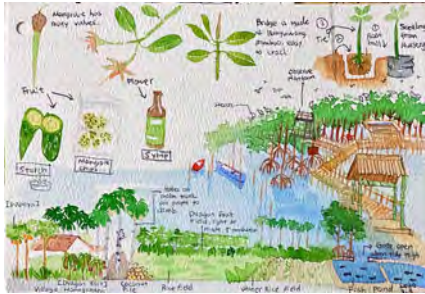
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- 1:  
Reading response animation  
by ZHANG Jinling
- 2:  
Deep section at Mt. Ijen  
by CHIU Ho Wan Isaac
- 3:  
Anticipatory intervention  
by CHAN Sau Kai Kurt





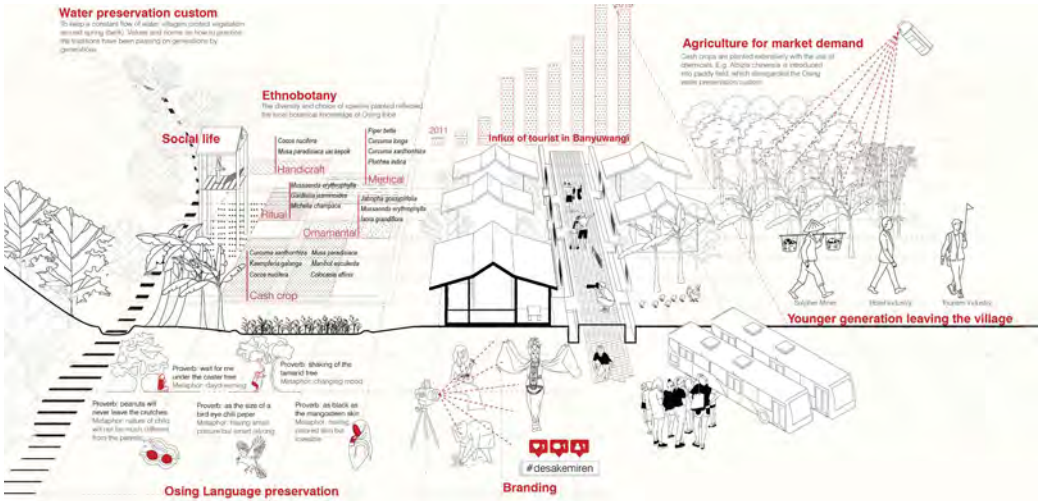
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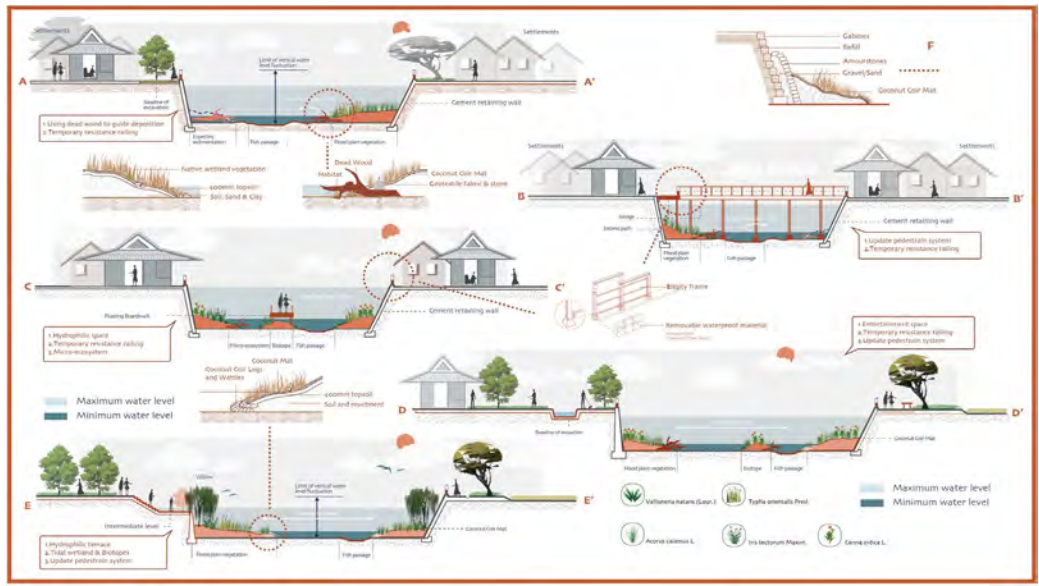
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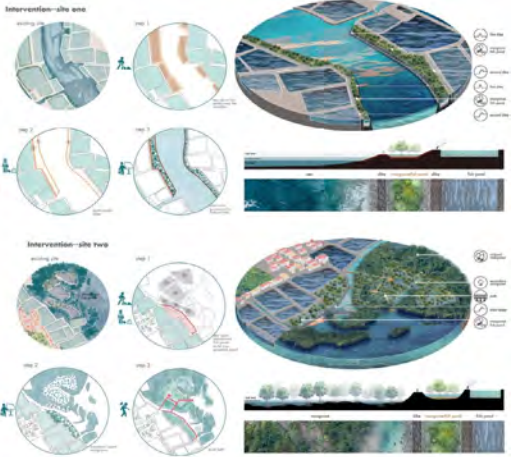


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4:  
Site sketch and annotation  
journals  
by CHAN Wing Che Jeremy, HUO  
Chunyu Una and HU Xuelling  
Shirley  
5:  
Deep section through Kemerin  
Village  
by SO Po Chu Pearl  
6-9:  
Final Projects  
by LIU Ruixiang Ray, CHAU Li  
Yin Sabrina, LIU Yunjun Nicole,  
HUANG Congrui Una



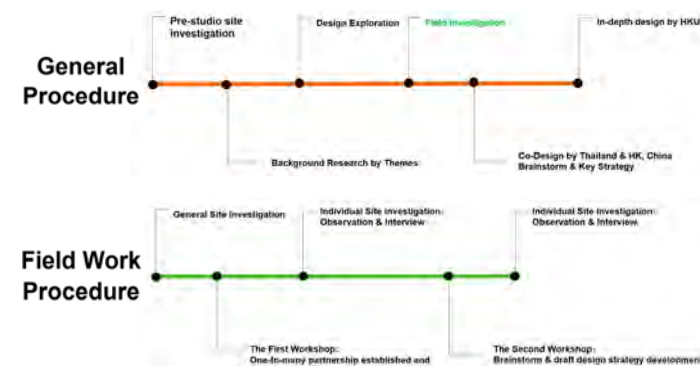
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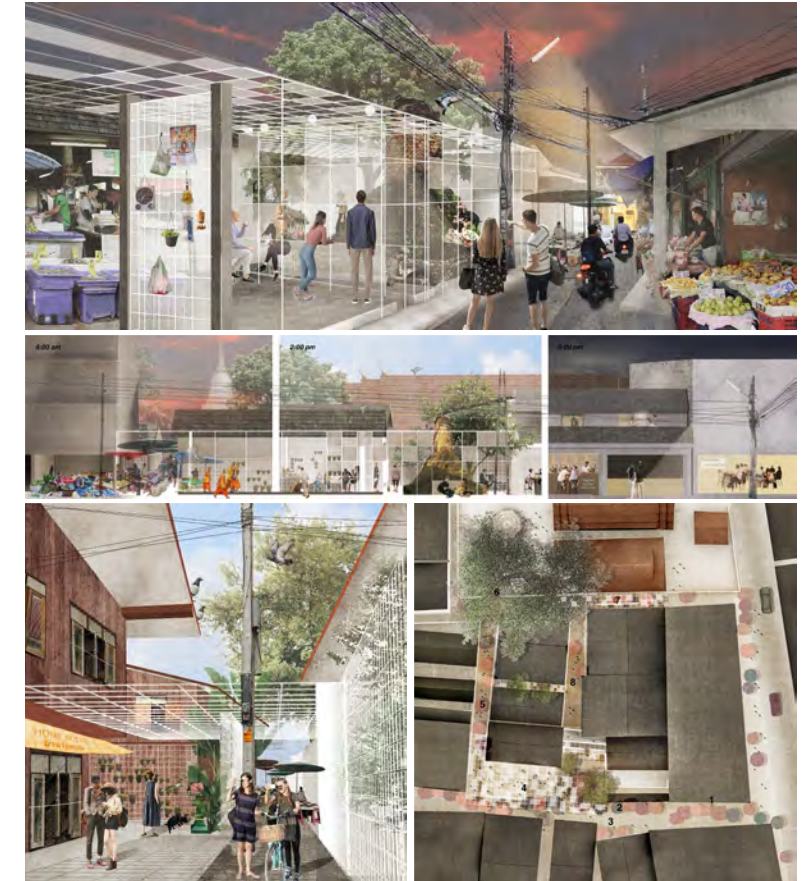
# Landscape Design Studio III A

## Design Based in the Hidden Logic of Urban Environments: Chiangmai, Thailand

Invisible space refers to the hidden logical relationships among places, spaces, and human activities in urban environments. These relationships are often complex, multi-layered, and multidirectional. They are easily despised or ignored in the conventional practice of urban planning and landscape design, resulting in a significant lack of functional/spatial flexibility and social equity in urban environments. The students established one-to-one, or one-to-many, partnerships with Thailand residents to conduct in-depth field visits and research on urban space and landscape issues along the city moat and in its adjacent areas, and also to conduct a six-month design studio. The studio provided bottom-up research methods to understand the living status of residents and visitors, especially the socio-economically deprived individuals and groups in Chiang Mai moat. Students conducted the background research from literature review. They then worked with Thai students, focusing on behavior and phenomenon observation, questionnaire survey, and semi-structured interview, in order to identify the hidden logical relationships. Following this, the students developed landscape planning and design interventions based on the comprehensive and solid investigation findings, including design strategies, installations and models. The projects aimed to promote compatibility, flexibility, and just urban spaces for different types of users.



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**1:**  
The general procedure of the studio and field work procedure in Thailand

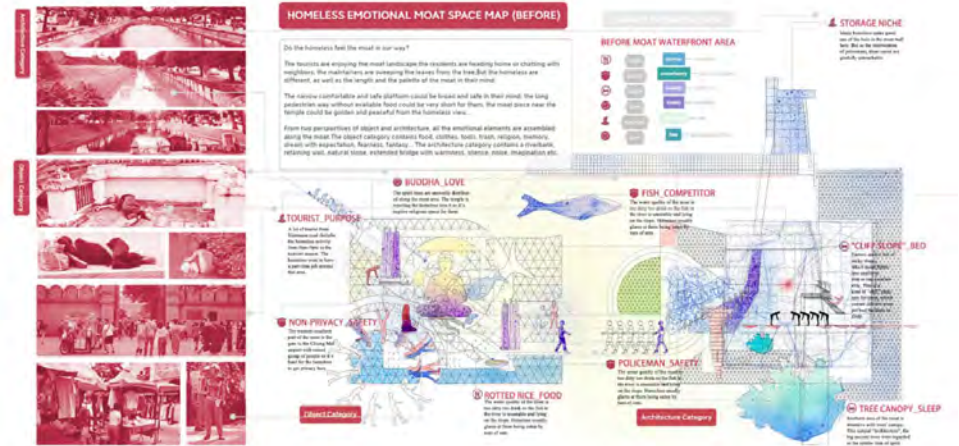
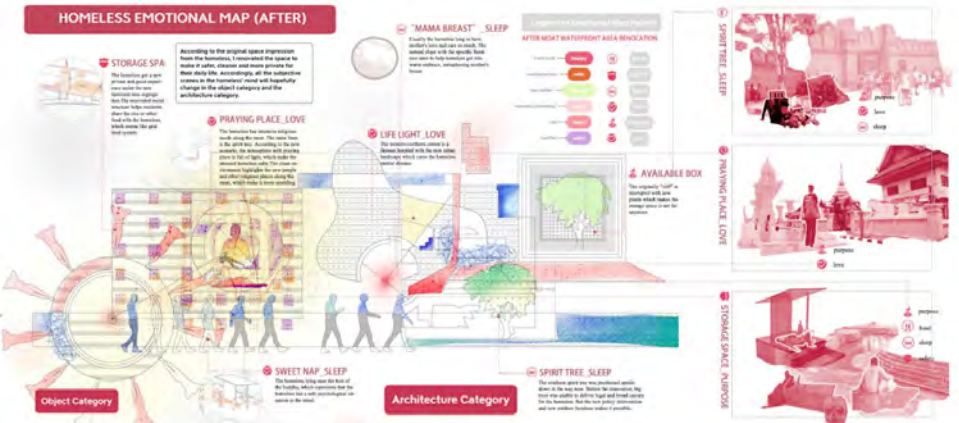
**2:**  
Pagoda Hunting: Containers for Livelihood and Faith (a Transformed Pagoda Market) by WU Jing

**3:**  
Yi Peng Sky: Activate the Function and Significance of Large City Squares on the Human Scale  
by TIAN Ruoxi Tina





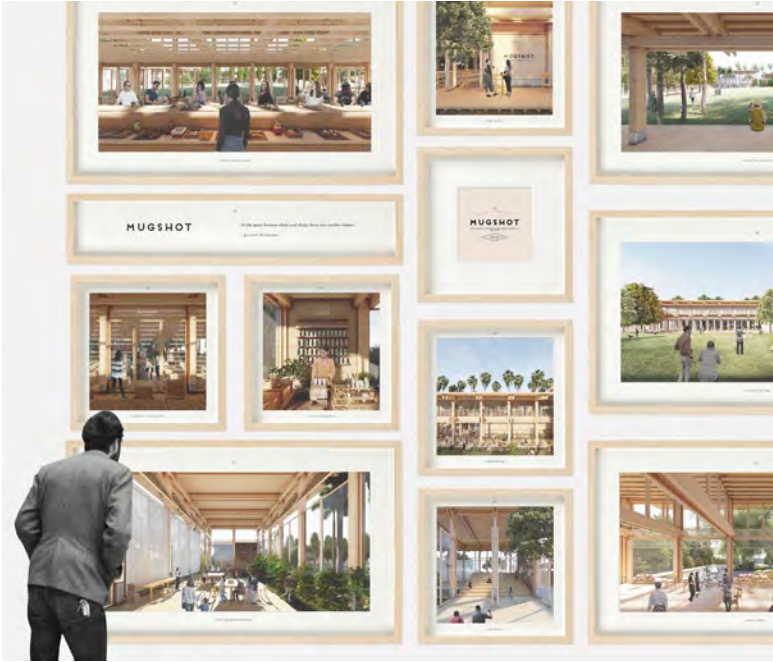
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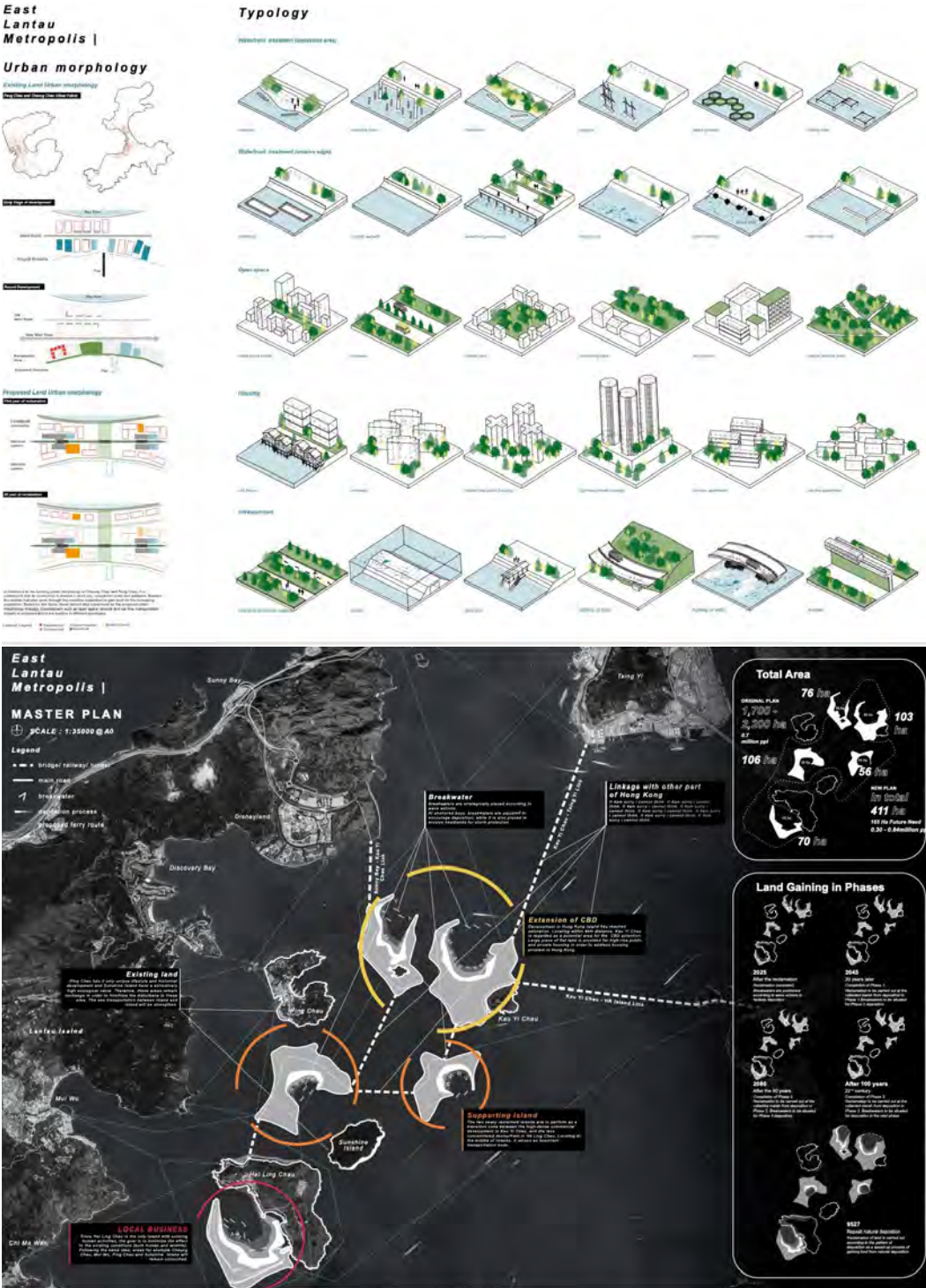
6



- 4:** Boundary Game: Balance of Interests When the Plaza Transforms  
by ZENG Siwei
- 5:** Chiang Mai Moat Waterfront Space Renovation Caring for the Homeless  
by WANG Yadian
- 6:** Celebrating Ordinairiness: a Spatial Design Rooted in the Ordinary Life and Memory of the City  
by LU Sixiao Seashell
- 7:** Mugshot: Reintegration Network for Ex-inmates and a Public Dialogue  
by CHU Shing Chun Paul



Assuming change is the norm, this studio takes a different approach to city-making or, in this case, to urban renovation. It builds on ecologists’ reconceptualizations of their field over the past quarter-century, in which classical Newtonian concerns with stability, certainty, and order have given way to more contemporary understandings of dynamic, systemic change. With this reconceptualization comes the related phenomena of adaptability, resilience, and flexibility — phenomena applicable not only to ecological systems (whether native or adapted) but also applicable to the city: its systems, infrastructures, and urbanism writ large. The students’ projects, then, were conceptualizing the adaptive city, constantly in a state of flux, adapting itself to changing conditions and circumstances over time. The emphasis was on the contingent, the provisional, and the conditional, amplifying productive instabilities. Students were not imagining singular solutions to, or master plans for, the project site. Rather, they delineated alternate assemblies and deployments of the strategies, each according to a discrete set of terms or conditions, and in relationship to how they might change over time. Most broadly, they addressed fundamental questions of what it means to be urban, what urbanism is, and how ideas of city and city life can be informed by, and actively engaged with, dynamic change.

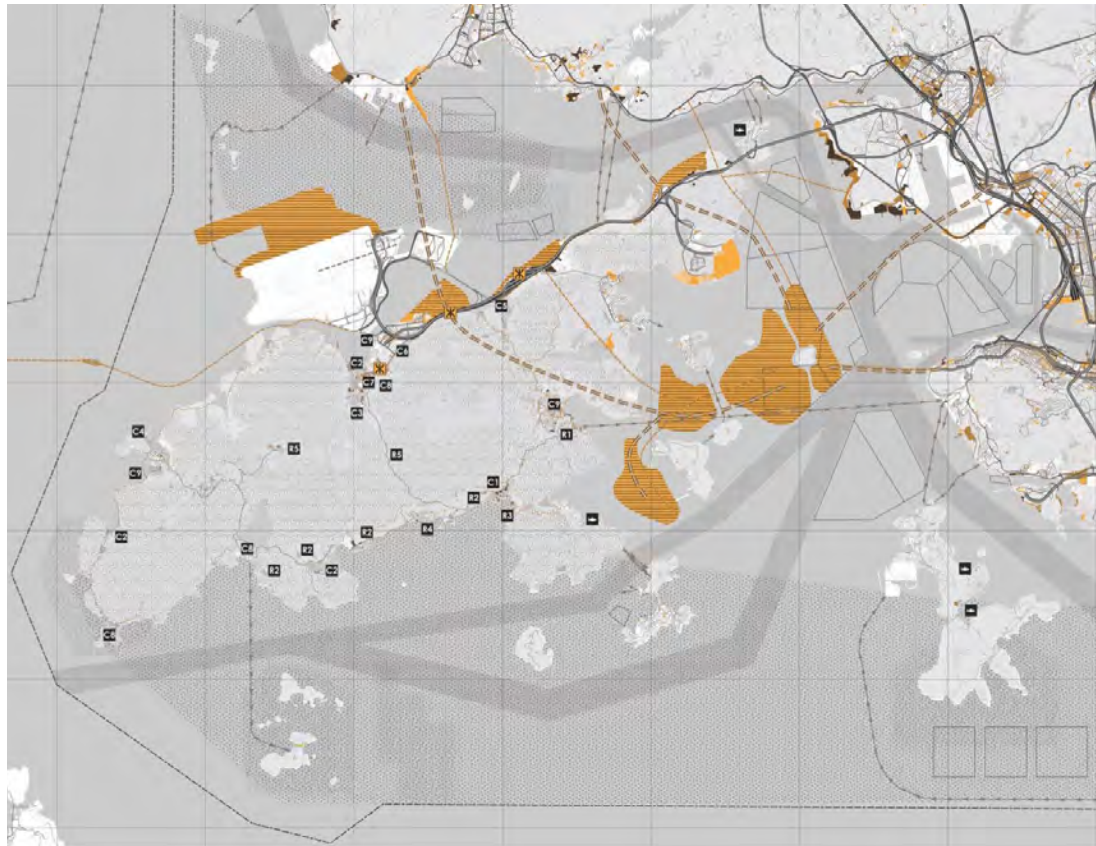


1:  
East Lantau Metropolis  
By CHAN Ka Yu Phoebe, LEUNG  
Wai Yan Viann and LUK Wing Yin  
Joyce





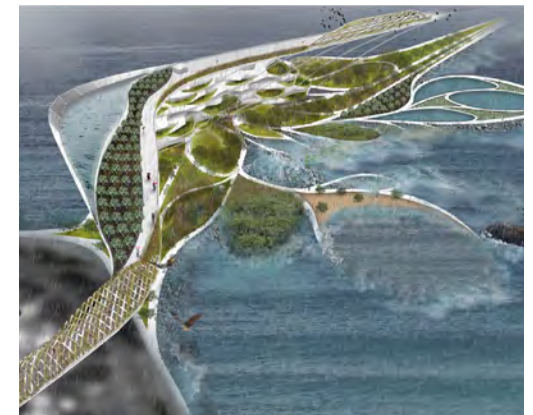
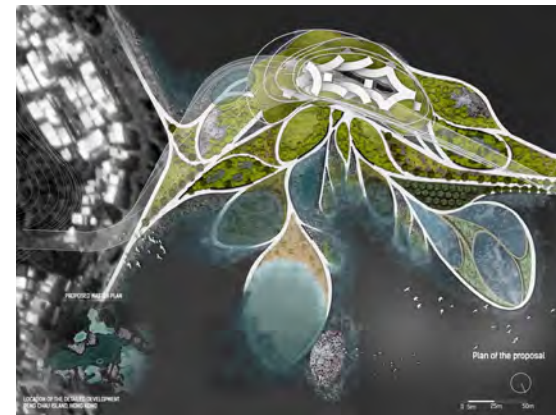
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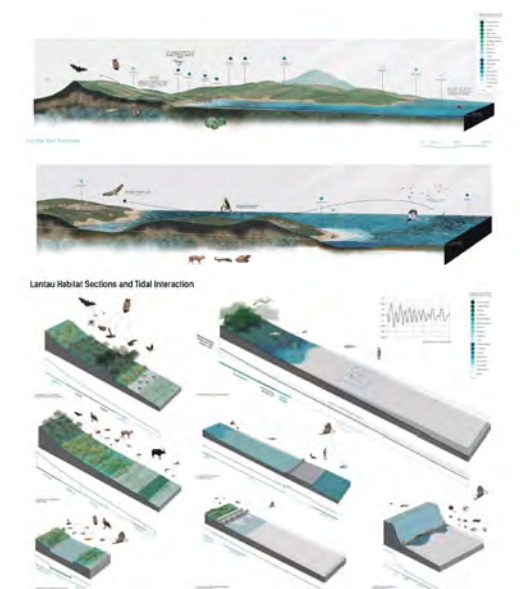


5

**2 - 3:**  
Partical City  
by DONG Yewen Wendy, SUN  
Shuge Esther and YUEN Chun  
Yin Tony

**4:**  
The Ocean City  
by LEUNG Wai Yan Viann

**5 - 6:**  
Unfading Habitats  
by CEVALLOS BARRAGAN  
Francisco Daniel

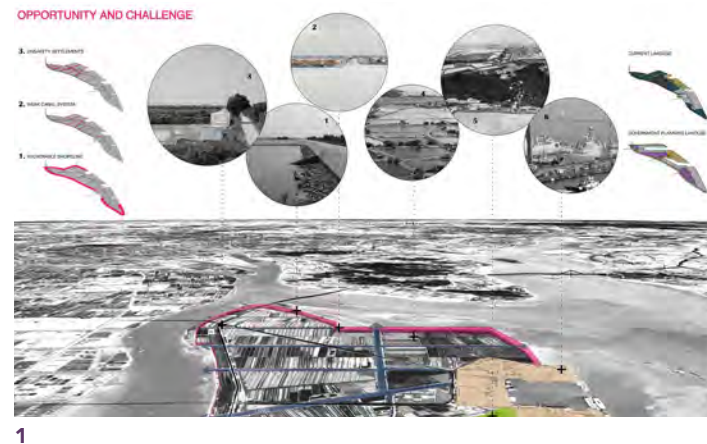


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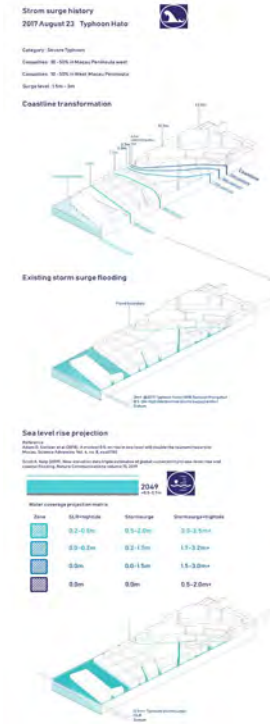
This advanced studio investigated the role that landscape design and planning will have in shaping the land-use, settlement, habitat, and infrastructure of the Pearl River Delta in the face of dynamic social, economic, and environmental change. In less than 50 years, a lightly-settled landscape of tidal marshes and mudflats, rivers and fields, has evolved into one of the world's centers of manufacturing and trade. The Pearl River Delta is now the largest urban conglomeration in the world hosting a population of more than 70 million. Nevertheless, this region faces a host of environmental challenges, from predictable decreasing in habitat and environmental degradation, water-pollution, flooding and salt-water intrusion, to the unknown threats driven by global warming, such as more volatile weather patterns and rising sea-levels along with social, economic, and political instability.

The studio considered the PRD as a region in flux. Following models of ecological succession, we took a time-and-process based approach to urban design and landscape planning. Patterns and processes, driven by internal parameters and triggered by external conditions determined the delta's urbanization and land development. Working between the watershed-scale considerations of the region's urban and ecological dynamics, and site-scaled considerations of land transformation and urban development, students proposed landscape-led strategies for improving the adaptivity and resiliency of this region for the next five decades.

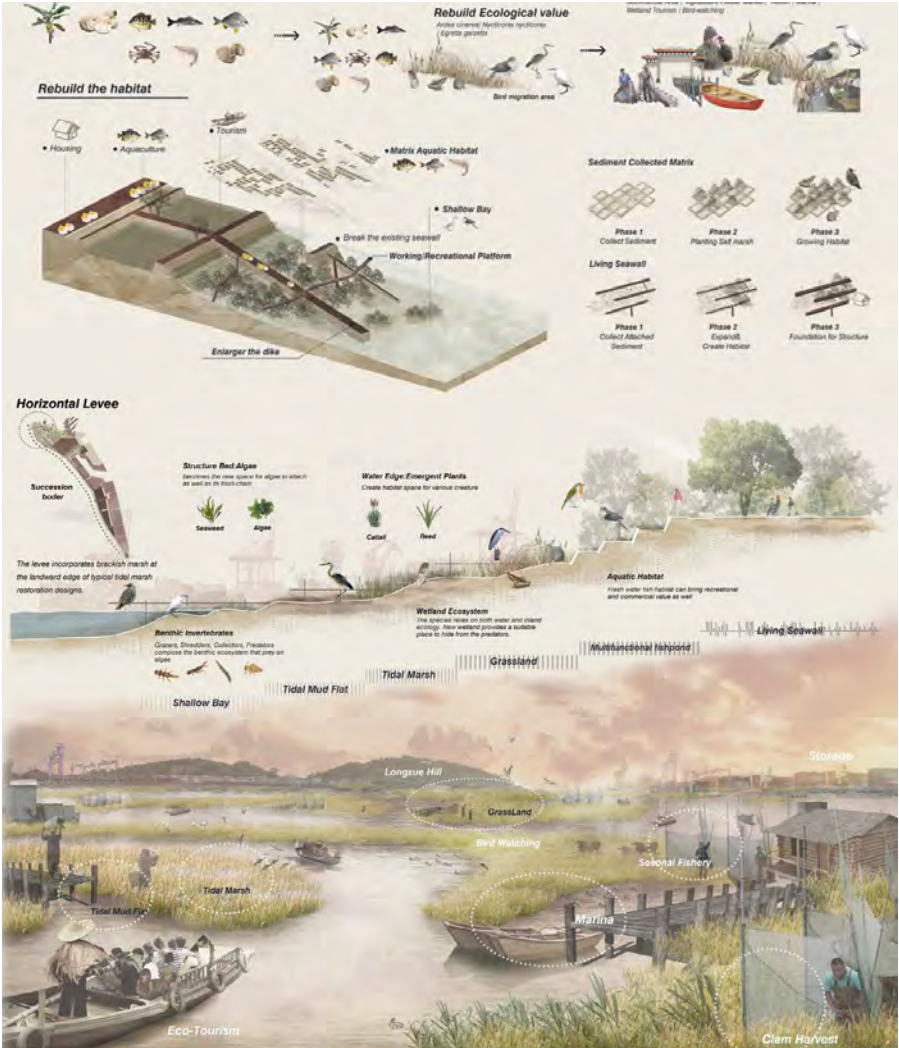


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## HYDROLOGY



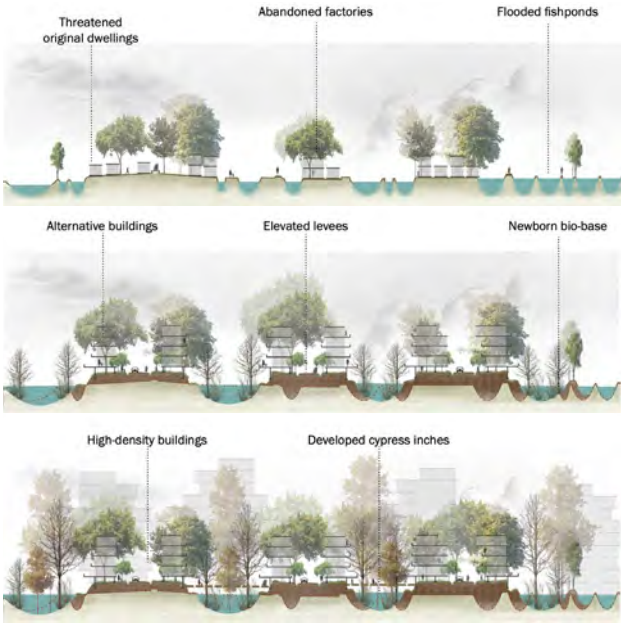




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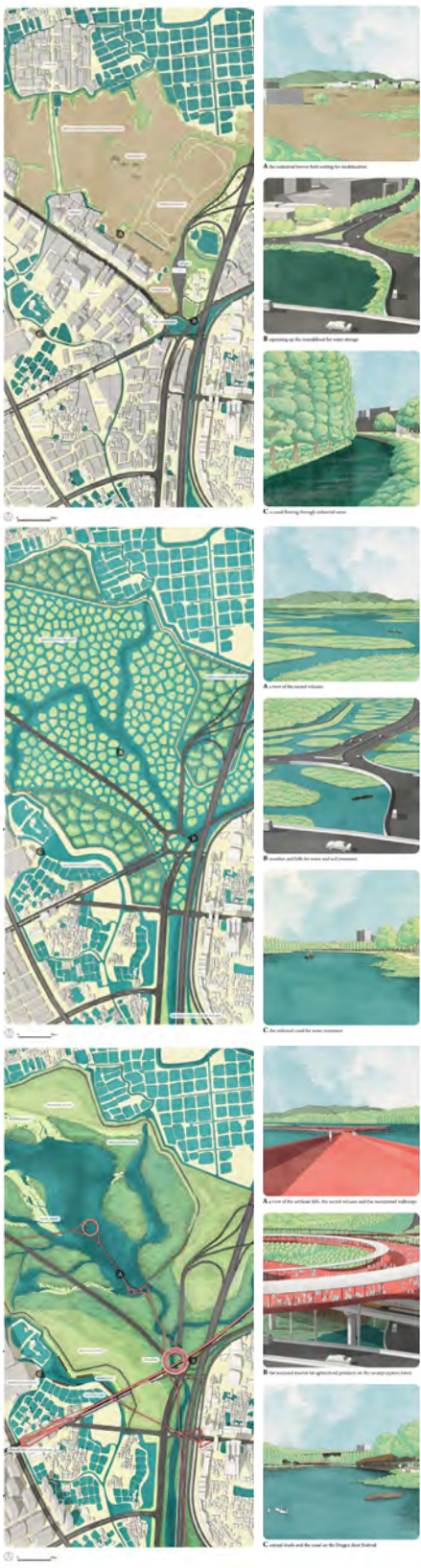


5



6

- 4:** Rebuilding Ecologies in Longxue Island by HE Jialei Constance
- 5:** Views of a Multifunctional Infrastructure for Rainwater Harvesting in Macau by SATTAYANURAK Kanisa
- 6:** Levee Town: From Flood Mitigation to Urban Expansion by CAI Xinya
- 7:** Restoring Storm water capacity and ecological networks in Foshan's Mulberry Orchards by FENG Lishen



7



Landscape Technology I  
Grading and Drainage

*Landscape Technology I* 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, stormwater infrastructure and management, and site layout and road design.

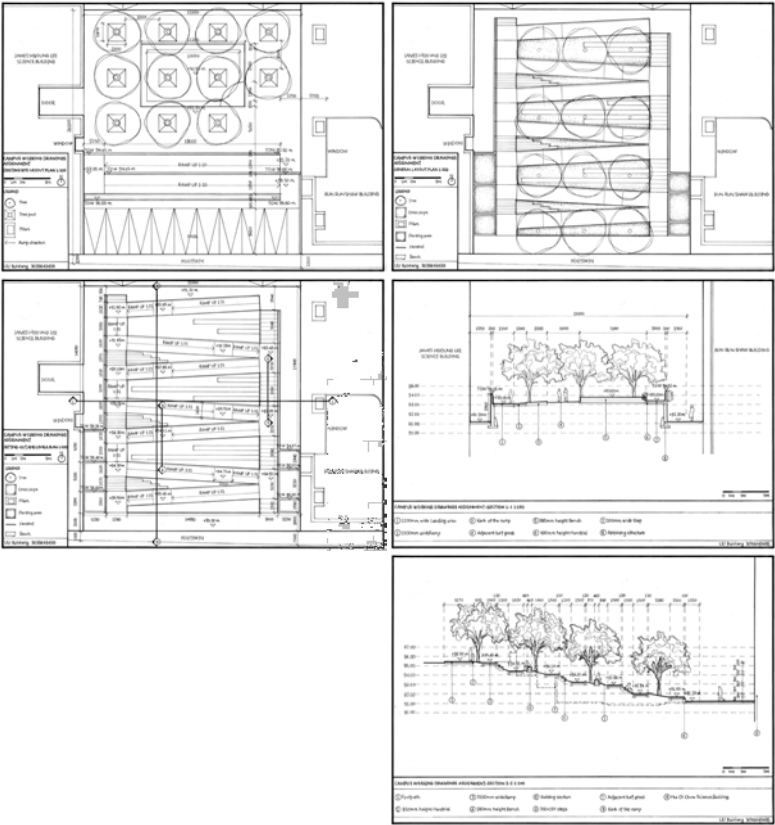
On this basis, students surveyed levels and plotted contours on campus with reference to as-built construction drawings; mapped surveyed information on plan and plotted accurate sections. They learned how to design and estimate cut and fill earthworks, and how to use contours to clearly illustrate designs. 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 integrated with the concurrent studio 'ARCH7131: Hong Kong Hybridity'. Students worked in groups to produce accurate large-scale as-existing plans and sections, which served as base drawings for their individual studio designs.

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.



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1:  
Group pin-up of assignment  
study area as-existing survey  
record

2:  
Campus Drawing Package  
by LIU Ruixiang Ray

# Landscape Technology II

## Material Detail in Landscape Architecture

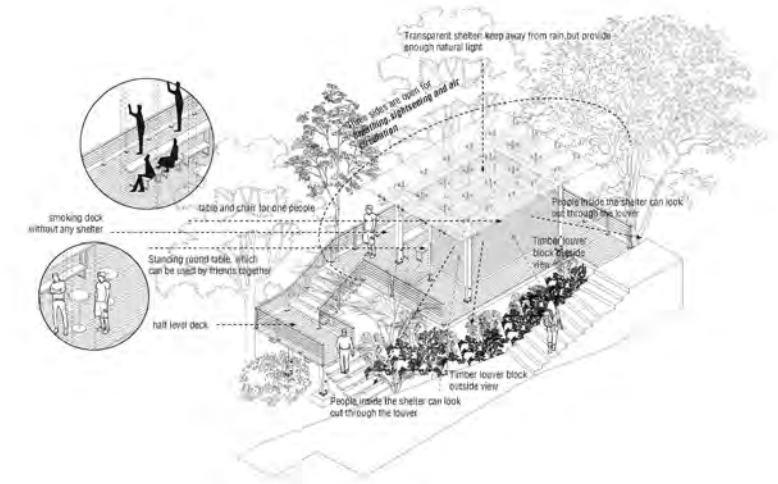
The successful practice of landscape architecture, as with any art or science, is founded on a comprehensive knowledge of materials and their technologies. In landscape we choose from a very broad spectrum of materials, and deploy them over a wide range of physical and temporal scales.

Material Detail in Landscape Architecture is an MLA core course that explores the materials commonly available to the landscape designer, how they are produced, defined, used and recycled, together with strategies that designers adopt for their selection, combination and application in different landscape settings. In doing so, we can see how these particular processes can be a methodology for design.

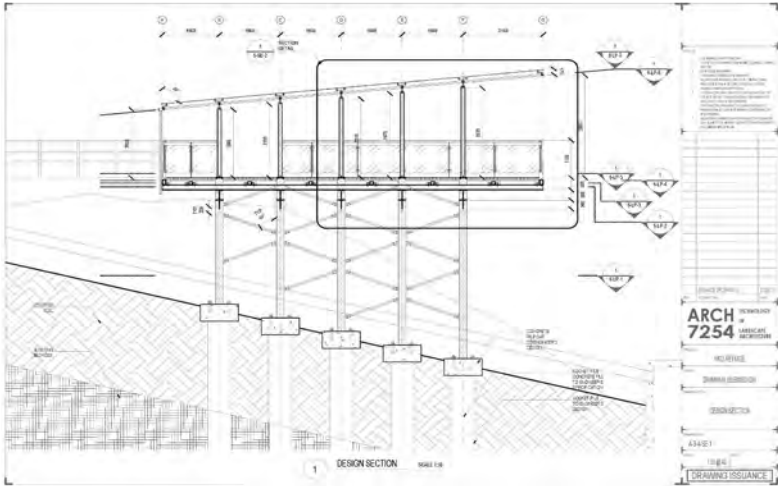
This year, our advanced material performance and design case studies, together with elemental studies ('variations on an object'), led students to prepare detailed designs, construction drawings and specifications for an elevated platform / noise refuge on a steeply sloping, wooded site at the heart of HKU campus.



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- 1:  
Assignment 3: Refuge  
by CHU Shing Chun Paul
- 2:  
Axonometric plan design analysis  
by ZENG Siwei Sylvia
- 3:  
Design section  
by YUEN Chun Yin Tony
- 4:  
Assignment 3: Refuge  
by YAN Tsz Ching Jenny



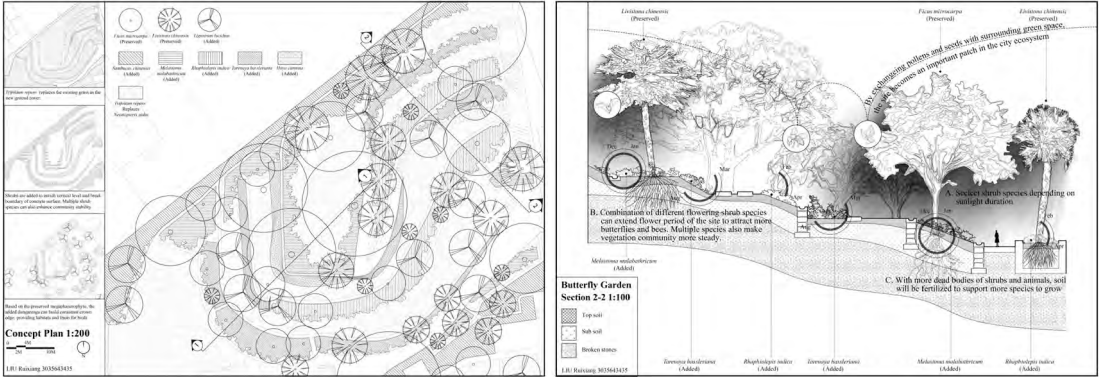
# Landscape Plants and Ecology I

## Plants and the Environment: A Special Relationship

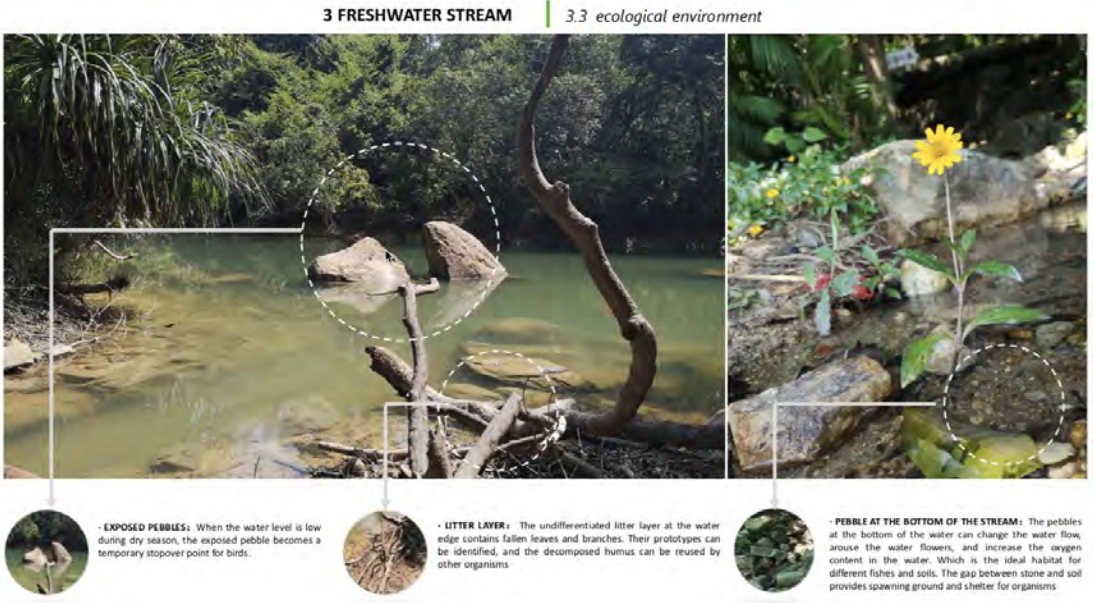
This course enables students to develop an understanding of key ecological principles, and to appreciate how these principles underpin successful landscape design and plant selection. Students were introduced to the main ecosystems of Hong Kong and also to the concepts of succession, biodiversity, habitat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



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- 1:  
Field trip to Tai Po Kau Nature Reserve
- 2:  
Habitat creation  
by LIU Ruixang Ray
- 3:  
Habitat mapping – Aberdeen Country Park  
by LI Yuchan, TANG Donglin, WANG Yufei, HUO Chunyu
- 4:  
Outdoor classroom in Tai Tong

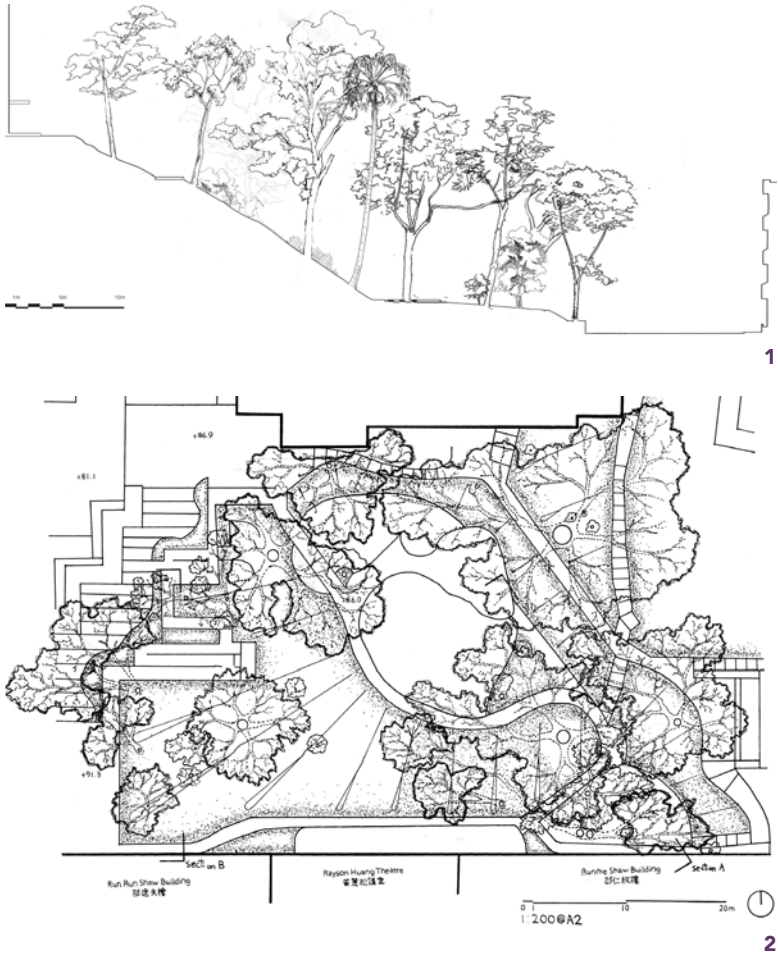


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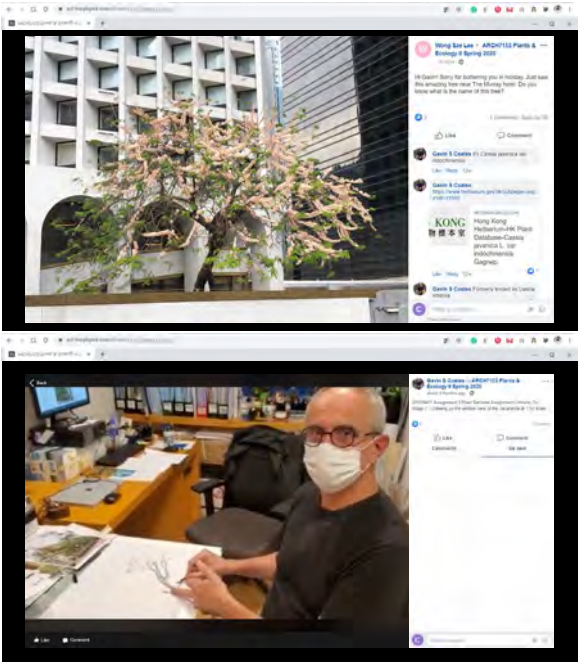


**Instructor:**  
COATES Gavin  
**Teaching Assistant:**  
CHANG Gengjiaqi Silvia

*Landscape Plants and Ecology II* focused on 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. Students examined the aesthetic, functional, and ecological characteristics of plants, how they vary over time, and how the designer interacts with these processes. In terms of horticultural knowledge, students were expected to familiarise themselves with a basic plant palette of commonly found plant species representing a range of urban and seemingly natural habitats. Field trips are normally a mainstay of this course, providing a multitude of real-life situations where the long term successes and failures of planting designs can be observed and discussed. This semester, face-to-face field trips were substituted by over 370 videos posted on a Facebook workplace site dedicated to this course. In addition, a series of online quizzes and a plant reference assignment aimed to foster the habits of continuous observation and learning about plants and their interactions with their environments. A plan and sectional drawing assignment required students to accurately measure, map on plan, and draw scale sections of the trees and other vegetation on wooded parts of the campus. The intensive observation needed to carry out this seemingly simple task is a revelation, and effectively shatters our preconceptions of how trees and other plants grow and respond to their surroundings. Demonstration videos explaining how to tackle the assignment were posted on the course Facebook workplace site. Students applied this knowledge in a small courtyard design assignment, producing a planting plan, plant schedule and presentation drawings.



**1:**  
Section of wooded area on HKU  
Campus  
by HUANG Ying Lily  
**2:**  
Plan of wooded area on HKU  
Campus  
by LO Wai Ching  
**3:**  
Screenshots from ARCH7153  
Facebook workplace site

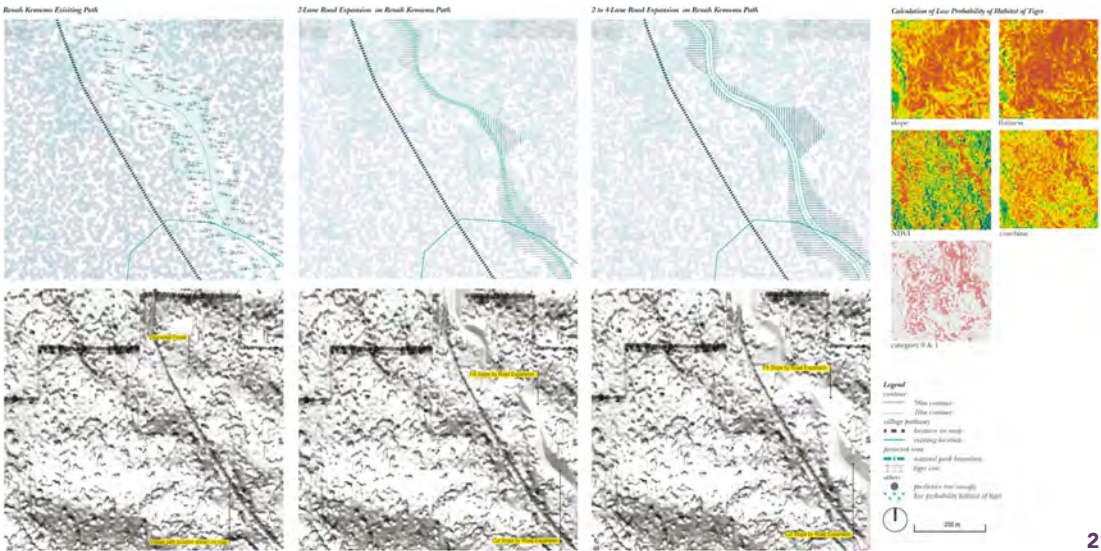




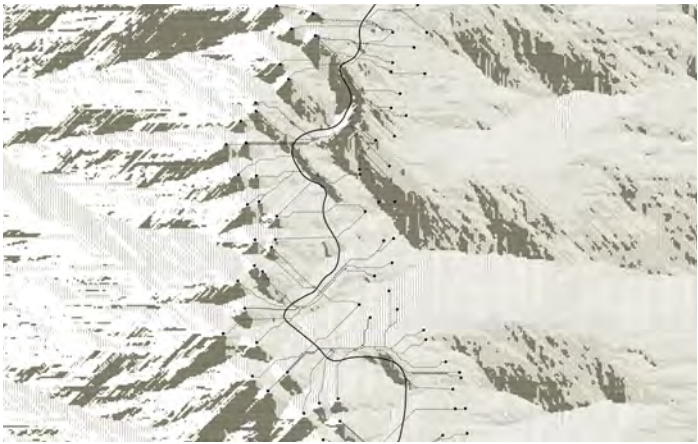
Visual communications for landscape architects, as it is taught and practiced, is often appropriated and derived from technologies and pedagogies of architecture and planning. However, landscape confronts forms, material conditions, and ecological processes more complex than the other design disciplines. 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 focuses 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 organization, 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 and datascape; and advancements in point-cloud technologies in the 2000s. For their term projects, students explored conflicts in human-environment systems at sites across South and Southeast Asia via immersion in recent landscape ecology literature, especially the gradient paradigm of the last ten years. To complement their studio course in Indonesia for 2020, students applied GIS-based and parametric techniques to represent scientific uncertainty in ecosystem services, habitat, and occupancy modeling in central and western Sumatra, Indonesia.



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- 1:** Ecological heterogeneity across Three Acacia Plantations in Central Sumatra by ZHU Zijiang
- 2:** Three scenarios of road upgrading and potential tiger habitat impact in Central Sumatra by CHIU Ho Wan Isaac
- 3:** Least cost path (LCP) explorations by LIU Ruixiang Ray



**Instructors:**  
CHU Cecilia  
XIAO Han Pat  
**Teaching Assistant:**  
CHANG Gengjiaqi Silvia

The discipline of landscape architecture has undergone significant transformations over the past two decades, with various protagonists seeking to reconceptualize the roles of landscape architects and their fields of operation. This course explored the key intellectual currents that underpin the theories and practices of landscape architecture and cognate disciplines from the 19th century to the present day. It began by examining the professionalization of modern landscape architecture at the turn of the 20th century and emergent design thinking that responded to changing political, economic and social conditions in different geo-political contexts. The course also introduced students to key canonical works and the shifting relationship between landscape architecture and other built environment disciplines. The course consisted of lectures, reading discussions and other in-class activities. Assignments included two reading responses, a group presentation and an individual essay on a selected topic.

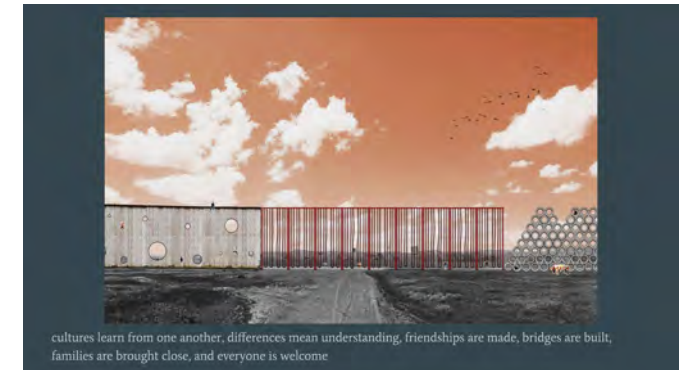
# Landscape History and Theory I

## Theories and Practices of Contemporary Landscape Architecture

### HOW DID LAND ART EVOLVE AND CONTRIBUTE TO LANDSCAPE ARCHITECTURE?



1



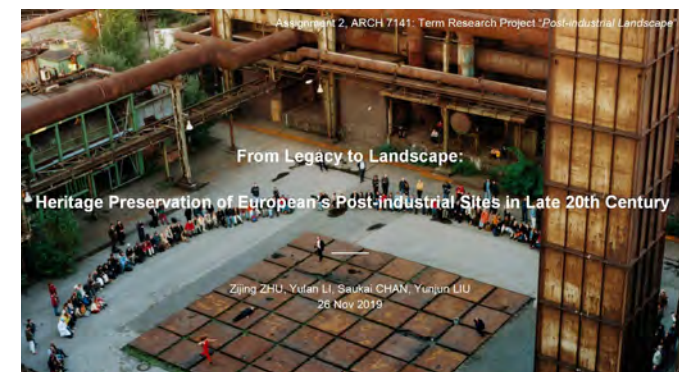
2

### Concept Design "The No Border Line"



The new border will indicate only geographic limits without separating people, a space open for interpretation

3



4

- 1:**  
How did Land Art Evolve and Contribute to Landscape Architecture?  
by CHAN Wing Han, HAN Jinrui, LEUNG Chun Fai Anson, YOUNG Hoi Yan
- 2 - 3:**  
Rethinking Landscape as a Tool of Border Enforcement: Is It Humanitarian or Suppressive?  
by CHAN Kung Wing, CHEUNG Kai Yin, CHEUNG Kwan Ho, LUKE Yat Sang
- 4:**  
Heritage Preservation of Europe's Post-Industrial Sites in the Late 20th Century  
by ZHU Zijing, LI Yulan, CHAN Saukai, LIU Yunjun



**Instructors:**

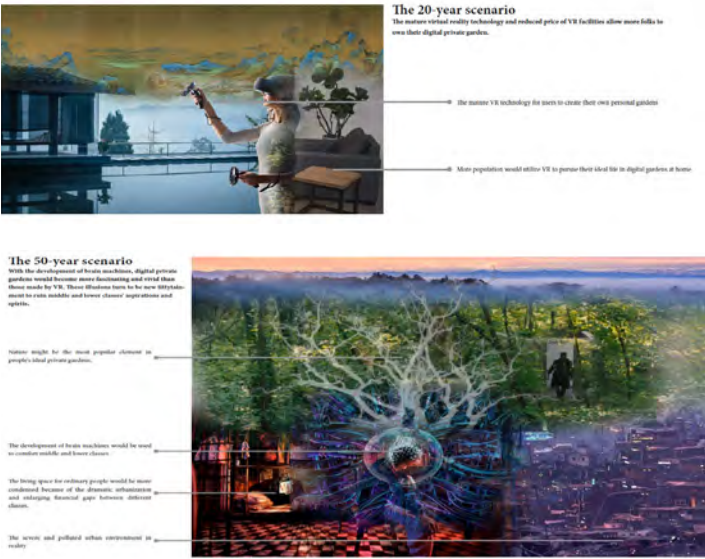
JIANG Bin

**Teaching Assistant:**

YANG Yuwen

XU Wenyan

This course critically evaluated the global contemporary practice of landscape architecture and planning at the urban and regional scales. The instructor led students to understand the historical origins and the social, industrial, and economic contexts of contemporary landscape design and planning, then turned to explore the various responses in landscape architecture and related disciplines to recent interrelated developments shaping the context of contemporary practice. Students then applied the knowledge and skills they obtained to write short essays and research papers, and design boards to reasonably imagine how the urban landscape might evolve in the future. This course reviewed various typologies of green, modernist urbanism and examined how shifts in thinking and conceptual frameworks have prompted landscape architects to engage in more strategic, catalytic modes of practice. Each class consisted of a thematic lecture and a set of research questions to help students to further think about the topics. The instructor worked with students on design or research issues of mixed topics.

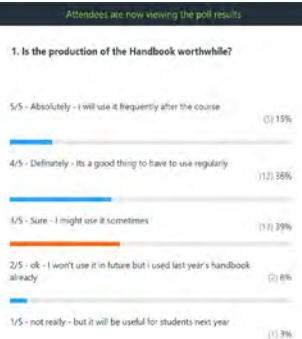

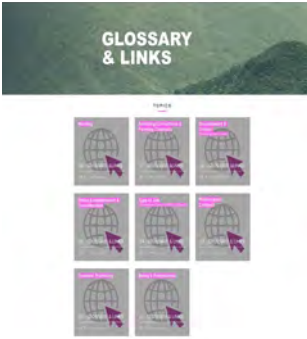







**Instructor:**  
WILSON Barry  
**Teaching Assistant:**  
CHANG Gengjiaqi Silvia



In this course, students were given the opportunity to consider post-academic working life by adopting a professional working outlook and habits during thirteen weekly sessions. Utilizing immersive activities, students became familiar with the basic principles, common concerns, and requirements of landscape architectural practice. This included an understanding of behavior, ethics and professionalism, landscape services and consultancy, project team, practice and construction management, procurement, and contract requirements. Working in groups, students presented weekly deliverables via video and other online media utilizing Zoom conferencing. The peer groups were able to engage in a discussion and debate, while real time assessment apps were utilized to provide feedback on presentations. Innovation, creativity and research skills were prized and students were challenged through the needs for teamwork, project management and assessment of peers. All deliverables were continually augmented by developing a course website platform that aims to serve as a professional practice handbook in future.

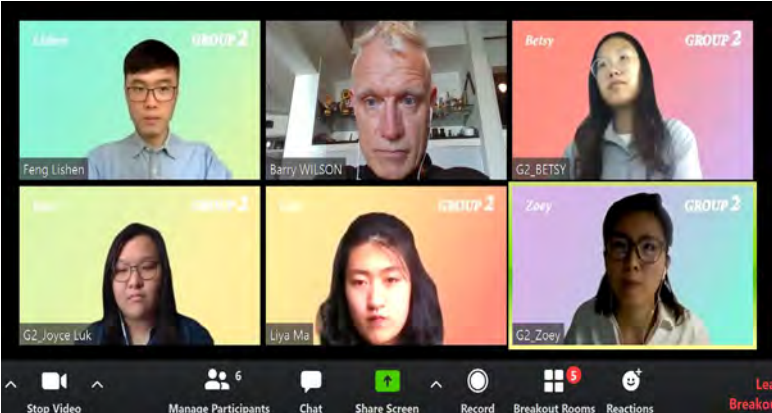
<https://landscapepractice.wixsite.com/landpractice2020>











1:  
In-class game voting games

2:  
In-class game

3:  
Landscape professional practice website

4:  
Online Presentation



# Elective: Urban Arboriculture

## Tree Management in Urban Landscape

This course was designed to provide students with the essential background knowledge required to successfully manage trees in the urban landscape. After an initial overview of the physical and commercial contributions that trees make to the overall quality of life in urban areas, students 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 through appreciation of a tree's health, form and architecture. Students were guided through the standard formatting for tree surveys and became familiar with the terminology and methodology for undertaking tree risk assessments. An important part of the course looked at how to assess/appraise trees suitable for transplanting and under what circumstances transplanting is possible, taking into account various site constraints, species limitations, and tree age, etc. using examples that were found during our field trips. The course was completed by discussing how trees can best be managed and maintained in the urban forest using references to basic physiological and anatomical principles, and concluded with examining the merits of the various above- and below-ground supporting and securing systems for newly planted trees.



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1:  
Group photo

2-4:  
Site walk

(Photos by WONG Wae Ki Sammi)



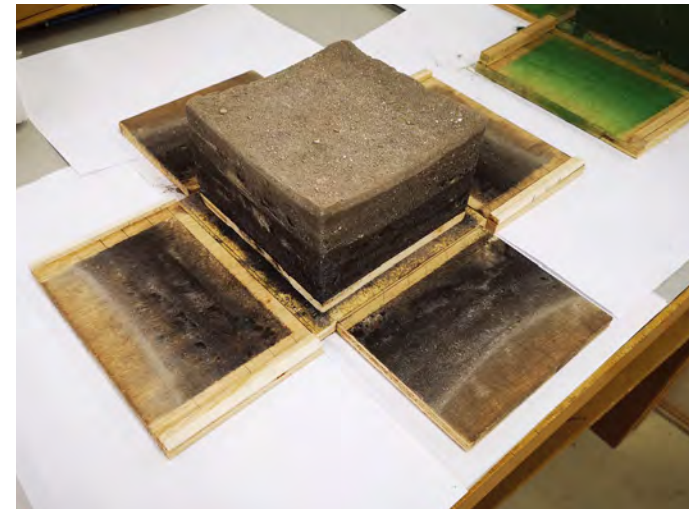
# Elective: Advanced Topics in Sustainability

## Testing Ground: Traditions and Potentials in Sourcing Materials Locally

The elective research seminar integrated hands-on material fabrication with technical and theoretical discussions. The course identified two main concepts of material sustainability: the stressing of low ecological impact in material production and the idea of reusing and redistributing materials in various forms during their life cycle. To understand life cycles of constructed landscape, it is crucial to comprehend its underlying ecological footprint and material history. Respectively, it is key to understand the local material flows and contextual natural resources – beyond concern about material qualities and properties – to apply and use material sustainably. The seminar introduced key concepts of materials flows and examined the use of local earthen materials in contemporary landscape architecture. It used the exploration of material qualities as a tool to understand wider concepts of sustainability and urban resources, as well as fabrication and analysis technologies. Students were challenged by the theoretical, environmental, and social objections of extracting soil from the urban ground. The course enabled a discussion structured around learning about a specific material – through on-site exploration, physical testing, desktop research, and fabrication – and enhanced the understanding of a material's composition, usability, and adaptability.



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**1:**  
Final review  
(Photo by: ECHEVERRI Natalia)

**2 - 3:**  
Rammed earth brick with  
magnesium oxide and ramming  
tools  
by CHIU Ho Wan Isaac

**4:**  
Rammed earth bricks made from  
local soil  
(Photo by: CHAU Li Yin Sabrina)

**5:**  
Material tests  
by CHAN Yuet Sum Canossa

**6:**  
Field trip to To Yau

**7:**  
Field trip to Dragon Kiln



6



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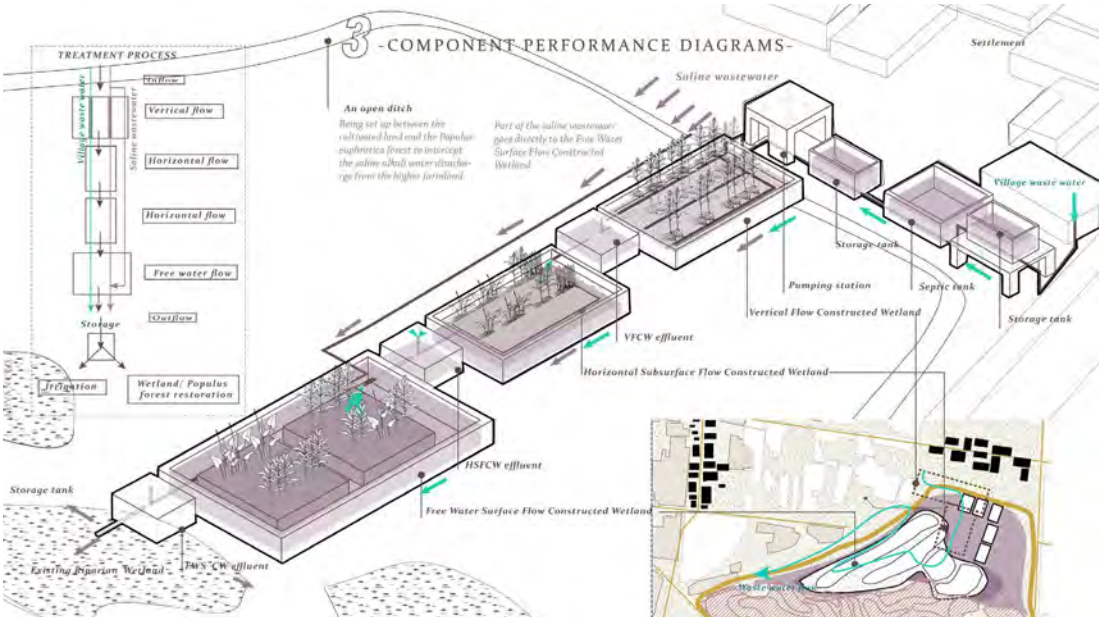


Elective: Advanced Topics in Digital Media and  
Fabrication  
Finding Craft in Landscape Architecture

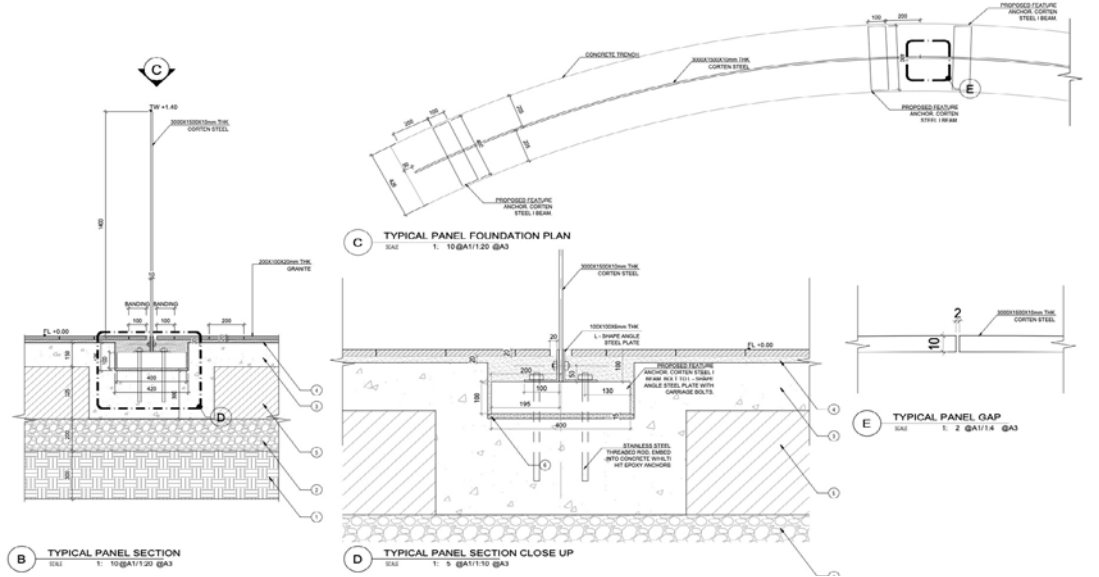
This course introduced a selection of innovative site construction, fabrication, and assembly strategies available to landscape architects in the production of durable, well-crafted, functionally designed landscapes. The course was structured around the familiar disciplinary divisions of hard-scape / soft-scape. The 'Hards' module explored advanced production methods for concrete, stone, metals and wood, focusing especially on how material composition and selection affects workability and impacts a material's performance over time. The 'Softs' module turned to the constructed soil and vegetative systems often intended as 'performative' landscapes, with students exploring the details, specifications and design considerations of compact constructed wetlands, living machines, and various phyto-technologies. For both units, in-depth case studies were presented to discuss the considerations and rationale behind material systems and design detailing decisions. In a final module, 'Communication,' students looked at the documents and communication techniques used in translating design drawings and specifications into clear forms of instruction. The final term project asked students to develop a pre-existing component from their own studio or thesis project into a construction-ready fabrication/assembly detail package. Beyond careful detailing and specifications, students were also asked to imagine the construction sequence, communication milestones, and anticipated coordination as a fabrication 'narrative.'



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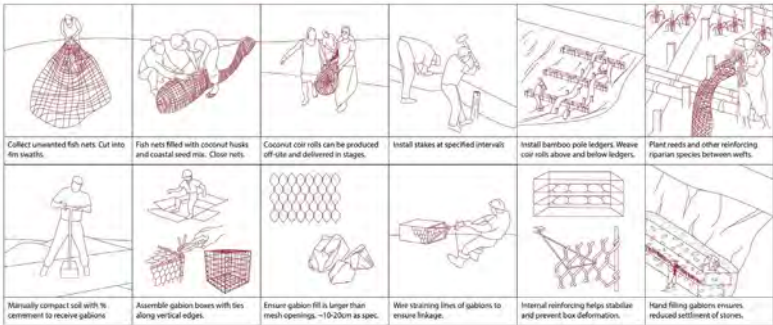


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- 1:  
Mini Subgrade Detention Planter  
by ZHAO Yuwei Vivi
- 2:  
Vertical and horizontal flow  
constructed wetland  
by CAI Wenwen
- 3:  
Rolled steel wall, mounting  
details  
by CHIU Ho Wan Isaac
- 4:  
Villagers' construction manual  
by CHAU Li Yin Sabrina



4

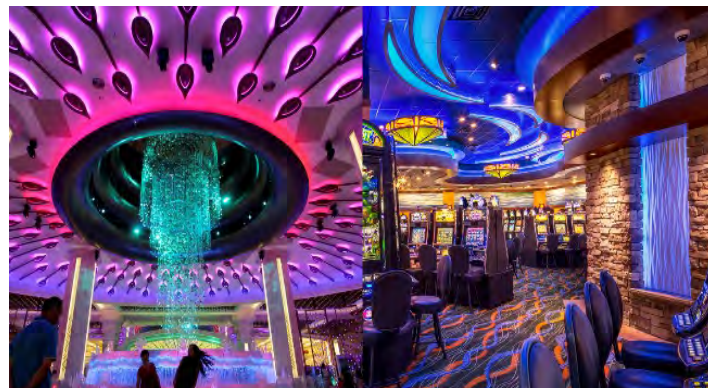


**Instructor:**  
JIANG Bin

**Teaching Assistants:**  
LUO Lan  
LIU Xueming

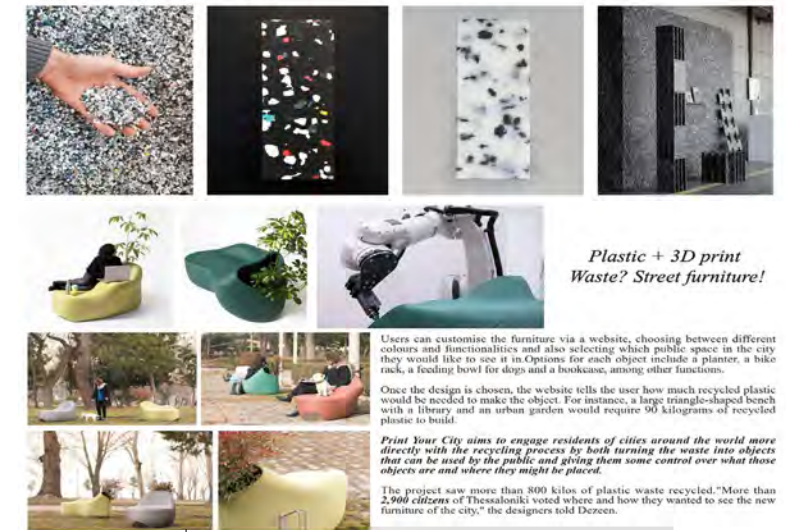
This course examined the complex relationship between the quality and the characteristics of urban environments and human psychology, behavior, and well-being status. The main objective was to promote designers' critical thinking skills and research skills, and to encourage evidence-based design approaches. Students observed, analyzed, and understood people's mindsets, behaviors, and status within a specific physical, cultural, and economic context. Then, students used the knowledge and skills to develop their own design philosophy, methods, and concepts for creating appropriate living environments.

The course demonstrated and explained theories, scientific evidence, and design cases on multiple types of urban environments. Each class included a short presentation and comments time, a formal lecture, and a workshop. In each workshop, the instructor worked with students on a specific design- or research issue of different types of environments.



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### terrazzo-like material



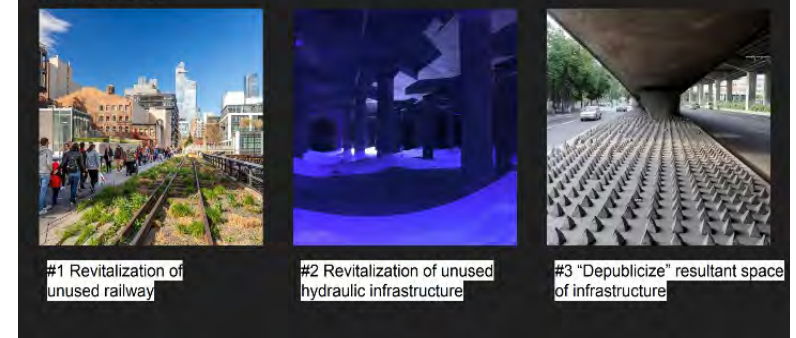
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- 1:  
Casino's Environment: Latent Psychological Design Intimations  
by YUEN Chun Yin Tony
- 2:  
How can Landscape Architecture Contribute to Solving the Plastic Problem?  
by ZENG Si Wei
- 3:  
Urban Graffiti in Hong Kong  
by WU Jing
- 4:  
Neglected Infrastructure Transformation  
by CHAU Li Yin Sabrina

### Overview



4



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 with regard to 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 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. The course was conducted via online sessions, which featured weekly quizzes on the topics covered, presentations, and an individual Q & A interview as part of the assessment process.



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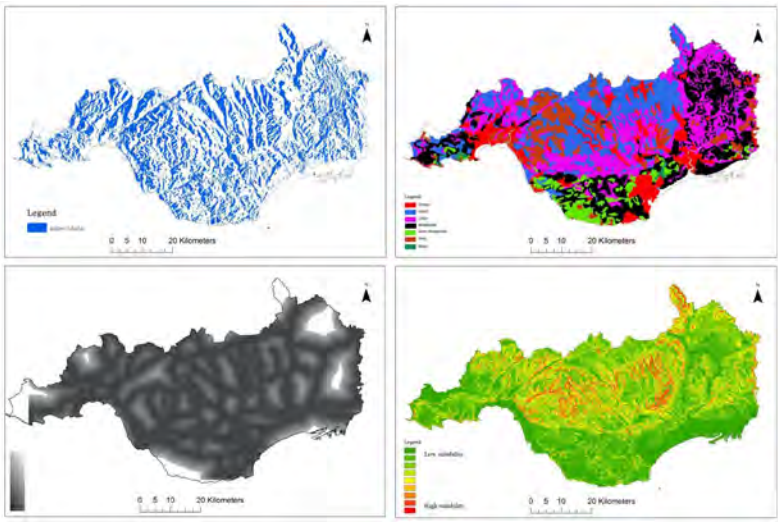
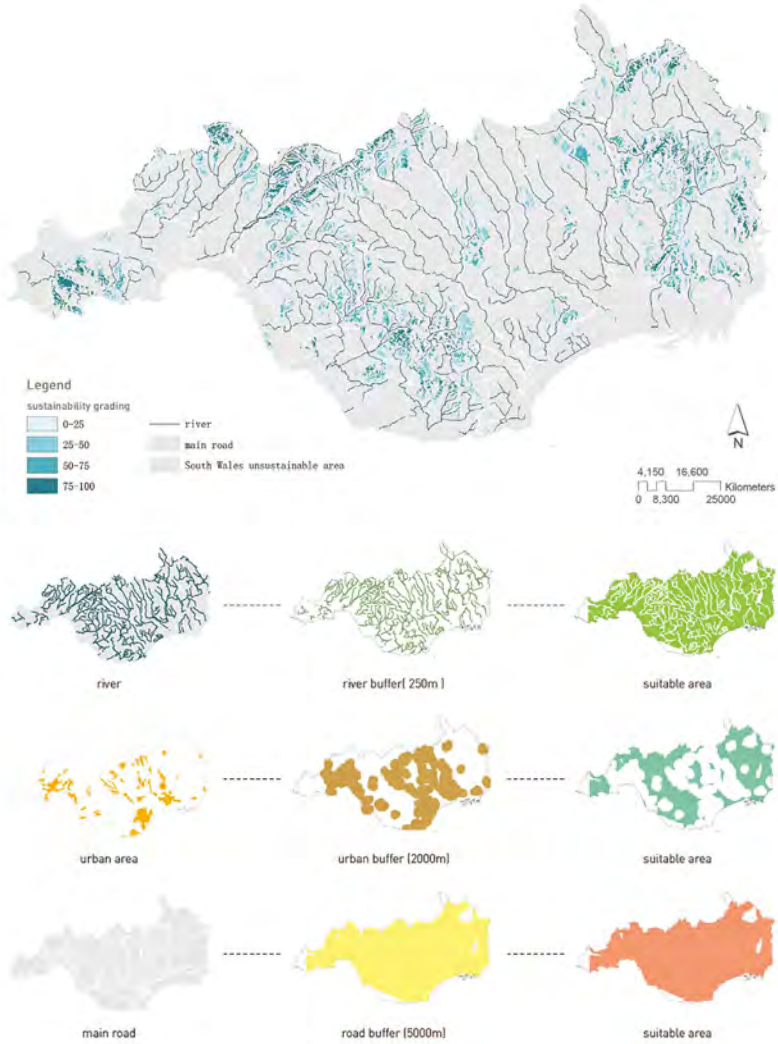
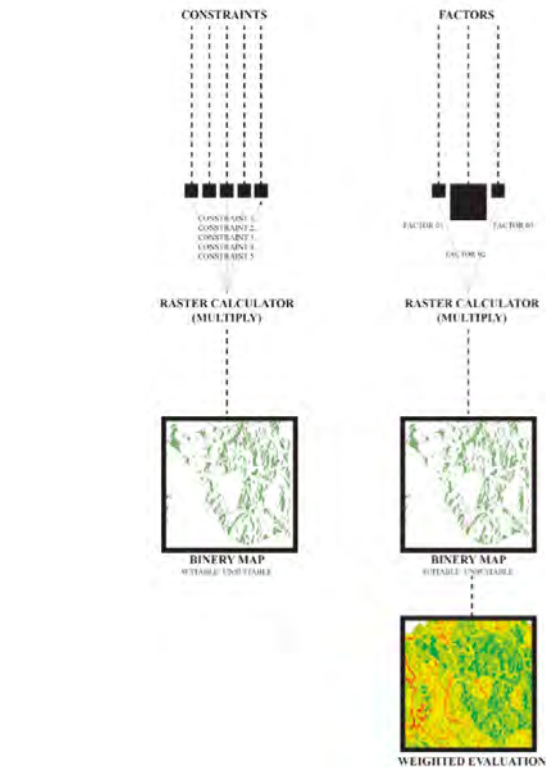
**1-2:**  
Site Walk  
(Photos by WONG Wing Yin  
Erica)



# Elective: Reading Seminar in Landscape Architecture II

## Advanced Topics in Landscape Theory: Spatial Analyses and Urban Environment and Health

The objective of the course is to introduce GIS-based spatial analytic tools to landscape architects for healthy cities design and planning in order to decipher underlying connections between neighborhood spaces, places, and people. Step-by-step approaches to GIS-based spatial analyses and modeling techniques on raster and vector datasets were introduced to answer basic urban environment and health-related questions encountered by landscape architects in normal practice. GIS was introduced as a method for representation and measurement required for data analysis. Students explored several techniques to answer key questions via sequential application of analytical methods, including mapping and visualization, network analysis, and multi- criteria decision evaluation. The program also demonstrated various potential ways to incorporate spatial data aimed at testing specific hypothesis and research questions.

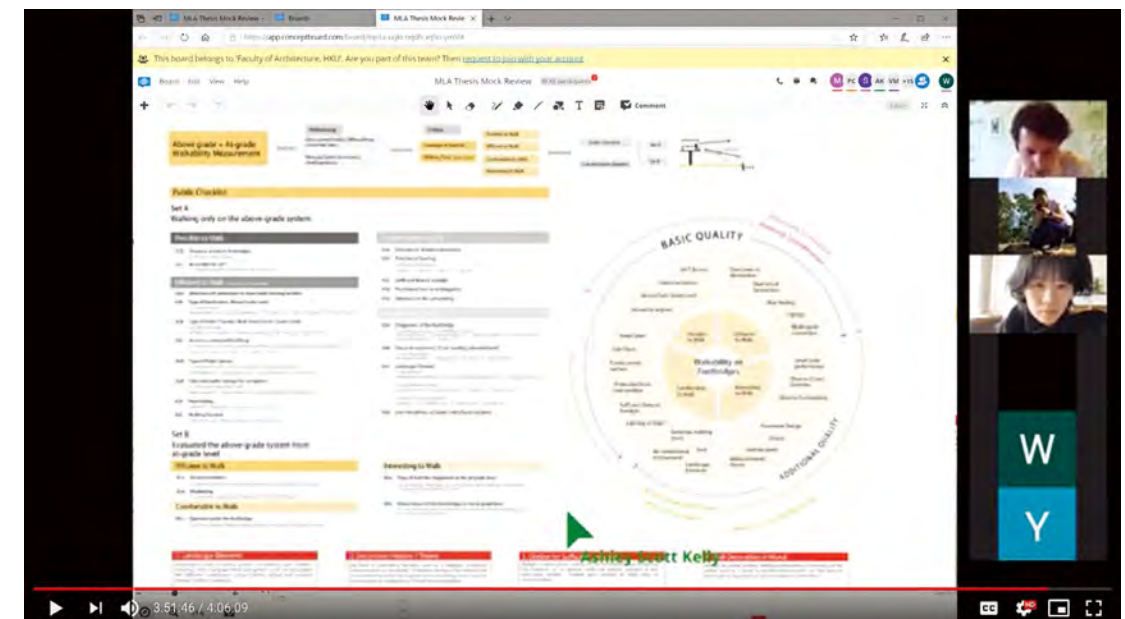
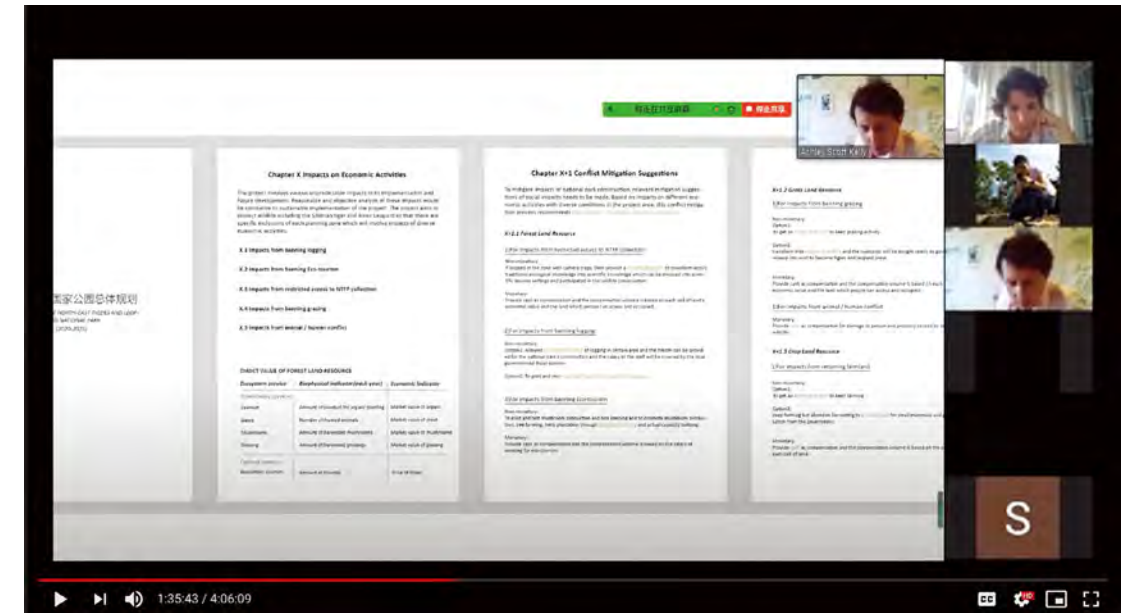


1 - 3:  
Suitability Study for Locating a  
Wind Farm in South Wales  
by DAI Luoyi Diane and SO Pu  
Chu Pearl



# Methods of Enquiry for Landscape Architecture Thesis

This 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 lectures, discussions and other specified in-class activities. Weekly readings are assigned to students, who are expected to complete them prior to the start of the next class. A total of 5 assignments are required, including a thesis proposal, which is due at the end of the semester.

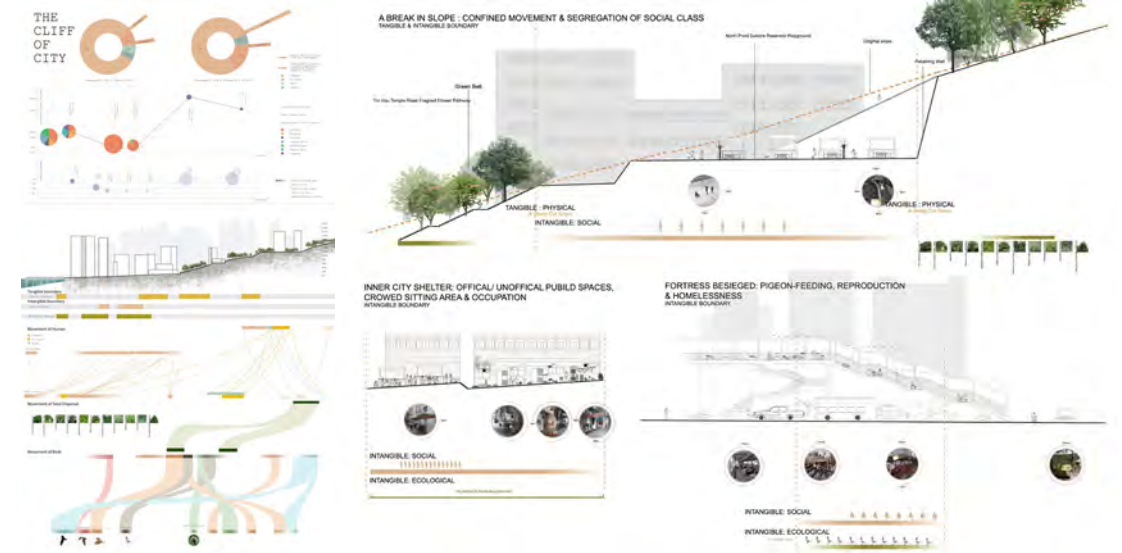




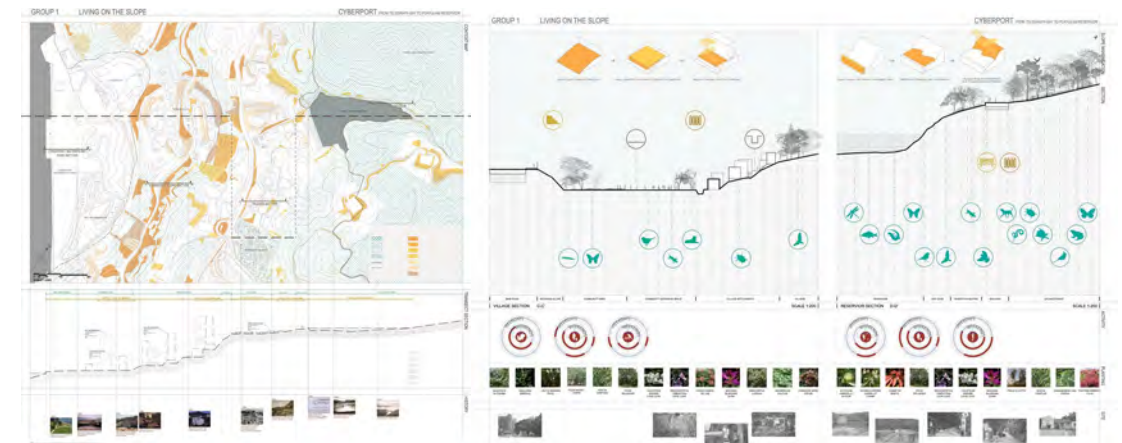
The MLA Pre-requisite Course has been developed to give students an introduction to the Division of Landscape Architecture, to the teaching program of MLA curriculum, and to the urban landscapes of Hong Kong. During this two-week intensive course, the first day was dedicated to introduction and orientation activities, which allowed MLA students to become acquainted with their classmates, the HKU campus, and its facilities. During the remainder of the course, students explored the ecologies of large urban parks in Hong Kong, paying particular attention to the species that inhabit them and the public users. Lectures, workshops and tutorials provided inspiration, practical skills, and information about Hong Kong, landscape architecture, and urban life. Public space plays a vital role in the life of the city. It offers an essential 'third place' venue for community activities as well as providing the environmental conditions for many non-human species to inhabit the city. In high-rise, high-density settlements such as Hong Kong, the lack of personal space emphasizes the need for effective public space, while producing incredibly rich ecologies. Through observations and analysis, students understood and represented the role of urban public space for life in the city, mapping out and recording intangible sets of relationships that make these places successful for both social groups and other living beings that appropriate and live in them. From a disciplinary point of view, the landscape architecture students learnt how to identify, communicate and respond to the needs of complex and diverse urban communities.



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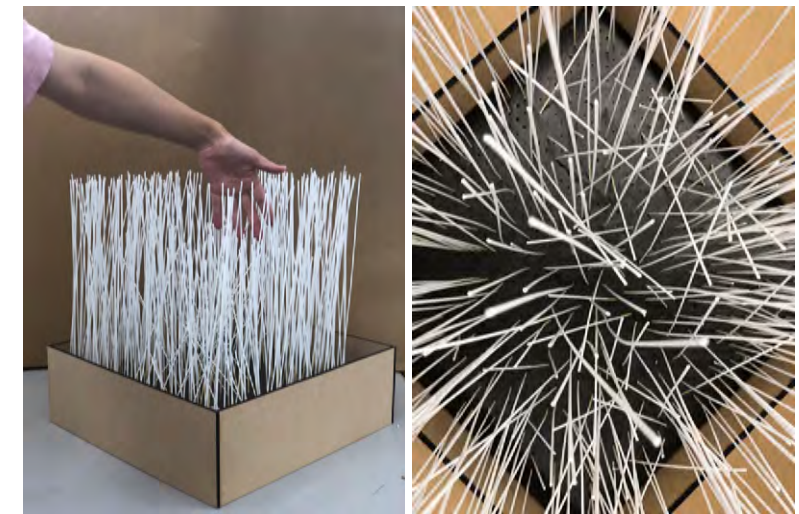


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- 1:**  
Coastal and Cultural Ecology  
Field at Tai O, Lantau Island
- 2:**  
'The Cliff City'  
by CHAN Kung Wing, CHAN  
Wing Che Jeremy, CHAU Li  
Yin Sabrina, XU Heyilu, YU Yan,  
ZHANG Jinling
- 3:**  
'Living on the Slope'  
by CHAN Ka Cheong, CHIU Ho  
Wan, TANG Donglin, ZHANG  
Yuchen, ZHAO Danlei
- 4:**  
Experiential Cornell Box  
by CHUI Shin Keng, HUANG  
Congrui, LI Yuchan, LIU Ruixiang,  
WONG Sze Lee



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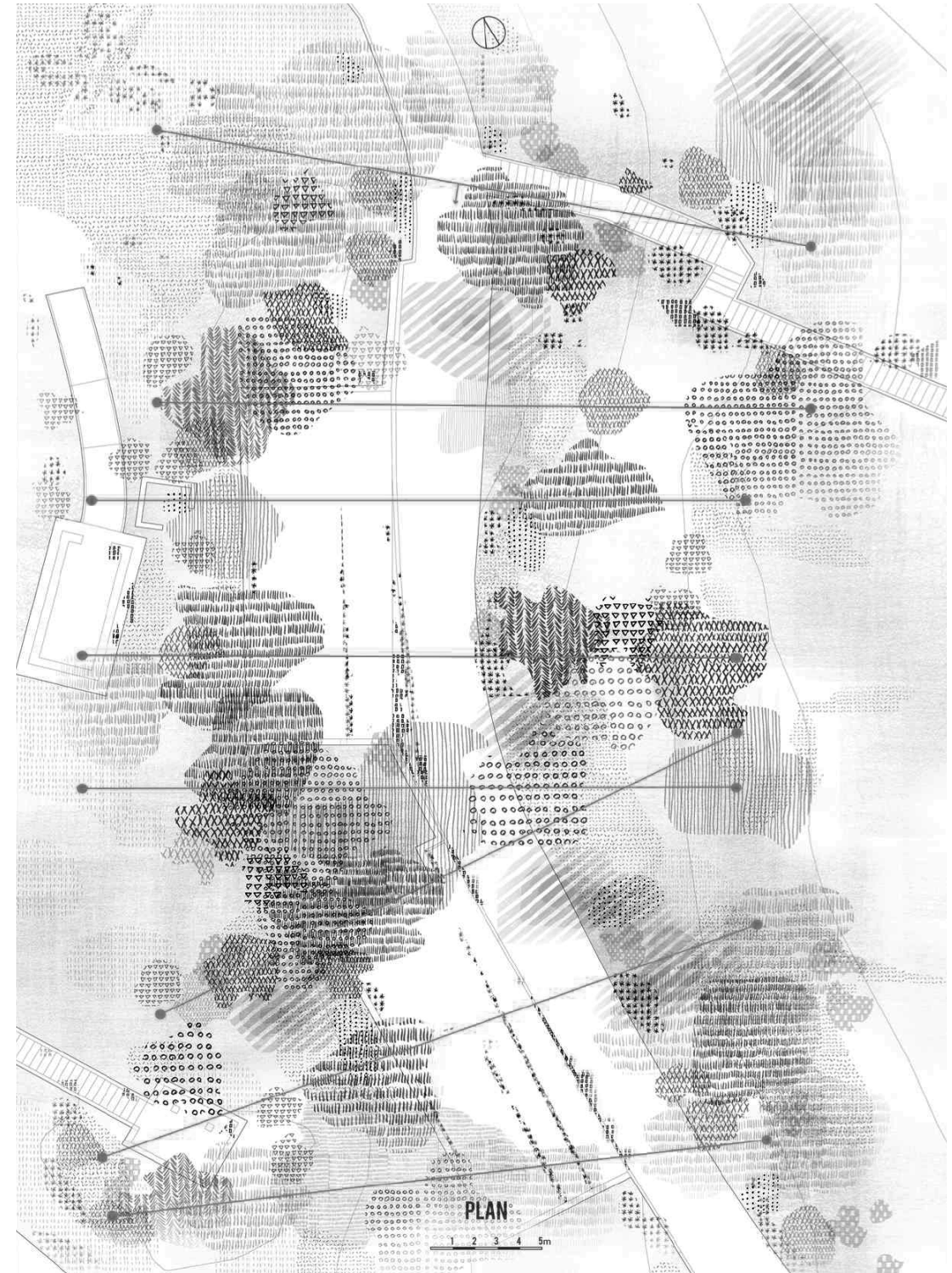
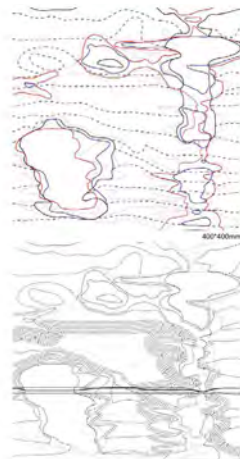




This foundation studio explored ways of reading, representing, and manipulating landscapes, focusing particularly on material, space and measure. The course was structured as a series of small, cumulative exercises within a small wooded site adjacent to campus—Pinewood Battery. The site was introduced as a site in process: an artifact of a militarized landscape and an example of a geologically and ecologically dynamic site. Students produced a range of drawings, treating the act of surveying as an interpretive, dynamic exercise where students represented gradient (as opposed to edges); network (as opposed to objects); and parameter (as opposed to dimensions). The various layers of the site: deposited, shifted, eroded, stabilized, cultivated, maintained, naturalized, ruined, and interpreted, were, in the first exercise, the context for observation and rigorous documentation of sequential sections, rendered plan, and photographic collage. In the second exercise, students developed a landscape of simple structures, landforms, and vegetation strategies that were derived from physical material experiments using models. In the final exercise, these generative drawings and experiments formed the basis for the design of a new landscape intervention within Pinewood Battery. Successful projects engaged with the dynamics of the existing landscape to create new experiences of nature and heritage at the city's urban fringe.



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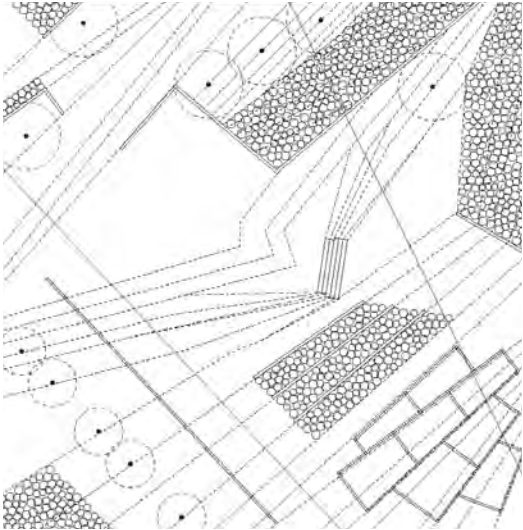
- 1:**  
Plaster, pigment, and sand form studies (P2)  
by YAU Hoi Ying Ariel
- 2:**  
Site plan textures gradient drawing (P2)  
by CHEN Zhouying

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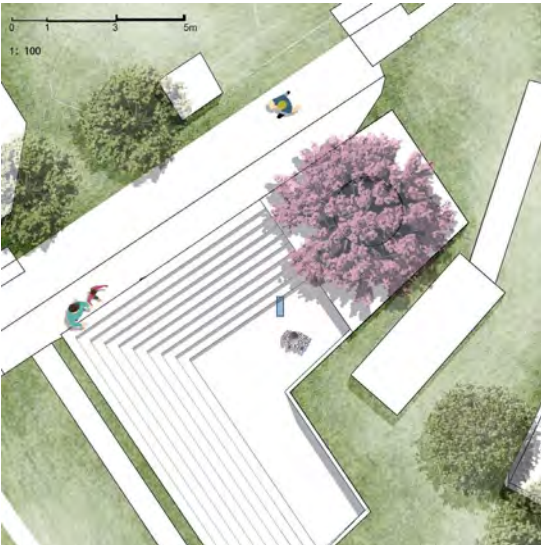
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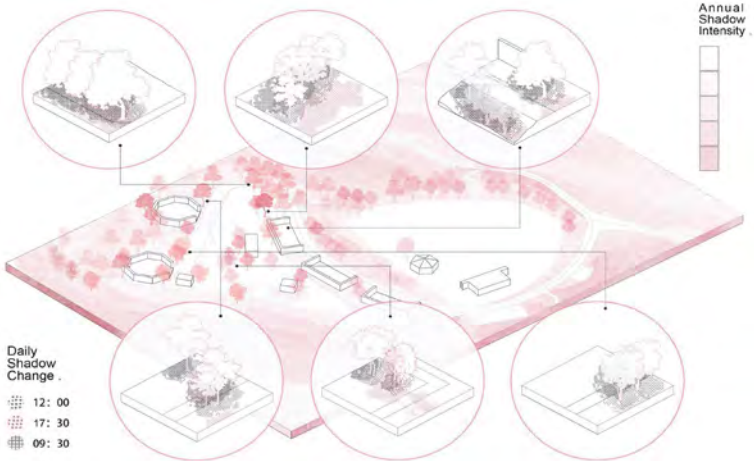


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- 3:** Final project (P3) intervention, site construction logic diagram by YAU Hoi Ying Ariel
- 4:** Site assembly plan (P2) by CHIU Yuan Karen
- 5:** Site assembly model (P2) by CHEN Zhouying
- 6:** Final project (P3) site plan by CHIU Yuan Karen
- 7-8:** Final project (P3) site plan detail, shade and landuse strategy by LI Xinwei Kinii



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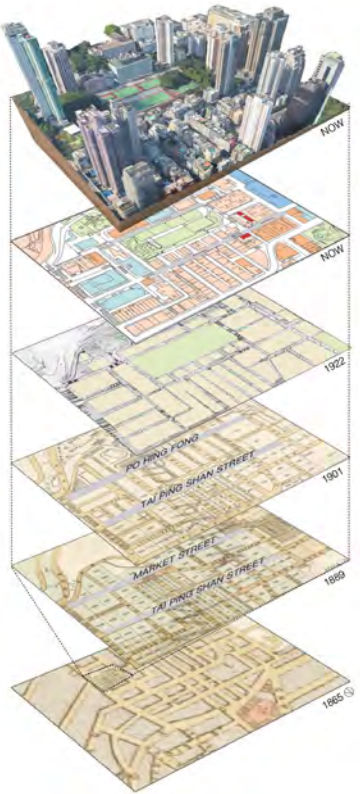
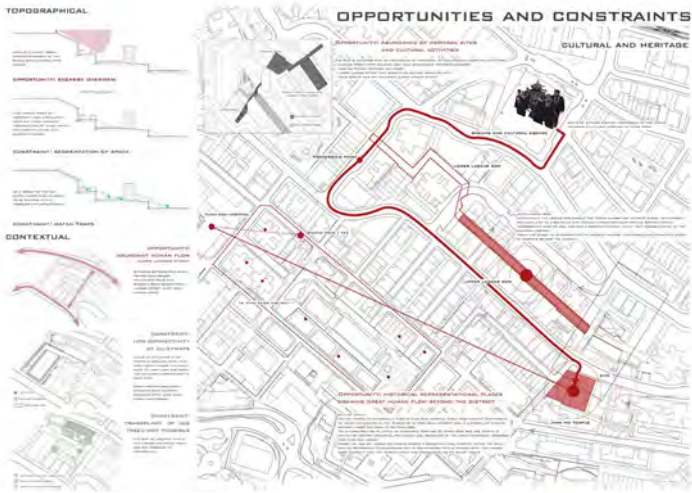
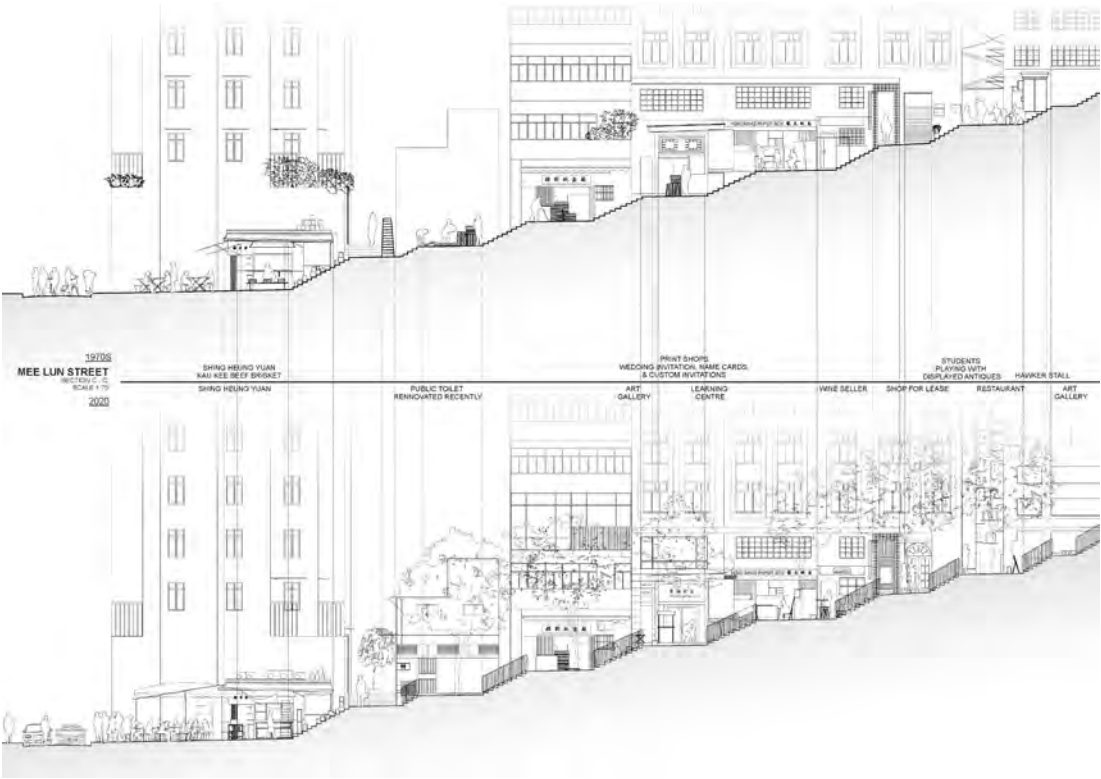


**Instructor:**  
MAK Vincci  
**Teaching Assistants:**  
CHIU Ho Wan Isaac  
WONG Sze Lee Ceci

This project took Sheung Wan as a study ground in order to explore its formal and informal open spaces. Sheung Wan is one of the oldest neighborhoods in Hong Kong. The terrain of the area south of Queen's Road West reflects early developments that were characterized by terraces and staircases to accommodate the topographic differences in the neighborhood. This is a rather unique setting in Hong Kong, and the challenge in this studio project was to find ways to create open space in this terraced neighborhood.

This studio started with an initial exercise to study open spaces in Sheung Wan in order for students to learn about their history, user patterns, modes of development/operation, and space networks. This exercise also aimed to give students some contextual understanding of Sheung Wan and prepare them for their upcoming assignments. After a precedent study that looked at how other landscape projects design open space on topographic sites, the second exercise of the studio introduced the design task and its site. At this stage, students learnt how to do site analysis, and how findings in the analysis can inform design directions.

Students developed a conceptual site plan in the third exercise, demonstrating their understanding of the site's context, topographic challenges, and access connection network. They incorporated open space programs reflecting the neighborhood's social dynamics. Toward the end of the project, students were guided to focus on key areas to further their design.



- 1:**  
Neighborhood open space  
overview: Section  
by FUNG Ngo Ching Louisa, LAW  
Pak Lun Parco, YAU Hoi Ying Ariel
- 2:**  
Site Analysis  
by HUI Ka Wun Memphis
- 3:**  
Neighborhood open space  
overview: Timeline  
by CHEN Zhuoying and LAI  
Chuxuan Cindy





**4 - 7:**  
Final site intervention  
by YAU Hoi Ying Ariel

**8, 12:**  
Final site intervention  
by LAW Pak Lun Parco

**9 - 11:**  
Final site intervention  
by YEUNG Hei Marco



Compared to architecture or geography, the discipline of landscape architecture is relatively recent and the potential it has to offer as a design practice is changing as new areas of intervention are constantly explored by contemporary practitioners. 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 in which to think about the world we inhabit.

As the idea of landscape is difficult to define, to delimit, or to fix, the course explored a variety of conceptual frameworks. It consisted of a guided tour through the variety of approaches, understandings, and definitions of landscapes that have influenced, or will influence, landscape architects in their work. The objective was to trace the histories—from the formation of cities and the descriptions of nature, to the exploration of ethnographers around the world—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 and was understood as a contemporary way to produce alternative futures.

Weekly lectures followed a thematic rather than chronological order, ranging from the history of the profession of landscape architecture itself and its early formation to the most challenging and alternative approach to landscape in disciplines seemingly unrelated. Students were encouraged to venture outside of their own disciplinary framework and to explore and define the disciplinary boundaries. They engaged critically with definitions of landscape, from art, geography, science, archaeology, and anthropology, through selected representative case studies. In the process, they became familiar with a wide range of approaches to develop intellectual positioning through argumentations and debates.



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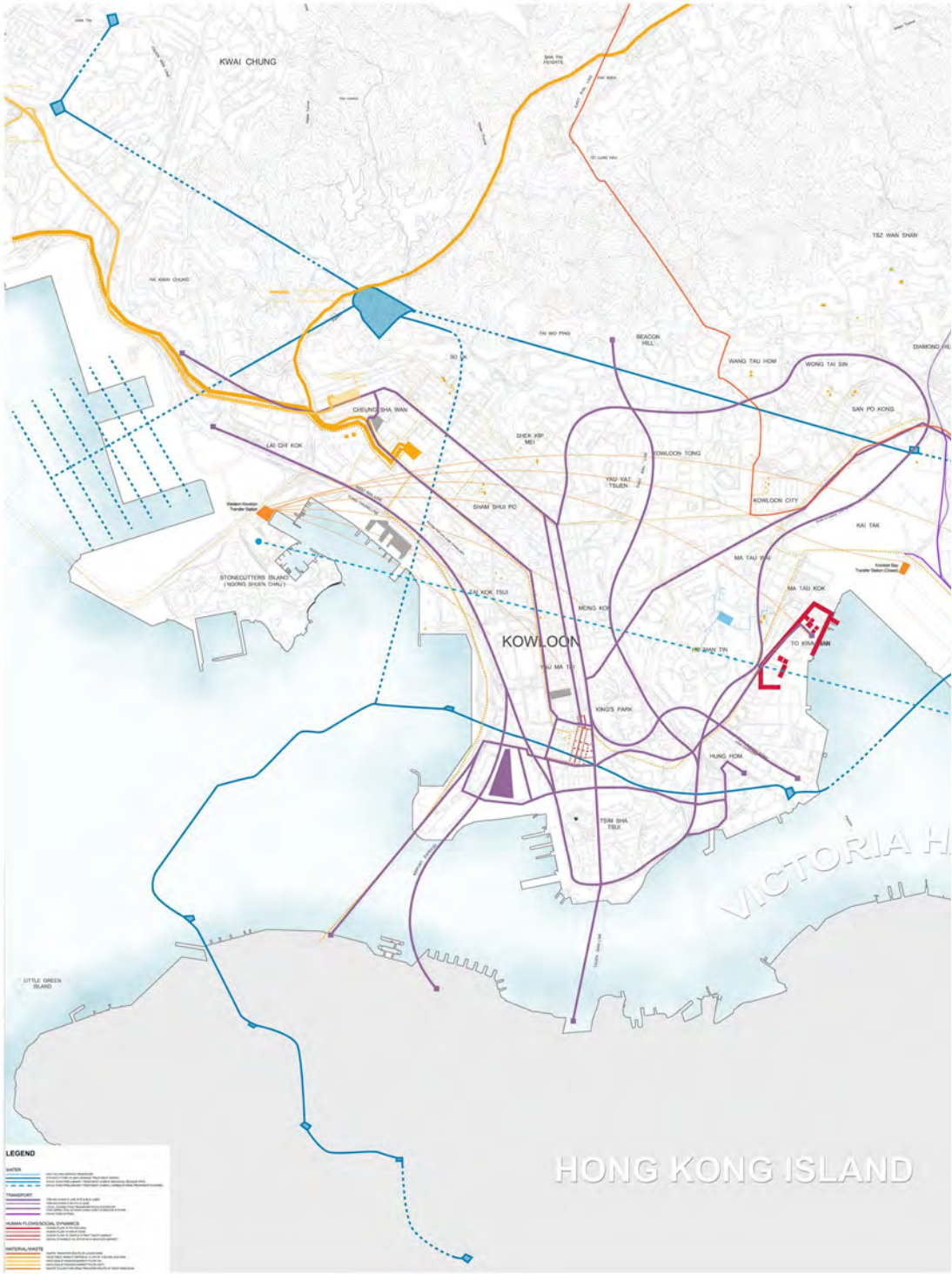
**1:**  
Chinese Garden History  
Presentation and Workshop  
by YEUNG Hei Marco, LI Xinwei  
Kinii

**2 - 3:**  
Cerdà and the Example of  
Barcelona Presentation and  
LEGO Urban Planning Workshop  
by LAW Pak Lun Parco

**4:**  
Landscapes in Photography and  
Film Presentation and Workshop  
by FUNG Ngo Ching Lousia, NG  
Tsz Ying Tiffany



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



**1:**  
As a class, students explored the landscape systems in Kowloon, and mapped out how they are connected as networks to facilitate contemporary living in the city. Group work.

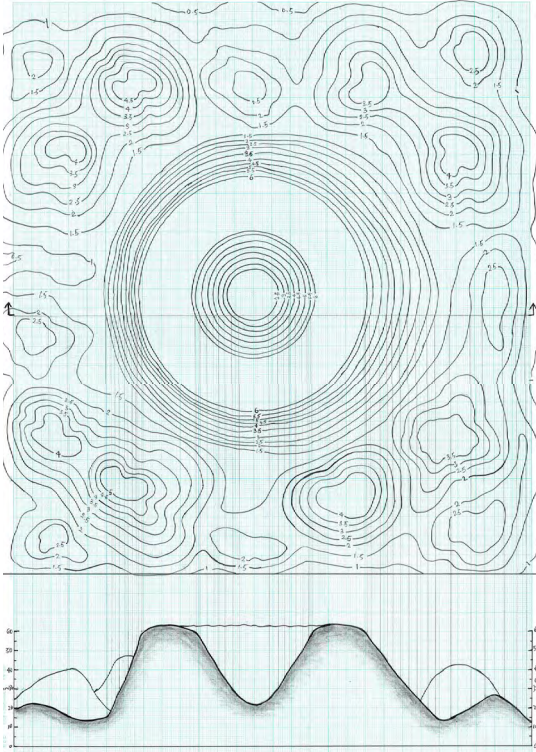


**Instructor:**  
COATES Gavin  
ROBINSON Ian  
**Teaching Assistant:**  
WONG Oi Ling Ellena

This course combined the two primary technologies employed by landscape architects to shape space and function in the landscape: landform and planting design. The three-dimensional literacy required to articulate these elements was introduced through various landscape representation techniques. The relationship between planting, topography, and human intervention and behavior in the landscape was explored through a 'virtual' field trip to Yuen Long Town Park using videos posted on Facebook workplace. Students further investigated this theme by means of their own case studies presented by video. Plants were introduced as members of plant communities and components of particular ecologies through further field trips. Students then explored the relationship between plants and human impacts on the landscape in a written assignment couched in the form of an imaginary letter from a particular tree or group of plants to us human beings. Students further demonstrated the design impact of planting in an urban setting, presenting an existing street scene without greening, then visualizing the same view after the addition of street trees. Demonstration videos explaining how to construct the drawings, including basic perspective drawings, were made available online for reference. At the end of the course, students reflected on their experience of the course and demonstrated that they had gained invaluable skills and insights into the basics of the technologies and techniques required for landscape design.



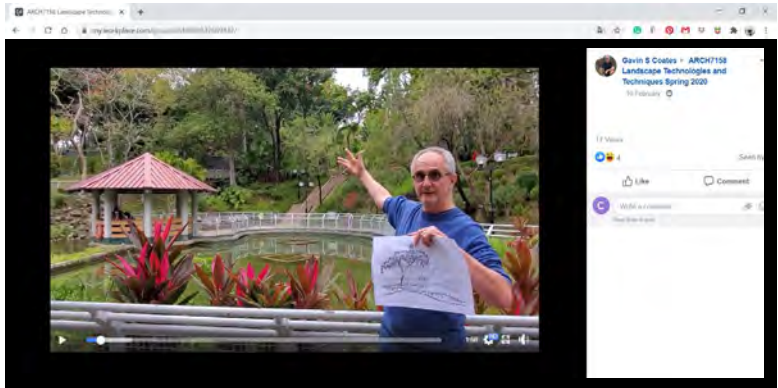
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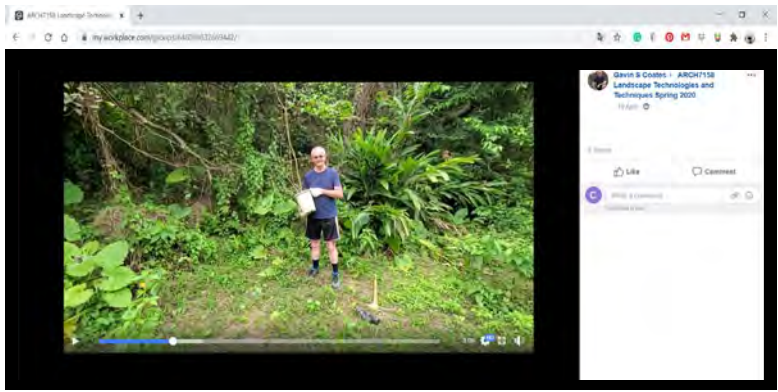
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- 1:** Still from Explanatory Video for Topographic Representation Model by INTANU Reyner
- 2:** Scale Contour Drawing of Topographic Representation Model by LAW Pak Lun Parco
- 3:** Before and After 'sTREEt' View by TSANG Ka Lai Lillian
- 4 - 5:** Screenshots from ARCH7158 Facebook workplace site: Virtual field Trip to Yuen Long Town Park  
Tree planting demonstration at ArkEden, Lantau



**Instructors:**  
BEDIR Merve  
**Teaching Assistant:**  
XIAO Han Pat  
LIN Yiling

What are the extents and limits of architects’ and planners’ power to affect environmental and social change? How do they work with different communities and stakeholders to bring about betterment in people’s lives? What are the paradoxes in today’s design practice with the advent of neoliberal urbanization and the concomitant crisis in housing, environmental protection, and infrastructure provisions? What assumptions do different professionals of the built environment 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 provided an introduction to the intertwined concepts of environment, community, and design, and explored the contexts that shape their relationships in diverse localities. In contrast to conventionally taught courses, significant emphasis was placed in this seminar on student-led activities designed to facilitate active learning through rigorous participation. Weekly seminar topics were structured to provide a systematic introduction to key debates over the ethics and social roles of design practice and an exploration of the nature of emergent ‘design activism’ in recent years. It also introduced students to different methods of studying the built environment and communities.

Throughout the semester, focus was placed on connecting theoretical concepts with actual practices via close examination of international and local case studies. The purpose was to help students develop a critical lens for deciphering the complex forces that shape the built environment and the ethical challenges facing today’s design practitioners.

- 1:**  
Homelessness  
by TSANG Ka Lai, YAU Hoi Ying,  
YU Xinke, HUI Ka Wun, LI Xinwei,  
CHEN Zhuoying
- 2:**  
MTR and Transportation  
by LIU Jiani, HO Dai Rong  
Heather, ZHAO Ruoning, YU  
Wenzhe, LEE Kai Chi, MOK Kai  
Fung
- 3:**  
Community Organization  
by INTANU Reyner, CHIU Yuan,  
LAW Pak Lun, FUNG Ngo Ching,  
NG Tsz Ying, YEUNG Hei, LAI  
Chuxuan
- 4:**  
Street and Pedestrian Movement  
by LAM Tsz Kiu, WONG Hoi  
Lam, CHUNG Sum Yuet, SZETO  
Hui Ching, CHENG Tsz Kwok,  
CHUNG Won Seok



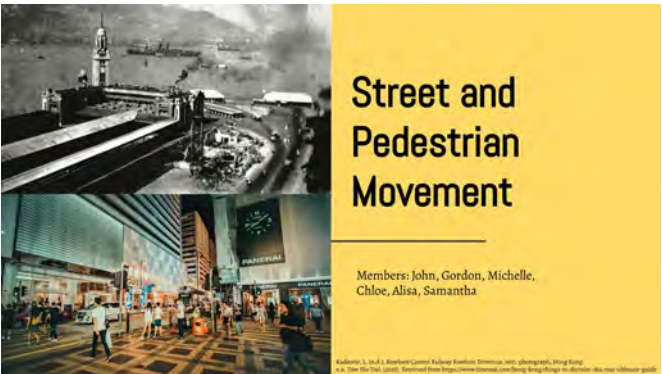
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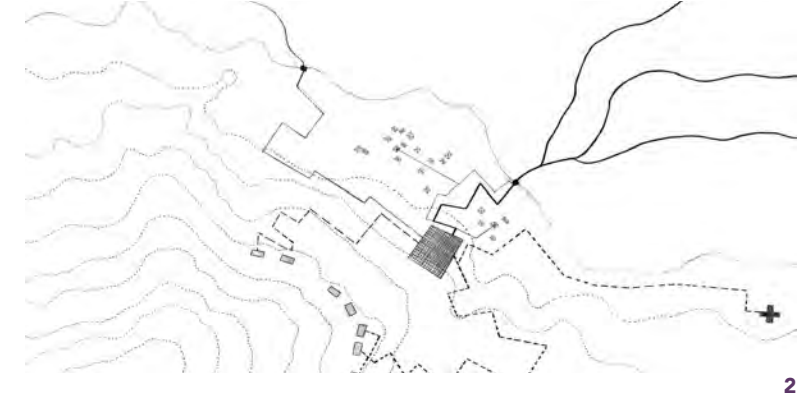
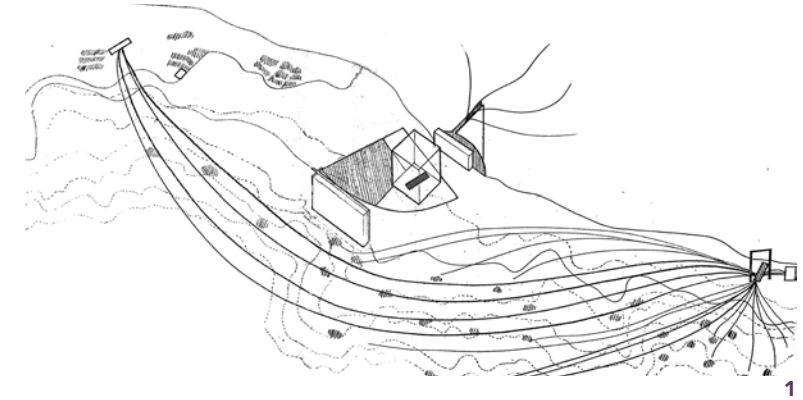


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This course introduced and explored the media of landscape and representation skills. It did not simply treat drawing forms as the medium of landscape imagination, but carefully examined the medium of landscape drawing and the intervals that exist between it and the landscape itself. Drawing in landscape architecture can be 'a plot, necessarily strategic, maplike, and acted upon in essence' (James Corner). In the course, drawing was thought of as a process that leads us to experience and express what we see and conceive, and to speculate and construct in physical space.

The course focused on non-digital forms of drafting as an essential set of techniques for documenting, analyzing, and generating ideas. A series of techniques were introduced on a weekly basis, categorized in drawing and fabrication (projection, notation and representation), and communication of landscape media (spatiality, temporality and experience). The works required engagement with drawing grammar (perspective, orthographic projection), denotative interpretation (notation, diagram), material expression (physical model, collage, mapping), and narrative construction (montage, animation). Particular attention was paid to understanding the complex mechanism in the dynamic, projective, and dialectically constructed network of design, media, and imagination. Assignments aimed to familiarize students with new graphics skills that they obtained from the lectures. Three assignment projects were built one upon another to form a learning process that required students to develop their own methodologies for communication and design.



**1 - 2:**  
Mapping Central  
by YAU Hoi Ying Ariel and LAW  
Pak Lun Parco

**3 - 4:**  
City of Equipoise  
by FUNG Ngo Ching Louisa



The course explored the core practices of landscape representation, from analysis to fabrication, focusing on the understanding of representation and production. Shifting from site observation in an urban context to detail representation and digital and manual fabrication, the course covered a variety of scales and modes. Throughout three succeeding projects, students transformed products of a site observation into design methodologies while creating an understanding of abstraction, rigor, transformation, and experimentation. In Project 1, 'Measuring terrain,' students focused on representing a given site and interpreting its conditions and constraints. Site analysis and site representation were pursued through two-dimensional digital and manual output looking at registered reinforced slopes in Hong Kong. In Project 2, 'Transforming Ground,' students focused on the transition from drawing to object. The project explored rigorous methodologies to transform an in-depth site observation into a material- and site-inspired device. Students worked on an iterative process between material experimentations and constructive drawings leading to a comprehensive understanding of testing, fabricating, and detailing. Project 3, 'Materializing Landscape,' then introduced key concepts of material research and working with manual fabrication, and enhanced the organizational aspects of the design process.



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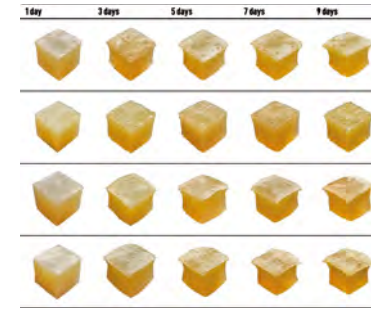
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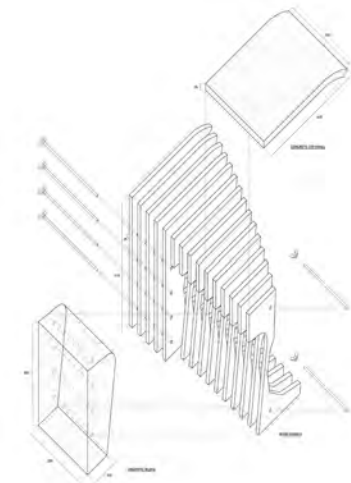
**1:**  
Terrain Measures  
by TSANG Ka Lai Lilian

**2 - 4:**  
3D Printed Prototypes  
by YU Xinke, CHIU Yuan Karen,  
FUNG Ngo Ching Louisa

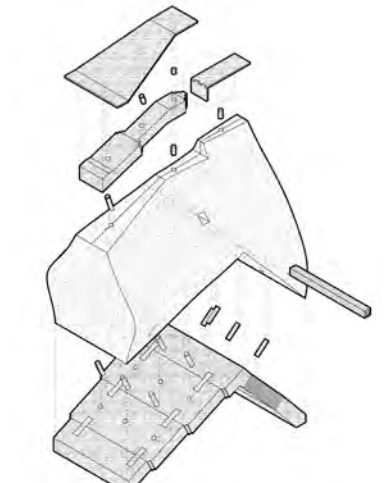
**5 - 7:**  
Material Diaries (Corncrete / Agar  
based Bioplastic / Mycelium)  
by YEUNG Hei Marco, CHIU Yuan  
Karen, YU Xinke

**8 - 9:**  
Proto-Sections ( Waxpaper /  
Loofah Concrete)  
by FUNG Ngo Ching Louisa,  
TSANG Ka Lai Lilian

**10 - 11:**  
Scale and Detail  
by YEUNG Hei Marco, CHEN  
Zhuoying



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**Instructor:**  
WILSON Barry  
**Teaching Assistants:**  
CHEUNG Wing Ka Jasmine  
TSANG Yik Ming Yammi

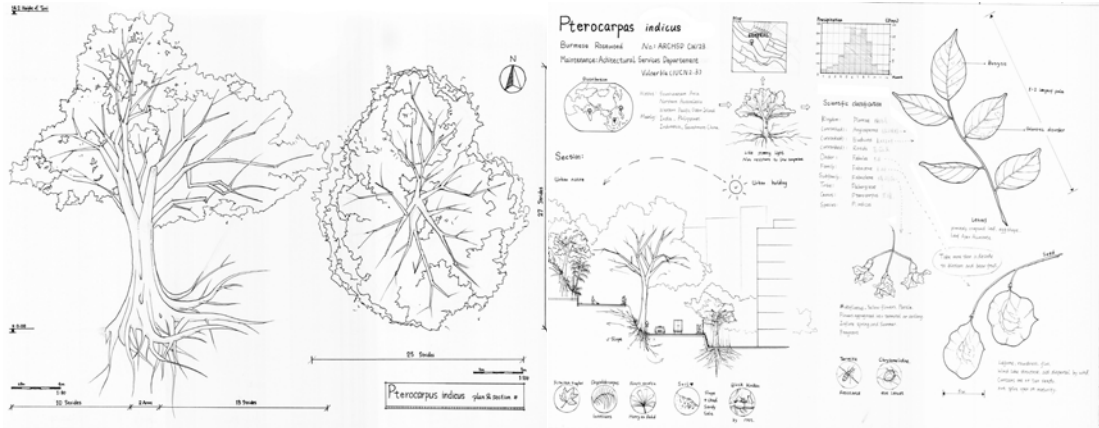
The newly introduced two-week intensive course was developed to give freshly arriving students an orientation to both the department facilities and the learning processes, as well as providing a general understanding of the urban landscapes of Hong Kong.

Daily sessions included lectures and workshops built upon basic drawing and visual communication techniques, along with seminars introducing concepts of the curriculum focused on mapping and scale; landscape elements and terminology; climate and microclimate; and materials and textures. Discovery walks provided an outline to many of Hong Kong's typical spaces and framed understanding of physical, social, and economic issues influencing the urban development form, along with facilitating an introduction to key information related to planting, technology, history, and theory.

Students were then guided through a continuous 'design studio' to explore the introduced concepts and landscape elements found within the small urban spaces of Hong Kong while adopting immersive presentation techniques that demonstrated understanding and facilitated further discussion on 'landscape' from their own particular perspectives. Throughout the course, students familiarized themselves with the broad scope of the study area and basic terminology used in the field of landscape design while beginning to understand how to identify, measure, record, and analyze landscape elements and spaces.



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- 1: Group photo
- 2: Pterocarpus indicus plan and section by CHEN Zhouying
- 3 - 4: Site walk

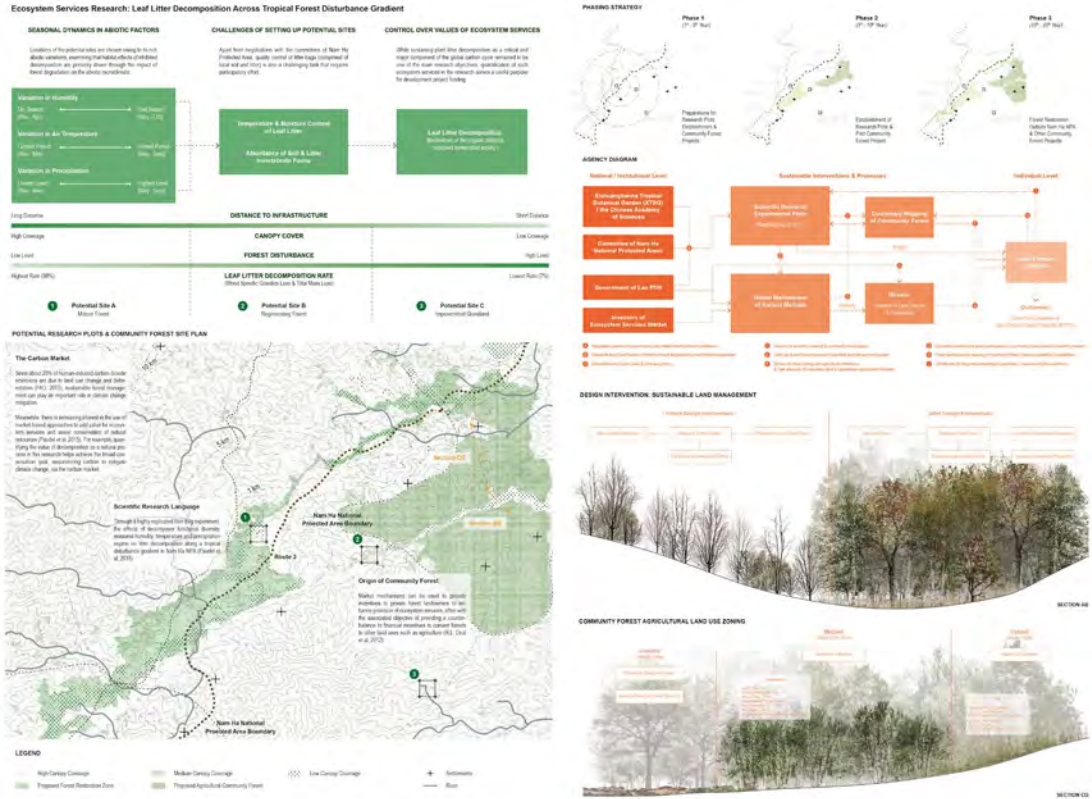




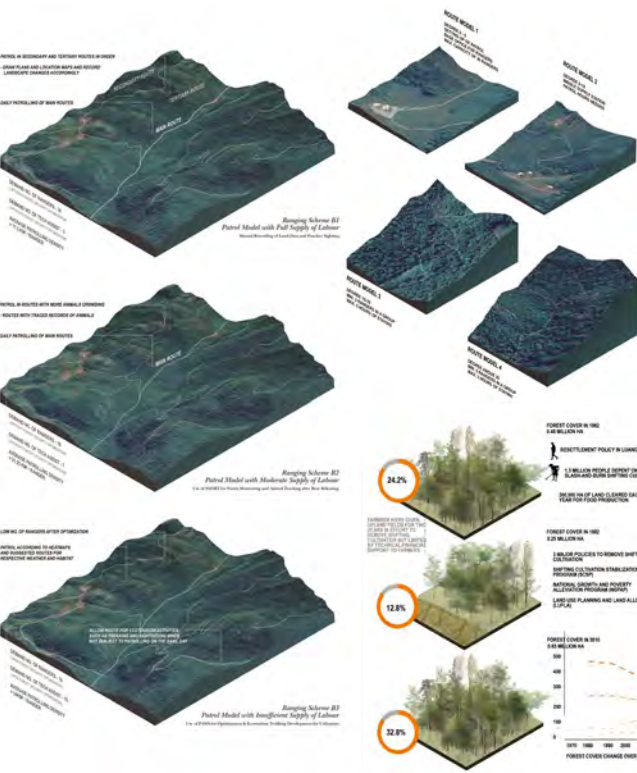




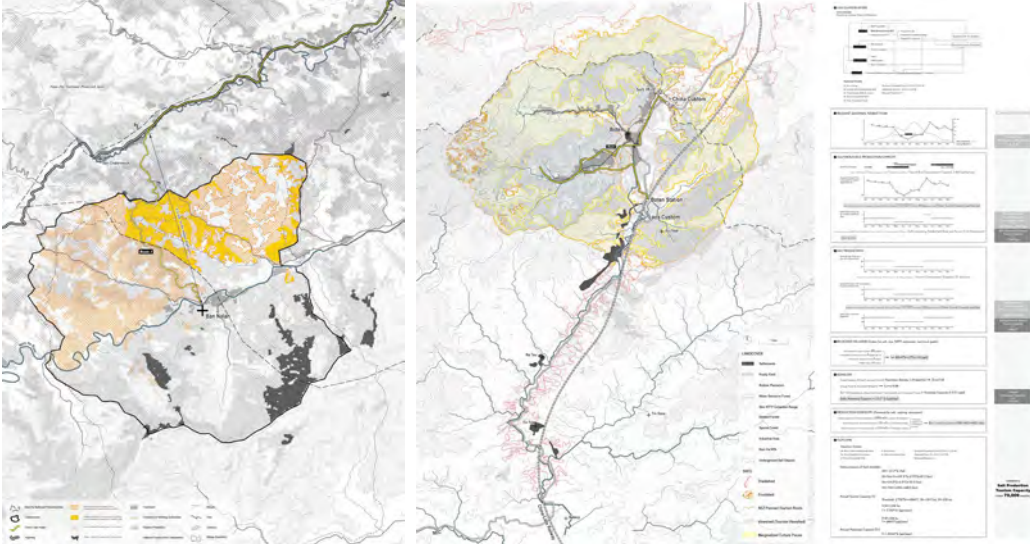




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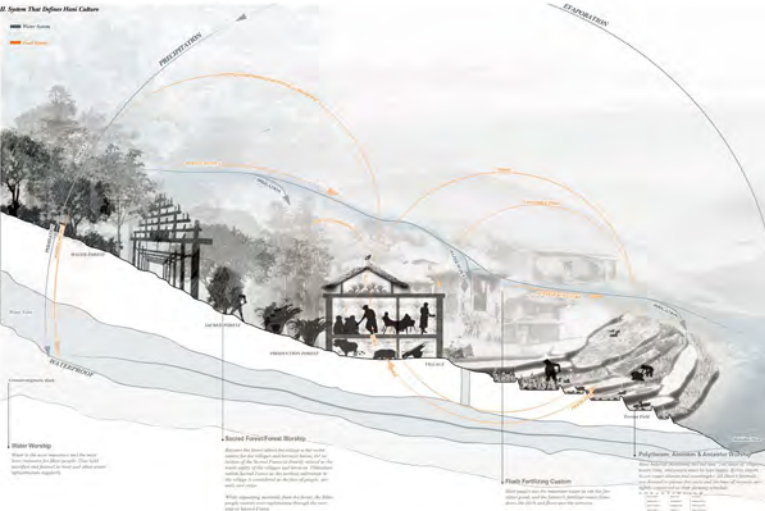


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**3:** Scientific Stewardship: Indigenous and Ecosystem Territories across the China-Indochina Peninsula Economic Corridor  
by CHAN Syl Yeng Michelle, WONG Wae Ki Sammi

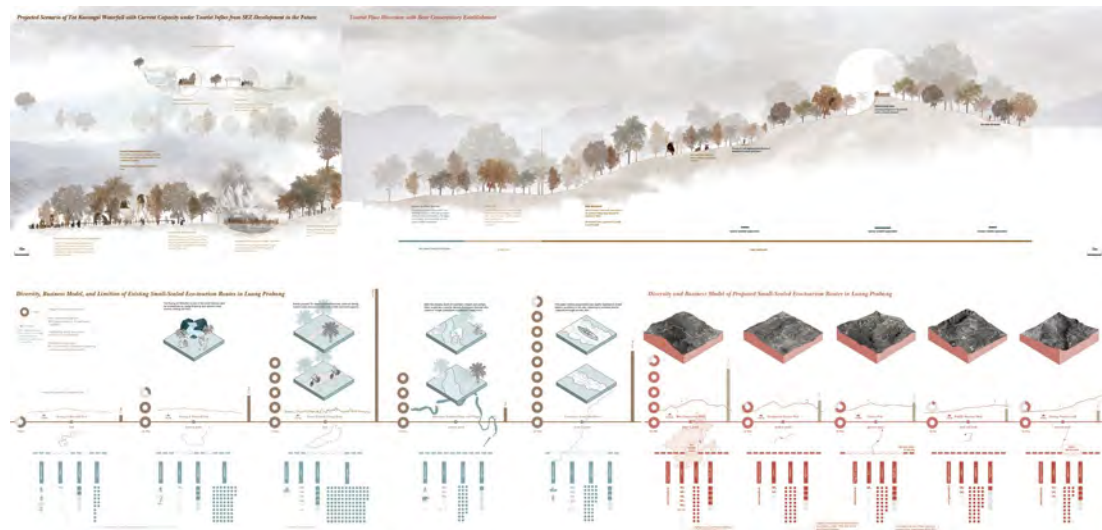
**4:** Empowering a Labour Transition during Enclosure and Securitisation of Luang Prabang's Natural Heritage  
by MA On Ki Rachel, LEE Chi Hang Haven

**5 - 7:** Negotiating with Ethno-ecology: Landscape Management Strategies for Northern Laos's Ecotourism Boom  
by ZHANG Mengting Yani, WEI Gongqi William



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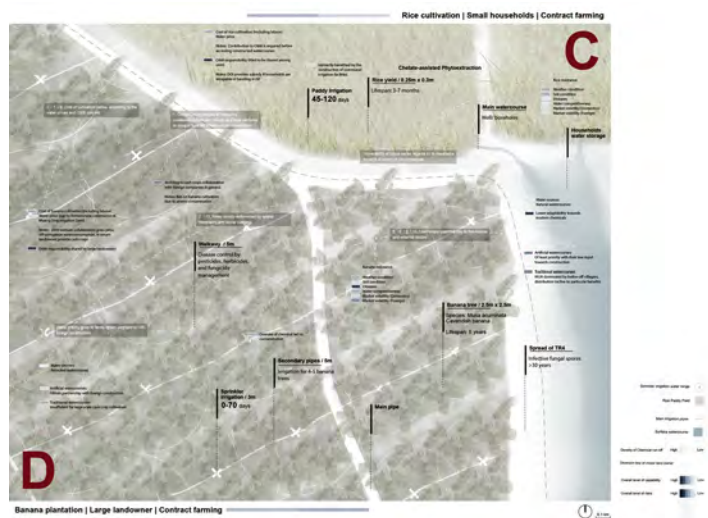
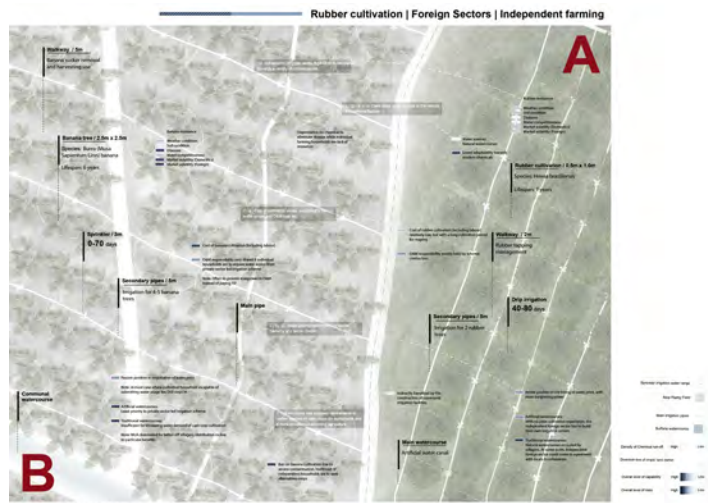




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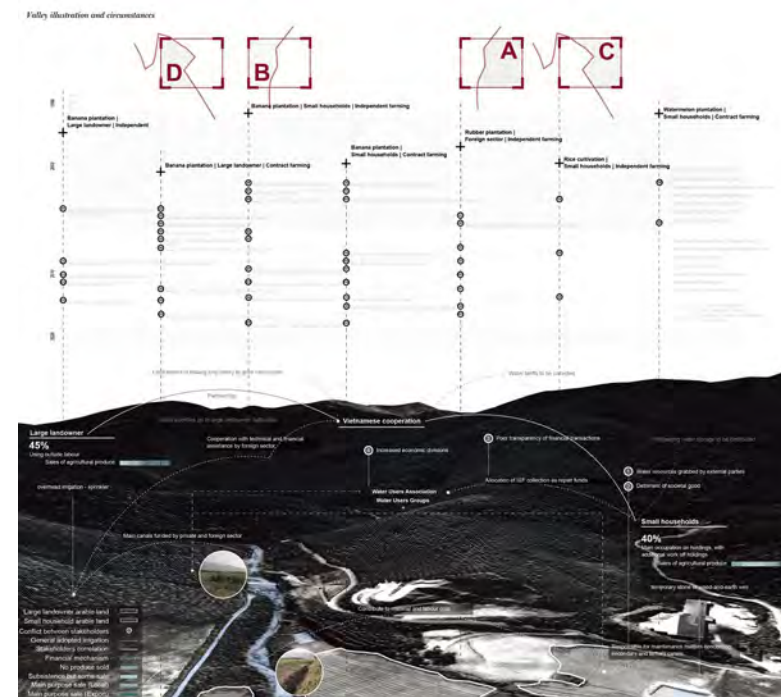
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**8:**  
Immense Nature: Constructing  
Public Awareness of the Illegal  
Wildlife Trade through Northern  
Laos  
by NGAN Yuk Ying Wendy,  
HE Jingsu Tinnix, CHAN Sze Wah  
Naomi

**9 - 12:**  
Water Risk and Responsibility:  
A Political-chemical Land  
Genealogy for the Muang Sing  
Valley, Laos  
by SONG Ziqi Sally, WONG Nok  
Yiu Vanessa



The content and the flow of the course emphasized the understanding of body and object and the relations that can be found between them. Four main projects and a preliminary exercise were proposed.

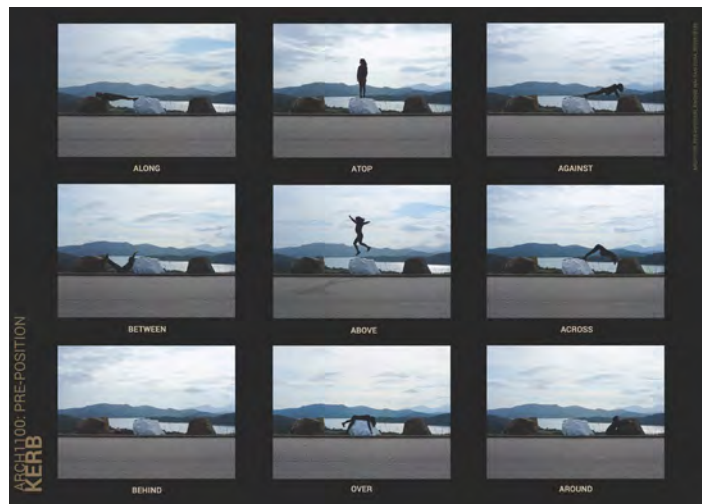
Pre-positions was a preliminary exercise where students had to explore their own physical presence in relation to a number of mundane objects that define our everyday streetscape. Relationships between body and object were documented through the use of digital photography.

In origami, a set of rules were provided for students to deliver a three dimensional object. Physical operations such as cutting, slotting, and folding were performed on a sheet of paper and later modeled and re-drawn digitally.

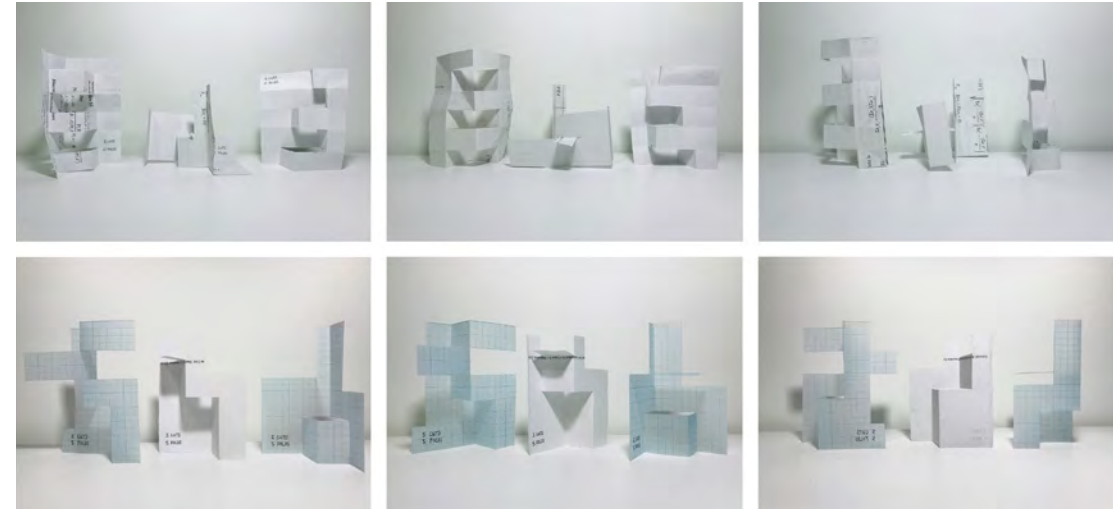
In sitting object students had to scale up their origami exercises, turning them into objects that allow users to rest.

In Site, students were introduced to an imaginary site that contains elements such as trees, hedges, water, boulders, and walls with A/C units. Students were asked to apply further modifications to their objects in order for them to become site specific and respond to their environs.

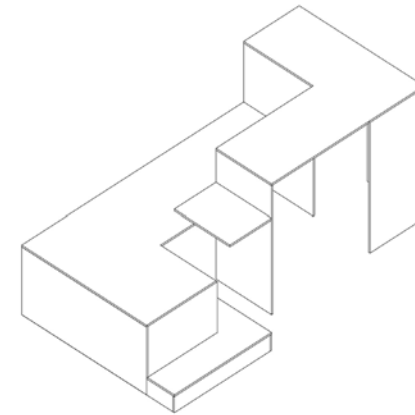
Finally, in Site Walk, students had to imagine (and negotiate) a walking path from their assigned position on site to another position of one of their classmates. The focus this time was on experience and the changing landscape qualities, while making use of representation techniques such as collages, plans, and experiential sections.



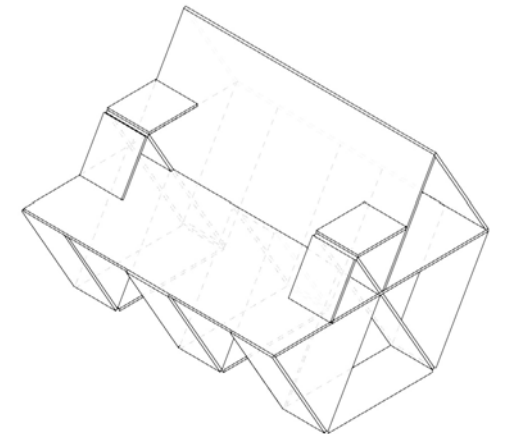
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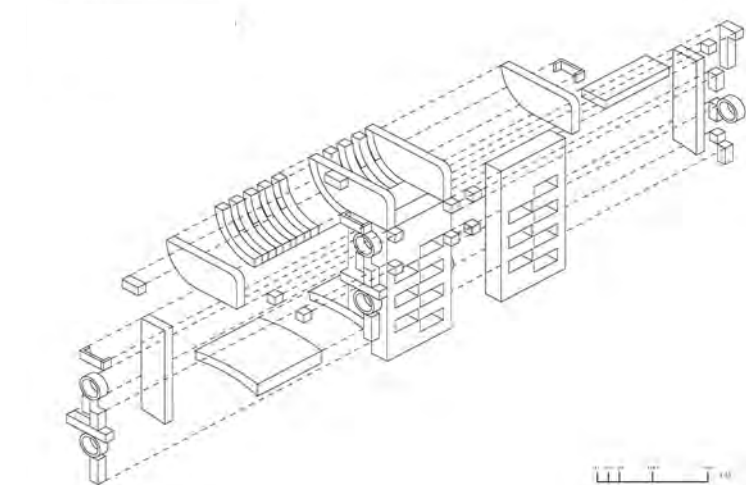


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4

- 1:**  
Prepositions  
by KWOK Wai Yan Zora
- 2:**  
Paper Fold Study Models  
by LAI Man Ki Maisy
- 3:**  
Axonometric View  
by LI Huitong Lydia
- 4:**  
Axonometric View  
by LI Ziyuan Lena
- 5:**  
Exploded Axonometric View  
by MOON Joonseong Tim

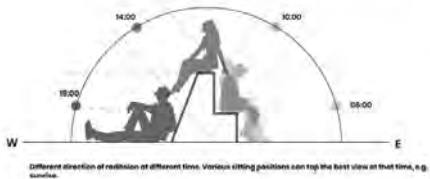
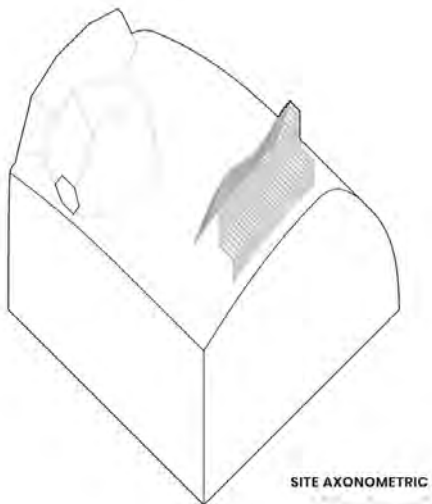
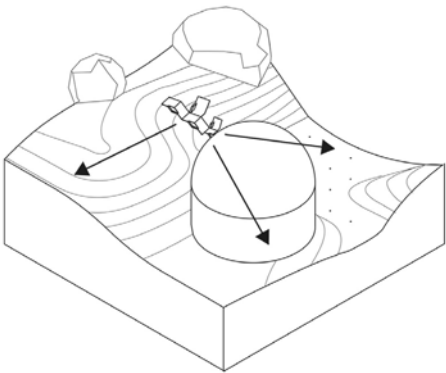


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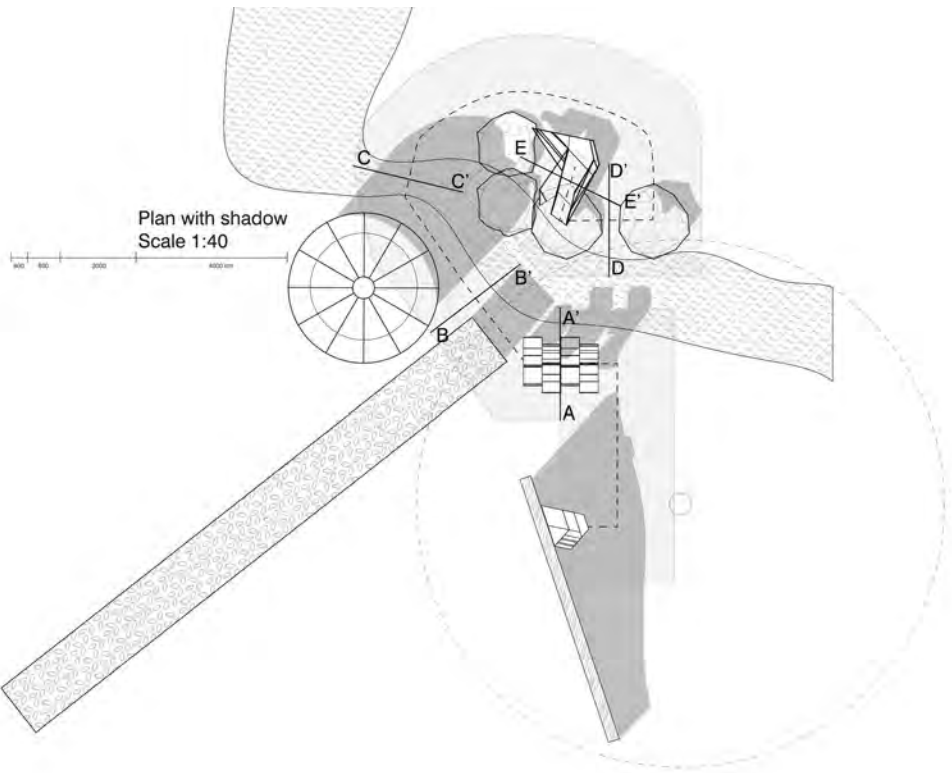


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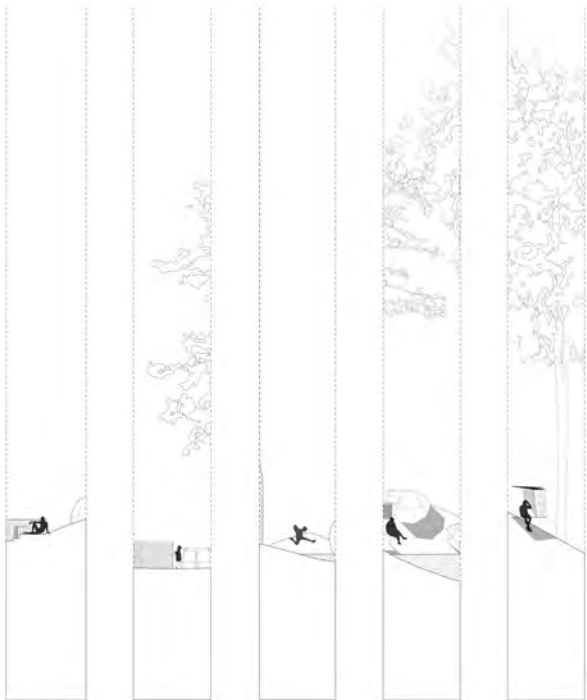
**6:**  
Site Walk: Experiential Section  
by CHAU Ngai Tung Bobo

**7:**  
Site Walk: Plan  
by LI Ziyuan Lena

**8:**  
Axonometric View and Diagram  
by LEUNG Wing Yan Kitty

**9:**  
Axonometric View  
by LAI Man Ki Maisy

**10:**  
Site Walk: Vignettes  
by LI Huitong Lydia



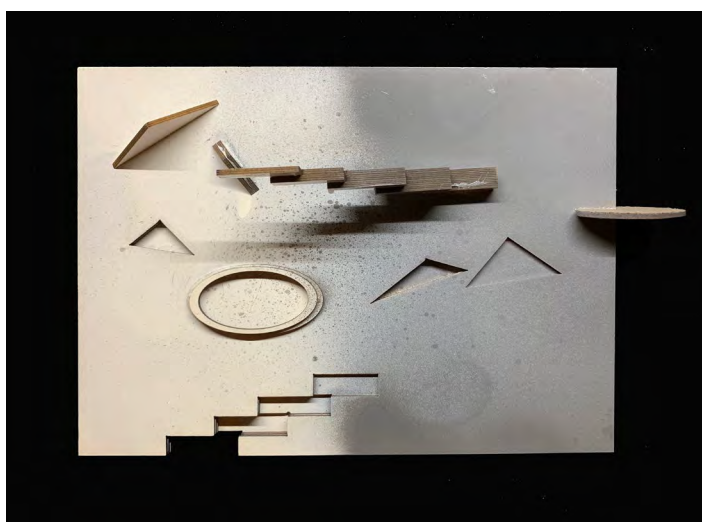
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This course intends to familiarise students with the vocabulary and tools that form the basis of design. The course was structured around three consecutive exercises of increasing complexity that had in common formal investigations around three dimensional objects. Firstly, students started applying some of the techniques learnt in Landscape Representation to analyze a given sculpture. The focus was placed on qualities such as form, scale, proportion, and composition, and how these can be applied in conveying a concept.

Secondly, students were asked to imagine a three dimensional object with no function pre-determined to occupy the voids left by the once ubiquitous telephone cabins. The exercise confronted them with the dire reality of construction as the proposed designs had to be built in 1:1 scale.

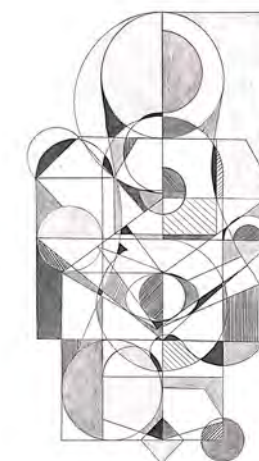
Thirdly, students were asked to imagine a landscape intervention on a real site: a garden for an artist in residence. In this case, the focus shifted from an object's qualities to qualified space. Starting from the analysis of the artwork conducted in the first exercise, and from their small research about the artist's formal (or informal) preoccupations, students had to think of space as reflecting on the character of a specific user and of the possible ways in which this space might be experienced.



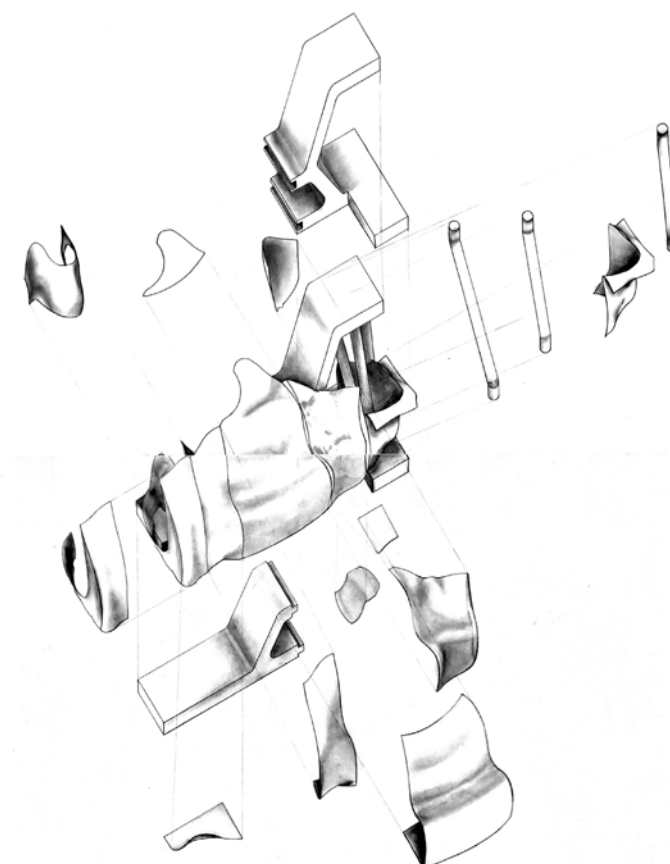
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**1:**  
Model of Hudson River  
by HO Dai Rong

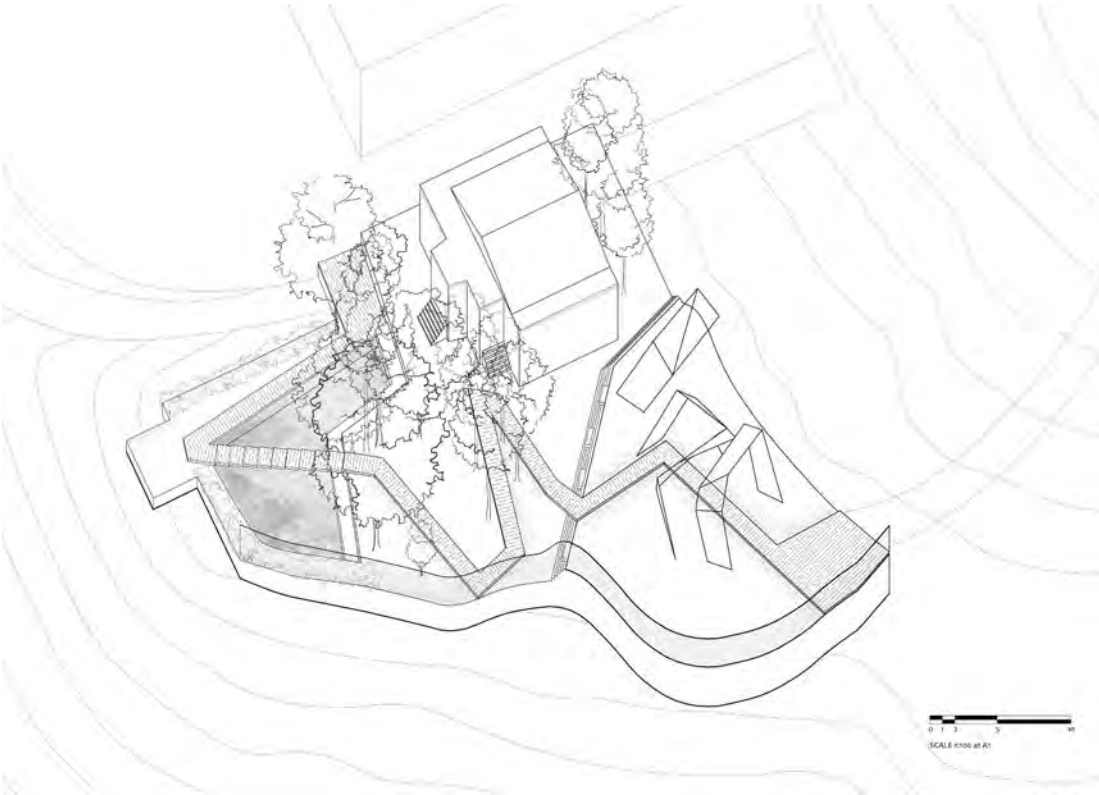
**2:**  
Analytical drawing of crouching  
boy  
by CHOW Chiu Yin

**3:**  
Analytical drawing of recumbent  
figure  
by MOK Kai Fung

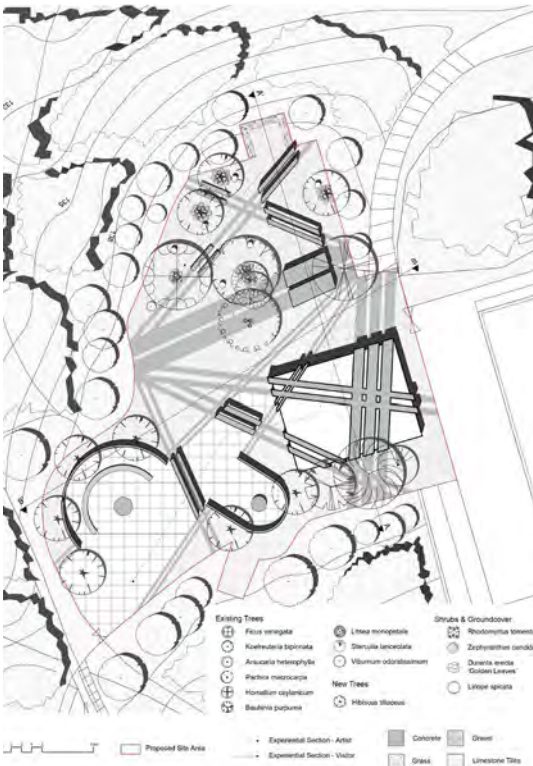
**4:**  
Exploded axonometric view of  
sitting object  
by WONG Hon Ting, ZHAO  
Ruoning, CHENG Tsz Kwok

4

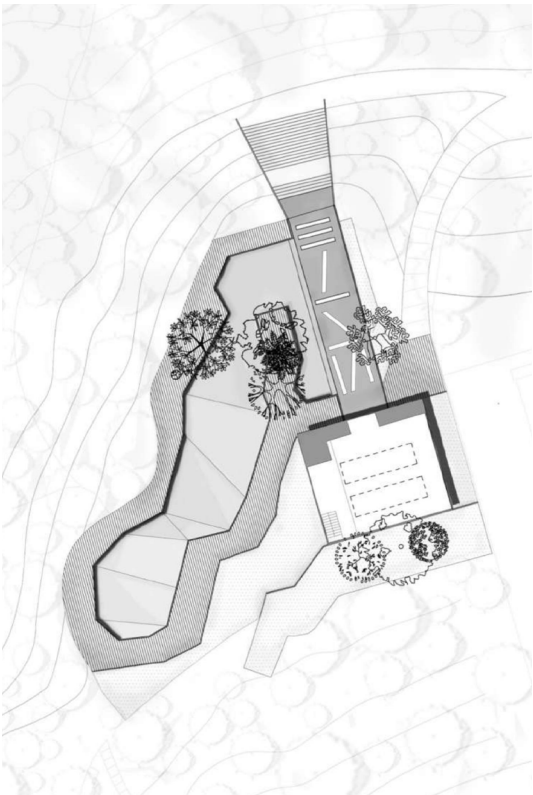




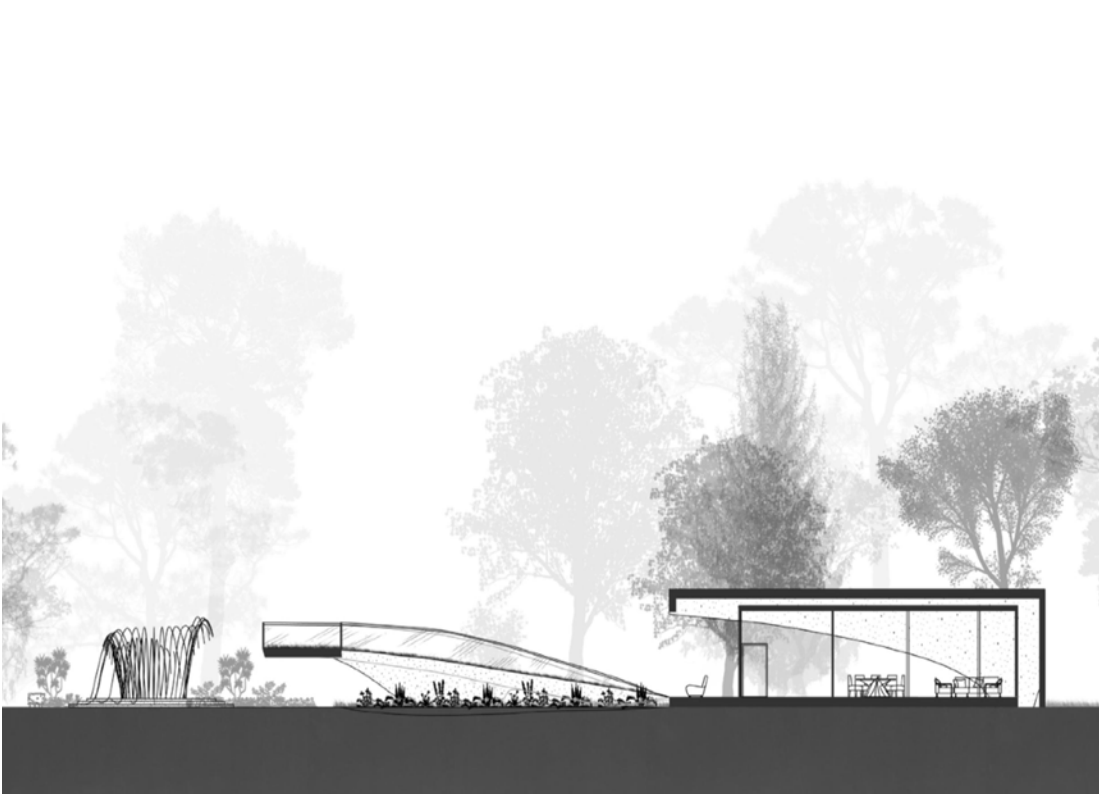
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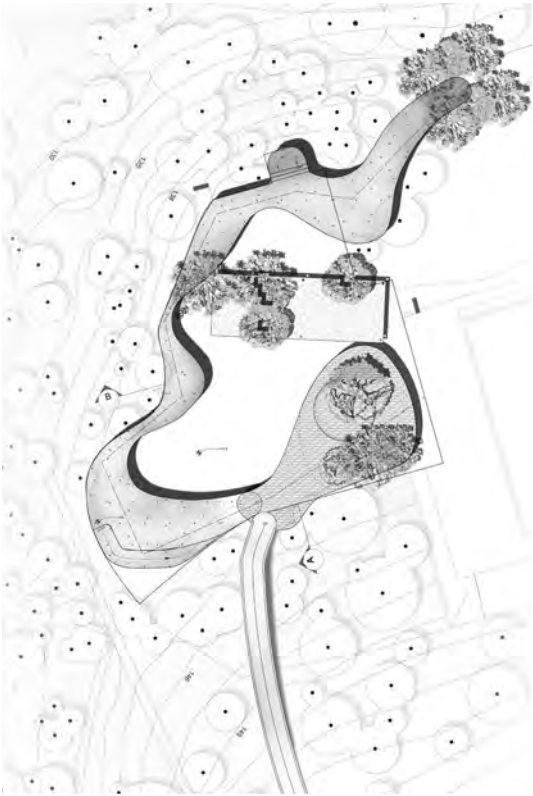


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5:  
Axonometric view  
by ZHAO Ruoning  
6:  
Section  
by LEE Ying Ching  
7:  
Plan  
by LAM Tsz Kiu  
8:  
Plan  
by WONG Hoi Lam  
9:  
Plan  
by WONG Hon Ting



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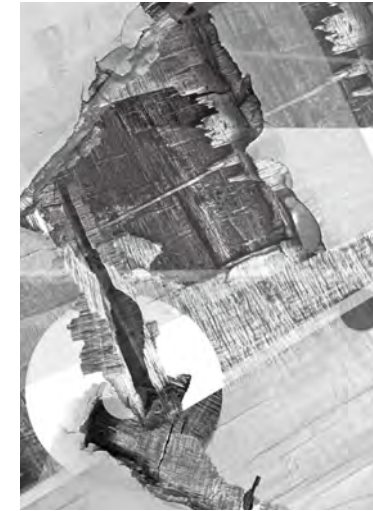


The relationship between the representation of landscapes and the production of landscapes is integral. Drawings, models, or other types of representational tools, offer possibilities in understanding the landscape in different ways and are a critical part of the design process. Throughout the studio,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

The course consisted of a sequence of three projects. In the first project, students explored the concept of 'type' through an analysis of modern garden and park case studies. By using two-dimensional and three-dimensional diagrams, students articulated each case study as a sequence of spaces and distribution of elements. In the second project, students explored the tectonics of the ground through a series of topographical studies, working primarily in collage, model, and parallel projective drawings. The final assignment was built upon the skills and knowledge acquired in the first two projects, with the goal being to design the integration between terrain, natural forces, and human habitation. Students designed a series of spaces along a trail on top of Mount Davis, a site that once served as part of Hong Kong's defense system during World War II.



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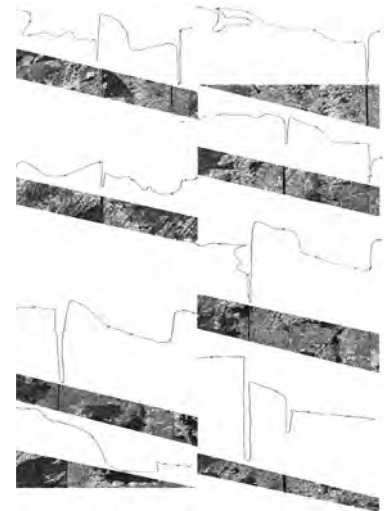
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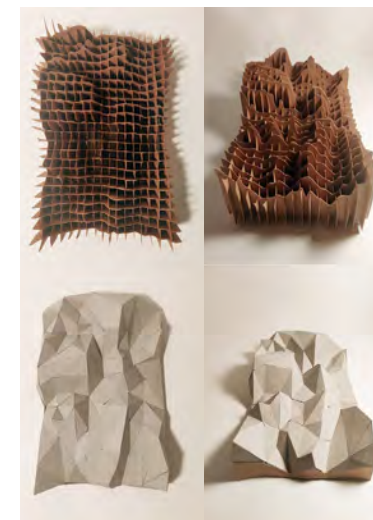
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**1:**  
Sectional variation &  
triangulation model (P2)  
by ZHAO Ruoning Nina

**2 - 3:**  
Terrain collages (P2)  
by WONG Hoi Lam Michelle,  
CHAN Cheuk Yin Tiger

**4 - 5:**  
Collage interpretations (P2)  
by CHENG Tsz Kwok Gordon,  
CHOW Chiu Yin Thompson

**6 - 7:**  
Sectional variation &  
triangulation model and tectonic  
interventions (P2)  
by LEE Kai Chi Adam

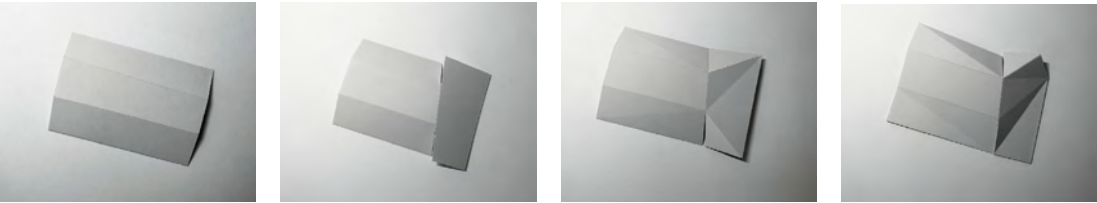


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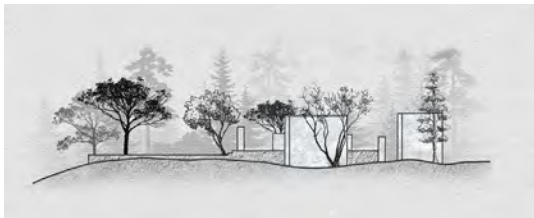
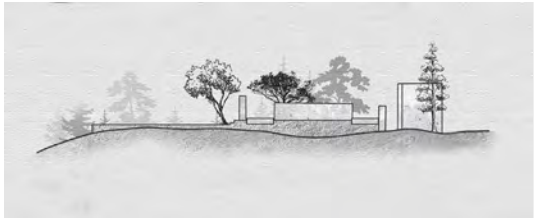
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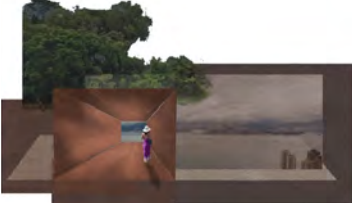
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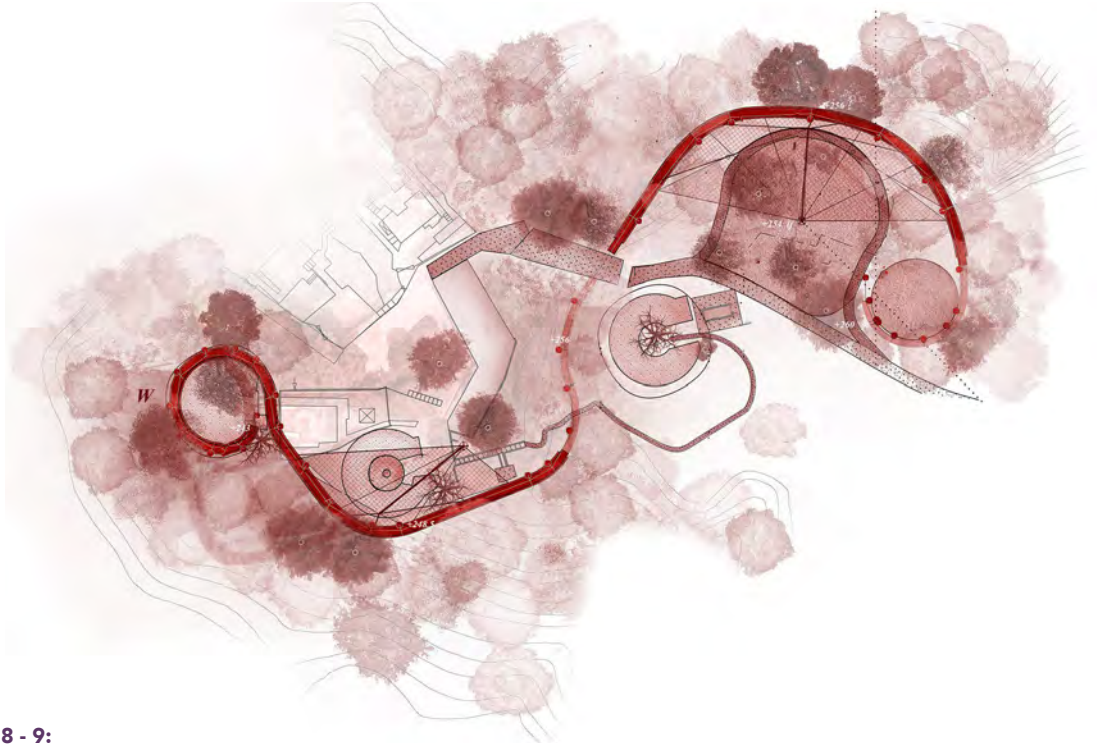
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**8 - 9:**  
Concept models and plan (P3)  
by ZHAO Ruoning Nina

**10:**  
Permiability and canopy analysis  
(P3)  
by LEE Yin Ching Athena

**11:**  
Perspectives (P3)  
by WONG Hoi Lam Michelle

**12:**  
Sections (P3)  
by LIU Jiani Vicki

**13 - 14:**  
Working models (P3)  
by LAM Tsz Kiu Alisa, LEUNG Yik  
Chung Gibson

**15:**  
Vignette (P3)  
by LEE Kai Chi Adam

**16:**  
Site Plan (P3)  
by WONG Hon Ting Bryan

**17:**  
Site Sections (P3)  
by CHENG Tsz Kwok Gordon



17



Landscape Design Studio II

Landscapes of Flux and Demand:  
Anticipating Change at Hong Kong's Soko Islands

BA(LS)  
ARCH 3101  
(Cohort 2017)

**Instructors:**  
MELBOURNE Scott Jennings  
LEVEN Elizabeth  
**Teaching Assistant:**  
Saw Yu Nwe Sandra

Landscapes change. Their internal dynamics, usage and roles, and relationship to, and impacts from, external contexts are all in a constant state of flux. Landscape designers and planners are inserted into this mix of processes, called upon to recognize functions, and anticipate future effects, all while helping craft a vision for how discrete actions can help create desirable results. These forces are present within even the smallest of sites, but are of even greater importance when operating within larger landscapes composed of distinct layers of ecology, geology, culture, and even economic potential. This studio explored design strategies that were responsive to anticipated environmental and societal change, making use of Hong Kong's remote Soko Islands as a study site. Students related in-person observations with more conventional research findings to build determinate representations of dynamic systems. They investigated strategies for how design has engaged with biophysical systems in case study sites, mapped spatial consequences of competing land use goals, and ultimately developed design propositions that drew from preceding analysis and projection to take the form of specific site-scaled interventions.



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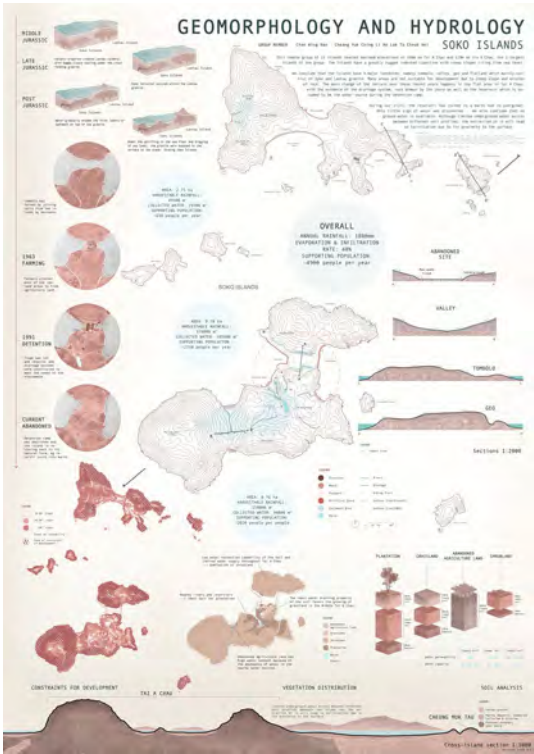
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1 - 4:  
Site visit to Soko Islands

5:  
Site dynamics study  
by LI Ho Lok Klaus, CHEANG Yuk  
Ching Sarah, CHAN Wing Han  
Penny, TO Cheuk Hei Agnes



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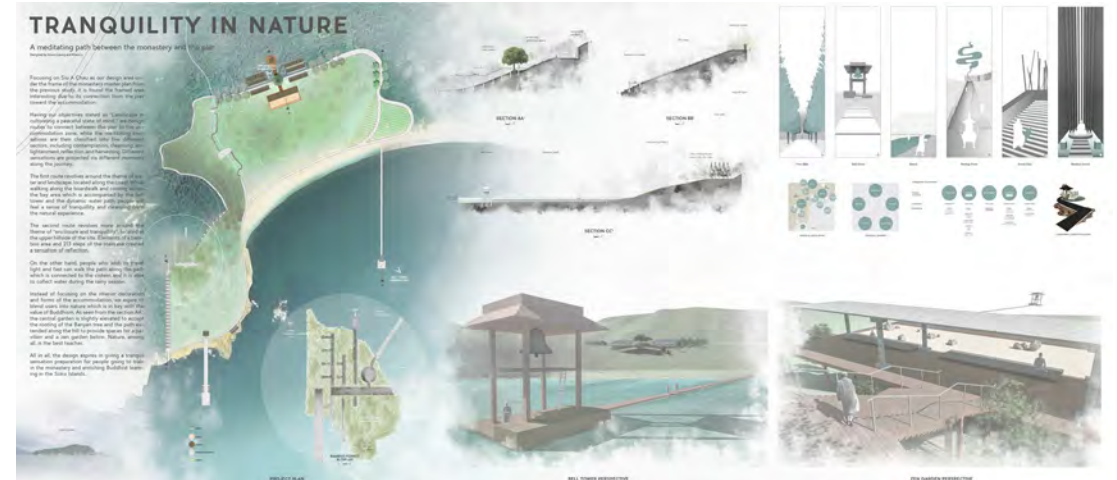
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**6:**  
Biophysical case study  
by GOROKHOVA Anna, CHEANG  
Yuk Ching Sarah, LEUNG Chun  
Fai Anson

**7:**  
Biophysical case study  
by TO Cheuk Hei Agnes, MOK  
King Hei Jack, MAK Sum Yuet  
Faustine

## 8: Landscape management strategies presented for midterm review

**9 - 10:**  
Final project  
by LEUNG Chun Fai Anson, LI Ho Lok Klaus

**11:**  
Final project  
by FONG Joyce, TO Cheuk Hei  
Agnes

**12:**  
Final project  
by CHAN Ka Yui Carice, CHONG  
Man Ting Mandy



12



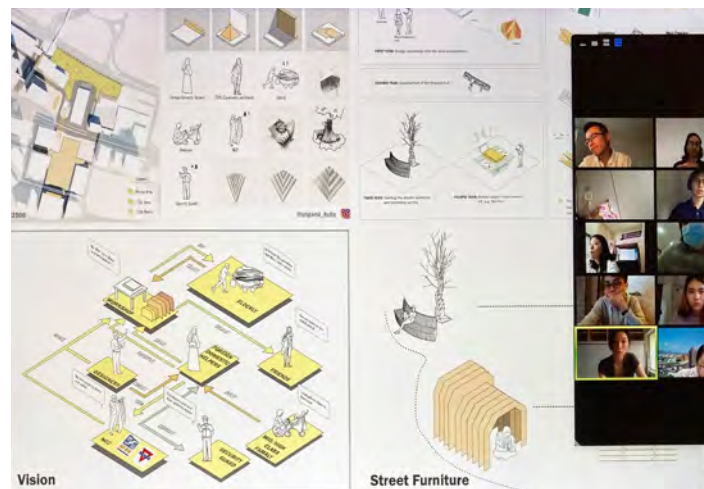
# Landscape Design Studio III

## Domestic Landscapes: Foreign Migrant Workers and the Production of Public Space

BA(LS)  
ARCH 3104  
(Cohort 2017)

**Instructors:**  
CATALAN Marta  
XIAO Pat Han  
**Teaching Assistant:**  
CHONG Ying Monica

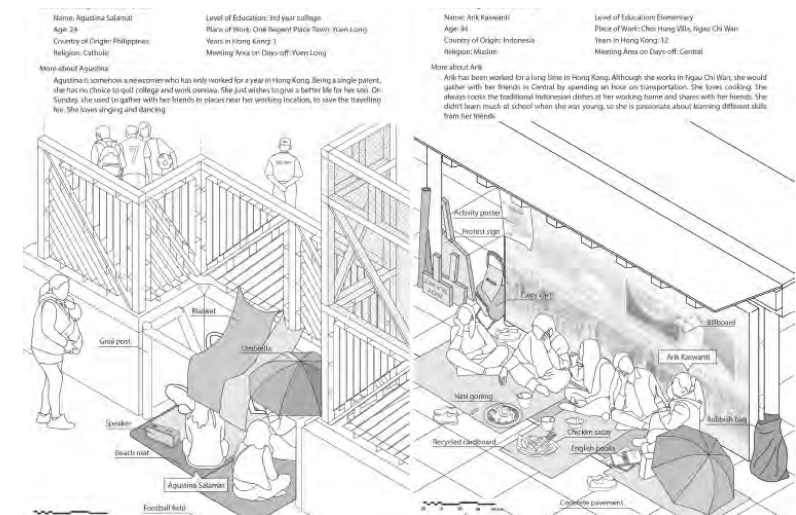
This studio examined the relationship between people and the built environment in the city, with a focus on an often overseen community: foreign domestic workers. Foreign domestic workers, mainly from the Philippines and Indonesia but also from other countries in Southeast Asia, account for a labor force that, according to the law and unlike any other group of migrant workers, must live-in with their employers. Propelled by this condition, domestic workers flee the confines of their employers' homes on Sundays and occupy large portions of Hong Kong public space to socialize and attend to personal matters. The studio relied on ethnographic fieldwork as a way to complement the production of spatial mappings. The examination of domestic workers as peripheral communities and the surrounding competing narratives allowed the students to ask questions about the centers of power and in this way explore notions of migration, ethnicity, class, gender, and domesticity projected onto Hong Kong's public space. Through a series of exercises, students learnt to identify, analyze, and document the key dimensions and functions of the urban public realm; to build a vocabulary that communicates an externally-informed process; and to propose appropriate forms and conditions of intervention.



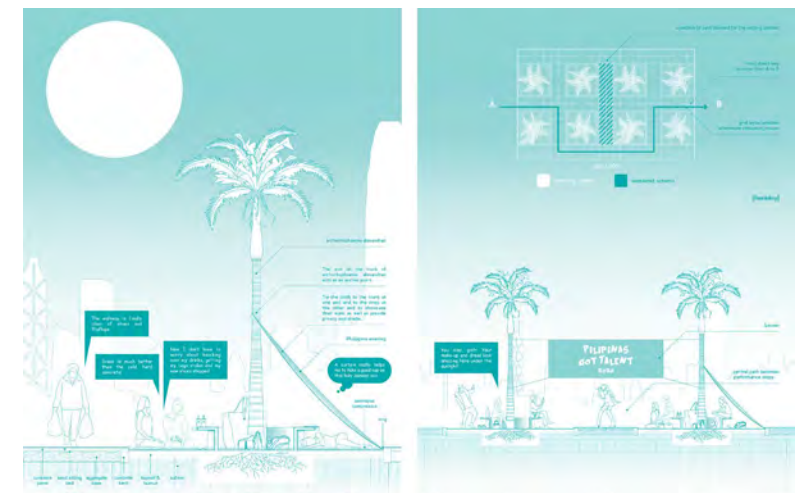
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- 1: Final review: Presentation of LI Ho Lok Klaus's work
- 2: Plan of Central and comic from the exercise visualizing readings by CHONG Man Ting Mandy
- 3: Axonometric for the exercise imagined communities by FONG Joyce
- 4: Section for imagined landscapes by LEUNG Chun Fai Anson

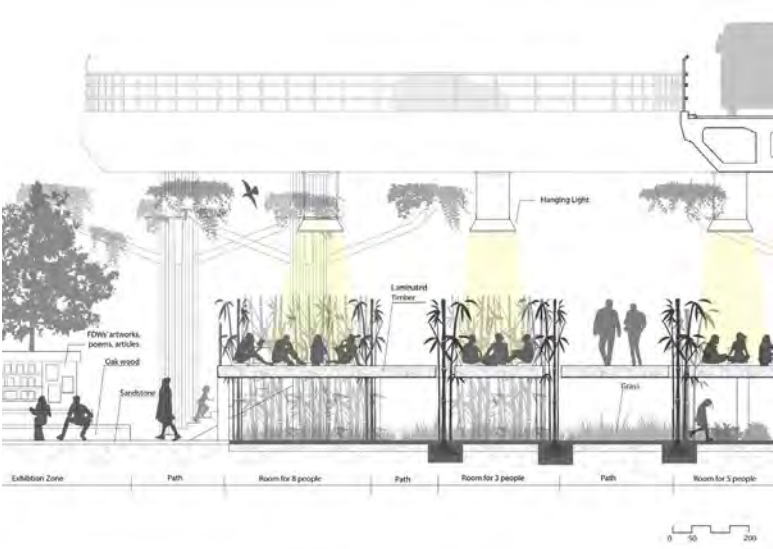




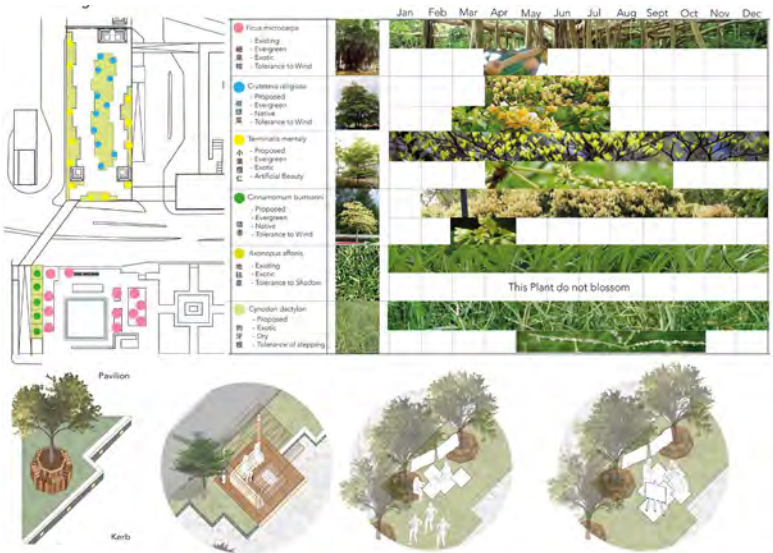
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- 5:  
Final project 'Playgrids'  
by MOK King Hei Jack
- 6:  
Final project 'Sunday Business District'  
by CHEANG Yuk Ching Sarah
- 7:  
Final project 'Learning In-Between'  
by YOUNG Hoi Yan Sabrina
- 8:  
Planting schedule  
by TSE Pui Hei Anson
- 9:  
Final project 'Community Gardens'  
by GOROKHOVA Anna
- 10:  
Final project 'The Common Bridge'  
by MAK Sum Yuet Faustine



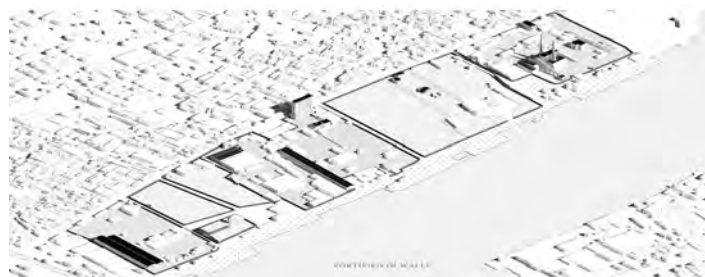
# Landscape Design Studio IV A

## Project Post-Industrial Riverfront: Research of Sustainable Planning Strategies at Industrial Legacy site

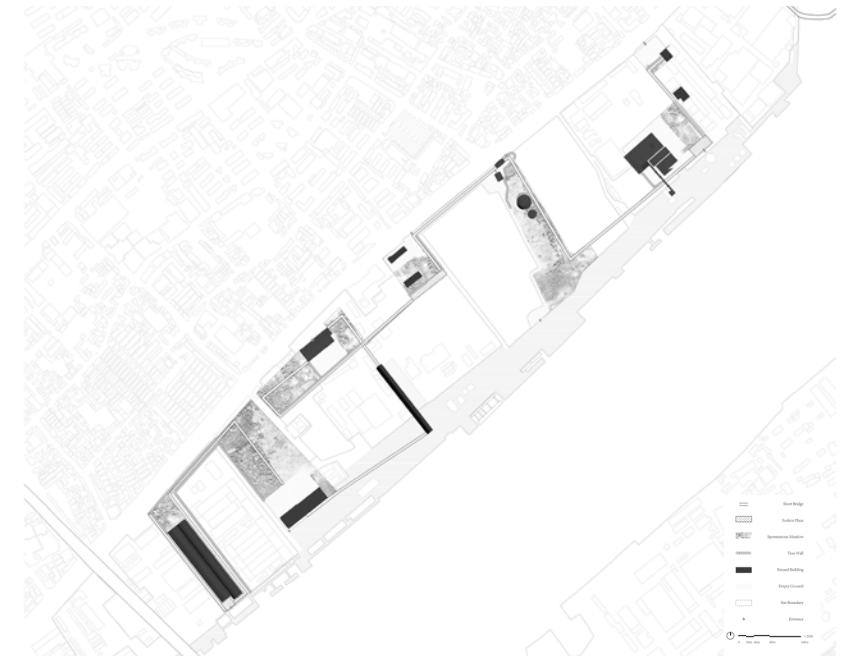
Shanghai's Yangpu district began its industrial development when the Qing Dynasty approved and built the first paper factory in China in 1882. Numerous other factories were built in the district in the following decades, many of which became the earliest factory of that kind in China. Due to the need for water for factory operations, and the fact that the major means of transportation was by ship at that time, most of the industrial plants were built along the Huangpu riverfront of Yangpu District because of the ease of acquiring water both as an industrial resource and as a means of transporting materials and goods. This resulted in a remarkable urban industrial scene along the Yangpu waterfront.

In project 1, 'Urban Strategy Practice,' students recorded, interpreted, and researched the site, finding the significant elements of urban developments and translating the findings into collage maps and sections. Photo documentation and critical mapping were crucial tools for the students to understand man-made infrastructure and natural systems. After a suggested site was provided for further study, students continued their analysis on a neighborhood-scale, building upon the research from the large scale networks.

In project 2, 'Site Design,' students engaged with the design and planning of an urban regeneration strategy based on the research and analysis from project 1. Presentation strategies for large scale projects were one of the training focuses and were developed for the final review.



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**1 - 4:**  
The Stage of Recycling  
by WEI Gongqi William





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**5, 7 - 8:**  
Return to Life  
by CHAN Sze Wai Cynthia  
**6, 9:**  
Vegetation Regeneration:  
Reconstruction and Cracking  
by LO Sheung Miu Micky



# Landscape Design Studio IV B

## Post Industrial Riverfront: Research of Sustainable Planning Strategies at Industrial Legacy Site

BA(LS)  
ARCH 4701 B  
(Cohort 2016)

**Instructor:**  
WILSON Barry  
**Teaching Assistant:**  
CHANG Gengjiaqi Silvia

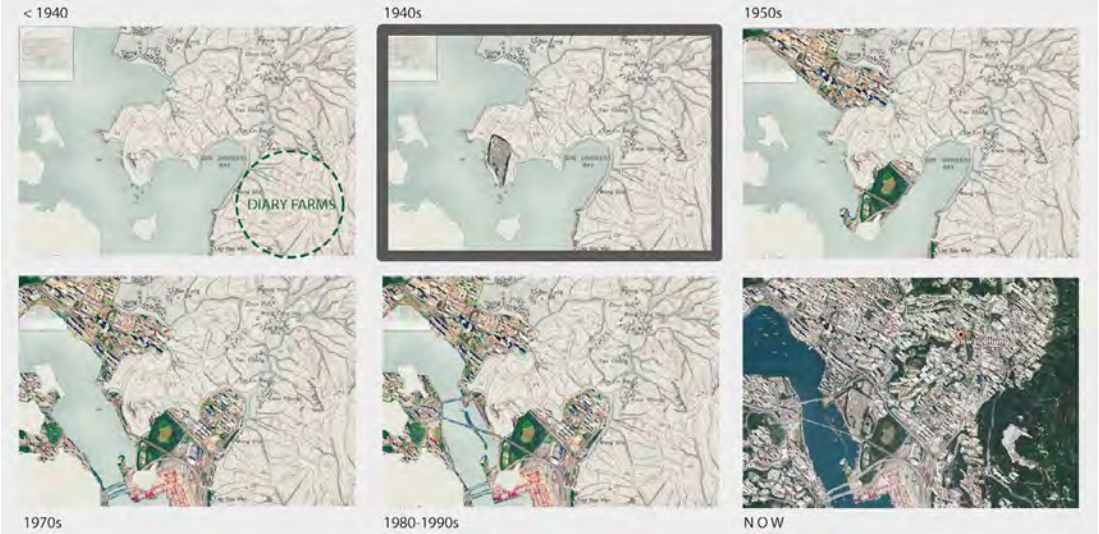
Students were given the ‘wicked problem’ of identifying and trying to resolve the complex and conflicting issues of urban renewal at wide planning horizons in terms of both scale and time. The urban industrial waterfront site at Gin Drinkers Bay offered multiple difficulties associated with access, connectivity, identity, contamination, and inefficient land use. In assessing the area from differing micro and macro perspectives, students were led through systematic techniques to help enable them to evaluate and filter out relevant and targeted project programming inputs through the generation of overarching project goals, sustainability objectives, and detailed and localized implementation strategies.

Explorations included projecting complex urban scenarios forward with vision and flexibility, ranging from infrastructure and urban morphology to social and natural systems, the norms for which are anticipated to change dramatically through the future periods of implementation. Such approaches were developed for critical decision making at an urban scale, specifically highlighting the necessity for understanding policy and funding, and recurrent cost implications over the short, medium, and long terms, as well as the resultant implications for landscape design.

Deliverables were presented through a variety of media, including class presentations using time control techniques, an individual and collaborative video documentary, and final submission of a Project Study Report accompanied by a promotional video.



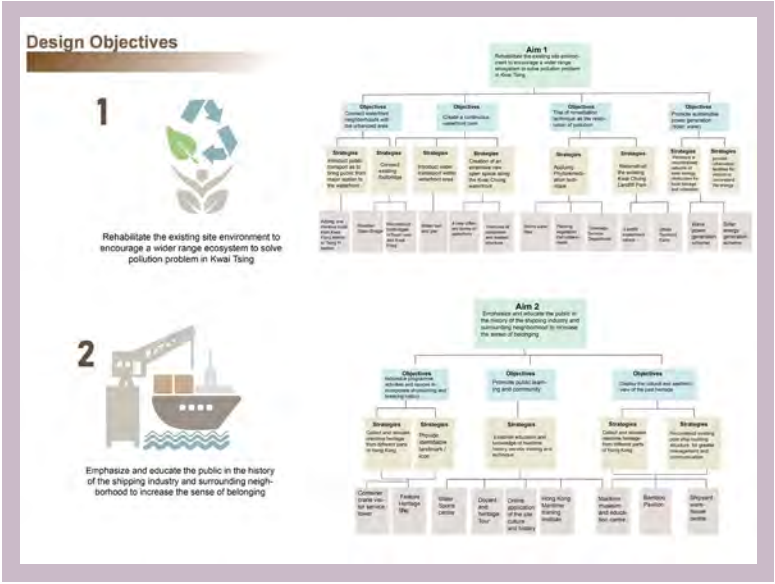
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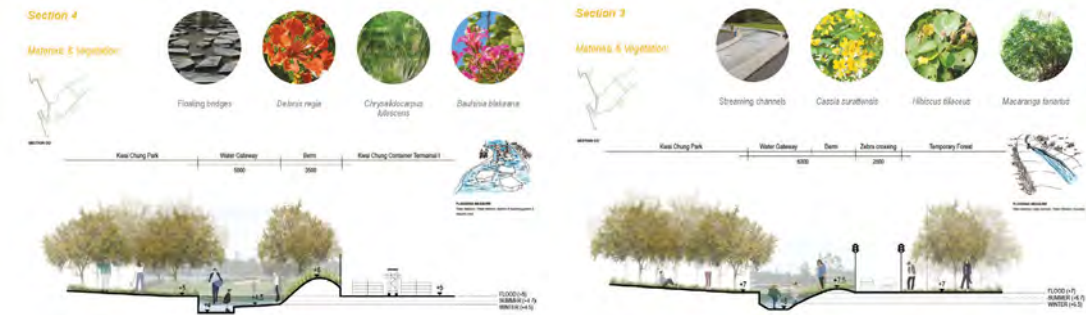
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- 1: Site Visit
- 2 - 3: Site Analysis  
by SZE Pui Lam Jacky
- 4: Design Objectives  
by LEUNG Hoi Ching Jasmine





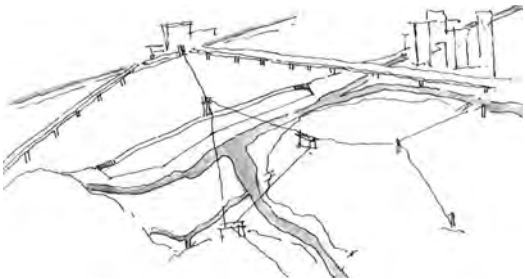
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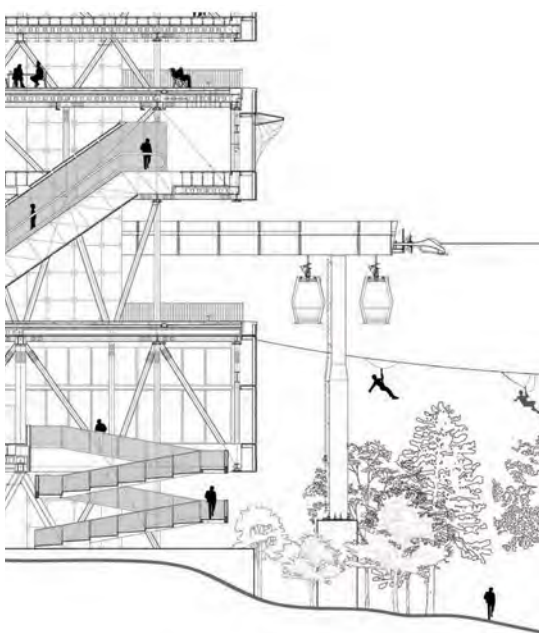


**5:**  
Future envision and section series  
by WONG Wae Ki Sammi

**6:**  
Future envision  
by SHAM Chi Chung Theo

**7:**  
Masterplan  
by WONG Nok Yiu Vanessa

**8 - 9:**  
Design intervention  
by WONG Nok Yiu Vanessa



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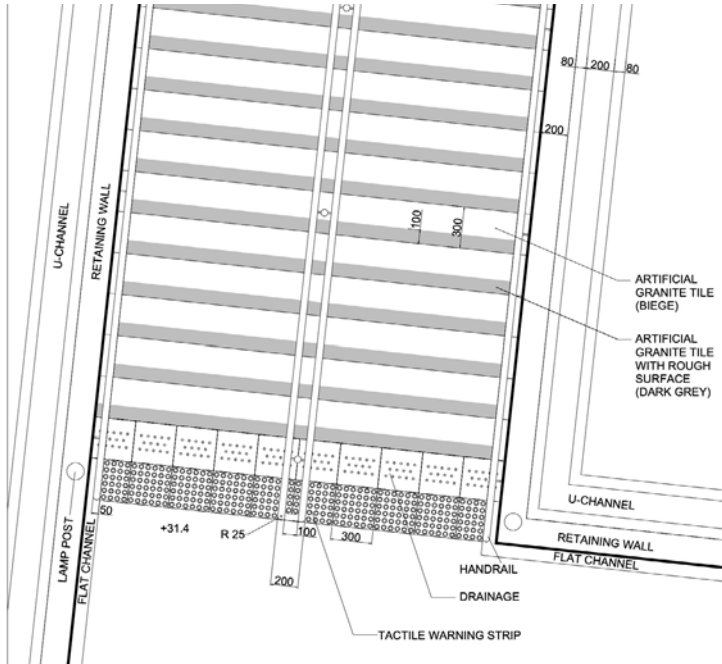
# Technology in Landscape Architecture

## Landscape Intervention

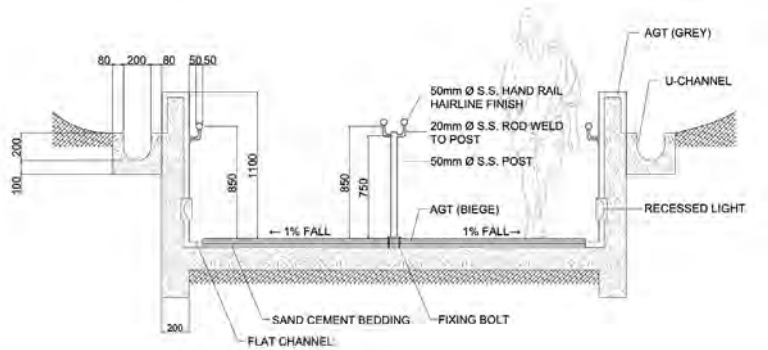
As with any art or science, the successful practice of landscape architecture is dependent on a comprehensive understanding of materials and their related technologies. In landscape we can choose from a very broad spectrum of materials from the natural to the artificial, and from the inert to the organic, and deploy them over a wide range of physical and temporal scales. Technology in Landscape Architecture explores components of the natural landscape: how we can manipulate them to form new landscapes, and how the processes of doing so can be a methodology for design. The course covers various interrelated topics, which build on each other to develop an understanding of the basic elements of the landscape and how they fit together, e.g. drawing the ground by plans and sections; grading with contours and spot levels; using slopes and planes in design; properties of soil; land forming with cut and fill; grading and drainage; slopes and vegetation; erosion control; designing paths and roads; designing steps and ramps; retaining structures; and water features, etc. The core philosophy of the course focused on enabling the students to study landscape both inside the classroom and out on the field, experimenting and examining. In addition to lectures, students learned through in-class exercises, tutorials, short research case studies, and individual assignments, as well as group projects.



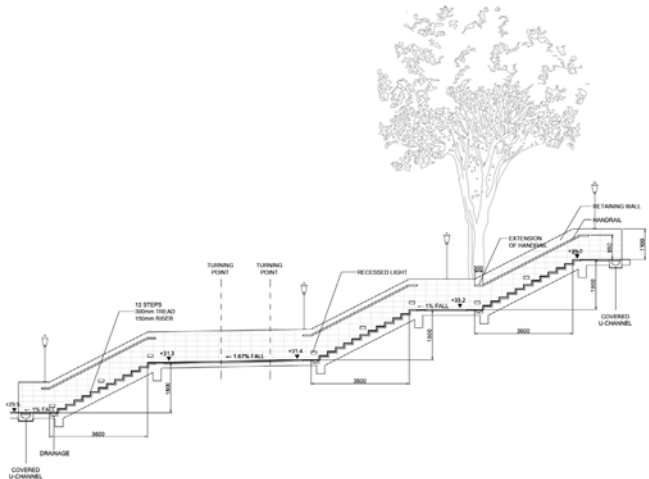
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1:  
Site Walk

2-4:  
Designing Steps: Staircase  
Details  
by CHEANG Yuk Ching Sarah



Plants and Planting Design I approached the role of planting in landscape design from two main areas of study, namely planting design and horticultural knowledge in the context of various habitat types. The planting design component introduced the history, basic principles, vocabulary, and process of planting design. The aesthetic, functional, and ecological characteristics of plants, how they vary over time, and how the designer interacts with these processes were also examined. Students were expected to familiarize themselves with a basic palette of commonly found plant species, representing a wide range of urban and seemingly natural habitats in Hong Kong. The course provided an introduction to plant anatomy and physiology; the interaction between plants and their surroundings; nursery production; planting specification; and maintenance. Field trips were a mainstay of this course, providing a multitude of real-life situations where the reciprocity between horticultural knowledge and design intent, and the long-term successes and failures of planting designs, could be observed and discussed on site. The field trips were arranged so as to introduce the major habitat types and their associated plant communities. A series of quizzes associated with the field trips aimed to foster the habits of continuous observation and learning about plants, followed by an end-of-term plant identification exam. The course hoped to encourage a life-long investigation of plant species and their application in any given environment.



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- 1:** Scale section of wooded slope on HKU Campus by WONG Hoi Lam Michelle
- 2:** Plant reference assignment by LAM Tsz Kiu Alisa
- 3:** Field trip at Kadoorie Farm and Botanic Garden
- 4:** Plant ID discovery at Hong Kong Wetland Park



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

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



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**1,4:**  
Site visit to ZhuangHang Ecology  
Agriculture Yiquyuan  
**2 - 3:**  
Qingming Scroll  
by CHAN Sze Wai Cynthia and HE  
Jingsu Tinnix



[illegible]

the freshwater  
temple in Tan  
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and comprises  
s, *Bischofia*

Map of the study area showing land use and water bodies. The map includes a legend with categories: water (blue), agriculture (green), forest (yellow), urban (grey), and wetland (orange). A red dashed line indicates the study area boundary. Below the map is a photograph of a wetland area with water and vegetation.

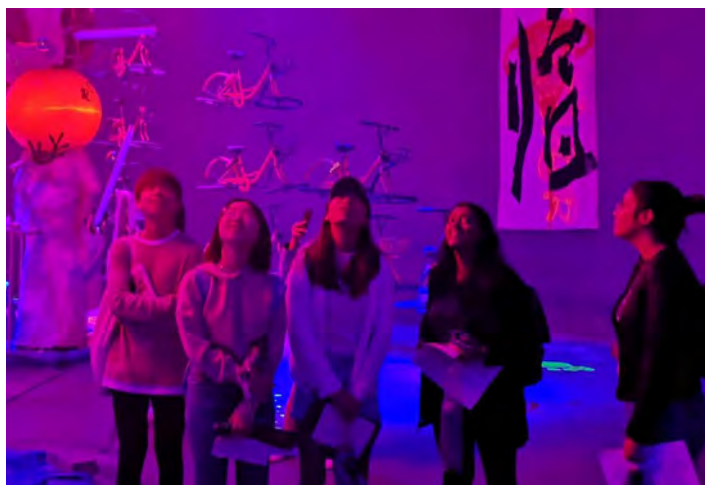


**Instructors:**  
WEE Hiang Koon  
ZHOU Darren  
**Teaching Assistants:**  
LIU Sibe  
WEN Adrian

The course explored the history of urban development, traversing different eras and geographies from ancient civilizations to the contemporary city. In particular, students charted the development of urban theories as they shifted from industrial Europe toward a technological era in America, and the ramifications of widespread decolonization in Asia and other parts of the world after World War II. The course emphasized the discourse of critical ideas and theories, with the objective of broadening the students' awareness of key cultural, political, socio-economic, technological and morphological factors involved in the life cycles of cities over time.

This course, taught by H Koon Wee and Darren Zhou in Hong Kong and Shanghai respectively, was offered to BAAS and BALS students at the HKU Shanghai Study Center. In Shanghai, multiple field trips in and around the city were organized to aid students in understanding the ramifications of urban development and planning within the metropolis's unique context, as well as to tie in with their studio project. Students were also tasked to carry out research on specific master plans pertaining to Chinese cities. The research was published in an open blog where students were encouraged to engage in lively discussions.

<https://fac.arch.hku.hk/asian-cities-research/>



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- 1:**  
Industrial carcass tour at Tank Museum
- 2 - 3:**  
Industrial planning tour at Shanghai Volkswagen and Anting
- 4 - 5:**  
Urban renewal tour exploring Tilanqiao with Allen Dong

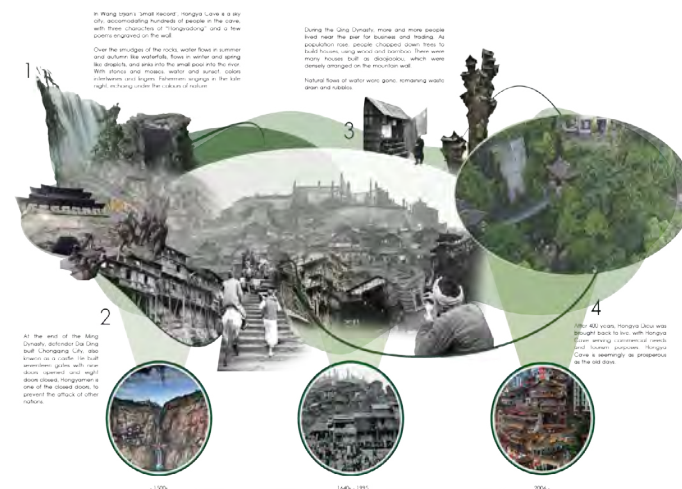
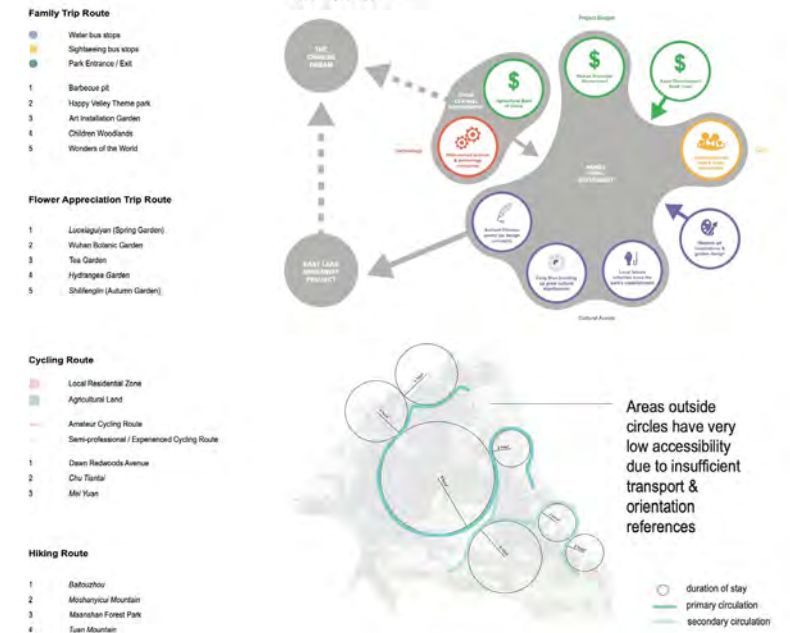


This survey course introduced contemporary design in China through landscape and related design fields. Students were exposed to issues of culture, technology, consumption, environment, rapid urbanization and other contemporary or historical forces in China that shape the contemporary landscapes and related creative practices. Students engaged with leading Chinese designers in each of the fields and studied relevant contemporary projects to determine how issues of Chinese identity and community are being expressed and developed. This approach introduced them to a wide range of new subjects, materials and techniques that can be used to inspire innovation and creativity in landscape design. Some topics included: the appropriation of the theories and symbolism of the Chinese garden tradition in contemporary landscape design; and landscape design in response to contemporary urban, environmental, economic, political and cultural forces in China. The course was assessed through technical research studies, site visit reports, and written papers.

### Diverse User Experience Diagram



### Agency Diagram



**1,3:**  
Hongya Dicui: The Sky Garden  
by MA On Ki Rachel

**2:**  
East Lake Greenway, Wuhan  
by WONG Wae Ki Sammi



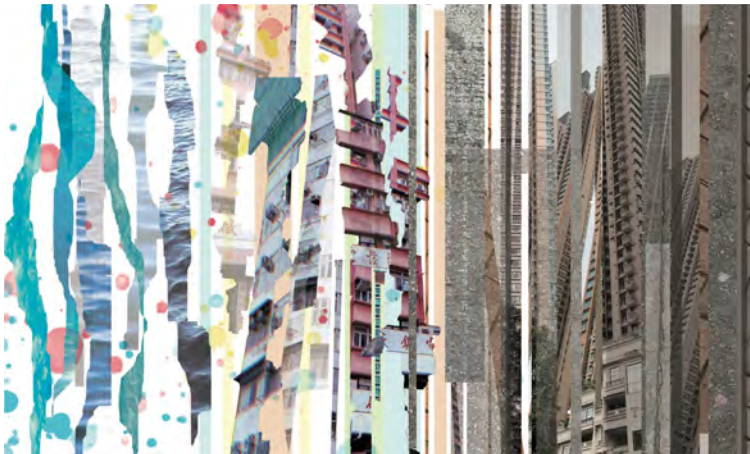
What is landscape? How might it be interpreted, engaged, represented, described, classified.. shaped?

This course explored landscape as both a medium and an idea. As an introduction to the topic, students were challenged to think critically about landscape in ways that shape an expanded understanding of the relationship between individuals and the environment. This expanded understanding was developed through the actions of looking, interpreting, reading, discussing, and ultimately representing landscape. Each of these activities can help reveal the layered conditions, relationships and processes embedded in any landscape.

The sequence of lectures was topically structured with each week focused on a particular framing or expression of landscape. Guest lectures were integrated to highlight special issues and expose students to the range of research initiatives being carried out by scholars within the discipline.



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1 - 4:  
Final projects  
by PANG Hoi Ling, WONG Nok  
Lam Joyce, CHAU Ngai Tung  
Bobo, LI Ziyuan Lena



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

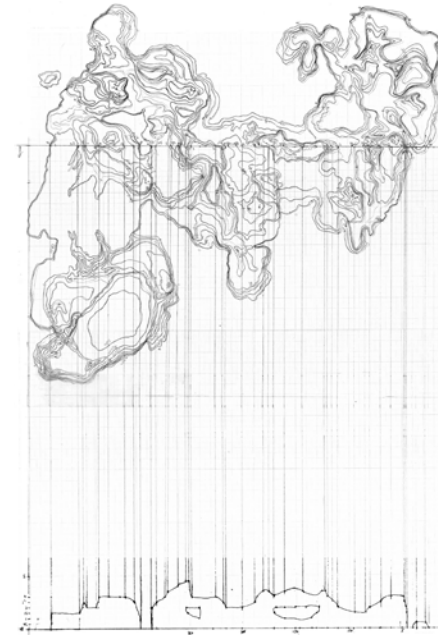
The first of three sections, 'Illustrating Landscapes,' focused on the highly detailed representation of a 400mm square area of ground at 1:1 scale, followed by abstract interpretations of the same area. The process was then reversed, and students were asked to produce abstract 'blots,' then to reinterpret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

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

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



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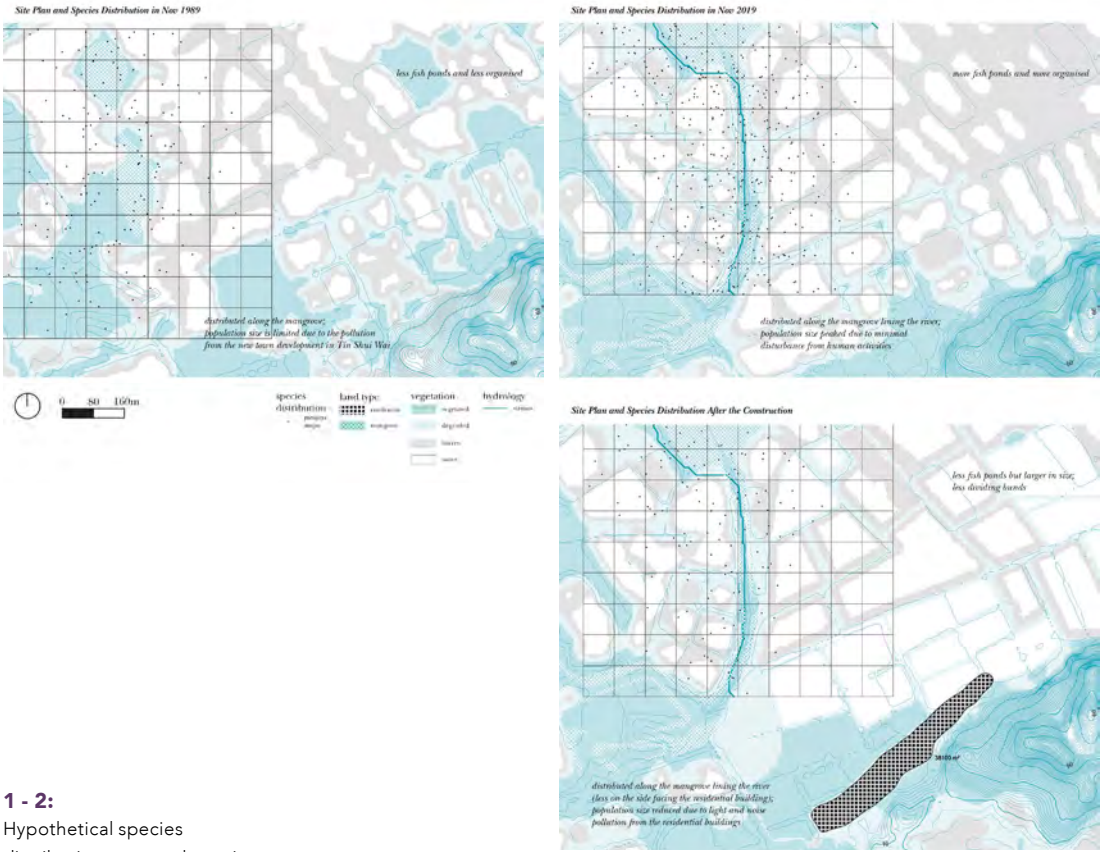
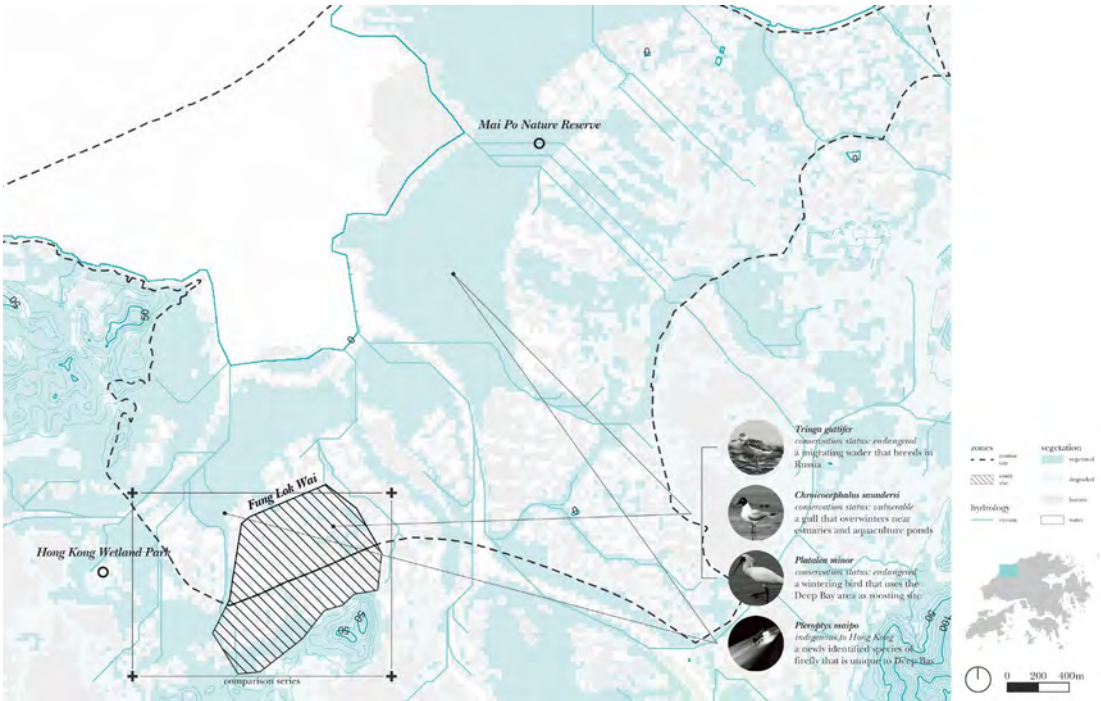


4

- 1:**  
Experimental 'Blot' tests  
by WONG Lok Nam Joyce
- 2:**  
Scale contour plan and section  
by LI Ziyuan Lena
- 3:**  
Abstract model  
by LI Ziyuan Lena
- 4:**  
Dynamic landscapes – Before  
and after: Street view  
by LAI Man Ki Maisy



Landscape Representation III offered a landscape-centric approach to digital analysis and representation. While sharing histories and methods with architecture and planning, landscape representation—given its engagement with natural processes and ecologies—requires greater control over complex forms and materials. This course established foundational knowledge in computer science and geographic information systems (GIS), reviewing their innovations, vocabularies, and impacts on design and project delivery since the 1960s. While these histories help form a critical understanding of software as a medium of design, this course also questioned the inherent problems of landscape as a digital and narrative medium. Students manipulated geospatial data from remotely sensed and open-source datasets to build a generalist’s understanding of geospatial digital media for the range of scales that landscape architects confront and in which they collaborate. Automation and iterative, procedural workflows were stressed as part of an efficient design process and problem-solving toolset for landscape research and design, from regional to site-scale works. For their term projects, students applied GIS and parametric modeling tools to explore landscape modeling techniques for measuring connectivity, fragmentation, and species richness with a focus on describing issues of data quality, scientific bias, reductive methodologies, and disciplinary blindspots in landscape ecology.

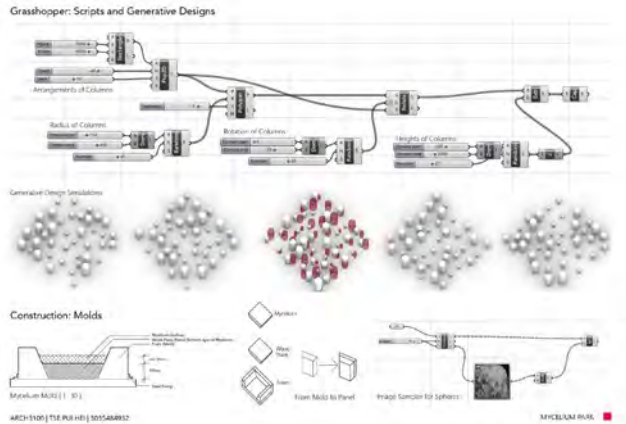
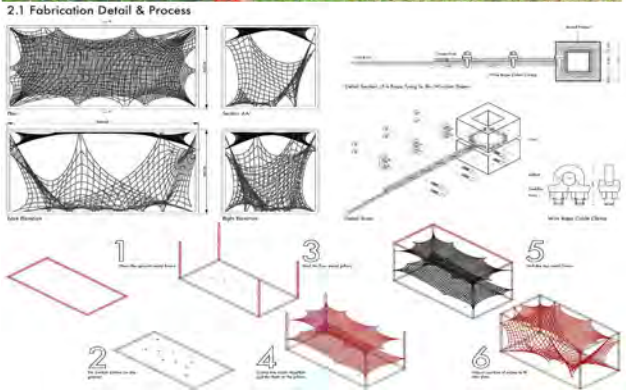
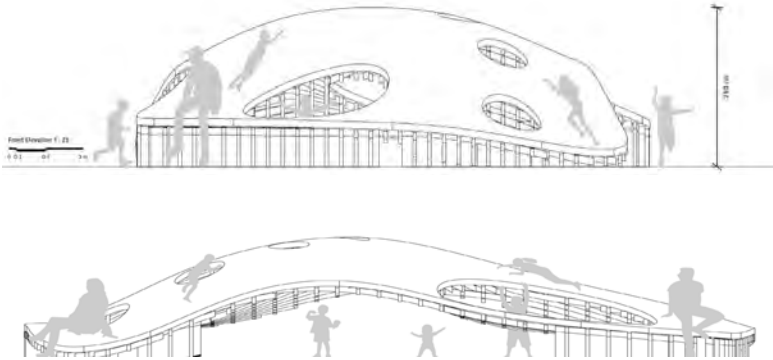


1 - 2:  
Hypothetical species  
distributions across three time  
periods in Fung Lok Wai, Hong  
Kong  
by LEUNG Chun Fai Anson



**Instructors:**  
CHUNG Harvey  
ETTEL Nikolas  
**Teaching Assistant:**  
WONG Oi Ling Ellena

New construction technology has changed the way we shape our cities and designing space. Landscape architects, architects and designers should consider digital fabrication technology as a tool, a process that empowers design by taking advantage of its speed, scalability and cost efficiency. In order to revolutionize the way we build, designers must not only understand the limitations of the tools, but also have a deep knowledge of materials and associated properties. Latest advancement of computer software, machine robotics, and material science has led to a new world of construction possibilities. In spring semester 2020, students were asked to explore ways of deploying these inventions in architecture and landscape design. We looked into materials, fabrication technology, and computational design as a holistic discourse. Starting with the notion of material driven design, students began the course by researching everyday life materials that have the potential to create new experiences in built environments. After coming up with a material concept for a design, students then went through a series of computational design tutorials using Grasshopper to explore ways to create forms parametrically. They also experimented with environmental analytic tools in Grasshopper, where they can bring a different perspective to justify their design concept and site positioning strategies. With the special arrangements in this semester, students were more focused on digital representation, such as photo realistic renderings and detailed fabrication drawings, rather than digitally fabricated physical outputs.



- 1:  
A Granite Wall  
by LI Hoi Lok Klaus
- 2:  
Stepping Sponge  
by FONG Joyce
- 3:  
Mycelium Park  
by TSE Pui Hei Anson
- 4:  
Performative Surface  
by MAK Sum Yuet Faustine



# Elective: Advanced Topics in Landscape Representation

## The New Riverside of Shanghai: In Panoramic Diagrams

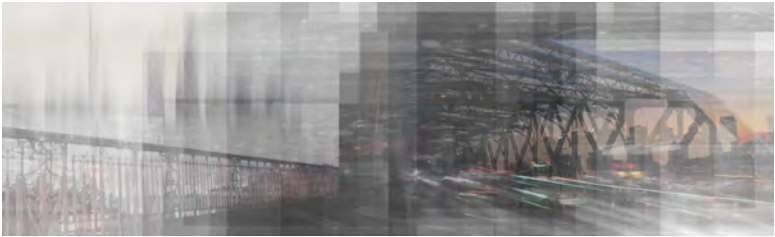
BA(LS)  
ARCH 4709  
(Cohort 2016)

Instructor:  
CHUA Samson

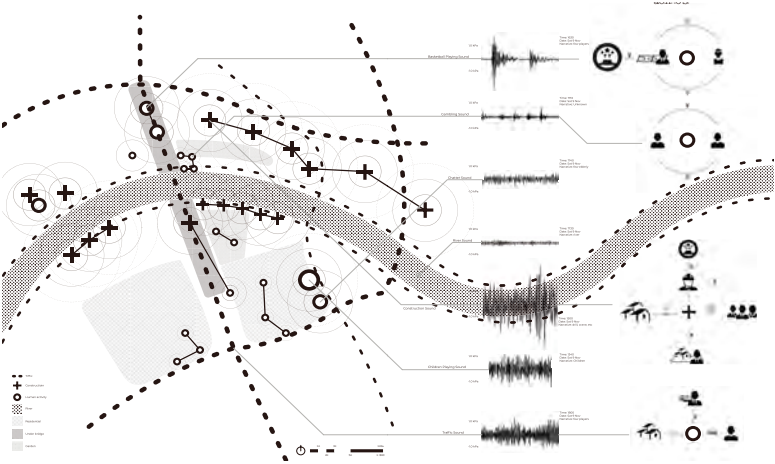
The New Riverside of Shanghai was a course that focused on new methods of site graphic documentation. Students were taught to observe relevant subjects on site during walking tours and to return to the studio to produce diagrams. This course was meant to improve graphic documentation skills for all levels of students in both Architecture and Landscape Architecture studies. We explored both different historical and new urban sites along the bund in Shanghai. Students were given different graphic representation exercises in order to record their experience at each site. Given the location of the HKU Shanghai center, students could easily return to the sites at different hours to make further explorations. A total of 4 assignments were given to them, some were done independently and others in groups of 2-4. Before each outing a lecture was given to highlight what was to be observed and relevant graphic samples were discussed. Each assignment was reviewed in the studio as a group with pinups. At the end of the semester, they were asked to make updates and modifications on the previous assignments.



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- 1: Final Review
- 2: Collage by LEUNG Samuel
- 3 Pump up the Volume: Origins of Sound Space along Suzhou Creek
- 4: Site Visit







**Instructors:**

CHU Cecilia Louise

JIANG Bin

Currently housed under the Department of Architecture, the MPhil/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: 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 Program is connected to a number of research centers associated with the HKUrbanLab, the research arm of HKU's Faculty of Architecture. The Program hosts a biannual Research Postgraduate Student conference and a CIB Student Chapter, which organizes 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.

**Image right:**

Graduate student conference





China's economic reform since 1978 has facilitated the rapid growth of domestic rural-to-urban migrant workers in search of wealth and prosperity. A significant part of their income has been used as remittance to construct new houses in their rural hometowns. This dissertation explores these burgeoning developments and the attempts of migrant workers to realize their dream homes. The study uses an ethnographic approach to investigate the conceptions and uses of three typologies of remittance houses in Yunan, Sichuan, and Fujian: commodity housing in the county, self-constructed house, and in-site rebuilt house. The dissertation suggests that remittance houses in China are material emblems of migrant workers' moral economy, revealing their determination to enhance their families' wellbeing even in their precarious situation with regard to the identity of household registration. The work aims to offer a useful vantage point to understand the role of architecture as socio-economic practices, and the essence of, and relationship between, the urban and the rural.

**Remittance Houses in China: Migrant Workers' Journey of Manufacturing Hope**

by LIN Yi Ling  
Supervisor: CHU Cecilia Louise

Image:  
Remittance houses in Fujian Province



Drug addiction has seriously harmed both individuals and society. The key factor behind the failure in drug withdrawal and rehabilitation is an array of physio-psychological withdrawal symptoms. The majority of studies have emphasized the impact of medical treatment and social support on drug withdrawal and rehabilitation. However, there is little awareness to date about the potential impact of environmental intervention on the rehabilitation process of drug addicts. The proposed research aims at fulfilling this knowledge gap by examining the extent to which environmental interventions may impact the process and contribute to promoting efficient drug withdrawal and rehabilitation.

**Examining the Impacts of Environmental Interventions on Drug Addicts under Rehabilitation**

by LUO Lan  
Supervisor: JIANG Bin

Image:  
Proposed environmental intervention groups: forests, watersides/seashores, urban





The dissertation explores the mainstreaming of wetland construction in the Tai lake basin since 2007. It is a critical period that witnesses the transition of environmental governance from one focusing on devastating 'Chinese pollutions' to one on monumental 'green actions.' The fast-economic growth not only produces environmental pollutions but also stimulates the sustainable building industries such as eco-cities and green infrastructures. Wetlands, as a unique landscape and green infrastructure, has been promoted as the panacea to urban problems such as water pollution and biodiversity loss. By exploring the roles of local actors and institutions, this study aims to understand how wetland constructions, as a cultural act, have reworked the traditional human-nature relationship and the globalities of Chinese cities in the making.

**Wetlands Governance -  
Constructed Landscape  
and Modernity towards  
Ecological Civilization in Tai  
Lake Basin, China**

by WANG Ting  
Supervisor: CHU Cecilia Louise

Image:  
Polluted Tai lake water and  
constructed wetland at a side,  
2007, Wuxi, China

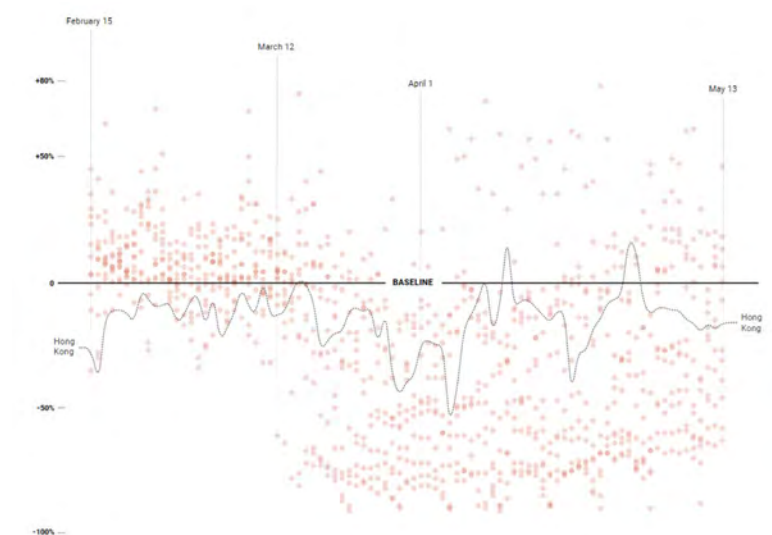


The Covid-19 pandemic and the stringent control measures put in place have had an adverse impact on people's mental health and wellbeing worldwide. Evidence has shown that exposure to urban blue-green space, and physical activities taking place therein, could bring potential benefits to mental health and wellbeing. This study aims to understand how the COVID pandemic has impacted people's exposure to nature and use of blue-green space in high-density cities. It seeks to investigate the links between the change in nature exposure and blue-green space use and self-reported mental health and wellbeing under the pandemic. While past studies have emphasized a minimum dose, few have sought to analyze the impact of dose change and activity type change on mental health and wellbeing. This research will contribute to new knowledge about the role that urban blue-green space has played during the pandemic and future new demands for these spaces.

**Can Nature Help? Examine  
Change in Nature Exposure  
and Urban Blue-Green  
Space Use and the Impact  
on Mental Health in High-  
Density Cities during the  
COVID-19 Pandemic.**

by YANG Yuwen  
Supervisor: JIANG Bin

Image:  
Green Space Movability Trend in  
Hong Kong during Covid-19.  
Credit: Pablo Robles



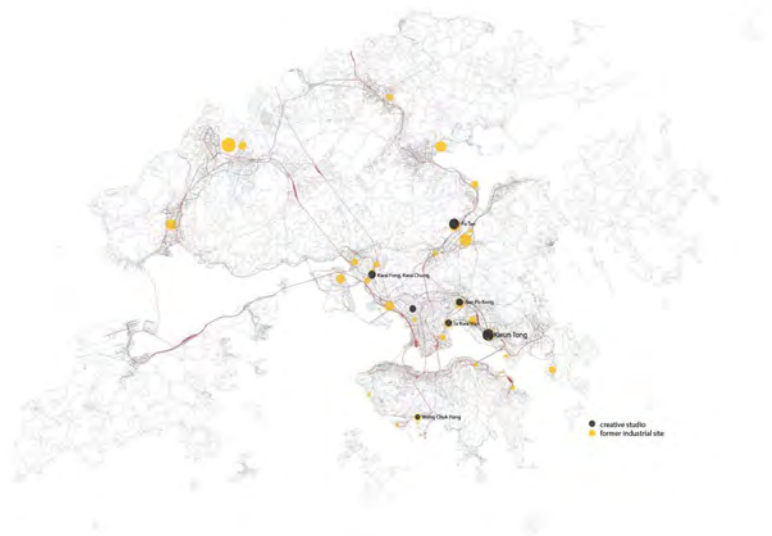


From the mid-1970s onward, many former industrial cities have been facing the challenge of urban regeneration through the transformation from a manufacturing-based economy to a service-based economy. The renewal of old vacant building spaces to serve as new cultural infrastructure and a place for the production of art have led to gentrification in their neighborhoods and created new tensions between the demands for development and conservation. This dissertation studies these processes by focusing on the making of “creative cities” in the unique context of Hong Kong. It aims to interrogate the contradictions in these developments by examining the vested interests between different stakeholders and the contested urban values inherent in their associated spatial transformation. By doing so, the research also seeks to explore what kinds of art spaces have been produced and how these have been continuously reshaped by competing forces.

**The Creative City? Art and Cultural Development under Inner-city gentrification in Hong Kong**

by ZENG Wenxin  
Supervisor: CHU Cecilia Louise

Image:  
Location Map of Former Industrial Sites and Art Communities

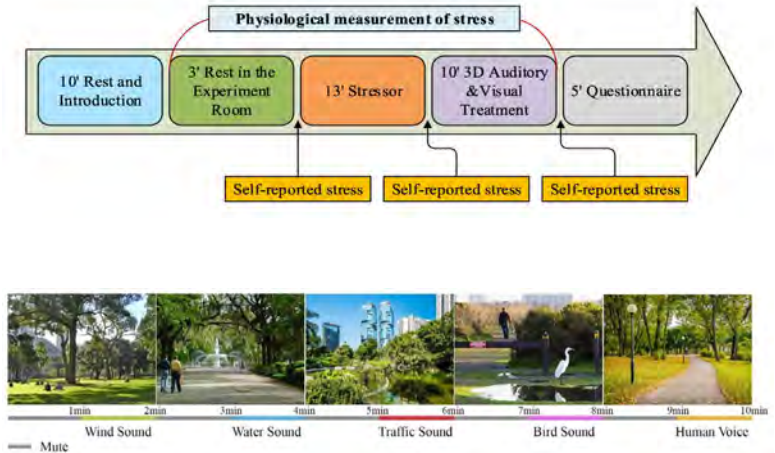


**Measuring Interactive Impacts of Exposure to Acoustic and Visual Environments on Stress Recovery in the High-Density City**

by XU Wenyan  
Supervisor: JIANG Bin

Image:  
Procedure of experiment (top)  
Example of a 10 minute 3D video of urban parks (bottom)

Chronic stress can lead to a variety of severe health problems. Although the correlation between outdoor environments and health and wellbeing has been proved visually and acoustically, their interactive effect has not yet been fully understood. To interrogate the problem, an experimental study will be conducted in a virtual reality laboratory to see how people respond to different combinations of visual and acoustic environments in Hong Kong. This research will involve recruiting 150 participants and randomly assigning them to view and listen to a 3D video of one of several acoustic-visual combinations. During the experiment, the stress level of participants will be measured continuously by physiological devices. Self-reported stress levels will also be collected. Objective visual characteristics will be measured by Pyramid Scene Parsing Network. The research will conduct statistical analysis to address the research questions. The findings of the research will contribute to new knowledge of stress recovery methods through environmental invention, considering both visual and auditory perception. It will also help city planners and designers to promote stress recovery.





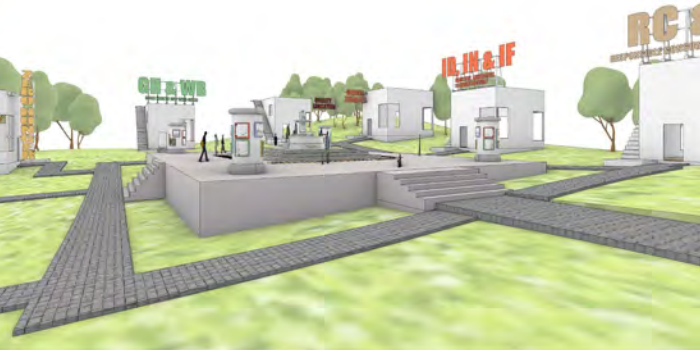




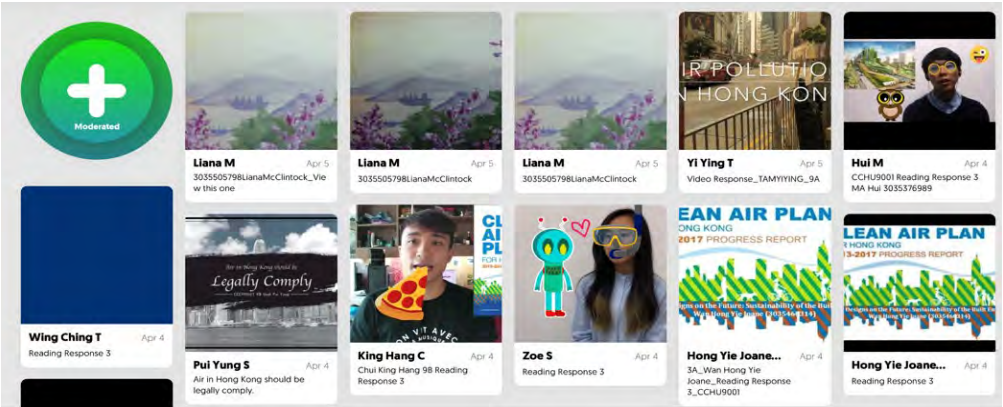
**Instructor:**  
PRYOR Matthew  
**Teaching Assistants:**  
CHANG Gengjiaqi Silvia  
CHONG Ying Monica  
WONG Oi Ling Ellena

This course is intended to inspire thinking about the way we should construct our living environments in future in order to find the most sustainable balance. It explores the UN's Sustainable Development Goals (SDGs) as they apply to Hong Kong, addressing issues of population and urbanization, materials resources, and human systems, in order to understand the concept of a 'sustainable future.' It also evaluates the different media and strategies that people have used / are using to advocate for more sustainable approaches to the environment and community.

This year, the course used a specially designed online learning platform, the Digital Exhibition Space, an interactive virtual 3D environment within which student groups could collaborate, present and evaluate their coursework. Students were assigned into mixed groups of 4 students, with each working to create a gallery to present one of the SDGs. Students generated artefacts for their gallery based on core coursework assignments (an SDG video, a set of infographic posters, and a set of reading responses). Further supplemental assignments related to the DES included: the curation of the room; addition of self selected artefacts, e.g. visitor quizzes, timelines, case studies, etc.; feedback on other student groups in the form of postcards; and a written reflection on how the rooms related to the central idea of a sustainable community.



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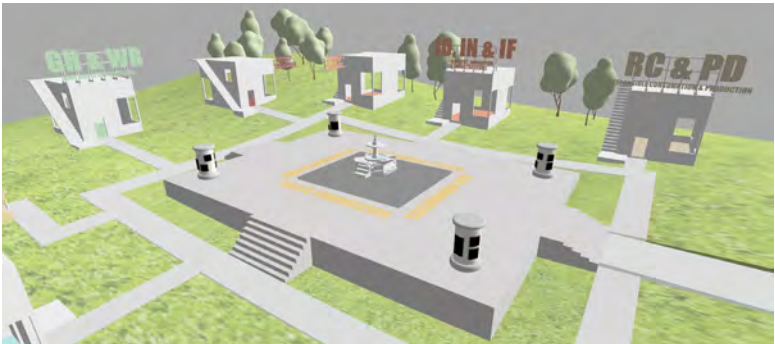
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- 1,5:  
Screenshot of The Plaza
- 2:  
Video reading response
- 3:  
Gallery for gender equality
- 4:  
Clean water and sanitation gallery

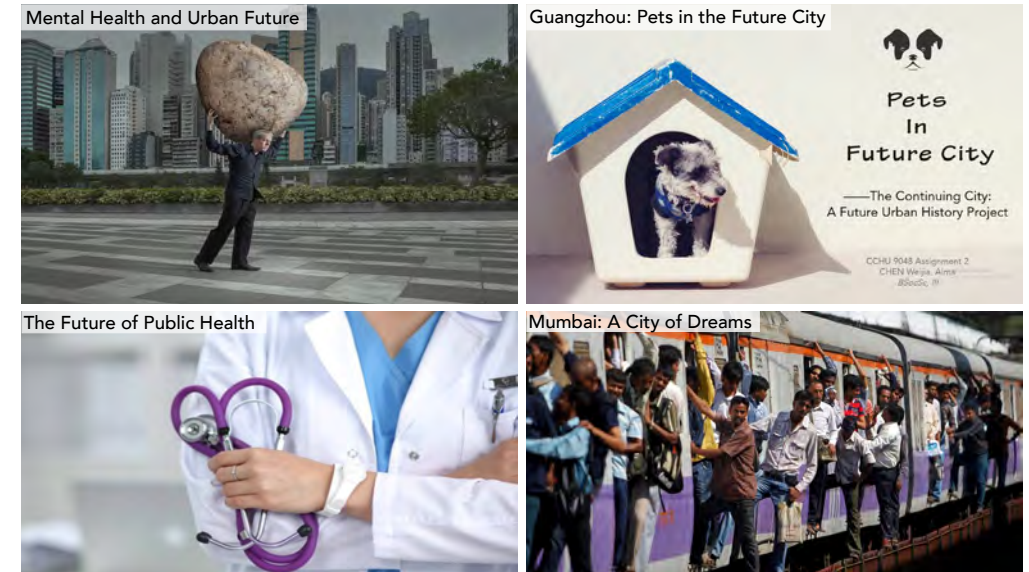


**Instructor:**  
CHU Cecilia Louise  
**Teaching Assistants:**  
WANG Ting  
ZENG Wenxin

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

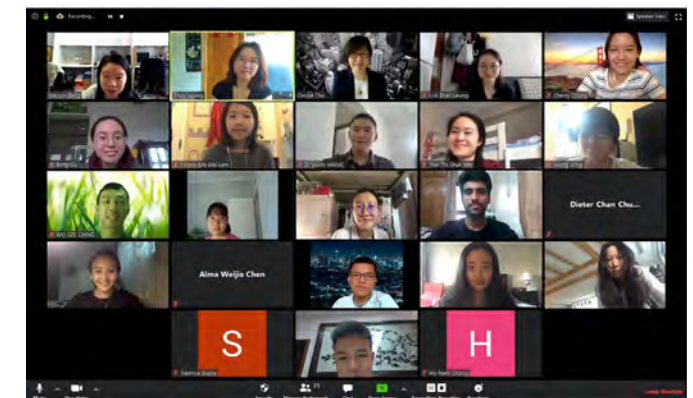


1



2

- 1:**  
A Future Urban History Project
- 2:**  
A Future Urban History Project  
student projects  
Mental Health and Urban Future  
by CHONG Ho Nam  
Guangzhou: Pets in the Future  
City  
by CHEN Wenjia Alma  
Mumbai: A City of Dreams  
by GUPTA Saumya  
The Future of Public Health  
by CHUN Ho Hiu
- 3:**  
Group photo



3



**Instructor:**  
COATES Gavin  
**Teaching Assistants:**  
CHAN Syl Yeng Michelle  
MA On Ki Rachel  
WONG Wing Yin Erica

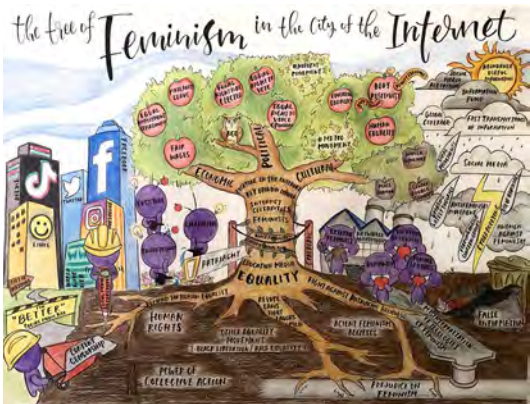
This four week Common Core Course focuses on our human relationship with nature as manifested in the fabric of the city around us. Firstly, we examined the history of this relationship, the spectrum between ‘artificial’ and ‘natural’, and natural laws such as interconnectivity. How do our cultural preconceptions, urban infrastructure, lifestyle and economics, compliment or flout those laws? Students produced a written opinion piece on ‘an example of nature in my home’, examining our attitudes to that chosen aspect, then extrapolating what this tells us about our relationship with nature generally. Secondly, we embarked on a critical review of the manifestations of nature in the city, asking why the relationship is the way it is. Student groups produced short videos observing a particular aspect of nature in the city, highlighting our sometimes contradictory relationship with nature. Thirdly, students contextualized the insights gained from the previous sections into their own discipline, producing individual metaphorical posters featuring ‘The Tree of Something in The City of Something’ where the tree represents a topic of the student’s choice, and the city represents the context for that topic. 159 students enrolled in the course, of which 109 were taught face-to-face for the first half of the course. Due to changing social distancing requirements, the last two weeks of the course were run remotely. Innovations in online teaching included a field trip live-streamed online, and the final gallery review of posters on conceptboard with online discussions between guests and students.



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**1:**  
Screenshots of live-streamed field trip

**2:**  
“Nature in the City - A Metaphor” Poster gallery review on Conceptboard

**3:**  
The Tree of Feminism in the City of the Internet by CHANG Yin Ching

**4:**  
The Tree of Inclusive Education in the City of Segregation by MAK Yi Wah

**5:**  
The Tree of Success in the City of Finance by TAMANG Simon Daryl B.



5







Full-time Staff

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

Part-time Staff

Title	Name	Qualifications / Affiliations
Adjunct Assistant Professor	BEDIR Merve	BArch, MArch Turkey; PhD TU Delft
Adjunct Assistant Professor	CATALAN Marta	BArch, MScArch UPM
Adjunct Assistant Professor	CHUNG Ho Wang Harvey	BSArch Michigan; MArch Yale
Adjunct Assistant Professor	DELPON Andres	MArch, MEd (PGCE) Spain; RIBA
Adjunct Assistant Professor	LEVEN Elizabeth	BSc MPhil Edinburgh; CMLi; RLA; ISA; CA; FHKILA
Adjunct Assistant Professor	ROBINSON Ian	MI Hort; HND
Adjunct Assistant Professor	TANG Dorothy	BLA Iowa State; MLA Harvard
Adjunct Assistant Professor	WILSON Barry	BA(Hons) Heriot-Watt; MLA Edinburgh; CMLi; MHKILA; HKRLA; MHKIUD; CIUDSRC; CSDAC

Shanghai Study Center Teachers

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



## **The University of Hong Kong**

Division of Landscape Architecture Annual 2019-2020

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The University of Hong Kong

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## **Editorial Coordination and Design by**

TRUMPF Susanne

CHANG Gengjiaqi Silvia

CHAN Syl Yeng Michelle

## **Cover by**

CHEN Xubin Aristo

## **Prologue by**

CHU Cecilia Louise

## **Chinese Translation by**

CHEN Xubin Aristo

## **English Proofreading by**

ROSE Diana

## **Chinese Proofreading by**

CHU Cecilia Louise

## **For All Enquiries Contact**

The Division of Landscape Architecture

Faculty of Architecture

6/F, Knowles Building

The University of Hong Kong

Pokfulam Road

Hong Kong

Tel: (852) 3917 7699

Fax: (852) 2548 3059

Email: [landscape@hku.hk](mailto:landscape@hku.hk)

Website: [www.archihku.hk/programmes\\_/dla/](http://www.archihku.hk/programmes_/dla/)

Facebook: [www.facebook.com/](http://www.facebook.com/)

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[www.arch.hku.hk/programmes/dla](http://www.arch.hku.hk/programmes/dla)



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