2018 marked 25 years of Landscape Architecture at HKU. To recognize this milestone, on 16 June 2018, the Division of Landscape Architecture brought together students, graduates, current and former staff, and friends from across the University and from local practice, for a celebration in the Landscape Studio (6/F Knowles Building). This included a Public Review of 2018 graduating classes, the opening of the 2018 Landscape Degree Show and a wonderful 25th Anniversary Cocktail Reception.

Guests of honour (and long-standing supporters): Prof. Leslie Chen (founder of the MLA program and the Division), Prof. Nasrine Seraji (Head/ Dept. Architecture) and Prof. Chris Webster (Dean/ Faculty of Architecture) lead the celebrations with warm and generous reflections on our long journey, our current standing within the University, and our role within the Landscape profession in Hong Kong.

Our achievements over the last two and a half decades are the proud result of the collective hard work of all those who has been involved with the programs, our research studies, knowledge exchange activities, and dedicated service and administrative work. With the further development of MLA and BA(LS) programs, the advent of our new Postgraduate Diploma in Landscape Architecture (PDLA) degree (launched in September 2018), and the expansion of our research studies we very much look forward to the next 25 years.

The annual yearbook, sets out the best of our student work within the design studios and technical courses of both the four-year Bachelor of Arts in Landscape Studies (BA(LS)) and the two-year taught postgraduate Master of Landscape Architecture (MLA) programs.

Environmental challenges and changes in society resulting from rapid urbanization, climate change, modernization and technological advances in Southeast Asia provide the context within which our students develop their landscape architectural skills. Complexities of built and natural environments are addressed through multidisciplinary approaches and at a range of scales. Design propositions are made relevant to both the environment and community within which they are set, thorough detailed and specific research. Students engage with these challenges both in the classroom and through local and international field trips. This year students travelled to urban and rural areas of Java and Laos, as well as to many destinations in China.

Within the framework of the Faculty of Architecture’s HKUrbanLab, landscape colleagues have lead research studies on landscape, urban and environmental issues. In addition to the work of the Division’s Virtual Laboratory of Urban Environments & Human Health, colleagues have contributed to the: Centre of Urban Studies and Urban Planning and their emerging Belt and Road Observatory; Healthy High Density Cities Lab; Urban Ecologies Design Lab; and Architecture, Urbanism, and the Humanities Initiative. Examples of current research projects are included at the end of the yearbook.

We are deeply grateful to the continued generous support of our alumni network, partners in practices and NGOs locally and regionally, and academic colleagues from landscape schools across the world.
The Master of Landscape Architecture (MLA) is an advanced degree in landscape architecture that has been offered at the University of Hong Kong since 1993. The two-year curriculum is accredited by the Hong Kong Institute of Landscape Architects. Our program is distinguished by a commitment to teaching landscape architecture as an expanded field in which core practices in the discipline are examined alongside contemporary notions of territory, urbanism, and ecology. By focusing on experience-rich, problem-based approaches to learning, we prepare students with the fundamental design skills and active disciplinary knowledge to engage in the progressive landscape architectural practice needed in the 21st century.

The MLA program emphasizes research and design. Subjects are organized into themed tracks which include design studio, history & theory, technology, and media. Each track moves from fundamental to advanced material, and students can pursue a specialization through a range of electives and extracurricular opportunities across the Faculty. Courses draw on the environmental laboratory that is the greater Pearl River Delta for an understanding of landscape architecture that spans from the urban to the rural; one in which issues of density and development necessitate socially and ecologically sustainable solutions. Advanced digital methods are woven throughout the curriculum, ensuring that our graduates have the up to date skills in both computation and representation. Teaching across the tracks is anchored in contemporary research and most of the program’s instructors are leading or collaborating on projects in a variety of topical clusters that make up HKUrbanLab, the Faculty’s research arm.

Landscape design studios anchor each semester and allow students to work closely with instructors to develop analysis-driven creative solutions to resolve complex problems at multiple scales. Foundation studios explore themes of space and assembly, dynamic processes, and public space. In the first year, MLA students travel overseas to carry out fieldwork and engage with communities in places where landscape issues intersect with development and urbanization, most recently in Indonesia. Second-year studios confronted themes of urban waterfront design, public housing, and manufacturing landscapes. At all levels, instructors develop projects based in actual situations and involve key actors such as community leaders, NGO’s, professionals, and government officials. The MLA education culminates in a design research thesis in which students work closely with instructors on a project that articulates their own critical position in the discipline through an independent exploration of site, theory, and methodology.

Ivan Valin
Assistant Professor
MLA Program Director

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Core Courses are 6 credits and Design Studio courses are 12 credits.
*MLA Pre-requisite course begins in mid-August before the beginning of Semester 1.
The Bachelor of Arts in Landscape Studies (BA(LS)) program at the University of Hong Kong equips students with a curriculum that emphasizes design, landscape technology, history and theory, and visual communications. We aim to give students a comprehensive grounding in the knowledge, concepts and skills which landscape architects commonly require to deal with complex community, ecological and developmental issues within diverse urban and natural environments.

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

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

Students are exposed to a wide range of environments through site visits and field trips, and the Division actively collaborates with other leading landscape programs overseas to offer opportunities for students to engage their peers from around the World. In addition, our Shanghai Semester gives students the opportunity to live and learn in an international setting and to study the rich landscapes and urban environments in the Yangtze River Delta.
The MLA Design Thesis is a year-long independent research and design project consisting of Thesis Preparation and the Thesis Studio. The Design Thesis, while understood as the culmination of conceptual, technical, ethical, and professional knowledge and skills gained at HKU, requires the distillation of those skills and knowledge most necessary to communicate and defend the thesis. Students follow research methods, including writing a formal research statement, methodology, case studies, and a literature review that together position their studies within contemporary landscape architecture discourse and related fields. Each year, students align themselves with one of several tracks of landscape research that take cue from current issues and debates, allowing for focused peer and group discussion throughout the development of their work. Student topics included: Environmental, infrastructural, and geopolitical conflicts; landscape conservation and heritage; urban agriculture; and challenging urban design and landscape planning methodologies in sites largely across Hong Kong, China, Southeast Asia, and the Middle East. Addressing a wide range of complex issues, the primary purpose of HKU’s design thesis is the advancement of knowledge, methods, and practices in the field. Resistance to common practices and challenging the status quo are encouraged, as are sited and siteless projects, installations, manuals, and other forms of critical output. 

Landscape Thesis

The MLA Design Thesis is a year-long independent research and design project consisting of Thesis Preparation and the Thesis Studio. The Design Thesis, while understood as the culmination of conceptual, technical, ethical, and professional knowledge and skills gained at HKU, requires the distillation of those skills and knowledge most necessary to communicate and defend the thesis. Students follow research methods, including writing a formal research statement, methodology, case studies, and a literature review that together position their studies within contemporary landscape architecture discourse and related fields. Each year, students align themselves with one of several tracks of landscape research that take cue from current issues and debates, allowing for focused peer and group discussion throughout the development of their work. Student topics included: Environmental, infrastructural, and geopolitical conflicts; landscape conservation and heritage; urban agriculture; and challenging urban design and landscape planning methodologies in sites largely across Hong Kong, China, Southeast Asia, and the Middle East. Addressing a wide range of complex issues, the primary purpose of HKU’s design thesis is the advancement of knowledge, methods, and practices in the field. Resistance to common practices and challenging the status quo are encouraged, as are sited and siteless projects, installations, manuals, and other forms of critical output.

Landscape Thesis
Rethinking the Potential of Urban Rooftop Farming: Valuing Social Benefits in Hong Kong

WANG, Ting Sarah

Supervisor: Mathew Pryor
Cooperative Succession: Strategic Military Base Realignment in Okinawa

WONG, Hiu Yan Monique
Supervisor: Xiaoxuan Lu
The In-between of Agriculture and Urbanism: A Study of Cuba’s Resilient Model
MOK, Siu Man
Supervisor: Ivan Valin
An Environmental Rationale:
Strategies to Reconcile the Graduated Sovereignty of Northern China’s Eco-modernization Programs
AU YOUNG, Chung Yan Samantha
Supervisor: Ashley Scott Kelly
The Death of Regeneracionismo: Building Bargaining Power Through a Performative Catalonian Waterscape

CHAN, Howe     Supervisor: Xiaoxuan Lu

Plastic Tide
NG, Chi Wai Wiley     Supervisor: Scott Melbourne
Divergent Landscape Futures: Resilience Scenarios for Climate Change, Dam-building and Productive Landscapes on the Tonle Sap Floodplain

LU, Jingrong Lawrence
Supervisor: Ashley Scott Kelly

Reclaiming Steppes from the Three-North Shelterbelt: A Nomadical Anti-desertification Scheme in China’s North-eastern Frontier

WONG, Wing Tung Eunice
Supervisor: Xiaoxuan Lu
In this studio, students explored the core practices of landscape design in the context of high-density, dynamic urban sites in Hong Kong. Focusing on the everyday landscapes such as resting areas and engineered slopes, students discovered the exceptional opportunities for landscape design and social and ecological enrichment of sites throughout the city. The semester was divided into two discrete projects, each taking on sites of edge, gap, and border. In Project 1, (Inter)positioning, students explored the nature of spatial interventions in Hong Kong’s physical structure with a focused study of Sitting Out Areas and Rest Gardens, those unique and ubiquitous expressions of maximizing utility in all of the city’s in-between or left-over spaces. In Project 2, A Cemetery Park In-Between, students focused on the ‘in-between’ fields between culturally, topographically, and ecologically distinct development areas in the Happy Valley Cemetery. Taking on notions of expanded roles for infrastructure, students were challenged to consider interventionist strategies that construct habitable ground for both people and ecology. Through multiple exercises, the students explored design methodologies including typological analysis, abstraction, analysis, projection and iteration. Students refined their capabilities in presenting landscape designs in both measured conventional formats, and in inventive, process-driven techniques.
Project 2 - A Cemetery Park In-Between. Design Models, HO, Yuming

Final Review Presentation (Photo: Aristo Chen)

Project 2 - A Cemetery Park In-Between. Rendered Sections, PAN, Fan Jimmy

Conceptual Plan and Sections, LU, Fan Jimmy

Rendered Axon Sections, CHONG, Yan Suen Ceas

MLA

Interstitial

Hong Kong
Taking the concept of ‘Landscape as Framework’, this studio looked at how natural landscape systems can determine and order human settlement and activity (and in turn be determined by them), and how we might develop meaningful strategies and proposals to achieve and sustain a balance between the two.

We took a broad north-south corridor of land (some 150 km long and 70km wide) on the Indonesian Island of Java as our initial study area. This vast territory encompasses a volcanic landscape rich in biodiversity, scenic beauty, agricultural productivity and mineral resources, but is also home to a culturally diverse community of some 10 million people, scattered across it in a complex ‘desakota’ system of urban sprawl.

Drawing on current landscape planning and urbanism theory, students looked to understand and document this landscape, not just through its physical components, but through its systems, flows, assets (and liabilities), actors, patterns, trends, etc. From this they developed strategic framework proposals for the landscape.

Core to this studio was the week-long study visit, centred on the former colonial hill town of Malang where we partnered with staff and students from U. Brawijaya. Excursions to the Mt Bromo volcano, the Lapindo mud volcano at Surabaya in the north, teak plantations, water management infrastructure, the resort beaches of the southern coast, and the rich agriculture of the upland Batu Valley, allowed us to interact with local communities, record (in drawings and video) the landscape and its people, and to develop our understanding of the territory and its landscape systems. From this students were able to identify specific issues which became their final projects.
HKU MLA Students Exploring the Landscapes and Meeting the Community in Malaug, Java (Photos: Melbourne)

8 - 12
Students Research and Proposed Landscape Interventions (Photos: Melbourne)
Forum|Vivarium is an advanced MLA studio investigating the potential for public space and ecosystem in the reclaimed grounds of Hong Kong’s Central District. Forum|Vivarium in the most reductive sense represent that which is essentially public (or that which allow collectivity in the city) and that which is essentially natural (or that which sustains living systems). These two concepts might also be seen as competing ambitions for the waterfront of contemporary Hong Kong. In the imaginary of the Forum, the waterfront overcomes infrastructural obstacles and the temptations of land value to vastly increase space in the financial district, initiating a cultured publicness in the image of an open and free city. In the imaginary of the Vivarium, the waterfront returns to a robustly natural state, a purposeful and productive zone, in the image of a green, resilient, and healthy city.

This studio will trace conditions of vivaria and fora in Hong Kong’s urbanized landscapes to originate strategies of assembly, isolation, connection and enclosure suitable to the city’s dense development and ersatz natures. Working on a 12-hectare area within the Department’s Site of Intervention, students will then translate these strategies into one or more “deep” design interventions that rebuild the ground, develop the surface, and manipulate the atmosphere of the Central site, initiating new civic and biotic potential in the city.
1-3
Substrates: Sectional Studies of Central,
LEE, Crystal
MOK, Siu Man
ZHANG, Shaoyin

4
View from
Victoria Harbour,
WONG, Hiu Yan

5
Zoning for Accessibility,
WONG, Hiu Yan

6
Plan, CHAN, Howe
YAU, Chun Ting

7
A Water Treatment Device,
CHAN, Howe
YAU, Chun Ting
The Pearl River Delta is historically the manufacturing heartland of China and currently hosts some of the largest electronics manufacturers in the world. The resulting industrial structure, its related networks, and physical space have a great impact on the social, economic, and ecological landscape of the region. The eventual post-industrialization of the PRD—especially in light of the current economic slowdown and efforts to shift to tertiary industries—are particularly challenging and require strategic urban restructuring of the region. However, conventional methods of urban planning often operate at an urban or regional scale, overlooking the importance and agency of the individual in shaping their environments.

This studio will investigate the social, economic and environmental impacts caused by the rapid growth of the electronic industry in the PRD. We will explore how landscape and urban design can facilitate new regional visions of the ecological and social environment that can be realized at the material scale, working simultaneously at multiple scales. The course unfolds in three stages: first is to understand the working and living status of Foxconn workers and other related population; in the second stage, we will conduct semi-structured interviews and field trip for a site in Shenzhen. The site is Qinghu Community adjacent to the Foxconn Longhua Industrial Park; In the third stage, we will develop planning and design strategies and techniques to create a more restorative and resilient community environment at the site and material scale.
For the silent majority: Community and urban space design interventions in ShenZhen Foxconn urban village

10 Low-end Plant Persistent Growth: Space Vitalisation Hand-shaking Houses, ZHENG, Danying

11 Transformation of Prototype: A Tree Port Design Base on the Behavior Characteristics of Residents, LONG, Xianwei Bruce

12 Made in Qinghu: The Combination of Public Art and Landscape Base on the Voice of Residents, WONG, Wing Tung Eunice

13 - 16 Final Review and Exhibition at the Fei Art Museum, QZ

17 - 20 Exhibition in Bi-City Biennale of Urbanism & Architecture (HK and SZ)
This advanced landscape design studio investigates a critical component of open space in high-density cities: the landscapes of public housing. In Hong Kong, this sector covers the living environment for nearly half of Hong Kong’s residents; and although its ‘green’ vocabularies are improving, an overhaul of urban design and landscape strategy is overdue.

This studio has two primary aims: the first, to contextualize and catalog existing forms and practices of public space in Hong Kong’s housing estates; the second, to speculate on new forms of urban living that take into account the existing conditions and the surrounding ecological and urban contexts. This year, students focused on public estates built during the “Ten-Year Housing Program” (1973-1983). For the first exercise, students analyzed and documented the public realm of public housing built during this period and produced a typological collection of the different forms and practices of public spaces in each estate. For the final project, students developed urban design strategies to rethink and renew Wo Che and Leuk Yen Estate, both built in the mid 1970’s on reclaimed land on Sha Tin. For the second part of the assignment, they developed a detailed site design within a strategic framework.

MLA Design Studio III C:
Cities within the City: Renewing Landscape Strategies in Public Housing

Instructor: Natalia Echeverri

Shun Lee Estate,
WONG, Hoo Ming Jeffrey
2 - 3
Analysis Masterplan
for Wo Che Lek Yuen Estate
LEE, Wai Yan Natalie,
AU YOUNG, Chung Yan Samantha,
LI, Pung Chin Gordon
Cities within the City:
Renewing Landscape Strategies in Public Housing

5 - 6
Plan and Section of Wo Che Estate,
LI, Xiaoyu Kitty

7 - 8
Plan and Section of Wo Che Estate,
CHOW, Sushakri Patrick

9 - 10
Plan and Section of Lek Yuen Estate,
LI, Pung Ching Gordon
Model Flooded,
LAW, Wai Yan Natalie

11 - 12
Model Unflooded,
LAW, Wai Yan Natalie
Landscape Technology I deals with the way landscape architects work with the land itself, shaping expansive landscapes and constricted urban sites.

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

Assignments and activities include:
- Surveying levels and plotting contours on campus with reference to as-built construction drawings,
- Mapping surveyed information on plan and plotting accurate sections,
- Designing and estimating cut and fill earthworks, and using contours to clearly illustrate designs,
- Using soil components to physically mix fabricated topsoil in accordance with government specifications,
- Plotting the extent of water catchments, and
- Design of paths and steps to resolve access between levels in accordance with regulatory requirements.

These topics are integrated in a final assignment, in which students redesign and detail a courtyard area on campus with very significant level changes, requiring an understanding of slope, retaining structures, ramp and step design.

Thanks to its dramatic topography, Hong Kong abounds with striking natural landforms, urban development sites that feature extreme level differences, and given the frequently intense summer rains, a highly developed drainage infrastructure. The course also includes several field trips to landscape design projects that incorporate major engineering structures and slope works.
Successful landscape architecture practice is founded on a comprehensive understanding of materials and their related technologies. In landscape we can choose from a very broad spectrum of materials, and deploy them over a wide range of physical and temporal scales. This course explores the range of materials commonly available to the designer, how they are produced, specified, used and recycled, and strategies that designers can adopt for their selection and combination in typical landscape applications and settings. In doing so we can see how the processes of doing so can be a methodology for design.

The course covers three interrelated topics, materials, landscape elements and construction detailing, with successive sessions building to develop a broad understanding of material construction in landscape architecture. Through these, students develop an understanding of: common landscape materials and their properties; criteria and principles for selection of landscape materials for different applications; basic construction detailing of landscape elements; and processes of defining and documenting materials and construction details. The course culminated in an exercise in the complete design and construction detailing of a bird hide to be located at the HK Wetland Park.

1 - 3
Drawn Analysis of an Existing Pavilion,
AU YOUNG, Chung Yan Samantha

4 - 6
Drawn Analysis of an Existing Canopy,
LAW, Wai Yan Natalie

7 - 9
Detailed Design of a Bird Hide at HK Wetland Park,
WANG, Ting Sarah
This course sought to help students develop an understanding of key ecological principles and to appreciate how these principles underpin successful landscape design and plant selection. The course introduced students to the main ecosystems of Hong Kong and to the concepts of succession, biodiversity, habitat structure and ecosystem stability. Students were encouraged to investigate how these concepts and principals contribute to the success (or failure) of urban landscapes and habitat creation and are an essential tool in successful landscape design. The concepts of ecosystems services and their valuation, landscape ecology and biodiversity were examined.

The course explored these concepts by means of lectures and tutorials, reinforced with site visits illustrating the concepts discussed in class and personal exploration and analysis of landscapes, ecosystems and habitats in Hong Kong. Students started work on a plant reference collection which was further enhanced in the following module – Landscape Plants and Ecology II. A design project linked to the studio design project allowed students to demonstrate their understanding of these fundamental concepts by applying them to element(s) of their major design project.
Landscape Plants and Ecology II focusses on planting design and horticultural knowledge in the context of various habitat types.

The planting design component introduces the history, basic principles, vocabulary and process of planting design. We examine 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 are expected to familiarise themselves with a basic palette of commonly found plant species representing a range of urban and seemingly natural habitats.

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

A plan and sectional drawing assignment requires students to accurately measure, map on plan, and draw scale sections of the trees and other vegetation on wooded parts of the campus. The intensive observation needed to carry out this seemingly simple task is a revelation, and effectively shatters our preconceptions of how trees and other plants respond to their surroundings.

A series of quizzes, the production of a personal plant collection diary and an end-of-term plant identification exam, all associated with the field trips, aim to foster the habits of continuous observation and learning about plants and their interactions with their environments.
Students were given the opportunity to get a feeling for post-academic, working life by adopting professional working outlooks and habits during the sessions. The course introduced the basic principles, common concerns and requirements of landscape architectural practice, and students were expected to research, organise and present their understanding of professionalism and ethics, along with the detailed needs of becoming qualified, running an office, understanding contracts and managing projects.

During the course, a visit was undertaken to the offices of AECOM, with an introduction to the key procedures and activities required to manage a design office given by Director David Jung and to the active construction project of the Malvern College new campus to understand the issues surrounding construction management to ensure successful delivery. Thanks go to Plato Tso of P&T Architects and Kenneth Yiu of Build King. Students without site safety green cards were also required to attend a one-day Construction Industry Training Authority (CITA) approved safety training course.

Deliverables were presented through a variety of media including board games, quizzes, role play and video, whilst students were challenged with teamwork challenges and peer assessment.
Visual communications for landscape architects, as it’s taught and practiced, is often appropriated and derivative from technologies and pedagogies of architecture and planning. However, landscape confronts forms, material conditions, and ecological processes more complex than the other design disciplines. Landscape Media is a shift in approach to medium and digital environments. Quickly moving beyond the acquisition of data and the digital automation of repetitive tasks, this course offers a landscape-centric approach to digital media that focuses on the manipulation and creation of data, i.e., the “fabrication” of missing information and spatial description across many scales. This requires critical and ethical reflection on data organization, spatially explicit methodologies, and the exhibition or reproduction of information in derivative forms. Lectures address the evolution of terrain- and surface-based representation and technologies from the origins of Geographic Information Systems (GIS) in the 1960s, 1990s digital revolution in architecture, data scenes, and advancements in point-cloud data in the 2000s. For their term projects, students explore conflicts between development, environmental degradation, and engineered-environmental systems at sites across South and Southeast Asia. To complement their studio course in Indonesia for 2017, students applied GIS-based and parametric techniques to document road development in central and western Sumatra, Indonesia.
The discipline of landscape architecture has been transformed over the past few decades with the advent of new sets of theories and agendas formulated by landscape theorists and practitioners. Various protagonists have set out to reconceptualise the roles of landscape architecture and its field of operations. At the same time, a related set of intellectual currents has arisen to challenge our pre-existing ideas of ‘landscape,’ ‘nature,’ ‘culture,’ ‘environment’ and so forth. Such intellectual transformations lead to the emergence of new design and planning methodologies and subsequent spatial outcomes, which acknowledge and respond to changing ecological, economic, and social conditions.

This course seeks to understand these contemporary positions by tracing their developments from the late 19th to 21st centuries. It posits that history, theory and practice are contingent upon one another and, together, they ground design in the particularities of time and place (Meyer, 1992). The course will begin by examining the professionalization of modern landscape architecture and emergent design thinking in different contexts as well as the changing relationship between the discipline and other fields over the 20th century. It will concurrently focus on exploring the standard landscape concepts, such as Site, Form, and Ecology, particularly the ever-changing approaches to and definitions of these concepts.
This course undertakes a critical evaluation of global contemporary practice of landscape architecture and planning at the urban and regional scales. Shifts in global economic and geo-political trends have necessitated a repositioning of these practices from an empirical, socially and environmentally-deterministic practice to one that is operative and catalytic, for which strategy and negotiation prevail over traditional top-down planning methods.

This course aims to situate these diverse and often contradictory ideas about shaping of our environment within a historical continuum and the struggle over disciplinary identities, while simultaneously exploring their impact on the evolution of methodology and ethics.

The course starts with a brief historical overview of the origins and the social, industrial, and economic contexts of contemporary landscape design and planning at urban and regional scales over the past century. The course then turns to explore in some detail the various responses in landscape architecture and related disciplines to recent interrelated developments shaping the context of contemporary practice. These developments, together with shifts in thinking and conceptual frameworks, have prompted landscape architects to engage in more strategic, catalytic modes of practice in an effort to advance landscape architects central relevance and specific disciplinary expertise in designing at these scales.
This course is designed to provide students with the essential background knowledge required to successfully manage trees in the urban landscape. After taking an initial overview of the physical and commercial contributions that trees make to the overall quality of life in the urban areas we then look at Trees and the Law and the obligations faced by managers who are responsible for trees in facilities under their “duty of care”.

Students will then be guided through the process of selecting various trees for different situations by reference to their physical characteristics and what constitutes a “good” tree by reference to its health, form and architecture.

Following an introduction to the drafting of Tree Surveys and how to approach Tree Risk Assessments by using practical examples out in the field, students will be guided through the standard formatting for Tree Surveys with explanations given for each of the component parts of a Survey. While students will not be expected to emerge as trained Tree Risk Assessors they will become familiar with the reasons for undertaking TRA’s and the terminology and methodology used in preparing risk assessments.

An important part of the course will look at how to assess / appraise suitable trees for transplanting and under what circumstances they can be transplanted taking into account various site constraints, species limitations, tree ages, etc. using examples in the field.
Responding to contemporary ecological pressures and current high demand for infrastructure development worldwide, this course brings together a series of thinkers and researchers from the design commons across Eurasia to discuss different methods, models and measures of large scale, long range infrastructure projects for the 21st century. Challenging the commonplace assertion that the work of infrastructure remains invisible until it fails, this course opens a horizon on infrastructure’s cultural valence that remains primarily symbolic — of technological development, of political patronage, of resistance to sovereign power.

In addition to the weekly guest lectures and occasional screening of films, students work in pairs to develop a multimedia-mapping project. Focusing on the multilateral transnational infrastructure development projects at China’s borderlands that are playing a significant role in current Chinese initiatives to create transnational China-centric development corridors, these videographic essays explore the following questions: How are environments and infrastructures built? Who builds them? What materials are required? What influences and forces act upon them? How are they changing? Through digital means, the combination of this multimedia explores and interprets historic spatial processes and contemporary ecologic patterns to open a new lens on urbanization.

1 Snapshots from a videographic essay composed by CHAN, Tsz Wa and HO, Yu Ming: https://vimeo.com/272756274

Five videographic essays were developed in this course:
“China–Myanmar borderscape: Nansan Port” by CHAN, Howe and ZHANG, Boyang.
“China–Mongolia borderscape: Zhangmu Port” by CHEUNG, Wing Ka and WONG, Wing Tung.
“China–Kazakhstan borderscape: Khorgos Port” by KWOK, Kam Man and WONG, Oi Ling.
“China–Nepal borderscape: Zhangmu Port” by TSANG, Yik Ming and CHAN, Ka Ying.
Land Art as an art genre emerged in the 1960s, impacting not just the art scene but also the contemporary landscape architectural practice. Environmental issues such as industrial landscapes, waste, energy crisis, food shortages, were common grounds between Land Art and Landscape Architecture that both disciplines cross-over to seek ways to use art and design to change the World’s perception and approach towards them.

This course aims to introduce to students the fundamentals of Land Art and its impacts on the development of contemporary landscape architectural discourse since the 1960s. Main themes where the two fields intersect including environmental justice, post-industrial landscapes, food production, resource / energy crisis, environmental contamination, consumerism culture, land reclamation, and waste, will be discussed. How Land Art and Landscape Architecture interpret and take on these themes, the kind of forms / media the Land Artists and Landscape Architects express their thoughts, and ways both fields engage in the community / society, will also be studied. Besides reviewing the legacy, this course will also investigate how contemporary Land Art continues to evolve with to respond to the 21st Century understandings of landscape.
This course is to introduce a GIS-based spatial analytic tool to landscape architects for research, design and planning to decipher underlying connections between neighborhood spaces, places, structures and people. Step-by-step approach to GIS-based spatial analysis and modelling techniques on raster and vector data are introduced in answering basic planning questions that landscape architects may encounter in normal practice.

First of all, the module aimed to introduce GIS as a method for representation in data analysis. Second, we explore techniques to answer research questions via sequential analytic methods. Besides, the programme demonstrates various potential ways to incorporate spatial data towards testing specific hypothesis. Finally, to understand scale and complexity, we also instill an attitude of appreciation to the significance of mapping and visualization.

**GIS Analysis Work Flow for Wind Farm Site Suitability Analysis**

- **Slope Map from DTM**
- **Suitability Map in terms of Constraint 1 – Degree of Slope**
- **Hills Orientation**
- **Suitability Map in terms of Constraint 2 – Hills Orientation**
- **Measuring Salutogenic Potential of Parks (Normalized Difference Vegetation Index)**
- **Delineating and Objectively Measuring Routes and Street Distance to Nearest Green Space**
This course examines our ambivalent relationship to ‘nature’ by focusing on street trees, a subject that brings our conflicting attitudes to urban greening into sharp relief. The historical and landscape planning contexts of street tree planting are examined and students gain an understanding of the often conflicting requirements of stakeholders, the characteristics of the street environment, and the opportunities and limitations for trees to survive or thrive. Students gain a more in-depth understanding of the many issues pertaining to street trees through a series of site visits, ranging from older urban districts to areas currently under development and in the process of construction and planting.

In the first of three assignments, students investigate individual local and international media and research topics related to street trees, and make a verbal and PowerPoint presentation to the whole group. The second assignment is a group video project that studies the street trees in particular allotted streets, examining public responses and opinions regarding the value or otherwise of the trees in their neighbourhood.

Finally, students are asked to identify an existing street of at least four vehicular traffic lanes, currently devoid of trees. They are asked to develop a street tree proposal for their study area, assuming that a maximum of two vehicular lanes are closed to traffic. Their proposals make reference to the findings of the two previous assignments, and are illustrated by plans, sections, and ‘before’ and ‘after’ visualisations showing the potential impact of street trees on the urban environment.
At the end of 2016, Hong Kong detailed its commitments to the Convention on Biological Diversity through its Biodiversity Strategy and Action Plan. Given Hong Kong’s unremitting development pressures, both pro-development and pro-conservation groups are now calling for ways to evaluate sites for development based on environmental metrics and new conservation agreements. However, for the built-environment disciplines in Hong Kong, sustainability discourse is predominantly aligned with economic and urban sustainability, rather than the new forms of conservation that contend to use environmental modelling to justify the conversion of conservation uses. For Hong Kong’s urban and landscape resilience, we must ensure the critical and innovative deployment of conservation instruments and tools, including the analytical measure of biodiversity, vulnerability, and ecosystem services, alongside the territory’s increasing politics of sustainability and eco-development. This advanced computation-theory seminar explores the paradoxes of environmental valuation through a combination of computational design and environmental planning. Similar to past “Design Analytics” seminars, we place equal focus on theory in development geography and technological innovation. For term projects, students constructed scenarios at a selection of landscapes across Hong Kong that were converted from conservation uses within the past five years, architecturally documenting their degradation, natural capital, species richness, maintenance, enforcement, and participatory spaces.
Following the deadly Beijing Floods in 2012, discussions in urban planning and design shifted to alternative solutions for urban flood management in existing cities, especially in the context of increased storm patterns due to climate change. President Xi Jinping announced a new urban concept—the Sponge City—at the 2013 Central Working Conference of Urbanization (中央城镇化工作會議) that changes the current instinct to move rainwater immediately from the cities through pipes and drains, to creating spaces that absorb rain like a sponge to lessen urban floods downstream. In 2016, thirty pilot cities received significant central funding to retrofit their drainage infrastructure through this new program.

This course follows the Sponge City Movement in the Pearl River Delta and understands landscape as a receptacle where socio-political processes and technological experiments of watershed governance are physically inscribed in the spaces and materiality of the city. Following an introduction in Hong Kong regarding the theoretical and technical aspects of landscape infrastructure, students will visit pilot Sponge City projects in Shenzhen and Guangzhou to study how the implementation of this alternative form of infrastructure impacts everyday urban life.
This three-week research and design workshop examines the land reclamation and hydrologic infrastructure of Chang’ an Township on the southern edge of Dongguan bordering Shenzhen. It acknowledges the layered histories of urban development and planning within Chang’an, its disjointed relationship to the urbanization of its neighbors, and the environmental transformation resulting from a complex conflict in the management of water infrastructure. The workshop considers the hydrologic infrastructures as “staging grounds” for urbanism, working carefully with existing material, social, and ecological conditions while speculating on the future of Chang’an in light of its current planning efforts. Through ethnographic research, case study analysis, and interdisciplinary discussions with engineers and planners, students explore the potentials of engineered landscape in the cultural, social, and economic production of the territory. Students create a set of transects focusing on four primary natural and artificial waterways in Chang’an: (T1) URBAN WATER - Changqing River and Maozhou River; (T2) MANAGING WATER - Huanshan Channel and Xinmin Channel; (T3) WATER ECOLOGIES - Shachong River, Dongyin River and Sanba River; (T4) PLANNING FOR WATER - Dongyin River and Modie River.
Thesis Prep guides students in refining thesis arguments and hypotheses, constructing methodologies, and critically reflecting on disciplinary and trans-disciplinary positions. The design thesis is not intended as a summation of everything learned in the MLA program to date, but instead represents a curated selection of research, knowledge, and skills most appropriate for justifying the thesis project. Thesis preparation, as well as the production of the thesis design, is largely an independent exercise in defining and executing the research most necessary to your project, and executing design speculations supported by such research.

The first half of the term will be spent defining the limits of exploration, with eight classroom exercise on the research question, research statement, literature review, case studies, theories, and research methods. The second half of the term explores the potential site, site investigation methods, data collection and analysis methods, design strategies, future scenario(s), presentation strategies.

The final deliverable for the course is a THESIS PROPOSAL, consisting of a defined research question, statement, theoretical foundation, case studies, literature review, research methods, site and investigation strategies, design strategies, future scenario(s), and presentation strategies. The thesis proposal serves as a foundation and defines the intentions, disciplinary boundaries, preliminary positioning, initial speculation, and methodology for the thesis to be carried out in the spring semester.
The MLA Pre-requisite Course has been developed to give students an introduction to the Division of Landscape Architecture, the teaching of ‘landscape’ in the MLA program, and to the urban landscapes of Hong Kong.

This is a two-week intensive course. The first day of the course is dedicated to orientation activities that will allow incoming MLA students to become acquainted with their classmates, the HKU campus, and its facilities. There will be four sessions which introduce the main streams in the MLA curriculum: visual communication, planting & technology, history & theory, and design studio.

In the remainder of the course we will explore several small urban spaces that the public actively use but which have not been intentionally designed for their use. Through this we can begin to understand the role of urban public space in the life of the city, and the differences between site and place. As well as from a disciplinary point of view, how landscape architects can identify, communicate and respond to the needs of a complex and culturally diverse communities.
BA(LS) Bachelor of Arts in Landscape Studies
As an introduction to the forthcoming five studios of the program, this course aims at equipping students with the fundamental tools of design by achieving three objectives. First, it offers the opportunity to acquire basic knowledge through the understanding of scale, measurements, body and movement. Second, an accumulative series of assignments guide the students through the design process, allowing them to get familiar with its iterative nature. Finally, this studio encourages students to make new links between a wide range of inspirations, acquired knowledge and personal intuition, in order to stimulate their creativity. Students were able to observe, experience and engage in subjective and objective analysis of their sites in order to generate individual design concepts which later translate into small scale spatial designs. The sites selected for this studio are not delimited by a clear perimeter or area but consist of an easily identifiable landscape element: a tree. Throughout the semester, a series of banyan wall trees simultaneously became the sites and the main characters of students’ design outcome. Informed by the pluri-disciplinary study of a tree as a potential design site, the conceptual and textual qualities of the manifesto are used as a tool to generate a design concept. As a creative translation of the design concept into a usable space and based on simple human body movements, simple landscape architecture typologies have been associated with different trees, and assigned to each student.
Designing for Trees

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6 Desiccrt
7 Photographs of Site Design Model and Material Description, MA, On Ki
8 Photograph of Site Design Model, MA, On Ki
9 Collage Section of Site Design, CHAN, Sze Wah Naomi
10 Photographs of Site Design Model, CHAN, Sze Wah Naomi
11 Final Review
The relationship between the representation of landscapes and the production of landscapes are integral. Drawings, models, or other types of representational tools offer possibilities in understanding the landscape in different ways, and are a critical part of the design process. Throughout the studio, students experimented with different model and drawing techniques to develop composite and complex understanding of the landscape. This understanding then evolved into an intervention in a given site.

The course consisted of a sequence of three projects. In the first project, students explored the tectonics of the ground through a series of topographical studies working primarily in model and parallel projective drawings. In project 2, students explored the concept of “type” through an analysis of modern garden and park case studies. By using two dimensional and three dimension diagrams, students articulated each case study as a sequence spaces and distribution of elements. The final assignment was built upon the skills and knowledge acquired in Project 1 and Project 2, combining ideas of type, experience, surface tectonics and performance. By working at multiple scales through both physical modeling and 2D and 3D representation, students designed a series of spaces in a steep terrain on the foots of Mount Davis.
11 - 12
Concept Model and Axon
of Sonsbeek Pavilion:
MA, On Ki Rachel and
SHAM, Chi Chung
13
Concept Model of
Jardins D’eole:
SZE, Pui Lam Jacky,
WONG, Nok Yiu Vanessa,
YUNG, Tsz Ching
14 - 16
Plan, Perspective, Section:
SONG, Ziqi Sally
17 - 18
Model and Section,
CHAN, Sze Wah Naomi
19
Concept Diagram,
HE, Jingsu Tinnix
20
Sketch, WEI, Ongqi
The dynamism of landscape may conventionally be relegated to considerations of vegetative growth and decay, human uses, seasonal change and the like, but every site of terra firma is built upon geological conditions that are themselves in flux. With the logarithmic distancing of geologic- and human-timescales, such change can remain largely invisible to most observers. In unique conditions where grounds are vulnerable to erosive weathering, however, such change can have a desirable legibility that draws in users and creates a self-feeding loop of erosion and attraction. This studio focuses on exploring the consequences of landscapes being simultaneously places of flux and yet also in demand. During the course of the semester students: relate in-person observations with more conventional research findings to build determinate representations of dynamic systems; investigate strategies for how design has engaged with biophysical systems in case study sites; map spatial consequences of competing land use goals and, ultimately, develop design propositions that draw from preceding analysis and projection and take the form of specific site-scaled interventions. As the third landscape design studio for BAIL(S) students, this class advances individual’s skills in computer drafting and design representation, with a particular emphasis on the development of accurately scaled drawings.
Site Visit to Po Lo Shan.  
(Photos: Melbourne)

Final Review Presentations.  
(Photos: Melbourne)
The studio examines the relationships between people and the built environment in the city. Though there are a number of types and conditions of open space within Hong Kong that together construct the public realm, this studio focuses on public space as it is manifested in large public housing estates. The public-rental housing estate is the ‘everyday’ urbanism for nearly 1/3 of Hong Kong’s population. During the heyday of the housing programme, from the mid-1970’s to late 1980’s, these estates were massive and often planned as self-contained cities designed to include a full spectrum of public amenities for modern life. And yet the landscapes of these and other public housing estates are often brutal reminders of how design can fail to serve, or engage with its community. Through a series of exercises, students developed a critique of these designed spaces and formulated their own position on the role of the landscape architect in constructing the public realm. In the first exercise, students analyzed and documented the public realm of public housing in relation to the ‘outside’ forms of public space. Focusing on the estate in particular, they investigated the spatial, ecological and social actors and relationships experienced in a public housing development. In the final project, students developed design strategies to renew a landscape within a public housing estate.
The goal of the studio seeks to develop an understanding of urban development in history by taking the World EXPO site in Shanghai, to discover the hidden factors driving the changes of the site before and after the big event, and to develop a projection of its future development.

The site of the event is between the Nanpu Bridge and Lupu Bridge region in the center of Shanghai along both sides of the Huangpu River. By finding their significant elements in urban developments, students are asked to translate the findings in photos and critical mapping to understand man-made infrastructure and natural system, and continue to develop their exploration of issues derived from the observation.

The structure of the studio includes observation, translation, and generation. Students are asked to complete the three sessions of practice to develop a thorough thinking and examining process for urban issues, and to engage with the design and planning of an urban regeneration strategy based on the research and analysis.
Project
Post-Expo Riverfront

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“Strategic Landscape Planning for the Greater Mekong” builds on five years of design-based experiential learning across mainland Southeast Asia by the Division of Landscape Architecture. This year, focusing on the regional impacts of China’s Belt and Road Initiative in northern Laos, students spend one term engaging issues of development vis-à-vis landscape architecture to define problems and produce innovative planning proposals. During this process, students develop and deliver a 180-page research report to civil society and international NGOs, conduct fieldwork, individually design future scenarios through large-format maps, diagrams and models, and have their work juried by a cross-disciplinary panel of experts. For the past two decades, the Lao People's Democratic Republic (Laos) has been reshaped physically, politically and environmentally by neoliberal development projects of the World Bank, the Asian Development Bank (ADB), and bilateral aid agencies. This investment includes complex, capital-intensive infrastructure projects coupled with new biodiversity conservation networks, resettlement of indigenous peoples, creation of new environmental policies, and transformation of rural agricultural economies. Today, the 2013 Belt and Road Initiative asserts China’s rapidly advancing role in international development. One of its two key economic corridors in Southeast Asia follows the route of the future Kunming-Singapore Railway across the Mekong region. We will trace Laos’s segment of this rail corridor, called the China-Laos (or Boten-Vientiane) Railway, in planning for 16 years, through geologically, culturally and politically complex terrain.
4 Development Detour: Planning the Environmental Futures of Rural Laos’s New Corridors.
LI, Aijing Jane

5 Land-for-Landscape: Compensation and Landscape-specificity on the China-Laos Railway.
CHAN, Lok Tim

6 Hydrologic Corridor: Landscapes for Water Security during Luang Prabang’s Urban Expansion.
LEE, Jung Bin Max

7 Choreographing Investments: Multisector Responses to an Expanding China-Laos Mineral Corridor.
SAW, Yu Nwe Sandra

8 Village Survival Toolkit for the Mekong’s Industrial Sand Grab.
SUN, Jingyu Cecilia

9 Sewage to Usage: Resiliency Planning and Public-private Partnerships on Vang Vieng’s Song River.
WONG, Oi Ling Ellena

10 Cultivating Compensation: Teaching Landscape Value through Distributed Demonstration Grounds along the China-Laos Railway.
WONG, Ying Yu Annette
As with any art or science, the successful practice of landscape architecture is dependent on a comprehensive understanding of the medium – the materials of landscape. In landscape we can choose from a very broad spectrum of materials, from the natural to the artificial, from the inert to the organic, and deploy them over a wide range of physical and temporal scales.

Through a series of dynamic classroom workshops and site visits this course explored the form, structural properties, material nature and related technologies, of common components of the landscape (rocks, soils, water etc.) and their form (ground plane, slopes, changes in level).

Students worked intensively in small collaborative groups on a wide range of exercise and activities in order to co-construct a working understanding of: how we can represent them; how to manipulate them to create new landscape forms (paths, steps, walls, drainage channels); and ultimately how the process of manipulation can, in itself, be a methodology for design. Through this we established an appreciation for the relationship between landscape design and disciplines, such as civil and structural engineering.
Plants and Planting Design I approaches the role of planting in landscape design from two main areas of study, namely planting design and horticultural knowledge in the context of various habitat types.

The planting design component introduces the history, basic principles, vocabulary and process of planting design. We examine the aesthetic, functional and ecological characteristics of plants, how they vary over time, and how the designer interacts with these processes.

Students are expected to familiarise 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 provides an introduction to plant anatomy and physiology, the interaction between plants and their surroundings, nursery production, planting specification and maintenance.

Field trips are a mainstay of this course, providing a multitude of real-life situations where the reciprocity between horticultural knowledge and design intent, and the long-term successes and failures of planting designs can be observed and discussed on site. The field trips are arranged so as to introduce the major habitat types and their associated plant communities. A series of quizzes associated with the field trips aim to foster the habits of continuous observation and learning about plants, followed by an end-of-term plant identification exam.

The course hopes to encourage life-long investigation of plant species and their application in any given environment.
The Plants and Planting design II class explores planting as an essential medium of landscape design. Through readings, lectures, and related field trips, the class provides a structure for the students to think in a technical, but also creative and sensitive manner about planting design in an urban context. The course aims to develop planting as a key design knowledge and a life-long passion for the students. Planting communities are studied in a series of urban contexts: streetscapes and urban forestry, urban wetlands, botanical gardens, and urban farming projects. Lectures are followed by site visits that will give the students a comprehensive knowledge of planting in practice and familiarization with planting communities. Site visit will also be followed by creative assignments that enable the students to integrate their knowledge of planting species, planting forms and storytelling, in a design project.
This course sought to enable students to develop an understanding of key ecological principles and the concept of sustainability and to appreciate the manner in which these principles underpin successful landscape design. The course investigated how the concepts of succession, biodiversity, habitat structure and ecosystem stability contribute to the success (or failure) of urban landscapes, habitat creation projects and restoration of degraded landscapes and are an essential tool in successful landscape design.

The course was designed to introduce the fundamental principles of ecology and sustainability by means of lectures, tutorials and assignments, reinforced with site visits to local biodiversity hotspots and urban parks, illustrating the concepts discussed in class. Students used the site visit experiences to analyse ecological and sustainable aspects of the existing urban landscapes and undertook a personal research project, linked to their Final Design Project.
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 concomitant crisis in housing, environmental protection and infrastructure provisions? What kinds of 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 provides an introduction to the intertwined concepts of environment, community, and design and explores the contexts that shape their relationships in diverse localities. In contrast to conventional taught courses, significant emphasis of the seminar is placed on student-led activities designed to facilitate active learning through rigorous participation. Weekly seminar topics are structured to provide a systematic introduction to key debates over the ethics and social roles of design practice and explore the nature of emergent “design activism” in recent years. It also introduces students to different methods of studying the built environment and communities.

Throughout the semester, focus is placed on connecting theoretical concepts with actual practices via close examination of international and local case studies. The ultimate purpose is 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.
Paradigms of China exist in the public consciousness—the Dynastic China that espoused Confucian values and built great monuments and palaces; the Republican China that was established by a new generation of idealists estranged with the ways of the past; the Socialist China that began experiments of collective living and working amidst social and economic changes; and Contemporary China with its economic might, rapid urbanization and mass migrations. We associate particular landscapes of urbanity, rituals, politics, and spaces with these constructs. From the rectangular, walled capitals of Dynastic China to the themed new towns and gleaming towers of Shanghai—how has Dynastic China evolved into the Contemporary China that we have come to know today? How have the social and political upheavals of Twentieth-Century China fundamentally transformed the ways in which the Chinese people live, work and play? Is Modernism in China an entirely foreign concept? Is there a “Chinese” identity in design today?

This research seminar addresses these questions in a series of lectures, discussions and case studies organized thematically with a focus on the urban development of 20th Century China. The class looks at the social and political conditions that have impacted the constructed elements, including architecture, landscape architecture, urban design, planning, and infrastructure, which have formed the landscape of Contemporary China.
What is landscape? How might it be interpreted, engaged, represented, described, classified, shaped? This course explores landscape as both a medium and idea. As an introduction to the topic, students are challenged to think critically about landscape in ways that shape an expanded understanding of the subject. This expanded understanding is further developed through the actions of looking at, interpreting, reading about, 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 is topically structured with each week focused on a particular framing or expression of landscape. Guest lectures are integrated into the sequence to highlight special issues and expose students to the range of research initiatives being carried out by scholars within the discipline. This is a reading and discussion intensive course. Students are expected to arrive at each session having critically reviewed that week’s readings, identifying topics and questions for discussion.
This course is designed to foster habits of accurate and disciplined observation as well as imaginary flair, and introduce students to a range of hand-drawn illustration skills and techniques that they can draw on throughout their careers.

The first of three sections, 'Illustrating Landscapes' focusses 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 is then reversed; students are asked to produce abstract 'blots', then reinterpret these as imaginary, figurative landscape drawings.

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

In the third section, 'Dynamic Landscapes', students are 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 are brought together in 'before' and 'after' renderings of street scenes. Students draw the streets in their existing state, and then reimagined as pedestrianized precincts with street furniture, trees and pedestrians.
This course aims to equip BA(LS) students with landscape representation skills, to complement their design work required in design studios and other design process pursuits. In this course, digital modelling and representation specific to the medium of landscape architecture will be taught. Students are introduced to basic Computer Aided Design (CAD) platforms to produce three-dimensional computer models of landscapes, and explore the representation of materiality through various media. These investigations will lead to physical models created from a series of computer controlled fabrication devices, including the CNC milling machine, the large-format laser cutter, and a three-dimensional starch printer. It should be emphasized that the focus of the course is not at technical digital training, but on the communication of design qualities through fabrication and representation. While some workshops will be conducted to introduce new skill sets required to achieve the course projects, students are expected to learn through engaging in assignments, with trial-and-errors and iterations. Students are also encouraged to take advantage of available shared knowledge online to pick some of the basic technical skill sets, and bring information found to class for discussion and further learning. The exercises in this course are not design exercises, instead they leverage on existing/derived information as sources for you to practice your communication skills of fabrication and representation. Thought as a continuum, this course is organized around the production of an A3 booklet as a representation project.

1. Axonometric Drawing, CHAN, Sze Wah Noami
2. Rendering, JIANG, Xinjie
3. Diagram, MA, On Ki
4. Rendering, WONG, Waw Ki Sammi
5. Laser-cut Model, CHAN, Sze Wah Noami
6. 3D Printed Model, MA, On Ki
Visual Communication for Landscape Architects offers 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 establishes 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 questions the inherent problems of landscape as a digital and narrative medium. Students manipulate geospatial data from remotely-sensed and open-source datasets to build a generalist’s understanding of geospatial digital media for the range of scales landscape architects confront and in which they collaborate. Automation and iterative, procedural workflows are 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 apply GIS and parametric modelling tools to narrate conflicts between environmental conservation and development in Hong Kong. Working both individually and in teams, students create visual analytic catalogues of development and environmental impacts at several scales. These include simulating afforestation processes, vegetation richness, canopy densities, and flood regulation systems alongside statutory controls and individual development case studies.
The traditional idea of how architecture is related to the ground has been disrupted by the emergence of contemporary projects that work with green roofs, sky gardens, curvilinear canopies, mountain forms etc. The design of landform sits at the intersection of architecture and landscape practice, anticipating new formal techniques to address such challenge.

Topography and natural phenomenon have a reciprocal relationship. They are also indispensable parameters in the design consideration. For example, the sculpting and manipulation of topography can interact and direct water to flow in different directions, volume, and speed, creating shapes and patterns unique to a design. The energy of the water flow also, in turn, erode and shape the ground.

With design computation tools such as Rhinoceros Grasshopper, not only can we analyze how natural forces happen, we can also model to speculate how such parameters would force further formal generation. In the course, we started with visualizing natural phenomena such as wind, water, or sunlight, then analyzing how the parameters contribute to the phenomena, and lastly, developing a tectonic design in response to the speculated phenomena and presented it with a scaled prototype model using digital fabrication techniques.
Providing a structure for the students to be able to think in a creative, critical and structured manner about plants, planting and plant design role in urban, rural and natural landscapes. Partly taught at the Shanghai Study Centre and partly in a small village at the base of Qingliangfeng nature reserve on the Anhui Zhejiang boarder.

The course not only hopes to develop students understanding of using plants in their landscape design but also in the context in urban, rural and natural landscapes. The students will get involved in designing and also helping layout and build micro landscapes, a nature trail and a masterplan concept for an experimental zone of the nature reserve. This should give them a good understanding of rural life, community and the associated design issues and opportunities.
Intended to inspire thinking about the way we should construct our living environments in future, and how to find the most sustainable balance, this course explores a range of broad issues including: population and urbanization; materials resources; and human systems (such as transportation and public health), in order to understand the concept of 'sustainable development', by evaluating the different media and strategies that people have used / are using to advocate for more sustainable approaches to the environment and community. This course is run using an experimental ‘blended learning’ or ‘flipped classroom’ pedagogy, in which students undertake up to one hour of pre-class activities (typically watching and responding to on-line ‘content’ videos) in preparation for the classroom sessions which are run in workshop format involving a wide range of group activities and interactive exercises that develop understanding of the content, explore contexts and interconnections, and apply them to different scenarios.

Video trailer for the course - https://www.youtube.com/watch?v=AtJN-2T8Qj0
Reflections on ‘flipped classroom’ approach used in the course - https://www.youtube.com/watch?v=0sTTbJmZb7c
What is a city? Through what processes is our built environment constituted? How do we dwell in our cities and how do different kinds of urban space shape our sense of place and community belonging? This course will explore practices of urbanism across a range of contexts from antiquity to the present day. By doing so it will allow 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 will use urbanism as a lens to understand the relationship between urban forms and the complex, multiple processes that constitute cities and their urban milieus.

The course content is organized around sets of case studies, with each focusing on a specific theme that indicates particular continuities and congruencies between cities of different locations and time periods. The discussion throughout the course will engage with questions related to contemporary urbanization and consider how historical knowledge may impart a better understanding of challenges we are facing in the global present.

Assignments of this course include a series of exercises that combine historical research and creative writing. The formats of these exercises vary from year to year. The goal is enable students to connect the tangible and intangible aspects of cities and strengthen their texture and visual skills. The course also includes a final project that involves an in-depth research of one city.
This Common Core Course focuses on our human relationship with nature as manifested in the fabric of the city around us.

There are three main sections each with a corresponding assignment:

- Human Relationship with Nature (Observation): We examine 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? The assignment is a written opinion piece based on ‘an example of nature in my home’, examining our attitudes related to that chosen aspect, and then extrapolating what this tells us about our relationship with nature generally.

- How that Relationship is expressed in the Design of the City (Interpretation): We embark on a critical review of the manifestations of nature in the city, asking why the relationship is the way it is. We review how we attempt to fulfill our aspirations by design or by inaction. Students in groups produce short videos observing a particular aspect of nature in the city, highlighting our sometimes-contradictory relationship with nature. The whole class engage in a screening and peer review of the videos.

- Metaphor (Extrapolation): The students contextualize the insights gained from the previous sections into their own discipline, using metaphor. Each student is tasked with producing a poster 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. The whole class reviews the posters at a gallery-style event.
Since 2010, HKU Faculty of Architecture has been organizing "Career Discovery in Landscape" (CDLA) — an exploration program for high school students who are interested in bringing a more sustainable living environment to our city. CDLA offers a 3-week program each summer to young people to experience what it is like to be involved in the profession of landscape architecture.

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

Through site visit, analysis, video documentation, model making and drawings, students define issues with the existing site contexts and propose new designs to improve current spatial conditions for four landscapes typologies in Hong Kong: WATERFRONT, LANDFILL, STREETScape and MEMORIAL.
The Landscape Students Association teamed up with the ‘Plant for the Planet Foundation, Hong Kong’ to arrange a practical tree planting activity on Peng Chau in May 2018. Participants planted about sixty native tree seedlings on a section of hillside, which had burnt in a hill-fire the previous winter, as part of an ongoing programme of re-afforestation of the denuded slopes of the island. This fun and worthwhile ‘hands-on’ activity supplements the content of the planting design courses, and gives an insight into the physical challenges of replanting and watering trees in an area accessible only by foot, and constitutes a small step towards restoring Hong Kong’s forest cover.
### Urban Ecology And Green Infrastructure In High Density Cities
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<td>Ashley Scott Kelly</td>
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<td>Mapping The Potential For Urban Rooftop Farming</td>
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<td>Mud And Jungle: The Tropical Urban Ecologies Of Yangon</td>
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### Urban Public Space, Walkability, Greening And Public Health
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### Landscape Planning For Economic, Humanitarian, And Rural Development
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Designing For Sustainability In Rural Villages</td>
<td>Dorothy Tang</td>
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<tr>
<td>Development Scenario Modelling For Data-Poor Contexts</td>
<td>Ashley Scott Kelly</td>
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<tr>
<td>Environmental Strategies For China's Coastal Reclamation</td>
<td>Xiaoxuan Lu</td>
</tr>
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<td>Geospatial Tools And Approaches To Strategic Impact Assessment And Counter-Assessment</td>
<td>Ashley Scott Kelly</td>
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<td>Interactive Geospatial Platforms And Stakeholder Engagement Models</td>
<td>Ashley Scott Kelly</td>
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<td>Mainstreaming Ecological Connectivity Modelling In Linear Infrastructure Planning</td>
<td>Ashley Scott Kelly</td>
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<td>Villages In Development In The Pearl River Delta</td>
<td>Dorothy Tang</td>
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### Design Education And Pedagogical Innovation
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<tr>
<td>Socialising On-Line Learning</td>
<td>Mathew Pryor,</td>
</tr>
<tr>
<td>Study Of Effectiveness Of Flipped Classroom Approaches And On-Line Learning In Large-Sized Classes</td>
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<td>The Use Of Simulation Games In Design And Planning Education</td>
<td>Cecilia L. Chu, Calvin Zhiyong Liang</td>
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<tr>
<td>New Pedagogical Approaches To Education In Landscape Architecture</td>
<td>Mathew Pryor</td>
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### Urban Public Space, Walkability, Greening And Public Health
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The DLA Research Seminar Series provides a platform to discuss scholarly research on the built environment that is interdisciplinary in nature. The series aims to identify common research threads from landscape architecture, architecture, planning, urban design, and conservation, and by doing so instigates critical reflections on the different approaches to the study of landscapes and cities.

**DLA Current Research Initiatives**

1. **Urban History, Development and Landscape Practice**
   - A Landscape Typological Study Of Public Housing In Hong Kong, 1973-1988

2. **Borderland Studies**
   - Environmental Activism In Hong Kong Since The Handover
   - Everyday Space And Memory At Wah Fu Estate: Recording And Envisioning The Daily Life Of Public Estate Residents In Hong Kong
   - Hong Kong's Nature: A Cultural History Of Environmental Transformations And Landscape Discourses

3. **Infrastructure Development Of Large And Ecologically Complex Regions**
   - Post-War Infrastructure Landscapes In Hong Kong
   - Refining Nature: Learning From The Landscapes Of Peter Walker

4. **Landscape Design And Planning In Early Twentieth Century China**
   - Modernist Planning And Speculative Housing Along The Pearl River Delta

5. **Modernist Planning And Speculative Housing In Hong Kong**

6. **Hertiage And Urban Regeneration In The Asia-Pacific Region**

7. **Everyday Life And Memory At Wah Fu Estate**
   - Recording And Envisioning The Daily Life Of Public Estate Residents In Hong Kong

8. **Post-War Infrastructure Landscapes**

**Principal Investigators**

- Ivan Valin, Natalia Echeverri
- Xiaoxuan Lu
- Maxime Decaudin
- Vincci Mak, Natalia Echeverri
- Cecilia L. Chu, Maxime Decaudin
- Xiaoxuan Lu
- Cecilia L. Chu
- Cecilia L. Chu, Dorothy Tang
- Scott Melbourne

**Mla Thesis Sections**

- Mla Thesis Section: Shengtai Lizhou (Or Projects For Eco-Environmental Landscapes)
- Mla Thesis Section: Urban Environment, Human Health, And Wellbeing ('14/15, '15/16, '16/17)
- Mla Thesis Section: Urban Greenery: High Density Cities ('15/16)
- Research Seminar: Design Analytics: Nature, Regions And The Erosion Of Conservation In Hong Kong

**Course Offerings**

- Teaching (Recent Research Based Studios, Seminars, Thesis Studies)
Instructors using flipped classroom approaches (where course content is accessed on-line by students pre-class, and then actively used in-class) report that the pedagogy enhances student engagement and strengthens aspects of students’ performance. Through systematic research, this study aims to understand how, and to what extent flipped classroom approaches can improve student learning at different levels (knowledge and skill acquisition; critical thinking and analysis; and higher order thinking), in very large class-size courses (>100 students).

Based on the 2018 and 2019 offerings of the CCHU9001 ‘Designs on the Future Sustainability of the Built Environment’ Common Core course, the study examines:

- The nature of the improvement in learning that can be achieved, i.e. whether it increases the breadth and/or depth of: knowledge and skill acquisition; critical thinking & analysis; or higher order (metacognitive) thinking such as application of knowledge, strategic thinking, design etc.;
- The mechanism(s) by which learning is improved, where this occurs (pre-class, in-class) and in what context, the extent of improvement in comparison with other courses, and how the enhanced learning might articulate with learning in other general and disciplinary courses; and
- How these correlate with different student factors (discipline, experience, year group, gender etc.).

In a related study we are looking at how the learning in the pre-class activities can be made more effective by socialising the on-line learning environment, using technology and instructional design to facilitate and structure on-line group working, and to articulate it with in-class activities.

This research project aims to contribute to scholarship of urban futures by examining heritage conservation as a future-oriented urban intervention through which different social actors participate in reshaping the forms of cities. More specifically, it explores how these dynamics have been unfolding in major metropolises in the Asia-Pacific region that have witnessed recent surges of advocacy activities on the conservation of natural and cultural heritage. Through a series of interviews with built environment professionals, government officials, NGOs and other community members involved with conservation work, this research illustrates how accelerating urban change have helped galvanize particular ethical positions toward urban regeneration and produce new urban knowledge. The comparison of different contexts will elucidate how these initiatives have been significantly shaped by specific historical experiences and that the different “heritage” of each place has continued to serve as key sources for generating collective aspirations for the urban future.

Outputs To Date:


“Urban Dialogues.” A public discussion series on urban regeneration and conservation co-organized by DOCOMOMO Hong Kong.
Landslapes of infrastructure is an exhibition and publication project that focuses on the exploration of ecological, technological, and social dimensions of infrastructure in the shaping of Hong Kong’s modernist landscapes from 1970 to the present. The project, which includes a public exhibition, a symposium and publication of research articles, aims to provide an opportunity to reflect on Hong Kong’s phenomenal infrastructure development in the past and envision ways to shape the city’s urban futures. It also acts as a catalyst for much-needed research on the roles of infrastructure in shaping the forms of the city and everyday life of citizens.

The public exhibition, entitled “Infrastructure Imagination: Hong Kong City Futures: 1972-2017,” was held in March 2018 at Hong Kong’s City Gallery. Photographs of the exhibition are the work of Heather Coulson, a leading construction photographer who was commissioned to undertake many prestigious infrastructure projects in the 1970s and 80s, including the Cross Harbour Tunnel, Mass Transit Railway, Castle Peak Power Station and Plover Cover Water Works. The exhibition was supplemented with personal stories, historic films, oral histories from professionals and archival records that document the construction boom in Hong Kong in the last quarter of the 20th century.

Outputs to date:
This research aims to explore the growing significance of landscape design in the planning of Chinese cities from 1911-1949. It seeks to explore three underexamined aspects of this shift. The first is the changing meanings ascribed to new types of landscape spaces that emerged in this period; including public parks, botanical gardens, children’s playgrounds and other recreational venues, which had by the 1920s become key sites of modernization and nationalist social reform under the government of the Republic of China. Second, it considers the interconnection between studies of landscapes and other newly established professional disciplines, including botanical science, civil engineering, public health, urban planning and urban administration. Third, it examines how modernist landscape spaces were articulated in a variety of narratives, such as academic writings, social commentaries, fictions, textbooks and children’s primers. By tracing the multiple interpretation of the roles of landscape and connecting them with key planning projects initiated in this period, this research elucidates the complex forces behind the shaping of forms and norms of cities in China in the early 20th century, an unsettling epoch in which social discontent, simmering nationalism, and emergent aspirations for a better urban future intersect.

Outputs to date:

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1. An Illustrated Article on the Garden City in a Chinese Journal, 1913 (Source: Jinbu, 1913)
Although it is well established that exposure to stressful workplace settings has a negative impact on mental health, previous studies have suggested that working in a dissonant environment could cause negative psychological status, which acts as precursors of severe physical and mental health problems. However, most of the previous researches about impacts of workplace on human health were conducted in developed countries, the extent to which labor-demanding manufacturing industries’ environment could impact assembly-line workers’ mental health status is entirely unclear, which is a critical knowledge gap. A series of worker suicides in recent years in China should arouse our attention to the unhealthy working condition in sweatshops. Among them, the appalling ‘Spate Jumps’ at the industrial parks of Foxconn Technology Group in China is a prominent example. This project aims to fill the gap and provide scientific evidence to support proper environmental interventions to facilitate a healthy working environment for assembly-line workers in developing or under-developed nations.

Creating Restorative Environment for Highly Stressed and Depressed Workers: A Case Study of Foxconn Factory in Shenzhen

Using driving simulation technology to measure impacts of freeway green landscapes on drivers' mental fatigue, stress, and negative mood

Extensive empirical research has shown that green urban settings are mentally restorative and promote health and well-being. One important setting that has rarely been explored is freeway landscape. This setting is especially important because of millions of drivers who experience fatigue, stress, and negative moods. Freeway landscapes may help drivers from mental fatigue, stress, and negative moods to help drivers return to their daily life. This study used advanced virtual reality driving simulation techniques with six types of designed freeway environment treatments (e.g., barren, turf, shrub-regular, shrub-random, tree-regular, and tree-random) and implemented behavioral, physiological, and self-report measures to examine the impact of different freeway landscapes on drivers' mental status.
China’s borderlands are playing a significant role in current Chinese initiatives to create transnational China-centric development corridors. This is especially true of the nation’s “Belt and Road Initiative,” an effort to generate prosperity by creating a new Silk Road that expands trade and energy links between China, Asia, Africa, and Europe. The economic core regions implicated in the Belt and Road Initiative have been discussed extensively in the media and in public policy reviews. In contrast, little attention has been paid to the dramatic transitions to which the diverse populations and landscapes of the affected borderlands are being subjected.

Today, twenty-first-century efforts to secure closed borders are being replaced by endeavors to establish cross-border collaboration, exemplified in the increasing numbers of transnational transportation and energy infrastructures as well as in Special Economic Zones (SEZ) or Free Trade Zones (FTZ) straddling the border between China and its neighboring countries. These include the Bolshoy Ussuriysky SEZ (2010) on the Chinese-Russian border, the Hwanggumpyong FTZ (2011) on the border of China and North Korea, the Khorgos SEZ on the China-Kazakh border (2014), and Erenhot Economic Cooperation Zone on the border of China and Mongolia (2016). These multilateral projects that aim to boost transportation connectivity and economic cooperation in border regions are not just game-changing catalysts of international cooperation and commerce. They also call for the reconceptualization of the conventional Core-Periphery and Heartland-Hinterland divisions.

Under the leadership of Dr. Lu, the China’s Borderlands in Transition segment of HKU’s One Belt One Road Observatory (OBORObs) aims to devise a first of its kind digital atlas of development projects built on China’s borderlands. The project also aims to devise innovative, ecologically viable, and economically profitable frameworks for borderland development.

Overuse of portable electronic devices depletes one’s attention capacity, a critical cognitive resource. Although contact with nature promotes attentional functioning, we do not know the extent to which exposure to nature and the use of electronic devices interact to promote or inhibit attentional functioning. In this study, 81 participants performed cognitive tasks and then were randomly assigned to one of four rest treatments: green settings with or without a laptop computer and barren settings with or without a laptop computer. Attention was measured three times. Analysis showed a significant effect for both setting and use of a laptop as well as a significant interaction between setting and laptop use. A further analysis controlling for time spent focused on the laptop screen produced similar results. The findings show that using an electronic device in green settings substantially counteracts the attention enhancement benefits of green spaces.
Interstitial Hong Kong (IHK) is an on-going research project to document Sitting-out Areas (SOAs) as a unique public open space typology occupying the interstices of Hong Kong's physical urban fabric. Public open space is indispensable in enhancing the resilience of Hong Kong, a place that was “built on contingency, on geographic and historical accidents,” in both ecological and social terms. With every inch of space being extremely valuable, it must be used to its maximum advantage. As a result, open space appears to have grown rather than planned: it is one part of a constantly changing city, where houses are built and pulled down, where vacant lots emerge and disappear. While the Hong Kong government maintains about 60 ‘parks’, it oversees more than 500 SOAs and Rest Gardens that account for a significant proportion of its ‘portfolio’ of ‘parks, zoos and gardens’ and form the smallest features in the city’s formal network of public open space amenities.

The project has been originally developed as research pool for design students intervening in Hong Kong’s public realm. However, with its research approach investigating the built environment as well as the socio-cultural dynamics of the city, the exhibition and publication address a wide range of audience groups, namely architects, landscape architects, urban planners and the general public concerned in Hong Kong’s urban landscape. The result offers various resources such as maps, detailed architectural drawings and photographs, but also facts and figures, which will benefit students and researchers as highly accessible medium.
### Full-time Staff

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<thead>
<tr>
<th>Title</th>
<th>Name</th>
<th>Qualifications / Affiliations</th>
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<tbody>
<tr>
<td>Head of Division and Associate Professor (Teaching)</td>
<td>PRYOR, Mathew</td>
<td>BA(Hons) Heriot-Watt; CMLI, RLA, FHKILA</td>
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<tr>
<td>Assistant Professor MLA Program Director</td>
<td>VALIN, Ivan</td>
<td>BSc [Arch] Virginia; MLA + March UC Berkeley</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>CHU, Cecilia L.</td>
<td>BAA Ryerson; MA PolyU; MSc HK; PhD UC Berkeley</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>JIANG, Bin</td>
<td>BEngUP Hunan; MLA Peking; PhD Illinois; ASLA</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>LU, Xiaoxuan</td>
<td>BArch SCI-Arc; MLA Harvard; PhD Peking</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>MELBOURNE, Scott Jennings</td>
<td>MLA Washington; MLA Harvard</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>SARKAR, Chirnhoi</td>
<td>BSc; MSc BHU; PhDICPLAN Cardiff</td>
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<tr>
<td>Senior Lecturer</td>
<td>MAX, Vincci W. S.</td>
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<td>Senior Lecturer</td>
<td>COATES, Gavin S.</td>
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<tr>
<td>Lecturer</td>
<td>DECAUDIN, Maxime C.</td>
<td>Dip ESA; HMNOP</td>
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<tr>
<td>Lecturer</td>
<td>KELLY, Ashley Scott</td>
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<tr>
<td>Post-doctoral Fellow</td>
<td>LIANG, Calvin Z.</td>
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<tr>
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<td>XIAO, Pat H.</td>
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<tr>
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<td>CHEN, Aristo X.</td>
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<tr>
<td>Teaching Assistant</td>
<td>CHO, Julian C. M.</td>
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<tr>
<td>Research Assistant</td>
<td>WANG, Huaqing</td>
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### Part-time Staff

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<tr>
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<tbody>
<tr>
<td>Assistant Professor</td>
<td>ECHEVERRI, Natalia</td>
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<td>KOKORA, Michael E</td>
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<tr>
<td>Assistant Professor</td>
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<td>NG, Otto C. L.</td>
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</tr>
<tr>
<td>Assistant Professor</td>
<td>ROBINSON, Ian J</td>
<td>MI Hort; HND</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>TRUMPF, Susanne</td>
<td>BArch Tokyo; MArch TU Delft; RA (NL)</td>
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<tr>
<td>Assistant Professor</td>
<td>WILSON, Barry D.</td>
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</tr>
<tr>
<td>Adjunct Assistant Professor</td>
<td>TANG, Dorothy S.W.</td>
<td>BLA Iowa State; MLA Harvard</td>
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<tr>
<td>Teaching Assistant</td>
<td>NG, Daisy L.C.</td>
<td>BA (LS) HK</td>
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### Shanghai Study Centre teachers

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<tr>
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<tbody>
<tr>
<td>Honorary Lecturer</td>
<td>LIN, Tiger Y</td>
<td>BArch Tamkang; MLA Harvard; CHSLA; IFLA; ASLA</td>
</tr>
<tr>
<td>Honorary Lecturer</td>
<td>JENCKS, Justin A</td>
<td>BA Durham</td>
</tr>
<tr>
<td>Honorary Lecturer</td>
<td>OUVRAU, Sarah</td>
<td>ESAJ</td>
</tr>
<tr>
<td>Honorary Lecturer</td>
<td>CHEN, Steven Y. N.</td>
<td>BArch Syracuse; MAUD Harvard GSD; RA</td>
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