Scales of Change

Book of abstracts

Commemorating 50 years of
Landscape Architecture study programme
at University of Ljubljana

University of Ljubljana

ECLAS
EUROPEAN COUNCIL OF LANDSCAPE ARCHITECTURE SCHOOLS

ECLAS 2022 --- University of Ljubljana
conference.eclas.org
12---14-09-2022

Scales of Change

ECLAS Conference 2022
conference.eclas.org
12---14-09-2022

Organised by University of Ljubljana, Biotechnical faculty, Department of Landscape Architecture **on behalf of** ECLAS European Council of Landscape Architecture

Book of abstracts was edited by Tadej Bevk and designed by Manca Krošelj **published by** University of Ljubljana, Biotechnical faculty

Book of abstract is available at
conference.eclas.org

Electronic version
Ljubljana, 2022

The cataloguing-in-publication data (CIP) prepared by the National and University Library of Slovenia
COBISS.SI-ID 119137539
ISBN 978-961-6379-65-6 (PDF)

University of Ljubljana Biotechnical faculty

ECLAS
EUROPEAN COUNCIL OF LANDSCAPE ARCHITECTURE SCHOOLS

Program committee

Tadej Bevk
Davorin Gazvoda
Mojca Golobič
David Klepej
Manca Krošelj
Ana Kučan
Nadja Penko Seidl
Tomaž Pipan
Nina Stubičar

Session chairs

Track 1: Richard Stiles
Mojca Golobič
Track 2: Henrik Schultz
Tadej Bevk
Track 3: Udo Weilacher
Nadja Penko Seidl
Track 4: Jeroen de Vries
Davorin Gazvoda
Track 5: Tijana Dabović
Tomaž Pipan

Reviewers

Kamila Adamczyk-Mucha
Susann Ahn
Tal Alon-Mozes
Tadej Bevk
Inge Bobbink
Marlies Brinkhuijsen
Tijana Dabović
Ellen Fetzer
Karen Foley
Juanjo Galan Vivas
Lei Gao
Davorin Gazvoda
Mojca Golobič
Doris Gstach
Katrin Hagen
Stefanie Hennecke
Robert Holden
Hannah Hopewell
Daniel Jauslin
Anders Larsson
Naja Marot
Samaneh Nickayin
Nadja Penko Seidl
Tomaž Pipan
Martin Prominski
Bianca Maria Rinaldi
Amber Roberts
Alena Salasova
Henrik Schultz
Richard Stiles
Joanna Storie
Rudi Van Etteger
Kristine Vugule
Jeroen de Vries
Udo Weilacher
Carola Wingren

Content

333333
333333
333333

Track 3: Teaching across scales

Chairs: Prof. Dr. Udo Weilacher,
Assist. Prof. Dr. Nadja Penko Seidl

Teaching across Scales – Learning from Research

Prof. Dr. Udo Weilacher
Technical University of Munich

If you want to solve complex problems, you have to have the courage to leave your comfort zone and cross several borders: borders of scale, of disciplines, of nations, of culture, borders of belief and theories etcetera. Cross border action can be extremely tiring and in some cases cause friction, slowing down the progress of complex projects. However, it also leads to the development of new ideas and to a much more founded view of complex problems, characterized by non-linearity, emergence and surprise. This insight was confirmed in an advanced research and teaching project between 2007 and 2020, a collaboration between regional planners, landscape architects, architects, urban designers, planning theorist and experts from many other neighbouring disciplines: the International Doctoral College (IDK) "Spatial Research Lab".

When dealing with difficult spatial development tasks, it turned out that it is virtually impossible, to separate questions of scale from all other relevant questions in complex planning and design projects. Therefore, the IDK professors pursued an interdisciplinary understanding of planning, not differentiating any longer between categories like "landscape architecture" and "landscape planning". The research approach was open to a variety of theories and methods as well as to alternative planning and design methods. The practical application of these methods was intended to solve concrete spatial problems and to generating knowledge – a new understanding of the space, of the actors in this space and the need for change. Methods beyond the applicable standardized, economized norms, such as of a creative-experimental nature, were to be developed and applied in order to grasp complex spatial phenomena that elude established academic approach methods. The IDK faced concrete planning tasks through interdisciplinary design and dialogue by holding discussions about spatial planning, city planning, architecture, regional development, landscape architecture and environmental planning, in addition to initiating cooperative, solution-oriented approaches.

The research lab was focused on the interrelations of science, society, technology and space, acknowledging that the spatial and social are inextricably intertwined. The ways the IDK worked, are also valid for teaching across scales:

- **empirical**: Whether the topic is urban restructuring, new forms of spatial appropriation, urban mobility, or energy transition—IDK researched empirically and also based its di-

alogue on empirical research. IDK pursued a broad concept of empiricism: statistics and space-related models as well as qualitative analyses of documents or observations, all play a part. What is crucial is that theoretically formulated assumptions lead to the systematic assessment, explanation, and examination of the research object. IDK was also open to inductive research strategies, gaining new theoretical knowledge from observations made in case studies.

- **inter- and transdisciplinary**: Whether planners, designers or researchers— IDK had an inter- and transdisciplinary approach that was based on empirical research and direct experiences from planning practice. The researchers were aware of the opportunities and challenges of collaborative research, publishing, and communicating together. A closer cooperation between architecture, landscape architecture, urban development, spatial planning, social sciences, and engineering, as well as scientists and practitioners, is of central importance for the solution of spatial and urban problems.
- **reflexive**: Whether the questions concern sustainable water management, landscape transformation or the effects of controversial technical knowledge—every object is of interest in both directions: What are the expected positive or negative consequences of this development? And what are the social conditions (e.g., cultural habits or political target conflicts) that contribute to shaping it? How do these transform space?
- **dialogical**: Whether in test planning, parametric design, or digital information transmission—IDK researchers engaged in dialogue in a suitable manner with the [doctoral] students as well as with the public, local experts, politicians, or companies, and employed dialogue to work through research-based potential solutions and strategies. The researchers made use of the whole variety of communication media.
- **multilocal**: Whether in Zurich or Berlin, Copenhagen or Munich, Vienna, Dortmund, or Karlsruhe— IDK researchers were aware of the diversity of social, economic, and ecological contexts and perceived the problems in their local specificity. However, they were also seeking patterns to be able to derive the general from individual cases (an inductive method). Knowledge gained in this way about rules of spatial development is intended to ensure the concrete ability to act in other locations and in different contexts.
- **space-related**: Whether the problems are on a large or small scale— what is crucial for the IDK research approach is the relevance for the development of concrete spatial systems and associated living environments. The material components play just as an important role as the subject-related and social components of a space.

Teaching across scales should follow the same set of approaches and give students a chance to grasp the essence of complex research beyond standardized procedures.

ID 102: Teaching on Large Parks: Changes in Scale and Conception

Assoc. Prof. Luca Maria Francesco Fabris[1,2], Assoc. Prof. Mengyixin Li[2]

[1]Politecnico di Milano, Milan, Italy. [2]Beijing University of Civil Engineering and Architecture, Beijing, China

This contribution argues and reflects the teaching in landscape architecture in the newest LA Master in Italy (established five years ago) at Politecnico di Milano and the LA Master at BUCEA (Beijing, China – established ten years ago).

As a common theme, we have chosen the Large Park studies at different scales for adapting to the urban social transformation and addressing global climate change and regional ecological problems, as the term "large parks" (Czerniak, Hargreaves (ed.), 2007) has emerged since the 1990s is deemed as green infrastructure. They reflect the expanded scale in different regional contexts and the park landscape characteristics of complexity, resilience, diversity and identity in landscape planning and design with their cultural interpretations. As indicated by the improved understanding of large parks, the contemporary park conception of "a more organic and fluid urbanism" (Waldheim (ed.), 2006) is the critical, professional reformulation of urban landscapes. At Politecnico di Milano, all the courses must have a solid interdisciplinary accent, which gives students a vision where sustainability in design is an essential tool to face global challenges arising from climate and urban ecological environment. Most adapted courses at the Beijing University of Civil Engineering and Architecture explore sustainable planning and design dimensions and ways through an interdisciplinary and critical perspective.

By introducing examples in Europe and China, we aim to demonstrate that large parks can transcend spatial and subject boundaries to be laboratories. Specifically, we believe that reclaimed industrial sites' transformation and regeneration goes beyond overall socioeconomic structure, embracing the contemporary understanding of nature and ecology. From this perspective, rather than being considered a single, limited site, large parks can be regarded as a large-thinking paradigm for urban regions through a conceptual framework constructed between built fabric, dynamic environmental processes, and urban daily life.