

刊首语



风景园林是一个协调人类和自然关系的学科。随着人类社会价值观念和生活方式的改变以及自然环境的变化和科学技术的进步，风景园林学科同样需要相应的变革。在国家生态文明建设蓬勃发展和国土空间规划体系建立的大背景之下，如何拓展风景园林行业和教育的增长空间、发现前沿学术问题以及改进教学和研究的技能，成为 2019 中国风景园林教育大会的主要议题。围绕“风景园林教育与研究：新空间、新议题和新方法”，来自全国各地的教师通过教研论文表达思考并提出设想。本期增刊集中刊登 16 篇优秀的论文，全面展示当前中国风景园林教育界的最新探索。

通常，风景园林专业课程教学可分为理论教学和实践教学。前者是以讲授理论知识为主，后者是以传授实践技能为主。在理论教学上，本期论文主要关注园林植物应用、植物配置、公园设计、职业规划和生态教育等课程。它们是风景园林专业核心课程，也说明了理论教学中，教师们还是重点关注专业的内核的知识体系。在实践教学中，本期论文讨论设计基础课程中的观察与记录，也探索风景园林理论教学思维转向与学习路径建构，还讨论社会基础设施背景下的城市景观设计、基于 VR 沉浸式认知的设计基础教学等。它们都呈现了风景园林

专业教学中新理论、新方法和新技能等。值得关注的是，近些年来，风景园林教育中涌现了一些新型的教学方式。比如说，数字技术环境下景观规划设计教学的改革、景观绩效系列课程的教学以及立体园林技术的课程建设等等。这些教学方式是对传统教学内容和模式的补充以及对专业教育领域的拓展。

本期增刊既是 2019 中国风景园林教育大会交流成果的汇总，更为今后探索风景园林专业教育改革建立了一定的理论基础。这些论文的丰富性可能是现有栏目难以准确概括的，理论教学、实践教学和新型教学 3 个栏目名称的设定则更多地是希望提供风景园林专业教育中的 3 个基础视角。无论如何，我们希望本期论文可以为全国风景园林教育工作者带来丰富的启发和持续的鼓励。

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PREFACE

Landscape Architecture is a discipline which coordinates the relationship between the human and nature. With the changes of human social values and lifestyles and the natural environment, along with the advancement of science and technology, similarly, the discipline of landscape architecture is also needed to be changed correspondingly. Under the overall background of the flourishing of national ecological civilization construction and establishment of national land space planning system, how to expand the growth spaces of the industry and education of landscape architecture, develop the leading edge academic problems and improve the skills of teaching and research have become the main topics of Symposium on Chinese Landscape Architecture Education 2019. The teachers from all over the country had expressed their thoughts and proposed their envisagement centering on “Landscape Architecture Education and Research: New Space, New Topic and New Method”. This special issue published 16 excellent papers centrally to fully show the latest discovery in the Chinese landscape architecture education circle.

Usually, the specialized course of landscape architecture can be divided into the theoretical teaching and practical teaching. The former is mainly to impart the theoretical knowledge; the latter, practical skills. On the theoretical teaching, the current issue of paper mainly focuses on these courses, such as the landscape planting design, park design, career planning and ecology education, etc. These are core courses of the landscape architecture discipline, which has suggested that the teachers still place emphasis on the knowledge systems of core specialty courses in the theoretical teaching. The current issue of paper discusses the observation and documentation of design basis course and the urban landscape design discipline in the context of the social infrastructure as well as the design basic teaching based on VR immersive cognition and

explores the theoretical teaching thinking diversion and learning path construction of landscape architecture, etc., in the practical teaching. All of them present the new theory, new method and new skill in the landscape architecture teaching. What is noticeable is that a new teaching method has sprung up in the Landscape Architecture Education in recent years. For instance, the reform of landscape planning and design teaching under the environment of digital technology, courses of series of landscape performance, stereoscopic garden technology, etc. These teaching methods are the supplements to the traditional teaching contents and models and expansion for the specialized education field.

The special issue is the summary of the exchanges of Symposium on Chinese Landscape Architecture Education 2019, and it also lays a certain theoretical basis for exploring the education reform of landscape architecture discipline. The richness of these paper may not be easy to be summarized accurately by the existing column. It is hoped that the setting for the columns named with theoretical teaching, practical teaching and new style teaching may provide three basic perspectives for the landscape architecture education. Anyway, we wish that the current issue may abundantly enlighten and continuously encourage the landscape architecture education workers throughout the country.

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