

对教育及研究中的实用主义的反思

A REFLECTIVE PRACTITIONER'S VIEW OF TEACHING AND PRAGMATISM IN RESEARCH



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宾夕法尼亚大学的景观设计教育在全美及世界范围内都首屈一指。您可以介绍一下宾大设计学院的教学体系、优势与创新之处吗？

弗雷德里克·斯坦纳（以下简称斯坦纳）：宾大的景观设计学硕士教学计划高度重视培养学生的设计能力。在探索如何将生态学知识运用于设计、规划实践方面，宾大也一直走在前列。我们的课程体系围绕设计课展开，包括理论课、表达课、施工建造课等。同时，我们也尽力确保学生们能够接触到各个尺度、不同类型的景观设计项目。在最后一学年中，我们鼓励学生提出具有全球

性视野的个人研究课题。更重要的是，我们要培养学生终身求学，并且在从业后保持反思的习惯。除课程体系需要精心设计外，在学院中创造良好的设计课氛围也十分重要，而优秀的师资力量则是这种氛围形成的关键保障。

您本人在设计教学与实践方面都拥有丰富的经验，请问您如何看待研究、教育与实践的关系？

斯坦纳：我在宾大设计学院任教已有两年时间，在那之前，我已经在德克萨斯大学奥斯汀分校建筑学院担任了15年的院长。这

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摘要

在本文中，受访者弗雷德里克·斯坦纳首先介绍了宾夕法尼亚大学设计学院的景观设计教学体系、优势与创新之处，并立足于其多年的教学及实践经验阐释了研究、教育与实践的关系，以及对于景观设计教育应如何随时代发展而改变的提议。斯坦纳表示，无论是其一直致力于推广的“场地可持续性设计行动计划”评级体系，还是新近出版的书籍《如何制定规划》，均可推动学生及从业者理解专业知识，亦可起到一定的公众教育效用。最后，斯坦纳还指出，景观设计师未来应关注景观设计在城市中的作用、气候变化及易受灾人群的庇护等议题，并强调了具备长远目光和考虑时间对设计的影响的重要性。

关键词

景观设计教育；课程体系；实践；研究；从业者

ABSTRACT

In this article, Frederick Steiner, the interviewee, introduced the teaching system of PennDesign and its strengths and innovations, and explained the relationship between research, education, and practice based on his rich teaching and practice experience. He also gave suggestions about how to optimize the Landscape Architecture education and curriculum to keep up with the changing world. Steiner indicated that both the Sustainable SITES Initiative which he has made great efforts on and his latest book *Making Plans* can contribute to the professional training and public education. When it came to significant issues or promising topics that Landscape Architecture professionals need to pay more attention on the future, Steiner called for focus on the role of Landscape Architecture in the city, and climate changes and settlements to vulnerable populations, and highlighted the importance of taking a long view and designing with time.

KEY WORDS

Landscape Architecture Education; Curriculum; Practice; Research; Practitioner

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两所学院都十分重视设计与实践的结合，且拥有以设计从业者标准对学生进行培养的浓厚传统；两所学校的研究也均以实用主义著称，即在实际应用的基础上推动理论发展。由于必须考虑设计理念将会产生的实际效果，因此，实用主义对于设计理论与研究的意义重大。宾夕法尼亚大学创始人本杰明·富兰克林是美国历史上最有影响力的实用主义者之一，所以对实用主义的信仰至今仍深深根植于我校教职员心中。这一独特的历史决定了宾大设计学院的设计与规划研究必然以反思性实践为重要根基。

我们还成立了伊恩·麦克哈格都市主义与生态学研究中心，这也是近年来宾大为推动研究、教育与实践融合所做的最重要的努力。对于宾大这样以研究为主的机构来说，这座研究中心为上述三个领域知识生产过程的融合提供了基础设施保障。同时，我们将设计课作为研究的引擎，注重选择富有挑战性的场地来开展设计实践，并试图通过设计课程来解决各种复杂、紧迫的问题。

您一直致力于推广“场地可持续性设计行动计划”评级体系（SITES）。这套评级体系能够从哪些方面影响景观教育与培训体系？

斯坦纳：SITES由绿色企业认证公司（GBCI）负责管理，覆盖可持续性景观的设计、开发、维护，是目前综合性最强的评级体系，为美国绿色建筑委员会（USGBC）颁布的LEED绿色建筑评分体系提供了良性的补

充。实际上，北美有很多景观设计培训计划已经将SITES融合到其教学体系之中：绝大多数计划都会开设场地规划课程，而SITES则被作为场地规划的方法之一应用到课程之中。另外，随着GBCI认证和发布的项目数量越来越多，这些案例也成为了设计课上非常实用的研究对象。举例来说，如果某一堂设计课意在探索将棕地改造为公园的可能性，学生们就可以首先在GBCI网站上检索类似案例，如OLIN景观设计事务所设计的华盛顿运河公园项目，从而更好地理解SITES在场地设计中的应用。除场地规划课程与设计课案例研究外，SITES在论文研究中也会用到。

如何使景观设计教育与课程体系适应不断变化的现代世界？

斯坦纳：课程体系本质上是保守的，它们会抗拒变化。一方面，教授们更倾向于使用相对成熟的文献与实例，另一方面，学科设置必须遵循一定的评审标准，并满足高校教学的要求。尽管如此，教职员本身仍然是富有创造力的，设计也天然就是一门探究性的学科。技术与理论是创新的两大不可或缺的动力。因此，在帮助学生打好坚实基础的同时，我们还要鼓励他们掌握当下最新的技术与工具。景观具有复杂性和易变性，因而相较建筑也更为难以表现。30年前，我们只能徒手绘图，完成设计方案往往需要耗费数小时乃至数天时间；如今，通过借助诸如建筑信息模型（BIM）与3D建模等工具，我们可以在电脑上绘图，并将设计方案的三

维模型打印出来。除了徒步踏勘场地、亲自“理解”景观之外，我们还可以用无人机进行场地分析——它们能够高效地呈现出场地的信息元素。这些不断发展的技术赋予我们新的视角，帮助我们以激动人心的方式将设计意图表达出来。但技术的突破不一定会使课程体系产生变化。这就好比人们从用笔写字转变为用打字机打字，只是所用媒介发生了变化而已。

相较于技术，理论演变对课程体系的冲击更加剧烈。举例来说，在伊恩·麦克哈格的《设计结合自然》一书出版之前，景观设计课程对生物内容的关注主要集中在园艺学，而在那之后，生态学也成为了学科基础知识体系的一部分；詹姆斯·科纳从建筑学理论和艺术理论中获得灵感，提出了表达景观的不同方式，也改变了景观设计课程中可视化相关课程的授课方法；查尔斯·瓦尔德海姆的“景观都市主义”理论则使得景观设计学成为推动城市改善的中坚力量。因此，如果我们希望通过改革景观设计课程体系使学生们更好地应对不断变化的世界中的种种挑战，就必须致力于推动设计理论的进步。

在最新出版的著作《如何制定规划》中，您对德克萨斯大学校园与奥斯汀市的规划过程进行了介绍，并受到了广泛认可。它帮助提高了公众对规划工作的认知水平。请问您如何看待城市设计科学（包括城市规划与景观设计）与作为城市居住者、使用者的公众之间缺乏联系与沟通这一现象？我们还注意到，在这本书中，您有意传达这样一种

观点：“规划在本质上是一种政治行为，有时会受到多种因素牵制；因此，被纳入规划的社区必须拥有自主意志与所有权意识。”在您看来，规划师或设计师能够从哪些层面影响政策制定过程？

斯坦纳：我深度参与了书中涉及的两个案例的规划设计过程。作为一名具有反思精神的从业者，我认为对这两个规划带给我的启示进行分析并回头重新审视它们的意义十分重要；作为一名教育工作者，我认为这是一个让学生、规划与设计教育者及从业者、甚至公众了解规划工作的整个流程的绝佳机会。因此，在撰写这本书时，我没有以学术风格进行写作，而是希望它能够更加易读、易懂，偏重于对整个过程的反思与回顾。我希望能够推动市民和政策制定者在未来的社区与区域规划中加强与景观设计师、规划师的互动。由于城市化依然是不可遏止的全球性趋势，所以这种理解是非常必要的。

至于与政治的关系，我想提醒规划师与设计者们：理解规划的法律语境十分重要——因为规划总是在政治语境下完成的，所以也是一种政治行为。规划师与设计师的工作必然会受到政治的影响，但他们也同样可以影响政治。一名规划师可以有政治倾向，但不要成为政客。在美国，规划师或景观设计师的基本职责是维护公众的健康、安全与福祉，而政客的身份有时会迫使其做出与这些基本职责相悖的事情。规划师和设计师更应专注于制定优秀的规划方案，并将其以清晰易懂的方式展示出来，以获取公众的

支持。如果规划方案得到公众支持，那么政客们支持它的可能性也会增加，方案最终获批的几率也会更大。

作为《景观设计学》的国际编委，您曾经贡献过许多前沿话题和富有启发性的思想，如“人类世生态系统”“大数据”等。在您看来，未来还有哪些值得景观设计从业者关注的重大议题或具有良好发展前景的主题呢？

斯坦纳：一个并不一定新颖但极其重要的议题是“景观设计在城市中的作用”。规划师应该使城市更宜居，并在城区内创造更多的绿地。将景观设计看作一种与城市密切相关的职业，并明确其在提升城市生活质量方面的作用是非常重要的。同时，气候变化也是一个重大的挑战，我们需要关注景观如何适应气候变化，景观设计师又将如何应对随之而来的种种问题。此外，我们还要追问：景观设计应该如何回应易受灾群体（包括人类与非人类群体）的需求与处境？我们需要设计一种能满足所有易受灾群体的庇护需求的居所。最后，景观设计还需要有长远的目光，并考虑时间对设计的影响。在进行设计时，我们应该考虑当前所处的地质时代，以及如何确保设计方案能够适应未来较长时间内的种种变化。**LAF**



1 © University of Pennsylvania School of Design



2 © William Cohen

1. 在景观设计课程中，研究生们聚集在迈耶森大楼（建筑学院大楼）前进行设计课评图。
2. 在由伊恩·麦克哈格都市主义与生态学研究中心主办的题为“设计政治景观”的2018秋季研讨会上，宾大设计学院院长弗雷德里克·斯坦纳致欢迎辞。

1. Graduate students in the landscape architecture program gather for a studio review outside Meyerson Hall.
2. PennDesign Dean Frederick Steiner welcomed the audience for the Fall 2018 lecture organized by The Ian McHarg Center for Urbanism and Ecology, "Designing the Political Landscape."

The Landscape Architecture education of the University of Pennsylvania is prominently leading in America and the world. Could you please introduce the teaching system of PennDesign and its strengths and innovations?

Frederick STEINER (STEINER hereafter): Our Master of Landscape Architecture program has a very strong emphasis on design. We pioneered how ecology can be used in design and planning. Our curriculum is organized so that subjects in theory, media, and construction all relate to the design studio. We also ensure students work at all scales of landscape and across a comprehensive range of landscape types. In the final year, students are encouraged to pursue their own research agendas from a global perspective. The most important thing is to inspire students to become life-long scholars and reflective practitioners. I would also note that, as well as a well-designed curriculum, you really need a strong studio culture in a school, and that only comes from having good teachers.

Based on your rich teaching and practice experience in design, how do you understand the relationship between research, education, and practice?

STEINER: I was dean of the School

of Architecture at the University of Texas at Austin for 15 years before I returned to PennDesign two years ago. Both schools have a strong tradition of practitioners' teaching, emphasizing design and practice. The research at both schools is informed by pragmatism, which advances theory based on practical applications. Pragmatism is very important for design theory and research, because of the consideration of practical effects of design concepts. The University of Pennsylvania was founded by Benjamin Franklin, and he is one of the most important American pragmatists, so there is still a very deep seeded belief in pragmatism among our faculty. Our particular history ensures that design and planning research in PennDesign is largely grounded in reflective practice.

The biggest commitment we have made to bringing research, education, and practice together at Penn in recent years is opening The Ian McHarg Research Center for Urbanism and Ecology. At a major research institution like Penn, a center provides the infrastructure for these three spheres of knowledge production to come together. We also conceive of our design studios as research engines. We make a point of conducting studios in challenging places and studios addressing complex and timely issues.

You have made great efforts on the promotion of the Sustainable SITES Initiative (SITES). How can this rating system be integrated into landscape educational and training system?

STEINER: Administered by Green Business Certification Inc. (GBCI), SITES is the most comprehensive program for designing, developing, and maintaining sustainable landscapes, which is a complement to the U.S. Green Building Council's (USGBC) LEED green building rating system. In fact, there has been a good number of Landscape Architecture programs in North America integrating SITES in their teaching. Most Landscape Architecture programs require a site planning course. SITES has been adopted in many of these courses as an approach to site planning. In addition, with a growing number of projects certified and published by GBCI, these case studies can be very useful for studio courses as well. For instance, if a studio project is exploring possibility that a brownfield site might become a park, the students can go to the GBCI website and look at OLIN's Washington Canal Water Park, for example, and then students can better understand how SITES was employed in that design. Furthermore, SITES can be applied not only in site planning courses and studio case studies, but also in thesis research.

What can be done to optimize the Landscape Architecture education and curriculum to keep up with the changing world?

STEINER: Curriculums are inherently conservative, so they are resistant to change. In part, this is because professors tend to use a fairly well-established canon of literature and precedents. Also, curriculums must conform to accreditation and university standards. Still, faculty are creative and design is an exploratory discipline. Technology and theory are two drivers of innovation. It is necessary not only to give students a foundation, but also encourage them to learn about the newest technologies and tools. Compared to buildings, it is more difficult to represent landscapes because of their complexity and changeable conditions. Thirty years ago, we drew by hand, taking several hours or days to produce design schemes. At present, by using tools such as Building Information Modeling (BIM) and 3D Modeling, we can draw with the computer, then print out three-dimensional models from those designs. In addition to walking through and around the site and “reading” the landscape on the ground, we can use drones to do site analysis — they can show information very effectively.

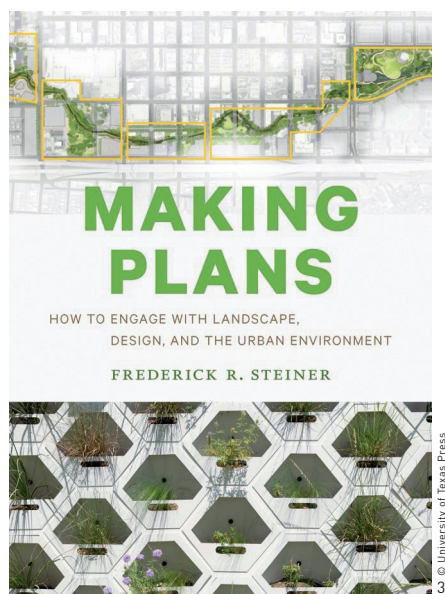
These developing technologies can give us a new perspective, and help show the design intention in a very exciting way. But these technology disruptions do not necessarily lead to curriculum changes. It is like going from writing with a pen to a typewriter; you are just changing the medium.

Compared with technology, the bigger disruptions to curriculum come from theory. For example, before Ian McHarg published *Design with Nature*, the biological component of Landscape Architecture curricula focused on horticulture, but afterwards ecology was added as a fundamental area of knowledge. James Corner’s theories about representation changed how visualization was taught in Landscape Architecture curricula, because he proposed different ways of representing landscapes based on ideas from architectural theory and art theory. Charles Waldheim’s ideas about landscape urbanism advanced Landscape Architecture as essential for positive urban change. Therefore, if we mean to reform Landscape Architecture curricula to help our students better meet the challenges in this changing world, we must devote energy to advancing design theory.

Your latest book *Making Plans*, which introduced the planning process

of the city of Austin and the University of Texas campus, is widely received. It helps enhance the planning awareness and knowledge of the public. How do you consider the lack of connection and communication between urban design sciences (including urban planning and landscape design) and citizens who live in and use the cities? We also noticed that, in this book, you intend to demonstrate that “planning is an inherently political, sometimes messy act, requiring the intelligence and ownership of the affected communities.” In your opinion, how can planners or designers influence the policy-making process?

STEINER: I was deeply involved in both projects described in this book, and as a reflective practitioner, I thought it was very important to analyze what I learned from both plans and to step back to ask what they meant. As an educator, I regarded it as a great opportunity to let my students, planning and design educators and practitioners, and the public know about how planning occurs. Therefore, I tried to write the book in a more reflective, and hopefully more accessible way than an academic type of writing. I hope this will help citizens and policy makers better engage landscape architects and planners in



3. 《如何制定规划》书籍封面

3. Cover of *Making Plans*

the future of their communities and regions. As the world continues to grow more urban, such understanding is essential.

As for the relationship to policies, I want to remind planners and designers of the importance of understanding the legal context for planning, and that planning occurs in a political context, which makes it a political act. Politics surely affect planners' and designers' work, but in turn, planners and designers can also influence politics. That said, a planner can be political, but not be a politician. If you are a planner or a landscape architect in United States, your basic professional responsibility is to protect public health, safety, and welfare. Being a politician can sometimes be a conflict with that basic responsibility. What planners and designers should concentrate on is making a good plan and presenting it in an intelligible way to get public support. If the plan wins the public's support, the likelihood that politicians will also be increased, and they are more likely to approve it.

We appreciate your great contribution to *Landscape Architecture Frontiers* as an international editorial board member by offering cutting-edge topics and inspiring ideas, such as *Novel Ecosystem* and *Big Data*. What do you think are the significant issues

or promising topics that Landscape Architecture professionals need to pay more attention on in future?

STEINER: One, which is not necessarily new but extraordinarily important, is the role of Landscape Architecture in the city. Urban planners should make our cities more livable and create more green space in urban areas. Viewing Landscape Architecture as an urban profession and knowing what contributions landscape architects can make to the quality of life is really important. Another significant challenge is climate change. So, how landscapes can adapt to climate change and how landscape architects can respond are significant. In addition, we should ask: how does Landscape Architecture respond to needs and circumstances of vulnerable populations, both human and nonhuman. We need to design settlements that protect vulnerable human population and other species. Finally, Landscape Architecture involves taking a long view and designing with time. We should consider how we design with respect to geologic time, and how our designs adapt to change over a long period of time. **LAF**