



The Routledge Handbook of Landscape Architecture Education

Edited by Diedrich Bruns and Stefanie Hennecke

THE ROUTLEDGE HANDBOOK OF LANDSCAPE ARCHITECTURE EDUCATION

In this handbook, 60 authors, senior and junior educators, and researchers from six continents provide an overview of 200 years of landscape architecture education. They tell the stories of schools and people, of visions, and of experiments that constitute landscape architecture education heritage.

Through taking an international perspective, the handbook centers on inclusivity with an appreciation for how education develops in different political and societal contexts. Part I introduces the field of education history research, including research approaches and international research exchange. Spanning more than 100 years, Parts II and III investigate and compare early and recent histories of landscape architecture education in different countries and schools. In Part IV, the book offers new perspectives for landscape architecture education. Education research presents a substantial opportunity for challenging studies to increase the pedagogic and didactic, the academic and historic, and the disciplinary knowledge basis.

Through a boundary-crossing approach, these studies about landscape architecture education provide a reference to teachers and students, policymakers, and administrators, who strive for innovative, holistic, and interdisciplinary practice.

Diedrich Bruns is Professor Emeritus at the University of Kassel, Germany. His research expertise is in planning history, landscape planning, and communication methods. His academic appointments include universities in Toronto, Canada; Stuttgart, Germany; and California and Minnesota, USA. Dr Bruns has published several peer-reviewed journal papers, book chapters, and books. He is the founder of the consulting firm Landscape Ecology & Planning, and a past president of ECLAS.

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“This book provides welcome perspectives on the education of landscape professionals that generate both a starting point for a more profound understanding of the historical position of landscape architecture, as well as ideas of where the profession might take us in view of the contemporary environmental and social challenges facing humanity.”

Jan Woudstra, Department of Landscape Architecture, University of Sheffield, UK

“This comprehensive handbook shares insights into landscape architecture education that are unprecedented in extent and depth. It describes and compares concepts and practices of education that are applied during the last two hundred years and addresses a wide range of perspectives by examining cases from around the world. The book lays the foundation for education studies into the character, commonalities and future of landscape architecture education.”

Hiroyuki Shimizu, Emeritus Professor, Nagoya University, Japan

“This handbook makes an invaluable contribution to the present and future university education of landscape architects. It offers fascinating insights of both the discipline’s historical development and of its current teaching and learning praxis in many countries around the world: a panorama of today’s remarkable international diversity in landscape architecture education that unveils its implicit learning potential, not only for landscape architecture but also for other planning disciplines and environmental sciences.”

Joachim Wolschke-Bulmahn, Professor Emeritus, Institute for Landscape Architecture,
Leibniz University Hannover, Germany

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Dedicated to Karsten Jørgensen (1953–2021), for his many contributions to the book, his enthusiastic support, and advice whenever we sought it.



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BIOGRAPHIES

Editors

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Barbara Birli holds a degree in landscape planning and management and a doctorate in regional planning. She currently works as environmental consultant at the Austrian Environment Agency. Dr Birli is involved in national and international projects concerned with land management, soil management, and education. Through her work, she provides a basis for decision making at local, regional, and international levels. She was responsible for the management of the LE:NOTRE network from 2004 to 2013.

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Jacky Bowring has taught landscape architecture at Lincoln University, New Zealand, since 1997, and was Head of School in 2012–2014 and again in 2017. Her research interests are in memory aspects of landscape, design theory, and design critique, and she continues to practice as a registered landscape architect.

Martin Bryant is Professor of Landscape Architecture at University of Technology Sydney, Australia, and an architect, landscape architect, and urban designer with more than three decades of experience in private practice. He has published, exhibited, and led design studios with a focus on resilience, indigenous knowledge in the Pacific, and form-making in landscape.

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FOREWORD

Today, I had a conference call with Landscape Architecture Institute staff members of the Ukrainian National Forest University in Lviv. Not an easy conversation; until we started to speak about ландшафт, landscape. Minds began detaching themselves from horrors of the present and shifted towards the future as soon as we moved our conversation to landscape, towards a future in a better landscape to which we all will contribute. People immediately started to make plans: Which knowledge and skills do we need? How might we build capacity? Which research is necessary to understand the many facets of the Ukrainian landscape? How might we prepare landscape architecture for the role it should play in the reconstruction of not only physical landscape, but also the mental one that gives a shared foundation to a disrupted society?

With a terrible war raging at the time of this writing, the content of this book appears in a new light to me. Its chapters present multiple stories from a discipline that has always believed in the idea of a better future, and that will continue to do so. While landscape design education unfolded, during the past 200 years, the conditions for achieving positive impact have grown and become more challenging. Our individual share of expanding bodies of knowledge is becoming proportionally smaller, day-by-day, as science in all fields is advancing rapidly. At the same time, the impact of our individual behaviour on this world becomes larger, day-by-day. What is it that a landscape architect really needs to know? We will continue to ask this question. However, one aspect seems to be certain: landscape architects have to be able to build trust.

My special thanks go to Stefanie Hennecke, Diedrich Bruns, and the editorial team at Kassel University for their fantastic work on this book. I also thank the landscape architecture academic community, both European and international, for sharing their valuable knowledge about landscape architecture education. This knowledge will become the basis for envisioning a better future also for our own educational practice. There is much to do. Let us do it!

Ellen Fetzer
ECLAS President since 2018
April 2022

INSPIRATIONS AND ACKNOWLEDGMENTS

It was in September 2019, during the conference *Lessons From the Past, Visions for the Future: Celebrating One Hundred Years of Landscape Architecture Education in Europe*, when the idea was born to prepare a book on education. The Norwegian University of Life Sciences hosted the annual conference of European Council of Landscape Architecture Schools (ECLAS) in Ås at the campus where Europe's first landscape architecture programme began enrolling students, in 1919. Aiming for an international view, the conference organizers invited scholars from several countries to report and discuss education research. Inspired by stimulating studies, by sharing new insights, and by comparing many stories, the editors of this book became fascinated with striking similarities and, at the same time, puzzled by a multitude of differences. We decided to weave together threads and stories of personal ambition and of social and political development and mechanisms under which landscape architecture education emerges and thrives.

The organizing committee of the 2019 ECLAS conference provided helpful comments and offered support in this project, for which we are grateful. We also would like to acknowledge the encouragement we received from participants of the special conference session *Bridging National and Disciplinary Boundaries: Concepts of Sustainability in Landscape and Urban Planning Education. Case Studies From Different European Countries*. To widen the view, the group that formed at Ås took a snowball approach to collecting reports from scholars who had not attended the conference. The group of authors continued to grow when four book proposal reviewers recommended widening the geographic scope and the range of cases beyond Europe and North America. We placed a call to invite contributions from Latin America, Africa, Australia, the Middle East, and Asia. The response was very encouraging, an expression, indeed, of the growing importance of the discipline on all continents. Together, 60 authors decided to collaborate in offering inspiring insights into and about education from around the globe.

Inspirations and acknowledgments

We would like to thank Mira Engler, Avigail Sachs, Terry Clements, and Adri van den Brink for their supportive reviews and suggestions. They all agreed this book would be useful to students and educators, to administrators involved in education policy and decision making. The sudden death of Adri van den Brink during the writing of this book is a great loss for us all.

At Taylor & Francis, we appreciate how the Routledge Planning, Landscape, and Urban Design publications committee supported the book project from the start. In particular, we are grateful to Kathryn Schell and Megha Patel for their continuous support. Reviewing the correspondence we had with the two of you over the course of well over one year, we see how you have responded to dozens of questions, always in a most friendly and supportive manner.

At Kassel, we thank Beatrice Pardon, the landscape architecture student who worked as editorial assistant, with great diligence and endless patience, to organize hundreds of documents into one coherent file, and who greatly supported the project. We also thank Chanda Hess, research assistant and great aide in reviewing manuscripts, and Margarete Arnold for generating graphic illustrations. Any remaining mistakes are the responsibility of the editors.

Finally, our thanks go to all authors who, each in their own way, committed themselves to developing the field of education studies. In the wonderful collaboration we are fortunate to have enjoyed since the fall of 2019, contour and structure of the field emerged that provide the context for studies of planning education in general and of landscape architecture education in particular. The field is on a good way of acquiring a high degree of legitimacy as an exciting area of research.

Diedrich Bruns and Stefanie Hennecke



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EDUCATIONAL ECOSYSTEM ON LANDSCAPE IN LATIN AMERICA

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Introduction

This chapter presents an overview of landscape architecture education in Latin America, a region characterized by heterogeneous development consequent with its cultural and physiographic diversity. From the broad spectrum of the diverse orientation, focus, level and reliability of educational programmes and courses, three examples in Chile, Argentina and Mexico that represent activities in the extremes of the region are discussed.

As published studies on landscape architectural education are quite scarce for Latin America, the information presented in this chapter is based mainly on the experience and previous work of the authors, including personal notes. By bringing four authors together, a consistent survey emerges. It is a region where many disciplines address landscape education in a dispersed way. Educational approaches, subjects and contents of landscape programmes and courses vary considerably. Many have different names, some even lacking the word 'landscape' in their title (Aponte-García 2015).

Context

Latin America is the most diverse of the five world regions that the International Federation of Landscape Architects (IFLA) defines. The region extends, in latitude terms, over more than the other four regions. It contains a wider variety of biomes, and consequently countless bio-capacity. The greatest biodiversity is concentrated in South and Central America. This great natural diversity gave rise to multiple ancestral cultures. Being well aware of their dependence on nature, ancestral people considered themselves part of it and deeply rooted in the natural characteristics of their lands, confirming, in their own way the landscape theory about 'place forming people' (Swanwick 2002, 2009).

Complex and strong processes of conquest and colonization altered the extensive territory today known as Latin America. These changes simultaneously spoiled the physical richness, imposed new thoughts and led to a certain grade of homogeneity, principally through language and religion, the same causes that helped to deepen the difference between South, Central and North America. Nevertheless, México, located in the south of North America, remained an important part of Latin America. Several political and economic developments through history

have contributed to a close relationship among Latin American countries, known as *Latin American Brotherhood*.

Undoubtedly colonization eroded the indigenous traditional *people-earth link* and has fostered the habit of looking for external models as a paradigm of what is the right way of living. As a consequence, the beginnings of intentional landscape interventions consisted in making gardens and parks, mainly in European styles that contributed to hide local identity. Nevertheless, the patrimonial traces of ancient cultures and their expressions, found in several nations, have recently become object of greater appreciation, research and inspiration as secure roots of the particular human-nature affinity. Numerous academic works that are being developed at present, in several university research groups, and other institutions and ONGs, from México (Maya and Azteca communities), Colombia (Arhuaco, Muisca, Uitoto and Tikuna communities) and Chile (Mapuche community) take into account this component as a fundamental part of the *New World* landscape identity.

The beginnings of design education and practice are marked by European and USA influences, through invited lecturers and professionals. Depending on where Latin American promoters of educational programmes had studied, the first opportunities were established through grants or universities exchange, for example with France, Italy, Spain and England. According to its natural and cultural diversity, education in landscape architecture in Latin America is also diverse. Interest in this branch of knowledge and professional activity started, with a few exceptions, during the second half of the twentieth century through courses offered within architecture faculties, schools or departments, actually as an extension of that profession. The dependence on architecture has continued in several programmes to the point that disagreements arise on the matter of subjects to be covered in official landscape architectural programmes.

Formal programmes in Latin America started to be structured and officially approved by national education authorities, almost simultaneously in Chile, Brazil and Argentina. According to the survey "International Opportunities in Landscape Architecture Education and Internship" collected by the IFLA Education and Academic Affairs Committee, around 40 official landscape architecture programmes are currently running in Latin America. Compared with a population of 629 million, there is one for 16 million inhabitants; while, according to the ASLA webpage, in the United States there is one programme for a population of 3.3 million. The Latin American subcontinent counts with 21 countries (including Puerto Rico), but many of them lack of a single landscape architecture programme, or some of those when they exist, are intermittent in their activity.

The region has experienced an outstanding dynamic around landscape architecture education in recent years. One example is the first Capacity Building course for educators carried out in Brazil in 2004, supported by local agencies, IFLA and UNESCO. Later on, in 2012 and 2015, two more but shorter Capacity Building courses were developed in Medellín, Colombia. Both were orientated mainly to countries that did not have landscape architecture programmes.

Representative examples of the development, present situation and coverage of education in landscape architecture in Latin America are presented through the wide and diverse panorama in three countries of the region: Chile, Argentina and México. Although there are also landscape architecture formal academic opportunities in Costa Rica, Puerto Rico, Colombia, Venezuela, Ecuador, Brazil and Paraguay, those are not enough to cover the extension, population and development need for the profession.

Landscape architecture education in Chile

Early teaching of landscape design in Chile is closely linked to French and German influence derived from the Paris World's Fair in 1889, which revealed prominent trends in architecture

and garden architecture and which aroused the interest among traveling elites keen on realizing advances of modernity.

Another significant event occurred at the beginning of the twentieth century, as urban authorities from the Ministry of Housing and Urbanism invited foreign landscape designers, perhaps at the stage more public garden designers, like George Dubois, Oscar Prager, Guillaume Renner and Charles Thays to introduce the concept of public green space, a result of the democratization in the modernizing world. These guests also brought the first attempts to coach local landscape designers. A fundamental milestone is the influential work in the 1940s and 50s of the modernist and versatile Roberto Burle Marx in Brazil, who opens the gates (Felsenhardt 2021) of abstraction in landscape design, formalizing a more contemporary expression in South America and becoming an archetype for the region (Adams 1991). It is then, in the late 1950s, that the Universidad de Chile's School of Architecture establishes the first undergraduate degree programme in Landscape Design, beginning the country's initial formal steps in landscape instruction.

In the 1950s a different viewpoint with poetic and territorial roots emerges at the School of Architecture of the Universidad Católica in Valparaíso. Although not born from landscape principals as such, the school introduces a new relationship between its architecture education and the territory, the identity elements of geography as the opportunity to understand, plan and design the territory by its own natural law. The educational entity, formed by academics and students created a community that travelled across the country, and taught the students 'on-site' the transcendence of macro space and landscape (Perez de Arce et al. 2003).

In 1954, and by people interested in design with natural elements, the Garden Club, was created, promoting and organizing workshops and flower exhibitions. From it a select group of self-taught individuals – mostly women – emerge, promoting Chile's landscape culture. They undertake design work together with architects, bring landscape strategies learned during their trips, and begin to teach brief landscape courses. In the late 1960s, private institutes begin offering short technical programmes thus educating some of the first landscape designers, once again mostly women, who contribute to designing public and private parks and gardens.

In the 70s, architecture undergraduate schools start to convey mixed visions that slowly generate new curriculum arrangements and integrate vegetation-related subjects as elements for urban space construction. A specific geographical cultural and local-climate approach also springs up at the Universidad del Norte, in Antofagasta. The approach is not generated from landscape methods, but from an undoubted sensitivity to the Chilean Northern xeriscape. Similar to this paradigm, the Universidad de Talca in 1999, started a School of Architecture based on a strong regional view, and on architecture focused on low impact construction within explicit landscape language considerations.

In the 1970s, the Architecture School at Pontificia Universidad Católica de Chile in Santiago generated a Department of Environment related to ecology, managing – unfortunately for a short time – to bring together scholars interested in interdisciplinary teaching approaches. Here, in the 80s, an important academic movement emerges to create a formal Specialization Programme in Landscape Architecture and Management. The materialization of holistic landscape concepts and its education starts based on a multidisciplinary approach. The understanding of landscape architecture commences to play an important role, making to converge technology, science and design with environmental systemic methodologies, reshaping the traditional spatial and symbolic perspectives.

Many years pass before the merging of a multidisciplinary students and academics programme is approved as completely mandatory for what finally is understood in Chile as landscape architecture. The characteristics of traditional self-contained programmes, especially of architecture,

started to generate the need for an integral outlook, which is precisely the great value of the landscape architecture discipline.

In the 80s and due to the Education Reform introduced by the military regime, the unfortunate closing of the undergraduate degree programme in Landscape Design at Universidad de Chile takes place. Instead, the teaching of landscape architecture at university level is placed within the Schools of Architecture, including the education of architects dedicated to public space design and seminars that are part of a curriculum focused on an urban approach. The conceptual definition of landscape education as such begins, introducing the still sparse experience in Chile of ecologically systemic work.

In the 80s, within the same reform which allows the creation of private universities, and with the military dictatorship's expulsion of a group of academics from Universidad de Chile's school of Landscape Design, the private Universidad Central establishes the Ecology and Landscape undergraduate school in 1988, until today the only such programme in Chile. There, in 2004, with an important curricular modification, the agenda shifts to more present days landscape architectural methodology of education, thus completing the contemporary perspective.

The 80s are also a turning point in landscape architectural education, mainly because of the new Educational Reform that authorizes the opening of new private universities, and there were not enough academics. A large number of architects, along with some agronomists and geographers, travel to Europe and the USA – mainly UCL Berkeley, Harvard, Illinois, ETSAB in Barcelona and AA in England, to study landscape in master and doctoral programmes in design, sustainability and environment. Returning to Chile, they take positions at longstanding, as well as new universities and as professional landscape architects in public agencies, and private offices. It is when all the layers of efforts made until this time appear, and nourish the new programmes. At the same time, in 1989, the Chilean Institute of Landscape Architects (ICHAP) is created and becomes part of IFLA as an institution.

Since the end of the twentieth century, important programmes of landscape architecture arise boosting theory, research and publications, and the importance of multidisciplinary approaches. A more complex interpretation of landscape education begins, but maintaining the 'hard core' of each discipline. This leads to a reshaped more contemporary perspective in a quickly transforming world. Today, some research projects have won national public funds, though the overall amount of funded research is still modest. In addition to the scientific methodologies, new procedures from aesthetics and art are increasingly recognized. This is a breakthrough, as the previous perspectives were limited by the exclusive ones that rejected abstraction and subjectivity.

Today, reputable masters and diploma programmes and a number of seminars are offered at many universities, as well as short degree courses and seminars at the Professional Institutes. Landscape-specific courses are also immersed in the degrees of architecture, geography and agronomy; some of these are also offered in the south and north architecture undergraduate careers. Although the presence of landscape education topics is certainly increasing, the unfortunate part is that despite of the Chilean geography, very diverse climates and environments, formal landscape education is greatly concentrated in Santiago, the central region of the country (Figure 39.1).

Landscape-specific courses are also immersed in the degrees of Architecture, Geography and Agronomy, some of these are also offered in different places of the national territory. The impacts of climate change, with the unavoidable metamorphosis of places, are still a challenge in landscape education in Chile. Important matters like re-wildening of urban areas, the ecological finitude of the planet, an unreasonably excessive anthropisation of lands, seismic landscape,

Chilean case 2021

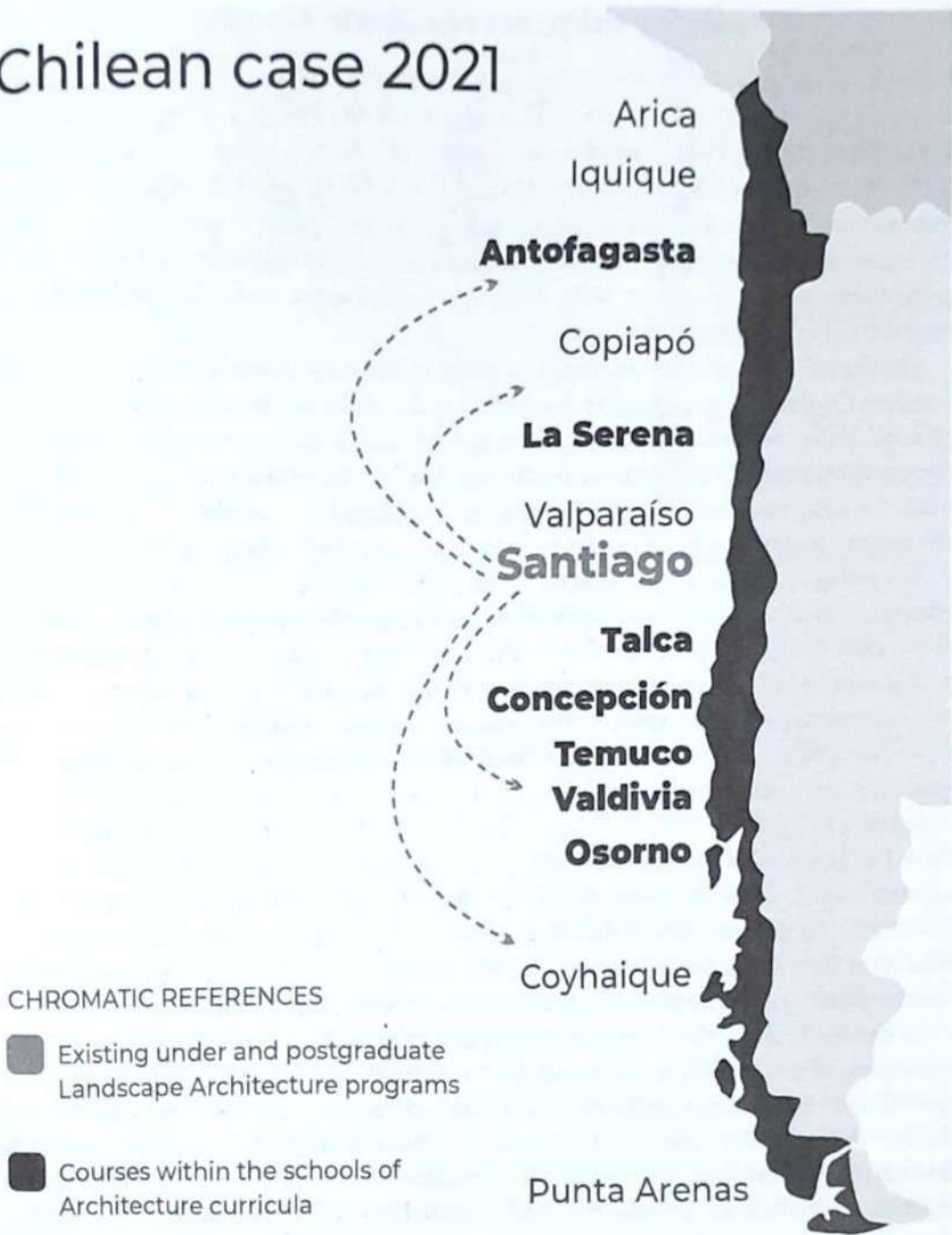


Figure 39.1 Landscape architecture education in Chile.

Source: Visualized by Felsenhardt (2021).

landscape as an “open window over geography” concepts, are topics that are still to be more powerfully integrated (Catalá Marticella 2017).

The influence of landscape architecture out view at territory and landscape has brought an important progress in the understanding of Chilean identity, undertaking territorial considerations, geographic processes as well as scenic approach. The Chilean field within Latin America has been growing into more complex outcome in landscape philosophy, becoming today an important landscape education locus within the continent.

Landscape architecture education in Argentina

Argentina is recognized as a pioneer nation in terms of disciplinary construction, regarding landscape education in Latin America. The influence of the French landscape designer Jules Carlos Thays (1849–1934) – naturalist and architect, as a disciple of Édouard François André (1840–1911) and Jean-Charles Adolphe Alphand (1817–1891), from whom he received professional training with the development of landscape projects for the cities of France – marks the beginning of the informal training of professionals, with the incursion of his professional practice throughout the country, being the designer of numerous public and residential parks, from the end of the nineteenth century.

The formal antecedents of education originate in the early twentieth century and in the context of agronomic sciences. The foundation of the chairs of *Parques y jardines* (Parks and gardens) of the Universidad de Buenos Aires in 1918, and of the Universidad Nacional de La Plata in 1931, establish the beginning of education history. The schools of architecture followed while the foray into engineering is more recent. This disciplinary development evolved from the traditional notion of landscape design to the current field of landscape architecture.

Regarding architectural programmes, in the mid-twentieth century landscape architecture was incorporated as a curricular activity in the study plan at the Universidad Nacional de Córdoba, 1956 (Budovski and Peries 2018). This innovation, for the time, which impacted the profile of professional training, stems from a search for renewal in urban and architectural planning approaches, with contextual, environmental and ecological principles. This was a paradigm shift developed in Córdoba. It is mainly based on the syncretism of international models: the harmonic composition of the *Beaux Arts*, the functionalist technicality of the *Bauhaus* and the architectural organicism of F. L. Wright (Naselli 1986). The precursor case was followed in 1964, by the subject *Paisajismo* (Landscaping) at the Universidad Católica de Córdoba and the optional subject *Diseño del Paisaje* (Landscape Design) in the Architecture programme of the Universidad de Buenos Aires, 1968. Then, most of the country's schools adhere to the proposal of inclusion of landscape content in architecture and urban planning programmes, which remained until present, even in the creation of new architecture programmes.

In specific training, the creation of the first postgraduate programme developed within the framework of the Landscape Institute of the Universidad Católica de Córdoba, in 1976, the specialization in landscape architecture, aimed at architecture professionals who are awarded the title Architect Specialist in Landscape Design. Subsequently, other postgraduate courses emerged in Buenos Aires and La Plata. The creation of a training programme enabling the diploma for professional practice was delayed until 1993 and arose from the integration of the schools of architecture and agronomy of the Universidad de Buenos Aires; the Bachelor's Degree in Landscape Planning and Design. The people who promoted the programmes also created the Centro Argentino de Arquitectos Paisajistas (CAAP) in 1971, the first Latin American association to join IFLA.

In the twenty-first century, landscape architectural training is diversified in terms of programmes at multiple academic levels. In the year 2000, the second degree in the country was created at the Universidad del Museo Social Argentino, under the name *Diseño del Paisaje* (Landscape Design). In 2004, the *Ingeniería en Paisaje* (Landscape Engineering) programme started at the Universidad Nacional de Catamarca. In 2002 the first master's degree was inaugurated at the Catholic University of Córdoba, with the name *Arquitectura Paisajista* (Landscape Architecture). In 2003, the specialization programme in *Diseño y planificación del paisaje* (Landscape Design and Planning) at the Universidad Nacional de Córdoba and the postgraduate seminar on *Arquitectura del Paisaje* (Landscape Architecture) at the Universidad Torcuato Di Tella were created.

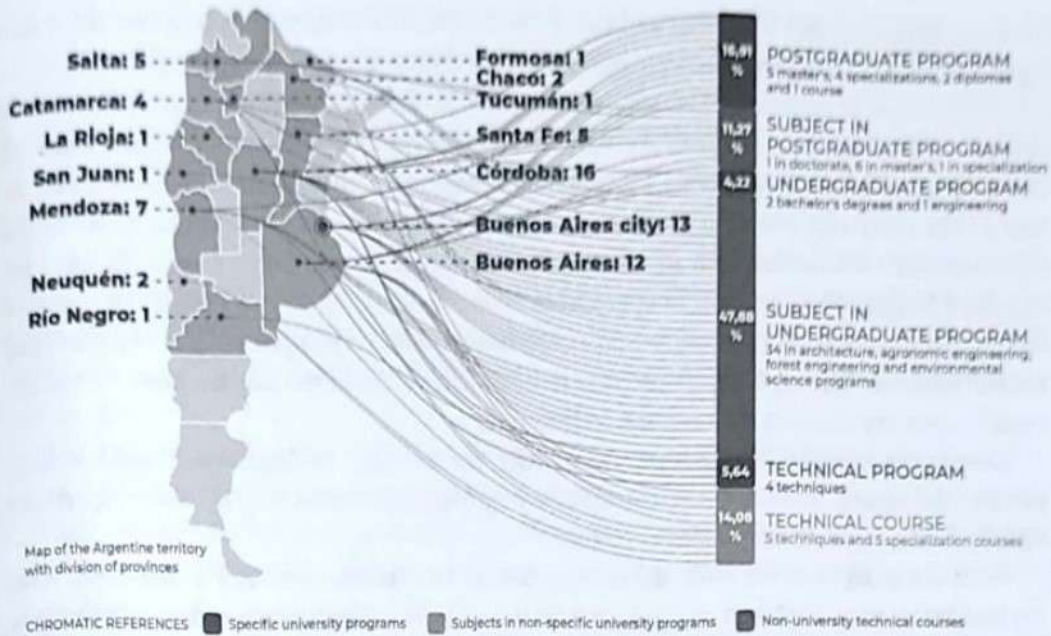


Figure 39.2 Map of landscape architecture education in Argentina.

Source: Visualized by Peries (2019).

Subsequently, three new specializations, four masters and two diplomas – the latter for graduate professionals – were created.

Other diploma, technical programmes and technical courses are available but not at university level. The current situation in landscape architecture education is presented in Figure 39.2.

Between 2000 and 2020 there were 19 landscape architecture university programmes (12 postgraduate, three undergraduate and four technical) and 42 subjects with specific content in university programmes of architecture, urban planning, environmental management and agronomic or forestry engineering (eight postgraduate subjects and 34 undergraduate subjects). This is significant because knowledge about landscape architecture is dispersed in multiple disciplines of professional training. In this regard, the singularity that all architecture programmes in the country have at least one landscape subject stands out; this establishes a distinctive feature for professional training in Argentina, which distinguishes it from other countries in the region. Finally, the educational platform is completed with 10 pre-university technical training courses. These activities propose a more practical and operational approach to landscaping, which is valuable for the training of human resources in terms of trade training.

Another relevant aspect is the geographical distribution. The territory of the Argentine Republic has an area of 2.78 million km² (Instituto Geográfico Nacional de la República Argentina 2020) and a longitudinal development of 4,361 km – between the northern and southern extreme boundaries of the continental surface. Given the territorial extent, the training offered is concentrated in the centre and east of the country, mainly the cities of Córdoba and Buenos Aires – the two metropolises with the largest population – in addition to La Plata. Not only do students from all over the country come to these cities, but they also come from neighbouring countries. This last factor is generally due to the condition of free public education and the reduced cost of postgraduate fees that favours foreigners due to the monetary exchange rate.

Currently, two degree programmes are in operation, one in engineering on landscape and one in bachelor's degrees in landscape design. Regarding the postgraduate programmes, there are nine: three master's degrees (cities of Córdoba, La Plata and Rosario), two specializations

(Buenos Aires City and Córdoba) and the Torcuato Di Tella postgraduate seminar; these data represent the discontinuity of six programmes. In technical programmes, the discontinuity of a technical title is recorded. The subjects included in the non-specific programmes remain constant. All of them are thematically specific to landscape architecture approaches, although the same name is not always used. This data is, in some way, reflected in the variation of content of the curricular plans. In some cases, there are approaches with a botanical, ecological and naturalistic orientation and, in others, urban-landscape planning and project planning are weighted higher. The variation in approaches is due to the institutional context of origin of the programmes, whether they are schools of architecture and urban planning or of applied and natural sciences. These particular profiles, in no case leave aside the holistic view around the multidisciplinary contents of landscape architecture.

Despite the considerable decrease in activities, the situation in Argentina is positive compared to the region. The offer is varied, and the ongoing programmes have extensive experience with specialist teachers and academic quality.

From the analysis of the collected information and the relationship and nature of the data, the condition of a 'dispersed' teaching model is concluded. This corresponds to the diversity of the educational offer in terms of: the variety of activities, the multiple academic levels, the thematic approaches and the territorial distribution. All this shows dispersion and distances itself from the models that prevail in other regions of the world. But, at the same time, a particular nature is built according to the local scope and possibilities. In this way, the approach to education, around planning and the landscape architecture project, develops with its own identity.

Landscape architecture education in México

Landscape architecture education in México started about 50 years ago with professionals of different disciplines studying, at some point in their training, landscape architecture abroad. Returning home, applied the new knowledge in the development of projects and their professional work. This process led to the development of education in landscape architecture in an informal way, however making contributions to the transformation in the professional landscape design culture. A slightly different case is architects from México City who went abroad to study for a postgraduate diploma or for taking design courses. These professionals are people close to the Mexican Schools of Architecture who, either by having been trained in or invited to collaborate with foreign institutions, have influenced the founding of the most important schools of landscape architecture in the country.

Three universities and one civil association have upgraded education in Mexico, the educators training professionals and promoting the profession. The first educational initiative in this discipline appeared in 1964 at the Universidad Nacional Autónoma de México (UNAM). For the first seminar, the Brazilian landscape designer Roberto Burle Marx and the American landscape architect Garret Eckbo were invited. Later, in 1967, the first course in landscape architecture starts within the Degree in Architecture at the same university (Larrucea 2010).

These developments had an impact on the training of the following generations of architects. Some of them continued their studies in landscape architecture at the University of California at Berkeley, and other universities abroad that offer different interpretations of landscape architectural concepts, including those offered by Robert Royston, Donald Appleyard and Ian McHarg. The influence of the University of Sheffield, UK, is significant due to the holistic vision of its Landscape Design Master's programme. The École Nationale D'Horticulture et Paysage, Versailles, France, offered knowledge and the first contact with

IFLA, when México was invited to become IFLA member with the assignment to create its own association to represent the country in that organization. Therefore the Sociedad de Arquitectos Paisajistas de México (SAPM) was founded on 18 August 1972. Later on, the landscape architecture firm SWA Group from Sausalito, California, gives impulse in 1985 to create the first landscape architecture undergraduate programme within the Architecture Faculty at UNAM.

Some architects graduated from UNAM also went to Aberdeen University, Scotland, to study and based on their experience these professionals with newly acquired knowledge returned home and got involved in the School of Architecture at the Universidad Autónoma de Baja California (UABC) that offered the country's first postgraduate programme in landscape architecture.

The objectives and human resources of that speciality were integrated to create a new Master in Architecture, where a research line in landscape architecture stands out. Consequently, UABC was the first Mexican university to offer a professional master's degree in landscape architecture. Resulting from academic restructuring, unfortunately this degree programme was eliminated from the institution in 2001.

At the same time, between 1983 and 1990, at the Universidad Autónoma Metropolitana, Azcapotzalco (UAM-A) in México City, a short course in landscape architecture at postgraduate level, is being taught continuously (Martínez 2017). A multidisciplinary group of academics developed these courses in the Environmental Department of UAM-A. These educators are graduated in different fields, including Landscape Architecture, Anthropology, History and Conservation. They had earned degrees from universities such as the Haute Ecole Charlemagne Gembloux, Belgium, the Università degli Studi di Genova, and at the UAM-A itself, with the participation of graduate masters from the UABC acting as lecturers.

A specialization in Environmental Design, containing a landscape architecture line is approved at UAM-A in 1990. Later on three post-graduated programmes in Planning and Conservation of Landscapes and Gardens are approved as specialization at both graduate and post-graduate levels. Since that time, this is the only opportunity for students to earn a doctoral degree in landscape architecture in Latin America.

Education in landscape architecture is offered in 13 of the 32 Mexican states. There are two undergraduate programmes in Chihuahua, one in Sinaloa and two diploma degree courses in Baja California, one undergraduate programme in San Luis Potosí and one in Jalisco, two master's programmes in Guanajuato and two master's programmes in Michoacán, one undergraduate programme, a specialization, two master's programmes and a doctoral programme in Mexico City, a specialization programme and a master's programme in Morelos, one undergraduate programme in Tabasco and one undergraduate programme in Guerrero, one master's programme in Veracruz and two master's programmes in Yucatán (Figure 39.3). The country offers 23 programmes: eight undergraduate and 15 postgraduate, two diploma courses, two specializations and ten graduate degree programmes, and the doctorate in Mexico City.

Several facts have facilitated the expansion of landscape architecture education in Mexico. First, the Society of Landscape Architects of Mexico formed and committed to supporting the discipline through workshops, conferences, seminars, congresses, student competitions and participation of its members in courses at undergraduate, graduate and postgraduate levels at national educational institutions.

Second, students do not have to pay tuition fees as the government supports them at universities such as UNAM and UAM. On the other hand, in the particular case of UAM-A, all students receive a scholarship because the institution belongs to the National Register of Quality

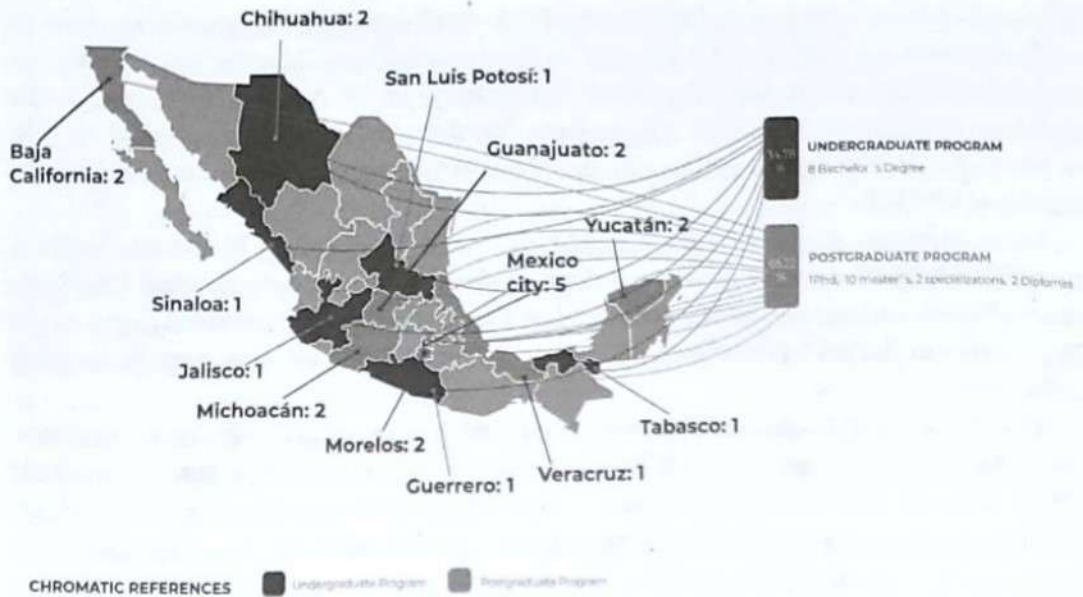


Figure 39.3 National coverage of landscape architecture education in México.

Source: Visualized by Hinojosa De la Garza (2021).

Postgraduate Courses (Padrón Nacional de Posgrados de Calidad) PNPC of the National Council of Science and Technology (Consejo Nacional de Ciencia y Tecnología, CONACYT).

Another determining factor for the success of landscape architecture studies in the capital city, is that students from all of the Mexican states attend and are interested in the matter. These students develop master plans and landscape proposals for various cities in the country, usually those where the students come from. In this way, once the students finalize their studies, besides obtaining the degree, they usually gain tangible proposals to spread the profession through presentation of those projects and also recommendation letters, or get work agreements. Sometimes they receive offers to teach courses or workshops that eventually become the basis for new undergraduate or master's programmes, thus contributing to this complex national educational ecosystem.

Conclusions

Important steps have been taken during last decades to develop landscape architecture education, in Latin America, as could be concluded from the three analyzed examples. Those are the outstanding countries with a number of programmes, teaching quality, academic exchange and economic support from the governments. It is actually a small coverage proportion for the region, composed of 35 countries of which only 17 landscape architecture associations belong to IFLA. This is one of the points that show the priority given to the profession in the region. From the IFLA member countries, three do not count with any programme at all, six count with one –although intermittent – and two countries count with two programmes each.

Relaying on the accelerated growing of virtual communication, new forms of interaction among Latin American landscape architects have led to active exchanges, including experience in education and standards. The work carried out by the multisectoral organization *Iniciativa Latinoamericana del Paisaje* (LALI – Latin American Landscape Initiative) has contributed to this

line of articulation. The Landscape Institute of the Universidad Católica de Córdoba, Argentina, also promotes education in landscape architecture since its inception in 1973. Recently, the book *The Teaching and Research of Landscape in South America* (Peries et al. 2021) which forms a body representative of the current situation, in terms of the multiple ways of facing the landscape from different disciplinary approaches and their articulations. Frequent virtual dialogues have facilitated the recognition of interests, focus, emphasis and strengths of others and their own.

One topic that is being developed and strengthened is the recovery of ancestral principles that with shorter coverage, than modern Western thought, has been kept by the more than 800 indigenous groups in Latin America. They have maintained their traditions, particularly those that refer to a respectful relationship between people and *mother earth*.

Considering the growing importance of this discipline and the urgent need to prepare professionals to provide directions to the matter that it represents, the establishment of more programmes, on all academic levels, according to the development – or absence – of educational opportunities in each one of the region's countries, is called for.

Otherwise, although interdisciplinary method is part of landscape architectural thought, the principles of trans-disciplinary work could be applied more widely and their teaching at universities improved. Also, the promotion of and the renewed criteria of *working on challenges* bring to scene a wide scope to be faced from the landscape architecture education; it means priority on integral applied solutions, besides a concrete fundamental theory. It would be important for educators to take the lead in involving and giving landscape response to the current warnings about climate change and water crises, to the decline of biodiversity, for example by giving a more profound meaning to Nature Based Solutions (NBS) and to planning 'with' nature.

Finally, there is a need to build a formal network of educational institutions in landscape architecture. This network would include all Latin America and look for the future of the educational system, make suggestions for cooperative action, promote the establishment of formal educational opportunities prioritizing countries that lack landscape architecture educational opportunities in the region.

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1

BROADENING THE OUTLOOK, EXPANDING HORIZONS

Diedrich Bruns and Stefanie Hennecke

Landscape architecture education – a promising field of study

Today, in 2023, 200 years after the Prussian *Gärtnerlehranstalt* (Gardener Academy) started offering formal design education in 1823, professional landscape architecture programmes are available to students in all parts of the world. The time has come to talk of lessons learned and about shaping the future. Aiming to offer a diverse international voice, this handbook reports on education studies by way of weaving together societal and political context and the emergence of education where landscape architecture programmes exist, and where they are new or currently planned. As the discipline is expanding, there is much to add to the recent educational tiering that is trying to make sense of the older (European and North American) models. As academics in different areas of the world are developing education, explicit discussions of their stories would prove helpful in being more inclusive than we have been. As they are building and justifying new programmes with landscape emphasis, educators and academic administrators in Africa, Asia, Australia, the Middle East, and Latin America may find an interest in the reports compiled in this volume. In the same vein, education and education research should be moving along the global sustainability agenda, aiming for an inclusion of people and places that are most effected by landscape sustainability challenges.

During the 2019 Conference at Ås, Norway, ECLAS, the European Council of Landscape Architecture Schools, presented two books, *The Routledge Handbook of Teaching Landscape*, and *Teaching Landscape: The Studio Experience* (Jørgensen et al. 2019, 2020). These books provide a “wide-ranging overview of teaching landscape subjects (. . .) reflecting different perspectives and practices at university-level landscape curricula. Focusing on the didactics of landscape education”, the books present and discuss “pedagogy, teaching traditions, experimental teaching methods and new teaching principles” (Jørgensen et al. 2019). While these books describe learning processes and provide examples that help understand how learning takes place, the *Routledge Handbook on Landscape Architecture Education* reports on research into higher education, including politics and policy, schools and people, ideas and visions, and experiments that constitute the past, present, and future of education. It covers four levels (or cycles) of learning; undergraduate (bachelor’s) and graduate (master’s) programmes, post-graduate or doctoral studies, and continuing education.

Fifty years ago, in 1973, Gary O. Robinnette had published *Landscape Architectural Education*, arguably the first scholarly treatment of education in the field.¹ In the introduction, he reports

on “glaring gaps” in information available about education and expresses hopes that “this compendium” will “spin-off or generate many other studies, dissertations and books”. Education studies have been gaining prominence ever since. Practitioners rate education as one of the most “useful” research domains for the discipline (Meijering et al. 2015, p. 91). Scholars are interested in stories of individual schools that left educational legacies, for example in Britain (Lancaster 1986; Roe 2007; Woudstra 2010), in Germany (Nothhelfer 2008; Hennecke 2021), Norway and Sweden (Jørgensen and Torbjörn 1999), and the USA (Zube 1986). The field of education studies expanded into taking international views (for example Birli 2016; Fischer and Wolschke-Bulmahn 2016; Gao and Egoz 2019), discussing questions of specializations such as landscape planning (for example Steinitz 1986; Ogrin 1994), teacher-student interaction (for example Austerlitz et al. 2002; Smith and Boyer 2015), and the role of science in design education (for example Nassauer 1985; Corner 1997).

The *Routledge Handbook of Landscape Architecture Education* aims for landscape architecture to join the ranks of disciplines that systematically engage in education research, including education history research, defining education as a special subject of study distinct from but, from case to case, linked to research into professional practice. Primary purposes of the book are to document the state and to advance the study of landscape architecture education, and to articulate what constitutes high-quality research in this field. Taking a wide geographic scope, the reports collected in this volume bear witness to the events of education unfolding over a wide space and a long time. Readers may compare stories, reported from six continents that occurred over the course of two centuries. Examining landscape architecture education history, policy, programmes and practice in diverse learning environments, chapter authors explore the roles that educators, institutions, and methods play in shaping educational outcomes.

Tying many stories together, this book offers a multifaceted narrative. Reading its chapters together affords exploring parallels and differences among countries, schools, and people with regard, for example, to programme-building, pedagogic development, institutional framework, genealogy of ideas, and learning resources such as textbooks. Comparisons at the international level are possible, building on synchronic and diachronic juxtapositions of cases, for a number of purposes (Tilly 1984). First, everyone benefits from looking into different parts of the world and at happenings at different periods: By bringing out the singular features of each particular case makes understanding of one’s own education practice easier. We can assess how much of it might be unique, or not, and benchmark our performance. The second purpose being to reveal divergences and variations within the greater realm of landscape architectural education. We can draw new insights, generalizations, demonstrating how some assumptions about landscape architecture education hold good from case to case and others do not. Third, only by including more than just a handful of cases, can we reliably use comparison also to develop educational typologies and models with considerable generality and wide range of applicability. Attention is called for to limitations associated with adopting comparison as a mode of analysis. Reliability of a comparison depends on the selection of the cases included (for example from the southern and northern parts of the world) and context considered (time, societal structure, size of country, and other). To reach acceptable levels of reliability, more research and cases are needed. The premise is that both education and education research should be evidence-based and theory-based.

Ambitions and opportunities

Landscape architecture education research is part of the branch of higher education research dealing with professional forms of learning (Jarvis 1983). Categories of inquiry are research

about education, *for* education, and *through* teaching and learning practice. Contributions to this compendium mainly belong to the first category and partly to the second category. They are about the history of landscape architecture education, the institutes of higher learning and their staff who facilitate professional learning. They include, for example, studies into programmes and curricula, schools and resources, learning methods and formats, and so forth. Education history, a branch of historical research that studies disciplinary history, acquaints us with genealogies of individuals and ideas, visions, experiments, and lessons that constitute education in the field. Research for and in support of teaching and learning includes, for example, case studies where educators and education studies focus on studio, and on teacher-learner interaction.

Aiming to becoming part of the wider field of Higher Education Research, landscape architecture scholars are looking to reach new horizons, including opportunities to publish findings in more than one of the 80 academic journals of global distribution in the field (Tight 2018)². A challenging vision, for, at least in the past, educators did “not write extensively” (Robinette 1973, p. vii). Searching content inventories and analysing thematic coverage of *Landscape Journal*, *Landscape Research*, and *Landscape and Urban Planning* reveals how, for a long time, education and pedagogy were among “the least conferred subjects”, while, more recently, numbers of articles started to grow (Powers and Walker 2009, p. 104; Gobster et al. 2010; Gobster 2014; Vicenzotti et al. 2016). When landscape architecture scholars did venture into publishing findings from education studies in peer-reviewed journals, only a small number of papers included empirical research based on sound sampling of reliable evidence (Meijering et al. 2015). Doing research was mainly part of educational practice (Vroom 1994). Studies are of the research-through-education type; they are practitioner-led and localized in focus. Educator-researchers are looking into their own teaching and the learning experiences of their students. Occasionally, educators conduct evidence-based research, such as studies aimed to determine effective means of teaching, learning, and effective structural and instructional designs of university courses (for example: Brown et al. 1994; Stoltz and Brown 1994). The early education research can be categorized as “insider research” where it is easy to recruit (and obtain consent from) study participants, and the researcher has a deep understanding (opinion and bias) of the context and culture in which the study is conducted (Trowler 2014).

Since it is difficult to extract generally applicable evidence from a few singular cases that engage short-lived projects, the number and the time span of investigations must increase. Two approaches are to (1) engage in trials and longitudinal research to collect empirical evidence, and (2) generate an overview of and connect past and current research activities around the globe. Following up on Jørgensen et al. (2020) who made the start and collected substantial numbers of existing cases on studio teaching, the *Handbook of Landscape Architecture Education* goes a step further and links hitherto disparate educational studies from different countries and perspectives. To realize greater research and reporting ambitions, in the future researchers might pool resources needed for larger investigations and collaborate internationally and interdisciplinarily in pursuing long-term studies, such as repeated surveys and responding, for example, to challenges of developing sustainability education.

To comply with research ethics, the potential tensions between the educator’s professional role (e.g. as a lecturer) and their role as “insider researcher” need addressing (Israel and Hay 2006). In the same vein, education research needs to consider and promote principles of inclusiveness as stipulated for all qualitative research (Czimoniewicz-Klippel 2010). Scholars will become aware of their ethical responsibilities and take inclusive research approaches serious. Taking inclusion a step further, they also must find ways to capture the diversity of landscape architecture education reflecting the cultural (and other) richness it exhibits in the many countries in which it practices. Together, the authors of this handbook take the initiative to compare,

as many experiences and models as possible, making the case that taking international perspectives is indispensable not only from ethical points of view, but also for enabling comparative analysis that includes the breadth and complexity of the world's landscape architecture education. The ambition, then, is to prepare a foundation of the solidity required for theory building.

From professional introspection to interdisciplinary research

Working at a university requires of academic staff to engage in systematic research, a challenging task for an originally non-academic discipline. In addition, landscape architecture, in particular, is a field researched by people working within and by way of looking inward, examining one's own achievements, and one's own values, even opinions. The same holds for higher education where learning and teaching is the sector of activity that researchers study. In the future, the discipline will require significant advances in performing, reporting and discussing education research. This research will be basic and applied; it will combine disciplinary and interdisciplinary approaches.

Research expertise can, but need not reside in a single scholar. For conducting "interdisciplinary" studies, in the past, individual scholars acquired expertise in, for example, education research, historic research, and so forth. However, it might prove advantageous to distribute expertise across research teams in which researchers from different disciplines collaborate (Singer et al. 2012, p. 2). Academics who move between disciplines need a particular set of skills and knowledge if they should wish to undertake structured enquiry into learning and teaching practice (Cleaver et al. 2014). For many landscape architecture scholars, the focus and aims of higher education research will be different to their disciplinary and subject-based research. It may require developing new research approaches, and using new methodologies. There would be great interest and scope in learning about a variety of approaches to doing research. Interdisciplinary teams are able to raise questions or point at issues that are overlooked, or taken for granted, within one discipline alone. Both education and history research developed specializations, for example language education and history, business education and history, science education and history; now also landscape architecture education and history. Both education and history can be viewed as "exporter" disciplines with educators and historians contributing to other disciplinary areas.

Engaging in interdisciplinary research opens up opportunities for landscape architecture scholars to publish outside of discipline-based journals. Discipline-specific education research is of concern not only to the discipline itself but is of interest also to education in general, and to history, policy, and other areas. Good work will gain the attention for example of historians who are interested in histories of education as a way of discussing professional history. In return, education, pedagogy and history researchers might take the opportunity and publish findings in professional journals including landscape architecture. Filling the reporting gap between education- and profession-based research; landscape architecture might take architecture and planning as examples. Journals such as the *Journal of Architectural Education (JAE)* and the European Association for Architectural Education bring research in the field of professional education from different scholars and countries together. In planning, scholars publish reports on education in *Planning Perspectives* (Hennecke et al. 2018), the *Journal of Planning History* (Hise 2006), and in books on planning history (Hein 2018).

Spanning across disciplinary boundaries, applying mixed methods

Staying focussed on education is a major challenge to anyone disciplinarily rooted. The curious scholar is tempted to stray into the depths of design and landscape history each time we study

education. We get all excited about the wealth of information gained by reading old books and journals, and through site visits, expert interviews, and from documents found in archives and museums. Repeatedly, while discovering the ages through words, images, artefacts and the built environment, we need to remind ourselves how our subject is education. We define the study of education as a sub-field of its own right within the disciplinary field of landscape architecture (see Figure 1.1). As landscape architecture history is set within the wider field of planning history, landscape architecture education history contributes to the history of planning education.

Education researchers tend to make use of generic research methods, such as literature and documentary analysis, surveys, interviews, and mixed methods of biographical studies. Landscape architecture education research also uses conceptual, observational and experimental methods that scholars have specifically developed in the context of teaching and learning practice. They are of special interest to the education field as few of the kind are reported in education research journals (Tight 2020). Overcoming discipline-specific boundaries, the scholars presenting research findings in this book apply a mixed methods approach. They took no small investment of energy to learn the ground rules of historic and education research; compiled and analyzed a great variety of sources; and put diverse content into regional, historic, and typological context. Methods that chapter authors primarily used include:

- Citation searching and searching relevant electronic databases and Internet sources for books, journal articles, surveys on study programmes, curricula, staff and student rosters, and so forth.
- Handsearching: Papers and reports which are not indexed in electronic databases and that appear in printed-only periodicals and conference proceedings of professional associations and publications of organizations, interviews printed in journals and university periodicals, documentations of research projects, documentation of special events such as anniversaries, inauguration and retirement, documentation of curriculum vitae, obituaries.

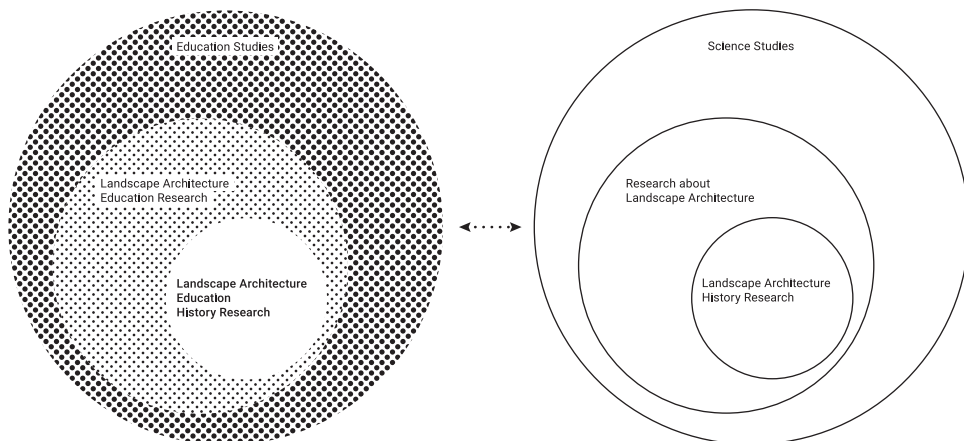


Figure 1.1 Landscape architecture education research is part of education studies and includes education history research. As Education Studies correspond to general Science Studies, research into professional education corresponds to research about Landscape Architecture as a professional field, including its history.

Source: Visualized by Diedrich Bruns with credit to Margarete Arnold.

- Archival searches: Authors delved into institutional archives, sampled and assessed what they found, such as student files and student's works, minutes of political and administrative meetings, study programme planning, correspondence, and much more.
- Conversations: Several researchers engaged in correspondence and conducted and recorded interviews with education administrators and practitioners, and analyzed the content, compared statements.
- Experience reports: Some authors used their own experience as administrators and managers, as teachers, as networkers, as people who are active in day-to-day teaching, in the conception and establishment of study programmes.
- Quantitative studies: Making use of social science methods, some researchers conducted empirical studies in class; invited educators and administrators to respond to surveys and questionnaires.

For landscape architecture education research to become truly interdisciplinary, however, the field would in the future need to include scholars from education, history, sociology, library science, and others. Research methods from a number of different fields, combined effectively with frameworks and techniques from planning, would provide a more robust understanding of education in the field of landscape architecture.

Structure and content of the book

The book has four parts framed by introduction and conclusions. Part I introduces the field of landscape architecture education research and links eight contributions that address three central challenges: (1) historical awareness and responsibility in the profession, (2) international networking, and (3) education for sustainable development. At (1), Deming analyzes observations from several years of teaching history. By collecting and comparing ideas and paradigms that appear in landscape architecture debates and practice, she traces how they evolve over time and discusses what they mean in the world today. In the same vein, Qviström and Jansson employ student projects, looking into densification as an example of ideas that designers pursue in a dogmatic manner. Combining landscape and planning history to examine contemporary debates, they argue for reflexive and critical examinations of discourses or taken-for-granted practices. At (2), Stiles discusses the role of international exchange in the development of landscape architecture education. Lička et al. as members of the International Network of European Landscape Architecture Archives (NELA) explain the role of archival material. At (3), seeking explanations for some of the complex and multifaceted challenges of teaching and learning, four scholars are presenting examples of learning for sustainability. Fetzter discusses the emerging role of landscape architecture in the light of a global sustainability agenda. Geelmuyden is investigating how programme managers and educators may find a balance between theory and practice. Galan makes the case for conceptual models and integrative thinking by analyzing a new educational format. Li discusses pedagogy and didactics in the context of Education for Sustainable Development.

Parts II, III, and IV report on past and current education development. Part II "Agendas and Standards" compiles findings on early study programmes. Fifteen chapters tell stories of how university education began in Europe and North America. Taking 19th-century vocational schools and colleges as their point of departure, Birli et al. present education pioneers who were involved in establishing the first schools and educational requirements in Europe. Dümpelmann discusses beginnings of education in the USA. Taking biographic approaches, Jørgensen, Hopstock, Csepely-Knorr, Duarte Rodrigues, and Debie present findings about

instructors who were the first to offer landscape architecture programmes in Norway, Germany, the United Kingdom, Portugal, and the Netherlands. Employing methods of document and literature analysis, Gröning traces ideologies of National Socialism that affect landscape architecture education, in this case. Mexi chronicles the education history of Romania, a country located at the crossroads of Central, Eastern, and Southeastern Europe. Krippner and Lička present studies from Austria, and von Schwerin and Richter from Switzerland. Kamenecki and Pereković explore the education history of Croatia, Fekete that of Hungary. Tóth et al. compare educational developments in Slovakia and the Czech Republic as an example of countries that experienced waves of unity and separation.

Part III “Broadening the Common Ground”, includes examples for regions where garden and landscape design cultures have developed for centuries, but the introduction of study programmes was conducted mainly or partly independently from antecedents of landscape architecture. In five chapters from China, Japan, the Middle East, Italy, and France, their authors invite us to follow the path of ideas, which, in the history of garden design, first emerge in Asian and Arabian cultures, then in Mediterranean and other European countries and beyond. Takatori, Lin, and Gao present studies on Japanese and Chinese education. With reference to schools of the Arabian world, Makhzoumi reports on landscape architecture education in the Lebanon. Representing the Mediterranean Region, Rinaldi and Mazzino highlight the Italy case. For examples from north of the Alps, Blanchon et al. report on cases from France.

In Part IV “Aiming for Justice, Reconciliation, and Decolonization”, 17 authors discuss insights into the search for models in the introduction of study programmes in regions that are experiencing effects of social and political transition that landscape architecture education addresses. By implementing a practice of educational policies of justice, reconciliation and decolonization, we are advancing the discipline as a whole. Pertinent research includes, for example, comparing educational and design traditions and developments east and west of the (former) Iron Curtain, and south and north of the Equator, also comparing education in different societal and political contexts, different institutional settings, and different schools of thought. Regarding concepts of design and landscape, we learn about considering different design cultures, how different landscape words meaning different things, and how many peoples use different words altogether for expressing design and landscape ideas. European cases include examples from countries where universities developed landscape architecture education in the context of political changes for example after the fall of the Iron Curtain. In this group, Teqja investigates the case of Albania. Cieřla and Rędzińska are looking for a balance between scientific knowledge and political realities by examining educational programmes in Poland. In a second group, authors discuss examples from Africa, Latin America, and Oceania. They show how important it is to include identities and self-determination of ancestral cultures in the development of study programmes. Swaffield et al. explore how education developed in New Zealand, Aponte et al. present cases from Latin America, Young reports on Pretoria in South Africa, and Bryant et al. discuss education in Australia.

The conclusion discusses perspectives for future education and research. We review subjects and research findings compiled in the handbook, draw up a list of crosscutting themes, and discuss opportunities for comparative analysis. We are hoping for an interested and diverse readership, for everyone to be curious about the richness of stories, eager to compare different concepts and developments, initiatives and methods that this book holds in store. Most of all, we wish everyone much enjoyment in discovering, in the great matrix of findings compiled in this volume, parallels and cross-references, contradictions and inspirations to develop new ideas in order to further develop the field of landscape architecture education research.

Notes

- 1 Data collection began earlier. The Committee on Education of the (ASLA) started to collect information on landscape architecture higher education in 1911, and in 1968, the International Federation of Landscape Architect's (IFLA) Committee on Education published a first report on survey of educational institutions in the world. In 1972, Albert Fein presented "A Study of the Profession of Landscape Architecture, the Education Study" including a description of the curriculum of ASLA-accredited schools (published by the American Society of Landscape Architects, Virginia).
- 2 For example, the *Journal of the Learning Sciences*, *Educational Researcher*, *The Journal of Educational Research*, *The Journal of Research in Science Teaching*, and other journals regularly publish scholarly articles that are of interest to the education research community and that come from a wide range of areas of education research and related disciplines.

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Broadening the Outlook, Expanding Horizons

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