

Foreword

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This issue of *Landscape Review* brings together a wide range of articles, a true testament to the breadth of the discipline. It has an underlying theme of potential and possibility, of looking beyond the status quo of education, or the conventional image of site, and exploring new territories.

Education is the engine room for the profession. The first three papers all provide insight into the education of landscape architects, ranging from the choices student face when deciding to train, through to the ways in which we can teach landscape architecture.

The first of the education papers, 'Landscape Architecture Student Choice: Profession or Provider?' by Mike Barthelmeh and Dennis Karanja, focuses on the transition into landscape architecture education. How do school students decide to become landscape architects? And how do they decide where to study? These are critical questions for the profession, and for teaching programmes. As an often misunderstood, or even invisible, profession, it faces the critical challenge of raising awareness of what landscape architects do.

Once students are in a programme, how are they trained? Tertiary education is a complex topic in itself, with current debates and discussions around micro-credentials, blended learning, learning styles and so on. The infrastructure of education is expanding, embracing the possibilities of digital platforms – but growing too is the theory of how students learn. Design disciplines like landscape architecture involve even more complexity, as learning design is often seen as a highly engaged and experiential process. The 'how' of educating landscape architects is explored by Benjamin George in his paper, 'Barriers to the Adoption of Online Design Education within Collegiate Landscape Architecture Programmes in North America'.

The delivery of design education is also explored by Carlos Licon and Caroline Lavoie in 'Landscape Architecture Studio in a Large, Complex and Remote Location: The Learning Experience of StudioMx'. The remote learning implied by online education, as George discusses in the previous paper, has an intriguing resonance with Licon and Lavoie's project, in which the students were involved in a studio project for a site they did not visit. The broad – metropolitan – scale of the studio project, as well as the context of having American students working on a Mexican city, provided spatial and cultural challenges for the studio. Students were compelled to explore more than just aerial photos and maps.

Moving beyond the classroom, the computer screen and the studio, the second group of papers investigates a range of landscapes, and in particular the possibilities that evolve from non-traditional approaches to thinking about

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place. The first location is Christchurch, New Zealand, where Francesc Fusté-Forné looks at the evolution of experiencescapes. Landscapes of experience are core to shifting landscapes, like those of post-disaster cities such as Christchurch. Through disruption caused by its earthquakes, the city's narratives changed dramatically, but experiencescapes created ways of forming new connections. As a mainly grassroots endeavour, the creation of experiences in the city highlighted the importance of stretching our minds in terms of what is possible.

Across the Pacific, in San Francisco, United States of America, is the Albany Bulb, a landform constructed from waste. Karl Kullman's study of this landscape, 'The Garden of Entangled Paths: Landscape Phenomena at the Albany Bulb Wasteland', reveals the qualities of a *terrain vague*, one of those landscapes that hovers at the edge of a city's consciousness. Kullman's sustained phenomenological investigation of the site makes manifest its ambiguous and complex nature – qualities that, he argues, have a particular role in public spaces. Having this more open-ended, 'gardening' concept of a site is a way of 'trading off predictability for possibility'.

The unpredictability of site use is also an underlying theme in Nasim Yazdani and Mirjana Lozanovska's paper, 'Australian Mythical Landscape and the Desire of Non-English-speaking Immigrants'. Australian parks reflect a legacy of European settlement, manifesting aesthetic ideals that are embedded in the iconic paintings of the landscape and the myths of 'bush' and 'Arcadia'. As Australia becomes increasingly diverse through recent immigration, the fluidity of these myths is drawn into question, and it becomes important to be open to possibilities rather than limit ideas of how parks might be used.

The final paper in this issue also draws together ideas of marginal landscapes and shifting narratives. Philip Hutchinson takes on the world's largest landfill in 'Exploring the Connection between Landscape and Biopolitics: The Story of Freshkills Park'. The transition from landfill to park demands an openness to possibility, and in this case the development of new narratives to help form new attachments to place. Most importantly the issues of climate change, ecological degradation, waste management, and terrorism inform the developing narratives of Freshkills Park, offering new lenses and a heightened awareness of the political potentials of parks.

As always, thanks to the authors and reviewers who have made the issue possible. In some cases it has been a patient wait by the authors until the opportunity came to include their paper in an issue, and we are grateful for this. Reviewing papers is one of the ongoing challenges of all academic publications, and we are very appreciative of the reviewers who have supported *Landscape Review*. And for the quality of the journal, with its excellent editing and production, thanks again to our wonderful team of Tanya Tremewan and Jenny Heine.