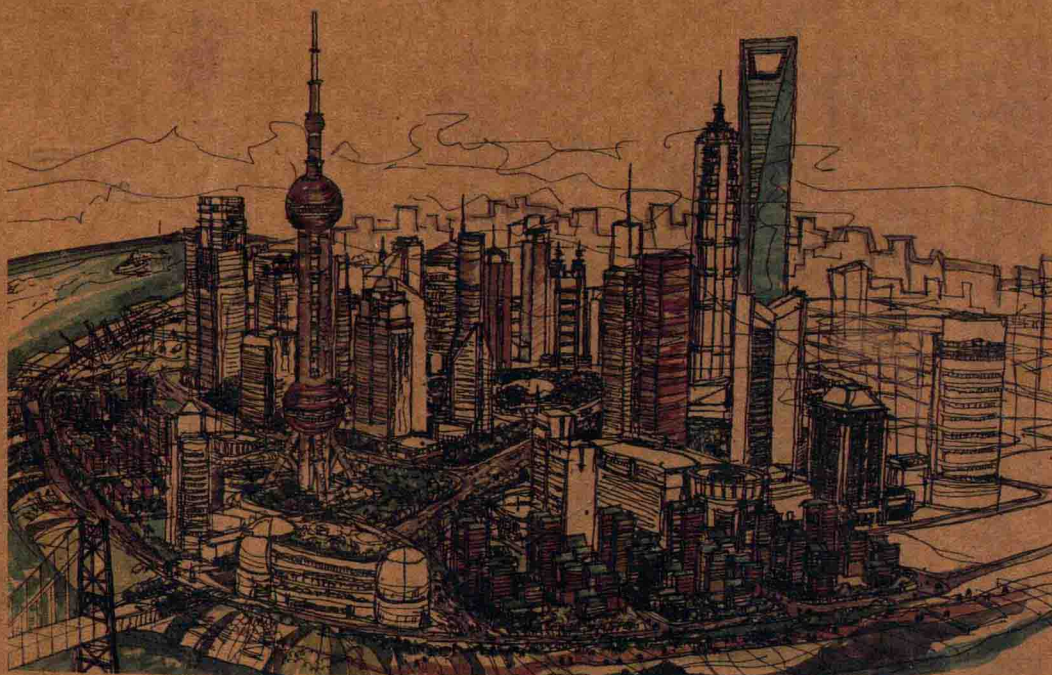


Urban Planning and Design Course Facing International Students

面向国际学生的城市规划与设计教程

田莉 李晴 等著
Li Tian and Qing Li ed.



其他著者: Richard Dagenhart, Stefan Al, 陈竞姝

Other contributors: Richard Dagenhart, Stefan Al, and Jingshu Chen

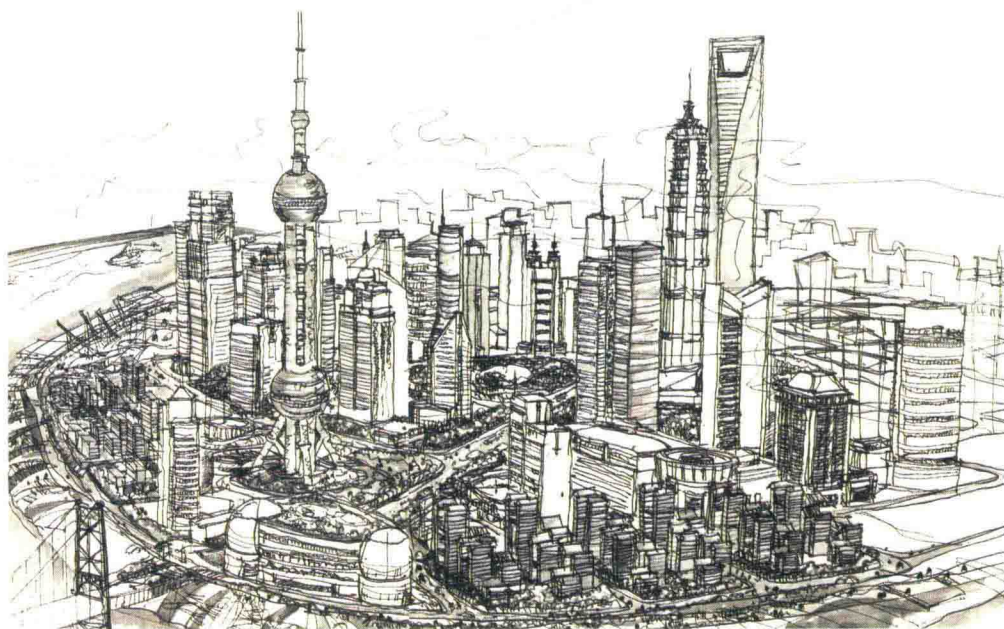
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田 莉 李 晴 等著

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近年来,随着我国在学术界国际交流的日益繁荣,越来越多的国际学生到中国大学里攻读学位或联培双学位,但目前我国尚未有一本可以满足国际学生需求的英文城市设计教材。经过多年来中外高校联合城市设计的实践及 2010 年以来开设面对国际学生的城市规划与设计课程的经验,同济大学建筑城规学院的田莉教授和李晴副教授对课程建设和授课方法进行了总结,并邀请海外知名大学教授参与,编写了该本中英文双语的城市设计教材。内容包括基地研究与分析方法,概念生成和成果要求等,并选择了四期有代表性的学生设计成果,以期越来越多的城市规划院校开设的面向国际学生的城市规划与设计课程提供教学参考,使不同背景下的国际学生可以较快地掌握我国快速城市化背景下的城市设计基础方法,了解课程的需求,并适度了解和参与中国的设计实践。

With the burgeoning international communication in the academic circle of China, more and more overseas students come to China to pursue degrees of planning and design in Chinese universities or join the dual-degree programs of Chinese and overseas universities. However, a bilingual English-Chinese textbook of planning and design which can meet the needs of international students has been absent in China, and this book is such an attempt to fill this gap. After several years of teaching joint-design programs and design courses for international students, Prof. Li Tian and Qing Li from Tongji University compile this book to introduce the curriculum and teaching methods of planning and design course for international students. Meanwhile, they invite overseas well-known professors from top universities in the world to share their teaching experience. The content of this book includes site survey and analytical methods, design concept development and requirements for final production. Then it selects the student works of four design projects as references for other students. In general, this book aims to help international students know the urban planning and design approach under the backdrop of rapid urbanization of China, and provide them chances to understand and participate in local planning and design practice.

Preface

We are in an era of globalization. But local characteristics remain one of the most emphasized parts in today's urban planning and design. When well-developed countries entered into the stage of matured urban development, the physical space available to urban planners there is growing increasingly narrow. On the other hand, since the implementation of the reform and opening policy, China began experiencing a period of fast urbanization, providing urban planners and designers all over the world and at home with a vast new arena, which has attracted thousands of international students and designers to China. However, how to develop an urban planning curriculum that combines local context and global view poses a great challenge not only to international students and designers who are unfamiliar with the unique political, economic and social environment and the government-led development mode of China, but to Chinese educators as well. Based on the practices we've developed when cooperating with foreign universities on many joint urban planning projects and, especially, our experience in creating urban planning and design courses for international students since 2010, the College of Architecture and Urban Planning(CAUP), Tongji University, carefully refined our curriculum structure and teaching approaches and compiled a new Chinese-English bilingual text book. By presenting this new text book, we hope it could provide a good reference for domestic urban planning colleges that are intended to open similar courses for international students and, especially, as more educators and students moving along this carefully designed course, we could receive more feedbacks and accumulate more experiences and materials for further improvement of it.

In addition to our own teachers, we invited designers from Shanghai Tongji Urban Planning & Design Institute into our teaching team, helping students broaden their horizon and give them practical instruction during their design practice. Also, we invited some prominent professors from universities with global influence and prestige in this field, for example, Prof. Richard Dagenhart, from City & Regional Planning School, College of Architecture, Georgia Institute of Technology, USA, who led the Tongji-Georgia Tech Joint Urban Design Project for several years, Prof. Stefan Al from Department of City Planning, School of Design, University of Pennsylvania, USA, who used to teach city planning courses in the Department of Urban Planning and Design, the University of Hong Kong, HK SAR, to write some chapters for this Text book and bring us international teaching experience. Prof. Zheng Zheng, former director of urban design program, Urban Planning Department, Tongji University, also made a great contribution to this book with his rich experience in teaching and design field.

The text book is made up of following four parts:

Part I is a brief introduction of the English Urban Planning and Design Course for international students, including the structure, content and teaching approaches of the course.

Part II consists of three components, i.e. Site Analysis and Methodologies, Concept Development, as well as the Requirements on the Production of Final Result.

Part III is an introduction made by overseas professors about their teaching experiences and practices in the city planning.

Part IV is a fine collection of excellent urban design works of international students since 2010.

We wish to express our deep gratitude to Ms. Jingwei Li, Mr. Kun Du, Mr. Rui Yang and Mr. Bo Zhang, postgraduates of Urban Planning Department, Architecture and Urban Planning School, Tongji University, and Ms. Jie Zhou from Shanghai Tongji Urban Planning & Design Institute for their kindly help in typesetting and material collection and sorting. We are deeply indebted to Ms. Hong Yang, Editor from China Architecture & Building Press. It is impossible for us to publish text book without her valuable supports and kind help. The writers take responsibility for their views.

Li Tian, Qing Li, Oct. 2015

前言

我们正处于一个全球化的时代，然而规划设计带有强烈的地方色彩。在发达国家进入成熟的城市化阶段，物质性规划设计空间日益压缩的时候，改革开放以来处于快速城镇化进程的中国，已成为国际设计师和本国设计师的“竞技场”，并吸引了数以万计的海外留学生来此学习和工作。然而，在中国“政府主导”的发展模式及独特的政治经济社会发展环境下，海外留学生在短短一个学期的时间内，面对不熟悉的本地社会、经济及文化背景，如何能构思出切合本地语境、又具有国际视野的城市设计方案，是任课教师和学生所面临的挑战。经过多年来中外高校联合城市设计的实践及2010年以来开设面对国际留学生的城市规划与设计课程的经验，同济大学建筑城规学院田莉教授和李晴副教授对课程建设和授课方法进行了总结，编写了本中英文双语的教材，抛砖引玉，以期为越来越多的城市规划院校开设的面向国际学生的城市规划与设计课程提供参考，并希冀随着设计教学的进一步开展，积累更多的经验，为将来完善本教材提供更多的素材。

除了参与任课的教师外，我们还邀请了上海同济城市规划设计研究院的设计师参与教学工作，为拓展学生视野、贴近地方实践提供帮助。另外，我们邀请了国际知名院校的知名教授，包括美国佐治亚理工大学建筑与规划学院负责城市设计方向的Richard Dagenhart教授（他多年负责同济-佐治亚理工的联合城市设计）、宾州大学城市规划系的Stefan Al教授（他之前在香港大学城市规划系具有多年的城市设计教学经验）为本书撰写相关的章节，提供具有国际视野的教学经验。同济大学前城市规划系城市设计教研室主任、具有丰富教学和实践经验的郑正教授为本书的撰写提供了宝贵的意见。

本书的构成包括如下四个板块：

第一板块为面向国际留学生的全英语城市规划与设计课程建设简介，系统介绍课程建设的框架、内容和教学方法。

第二板块分为三部分，分别包括基地分析与研究方法、概念生成和最终成果制作要求。

第三板块为国外教授介绍其城市设计的教学经验和实践。

第四板块为2010年以来国际留学生城市设计作业的成果精选。

本书的排版和资料整理工作由同济大学建筑城规学院城市规划系研究生李经纬、杜坤、杨瑞、张博和上海同济城市规划设计院邹洁承担，中国建工出版社的杨虹编辑为本书的出版提供了大力支持和帮助，没有他们本书的出版是难以想象的，在此一并致谢，书中文责自负。

本书由上海同济城市规划设计研究院科研基金资助。

田莉 李晴
2015.10

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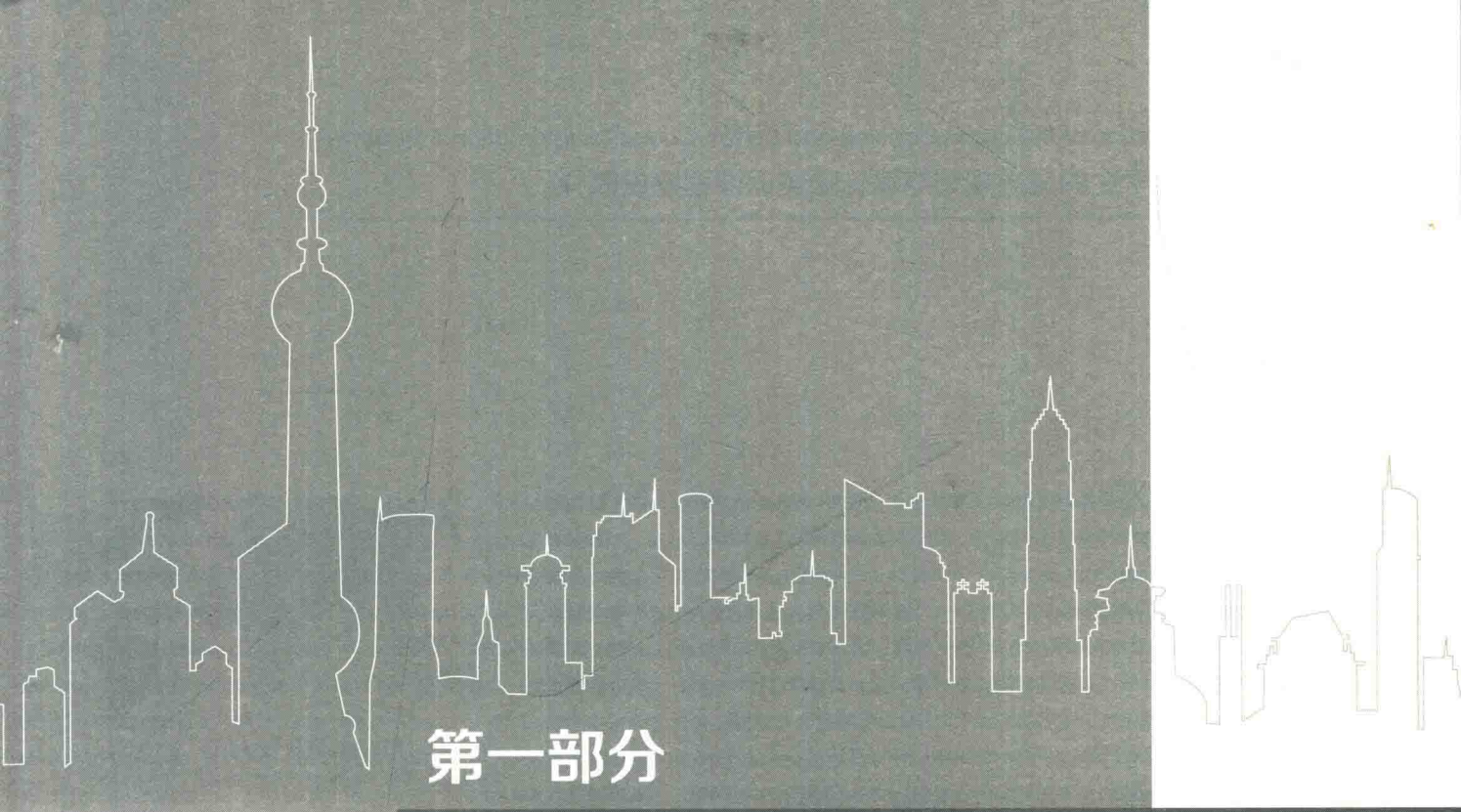
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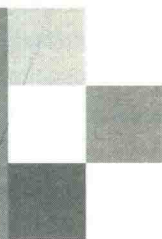
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第一部分

课程简介

Introduction to Course



田莉 Li Tian
李晴 Qing Li

The English Urban Planning and Design Course is set up to meet the needs of urban planning education and globalization. In response to the further development of economic globalization and the Ministry of Education's calling of "Education should be oriented to modernization, the world and the future", Chinese higher education institutions began developing general and specialized courses taught in English. As the first urban planning department in China, the CAUP, Tongji University has already initiated substantial global exchange activities and our academic degrees are magnetic to more and more international students. Since 2005, we've awarded our master degree in urban planning and design to over 200 international students. Driven by the huge demand of English design course, we began to teach English urban planning and design course, and we believe it can help us better meet the need of cultivating high quality talents for the society. Since entering WTO, China has been in urgent need of talents specializing in different fields and, particularly, talents with both expertise and good foreign language skills. This posed a new challenge to Chinese higher education sector: to cultivate talents that meets global needs. It has become a common understanding in domestic higher education sector that opening courses taught in English will provide both international and Chinese students with a great platform of communication. It is extremely meaningful in helping them to develop imagination, creativity and global view, broadening knowledge scope, and improving their hand-on planning capabilities. This is the background in which the CAUP of Tongji University started building its English course platform.

1.1 A Brief Introduction of the English Urban Planning and Design Course

In the autumn of 2010, based on the experiences of joint Urban Planning and Design Studio, the CAUP of Tongji University officially opened its English Urban Planning and Design Course, providing global students with double master degrees programs. The students are mainly the graduate students from Bauhaus University, TU Berlin, Brandenburg Technical University Cottbus in Germany, Georgia Tech, Virginia Tech, University of Hawaii and University of Colorado in the USA, National University of Singapore, Milan Polytechnic and University of Pavia in Italy, University Lyon and University of Strasbourg in France, Chalmers University of Technology in Sweden, European University of Madrid in Spain, Aalto University in Finland and those from other universities in the four continents (Figure 1.1). For Chinese student, this course is optional,

and limited space is reserved for Chinese graduate students.

All the lectures are delivered by teachers who have both overseas study experience and local urban planning and design education experience. The framework of urban planning and design courses varies with different universities in different countries. Many European and American urban planning and design colleges do not require their graduate students to provide a bachelor degree of urban planning and design. Therefore, international students in CAUP are from diversified education backgrounds, e.g. architecture, landscape, geography, sociology, municipal engineering, and even law. On the one hand, such diversification brought new perspectives into the process of the site study and planning and design process. On the other hand, students without drawing training will have to team up with those who have drawing skills to complete their plans and the final expressions of their ideas.

1.2 The Curriculum Framework of the English Urban Planning and Design Course

1.2.1 Objectives

The main objectives of this course are as follows: to develop case studies of selected global cities for benchmarking Shanghai's urban design and development; to explore cutting-edge concept and technology of urban design, to evaluate existing conditions and to initiate future scenarios and design concepts of the site based on the following analyses: urban form and typology, density mapping, economic development indicators and environmental effects. It will help students to explore emerging approaches and tools for design and analysis of the project, and enhance their abilities to implement the developed methods of critical thinking for urban planning and design in the fast-growing Chinese cities.

1.2.2 Schedule of Progress and Contents

Usually it takes student 16-17 weeks to finish this Course. The schedule of progress consists of six key links in three major stages, i.e. Site Study, Concepts Development, Final Expression and Review. The six key links are: Site Survey, Group Site Analysis Report, Individual Proposal, Regroup and Group Planning, Interim Reply, Planning Improvement, Final Reply and Review(Figure 1.2).



图 1.1 国际学生的来源地分布
Figure 1.1 Sources of international students

开设全英文城市规划与设计课程是规划教育和国际接轨的需要。随着经济全球化的不断深入,按照教育部“教育面向现代化、面向世界、面向未来”的要求,高等教育要创造条件使用英语等外语进行公共课和专业课教学。作为国内最早成立的同济大学城市规划专业,国际交流越来越频繁,前来攻读学位的国际学生数量越来越多。2005年以来,已先后有超过200名国际留学生获得同济大学建筑城规学院硕士学位。在这种情况下,开设英文城市规划与设计课程成为必然的选择。其次,开设全英文城市规划与设计是培养高素质人才的需要。我国加入WTO以后,不仅需要大量的专业人才,而且需要既懂外语又懂专业的复合型人才,这就对我国的高等教育提出了一个新的任务:培养能适应国际需求的复合型人才。开设全英文课程,为中国学生提供了与国际学生交流的平台,同时对他们拓展想象力和国际视野、提升知识面和加强规划设计能力有积极意义。同济大学的全英语课程平台建设正是基于此背景开展的。

1.1 全英文城市规划与设计课程建设概况

2010年秋季,基于多年来同济大学国际城市设计工作坊的经验,同济大学城市规划系正式开设了面向国际双学位联培硕士生的全英语城市规划与设计课程。生源主要来自于德国包豪斯大学、柏林理工大学、科特布斯勃兰登堡工业大学、美国乔治亚理工大学、弗吉尼亚理工学院、夏威夷大学、科罗拉多大学、新加坡国立大学、意大利米兰理工大学、帕维亚理工大学、法国里昂大学、斯特拉斯堡大学、瑞典查尔姆斯理工大学、西班牙马德里欧洲大学、芬兰阿尔托大学等大学的双学位联培研究生,研究生的国籍涵盖四大洲共15个国家(图1.1)。同济大学城市规划系的研究生则采用自愿选修的原则。负责教学的老师均为有海外大学教育和本土规划设计教育双重背景的任课教师。

由于国内外城市规划教育课程设置的差别,欧美的城市规划专业硕士研究生并不要求学生具有设计的本科训练,因此国际留学生的本科教育背景相对多元化,如建筑学、景观学、地理学、社会学、市政工程乃至法律等,这会为基地的解读和方案构思注入新的视角,但部分同学由于缺乏规划设计的绘图技能训练,必须和其他有设计背景的学生共同组成设计小组合作进行方案构思与成果表达。

1.2 全英文城市规划与设计课程建设框架

1.2.1 教学目标

本课程的主要目标是以世界主要城市的经典城市设计为参考案例,与中国上海(或其他城市)进行比较,探讨基地的发展定位、机遇与挑战;探讨前沿的城市设计理念与技术,在规划设计学科的应用。从空间形态、人流活动及功能定位等几方面来研究地区的现状,并形成城市设计的思路与城市设计概念。本课程促使学生探讨前沿的规划设计方法和工具,思考面向快速发展的中国城市设计的方法及其应用。

1.2.2 教学进度及内容

本课程时间共计16~17周,课程设置主要包括三个阶段共六个环节。三个阶段为:基地观察及分析、设计概念生成和成果制作及最后评图,六个环节依次是基地踏勘调查→小组基地分析报告→个人方案构思→根据方案重新分组,集思广益完成小组方案,进行中期答辩→修改、完善并深化规划设计→期终答辩及评图(图1.2)。



图 1.2 全英文城市规划与设计课程进度安排

1.3 Teaching Approach of the English Urban Planning and Design Course

1.3.1 Participation into real projects

During the Course, students shall participate in real planning projects. On the CAUP platform, the teachers may select for students some real urban planning and design projects from clients, such as Shanghai Municipal Planning and Land Resources Administration (SMPLRA) and its local branches, e.g. Jinshan District PLRA, Baoshan District PLRA, etc. after consulting with clients, we can select a project which the client is interested in, but does not have specific requirements. By partially involving students in real projects, we are able to avoid the inconsistency between the project progress plan and our course schedule. Up to now, our students have already participated into many real projects. For example, in 2010, they took part in macroscopic planning projects such as Thematic Plan of 2040 Shanghai Strategic Planning, mesoscopic planning projects (50-80 hectares) such as Urban Design of Coastal Area in Shanghai Jinshan District, 'Urban Renewal of the Old Town of Tinglin', 'Urban Design of Baoshan International Cruise Terminal Area', as well as microscopic planning projects (10 hectares) like 'Civic Park', 'Design of Jinshan new city'. Motivated by the kindly supports from the client, particularly, the actions it took to help students understand the actual operation modes of local urban planning authorities, our students showed great sense of responsibility toward the projects and great enthusiasm for study. The real-project-based teaching received a warm welcome from both the client and students. On the one hand, the students felt no restrictions on their creativity. On the other hand, the client is looking forward to ideas that could 'light up their eyes'. As a matter of fact, thanks to the inputs from the clients and the restriction of actual project circumstances, the students received a good training in rational analysis and the ignorance of actual local conditions was avoided.

1.3.2 Individual work and group work

The study contains two integral parts: individual work, which is also the essential part of student performance review, and group work, by way of which the final results are presented. In Stage I, i.e. Site Study and Analysis, considering the area of the projects they participate in is large, we'd send groups of 4-5 students coming from different backgrounds to study the site and explore its essence from social, economic, special and cultural perspectives under the guidance of instructors, and then, let every student present in group what they learnt from the perspective of his/her expertise. In Stage II, Concepts Development, the students shall work individually to fully develop

and present their design concepts in sketches or in other ways such as brainstorming. Such freedom is provided to encourage students without urban planning training to actively take part in the planning and design process. No idea shall be judged. All ideas are recorded as a reference to 'spark off' the thinking and creativity in others' mind.

Based on the results of individual sketch concept presentation and discussion, instructors shall select 4 or 5 promising concepts and encourage students to regroup under the concept that interests them most. Then, the instructors shall fine-tune the structure of every group in accordance with the expertise and home countries for students to make the best of the diversified cultural background and learn from each other. The many aspects involved in urban planning dictated that it is a process of cooperating with people with different expertise, from the complicated site survey at the very beginning, through questionnaire investigation, subject-oriented study, to space design, and until overall planning and detailed planning progress and assign design tasks to members according to their expertise and interests, the instructors shall mainly play the role of inter-group progress coordination, design review and evaluation, and provide them with timely instructions and supports (Fang et al, 2012).

1.3 全英文城市规划与设计课程教学方法

1.3.1 选题与项目实际需求相结合

本课程采取“真题假作”的方式。借助同济大学建筑城规学院的平台，任课教师通过和上海市规划和国土资源管理局及各区县的规划和国土资源管理局（如金山区、宝山区等相关机构）的沟通协助，选择他们有实际研究和设计需求、但对设计成果无限定要求的项目。这样一方面得到来自甲方的积极支持，另一方面，又避免了如果开展设计的是“真题”，导致项目进度与教学进度不一致的情况。2010年以来开展的题目既有如“上海2040”这样的畅想型宏观层次题目，也有上海金山区滨海城市生活岸线地区城市设计、亭林镇老镇区改造更新规划、宝山国际邮轮港滨江地区城市设计这样空间尺度上介于50~80公顷的中观层次题目，还有上海金山区中心区核心开放空间设计（约10公顷）这样微观层次题目。由于得到甲方的支持，并且帮助留学生了解地方规划管理机构的运作情况，可以激发学生的责任感和学习兴趣。同时，因为采取了“真题假作”的形式，一方面学生的创新能力不会受到限制，甲方也期待看到令人“眼前一亮”的想法；另一方面，学生的理性分析能力得以锻炼，因为有甲方的参与和实际情况的制约，可避免出现方案过于天马行空，不考虑地方实际的情况。

1.3.2 教学形式采用个人独立工作与小组合作的方式

由于设计课程的最终成果以小组形式呈现，但最终考核以每个同学的表现为基础，所以在教学环节采取了独立工作和小组工作相结合的形式进行。考虑到规划设计涉及的基地范围面积较大，在第一阶段的基地调研与分析阶段，往往由教师引导，不同专业背景的同学（4~5名）组成小组，对基地从社会、经济、空间、人文等不同的视角进行调研分析，形成对基地的基本了解，在做小组汇报时就自己所做部分进行汇报。在设计概念生成阶段，则采用独立工作的形式，可以各种方式（如头脑风暴式的畅想）展现个人的设计理念，不局限于图纸，这一方面兼顾了非设计背景同学的需要，另一方面也鼓励他们积极参与规划设计过程。任何创意不会受人批评，所有灵感均记录以备参考，使每个人的思考与创意成为启发别人的“火花”（范霄鹏等，2011）。

基于每位同学提供的创意，教师再从中选择4~5个具有潜力和个性的创意，鼓励学生选择自己感兴趣的概念重新分组。在重新分组的过程中，任课教师也会有意识地引导学生根据不同专业背景、不同国别进行分组，以充分利用跨文化背景下互相学习的优势，取人所长，补己之短。城市规划设计内容决定了设计工作是需要多种合作完成的工作。从复杂的现场调研、问卷调查到专题研究、空间设计，从总体规划到细部设计，都需要多人共同配合完成。这就要求学生必须具备团队精神和合作意识。在工作室中，学生可以设计小组为单位，针对设计工作中的不同环节，进行分工完成。在学习中形成互相交流、互相协调、互相融合的意识。由学生自由选出设计组长；组长制定设计任务进度表，依据组员的特长和意愿分配具体设计任务；教师总体把关，协调并控制每个设计小组的设计进度并及时予以指导和帮助（方茂青等，2012）。

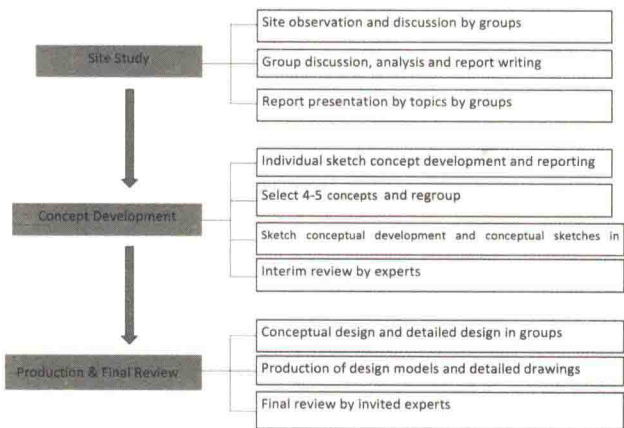


Figure 1.2 Schedule of Progress

1.3.3 Combination of heuristic and situational teaching

The teaching also includes two integral parts: heuristic teaching and situational teaching. The Heuristic teaching is a pedagogy proven to be effective in developing the urge in students to take the initiative in making innovations and exploring the unknown by focusing the teaching activities on improving such capabilities as independent thinking, innovation and hand-on skills. On the other hand, the situational teaching tries to intrigue students by creating intuitive situations with possible resources and lead their curiosity to key learning points, learning methods and important content as a whole. This course gave up the traditional teaching mode in which instructors show students how to improve his/her design and drawing skills one by one and turned to a teaching approach combining heuristic and situational teaching. Specifically speaking, in this course, real urban planning projects and classic sites and cases from Shanghai and surrounding areas are used for students from different cultural backgrounds to explore how to apply different urban planning concepts and technologies for projects in the fast-developing Chinese cities, so that they could have a better understanding over the practices, characteristics and development of urban planning and design in China. In terms of teaching contents, this course pays emphasis on both the planning and design of physical forms and the social, political, economic and cultural circumstances behind them, to help international students understand how and why such physical forms came into being and put forward space plans that fit local development needs. In addition, the course tries to introduce the latest urban planning and design concepts in the world and help the students better use various skills to analyze specific planning problems.

1.3.4 Whole process participation of the Client and invited experts

The students have a number of opportunities to present concepts and plans individually or in group during the planning and design process of a project. Since each project we selected represents a real problem to be resolved by the client or a community, the client shall take part in the planning and planning evaluation at every key project stage. But, at the time of middle-term and final assessment of student academic performance, the CAUP shall arrange other facilities and invite some urban designers from planning and design firms with rich experiences in this field to review students' works. These comments are valuable to students and are expected to enhance the interest and confidence in them in urban planning and design.

1.4 Conclusion

For more than four years, we've been improving the contents and

teaching approaches of this English Urban Planning and Design Course under the double master degree course and our practices and exploration were well-received by both international and Chinese students. Such positive response owes not only to the carefully designed course framework and teaching concepts, but also to the delightful surprise originating from the combination of diversified cultures and local characteristics. Specifically speaking, the students benefited from the course in three ways: the development of global view, the improvement of professional skills, and the communication and exchanges between international and Chinese students. In terms of the global view, in a time when China is accelerating its urban development, some very interesting urban planning and design issues emerged in front of urban planners. Some of them are problems students from well-developed countries have never met before. The freshness and challenges the international students felt on the land of China broadened their vision in a great way, let alone the improvement of the capability of observing planning issues in different ways. In terms of the improvement of professional skills, although the scope and objectives of study and the specific problems are entirely different from what the international students previously experienced, the course devoted a great deal to the essential knowledge about the urban planning and design and put great emphasis on guiding students to methodologies to help the students to find out the underlying factors and driving forces behind the complicated circumstances and explore frontier approaches in the urban planning world. The communication and exchanges between international and Chinese students is beneficial to both sides. The debate and discussion between international students and Chinese students, who are a smaller part in the program but contributed a great deal to the whole group, e.g. bringing in group discussion their understanding of the current situation in China and Chinese culture, a fresh perspective over specific problems, as well as their efforts in collecting Chinese materials, effectively helped both sides to see through superficial phenomenon and set their eyes on underlying factors. In short, through such debates and communications, overseas and Chinese students not only improved mutual understanding and built good relationships with each other. Most importantly, they are able to develop better design concepts and promote the integration of diversified cultures and local characteristics.

Reference

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1.3.3 教学手段采取启发式和情景式教学相结合的方式

教学方法上,主要采用启发式教育方法和情景式相结合的方法。在培养学生创新意识、探索精神、创新能力方面,启发式教学法是一种有效的方法。它把发展学生独立思维能力、培养学生创新能力和实践能力作为教学的核心内容。情景式教学是在教学中充分利用条件创设具体生动的场景,激起学生的学习兴趣,从而引导他们从整体上理解和把握教学中的重难点、学习方法和关键内容。本课程在教学方法上,突破以往规划设计课程老师手把手改图的传统教学方法,应用启发式和情景式教学,选择上海及其周边城市真实的设计题目和具有代表性的场地与实例,探讨在快速发展的中国城市中,城市规划设计观念与技术如何应对城市发展,使不同文化背景下的学生全面深入了解中国城市规划设计发展的实践和特点。教学内容上,不仅关注物质性的形态规划,而且关注形态背后的社会、政治、经济和文化机制,以帮助国际学生理解空间形态的生成机制并提出适应地方发展的空间方案。此外,通过对国际上前沿规划设计理念的介绍,帮助学生运用相关技能分析规划的相关问题。

1.3.4 评价上采取甲方全过程参与和专家参与相结合的方式

在城市规划设计过程中,学生有多次汇报独立概念和小组方案的机会,由于选择的是带有甲方需求的小区的设计题目,所以在每个关键的环节都有甲方的参与和评审。而在中期考核和最终考核阶段,则往往邀请校内其他规划设计教师和设计公司富有实践经验的著名设计师进行点评,让学生可以从评价的各个环节都能有所收获,并提升对设计的兴趣与信心。

1.4 总结

经过四年多的探索与实践,国际双学位联培硕士生的全英语城市规划与设计课程的教学内容和教学方式已趋完善,受到留学生和本国学生的欢迎。这些积极的反馈既是基于本课程较为严谨的教学框架和教学理念,也源自于跨文化与本土性结合带来的惊喜,具体表现在以下三方面:第一,培养学生具备全球视野,在我国快速城市化的背景下,出现了许多有趣的规划设计和城市研究的课题,一些课题是西方发达国家的学生所未曾触及的,进入中国现场,这使得留学生获得一种从未有过的新鲜感和挑战性,开阔了留学生的视野,通过比较分析,增强综合判断和分析的能力;第二,提升学生的专业性知识,对于留学生而言,尽管研究对象的尺度和具体问题与之前大为不同,但本课程关注于城市规划和设计的知识本体,注重方法论的引导,让学生从复杂的表象背后挖掘潜在的影响因素和动力机制,探索前沿性知识和规划设计方法;第三,中外学生之间的交流,让彼此获益,尽管中国学生在人数上较少,但是在小组讨论中,中国学生对中国的现实和文化理解,对中文资料的收集,对不同问题的看法,以及中外学生之间反复的辩论研讨,使得许多问题能够透过表面现象,深入理解,这种辩论让中外学生双方相互理解,加深了感情,也深化了方案的概念性,有助于跨文化与本土性相结合。

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