• **Paper / Proposal Title:**
The Questions of Today, The Questions Are the Answers in Landscape Architecture

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• **Abstract:**
This essay begins to address the procedures involved in creative question-making in landscape architecture pedagogy. A goal of landscape architecture education is to educate creative and holistic landscape designers who can think beyond the scope of their design programs, enabling their intuition and ideas on design become explicitly accessible to those dwelling in the built landscape. Moreover, this discipline seeks to promote nature and natural ways of living; thus, it aims to promote the nature-human relation to a fitter, sustainable, and a more regenerative trajectory for the future. Inclusiveness of a well-designed environment closely relates to how designed spaces embrace humans, assisting one to embrace the built and natural environments with pleasure and grace.

However, these objectives are not easily achieved in landscape architecture. Landscape architectural questions are conditioned by a plethora of socio-cultural, historical, and environmental factors, all in a highly dynamic state. These factors, along with global environmental warnings, work to make the teaching of landscape architecture very challenging. Questions re-frame interests. So, what questions are relevant today?

In an educational time-frame of five years at schools of landscape architecture, a comprehensive understanding of the past and possible prospects is essential to make today's environmental inquiries relevant for the future. The job of landscape educators is
to encourage and cultivate creative thinking tools and methods, which many academic research publications provide, for landscape design students prior to entering the profession.

This work argues that a focus of landscape architectural education is on relevant question-making skills, to creatively intensify the relationship between the known and unknown environmental questions in the design process. Creative question-making skills have inherent characteristics appropriate to multilateral subjects embedded within landscape architecture. These characteristics contribute to educational disciplines that seek exposure to challenging aspects of a subject, which is open to multiple interpretations. This essay argues for the importance of the inclusion of creative question development skills, in academic research and the design process, in landscape architecture.

• Author(s) Biography:
Mojtaba is currently a sessional instructor in the Faculty of Architecture at the University of Manitoba, Canada. He is also a Ph.D. candidate in Design and Planning in the Department of Landscape Architecture. The focus of his research revolves around Collage, and how this creative media could promote and intensify creative thinking. Mojtaba is also a professional artist and instructor of spatial representations and illustration.
He is fascinated with tackling environmental design questions through his research on creativity, art, holistic thinking, and technical methods.