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Abstract

Interest in the landscape is one of the most important cultural characteristics of our times. Not simply because our environmental awareness urges us to adopt a more positive relationship with the natural background of the landscape, nor only because we recognize that our culture cannot exist without a direct connection to it, i.e., to the cultural landscape. Much more than that, the local approach is an essential "scientific" example, since theoretical approaches such as topological mathematics choose the observation of the landscape as the central metaphor for their views, while electronic design ends up comparing its changing forms with those of the landscape – "landscape formations." In short, contemporary architectural education, whether due to the newer sustainable approach or due to new representational possibilities, is obliged to embrace landscape education, while

overcoming the obstacle of designing materials and situations with increased ambiguity and uncertainty, such as the design of plantings. This guide attempts to record the teaching method that the author has been applying in undergraduate and postgraduate courses for architecture students for more than fifteen years, a method that is presented in part in his doctoral thesis on "Landscape: cultural definition of place." According to this method, in much of the history of landscape design, mutable characteristics, such as planting, are treated in terms of schematic abstraction and schematization. This is how architects or architecture students can assimilate landscape design as part of their existing synthetic education and understand the relevance of landscape design, or "landscape architecture," with the extensive history of architectural simulation and synthesis.

