

Please provide a 250-word text explaining the selection criteria used to choose the five projects representing the school in the Ribas Piera Award. Detail the aspects evaluated, such as conceptual quality, innovation, thematic relevance, technical resolution, or any other criteria considered in the selection process with a single image, characteristic of the academic process, to accompany the text

Course Title: This module comprises a series of courses culminating in the first semester of the senior year. It serves students from two undergraduate programs: Horticulture and Landscape Architecture.

Course Description: The syllabus for this comprehensive design module focuses on current urban topics, including the regeneration of public spaces within high-density urban communities and the redesign of K-12 school campuses embedded in these neighborhoods. Through theoretical instruction, on-site investigations, interviews, and multi-scenario approaches, the module aims to develop students' ability to understand and integrate the relationships between spatial form, socio-cultural environments, and ecosystems within real-world contexts. The module emphasizes the pivotal role of landscape architecture in driving socio-spatial transformation, revitalizing public life, and constructing ecological infrastructure. Specifically, in the renewal of aging communities, landscape serves not only as a tool for reshaping physical space but also as a vital carrier of collective memory and cultural identity. In the context of K-12 campus redesign, landscape acts as an extension of community educational space, fostering environmental education, healthy development, and community interaction. This course guides students to adopt interdisciplinary and holistic perspectives, integrating landscape architectural design into complex urban systems through localized practice, thereby formulating sustainable spatial strategies for the future.



NATURE LAB: RECYCLING AND REUSE

Country/City
University / School
Academic year
Title of the project
Authors

China/Nanjing

Nanjing Forestry University

2022/2023

Nature Lab: Recycling of Reuse

Yuhang Zheng, Binsheng Li, Hongfei Lu, Mingxing Zhang, Ke Zhang, Ke Xiang, Jinghan Peng, Siyuan Li, Xinyu Ma, ect.

Title of the project	Nature Lab: Recycling of Reuse
Authors	Yuhang Zheng, Binsheng Li, Hongfei Lu, Mingxing Zhang, Ke Zhang, Ke Xiang, Jinghan Peng, Siyuan Li, Xinyu Ma, ect.
Title of the course	Site Design III
Academic year	2022/2023
Teaching Staff	Shuyue He, Yimeng Peng
Department / Section / Program of belonging	College of Landscape Architecture
University / School	Nanjing Forestry University



Written statement, short description of the project in English, no more than 250 words

This project seeks to establish an "infinite" self-sustaining ecological loop within a "finite" campus site by optimizing internal resource utilization. Jinling Primary School, recognized as the first Chinese partner of the "One World" organization, aims to achieve a zero-carbon ecological garden through a design strategy focused on waste recycling and self-sufficiency. The campus covers an area of 37,350 m², with a design intervention zone of approximately 7,500m². Through multiple field investigations and ecological surveys, the project identifies and integrates local biodiversity and educational resources. By collaborating with 12 Universities within a 10 km radius, the site is envisioned as a multifunctional platform for labor education that fosters biodiversity and supports ecological learning. The design adopts five core cyclical strategies: Waste Cycle, Organic Cycle, Water Cycle, Energy Cycle, and Intelligent Monitoring System. These strategies aim to maximize the use of existing campus resources while enabling the site to host a diverse range of K–12 educational activities, including species exploration, nocturnal observation, and digital environmental monitoring. The landscape is conceived not only as a functional ecological system but also as a pedagogical medium that facilitates cooperation among schools, families, and communities. This integrated approach supports the holistic development of K–6 students and positions the site as a model for interdisciplinary, nature-based educational environments.

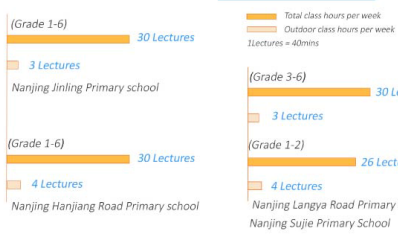
Barcelona International Landscape Biennial

Contact via email:
biennialadm@coac.net

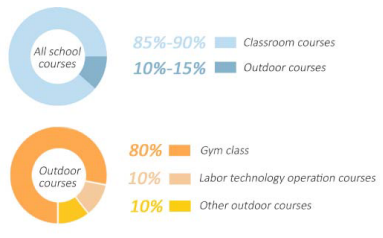
Venue:
COAC - Col·legi Oficial d'Arquitectes de Catalunya
Carrer Arcs 1-3, 08002 Barcelona - Spain

BACKGROUND ANALYSIS

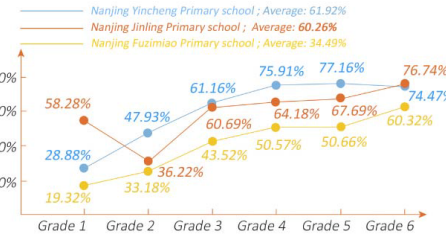
THE AVERAGE TIME OF DAILY OUTDOOR COURSE FOR PRIMARY SCHOOL STUDENTS IS 24~32mins



85%-90% COURSES LACK OF CONTACT WITH NATURE, OUTDOOR COURSES IN SCHOOL ARE MAINLY GYM CLASSES, ACCOUNTING FOR 80%



THE MYOPIA RATE OF PRIMARY SCHOOL STUDENTS IN NANJING HAS REACHED 58%, SO MORE CONTACT WITH NATURE WILL HELP PROTECT STUDENTS' EYESIGHT



DEMAND

MAINTENANCE PERSONNEL & CLEANERS

It is hoped that students will participate in the daily school management. We hope that the school plot will be in the charge of the class.

GOVERNMENT

The requirements of the Ministry of education for labor education are becoming more and more clear.

PARENT

It is hoped that the school will add nature education to the school-based curriculum. I hope children can have a basic understanding of crops.

STUDENTS

I really want to see something in the "country-side" at school.

I want to grow vegetables myself.

UNIVERSITIES & RESEARCH INSTITUTES

I hope there is farmland near the school that can be tested, investigated or monitored! This makes it easy to collect data.

I want to go out and get close to nature when I don't have class.

I hope to participate in some interesting voluntary activities, such as biodiversity conservation and waste classification activities.

SCHOOL

The children want to study outdoors.

Things in the natural world are more attractive.

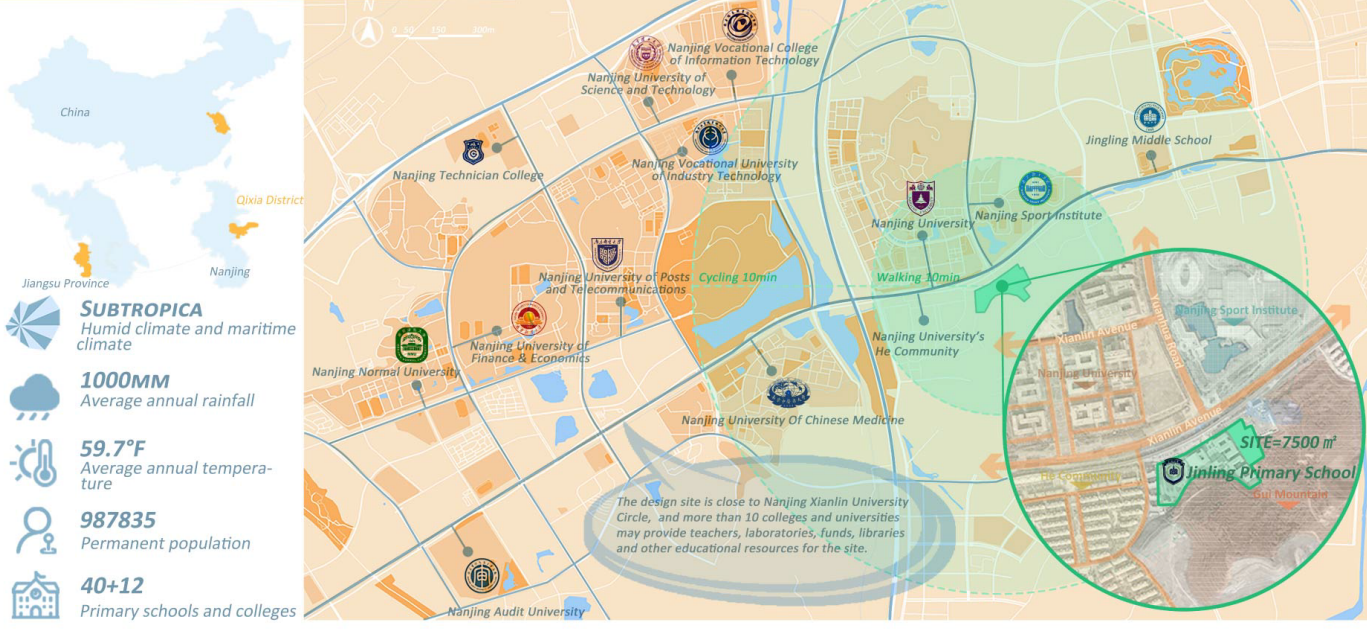
COMMUNITY

Want to experience nature with children and pets.

We are good at farming.

There is no farmland nearby.

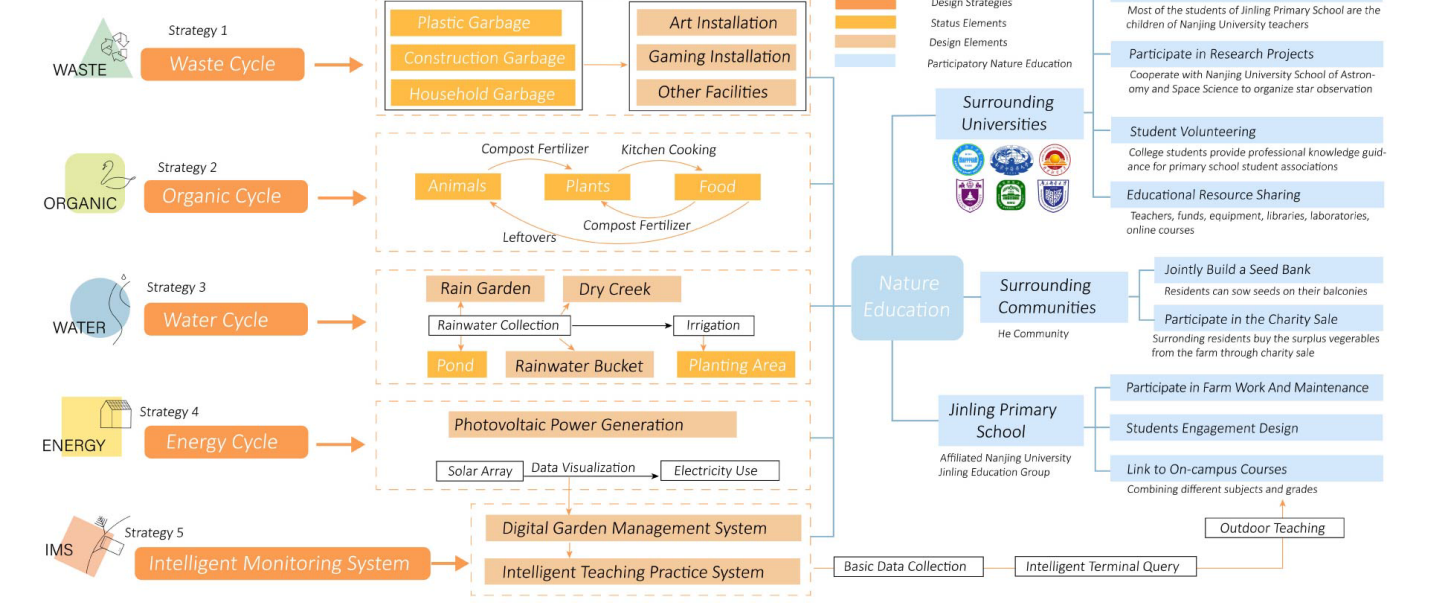
REGIONAL RESOURCES



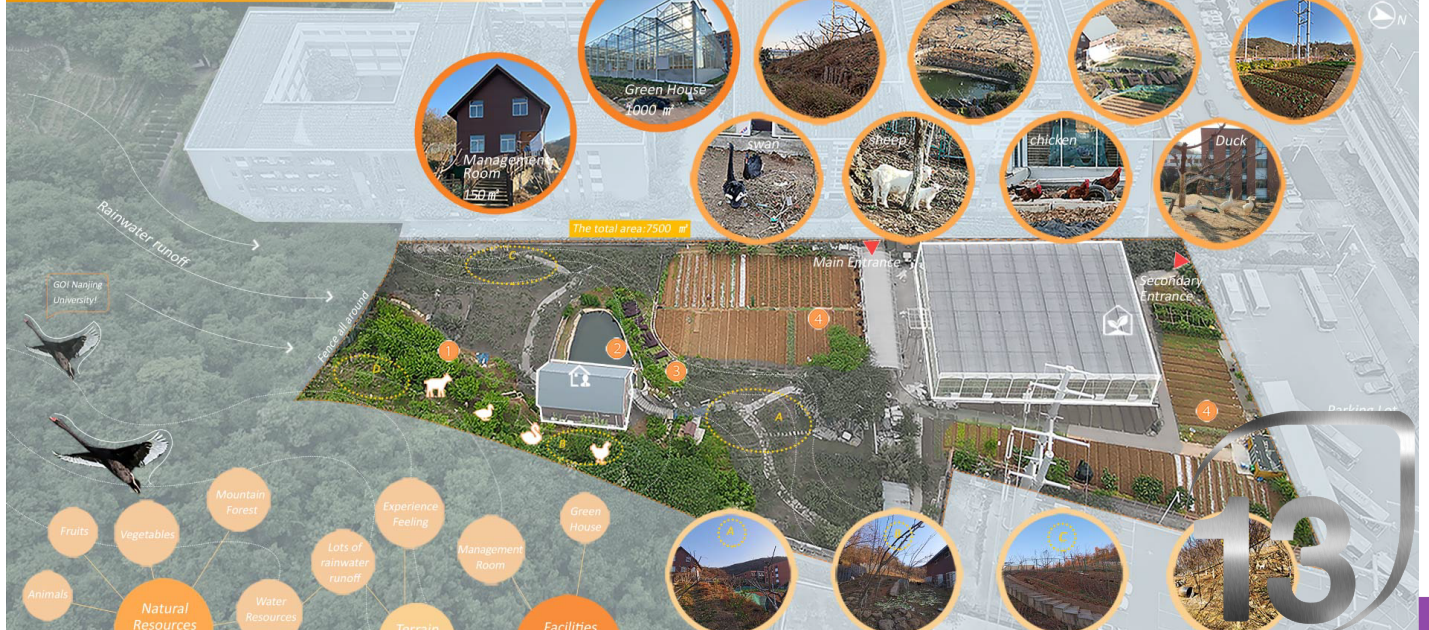
CAMPUS RESOURCES



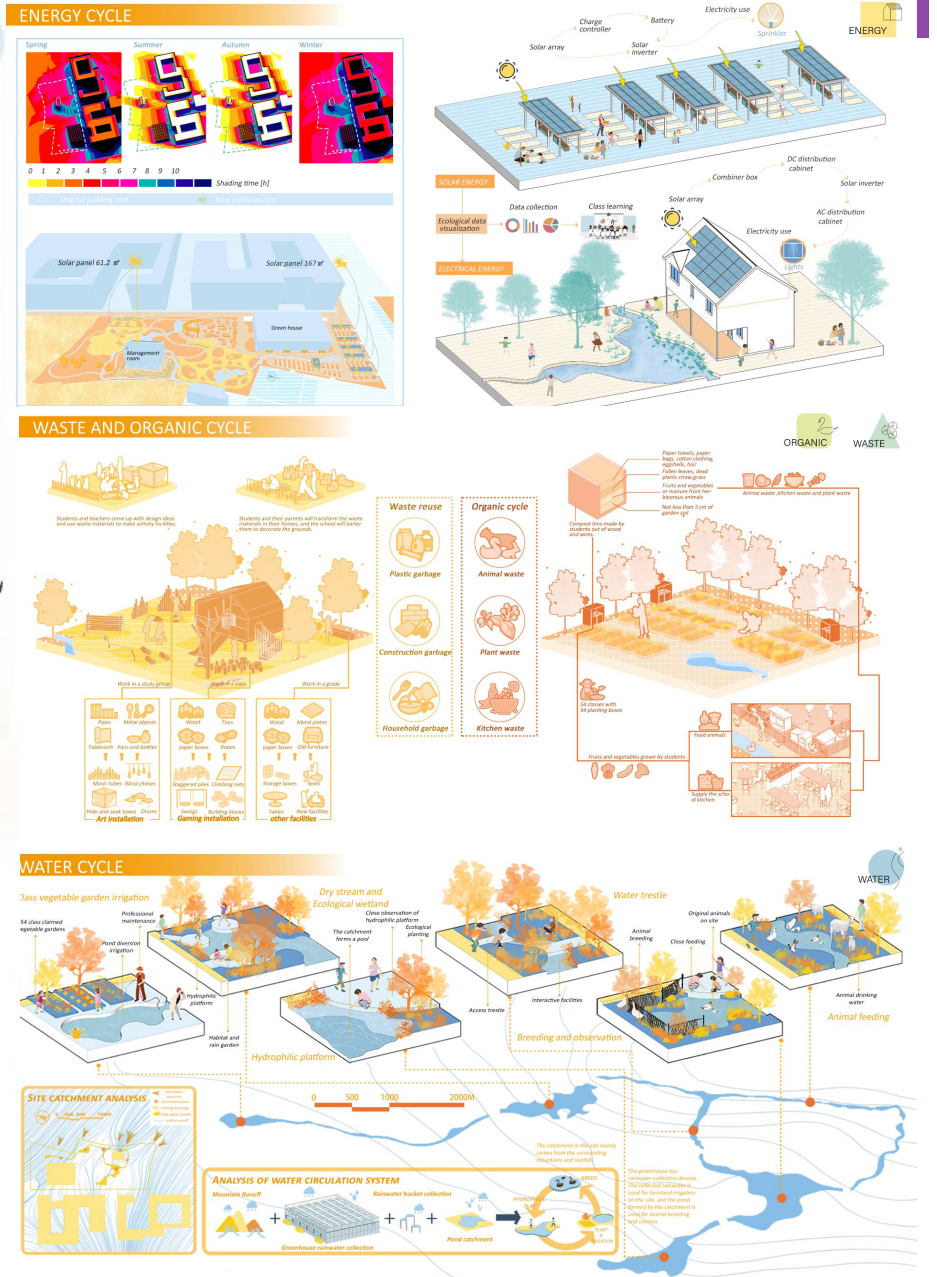
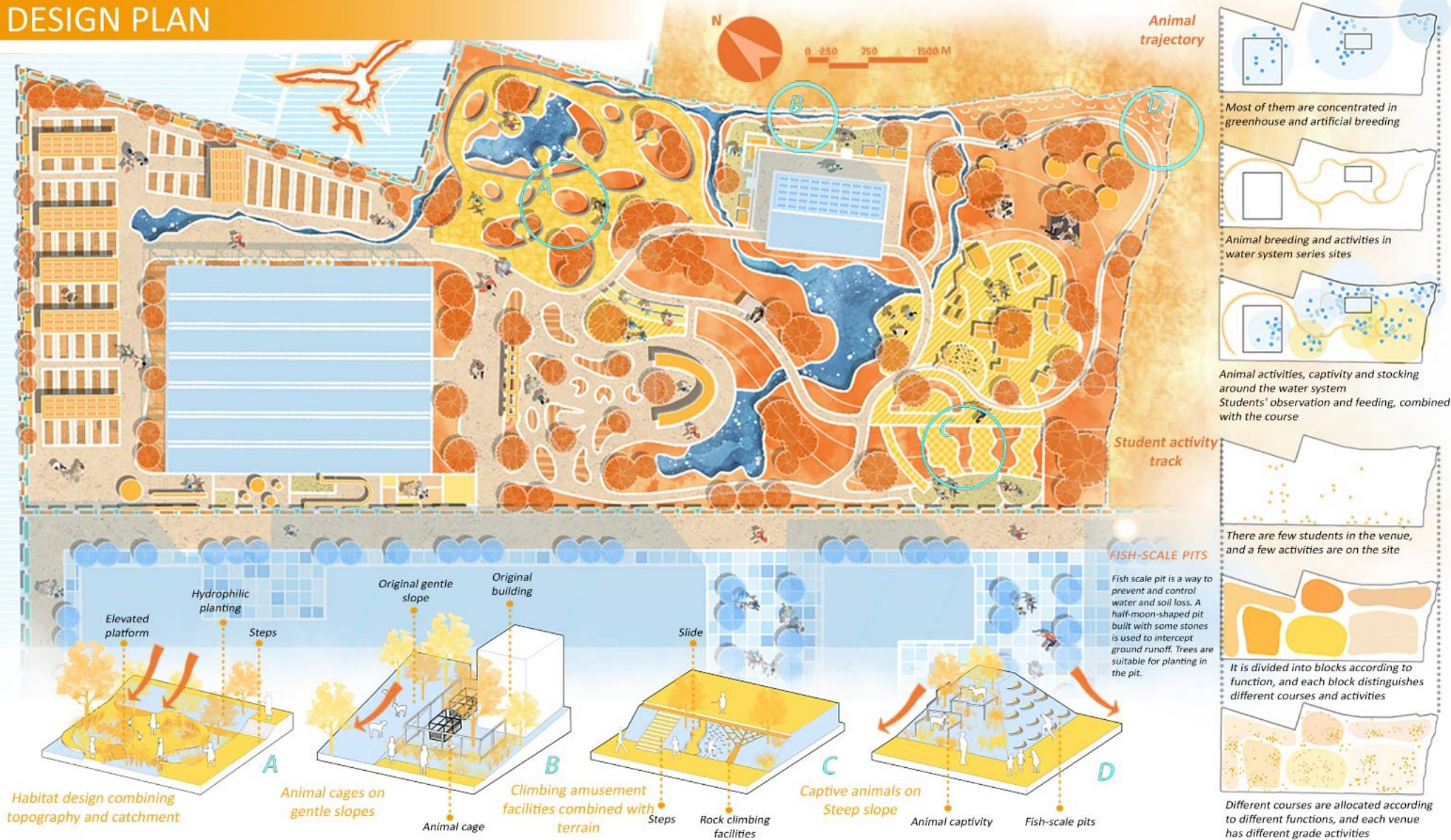
STRATEGY LOGIC



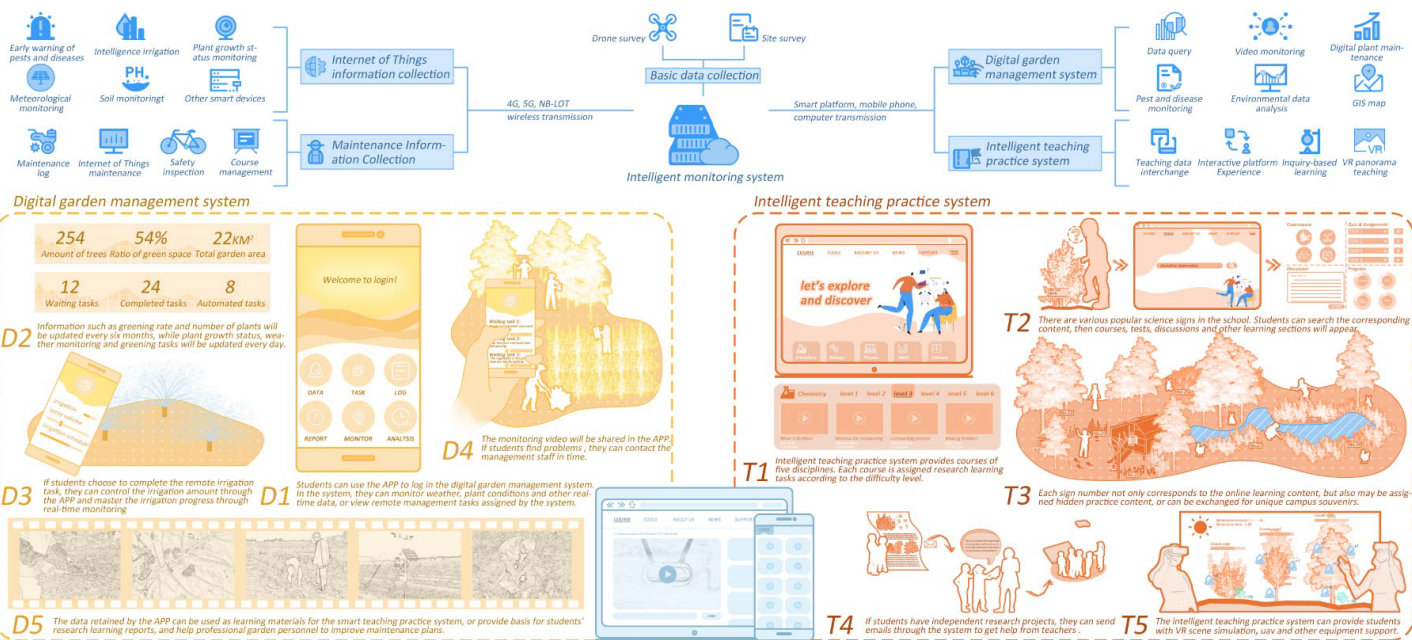
STATUS ANALYSIS



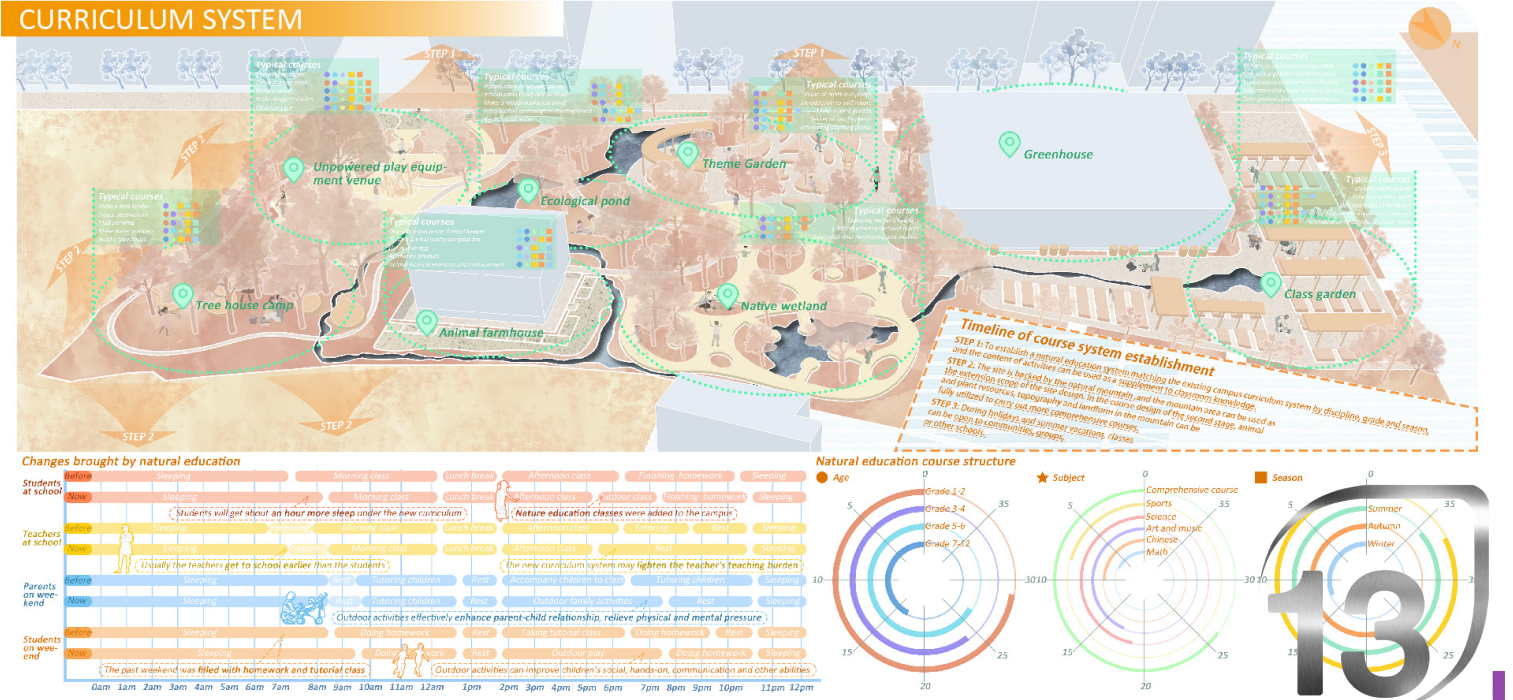
DESIGN PLAN



INTELLIGENT MONITORING SYSTEM



CURRICULUM SYSTEM



SOCIAL RESULTS

STUDENTS

- Nature perception and ecological consensus cultivation
- Responsibility and cooperation ability shaping



SCHOOLS

- Reconstruction of natural education classroom system
- Labor education curriculum construction
- Diverse educational resources



COMMUNITIES

- "Campus-community" joint ecological education
- Resident and Student spontaneous design and management
- Outwardly radiating community education



UNIVERSITIES

- Experimental data sharing
- Academic resource sharing
- Joint college teaching



SITE RENDERINGS



SITE RENDERINGS

