



课程介绍

Course Introduction

2019清华大学—麻省理工学院城市设计联合工作坊 2019 Tsinghua—MIT Urban Design Studio

三十年发展 Evolution of Tsinghua—MIT Urban Design Studio

在研究生培养阶段，针对城乡规划学科学生的专业学习特点与新时代的社会新需求，不断创造平台和机会，让学生能够通过参与城市设计国际联合工作坊来提升他们的规划设计技能、国际交往能力及综合专业素养的做法，目前已经成为很多高校城市规划专业培养的重要一环，也是国内高校加大自身国际化建设的重要平台和契机。清华—MIT城市设计联合工作坊（以下简称“联合工作坊”）就是这方面的典型代表。

Nowadays, at the colleges and universities that offer graduate programs of urban planning and urban design, the internationally joint urban design studio has been broadly adopted as important component of the programs, as well as effective approach to promoting their international profile. It provides graduate students with the opportunities of improving their planning and design skills, broadening their international perspectives, increasing their trans-cultural communication capacities, and enriching their comprehensive professional accomplishments, in response to the disciplinary development of urban planning and design and the transformative

development of economy and society. In this regard, the Tsinghua—MIT Urban Design Studio (referred to also as the Tsinghua—MIT Studio hereinafter) can be taken as typical example.

清华—MIT城市设计联合工作坊项目始于1985年，开创了国内高校以联合教学方式开展国际合作的先河，更是国际化合作教学的成功典范。联合工作坊每两年举办一次，两校分别有2~3位教师和10~15名研究生参与，聚焦中国城镇化发展进程中的热点问题，结合教学开展规划设计研究，至今已延续30余年，积累了丰富的、具有国际前沿学术视野的教学成果。

Initiated in 1985 right after China's opening-up and reforms, the Tsinghua—MIT Studio is a pioneering project, and a successful prototype as well, of international collaborative education of China. Taking place every two years and involving participants from both universities, i.e. 2-3 faculty members and 10~15 graduate students from each party, it focuses on the cutting-edge issues of China's urbanization development and carries out researches through design for possible solutions. In the development of over 30 years, it has achieved numerous educational outcomes that are full of academic significance in international perspective.

在2019年之前，双方的教师团队经历了两代人的交替。清华方面，从早期的朱自焯和薛恩伦等教授，到后来的毛其智、张杰和单军等教授；MIT方面，从早期的Gary Hack

和John de Monchaux等教授，到后来的Dennis Frenchman和Jan Wampler等教授。在联合工作坊开展20周年和30周年之际，两校还分别在北京规划展览馆举办研讨和展览，全面展示联合教学成果，并有两册教学成果出版。

Since its initiation, the Tsinghua—MIT Studio saw several changes of the teaching team till the year of 2019, from the Professors of ZHU Zixuan and XUE Enlun to the Professors of MAO Qizhi, ZHANG Jie and SHAN Jun at Tsinghua, and from the Professors of Gary Hack and John de Monchaux to the Professors of Dennis Frenchman and Jan Wampler at MIT. At the moments of its 20th and 30th anniversaries, both parties organized seminars and exhibitions to celebrate its success and there were also two publications about it.

在此期间，受各种条件的制约，联合工作坊的工作方式主要是MIT学生到访中国，与清华学生共同完成为期十天左右的设计研究。对于MIT的学生而言，这是一门正式的课程，并可获得相应学分；而对清华学生而言，这只是临时召集的学术活动，既未纳入正式的教学计划，也不能获得相应的学分。这使得双方在联合工作坊的合作教学中，长期处于不对等的状态，也成为2019联合工作坊寻求创新的突破口。

However, due to the limitations of the time, the Tsinghua—MIT Studio mainly took the form of a ten-days intensive workshop, which took place normally in May when the MIT team took a studying visit to China. For MIT students, it was an officially listed course

with due units; while for Tsinghua students, it was only a temporary academic activity that was not included in their study plan, with no credit being officially registered. This unequal situation remained for a long time, becoming the key breakthrough when the 2019 Tsinghua–MIT Studio was planned.

新时期变革

Reforms of 2019 Tsinghua–MIT Urban Design Studio

2015年，清华—MIT城市设计联合工作坊迎来30周年庆典。之后，双方教学团队开始谋划新一轮的人员交替，并在2018年确定人选；MIT

方面的Brent Donovan Ryan副教授和副教授Lorena Bello Gomez博士，清华方面的刘健副教授和唐燕副教授成为新的教学负责人。新的教师团队经过近一年的筹划和准备，确定以传统工业城市在后工业时代的转型发展作为新时期联合工作坊的主题，对破解中国传统工业城市转型发展的困境进行规划设计思考。双方同时决定，选择唐山陡河以东的工业地区作为2019联合工作坊的设计地段，并基于场地现状特点确定了采矿与景观、单位大院与城中村、工厂建筑与工业遗产、自然与人工基础设施等四个主要议题，以期为唐山的转型发展和塑造高品质的后工业城市空间提供思路和智慧，并且综合考虑两校的学期安排，共同商定教学大纲和教学计划（表1和表2）。

When the Tsinghua–MIT Studio celebrated its 30th anniversary in 2015, the issue of renewing the teaching team was brought on the table. After about two years of discussion, the new nomination was confirmed by both parties in early 2018, with the Associate Professors of LIU Jian and TANG Yan and the Associate Professors of Brent Donovan Ryan and Lorena Bello Gomez being the responsible of Tsinghua and MIT respectively. In the following year, the four tutors of the new teaching team worked closely with each other to achieve an agreement about the subject of the Tsinghua–MIT Studio in the new era, i.e. Post-Industrial Urbanism

表1 2019清华—MIT城市设计联合工作坊教学大纲

	清华团队	MIT 团队
课程名称	城乡规划设计系列课 2：总体城市设计	Urban Design Studio/Practicum
课号	80001224	11.307j/4.173j
学分数	4 学分，64 学时	18 学分，84 学时
负责教师	刘健副教授，清华大学建筑学院副院长，主要研究方向为城乡规划设计、城乡规划管理、城市更新和国际比较研究 唐燕副教授，主要研究方向为城市设计、城市更新、城乡规划管理	Brent Donovan Ryan副教授，麻省理工学院城市设计与发展课题组负责人，主要研究方向为收缩城市、去工业化和气候变化背景下的城市设计政策 Lorena Bello Gomez副教授，主要研究方向为大尺度地区的基础设施建设、设计对于城镇化的作用
课程助教	祝贺，博士研究生	裘熹，博士研究生
参与学生	硕士和博士研究生 10 人	硕士研究生 9 人
教学大纲	<ul style="list-style-type: none"> ★ 课程内容：基于学科理论知识和规划设计技能，针对唐山陡河以东处于转型中的城市综合片区，开展大尺度的总体城市设计训练，探讨传统工业城市在后工业时代的转型发展可能路径 ★ 课程目标：深化对城市设计理论和方法的掌握与运用，了解和掌握大尺度城市空间的认知表达和城市设计理论方法，对总体城市设计范围内具有代表性和热点关注特征的城市现象和城市环境开展详细研究，并针对特定地段进行深化设计 ★ 教学组织：各方学生均分为4组2~3人的工作小组，同时合并形成4组4~5人的混合作小组，共同或独立完成以下环节；①对选择的设计地段进行现场调研，完成场地踏勘；②参加集中组织的课程讲授和专题报告；③基于各组的选题开展场地分析；④基于各组的选题完成总体和详细城市设计；⑤参加中间阶段和课程结束时段分别组织的中期评图和最终评图 	

Table 1: Syllabus outline of the 2019 Tsinghua–MIT Urban Design Studio

	Tsinghua Team	MIT Team
Course Name	Urban Planning and Design Studio Series II: Master Urban Design	Urban Design Studio/Practicum
Course No.	80001224	11.307j/4.173j
Credit	4 credits in 64 study hours	18 units in 84 study hours
Instructors	<p>Liu Jian, Associate Professor of Urban Planning and Design in the Department of Urban Planning and Design and Associate Dean of the School of Architecture, with special research interests on urban and rural planning and design, urban and rural planning management, urban renewal, international comparative studies.</p> <p>Tang Yan, Associate Professor of Urban Planning and Design at the Department of Urban Planning and Design, with special research interests on urban design, urban renewal, urban and rural planning management.</p>	<p>Brent Donovan Ryan, Associate Professor of Urban Design and Public Policy and Head of the City Design and Development Group in the Department of Urban Studies and Planning, with special research interests on the aesthetics and policies of contemporary urban design with respect to current and pressing issues like deindustrialization and climate change.</p> <p>Lorena Bello Gomez, Associate Professor in Architecture and Urbanism at the School of Architecture and Planning, with special research interests on the territorial implications of infrastructure as catalysts for design.</p>
Teaching Assistant	Zhu He, PhD Candidate in the Department of Urban Planning and Design.	Qiu Xi, PhD Candidate in the Department of Urban Studies and Planning
Students	10 graduate and doctorate students in the Department of Urban Planning and Design and the Department of Architecture.	9 graduate students in the Department of Urban Studies and Planning and the Department of Architecture
Overview	<ul style="list-style-type: none"> ★ Content: Along with the training on related theoretical knowledge and design skills, the studio will work on the master urban design for the industrial zone to the east of the Dou River in Tangshan that is in urban transition, as possible approach to the urban transition of industrial cities in the post-industrial era. ★ Purpose: Focusing on the subject of the urban transition of industrial cities in the post-industrial era, the studio will highlight the building of related theories and cognitions of urban design, the application of analytical methodologies on the urban assets of the design site, and the training of urban design skills to produce an in-depth design schemes for the design site at both the macro and the micro levels. ★ Organization: For each party, all participating students will be grouped into four teams of two or three members, which will be then further grouped into four mixed teams of four or five members to complete the following sessions either collectively or individually: ① field work on the design site; ② attendance to the required lectures and seminars; ③ site analysis from the perspective of the pre-defined theme; ④ urban design schemes at both the macro and the micro levels; ⑤ presentation on both the mid-term and final reviews. 	

in China, aiming at working out possible solutions to the transitional development of industrial cities in view of the transition of China's urbanization. The syllabus and the schedule of the 2019 Tsinghua-MIT Studio were also confirmed then according to the academic calendars of Tsinghua and MIT,

stating that the joint studio would work on the regeneration of the industrial zone to the east of the Dou River in Tangshan as exemplary for the transition of Tangshan, a typical industrial city of China, towards a high-quality urban development in the post-industrial era (see Table 1 and Table

2). Four themes were also pre-defined in view of the actual situations of the site, that is extraction and landscape, Danwei compound and urban village, factory building and industrial heritage, and natural and artificial infrastructure.

表2 2019清华—MIT城市设计联合工作坊教学计划

教学进度	时间安排		教学地点		教学内容	
	清华	MIT	清华	MIT	清华	MIT
阶段一： 实地联合调研	2019年1月20日—24日		北京 / 唐山		场地调研与专题研讨 <ul style="list-style-type: none"> ★ 在京听取有关收缩城市、京津冀协同发展、唐山城乡发展和重点项目的讲座报告 ★ 在京参观首钢工业区更新改造的最新进展 ★ 在唐山听取唐山市自然资源和规划局的相关规划介绍 ★ 在唐山踏勘设计地段及其周边地区 ★ 在唐山参加由清华大学、麻省理工学院、唐山市自然资源和规划局、昱邦公益慈善基金会共同主办的“转型中的唐山：国际经验与地方实践”学术研讨会 	
阶段二： 实地联合设计	2019年1月25日—29日		北京		调研分析与初步设计 <ul style="list-style-type: none"> ★ 学生混合分组，在地完成调研分析，确定专题方向并完成初步设计 ★ 在地完成第一次联合设计评图 	
阶段三： 线上联合设计	2019年2月27日—4月24日	2019年2月4日—4月24日	北京	波士顿	专题研究与深化设计 <ul style="list-style-type: none"> ★ 以学生混合分组为单位，针对各自选定的设计专题，异地线上分别开展专题研究和深化设计，定期保持线上沟通 ★ 两校教师异地分别开展设计研究指导 ★ 通过视频会议方式异地线上完成第二次联合设计评图 	
阶段四： 实地联合设计	2019年4月28日—5月8日		波士顿		完善设计与成果汇报 <ul style="list-style-type: none"> ★ 清华团队在地开展美国案例考察，参加有关城市再开发、设计交叉研究、城市数据应用和参与式城市更新等专题的讲座学习 ★ 以学生混合分组为单位，在地共同完善设计成果 ★ 在地完成第三次联合设计评图 	
阶段五： 各自成果汇报展示	2019年5月15日—6月14日	2019年5月9日	北京	波士顿	各自完成校内教学成果汇报与展示 <ul style="list-style-type: none"> ★ 两校团队分别异地完成各自的校内教学成果汇报与展示 	

Table 2: Program of the 2019 Tsinghua–MIT Urban Design Studio

Phasing	Schedule		Location		Contents	
	Tsinghua	MIT	Tsinghua	MIT	Tsinghua	MIT
Phase I: Joint field work	20th to 24th Jan. 2019		Beijing and Tangshan		<p>Site investigation along with lectures and seminars</p> <ul style="list-style-type: none"> ★ In Beijing: lectures on shrinking cities, coordinated development of Beijing-Tianjin-Hebei Region, urban and rural development of Tangshan, and the two key projects of Nanhu Park and Donghu Park in Tangshan; site visit to Shougang Industrial Park. ★ In Tangshan: Lectures on the city planning of Tangshan, field work on the design site and its surrounding areas, and the seminar of Tangshan in Transition: Global perspective and local experiments. 	
Phase II: Joint work shop	25th to 29th Jan. 2019		Beijing		<p>Site analysis and design proposal</p> <ul style="list-style-type: none"> ★ Mixed teamwork of site analysis and first design proposal from the perspective of pre-defined themes. ★ First mid-term review on site. 	
Phase III: Individual design work shop	27th Feb. to 24th Apr. 2019	4th Feb. to 24th Apr. 2019	Beijing	Boston	<p>Theme study and in-depth design</p> <ul style="list-style-type: none"> ★ Mixed teamwork of theme studies and in-depth design from the perspective of pre-defined themes, along with regular online communications. ★ Individual instructions by tutors. ★ Second mid-term review online. 	
Phase IV: Joint design work shop	28th Apr. to 8th May 2019		Boston		<p>Design completion and presentation</p> <ul style="list-style-type: none"> ★ Site visit to a number of American cities by Tsinghua team. ★ Lectures for Tsinghua team on the issues of urban redevelopment, cross-cutting design research, urban data application, and participatory urban renewal. ★ Mixed teamwork to complete urban design schemes. ★ Third mid-term review on site. 	
Phase V: Individual review and expose	15th May to 14th June 2019	9th May 2019	Beijing	Boston	<p>Individual review and exhibition</p> <ul style="list-style-type: none"> ★ Individual final review, and exhibition as well, of the studio outcomes by each party respectively. 	

新教学探索

Experiments of the 2019 Tsinghua—MIT Urban Design Studio

2019年1月中至2019年6月中，2019清华—MIT城市设计联合工作坊按照既定的教学计划如期完成，在沿袭传统、针对双方共同商定的研究议题开展教学研究的同时，努力结合新的变化在教学上尝试做出创新探索。

From mid-January to mid-June 2019, the 2019 Tsinghua—MIT Studio progressed successfully according to the teaching program agreed by both parties. While continuing the traditions of this prestigious collaborative project of international education and conducting researches by design in line with the pre-defined themes, efforts were also made to innovate the pedagogic process which can be summarized as follows.

首先，联合工作坊被正式纳入双方学校的教学计划，在教学管理上明确了责任教师、学时安排、学分认可和经费保障，保护并提高了参与联合工作坊的双方师生的积极性，也为各自教学活动的有序开展和教学质量的稳步提升奠定了重要基础。

Firstly, the 2019 Tsinghua—MIT Studio became an officially listed course at both institutes, with clear descriptions on the nomination of instructors, the arrangement of class hours, and the due credits upon the completion of the studio, as well as necessary budget for the operation of the studio. This ensured the initiative of all the participants from both parties, laying down a solid foundation for the successful progress and the pedagogic quality of the studio.

其次，联合工作坊突破了传统上的学期时间局限，灵活利用多个假期的时间，确定包括五个阶段的教学计划，确保双方既有充足的时间实地开展联合设计研究，也有充足的时间各自相对独立地开展教学并通过线上定期沟通，再通过首尾两次互访，完成“引进来、走出去”的双向互动教学全过程（图1）。

Secondly, the 2019 Tsinghua—MIT Studio broke through the time limitation of the academic semester. By making use of the possible time in the various holidays, the teaching program was composed of five phases to make it possible for the two parties to have both collective and individual work, along with regular online communications.

Moreover, the visiting trip of the MIT team to China in the early phase of the studio and that of the Tsinghua team to the US in the later phase of the studio ensured the completion of the whole interactive pedagogic process of “inviting in and going out” (see Figure 1).

再次，联合工作坊主动开门办学，积极引入地方政府、高等院校、专业机构与开发企业、社会公众等多元力量共同参与，将理论与实践相结合，将“假”设计与“真”行动相结合，既提升了联合工作坊的社会认知度，也为联合工作坊创造了更加真实的规划设计环境，丰富了学生们的设计思考维度，增强了设计研究成果的实用性。其中，唐山市自然资源和规划局在



(a)



(b)



(c)



(d)

图1：2019联合工作坊的在地工作：第一阶段唐山实地调研（a）、第二阶段北京联合设计（b）、第四阶段波士顿联合评图（c）和劳伦斯社区机构座谈（d）

Figure 1: On site work of the 2019 Tsinghua—MIT Urban Design Studio: field work in Tangshan in Phase I (a), workshop in Beijing in Phase II (b), mid-term review in Boston (c), and discussion with Lawrence community organization(d)

设计地段选址、规划资料提供、场地调研安排等方面提供了大力支持，并从政府管理的角度提出了设计建议；唐山昱邦房地产开发有限公司通过昱邦公益慈善基金会给予了资金保障，并从开发商的角度提出了差异化的设计要求；来自麻省理工学院以及北京、上海、天津、唐山等地高等院校和专业机构的专家通过课堂讲座和专题研讨分享了各自的真知灼见和研究成果；唐山的社会大众是规划设计场地的长期使用用户，对他们的调查和访谈构成了设计理念与构思的坚实基础；与波士顿都市区的规划部门、社区组织和企业机构等的座谈研讨，则丰富了学生们对美国城市更新的认识（图2）。

Thirdly, the 2019 Tsinghua—MIT Studio practiced the philosophy of open education by inviting representatives from governmental departments, colleges and universities, professional institutes, development companies, and local communities to join the pedagogic process in different ways, discussing together about the future development of the design site. This created

a brilliant simulation of the working scenario in an actual planning and design project, helping the students to open their design perspective and to deepen their cognition on the combination between theory and practice, learning and doing. It also helped to promote the profile of the studio in the society and to increase the practicality of the studio outcomes. In details, the Municipal Bureau of Natural Resources and Planning of Tangshan provided with great helps in site selection, planning introduction, document collection, and field investigation, as well as planning and design comments from the perspective of administration. Tangshan Yubang Real Estate Development Co. Ltd provided with financial support through the donation from Yubang Foundation, as well as design consultations from the perspective of real estate development. Experts and professors from MIT and the colleges, universities, and professional institutes in Beijing, Shanghai, Tianjin, and Tangshan

provided with their research outcomes and intelligent wisdoms through lectures and seminars. The public of Tangshan provided with the information about the needs and willingness of local communicates from the perspective of end users. Last but not the least, on the visiting trip to the US, the seminars with local research institutes, planning authorities, community organizations, and entrepreneurial entities also greatly enriched the knowledge of the Tsinghua team about the urban regeneration of American cities (see Figure 2).

此外，联合工作坊充分利用互联网技术，将联合设计教学从线下延伸到线上，通过网络视频会议、邮件往来沟通、社交平台互动等方式，定期开展“异地共时工作”。“在地”与“异地”相结合的共同工作模式显著提升了联合教学的广度、深度与高度，成功探索了多样化的国际联合教学的交流与共享途径（图3）。

Moreover, the 2019 Tsinghua—MIT Studio



(a)



(b)

图2：“转型中的唐山：国际经验与地方实践”学术研讨会（a）和波士顿城市再开发专题讲座（b）

Figure 2: Seminar on Tangshan in Transition: Global Perspective & Local Experiments (a) and lecture on Boston Urban Redevelopment (b)

took the advanced Network technologies as regular tool to make the pedagogy be extended from reality to virtuality, especially during Phase III of Individual Design Workshop. The students of mixed groups kept regular communications with each other via virtual meetings, emails, and text chat and the two teams also organized collective workshops and mid-term review in spite of the difficulty of time difference (see Figure 3). The combination of on-site and online work helps extend the spatial and temporal scope of the studio, experimenting new and diversified possibilities of international education.

新研究议题

Themes of the 2019 Tsinghua-MIT Urban Design Studio

2019清华—MIT城市设计联合工作坊以“转型中的唐山：陆河东区”为题，针对传统工业城市的产业升级、更新改造和转型发展开展基

于国际视野的规划设计思考，其中不仅涉及工业用地再开发、工业遗存再利用、城市街区再塑造等物质空间问题，还包括工人社区营造、新型产业引进、工业文化遗产等社会、经济和文化议题。这既是中国众多工业城市建设发展的现实需求，也是城市规划学科针对城市更新的前沿课题。

The 2019 Tsinghua-MIT Studio was entitled as *Tangshan in Transition: Redesigning Post-Industrial Douhe East*, trying to conduct research through design with international perspectives on the transitional development of industrial cities by way of industrial upgrading and urban regeneration. It concerned not only the issues of renovating physical environment, such as redevelopment of industrial lands, adaptive reuse of industrial buildings, and reshaping of urban neighborhoods, etc., but also social issues such as re-organizing Dayuan compounds, economic issues such as introducing new industries, and cultural

issues such as protecting industrial cultures. All these issues are both the actual demands of China's industrial cities and the cutting-edge problems faced by the discipline of urban planning.

唐山作为中国现代工业的诞生摇篮、震后重生的英雄城市和国家重要的重工业基地，目前正在经历艰难的产业升级和城市转型，同时也面临着京津冀协同发展的难得机遇。在此背景下，联合工作坊选择唐山陡河以东、建设中的东湖公园以西约11平方公里的城市片区作为设计研究对象，通过集聚清华和MIT两校师生的创新思维和规划设计，为唐山新时期的转型发展提供了多样化的思路。其中，清华团队分别围绕景观生态、社群组织、教育产业、基础设施四大主题，阐述了通过不同维度的更新改造激发唐山城市复兴和地区工业转型的规划设计方案思考；MIT团队则分别选择唐山热电厂、唐山钢铁厂、地段北部已拆迁城中村三个不足1平方公里的具体地块，开展了基于地段认知、功能策划、形态塑造、工业遗产保护和利用等的详细设计方案。



(a)



(b)

图3：联合工作坊第二阶段在地评图（a）和第三阶段异地线上评图（b）

Figure 3: First mid-term review on site in Beijing in Phase II (a) and second mid-term review online in Phase III (b)

Tangshan is the cradle of China's modern industry and has been one of China's key production bases of heavy industry. It became worldwide well known in 1976 due to a seriously destructive earthquake, which took away over 240,000 lives and destroyed 90% of the city's buildings, as well as a quick recovery afterwards with great supports from all over China. Currently, it is facing with both the challenges of industrial upgrading and urban transition and the great opportunities thanks to the national policy of coordinated development of BeiJing-TianJin-Hebei Region. Under this circumstance, the 2019 Tsinghua-MIT Studio focused on the site of Douhe East, an industrial zone of about 11 square kilometers to the east of the Dou River and to the west of the Donghu Park, aiming at searching for diversified approaches to post-industrial development for the transition of Tangshan, by integrating the innovative thinking and the creative design of the Tsinghua and MIT teams. In line with the four themes pre-defined in the syllabus, the four groups of the Tsinghua team put forward their master design proposals from the perspectives of landscape-ecology, community organization, educational industries, and infrastructure-oriented development respectively, while the four groups of MIT team put forward their detailed design proposals for the specific sites of Tangshan Heating Plant, Tangshan Steel-Iron Factory, and certain urban villages respectively.

新教学成果

Outcomes of the 2019 Tsinghua-MIT Urban Design Studio

一个组织良好的国际教学工作坊的成果产出往往是多层次、多维度、多类型的。2019联合

工作坊传承了过去30余年清华—MIT城市设计联合工作坊的优秀传统，同时根据时代变化大胆突破创新，以取得更切合时代需求、更丰富多元的教学成果。其中既有以图纸和模型为载体的规划设计方案、设计成果展览等传统形式的教学成果，还有专题学术研讨、教学改革试点、学术共同体构建和媒体平台宣传等创新形式的教学成果。从教学的角度看，联合工作坊通过线上线下相结合的灵活教学安排，实现了国内外学分与学时的有效对接和实操性安排；通过与国内外高校、地方政府、企业单位、社会机构、城市公众等多方面的深入交流和广泛合作，改变了传统上局限于校园的“闭门教学模式”；通过双方的密切合作，在不同文化之间、不同利益主体之间、理论学习与设计实践之间搭建起联系的桥梁，促进了教学、研究与实践之间的有效衔接和良性互动，推动了跨文化、跨领域、跨角色的交流与思考，显著提升了学生的国际视野、专业知识和综合技能，是推动符合时代发展特征的高校教育国际合作教学改革的一次有益尝试。

It is quite usual that a well-organized internationally joint studio can see a rich productivity in various forms, which is verified again by the 2019 Tsinghua-MIT Studio. While continuing the great traditions of the Tsinghua-MIT Urban Design Studio accumulated over 30 years, it took the initiative to make innovations in response to the changes of the time and to produce diversified outcomes that can better meet the needs of the time, including both traditional ones, such as models and drawings of design proposal which were finally exposed on a public exhibition, and innovative ones, such as the organization of public seminars, the experiment of pedagogic reforms, the building of academic communities, and the promotion on social medias. From pedagogic perspective in particular, the realistic teaching program ensured an efficient cooperation

between the two parties, the combination of on-site and online education ensured the feasibility of the teaching program, and the involvement of various members from local governmental departments, colleges and universities, institutes and companies, social organizations, and the public facilitated the openness of higher and professional education and promoted the connection between theoretical studies and practical designs. The close collaboration between the two partners of Tsinghua and MIT built up a linkage among different cultures and multiple stakeholders, as well as among education, research and practice, which greatly helped the students to broaden their international perspectives, to increase their professional knowledge, and to strengthen their comprehensive capacities through trans-cultural, trans-disciplinary, and trans-role thinking and communications. In this regard, the 2019 Tsinghua-MIT can be taken as a referential experiment of internationally collaborative higher education reform echoing to the development of the time.

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2020年6月于清华园
June 2020, in Tsinghua Garden