TEACHING-LEARNING-RESEARCH: DESIGN AND ENVIRONMENTS

• Paper / Proposal Title:
  Study Abroad Teaching: London Architecture and Urbanism

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• Abstract (300 words):
  This paper focuses on the relationship between research, in-class teaching, field trips and online delivery for Study Abroad: London Architecture and Urbanism undergraduate courses. The aim is to equip international students with the necessary skills to critique changing architectural styles in-line with the historical, political, social and cultural contexts in which they were produced. The objective is to focus on ideas and ideologies relating to changes in design. A cross-disciplinary platform draws on architectural history and theory through published research, media, plans and drawings. It also utilises different disciplines to provide other ways of seeing architecture and the built environment. Geography is used for mapping. Art History is used for exploring real and imagined architectural and topographical views. Cultural studies are used to examine the issues relating to revitalisation and gentrification, and other concerns arising from privately owned public space. A range of educational strategies are also utilised including active and blended learning, case studies, discussion based teaching, and experiential learning.
  Due to COVID-19, the afore mentioned teaching has moved, at this present time, online which has resulted in implementing new pedagogical tools through Zoom lectures, narrated PowerPoints and Google Earth field trips. Whether the teaching is face-to-face or online the aim is to create an effective learning forum where the material is critically analysed, engaged with it and synthesised. An issue is that with the proliferation of apps
and digital media, which offers new opportunities, it also provides distractions for the students, and ongoing challenge for educators. This paper examines the following questions: How can face-to-face and digital technologies work together? Comparing face-to-face and digital learning, is one demonstrably more effective than the other? In conclusion, how can the best teaching and learning practices and experiences be better facilitated without eroding the principles of rigorous learning?

• Author(s) Biography (200 words each):
Dr Caroline Donnellan studied at UCL (History of Art) and LSE (Cities). Caroline has taught for UCL and presently works as a Lecturer for Boston University Study Abroad London and for IES London in architecture and urbanism. Caroline’s interest areas include education, and interdisciplinary research. Recent publications include Towards Tate Modern: Public Policy, Private Vision (2018) Routledge. Recent conferences include the International Conference on London Studies: Visions and Revisions of the Metropolis – ‘Envisioning and Re-Envisioning: The Square Mile.’ Caroline is particularly interested in participating in conferences and forums which engage with art, architecture, cities and urbanism.