TEACHING-LEARNING-RESEARCH: DESIGN AND ENVIRONMENTS

• Paper / Proposal Title:

Teaching urbanism, architecture, and landscape architecture through augmented reality - case studies from Oslo.

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• Abstract (300 words):

The rapid development of Augmented Reality (AR) technology promises a world of seamless immersion within data in the physical world. We also see a push towards more architectural and design oriented subject matter in primary education. While these two factors certainly offer potentially beneficial use cases for the built environment and the pedagogical strategies and methods for teaching these subjects in the classroom and in field studies, there is so far little testing being carried out with dedicated user groups of students, particularly those of children, secondary school, upper secondary school, and undergraduate levels as applied to architecture, urbanism, and landscape architecture teaching. To develop a research based strategy for these technologies, the research presented in this paper displays the use of AR in teaching to user groups of 1) children ages 8-10, 2) secondary school children ages 14-16, and 3) undergraduate students. The study shows through images, films, survey and interview data, and tables, some of the results of these case studies. A conclusion chapter will provide some comparative analysis alongside recommendations for possible ways forward.
Kai Reaver is an American/Norwegian dual citizen with a background from architectural design and technology research. His work concerns digital technologies' influence upon physical space and cities. He is particularly focused on developing conceptual frameworks for the digitization of human environments within the Nordic welfare state model, which is typified by a high degree of trust between citizens and its government. He teaches experimental research courses in Oslo and in Geneva, while running a small research-oriented practice.