ONLINE EDUCATION: TEACHING IN A TIME OF CHANGE

• Paper / Proposal Title:
Digital learning: Making a case for space
Innovative learning, its social forms and its spatial dimension.

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• Abstract (300 words):
The COVID-19 Pandemic has shifted learning from a physical spatial practice to a virtual spatial one. Suddenly, students and professors moved to their homes and from there, they’ve adapted the learning-teaching practice using a set of digital platforms such as Zoom, MS Teams, YouTube, as well as videoconference in Audimax settings, virtual and augmented reality.

While acknowledging the positive outcomes of these digital learning experiences, this paper argues that digital learning won’t be the “school of the future”. On the contrary, the social-spatial exchange continues to be crucial. To be in the same physical space at the same time is what transforms a space into a place for dialogical learning, that cannot be replicated into the learning space of a digital platform.
The aim of this paper is to give an overview of the co-relation between different types of spatiality and specific pedagogical approaches in order to enhance ways of adding digital learning into physical learning spaces.

In the last decades, there has been a paradigm shift from teaching to learning. This transformation depends on the one hand pedagogy, and on other hand, the spatial environment. This correlation between architecture and pedagogy is not new; Comenius already mentioned its importance back in 1632. Maria Montessori, Loris Malaguzzi and others pedagogues have also addressed space as crucial for the learning process, even stating “space as the third teacher”.

During our research in Real laboratory CITY-SPACE-EDUCATION we found that the most innovative schools had a wide “Learning spaces portfolio”, resulting in spaces for a variety of social forms like individual work, coaching, small group, and instruction in class, etc. These are the bases for achieving the main aim of this paper: to make a case for space where digital learning can be integrated.

• **Author(s) Biography (200 words each):**

  Belen Zevallos holds a Master in Architecture from the School of Architecture of the University of Minho. She has also studied at the PUCP (Peru), and at Yildiz Technical University (Turkey). Her interest in landscape and its definitions, meanings and representations, as well as her attention to education, have led her to create Space Transcribers, which focuses on reflections, re-interpretations, representation and intervention of the landscape. She was part of the inter- and transdisciplinary research Reallabor STADT-RAUM-BILDUNG (Real World Laboratory CITY-SPACE-EDUCATION) funded by The Ministry of Science, Research and the Arts of the State of Baden-Württemberg. In 2019 she was invited as a Teaching Assistant at the Institute for Urban Design and Housing at KIT. Currently she is working on her PhD at the University of Minho and working as a Research Associate and Teaching Assistant at the School of Engineering and Architecture at the SRH University Heidelberg.

  Marc Kirschbaum (PhD) is an architect and architectural theorist, professor for architectural theory and design, as well as head of the architecture programme at SRH University Heidelberg. He was head of the inter- and transdisciplinary research project Reallabor STADT-RAUM-BILDUNG (Real World Laboratory CITY-SPACE-EDUCATION) and is intensively engaged in learning architectures and human-space relationships. He studied architecture and urban planning in Kassel and Manchester/GB, and, as a Fulbright scholar, architectural theory in Seattle/USA. Together with Prof. Kai Schuster, he is a founder and partner of pragmatopia | architecture.city.life in Kassel/Germany. In addition, he works as a reviewer, judge and consultant in university, research and practice contexts.
Cidália Silva (PhD) is an Assistant Professor of Architecture and Urbanism at the University of Minho's School of Architecture, Director of the PhD Program in Architecture and Integrated Research Member of Lab2PT (Landscape, Heritage and Territory Laboratory at University of Minho), being Vice-coordinator of the LandS Group of this laboratory. She works with three interconnected approaches: since 2004, she has investigated the shift of the paradigm from the city to the expanded urban territory; in this framework, since 2007, she has pursued deeper focal research into the issues of Time and Uncertainty. Since 2017 she has been engaged in researching the role of children in the transformation of the contemporary urban space. In this context, she is the coordinator of the Project on Architecture and Urbanism of the ProChild CoLAB – a Portuguese nationwide consortium with a transdisciplinary approach dedicated to combatting poverty and social exclusion in children from 0 to 10 years old. Being an active participant in various interdisciplinary conferences, and having published in national and international journals, she is also the editor of The International Journal of the Constructed Environment.

References:


