ONLINE EDUCATION: TEACHING IN A TIME OF CHANGE

• Paper / Proposal Title:

Learning from Shadows, reclaiming the first-year design studio on the surfaces of the parental home.

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• Abstract (300 words):

This paper discusses our attempt to reclaim the first-year design studio inside the parental home under COVID19 lockdown regulations. Studying design, needlessly to say, rarely go well with parents. When the lockdown measures were introduced and Universities closed doors, most of the students went back to their parental home. Though our brief for the duration was settled, Heterotopias – Alternative Imaginaries, we had to tweak the hands-on making for the online design studio. Therefore, we planned a design-making approach that responds to many odds of online design education. This making approach we presume called out bold and daring side of the first-year student and helped them to claim their designing realm in their parental house.

“The Loop of projecting: tracing: cutting: modelling: drawing” was the primary design-making approach that we tend to hold throughout the studio. The initial task was to prepare a more or less 180x140cm surface and cover it with a drawing friendly material. We also asked them to collect objects with various materiality and texture. We started the loop by projecting shadows from the gathered objects; creating varieties by
playing with the distance to the light source and projected surface. We asked them to trace the ephemerality of these projections by drawing, cutting and modelling. There were several cycles of this kind of making. At some point, we announced that this was the Imaginary Topography of their heterotopic scenarios. So they began to explore their shadow tracings as a hybrid-topographical formation with clues to their heterotopic scenarios.

The absence of an actual studio in online education has been immensely discussed however, the probability of its unfamiliar setting is usually disregarded. This paper follows our teaching experience within the focus of an overlooked social aspect of online design education. The loop of projections is a timely spatial design making; it would deploy its realm on surfaces as the projections last. This enchantment bends the reality of the parental house. And as tutors, we can talk through these projections as if spatially experiencing them. This is a witty threshold of making and speculating design; we are back inside Plato’s Cave, not interested in the reality behind the shadows but fascinated by the realm of anamorphic, distorted projections. Tracing out the ephemerality of shadows, getting lost at the conjunctions with each cycle of making extends the probabilities of online design education with a twist of hands-on making.

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

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