ONLINE EDUCATION: TEACHING IN A TIME OF CHANGE

• Paper / Proposal Title:
Mutable Atmospheres – A lens in to look out

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• Abstract (300 words):
Often in pedagogical frameworks of architectural design projects, the outcome of the process is an experience, understood as a constructed environment. This environment, made of materials, understood through the senses and communicated to us through our own, visceral translation of the world, intertwines lived and imagined paradigms. The project is both a collection of memories and a proposal for a future that is yet to be.

To achieve these atmospheric ends, could the beginning of the project, also, be atmospheres? Could we study, deeply, the experience of space through the senses to, then, generate the project of experience?

In this presentation, I will present this question investigated by a group of students ranging in disciplines and backgrounds in the space and time of the pandemic, focusing on individual atmospheres. In a process of researching, documenting, questioning and critiquing these personal environmental and sensual qualities, students cleared a lens in to, then, look out and understand how to apply this research, with empathy, to other conditions.
Working through film and time based media, the students were in continuous dialogue with lived experience, proposing interaction, movement and sensory immersion. The communication of space and the space were in simultaneous production. The atmosphere was the presentation, was the project.

I propose to present this as a case study in experimental pedagogy for an architectural and/or interior design focusing in adaptive reuse, as well as a precedent for an online education model in which students begin with a project that looks deeply into individual space and atmosphere in order to find meaning and appreciation to then cultivate and share.

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

Chelsea Limbird is an architectural designer, artist, writer and educator based in New York City. Her work focuses on processes of narrative, memory and presence as generators for line, word, image and experience. Projects include drawing, writing, book arts, graphic design and site-specific installation. She teaches design studio, representation and interdisciplinary theory courses at Pratt Institute and Parsons the Newschool for Design. She has held teaching positions at the Rhode Island School of Design, Brown University and the China Academy of Art. Limbird has contributed to curriculum development, media and publication, curatorial and archiving, and sustainable and resiliency development research.

She has exhibited drawing, photography and artist books in Rhode Island, New York City, Philadelphia and Tokyo and has published prose, poetry and design projects internationally.

Chelsea graduated from Brown University with a double concentration in Economics and Architectural Studies. She received her Master of Architecture degree from the Rhode Island School of Design.