ONLINE EDUCATION: TEACHING IN A TIME OF CHANGE

• Paper / Proposal Title:
COVID-19 Collisions: emergent pedagogies and a DIAgram framework

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• Abstract (300 words):
The notion that technology is impacting the future of teaching is not new. What is new is that the time between current practices and emerging needs suddenly compressed. The collision of ‘present’ and ‘future’ delivered by COVID-19 has called for resilience, creativity and new visions as teachers grappled with the challenges of change.

The Built Environment Learning + Teaching (BEL+T) group in the Faculty of Architecture Building and Planning (ABP) at the University of Melbourne found itself in the crosshairs of the sudden ‘move online’ in 2020. The acceleration and intensification of planned blended learning engagements found BEL+T applying our own creative problem-solving and design-led approaches, evidence-based research methodologies, and project-focused consultancy alongside teachers in our Faculty.
We needed a way to discuss learning needs and to support teachers in their responses. The BEL+T DIAgram framed online teaching practices within a pedagogical vision. It set out intersections of content delivery, student and staff interactions, and assessments. It kept the focus on supporting learning engagement and learner belonging, while highlighting the coordination needed to keep the wheels turning.

BEL+T worked with academics on the design of new subject sites and integration of virtual site visits, collaborative platforms, and well-being support when teaching rapidly meets technologies. We found that, in an online teaching scenario, technology could act as an operator, learning environment, and also as a forum for teacher performance.

As the dust settles, new shapes and opportunities are emerging from the impact. Higher education systems are addressing constricted travel and budgets, and new approaches seek to not only cross distance, but make it an asset. This paper will share stories and practices, lessons learned and forthcoming challenges, and some future directions for learning and teaching in Built Environment disciplines.

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

  **Associate Professor Kate Tregloan** leads the Built Environments Learning + Teaching (BEL+T) group, an academic group focussed on the improvement of learning and teaching for built environment disciplines. She is also Assistant Dean (Teaching Quality) in the Faculty of Architecture Building and Planning at the University of Melbourne.

  Kate focuses on creative education and its contributions to interdisciplinary impact, the built environment, and addressing community need. She has developed architecture and interdisciplinary projects in NSW, Tasmania and Victoria, and has led cross-faculty and cross-institutional programs. She is a registered Architect, and is most interested in the decisions and values that influence creative work, and how digital tools can support communication, learning and making.

  Kate’s research applies design approaches to develop interactive tools for practitioners and educators, to open new ways to look at praxis and production. Recent projects include the internationally award-winning RIPL POE built and technology design evaluation framework and panoramas (2015); and MyHomeSpace, a VR gamespace to inform supported housing design for people with disability through the NDIS (2018). She led BEL+T through the pivot to online teaching in 2020, and its delivery of crucial support and innovative resources as teachers navigated complex online times and tools.
Adrian Chu has been teaching at the Faculty of Architecture, Building and Planning for the last 7 years, in various subjects both in the undergraduate and graduate programmes. During his time teaching, Adrian has been part of several conversations and workshops regarding how environmentally sustainable design is taught at the faculty. He has developed teaching approaches based on animations, videos, high impact visuals and multimedia generally, and has been the recipient of multiple awards and grants, namely the Innovation and Excellence in a Program (jointly with Xavier Cadorel) in 2016, the Learning and Teaching Initiatives Grant (video for engagement) in 2017, the Teaching Excellence Award (sessional) in 2018 and the Learning and Teaching Initiatives Grant (3D virtual site visits) in 2020).

In 2019, Adrian joined BEL+T as research assistant and has taken the lead on the delivery of the BEL+T microstudio. Part of that task included collaborating on design, construction advice, and recommending equipment. He established workflows and protocols for use of the microstudio, producing several guides.

Adrian is currently exploring ways multimedia and performance impact teaching and learning, as well as experimenting the use of interactive and immersive 3D environments for virtual site visits.

Mr. Fernando Jativa has currently submitted his PhD thesis in Engineering and has over 5 years of experience in the higher education sector as a demonstrator, tutor, researcher, and educational technologist. He has extensive experience in Learning Management Systems (LMS) and the use of learning technologies for the design and delivery of educational content to achieve specific learning outcomes.

In his current role as part of the Built Environment Teaching + Learning (BELT), he works as a teaching specialist initially supporting the migration of subjects delivered by the Faculty of Architecture, Building and Planning from the Blackboard Learning Management System to Canvas. More recently, his role focuses on the improvement of Teaching Quality and Student Engagement, and uplift of Blended Learning delivery, within the faculty and University requirements.

Nancy Samayoa is a senior tutor at the University of Melbourne for the Built Environment Teaching and Learning group (BEL+T) within the Architecture, Building and Planning Faculty. Since joining the faculty, Nancy has undertaken various teaching and student engagement roles, in which she has explored the use of digital fabrication and emerging technologies, and their potential to provide students with better digital literacies and improve the student learning experience. Prior to joining BEL+T, Nancy’s primary role was
lead technician for the NExT Lab; the faculty’s space for students to explore emerging 3D and virtual technologies.

Nancy’s practice includes the use of 3D reconstruction, virtual and augmented realities, and 360° imaging as modes of student learning. Most recently, she has been investigating the application of virtual site visits within BEL+T to support the faculty in online delivery of subjects.