ONLINE EDUCATION: TEACHING IN A TIME OF CHANGE

• Paper / Proposal Title:

A Peri-COVID Pedagogical Response to Beginning Design Studio with Rural and Frontier Learning Applications.

• Author(s) Name:

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• Abstract (300 words):

Rural and frontier communities in the American Midwest are remote, have little access to art supply stores, and often have unreliable internet access. Teaching a Summer Design Studio, to pre-architecture, pre-interior design, and pre-landscape architecture students, during COVID-19 isolation required pedagogical adaptations that challenged the conceptual limitations of remote learning in rural communities. In addition to the geographic challenges of remote learning, this Studio focuses on making within the design process as a means of developing ideas, with concentrated learning outcomes on physical modeling, freehand drawing, orthographic projection, and spatial composition. Not only are these skills typically acquired through hands-on learning in the studio and peer feedback, but the latter half of the Summer semester further develops the beginning design student’s skills with a project on an actual site.

Through the development of a peri-COVID pedagogical pivot, the outcomes of the Summer Design Studio not only reflect a successful response to the pandemic, but more importantly provide new pedagogical approaches to post-COVID design studios. Just a
few of the approaches to be discussed include social media as a platform for iterative design thinking and critical feedback, drone technology vs site visits, International lectures and invited outside critics, and new design methodologies that aren’t reliant on access to expensive tools and materials.

1 Nebraska’s Capitol City, Lincoln, is not considered rural by most measures, however the students that attend the University of Nebraska-Lincoln are often from rural and frontier communities across the Great Plains.

2 To test the success of the studio, the work is evaluated against the work of previous summer studios, and examines student course evaluations as a gauge to the perceived success of the studio from the student’s perspective.

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

Lloyd Shenefelt teaches in the areas of beginning design education, architecture studio, and healthcare design for rural and remote populations.

Prior to joining UNL’s College of Architecture, Shenefelt taught architecture studios at Auburn University, and interior design studios at the Savannah College of Art and Design (SCAD) and Georgia State University.

Shenefelt has practiced architecture for over 18 years and his work has been recognized with awards and publication. Shenefelt practiced architecture with Mack Scogin Merrill Elam Architects for over 9 years where he was a Senior Project Manager and Designer. Through collaboration with Mack Scogin Merrill Elam Architects, projects he participated in have won American Institute of Architects (AIA) Awards, and have been published in Architect Magazine and Log. Shenefelt was also a founding principal of DSNWRK in Atlanta, GA.

Shenefelt’s research and creative work focuses on design discovery through multi-sensory and non-sensorial creative exploration, ephemerality and the poetic implications of materiality. These interests are explored in Shenefelt’s practice and pedagogy.