ONLINE EDUCATION: TEACHING IN A TIME OF CHANGE

• Paper / Proposal Title:

PIVOT! Negotiating Tactile and Digital Manipulation in the Virtual Classroom

• Author(s) Name:

Michelle Pannone, Kate O'Connor

• University or Company Affiliation:

Marywood University

• Abstract (300 words):

This paper will focus on an approach to empower foundation students to experiment and communicate their design ideas despite their limited tactile experience and early digital development. The PIVOT imposed collaboration of Digital Media and the Foundation Studio to overcome the limits of the traditional Bauhaus influenced delivery. The virtual platform encouraged students to think critically and strategically in solving creative problems using both tactile and digital tools.

The study of tessellations was a tactile departure point that morphed into a three-dimensional translation based on a self-imposed organizational system investigated the material, architectural, and structural aspects of the framework. In this context, three-dimensional paper objects present an interface to gain cognitive experience on spatial configurations and form finding, and acts as a tool for further morphological explorations in the architectural design process.
Working collaboratively, Digital Media took on an intensive focus on digital process and effective documentation techniques to support Foundation Studio. For example, editing model images and scans of drawings in addition to sequencing Digital Media to build upon topics covered in studio such as diagramming, creating a narrative and collaging. The focus was to facilitate the visual communication and design development in the iterative process. Beyond the use and application of two-dimensional software such as Photoshop, Illustrator, InDesign, and AutoCAD, it was also important to deploy a similar digital workflow to the analog methods used in studio.

This haptic approach to the introduction of Digital Media in Foundation Studio enabled the students to understand the creative and unique applications of digital tools to create a distinct graphic identity. Course innovation to integrate and coordinate the Foundation Studio with Digital Media included customized assignments to support the studio project. Emerging pedagogical strategies were developed in online architectural education through a collaborative methodology leveraging technology to promote expression and creative problem-solving.

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

A designer, educator and urbanist; Michelle is an Assistant Professor at Marywood University focusing on the communication of design ideas to diverse audiences in addition to the execution of full-scale build projects. Her expertise is in innovative methods of communication, including graphic representation, virtual reality, full scale mock ups, and workshops as a means to convey design ideas, opening the conversation to engage a broader audience in the design process. Michelle received her Bachelor of Architecture from Virginia Tech and her Master of Science in Urbanism Studies from KTH Royal Institute of Technology in Stockholm, Sweden. Her expertise is in the formative factors, both social and physical structures, that inhabit the public realm. She is particularly interested in engagement in the design process as an integral step towards an empowered community. Her current research focuses on innovative participation methods to create a stronger connection between students and their local communities. These projects explore the complex relationship between design and technology as a mechanism to communicate with a diverse audience.

Kate O’Connor is an Associate Professor and Associate Director of Undergraduate Studies at the Marywood University School of Architecture. She is the Director of the Design Your Future high school immersion program, and co-coordinates the Foundation Studio curricula. She believes that the role of the architect can have an influential impact on society and challenges the profession to become leaders who can solve the very complicated problems of society today. Socially responsible architects must serve as a bridge across borders, to develop architecture that responsibly serves
people and their communities without imposing arbitrary restrictions. Ultimately they must create an architecture that understands real human needs such as economic stimulation, social consciousness and provide architecture that balances design with environmental awareness. Professor O'Connor's own design work addresses and tests these ideas. Her studio projects encourage students to embrace a holistic approach to design by addressing the environmental, economic, and social empowerment of design. Each year she leads a group of students in her Farmitecture course to design and build a project for an animal sanctuary. Through this work the notion that the project should engage and serve the public good while addressing the notion that everyone deserves good design is implemented.