ONLINE EDUCATION: TEACHING IN A TIME OF CHANGE

• Paper / Proposal Title:
Transitioning from Face-to-Face teaching to Emergency Remote Teaching in Landscape Architecture.

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• Abstract (300 words):
Landscape Architecture is a relatively young profession and its pedagogy has evolved with time to keep up with technological advancements. Like Architecture and most design disciplines, Landscape Architecture is a project-based discipline with a focus on design process. Most interestingly, it is based on experiential learning through field trips and site visits, it is at the intersection of multiple disciplines while being site and context specific (location, culture, history, ecology, geomorphology, perception, seasonality, etc.). Today, teaching in Landscape Architecture mandates every school and department to graduate students with the required baggage to form professionals who can sketch, produce, and think on their feet. With COVID-19, the world confronted an unprecedented pandemic that affected the entire planet; more specifically, the education field had to continue delivering courses and classes online to make sure students could continue or finish their degrees. Being a site-centric programme, Landscape Architecture faces new challenges when confronted to move online. This article tackles how a landscape architecture programme addressed the issues of remote
teaching for its studios, theory courses, and practical classes; with a direction to the future. We emphasise the difference between Emergency Remote Teaching and Online Teaching as the courses were not designed to be taught online. We address how we transitioned from Face-to-Face to Remote Teaching, the challenges and opportunities that arose in the process, and how it is shaping the future of our teaching in Landscape Architecture. It is important to note that the results presented in the paper are based on one semester, and we want to highlight that this is just the beginning of a reflection. The aim of this article is to bring forward the discussion about whether or not there is an opportunity for design disciplines to evolve in a new pedagogical direction.

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

**Nada Toueir:** Nada is interested in cultural landscapes in post-disaster situations. Her research focuses on the concepts of resilience and place attachment. She has taught a wide range of theoretical courses and studios.

**Gill Lawson:** Gillian is the Head of the School of Landscape Architecture. She has taught a wide range of courses over the past twenty years and supervises students at Honours, Masters and PhD levels.

**Marcus Robinson:** Marcus has many years global experience as a landscape architect and master planner. Teaching into a range of courses, his areas of expertise include digital design applications, visual communication, design, and residential and landscape master planning.

**Don Royds:** Don is an experienced landscape architect whose areas of expertise include digital design applications, planting, landscape in practice and detailed design. He examines and teaches into a range of courses across the programme, focusing mostly on studios and engaging the students with real-world projects.

**Jess Rae:** Jess examines and teaches into studio and theory courses across the programme. Her areas of expertise include drawing, design process, conservation management, geology and earth sciences.

**Shannon Davis:** Shannon is actively researching and teaching in the area of food landscapes, with a particular interest in foodshed analysis and urban food resilience. She also teaches into studio with a focus on spatial planning, as well as contributing to design theory courses.
**Jacky Bowring:** Jacky teaches a range of courses and supervises students to PhD level. She has strong interest in both memorial design and the cultural landscape, with expertise in design critique and landscape history. She is the editor of Landscape Review, our international peer-reviewed journal.

**Wendy McWilliam:** Wendy specialises in the study of blue-green infrastructure planning, design and management. She and her students engage in basic and applied research in a wide variety of rural and urban landscapes.

**Andreas Wesener:** Andreas lectures a range of courses and supervises students at a postgraduate level. He has expertise in authenticity of place, temporary urbanism, post-disaster urban spaces, urban regeneration, historical urban quarters, design & building culture, and concepts of memory constructions in urban environments.

**Mick Abbott:** Mick has expertise in sustainability, innovation, strategic design and design for conservation. He teaches and researches in the area of design innovation, particularly ways design can leverage value out of environmental relationships and problems.