ONLINE EDUCATION: TEACHING IN A TIME OF CHANGE

• Paper / Proposal Title:

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• Abstract (300 words):
In most design and architecture programs, design studios, the core courses of these programs, have been conducted with traditional, Studio-based with direct interaction between professor and students through physical presence characterized by working closely with students, guiding, and mentoring them face-to-face. However, several architecture and design programs have another alternative that is on-line to award professional degrees to accommodate students with different life responsibilities, work commitments, physical barrier, and even location. Getting a professional degree, graduate and undergraduate, created new opportunities for such students who are not able to obtain a traditional on-campus education. With numerous successful stories for online graduates in design and architecture, a lot of practitioners and scholars questioned validity of the credential certificate earned, others rejected and believed that design, especially studios, cannot be taught online, arguing that professional fields require the presence of students in the studio classrooms within certain times during the term. Nowadays, and due to COVID-19 most universities and colleges worldwide
converted their programs into remote delivery method, including design studios. This requires re-examining the validity of teaching design studio remotely or online.

This paper aims to explore the teaching studios before and after COVID-19 with focus on the psychological impact on students and faculty and on the design of post-secondary curriculum and the course schedules. In this context, the paper discusses multi means of class: engagement, visual representation and action& expression. To accomplish that, the paper research methodology is critical examination of literature review and case study analysis upon analysis and discussion, the paper set recommendations for the new approach of teaching design studio remotely and its professional and psychological impact on design and architecture students and faculty.

Key Words:

On-line Teaching, Traditional design studio, Remote delivery, On-line design studio, Design and Architecture Pedagogy, Psychological impact.

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

Dr. Noha Mahmoud Bio:

Dr. Noha is a professor of Urban Design and Landscape studies in Canada. She got her PhD in Landscape Department at The University of Sheffield, UK in 2011. Dr. Noha thesis entitled “Green Infrastructure in Middle Eastern Environment: promoting social-ecological connectivity in Greater Cairo”. It focuses on large scale landscape changes affecting the arid zones in the Middle Eastern countries, such as those associated with long and blue corridors, connectivity between existing and new settlements and protected zones. Dr. Noha’s research focuses on cultural landscapes – where past, present and future values derived from close associations between people and land by the connectivity. Dr. Noha has an extensive publication record and scholarly work varied between books, peer reviewed journal papers and book chapters. Her research approach that is centered on cultural Landscape and social connectivity has been reflected in her published book titled “Green Infrastructure Connectivity”, published by Lambert, Germany in 2014 and her chapter in book titled “Natural Infrastructure concept in arid regions: Two case studies in Egyptian context” published by WIT Press, UK in 2011. Also, she was a co-author in another book titled “The edge environment in traditional Cairo”. Recently, she published Journal paper with SAGE in 2019.

Dr. Maha Salman Bio:

Dr. Maha Salman is the Chair of Bachelor of Interior Design at Yorkville University/Canada. She is a LEED Accredited Professional (BD+C) holding a PhD in Sustainable Architecture from the University of Huddersfield, United Kingdom where she got “The Vice Chancellor’s
Award for an Outstanding Research Thesis”. Maha has numerous years of industry and academic experience in Canada and abroad. Dr. Salman embraces extensive experience in curriculum development and teaching a broad range of on campus and online courses for interior design and architecture students. At Yorkville University, Dr. Salman undertook the role of Acting Program Coordinator and CIDA Coordinator. Maha is the author of several publications, including books; her book “Contemporary Trends in Sustainable Architecture” was published in 2017. She was the author of a chapter titled “Sustainability and Vernacular Architecture: Rethinking What Identity is” in the edited book “Urban and Architectural Heritage Conservation within Sustainability” that was published by IntechOpen/UK in 2018. Dr. Salman has won a number of awards for her research work such as “The Best Paper Award at the 4th International Conference on ICT for Sustainability (ICT4S) that was held in Amsterdam/Netherland and “Best Paper Award for Innovation in Research & Practice for GCC Countries”.

Prof. Gamal Mohammed Bio:

Gamal is a university professor, practicing architect and professional illustrator and visual representation with 23 years’ experience in research, curriculum development and teaching broad spectrum of on campus and online courses for architecture students in Canada, UK, Italy and Middle East. In 2012, he finished his second Master in Sustainable Architecture and Urban Morphology at the University of Sheffield, UK. He is an assistant professor at Ontario college of Art and Design University OCAD University and George Brown College in Toronto. In practice, he is a professional illustrator and senior architectural and urban designer. In research, he is a PhD researcher at European Graduate School, in Switzerland. His publication record is centered on reading and exploring the Social Pattern Language in historic cores. This approach is developed in his published book titled “The Edge Environment in Traditional Cairo”, and in his newly published paper titled “An Urban Code of Traditional Middle Eastern Contexts: The Edge Environment As A Central Theme to Reading Social Pattern Language of The Historic Sites”, published by SAGE Publisher in 2019. In teaching, professor Gamal has awarded twice a “Certificates of Appreciation in Teaching” from George Brown College and awarded the highest students’ evaluation at OCAD University.