ONLINE EDUCATION: TEACHING IN A TIME OF CHANGE

• Paper / Proposal Title:
SHIFTING THE CAPSTONE STUDIO ONLINE: LIVING THE "NEW PRESENT" IN BOTH ACADEMY AND PROFESSION

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• Abstract (300 words):

CONTEXT
To prepare students for practice, faculty ran a capstone studio as design directors. Students pursued self-directed, individual projects to emphasize personal design voices while relying on peer feedback and collaboration for development. Correspondingly, faculty explored strategies to maintain rigor and relevance in the context of COVID19 and the "new present" of the professional world. They asked how students could be resilient and responsive to the sharp pivots in learning as a precursor for operating online within the profession?

TECHNIQUES
Adapting to remote instruction, faculty learned that full-class synchronous meetings failed to reach students scattered across the nation, some with unreliable internet access and work/family/life obligations beyond studio. Faculty observed and students suggested additional concerns related to mental health/wellness. Thus, faculty implemented an asynchronous approach, including weekly peer group meetings, meetings with instructors, and office hours for students who requested personal attention. This approach mirrors what graduates will inevitably encounter in the
professional world post-COVID19. Moreover, students reflected positively about this format.

**EVOLUTION**

Faculty and students learned significant lessons resulting in more meaningful dialogue. In the physical studio, faculty found some students lacked focus and direction and avoided robust participation. In the online platform, students had less opportunity to escape direct questions and conversations, making students more accountable. Notably, some students who struggled in the face-to-face studio thrived in the more self-directed online environment.

**LIVING THE NEW PRESENT TOGETHER**

In the “new present” of education, we suggest good teaching is always good teaching regardless of the mode, just as studio methodology is always malleable and should remain so -- and we plan to demonstrate our approach in this presentation. Faculty often tell students to be flexible, iterative, and ready for whatever happens. What better way to give them a “real world experience” than living the new present together?

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

Patrick Lee Lucas, Associate Professor, School of Interiors, University of Kentucky College of Design. (Ph.D. American Studies, Michigan State University, 2002; M.A. Interior Design, University of Kentucky, 1996; BArch, University of Cincinnati, 1988). An award-winning teacher, Lucas leads seminars, teaches lecture courses, and facilitates studio interactions by engaging in community conversations and encouraging students to think about the place of design in the world. He has led several education abroad experiences for students connected to his research agenda about design and community. From 2002-2013, he taught in the Department of Interior Architecture at the University of North Carolina at Greensboro, winning several teaching awards, serving as both an Honor’s College and Service Learning fellow, as well as directing the university’s Faculty Teaching and Learning Commons. From 2013-2018, he served as Director of the School of Interiors. At UK, he is a Provost Faculty Fellow in the Division of Student and Academic Life as well as Chair of the UK Core Education Committee. In 2014, he published *Modernism at Home*, a catalog profiling the work of architect Edward Loewenstein.

With an M.S. from the University of Cincinnati and a B.S. from Ohio University, Helen Turner is also NCIDQ certified and a LEED accredited professional with over four years of professional design experience. As a faculty member in the School of Interiors at the University of Kentucky, her interest in history, sustainability, materials, and theory have
awarded unique opportunities, including work on an archaeological dig in the ancient city of Pompeii as well as revitalizing a community garden on the University of Kentucky campus. Utilizing these interests and experiences as a unique framework for conducting research, pedagogy, and service, Helen strives to recognize opportunities to blur the boundaries typically associated with an "interior".