ONLINE EDUCATION: TEACHING IN A TIME OF CHANGE

• Paper / Proposal Title:
On-site to On-line: Tools to Create a Dynamic Virtual Modern Architecture Course

• Author(s) Name:
Stephanie Travis

• University or Company Affiliation:
The George Washington University

• Abstract (300 words):
For a course that studies architecture, the shift to remote learning due to COVID has eliminated critical on-site lectures that allows students to experience buildings first hand; the ability to feel materials, move through spaces, and connect with other users. On-site sketching and studio-based diagramming are now done in solitude. Once lively, in-person discussion and critiques now occur through the lens of a camera. This seismic change has prompted new pedagogy, methods, and techniques; the adaptation of in-person to online education has radically—and quickly—pushed for inventive teaching and learning possibilities, and challenged a course to expand in unique ways.

The course Concepts in Modern Architecture is a hybrid between a history of modern architecture lecture and an interactive studio. Unlike traditional history courses that discuss many buildings per class, this course delves into two to three buildings per session, allowing the student to develop a deep understanding of the architectural concepts and ideas used. Students form a critical eye with which to analyze buildings and work on original projects that enforce and communicate these ideas. They emerge with
knowledge that speaks to historical references and innovative approaches to design, which ultimately guides them to be stronger designers.

This paper presentation will discuss the author’s new **IDEA Methodology**, which stands for Interact, Draw/Diagram, Engage, Analyze, and how it is used to create a dynamic and engaging virtual course that introduces students to the history of modern architecture, while using studio-based work to reiterate concepts. Now online and synchronous, Concepts in Modern Architecture has been reimagined in a different environment, using a combination of technological and pedagogical tools. This has resulted in a strong learning experience with new ideas that engage the student; many of which will continue in the face-to-face classroom, long after pandemic is over.

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

Stephanie Travis received her Master of Architecture with distinction and Bachelor of Science in Architecture from the University of Michigan, Ann Arbor. Since 2009, she has been an Associate Professor and Program Head of Interior Architecture at The George Washington University (GW) in Washington DC. Prior to GW, Stephanie worked as an architect in New York City for Vicente Wolf Associates. She brings her passion for modern architecture and design to her courses and research; her love of drawing led to her best-selling book, *Sketching for Architecture + Design* (Laurence King Publishing, 2015), which has been published in seven languages and is sold in museums around the world. She has brought students abroad to study modern and contemporary architecture in cities such as Paris, London, Copenhagen, Berlin, and Milan. She has also published and presented many peer-reviewed articles on the topics of sketching, design pedagogy, and modern architecture.