ONLINE EDUCATION: TEACHING IN A TIME OF CHANGE

• Paper / Proposal Title:
A New Age of Learning

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• Abstract (300 words):

‘Emergency remote teaching’ is an experiment like never before. It has forced us to quickly adapt and approximate our teaching methods. A moment of unparalleled critical reflection is also upon us offering insight beyond the immediate challenges of ‘getting through’. This opportunity cannot be missed. These lessons are potentially too important and too far-reaching. This article has been prompted by my own experience of shifting rapidly from face-to-face to online teaching in a studio-based, fine arts degree course. It begins with focused reflection on a pedagogy deep within that practice – the studio critique (colloquially known as “the crit”). Research in art and design education frequently reports on the anxiety, fear and nervousness students associate with the live critique and the teacher-centered nature this method seems to perpetuate. Research suggests that the crit develops inhibitions in students where they are unable to provide peer feedback and finds both environment and tutors as contributing factors to the anxieties associated with this pedagogy. Based on recent experience I suggest a hybrid model for the “new present” of the studio critique that uses a blended remote-face to face format designed to offer a more inclusive, stimulating and active learning experience for all. I then extrapolate out from this discussion in a cross-disciplinary way to consider what learning actually means and how knowledge acquisition processes
relevant to today’s student have changed. I discuss the value of ‘active learning’ identified as important to learning-centered approaches current in pedagogical discourse, and examine the link between e-learning and active learning for a new age of learning.

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

Tara Winters is a Senior Lecturer in Art and Design at the Elam School of Fine Arts, The University of Auckland, Aotearoa, New Zealand. Her research interests include art and design pedagogy, design criticism and art & design as interfaces between different fields of knowledge. Recent pedagogical research work includes: chronicling the emergence of research-oriented pedagogies developing in parallel to the rise of artistic research within academia (see International Journal Of Education Through Art, 12.3, 2016); the development of a structure for facilitating meta-learning in art and design education (see The International Journal of Art and Design Education, 30.1, 2011); and inquiry into the power of images as a catalyst for transformative learning (see The International Journal of the Image, 4.3, 2014). Tara is also interested in the way design can transcend established and limiting definitions. She has commented on the practitioner-researcher contribution to a developing criticism for graphic design (see Iridescent: Icograda Journal of Design Research, 2.2, 2013).