ONLINE EDUCATION: TEACHING IN A TIME OF CHANGE

• Paper / Proposal Title:
Are students satisfied? A survey on effects of online studio-based learning on students in a private university in Malaysia.

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• Abstract (300 words):
Design Studio is the crux to architecture education. The closure of design studios in March 2020 due to the Movement Control Order (MCO) during the COVID-19 pandemic in Malaysia posed a threat for architecture education. There was a sudden transition from physical F2F studio-based learning to online studio learning. Ad-hoc reactive approaches took place, attempting to replicate the spatial dimension of the studio (which was a signature pedagogy of architecture) to a digital space. It relied on technologies where all teaching activities are conducted through MS Teams, Zoom, and collaboration design platforms such as Miro. Also, the studio experience and design tasks are also shifted to digital spaces such as Moodle databases, google drive, and so on. In Malaysia, the Council for Accreditation of Architecture Education (MAPS) have issued special notes which provide compulsory instructions and guidance to Architecture Education Providers. MAPS noted the disparity on the availability of information and communications technology (ICT) infrastructure between different education providers, and reinforces that the online teaching as replacement should be viewed as temporary, and that the dynamic studio learning environment could not possibly be simulated.
through a virtual studio or any online medium. As such, the aim of this study is to examine the impact of COVID-19 on studio-based learning amongst architecture students via survey questionnaire of 230 architecture students from a private university in Malaysia. The findings are significant as it leads to firstly, identifying the impact of current learning amongst students hence enabling short-term interventions to be proposed; secondly, exploring opportunities for the future as the new normal will not be the same as pre-COVID 19. In the likelihood that social distancing measures will continue into 2021, these findings will provide information that may help schools of architecture develop appropriate responses in the post-COVID 19 environments.

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

Veronica Ng is currently the Head of School of Architecture, Building and Design at Taylor’s University, Malaysia. She is an Associate Professor with key research interests on design studio pedagogy, regionalism and architectural identity, and contemporary Malaysian architecture. Her recent compelling initiative is the establishment of the Next-Gen Architecture Design Studio, a studio space for final semester architecture student in the University modelled based on co-working and collaborative work spaces. Her overall commitment to teaching and learning largely contributed to the curriculum design and accreditations of the Part I Part II LAM for the architectural programmes at Taylor’s University. Her collective experiences have led to her appointment as a member in the Council of Architectural Accreditation and Education Malaysia for the session 2017-2018, and she is active in committees within the architecture fraternity such as Architecture Asia Editorial Board Committee, DOMA Initiatives Architecture Foundation. She is active in leading the expansion of network and linkages through establishing partnerships and collaborations nationally and internationally with counterparts such as BetterCities, Shalini Ganendra Fine Arts, YTL Sdn Bhd, and Aga Khan Trust for Culture.