

MAKING IN THE VOID: HOW CHANGING TO ONLINE DELIVERY SHIFTS THE FOCUS OF TEACHING AND LEARNING FOR LANDSCAPE STUDIO

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1 ABSTRACT

This paper interrogates how the shift from a collective physical learning environment to an isolated distance learning environment has impacted the focus of teaching and learning in the landscape studio. The research draws on the collective experience teaching six discrete landscape architecture design studios across two institutions in Melbourne, Australia. Data from faculty observations, reflective surveys, and workshops on shared teaching experience has been collected and reviewed across a full year of online teaching. For this paper, the observations and findings from this initial work have been aligned with pedagogical theory to understand how online and face-to-face learning combinations might be harnessed for future studio development. Outcomes from the research suggest differentiating the skills that are taught in the design studio and how these can be supported with online teaching formats. Further, the changing nature of social interactions including connection and isolation as integral parts of design studio teaching can be better understood considering the conditions of the online environment. These findings contribute towards the pedagogy of landscape design teaching as it continues to adapt to completely online or hybrid teaching modes.

1.1 Keywords:

Design pedagogy, remote learning, studio teaching, landscape architecture