

00:05:04 ACSA Staff-1: Hi Everyone- Welcome to our webinar. There will be a live Q&A following the presentation. Please add your questions for the panelists here. Enjoy!

00:10:16 Anirban Adhya: Hello All! Thanks for joining us today.

00:10:33 Anirban Adhya: Hello All! Thanks for joining us today.

00:11:02 Jason Yeom: Hello Everyone! Thank you for joining us today!

00:17:16 Philip Plowright: Hi Ramzi, Hey, Elizabeth :)

00:17:58 Anirban Adhya: Hi Elizabeth! Good to see you here. Hope some of the ideas would help everyone. It is lot of planning and prep work - and - god/devil is in the details :)

00:18:16 Philip Plowright: Elizabeth - reach out directly if you need to run over everything. We complexly redesigned our first year studios a year and a half ago - both general design and our graduate foundation architecture courses. I can run you over anything you want.

00:21:47 Philip Plowright: Hi Ramzi, Hey, Elizabeth :)

00:22:35 Philip Plowright: Mural

00:22:47 Ramzi Almatrahi: Hi Philip!!! great to see you virtually :)

00:24:40 Anirban Adhya: Jolanda, students will, but it will be inconsistent - some will, some won't, there will be niche groups. Beyond those, we can provide a more equitable opportunity for them to communicate. Encourage them and then step out.

00:25:12 Jason Yeom: That's what we heard

00:25:31 Anirban Adhya: I am sure this will be available. ACSA can confirm.

00:25:54 Anirban Adhya: Yes, for sure. Thanks for joining us.

00:28:46 Karl Daubmann: Hey Valentina! I will get a link for you.

00:31:54 Philip Plowright: we didn't edit it - we delivered it live and in one take :)

00:31:55 Jason Yeom: For recording, Zoom is accessible for every students and faculty, so that is the main tool

00:32:25 Philip Plowright: it was all recorded in Zoom. Single file

00:34:19 Ramzi Almatrahi: If possible can the attendees please post chats to "All Panelists and attendees" :) I feel like I am missing some comments

00:34:27 Anirban Adhya: You are welcome. We are trying to leverage these opportunities online, which exists more spontaneously on campus.

00:35:41 Anirban Adhya: Right, Ramzi. I will re-post some exchanges.

00:36:20 Phillip Crosby: Which interface is this on the screen now? MIro?

00:36:31 Anirban Adhya: This is MURAL

00:36:47 Phillip Crosby: Thanks!

00:36:49 Ramzi Almatrahi: Thank you Anirban!

00:37:12 Anirban Adhya: Q:Thank you for a fascinating presentation. I'm wondering whether students won't set up their own informal communication channels even without faculty assistance?
A: students will, but it will be inconsistent - some will, some won't, there will be niche groups. Beyond those, we can provide a more equitable opportunity for them to communicate. Encourage them and then step out.

00:38:29 Anirban Adhya: Q: What platform(s) (Zoom, YouTube, etc.) did panelists use to record their separate presentation sections and edit so this "fluid" lecture was achieved? Thank you ACSA for this initiative :)
A: it was all recorded in Zoom. Single file - single take.

00:40:09 Kristen Smith: Hi Jolanda we will be talking about group work in the next section

00:41:09 Anirban Adhya: Question: What learning management system are you using?

00:41:09 Jason Yeom: Q: I have connexion problems, will this webinar be recorded?
A: Yes, the link will be released

00:41:21 Adam FINGRUT: Can you discuss the 'culture of making' - specifically studio based activities like model making, carving, cutting, assembling things? What kind of activities can you expect a student to conduct without a workshop or fabrication lab?

00:41:21 Jason Yeom: Question: What learning management system are you using?
A: We use Canvas

00:44:49 Kimberly Zarecor: Do you pre-arrange the groups for the semester or let students sign up to be in a group on a particular day?

00:44:55 janelle:hi!!! Question: are there specific examples of student work that has been adapted to be viewed on a screen? E.g., the photo of the model in one of Kristin's slides had a large/exaggerated stone hatch - was the purpose of that exaggeration because it was going to be viewed on a screen?

00:45:10 Anirban Adhya: Culture of Making without formal labs and workshops - challenging - we have attempted hybrid model (part online, part small group on-campus sessions) - clear step-by-stem instructions and tutorials - using mock-ups and quick modeling - does not replace a fablab, but address in other ways of making. Some studios have sent a "kit of parts" to make models and build on them.

00:45:19 Kelly Chow: When you are working with small teams (discussions) - do you make use of "breakout spaces" on the zoom platform?

00:45:58 Jason Yeom: Q: Do you pre-arrange the groups for the semester or let students sign up to be in a group on a particular day?
A: It depends on the faculty. In my case, I arranged all teams when the first assignment is released.

00:46:02 Anirban Adhya: small teams - we have used break out rooms effectively for discussions, crits, reviews

00:46:10 Kristen Smith: Adam - good question re Culture of Making. I think physical model making can and should still be encouraged in an online studio. It's reasonable to expect that students can do many of the same physical making activities that they can at their studio desk. The difference is to adjust expectations of fabrication / craft without the use of laser cutters, 2d printers etc. But emphasis also needs to be on the documentation of the model as part of the exercise. Also agree w/ Anirban's comments above

00:47:44 Philip Plowright: The bigger question about the culture of making is what are they making, why are they making it, what information is the model attempting to reveal, how should they document this information, learning from

- it, adjust a design based on it and ultimately communicate to others. We combine model building with photography and other forms of representation.
- 00:47:55 Kimberly Zarecor: @Jason - if you set up groups at the start of the semester, do you find that they miss out on getting to know others beyond that group?
- 00:48:31 Anirban Adhya: recording sessions - every second of the classes are recorded - class, lecture, crits - being online is equivalent to being in a room - so we set up norms and rules (video on) - the recordings are unlisted, only shared for view in class. nevertheless, there are privacy issues of video and recording we need to acknowledge.
- 00:49:32 Karl Daubmann: Question was asked about recording desk crits. In some instances every meeting gets archived for students to go back and watch or for other students to watch. If you find yourself repeating feedback you can send a specific section for other students to watch. These can be archived privately on YouTube, on canvas, or with a shared google drive.
- 00:49:38 Anirban Adhya: Question: what ap/ program was that student time zone map displayed on?
was it a live display?
Answer: It was just using Google My Maps - not live
- 00:50:07 Jason Yeom: Q: @Jason - if you set up groups at the start of the semester, do you find that they miss out on getting to know others beyond that group?
A: Good questions. Some students actually suggested two or three different team members through the semester. I haven't tried it yet, but this will solve the issue you mentioned.
- 00:50:22 Anirban Adhya: One slide, Karl controlled it.
- 00:50:54 Karl Daubmann: We had a shared google slide file. One of us shared the screen and advanced the slide. Not an easy task to pull off without saying "next" or rushing the speaker.
- 00:51:18 Kristen Smith: Re Janelle's question on adapting work: the exaggeration was not due to being viewed on screen. I don't have specific examples here, but adaptations for on-screen viewing are really about appropriate resolution and proportion of image. Also the slide-based presentation format work by sequencing narrative, rather as "impact" like the traditional formatted board. In other words, the work itself does not have to be adapted, rather the presentation of the work
- 00:52:20 Jason Yeom: Q: I'm wondering: is peer to peer feedback/ learning assessed/ graded? How are students incentivized?
A: Some later slides cover this question :)
- 00:52:34 Adewale Alabi: In my department, we are challenged with monitoring and supervising architectural design studio at the undergraduate level. Especially when it comes to final presentation of students' designs. This is because the accrediting body has made it a requirement to use manual drafting at undergraduate level. Are/were you challenged with the same issue? if you are/were, how did you go about handling the challenge?

00:53:29 Adam FINGRUT: our design studio is a 24/7 environment of activity. it propels students to put in more hours, work harder with their peers. how does isolation / online studio impact this type activity (motivation and achievement toward rigor and iteration)?

00:53:42 Karl Daubmann: One of my favorite making examples was Aaron Jones (another LTU faculty member) giving his students a FedEx box where the students made something and sent to another student in the studio. I appreciated the constraint of the FedEx box but the economy of that limitation.

00:53:49 Philip Plowright: You have to be extremely careful with peer to peer feedback. We use it mostly to adapt behavior rather than direct grading. Cliches, personal dislikes and the faculty inability to only receive "heresy" information are all ethical issues.

00:57:42 Anirban Adhya:Re Adam's question on 24/7 environment: culture of engagement in studio is a critical issue and we are still learning. The goal is to use strategies to break down isolation - consistent and constantly available shared open space (MURAL), continuous communication through formal channels, use of informal back-channels. and also relying on peer-to-peer learning.

00:58:31 Kimberly Zarecor: Can you say more about what is not working? This has all been very exciting, but what are the problems to watch for?

00:58:43 Ramzi Almatrahi: My biggest concern of online learning was the loss of "Studio culture", putting your work on the wall and the interactions with your classmates, but after seeing what Philip showed "student digital board" I felt a bit relieved since students can post some of their work for the class to see and start some discussion... From my experience some of my fondest memories during studio was desk critiques and the time spent in between classes (late nights with your classmates, bouncing ideas, and improving your design process))... So I am excited to see that LTU has a method to overcome most of these issues with online learning

01:00:03 ACSA Staff-1: Hi Everyone- this session is being recorded and will be available on our website: <https://www.acsa-arch.org/programs-and-events/webinars/>

01:00:56 david thaddeus: Thank you for an excellent presentation. Link will be important to circulate to colleagues who are unable to attend. THANK YOU

01:01:35 Karl Daubmann: Will! you are back. Kristen and I just co-taught a studio this summer that did this. I can share our experience if we don't get to it here.

01:04:47 Kelly Chow: how do you manage outcomes / teaching if you have some students who are on the ground and others who are remote (cannot attend physically)?

01:05:36 April Ward: any more thoughts/ recommendations on site visits?

01:06:30 Anirban Adhya: Question: Any more thoughts / recommendations on site visits?
Answer: If it is distributed students in different locations - video becomes a critical tool. easier in grad studios with more individual and matured capabilities.

01:07:53 CATHERINE WETZEL: What is the most indispensable piece of technology?

01:08:40 Anirban Adhya: Re books: some we, as faculty, with help of our library, provide scanned copies. Can't replicate physical space of the library. On the other hand, there are ranges of resources online from lectures to memes to visual examples.

01:10:04 Jason Yeom: Q: Since you were teaching blended/ online prior to COVID (?), how did the lockdown impact these programs?
A: LTU has been doing online course for a while, so every faculty taught at least one course online. Of course there was a panic moment, but the transition was smooth

01:10:10 Philip Plowright: @Kirsty we also discourage 24/7 culture and actively work against all-nighters. We also have a "pens down" rule before deadlines so all students sleep before final presentations

01:14:27 Kimberly Zarecor: Because of COVID, we plan mostly individual work, what benefit in the online environment do you see in team projects? We are thinking fewer teams in case we have students get sick or have to go to quarantine.

01:17:57 Kristen Smith: yes absolutely

01:25:03 Ramzi Almatrahi: Maybe Augmented Reality should take place of physical models

01:25:11 Carolina Manrique: Thank you for this session!

01:25:35 Jolanda Morkel: Fantastic presentation. Thank you very much for sharing your insights and experiences.

01:25:35 Philip Plowright: @Ramzi - we have it ...

01:25:38 Carmina Sanchez: Any thoughts on how to organize the best public reviews?

01:26:47 Dr. Brian Sinclair: Thought-provoking, timely and valuable presentations. Thanks LTU crew!

01:26:50 Elizabeth Kslacy: Thanks so much for sharing all of your insights!

01:26:58 Anirban Adhya: public reviews - zoom plus Facebook live - may be?

01:27:01 Ramzi Almatrahi: Awesome!!

01:27:17 Anirban Adhya: Thank you, all!

01:27:31 david thaddeus: Thank you. This was excellent.

01:27:41 April Ward: thank you

01:27:44 Kristin Jones: Great session, thank you for sharing!

01:27:51 janelle:thank you!

01:27:53 Kelly Chow: thank you

01:27:54 Ramzi Almatrahi: Thank you Everyone!!

01:27:57 Phillip Crosby: Thanks everyone!

01:27:59 philippe lupien: thanks

01:28:02 Ramzi Almatrahi: bye Philip!