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# ONLINE EDUCATION: TEACHING IN A TIME OF CHANGE

- **Paper / Proposal Title:**

New Studio Territories: Lessons from Hong Kong for seamless digital and physical interactions.

- **Author(s) Name:**

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- **University or Company Affiliation:**

University of Central Lancashire, Preston, UK.

- **Presentation Method.** I would like to:

- i. present via Zoom (with a written paper)

- **Abstract (300 words):**

In transnational education, and especially architectural programmes, the question of developing positive learning environments while enabling a distinctive architectural school position to emerge has been a constant dialogue with staff and students over the course of the last eighteen months within the Grenfell-Baines Institute of Architecture Hong Kong (GBIA-HK). The course initially offered as a unique part-time, transnational professionally validated course in architecture and from its inception adopted strategies to enable blended online provision with a complementing flying faculty team commuting across two continents. More recently however GBIAHK has needed to respond to both civil disturbances and global health issues, by developing resilient, agile, and positive learning environments for our students and staff.

Various aspects have provided a fertile ground for examining and testing four key themes for online transnational education as a 'place free' praxis for education.

The four themes of ***Act-In-Field, Process-To-Strategy, Construct-A-Journey, Experience-The-Terroire*** that emerged, can be seen as conditions to the success of positive learning environments, that utilize specific software, and course design strategies meeting our aspiration of creating seamless interactions between physical and digital learning environments.

Students experienced these themes and environments through GBIAHK's notion of thinking, making, and experiencing architecture through education, aspects that rely on a strong dialogue between peers, staff and positive learning environments, for deep learning across continents, time zones and cultures. These experiences have been an emergent laboratory of experimentation using existing and novel software technologies to enable 'Digital studios', and augmented 'Digital exhibitions' as the place for education.

Ultimately the project has sort to investigate the qualitative impacts of novel and new technologies adapted to the praxis of architectural education along these four key themes that are supportive to a peer led, positive learning transnational environment, whilst providing a structured approach for reflexive educational design in a particular time of flux.

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

**Simon Kay-Jones** is Course Leader for Architectural Studies in Hong Kong for the University of Central Lancashire and Research Manager for Tampere University, where he leads the Build for Climate initiative Facilitating the industry transition to a zero embodied carbon construction in Europe. He was research manager for the EU funded ECACEE transnational education Ecopreneurship Approach in the Context of European Environment and EU Funded project Professional development of pedagogical practices in the modern networked environment. He is a practicing architect in UK and Finland. Simon's research spans across architectural education, drawing & pedagogy, and material and spatial assemblage in design,. Presently Simon is a Doctoral student at the University of Tampere Finland, researching how the material world energises spatial experiences through framing matter.

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**Louise Janvier** is Course Leader for Foundation in Architecture at the University of Central Lancashire and Senior Lecturer teaching design studio and building technology in Hong Kong. Louise is also a site and place artist working in a wide variety of media often in collaboration with organisations including law courts, developers and architects to create interventions that reveal the dynamics of space. She has exhibited her artwork in the UK and overseas, exploring territory, borders and identity with a focus on the politics of location and presented work for Urban Encounters conference at Tate Britain 2014. Louise presented and published an article researching Virtual Reality for 'Between Data and Senses; Architecture, Neuroscience and the Digital Worlds' 2017 conference, titled 'Making the Invisible Visible: Art Interventions that examine the Future of Public Art.' Following a collaboration with VTC Hong Kong and UCLan 'Superus' materiality project study visit to Tokyo 2019, Louise presented the outcomes at 'La citta globale' AISU conference, University of Bologna. The subsequent paper and photographic exhibition titled 'Brilliant Cities' at UCLan explored the development of the built environment of Hong Kong island and the New Territories.

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