



The Building Technology Educators' Society (BTES) is an organization of architectural educators, passionate about teaching the technology of building design and construction. The mission of the BTES is to promote and publish the best pedagogic practices, relevant research, scholarship, and other creative activity to facilitate student learning, advance innovation, and enhance the status of our disciplines in the profession at large. The BTES is a 501(c)(3) non-profit organization

<http://www.btes.org>

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Reflect, Connect, Project

2020 BTES Summer Webinar Series

Session 1 | Alternative Pedagogies Chat Capture

Thursday, July 16th | 4:00pm - 5:30pm edt

- Rob Whitehead : Prompt #1: Although practice involves education as well, modeling our interactions too closely to practice can leave certain students behind because practice begins with an assumption of a minimum standard of professional knowledge. We can't, and shouldn't, assume this for students. We must dedicate a portion of our time with more explicit educational "instructional" activities. Can we use similar tools for remote communication? Yes.
- Georg Reichard : We hear a lot about collaboration here - is this collaboration among architects? Or across the aisle?
- Georg Reichard : In other words, has anyone had/tried experiences to harness the opportunity of online teaching along with engineering and construction?
- Winifred Newman : I can only answer for us Georg, but it is collaboration as a way to forward the knowledge about a problem - this means with anyone who is contributing to that discussion.
- Brian Lilley : @Mary - I agree with the weekly modules, it provides a great rhythm for the students. For us it has been useful to bring in outside voices for quick injections of knowledge as needed, and of course needs to be punctuated by design targets / reviews. We have tried to overlap courses to reduce coursework by 25%, but that has dangers too.
- Ming Hu : Well said, Rob, about slowing down! I always felt like we have been rushing students through lots of important contents
- Carmen Trudell : Remote for fall at Cal Poly, although the students may have access to work in the studios and shops.
- Georg Reichard : Hybrid at Virginia Tech
- Winifred Newman : Hybrid for us.
- Peter Wong : We did a survey of students recently. I think what we learned from that was their sense of losing touch with their classmates. What activities online, for tech teachers, might exploit in keeping them socially active academically that resolves some of the isolation. For example, study groups, site-visits, etc. Anyone have examples/ideas to maintain this chemistry?
- Carolina Manrique Hoyos : U of Idaho: HyFlex for Design Studio and most Virtual Meeting & Video Conference for lecture courses.
- Chad Schwartz : We are supposed to be hybrid, but like Rob said, so many unknowns still.
- Elizabeth Grant : Architecture labs and seminars seem to be encouraged to be in-person, large lectures online (but encouraged synchronous)--at Virginia Tech. Faculty are allowed to make their own decisions. Personally, I am not satisfied with the minimal mask requirements.

- Rob Whitehead : @Peter, exactly. We tried to assign them rotating groups for remote “desk crits”—we made assignments that asked them to interact with each other, to evaluate each-others work, etc. Telling them why we were doing it (“you need to learn from each-other”) so they know it isn’t just busy work.
- Elizabeth Grant : @Georg: we did a competition where architecture students were coached individually in groups by building enclosure consultants, who were all PEs.
- Mary Ben Bonham : At Miami U - all courses over 75 students must be online. Otherwise instructors get to choose if their course will go 100% remote, hybrid, or in-person. Our department has a combination. ALL courses will accommodate any students that elect to be remote, so like Michelle said, we will be teaching 5 ways at once. Plus, we are all expecting to go fully online at the drop of a hat...
- Ahmed K. Ali : So if design/build pedagogy is on hold as well. What are your thoughts on an alternative?
- Niloufar Emami : At LSU, all courses above 100 are online, the mid-size classes will be hybrid, and the studio will be in person on a rotating basis among students
- Ming Hu : For four years, I have contact many survey/poll to architecture students, at different level. They do not like team/group/collaborate work, 30-50% students, and the number is going up. There is deep working ethic/cultural shifting happening for younger generation. I have concern about “collaboration”, we need to define what it means in different context.
- Rob Whitehead : Marci U. you did this (arch & engineers working together) as well for comprehensive studio at Illinois, yes?
- Kathleen Dunne : Pratt has both architecture and construction management, and now have cross disciplinary minors for both. The BIM class in particular has been successful in this collaboration. I don't teach that class but would happily point anyone to the professors who do. We have a really large school, so this idea is for only part of our population. But my understanding is that it was well received. O really don't know how they are handling it now.
- Mary Ben Bonham : @Ming Hu, I agree there needs to be a balance between individual learning and collaborative learning. Both skillsets are critical. We ask architecture and interior design student to work in interdisciplinary teams. This works best when they are two to three years into the programs and have had a chance to establish what it even means to have an architectural vs an interiors design approach.
- Winifred Newman : How are schools managing access to labs? this is one of the sticking points for most..
- Mary Ben Bonham : @Winifred, our wood shop and computer labs will be open at 30-50% capacity, so classes will use them in shifts and there will be signup sheets. But it all falls apart if

have to go fully online again suddenly. So those profs have a back-up plan for alternate assignments that don't use the labs.

Winifred Newman : @MaryBen, Shifts seem like a good option when possible. We are trying to figure out how to sterilize between groups too.

Winifred Newman : Thank you to Shannon and Uli!

Carmen Trudell : @Michelle. I agree. A shift to modeling principles instead of modeling for beauty and accuracy could be a very productive way to slow down and focus.

Winifred Newman : Thank you to Shannon, Uli and Carmen!

Carolina Manrique Hoyos : Thank you for this webinar! Great BTES initiative.

Michelle Laboy : Thank you for organizing and moderating!

Rob Whitehead : thanks to BTES

Aletheia Ida : Thank you!

Carmen Trudell : Thank you to everyone! The videos will be posted on our webpage soon.

Mary Ben Bonham : Thank you BTES for organizing!

Niloufar Emami : Thanks everyone!

david thaddeus : Thank you all very much

Anne Nichols : thanks

Elizabeth Grant : Thanks, all.

Ahmed K. Ali : Thank you