00:10:00	Carol Mannix: Hi everyone! Welcome to our webinar. If you have any questions, please type them here. There will be a Q&A at the end of the session.
00:16:11	Jolanda Morkel: Great to be here, joining from Cape Town!
00:17:14	Carol Mannix: Thanks for joining us, Jolanda!
00:17:58	mark raymond: thank you - joining from trinidad
00:20:21	Carol Mannix (ACSA): Hi Adam- Yes! This session is being recorded and will be posted to the ACSA website: https://www.acsa-arch.org/programs-and-events/webinars/.
00:20:50	Elie Harfouche: Hello Mark and All, Elie Harfouche joining from Beirut
00:21:15	mark raymond: hi there Elie !
00:21:25	Nokia 6: Hello from Istanbul!
00:22:16	Carol Mannix (ACSA): Hi Aisha, Yes- the recording will include the presentations just as you are seeing them now! Thanks for joining us today.
00:39:36	Carol Mannix (ACSA): Hi Everyone! Thank you for joining us. This is a reminder to enter your questions here. There will be a Q&A at the end of the session.
00:40:52	Jolanda Morkel: How can a sense of community of learners, and peer to peer interaction and learning be promoted in an online studio?
00:42:39	Jolanda Morkel: What are the possible 'low tech'/ low data/ bandwidth strategies that might be employed to facilitate online learning in resource-poor contexts?
00:45:27	Brandon Ro: From those who have taught online design studios, do you find synchronous meetings (real-time crits) are more effective than asynchronous meetings? or vice versa?
00:47:05	Jolanda Morkel: My experience with online design studios since 2014 is that synchronous and asynchronous crits can be complementary. They bring different things to effect learning.
00:47:21	Tom Parks: A balance of both is ideal, even essential. Asynchronous work proved more effective than I would have expected at the outset.
00:48:32	Jolanda Morkel: Yes, informal learning is powerful!
00:49:07	Rob Hyde: What if students are distributed globally - restrictions politically or infrastructure of locale
00:52:21	Rob Hyde: How do you build a community rapport/ trust online if never meet student [or meet v. few times]
00:53:36	Victoria Jolley: Do you find progression/ completion rates are similar to traditional models?
00:53:42	Brandon Ro: I'm curious about interim and final design reviews with jury members. What formats have been successful? What types of deliverables do you require? Digital presentations, pre-recorded presentations, videos, etc. Do you eliminate physical analog model requirements?
00:54:08	Victoria Jolley: And group work?
00:54:12	Jati Zunaibi: Hi everyone. My question revolves around how student voices are truly being accounted for in these discussions. There's not one student representative on this panel which gives me (a student) pause on the accuracy of this assessment.

00:54:50	Rob Hyde: What are the most malleable flexible platfroms/ tools that don't drive the pedagogy - Zoom/Skpe etc are video conference calls but what are the platforms allow adaption and flexibility - moving from workshop to studio to seminar to breakout etc
01:00:47	Rob Hyde: There are always issues of identifying barriers to on-line.remote [can't do this/that] - but what are the shapers/ opportunities afforded - e.g. sitting with student looking at laptop vs both seeing screen [the students work and sketched feedback] while face to face as discussing work
01:01:59	Jolanda Morkel: I agree: synchronous and asynchronous, formal and informal, with and without the tutor/ educator. My students appointed a resident DJ to provide the music, and the rest co-created a sketch on the whiteboard, during a comfort break.
01:04:42	Rob Hyde: Does the online risk of recording etc mean that both student and tutor are cautious about anything that may be taken the wrong way - a risk of it feeling like a non-safe space and result in reinforcing orthodoxy / non-risk taking
01:05:02	Galaxy A70: well it was mentioned that due to this corona you are practicing with under grad... is this online education can go with first year students ... or for basic design studios as well? any specific recommendation for us who will carry this this semester this way?
01:05:36	Jolanda Morkel: In my research in the undergraduate online studio at a Cape Town University I found that the online studio does much to equalise asymmetrical power relations,associated with culture/ race, gender and expertise.
01:07:57	Samia Gallouzi: How about the experience of models and exploration process?
01:08:01	Jati Zunaibi: With all due respect, I think the response regarding "student voices" was a bit dismissive. In reviewing this topic within a historical context, the topics being discuss here (like the Life Model, play vs game community, etc) is not new. Thomas Dutton discussed this back in the late 80s with his article Design Studio Hidden Curriculum - it's a good read. Coincidentally he later went on to co-author the AIAS landmark report on Studio Culture back in 2001. Please do better in responding to students
01:11:42	Beth Lundell Garver: Thank you for the comment! Next time, we will be sure to include an online student on the panel!
01:13:56	Jolanda Morkel: We don't use the webcam in online meetings. Instead the focus is on the work on the screen, audio and markings. Although this was decided to save on data and bandwidth, but has proven to also help students feel more at ease presenting t heir work online, for feedback and discussion.
01:15:25	Jolanda Morkel: Thanks, everyone!
01:15:29	mark raymond: Thank you
01:15:29	Nokia 6: thank you!
01:15:30	Galaxy A70: thanks