

Physical and Virtual Space Community for Design Education

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1. Background

In preparation of continuous disruption brought on by COVID-19, the Department of Art, Media, and Design initiated a project in January 2022 to modify curriculum delivery for the Design Enterprise class. As most higher education institutions continue to operate on hybrid work models, many students are experiencing the worst parts of in-person and remote learning. In order to maintain the positive experience for all students, the instructor and the programme leader supported preparations for hybrid, interactive, socio-constructivist approach teaching over the course of 7 weeks. Challenges include hybrid teaching for a class of 73 students from 2 different programmes, and creating engaging business-related lessons for design students.

2. Methods

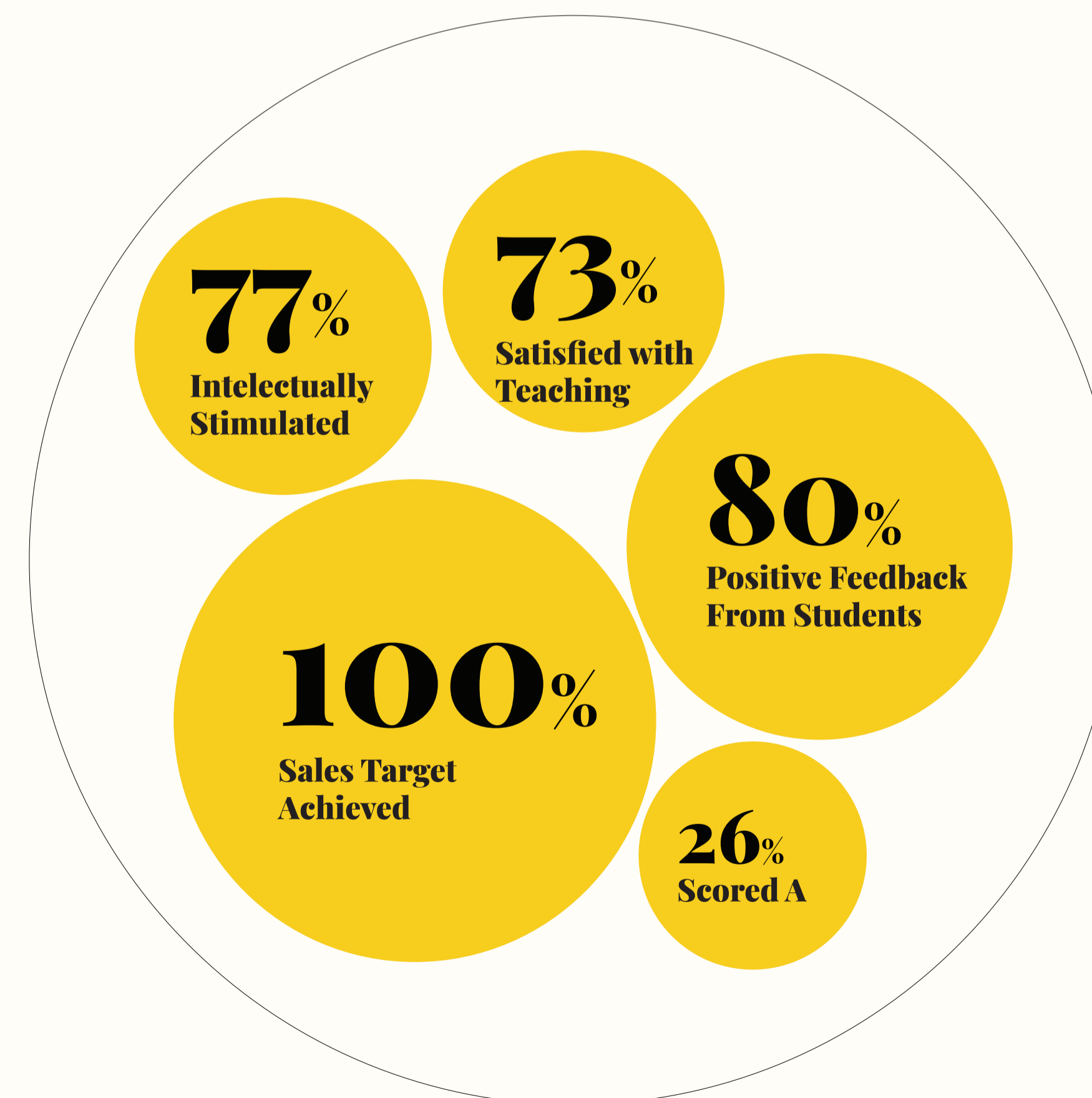
Participants: Design Enterprise module students
•n=73 Undergraduates
•Ages 18-23
•14% Male, 86% Female

Classes were conducted in hybrid mode with the help of Blackboard Collaborate Ultra. Miro, a collaborative online whiteboard tool was used for class activities for students online and in class. Lim, W. N. (2017) describes that the implementation of mobile-based interactive teaching model does encourage the engagement and participation of students in class.

Interaction and dialogue were foster among the peers, lecturer, and virtual industry talks from Dr. yasmin Rasyid (Lendlease) and Mr. Izzat Fadzil (MRANTI)

3. Result

From the student evaluation of subject and teaching, overall students were satisfied with the delivery of the class. Everyone achieved their sales target by week 6, *0% positive feedback from the students (19% neutral and 1% negative feedback about the duration of the course). In the teaching section, the instructor scored 73% satisfaction score and 77% of the students feels that the subject is intellectually stimulating.



4. Conclusion

In the future, this project could be expanded to consider collaborating with local NGOs and brands and Miro could be used to formalise feedback to students on their progress.

Teaching tactics in the post-COVID period of design pedagogy should nurture the multiple dialogic processes that characterise design education, in a compassionate environment that facilitates trust and encourages students to present their real selves, according to socio-constructivist assumptions about the nature of learning and teaching (Smith et al., 2022).

5. Acknowledgements

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6. References

- 1 - SOUZA, M. H. (2022). REAL-TIME Digital Collaboration: Miro provides flexible tool for collaborative work. TD&T: Theatre Design & Technology, 58(2), 20-27.
- 2 - Smith, C., Burns, S., & Wilson, M. (2022). Socio-constructivist pedagogy in physical and virtual spaces: the impacts and opportunities on dialogic learning in creative disciplines.



Miro
Online Collaborative
Whiteboard



Blackboard
Learning Management
System



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