MY LIVING POSTER 2022
DURBAN UNIVERSITY OF TECHNOLOGY

Access Wendle Dwaines's living-poster from https://www.actionresearch.net/writings/posters/wendle22.pdf

DUT ACADEMIC INDUCTION 2022 PROGRAMME.

At the end the participants were asked to prepare an 8 minute presentations in response to the question, 'How can I improve my practice?' These are Wendle's slides.

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For I know the plans I have for you," declares the LORD, "plans to prosper you and not to harm you, plans to give you hope and a future. (Jeremiah 29:11)

As students and lecturers face difficult situations today, we can take comfort knowing that it is not a promise to immediately rescue us from hardship or suffering, but rather a promise that God has a plan for our lives and regardless of our current situation, a plan to prosper and give us a hope and a future

CULTURALLY RELEVANT- KNOWING YOUR STUDENTS

Being able to gauge our students' background knowledge can help teachers create lessons that are culturally relevant. Being able to use this knowledge to help foster a classroom where students are motivated and engaged with the material is paramount to creating an environment where students can learn effectively. This lesson will help you understand the importance of background knowledge and how you can use it to create lessons that help motivate and engage students
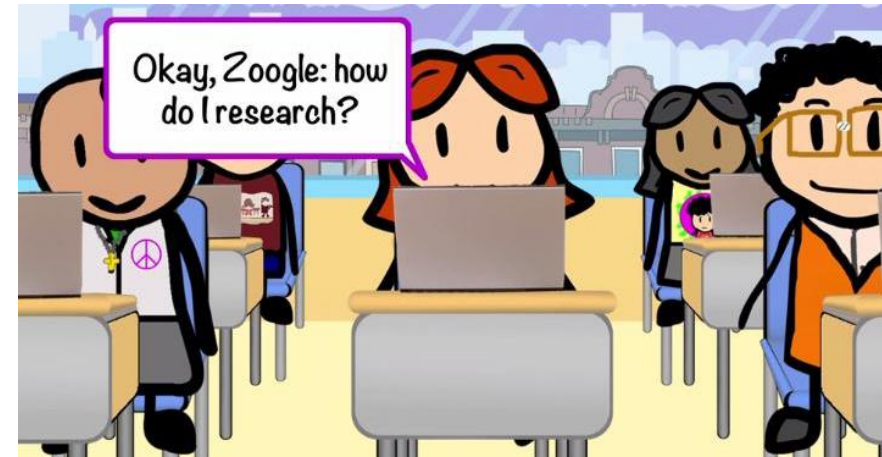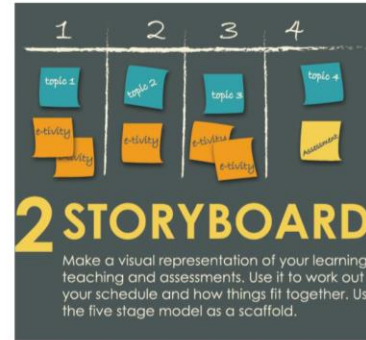
1 BLUEPRINT
Work with your team to lay out the mission statement for your course and work out what you want to achieve.

CARPE DIEM
6 steps towards future-orientated, student-centered **LEARNING.**

TEST YOUR SUCCESS

2 STORYBOARD
Make a visual representation of your learning, teaching and assessments. Use it to work out your schedule and how things fit together. Use the five stage model as a scaffold.

3 BUILD YOUR PROTOTYPE
Build your design in the online environment. Develop your e-tivities and test them in a real and practical way.

4 REALITY CHECK
Have your colleagues test your design and collect the feedback. Test out other participants designs.

5 REVIEW + ADJUST
Use the feedback to refine the design. Indicate where more work needs to be done and who might do the work.

6 PLAN YOUR NEXT STEPS
Assess the risks involved with being able to complete the course. Ask yourself what resources you are going to need and set clear deadlines !

The Carpe Diem Learning Design Model

The model is a cooperative, team-based approach to learning design and is suitable for designing or redesigning a course, module, unit, or programme. The idea behind Carpe Diem is competence-based and student-centred learning.

21ST CENTURY BLENDED APPROACH

Collaboration between students of allied disciplines and cultural backgrounds promotes engagement and motivation rise levels. This collaboration between students of the two mixed pedagogical approach of VDS and live projects forms a hybrid system. This hybrid system identified that students that are exposed to this hybrid approach show that's a student who works on projects that involve students working together with other disciplines, solving a real problem and working with members of the community outside the institution (e.g. clients or the industry) have more success in the real world compared to those that were exposed to conventional teaching
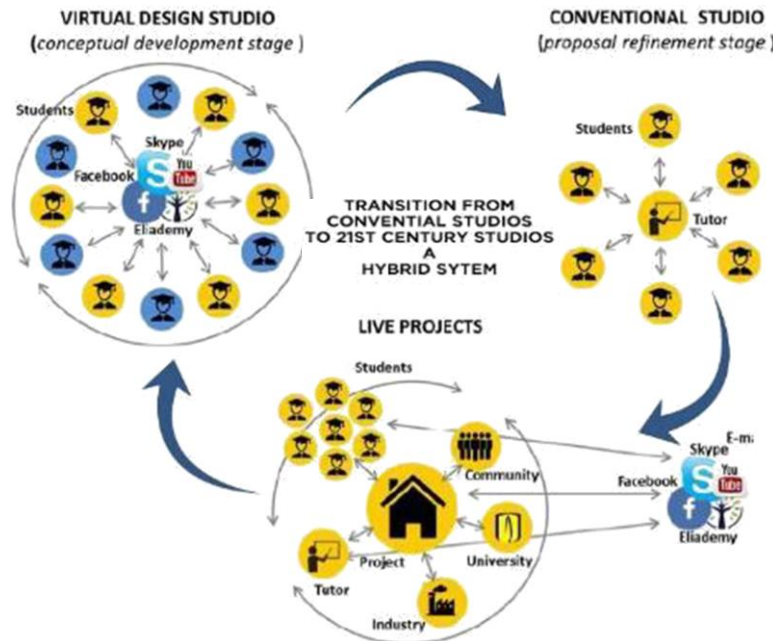
LINKING PEDAGOGY AND SPACE

Explore alternatives to architectural pedagogy and its studio environment, linking the pedagogical paradigm with its approach and its spatial prototype Collaborating through knowledge learning communities' social construction through spaces, these spaces should be arranged responsively and flexibly to freely move through these spaces according to their needs.

Delivering

Applying

Creating

Communicating

Decision Marking
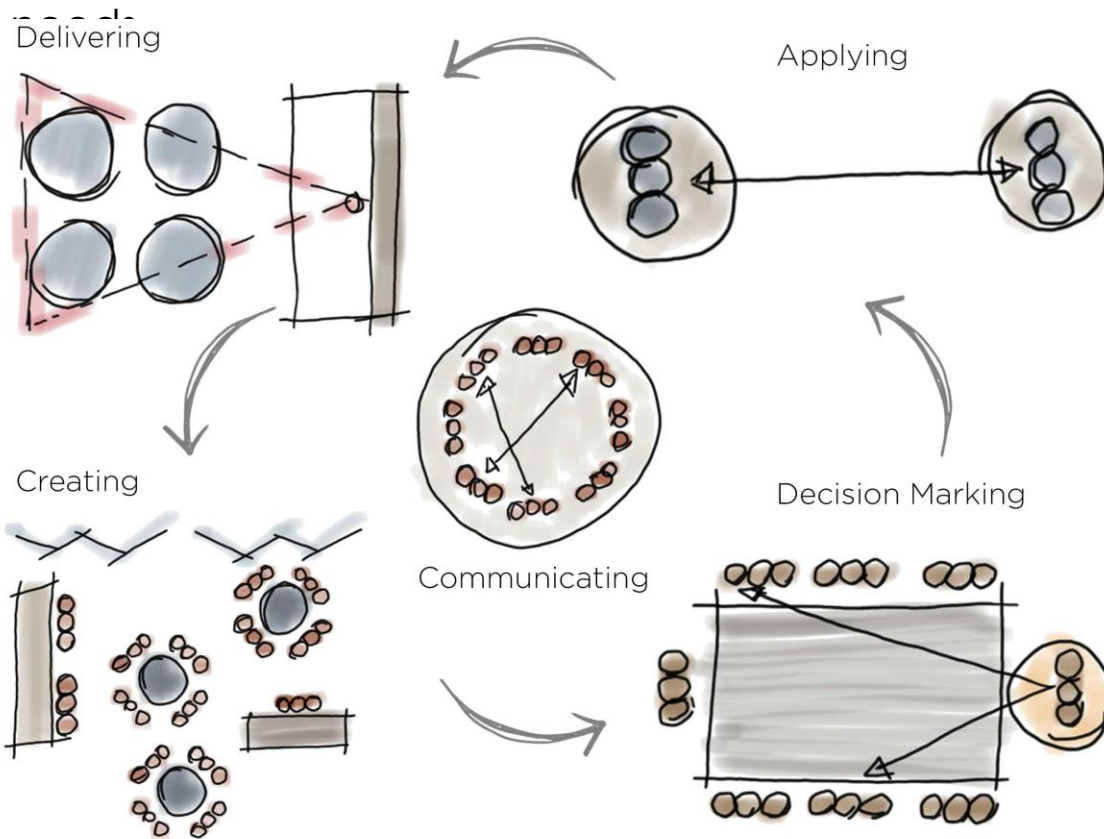
Collaborative spaces				
Syndicate rooms	Project room	Studio spaces	Internet cafe
Loose tables and chairs	Video/tele conference rooms	General purpose rooms	Computer studios
Case room/ study	Library	Board/ conference rooms	Specialist highly serviced space
Classroom/ training room	Work-station	Personal office	Personal study
		Self directive spaces	

21ST-CENTURY LEARNING MODELS

It has been established that the needs of Generation Z students and 21st-century pedagogy in architecture are evolving, and to support those needs, new emerging learning models have been designed as depicted below:

Student-Centred or Learner-Centred Learning- This is achieved by effectively and efficiently engaging students with unrestricted difficulties associated with a specific area, everyday lives, interests, culture and practices, that correspond to the respective student. This learning enables a unique learning experience, that is well-rounded with a more extensive understanding

Teacher Centred		Learner Centred
Content focussed	>>>	Process focussed – learn to learn
Memory	>>>	Critical thinking
Rote learning	>>>	Ability to communicate
Individual testing/ competitive	>>>	Work in teams/ collaborative
Problems not 'real'	>>>	'Authentic problem solving'
Set tasks within subject	>>>	Project based learning
Within discipline	>>>	Cross disciplinary learning
Rigid timetables & supervision	>>>	Self organise/ self-directed

CONNECTION TO THE COMMUNITY LOCAL AND GLOBAL

Universities play a vital role in the ideology of community-based education which seeks to align the universities with the local and global community

In the 21st-century architecture has a significant influence of the needs of the community and this can be done by integrating human activity withs its adapted site context, organized programmatic and interstitial space, and materials