Strategies in Remote Teaching of Architectural History for imparting Quality Education in the Pandemic-effected scenario

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Abstract

Teaching history has always been challenging for faculty. The subject requires constant storytelling, highlighting major terminologies, dates, events, people and places, and establishing a cognitive relationship between them. It demands an engaging pedagogy to present itself and its components to students, particularly today's generation of learners, who are technologically driven and lack attention as well as patience. This keeps the subject faculty on their toes and motivates them to keep innovating with multiple instructional tools and resources to convey the content and create an interactive and inquisitive learning environment. The pandemic has challenged this already gruelling discipline to new limits. It has led to acute need of pedagogical transformation and technological adaptation across several fields to make virtual learning comfortable yet effective. This research explores the potentials of remote learning, develops strategies to employ them efficiently and formulates a teaching methodology for history, enforcing competent academic delivery of the subject. The study revolves in the context of architectural history, but its prospects are not limited to the same. The methodology developed can be useful for teaching history as a cardinal or allied subject under various disciplines. These strategies are widespread and will be beneficial for enhancing the quality of history education in both online as well as offline teaching programs. This transformation in teaching methodology can help teachers exercise the visual, aural, motor and analytical skills of their students and thereby, enrich the learning experience.

Keywords: Content, Learning Experience, Pedagogy, Teaching Methodology, Online Education