

## Transcript

Title: Swinburne International Webinar Series: Architecture | Future of Architecture and Innovative Teaching

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### Zoe Brown

Hi, everybody. Thank you so much for patiently waiting while we head out. We're sorting out our technology. So today we'll be talking about the future of architecture and innovative teaching. Especially during this time during COVID-19, which I'm sure a lot of you are very curious to understand exactly how we've made that transition from face-to-face learning to an online style of learning.

So this is what we'll be talking to you about today. The session will run for approximately 30 to 40 minutes. If you have any questions, please don't hesitate to put your questions in through the Q&A box, and we'll answer it either during or after the session has finished. And so I'll introduce myself. My name is Zoe Brown. I'm the International Recruitment Manager for the Faculty of Health, Arts, and Design.

And today I'm very pleased to announce that I will be joined by Mehrnoush Latifi and Pantea Alambeigi. And they're our lovely academics from our architecture school, and so I'll let them introduce themselves to you.

### Mehnoush Latifi

Welcome to this info webinar session. I'll begin introducing myself. I'm Mehrnoush. I received my Master's of Architecture from Azad University of Iran. And I became licensed architect there. I opened my own practice before moving into Australia. I've been teaching and practicing since 2008, and worked on a variety of projects of various scales. From product design to interior, residential, commercial, even urban scale.

And the opportunity of teaching and practicing at the same time ignited my passion into pursuing my PhD in architecture, to focus on microclimate design and human-centred design approach, especially in a transdisciplinary environment. I did it at RMIT, and I received my PhD in 2018. Before joining Swinburne, I taught at the University of Melbourne and RMIT. And I've been teaching at Swinburne since 2018.

### Pantea Alambeigi

Hi, everyone. My pleasure to be here, and welcome to this webinar. My name is Pantea, and I'm an architect before anything else, with diverse experiences in various areas of design and practice. My

major area of expertise is acoustics and sound in architecture, and I got my PhD in design at Swinburne University with a focus on [INAUDIBLE] science and design in practice. And integrating sound performance analysis in the early stages of the design process.

My other research and design interest is day lighting, and the relationship between light and sound. I spent years practicing architecture in my home country and abroad, and developing my digital skills in residential, commercial, and educational projects. And I have also taught multiple architecture courses in studios since 2010, and I published papers, and journals, and conferences regarding my research in architecture.

And again, happy to be here with all of you.

## **Zoe Brown**

OK. So thank you both for your lovely introduction. So we want to talk about what are we actually talking about today. So what are we doing differently in architecture at Swinburne? So today's session will be broken up into two parts. The part one, we'll talk about our architecture at Swinburne in the undergraduate and post-graduate space. We're going to tell you about what's special about our program.

What does a future role career of an architect look like, and a little bit about our industry partners and projects. The second part will be more about the design process adaptation to online and that blended learning we were talking about earlier. So how have we changed our teaching? What are the benefits to adapting during a time of change? The new skills acquired during the lockdown.

And ultimately, the most important question is, will our students be career ready? OK. So I'll just give you a little brief background of design and architecture at Swinburne in general. Design and architecture is actually part of a faculty of three schools. So we have three schools of design, the School of Health and the School of Arts. And this is a really unique combination which no other university has.

It's a great platform for us because it enables our students to work on projects with other students, or even do research, that intertwines and collaborates with other schools within Swinburne. So it means that our design, our architecture students, will get to collaborate with health students, or with art students. So it's a really dynamic space. And one of the key areas for us are the benefits of our facilities.

So we have Design Factory Melbourne. This is a really exciting space for us. So it's basically a globally-connected network of 31 design factories all over the world. So you'll see a map there. There's a design factory basically in most of the main countries on the map there, and they chose to partner with us at Swinburne. So we are their only partner in Australia, and that's really because they see us as a very exciting and innovative school for design and architecture.

Our next wonderful facility is our Factory of the Future. And again, this is a really exciting space for our design, architecture, engineering students predominantly. It's something that Swinburne invested \$100 million in. So a lot of research and investment has gone into this amazing facility. And

it's really it's a wonderful space used to the collaboration between designers and engineering partners.

And it's a space to develop prototypes really quickly, and also utilize our VR, virtual reality environments. So that means we get to test our products before they're actually physically made.

### **Mehrnoush Latifi**

OK. Let's get started with the overview of a special point about architecture and facilities that we have. First of all, we have a three-year full-time Bachelor of Design Architecture. And further, you can take three different paths. Master of Architecture, Master of Urban Design Architecture, and Master of Architecture and Urban Design. With the opportunity of getting a scholarship even, and if you are interested in that, you can later have a chat with Zoe about that.

But let's see what other facilities we have specifically at Swinburne for architecture, and what are the main points. Our strengths actually lie in very strong practice space approach that we have. We have, as Zoe showed, a couple of facilities that is shared with the School of Design. It is showing that we are very multidisciplinary, and we keep that multidisciplinary approach in teaching and research.

Of course we are a technology-based university, and using latest technology is the core of our curriculum. We have access to top quality workshops, such as Protolab, KUKA robots, CNC machines, 3D printing, and more. The fact is that our Protolab that you can see in this slide is not just a place for proper fabrication, it is really engaging learning environment for students. And they get access to industry 4.0 machines, such as small and large KUKA robots, HP Jet Fusion 3D printer.

In architecture, making is a very important part of the design process. We believe that we usually think through making, and this approach helps the students to understand materiality, construction, limitations, and so on. Therefore, the core of our teaching is based on learning through making, and also testing. When we talk about the architecture really, people often think that architecture is just design of buildings.

But we design cities, we design buildings, but later. Buildings in cities are shaping our lifestyle, affects us mentally, physically. We spend most of our time inside building. Especially in such a situation, we realize how important it is to design comfortable space for inhabitants. Therefore, we should think about health and welfare of occupants, and their basic needs and rights. Therefore, our job as designers is far beyond design of buildings.

We should think about human experience in this space, environmental factors, natural energy resources, such as sun, wind. And some contemporary challenges, such as sea level rises, climate change, sustainability and energy efficiencies to enrich our design. This is why at Swinburne, design process is very important for us. And thinking not just about a single solution, rather thinking about the process to test alternatives and find a solution space to simulate the building performance using computational design tools, which we call it evidence-based design by integrating scientific approach to design of buildings at earliest stage.

## **Pantea Alambeigi**

I think it's a good time for architects to shift from [INAUDIBLE] in architecture to performative design within an integrated system. And this is why we apply design workflow, which is based on the research and based on the performance of a building, or an environment, that we are creating. We are not just focusing on the aesthetics of the design, but we are mainly focusing on the process of the design.

And this is what all designers and architects need to consider, and needed in future.

## **Mehnoush Latifi**

Industrial projects and partners absolutely, as we mentioned, that we have multidisciplinary or transdisciplinary approach in the design. A fundamental root of that is having links to industry, and asking industry partners to join us for teaching and learning. This is one example of a design research studio that we had this semester, was partnered with ARUP, which is international engineering consultancy with a Smart Cities Research Institute at Swinburne and CDI.

And the reason that we are mentioning it is because it shows that not only the leaders of the study, or in this case Professor Marcus White, from architecture and urban design. Myself and Daniel Prohasky from engineering backgrounds, and Dr. Xiaoran Huang from architecture and urban design, it is a really multidisciplinary teaching team, that they led the studio on very important topics of today.

The contemporary computation and high powered computing to explore urban morphology and typology for a study over shading, UTCI, and outdoor thermal comfort for simulating wind around the building. And even simulating the pedestrian accessibility to make sure that we are addressing many parameters at earlier stage of design. And in this study we partnered with industry to make sure that students are expanding their network, and we are providing them opportunity to be engaged with industry, to talk to them, and get consultancy from them.

## **Pantea Alambeigi**

Mehnoush, would you please go to the next slide?

## **Mehnoush Latifi**

It is the next, I think.

## **Pantea Alambeigi**

OK. Now I can see it, sorry. Yeah, and this is another example of the project, which is closely related and linked to an industry. This project is a sample, the one that is here, is a sample of students who work from this semester's master studio, Shape a Shelter, Shape the Sound. This is a project from Boroondara City Council. As some of you may know, Swinburne is located in Boroondara Council. And it's in Hawthorn suburb, which is very nice and rich suburb dated back--

With a rich history dated back to 1830s. And Boroondara City Council has recently targeted to recreate the neighbourhood for bringing more vibes to the neighbourhood, achieving sustainable

environment, turning spaces into the places, and also engaging community to empower and to actually nourish that living environment. As part of this project, Swinburne Design School actually engaged with this project, and many students in different departments actually worked on this project.

From being an opportunity for students to contribute to the community that they are studying in, and to actually have an opportunity to present their designs in wider and broader community, and society, and council. What this studio we had here was basically on how students can create an installation in this neighbourhood to actually promote the neighbourhood, and increase the liveliness of the neighbourhoods, promote the economy of the neighbourhoods, and bring more people into this precinct.

And it was, as I said, it was part of this broad project, which is advertised on Boroondara City Council website as a Glenferrie placemaking project.

### **Mehrnoush Latifi**

How have we changed our teaching over this tough time? Although we might think that online teaching poses a lot of limitations for us, at the same time, opens up a lot of opportunities for us. We tried variety of tools and technology. Online teaching using cloud-based systems and collaborative platforms, such as Mural, Miro, BIM 360, which is currently used in practice.

Zone Collaborative Ultra. Online reviews with internal and external reviewers from academic and practice, which provided very engaging sessions for students to get feedback from practitioners. And maybe it's a good idea to show you one example of the platform we use, and the way that our students demonstrated they work to practice as a kind of even virtual exhibition.

Can you see my screen or should I--

### **Pantea Alambeigi**

Yes, it's working.

### **Mehrnoush Latifi**

As you can see here, it is loading still. We had absolutely amazing and engaging virtual review with internal and external reviewers. And we had digital pinups using these collaborative tools that all of 50 or even 60 students and reviewers logged in to put comments or review their works. At the same time, we use some even simple form-finding exercise using simple modelling techniques and simulation techniques, such as computational design tools.

### **Pantea Alambeigi**

Also, beside all the limitations that we had by going online, we found many interesting ways to perform the sessions, the tutoring sessions and the practicing sessions with students with online platforms such as Zoom. And here is a sample of the desk crits, online desk grates that we had in a class with students. And it was a new experience for all of us, but it was very exciting and finally, a very productive experience for all of us.

And we also had online reviews with Zoom. As Mehrnoush mentioned, internal and external reviewers from academia in practice, and this was a great chance for all of us to invite the professionals all over the world to actually engage in our students' review. And give them a very constructive feedback that they would have never received without the online platforms and online review sessions.

### **Zoe Brown**

Pantea, can I just ask? So with the crit, from my understanding, that stands for critique. So that's that opportunity that you're talking about for our students to present their work to professionals and academics. So you're saying normally we would be in that face-to-face environment, but that's changed to that online desk crit. Is that right?

### **Pantea Alambeigi**

Yes. The desk crit is actually a phrase used in our architectural studio classes. That means that students have a chance to discuss their design each week with their studio leaders. And this was previously face-to-face classes in university and studios, and it was shifted to an online desk crit with Zoom this semester, the previous semester. Yeah. Mehrnoush, would you please turn the slide?

Yeah. And also, as Mehrnoush mentioned again, we had a great opportunity to focus on the digital skills of the students as part of the studio because we had to actually meet the modelling and physical experiences of the students. So we had more time and actually focused on the digital skills that students could gain during this pandemic and online sessions. As part of it was an online simulation and analysis techniques.

Computational design tools, such as Grasshopper, including Pachyderm, Ladybug, and Honeybee. And these are all technical digital tools for architects to be able to present their work, and to be able to prove their work is actually performing as it should be.

### **Mehrnoush Latifi**

As we mentioned, we also tried simple modelling techniques. And in this case, what you see is that students tried to apply rules and principles in nature for form-finding, and using [INAUDIBLE] to create forms. In this case, minimal surfaces. This is extensively used in research of [INAUDIBLE], and studying the surface tension. And provided opportunity for students to replicate the form in digital platform, and the forms that structurally are strong, and they study other performance of the form.

In other cases, even students, in this team of students actually, used very simple objects. And they dropped the object into the surfaces of water to study the surface tension because of the challenge of sea level rise to understand the dynamic behaviour of water. And they study that dynamic behaviour with digital tools and computational design tools, such as Grasshopper. And they apply the rules and principles that they learn from simple physical model-making and computational design tools into design of a building that engage people with their surrounding environments.

And in this case, try to engage people with water edge. Or even in other techniques, what you see in the right side, you see that they use sandbox, and they used sand and different geometry, or holes

into the surfaces, for generating different forms, mimicking the natural forms. And they use digital techniques to analyse the form they achieved with their physical model-making.

At the left side, you can see the simple box they created as a machine from form-finding. Even in other techniques that they used, with the hanging chain system, they applied the forces as principles and rules for form-finding. And they inverted the form to achieve the canopy design, and with very beautiful reflection on water to engage people. And buildings with their surrounding environment. In this case, waterfront development.

### **Zoe Brown**

Mehrnoush-- sorry. Can I interrupt? Just going back to that previous slide. That technique that you're talking about with the hanging part, that comes originally from one of the famous architects, Gaudi in Spain. Is that true?

### **Mehrnoush Latifi**

Yes, exactly. Exactly. He actually used this technique of hanging chain system for computing the forces and generating forms out of the integration of forces into that form, and inverted the form for the canopy design. And in other case, also again, students used the same rules and principles of integrating forces for form-finding. And what is interesting in this approach is that all of a sudden, you realize that the design has its own aesthetic value and beauty while they are acting as structurally active elements in the design.

In this case, rather than having columns, the canopy itself supported with the structural elements coming from the form-finding exercise.

### **Zoe Brown**

And this is all the students' work. Is that right?

### **Mehrnoush Latifi**

Yes. It is students' work. It is during the pandemic time. It is very fresh result from this semester. And new skills. We actually showed how students learn. Maybe it's a good idea to just-- because I cannot show this animated gif, but it has a value about content in that. That shows how students apply the computational design tools for addressing contemporary challenges.

And in this case, they use pedestrian simulation. This is the work of art students from a master studio this semester. And they did pedestrian simulation for accessibility for floor level. And the morphology study for addressing the issue of over-shadowing in a city context. And in this case, they tried to maximize the sunlight to the park next to that, and then they even study the shape of each units in the building to provide, to maximize the daylight inside a building.

### **Pantea Alambeigi**

Yeah. While some previous slides from Mehrnoush showed that hand in practice, a hands-on approach was limited during the pandemic because of the limit of access to the workshops. Still,

students were able to do physical modellings, and they were able to actually explore the geometry and form-finding with simple methods of physical modelling. And beside that, because we had--

By deleting that workshop time, we had more time to focus on the digital skills. We had more time to teach students the coding system, the architectural coding system with Grasshopper, which is a new method of parametric design globally. And it's very essential for students to have a better understanding of how coding system and scripting with Grasshopper, and other parametric design tools, is actually working in the practice.

Because it's the basis of many simulations and analysis that they're running in practice now, like Pachyderm, which is a sound simulation analysis. And in the next slide-- next slide, Mehrnoush, please. Yeah. And in this slide, this is, again, another computational tool for analyzing solar radiation and shadow study with Ladybug, which is another coding and scripting program for architects to use.

### **Mehrnoush Latifi**

An important question. Will our students be career ready? This is an example of our units at Swinburne. It is a professional practice beam building information management, and it's a very good example of showing how we invite people from practice and industry to come and teach students the latest technology, tools, workflow that are currently used in practice. And it's fundamental for them to learn, also expand their network.

The leaders of this unit came from one of the famous architecture firms in Melbourne, Bates Smart. And even at the end of the unit, we had the pleasure of receiving an award from them, and they actually gave award to students as one of the best projects in the unit. And the robot you see here is that even students who use all the technology we introduced in the Protolab, such as 3D printing, or laser colour printing.

They used it for model-making. And in this case, they designed a facade acting as a shading device. But at the same time in the left side, you see all of the tools and platforms that they used to achieve the result, or solution space, at the end. Hope this presentation address some of your questions about studying at Swinburne.

### **Zoe Brown**

All right. Thank you very much, Mehrnoush and Pantea. Yes, it was a really interesting insight into how we are conducting our courses of undergrad and postgraduate in the architecture space. And now I would like to invite-- we still have a couple of minutes remaining. So if anyone has any questions, if you'd like to write your question into the Q&A box, then we'll be happy to answer it as best as we can.

Well, I think we're a bit quiet on the question front. That's OK, Oh, wait. We have a question. OK. So this questions some highlights on courses being offered in UG and PG level in this space. So I guess if the question is about sort of what are the highlights in terms of the benefits of studying at Swinburne and the UG and PG for architecture. I think in terms of highlights, we have a beautiful new architecture school and space.



So as Mehrnoush mentioned, we have that wonderful Protolab where the students get to work within those amazing spaces to test out their ideas and use the technology, and the robots, to make those ideas, bring those ideas to life. Mehrnoush, maybe you want to expand a bit more on the Protolab as that's a key highlight for our students.

### **Mehrnoush Latifi**

Yeah. And students get this opportunity of having access to the latest technology available, and somehow supporting the Industry 4.0 approach. And as we mentioned also, it is very important to not only have the technology, but also the right approach to provide a very engaging environment for students to learn from other disciplines. Not only just architecture, and I firmly believe that at Swinburne this is very unique approach that you see some facilities are shared with other disciplines.

And you easily can find the opportunity to work with engineers, work with other disciplines, industrial designers across the board, which gives you a kind of a very broad insight. And we believe that we should actually provide our students with insight and critical thinking that is valuable for them, to come up with innovative design, ideas for unfamiliar problems. Our approach is not just teaching them tools, it is important and fundamental to provide them insight and knowledge to be able to adapt to this ever-changing environment and the technology coming after.

### **Zoe Brown**

I have another question. This is from a student I know myself, [INAUDIBLE] who's from Indonesia. And he wanted to know, he wanted to ask about the software we use for the passive cooling aspect. So do we teach CFD code or another software? I don't know the answer, but maybe you guys do.

### **Mehrnoush Latifi**

We are using, actually-- in this package that we showed, we are using Ladybug tools that is connected to other platforms, such as Energy. Especially if you use Honeybee, it helps you to connect to other platforms, such as Energy Plus. And yes, we use those plug-ins, actually, for passive cooling and heating.

For CFD simulation, for the unit that we showed the example from our master studio in this case, as you can see, not only they used Ladybug tools for sunlight analysis and solar access, but also they used CFD for wind simulation. In this case, they used [INAUDIBLE]. And they had the opportunity of working closely with studio leader from engineering backgrounds. And as I said, again, I emphasize that it is really multidisciplinary. Not only in the content and engaging with industry, but also in core teaching and making a team up from different disciplines.

And it's very helpful to have a studio leader with technical skills coming from engineering background. At the same time, we have professor from architecture and urban design.

### **Pantea Alambeigi**

I'd like to just answer a related question, which I can see in Q&A box, which is I guess the concern of - and the question of many future applicants that, do you have to be in these courses with a preknowledge of this software or not? The answer is no. Most of the students that we had this

semester, undergrad and postgrad, had zero knowledge of scripting, 3D programs, and other tools that we are using in the school.

And I guess this is the highlight of this university, that tutors are not only teaching the workflow and the design process, which is essential for designers. But they are actually teaching and providing a platform for you to actually be able to be your own teacher, to practice with the new software and new tools that you need to develop during your course, during your study in undergrad or postgrad.

You need to develop these tools to be able to be career ready in future. So I guess this is the highlight of this program is actually making you ready for into the practice for teaching you the software and the tools that they're already using in practice now. So it's something very practical. And yes, you will develop it during this study, and during this program.

### **Zoe Brown**

Thank you, Pantea. I'll just ask-- there's some questions around our 50% scholarship. So we'll cover the whole duration of the program, yes. For the postgrad, a master suite. So a Master of Architecture, a Master of Urban Design, and the double Master of Architecture and Urban Design. All of those programs have the 50% scholarship for this semester, semester II, commencing in August. So very soon.

There may be time to still apply. But generally, it is based predominantly on answering all the criteria. So you must complete a full application. You must submit a portfolio, approximately between 10 and 20 pages showing a variety of ideas, concepts, techniques. Preferably, yes, three projects, and to really talk through what it is that you're wanting to show us in your portfolio.

Also, you'll be asked a question as well, which you'll need to answer. And that's about 200 to 400 words in terms of your answer. And that will be around the topic of architecture and sort of your thoughts, and what inspires you, and that sort of thing. Yes, and so this is something that you don't actually need to apply for when it comes to the scholarship. It is something that you're automatically assessed on in your application.

So yes, that is that. There are some questions just regarding internship opportunities, and I think that's mainly geared at the master's pace. Would either of you like to comment on that?

### **Mehrnoush Latifi**

They have also opportunity of attending the internship program within industry, and be calculated as part of the points for the unit. But for getting more information on this, the best person to contact is the course director of architecture because we have certain units to cover that internship. But doesn't mean that we necessarily find a specific for all the students a specific firm to work in.

But yes, we have some sort of internship programs. And again, I highlighted that all we are doing as desk crits, and review sessions, and asking industry to come and teach students, especially for professional practice, means that they are showing their skills to professionals from industry. Like in the case of last semester, even a manager of a firm in Melbourne, a very famous firm in Melbourne, taught the students how to use beam and the latest things in that area.

And of course, it's a really great opportunity for students to show their motivation, to show their passion, to show their skills to industry, and get good recommendation, even, from them.

### **Pantea Alambeigi**

Just regarding the question, how often students have access to their tutors, this is-- we can say for the studios, students have official classes twice a week for three hours each session. And this depends on the course that you are taking, how many classes or how many hours you have in a week. But most of the teachers at Swinburne, and I've seen, are very happy to answer your questions via email, and they are always accessible for students.

Especially for students that were willing to participate and contribute to the class, and show their eagerness in learning more and more beyond the classes. So yeah, class hours and access to the tutors really depend on the course that you have, but it's really valuable.

### **Zoe Brown**

Yeah, adding onto Pantea's comments, Swinburne culturally is known as sort of like a big family. We are not the largest university in Melbourne, but we are all located on one campus. All the classrooms are accessible. Obviously in the online space, it's a bit different. But it does enable a lot of engagement and interaction with your tutors and lecturers. So the culture at Swinburne is very friendly, very open.

Our academics are here to support you and to help you to achieve, and ultimately succeed. And so it's also up to you to invest in that time with your academic. Go and approach them. Go and speak to them. Don't be afraid to ask them questions. If you're struggling, let them know so that they can provide the resources to help you. And that's really what we're all about. So I'm speaking on behalf of the academics here, but this is what I would strongly encourage you to do so that you get the most out of your experience.

We do have a question that comes up quite often. And that is in terms of the software required, does Swinburne provide a key code in order to access the software on the students' own computers and laptops? And how do students access the software in general?

### **Mehrnoush Latifi**

We have computer labs. And during the pandemic, students use VPN to connect virtually to computers at Swinburne. At the same time, many of the software packages that we are using are free. And especially if they have educational licenses, especially if they are from Autodesk. For example, for BIM 360, we provided, for previous semester, we provided many license for cloud-based system.

And we are glad that, actually, Autodesk provided this opportunity for us. And then for other plugins that we mentioned for Grasshopper, there are free plugins. And if the students wanted to use it, they can just download it and install it on their machine. But of course we provide students with all the software packages that we are using in our studios through Swinburne computers and labs.

**Zoe Brown**

Great. Thank you, Mehrnoush. We have another question, and that is something that both of you can expand on. In terms of the types of job roles, what can a student work in, and what sort of role, apart from an architect? If they have qualified as an architect, or even as an urban designer, urban planner, what sort of roles can architects do?

**Pantea Alambeigi**

[INAUDIBLE]

**Mehrnoush Latifi**

Yeah, maybe, do you want to go first? Go for it.

**Pantea Alambeigi**

Yeah. The one that's very common is students can actually get into the practice by showing their extra skills that they have in terms of analysis so they can actually enrol in consultant jobs as sustainable consultancy, and these type of things that firms normally need besides the designers and architects. So this is something that if they actually develop their skills during their study is something that they can focus on when they're looking for a job.

Mehrnoush, you can add to this.

**Mehrnoush Latifi**

Yes. And on top of that, there are, as Pantea also mentioned, you might be good at a certain topic or stream in architecture. For example, sustainability let's say, or BIM itself, building information management. Doesn't necessarily need to be an architect, but you can be BIM manager, or BIM leader, in the practice. There are a variety of roles that by gaining the skills and knowledge, you can go into practice and be a good practitioner, actually, in that area.

Far beyond just a registered architect, and support our community.

**Pantea Alambeigi**

And they normally don't need any registration with these type of skills. They just need to present the skills to the firms and architectural studios. So it's pretty much easier to get into these roles rather than a registered architect.

**Zoe Brown**

We also just have another question just regarding the orientation period. Depending if you're onshore or offshore, will the students get a virtual tour of the design and architecture in case they are looking to study on campus? Or is this not committed if you don't want to work from home? So I'm not quite sure in terms of the-- what I'm understanding from the question is, can the students see virtually our design and architecture school?

And so we will be having midyear --will be having what we call a Swintopea Virtual Fair. So that will enable you to go onto the Swinburne website. And you log into this game called Swintopea, and you

basically can navigate your way through the university in a virtual manner. And so you'll be able to see lots of our facilities, and how our university campus is structured. And you can ask lots of questions about your course and that sort of thing.

So that's sort of that first step. For those of you who are offshore, that will help you to get an idea of what our campuses look like. Yes, so that's probably the closest thing that you'll get well whilst we've got the travel ban. But of course in terms of Swinburne itself, we are a very diverse community. And as you can see, I have my wonderful international colleagues. We have academics who are at Swinburne, and they've come from all over the world.

And that also is reflected in the students as well who are attending our courses. So we have a very big domestic cohort, so Australian students, and the international students who do come through are from very diverse backgrounds. And that's a really great space for us because it enables our international students to work closely with our Australian students, to have that proper Australian international experience that they're looking for.

But also, they get to meet with other students from other nationalities, and really learn about other cultures. And that also comes into a lot of the design when concepts, and ideas, and inspiration from the backgrounds of these students. And this is something that the Australian students really love to learn about because everyone has their own story, their own different cultures. So this is something that also I would encourage you to bring through the course-- is your background, what inspires you, and that'll be great for everybody to learn about.

OK. So I think-- there is another question just about the kinds of electives that the university offers. I'll just start, and then Pantea or Mehrnoush can answer. But just with the double master program, so the Master of Architecture and Urban Design, I will let you know that there are no electives in this particular program. And that is because they've merged, they've taken out the electives so that the two can be merged into the one program.

So for that particular master program, there are no electives. But perhaps my colleagues can elaborate a bit more on the electives within the programs.

### **Mehrnoush Latifi**

For undergrad, there are a couple of core electives. And of course a couple of electives that you can take from other disciplines, depends on what your [INAUDIBLE] study. But yes, the answer is that we have integrated courses.

### **Zoe Brown**

OK. All right. So Mehrnoush, would you be able to flip to the last slide just with my details there, please? That would be lovely. So I'd love to say thank you so much for joining us today. It's been a real pleasure presenting our architecture programs to you and what we've been doing in this space, particularly as we've all had to adapt during what has been for many of us, a challenging time.

But this is part of life. And so this is something that we're continuing on, and we're also acquiring new skills during this period. And as you can see, we have great support in our academics. And yeah, sorry, if you do have any questions, you can see my email there. It's zabrown@swin.edu.au. So just

write that down. If you ever need questions or you'd like to follow up with another chat, I'm very happy to talk to you.

And yes, our next intake is in August. So it's coming up very quickly. Otherwise, I look forward to possibly seeing you in March next year. So anyway, if you have any questions, please feel free to contact me. All right. Well, thank you, everybody. And thank you so much, Mehrnoush and Pantea, for joining us today.

**Mehnoush Latifi**

My pleasure.

**Zoe Brown**

Thank you. All right. Well, have a lovely afternoon, everyone. And thanks again.

[END OF TRANSCRIPT]