METHODS, SPECIFICS AND BENEFITS FROM THE ONLINE CLASSES BASED ON THE EXAMPLE OF THE "DIGITAL LAB: REMOTE URBAN PLANNING BETWEEN ODESSA STATE ACADEMY AND KARLSRUHE INSTITUTE OF TECHNOLOGY"

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Evolution of Teaching Strategy in the Field of Urban Planning

Online learning is a significant issue in the educational scene today because of the COVID-19 epidemic, which has driven many educational institutions to switch to it. Although online learning increases the accessibility of the course, provides flexibility in the use of information, allows one to control the speed of learning online according to one's own needs, and provides access to many resources (videos, podcasts, and interactive tests). These resources allow for improving the quality of information as tools in addition to traditional learning strategies. Moreover, online education promotes and supports student engagement. Students can communicate remotely using several means of communication, including video conferencing, instant messaging, and discussion forums. Such collaboration can increase student motivation and engagement, improving learning outcomes. Nevertheless, online urban planning study is challenging and needs a specific approach. The development of New Urban Science shows new ways of acting upon the cities through interdisciplinary collaborations, including the co-evolution of technology, cities, and society [4, 5]. The significance of the organization of the classes needs to consider the vast horizon to explain, discuss and organize necessary information for the students. Understanding the broad urban context needs an interdisciplinary approach where urban digitalization plays a significant role. Future architects need to react and recognize not just superficial urban layers such as functional, transport organization, and provision of the open spaces but understand the interaction of social and natural layers of the city that promises new ways of knowing and managing cities more effectively. The recognition of such layers should be guided during the course. "The overview of urban sustainability research is one of the boundaries being challenged and then reinstated as a radical interdisciplinarity becomes increasingly reduced to a cognate interdisciplinarity and finally an attempt to 'outsource' the interdisciplinarity to the user communities" [2].

The online courses for urban planning should elaborate on these questions: Can we identify a reliable set of characteristics that explain a city's vitality and well-being?

Are there factors, such as size, density, or shape, that correlate with city health? What characteristics enable cities to adapt, change and evolve? What makes a city resilient?

Specifics of the Scientific Seminar and Team Working

The successful online process requires strong collaboration and specific qualifications that allow the broad observation of the collected data, their critical evaluation, and individual conclusion, all in a popularly scientific form, including the work with references, figures, and scientific content.

Online teaching relies heavily on instructor collaboration, enabling them to pool their skills and knowledge to provide successful and compelling online learning experiences. Instructors can encourage cooperation and communication between students and other instructors by using online resources like chat rooms and discussion boards, which can improve the learning process overall. Collaboration extends beyond cooperating during online lessons because every student has a different history, interests, and approach to the subject.

For instance, cooperation enhances learning in design classes and seminars and helps students see the subject from a wider angle. Students may debate and examine the subject in many ways when working together, which helps them to broaden their knowledge and perspectives. The students' ideas, sketches, and other creations provide light on their cognitive processes and help to create a more thorough comprehension of the subject. Meetings intend to improve creativity, collaboration, and productivity [3].

Instructors must create course structures that assume the most recent technological developments and are advantageous to students and instructors as technology evolves. The prominence of design classes and seminars that end in student presentations proves that our method of instruction strongly emphasizes the value of scientific work.

Our argument with students to work on scientific projects that can be published globally enriches the learning experience. This motivates students to provide more up-to-date outputs and teaches them how to conduct scientific research. Furthermore, educators may use a variety of venues to disseminate their work and reach a broader audience. This part of our online education is relatively new since it enables instructors and students to keep pursuing their interests in a global setting after the course has ended. As there is much confusing information in social networks that do not guide students in the right way, instructors must widen the scope of experience and train students to choose their future career path wisely. In this way, they can help them to improve their knowledge of particular subjects and architectural and urban planning abilities.

Challenges in Ukraine

Online teaching has become the new global norm in education, and Ukraine is no exception. However, Ukrainian students face unique challenges due to their country's ongoing war, making online learning even more challenging. One of the main challenges that Ukrainian students face is the need for more stable internet connectivity. The war has disrupted the country's infrastructure, making it challenging for students to access the internet consistently. This issue makes it difficult for students to participate in online classes, submit assignments, and communicate with their instructors and classmates.

The psychological effects of the battle on the students provide another difficulty. The prolonged dispute has made the pupils feel confused and afraid, which harms their mental health and general well-being. Students must be self-motivated and disciplined to succeed in online learning, but this is difficult to do while experiencing stress and worry. As a result, educators must be aware of the psychological effects of the war on Ukrainian children and offer the necessary help.

Language barriers can also be a challenge for Ukrainian students in online learning. English is the primary language used in most online teaching platforms, and not all Ukrainian students are proficient in English. This language barrier can create communication challenges and limit their ability to participate fully in the online learning process. Instructors must consider this language barrier and provide additional support to ensure students comprehend the course content.

The war's economic instability has also made it difficult for students to buy the tools and resources required for online learning. Several students in Ukraine come from low-income households and lack access to cameras, computers, and high-speed internet. Their ability to participate in online classes and complete the course successfully may need to be improved by their unstable financial situation.

Methodology of the Remote Mapping

The purpose of the urban planning scientific seminar was to compile an atlas of Lviv “remotely” from afar, the area studied in Odesa and Karlsruhe.

Lviv is a city with a rich history and diverse cultural heritage. It uniquely blends architectural styles, from medieval to Art Nouveau, and many historical buildings and monuments. The city has a well-preserved old town, a UNESCO World Heritage site. It is also home to several museums, art galleries, and libraries, which hold significant collections related to the city's history and culture. Furthermore, Lviv has a robust civic engagement and preservation tradition, with many NGOs and community groups working to protect and promote the city's heritage. Additionally, Lviv is a city shaped by different cultures and influences, making it an ideal place to study the

complexity and diversity of built heritage. Lastly, Lviv is located in a region that has undergone significant political and social changes in recent history, which makes it an interesting case study for understanding the impact of such changes on built heritage.

During the seminar, students have to involve, understand and anticipate built heritage from different perspectives: history and space (heritage, identity, etc.), people (migration, demography changes, civic initiatives, etc.), infrastructure (landscaping, transport, housing, etc.) on the example of the specific city of Lviv. Work in the seminar took place in teams of 2-3 people. Each of them worked on a project within a specific aspect characterizing one of the levels of the city's modern landscape.

The team considered each topic in a multi-level hierarchy of the main structural units of the city: city, district, micro district, and residential group depending on the specific topic team chose the scale and focus.

Consideration at the city level makes it possible to assess the connections of the district with the adjacent territories and strategically important objects for the city. The district level gives an idea of its main structure-forming elements - axes and nodes. The neighborhood shows the building structure. The level of residential groups provides an opportunity for substantive consideration of problems on a human scale.

The peculiarity of the seminar lies in the methodology for issuing assignments for groups. A new weekly task was given a stage, and the results were discussed at the end of the week. This allowed us to work purposefully and intensively, considering the presented developments, every week. The peculiarity of this technique is that during the week, the teams had to concentrate on solving only one question and formulate the answer to it, which made it easier to move on to the next question. The presentation overlapped different thematic layers by assigning a specific topic to each team: space, buildings, functions, and mobility. During this overlay, a joint project proposal was formed and formulated by 30 participants at once. This methodology differs significantly from workshops, where each team formulates its project proposal. Due to the short time, it conducts a more superficial analysis and needs to work out all thematic aspects in detail.

The challenge was that each team should work on a different topic, so, for example, the Space team could not discuss transport issues, even though transport issues directly impact space. This technique allows them to crystallize the framework of problems for each aspect and, during the discussion, exchange the results and find a common vector for the region's development.

The most significant value of the methodology is a precise sequence of solving the problem, from identifying the problem to developing a strategy. The work of each team was built on five key stages: situation analysis, goal setting, consideration of development scenarios, concept formulation, and strategy development. Each subsequent stage was a logical continuation of the previous one.

As a result of the seminar was collected the relevant information, observations, and findings discussed, critically evaluated, and finally visualized – as a collection of maps, which make the atlas of the contemporary landscape of Lviv from different perspectives: history and space (heritage, identity, etc.), people (migration, demography changes, civic initiatives, etc.) and infrastructure (landscaping, transport, housing, etc.

Literature:

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