



The present conditions—owing to the C19 pandemic—impose a new topic on our agenda for theorising in the *design œcumene*: if we want to work properly in class, we have to **expand** our *joint practice* and *notion space*, with *simple* designs that are operable in a *hybrid* class-room situation.

By ‘hybrid situation’ is meant a situation where the class is divided in *two*: *one* half participating in the class-room, the *other* half participating on remote. In practice, the classes are planned as Zoom-meetings with a head-quarter. The class-room being constituted as the headquarter.

The Zoom-meeting thereby will cluster around the class-room as its contact zone, putting different requirements on sound than the ones we lived with in the spring (w/each our in-built mikes), to more demanding recording conditions (using a Blue Yeti Pro as a *broadcasting* microphone).



At first it might not seem obvious. With time it might take on you. When we live—as we currently do—in times where we don't know *where* change is coming from, that we can start with what is right *in front* of us, and see if a key to a new kind of readability might come from there. Hence the iPad.

We'd *not only* want to see, but we's also want to *listen*. Taking the *current* as our vantage point. Will it help us this time too? So many questions I asked—even just one year back—don't make much sense now. I sense that we are all called to develop a new physical attitude toward the world.

The uncharted territory before us shouldn't come as a surprise: it is the edgeland—the between-space in which we may have been living since the beginning of human history. The interstitial space between contamination and connection: now, between viral contamination and digital connection.

Welcome to the *contact-zone*. Last year we started to work with contingency—literally meaning (from Latin) 'alongside-in-touch'—which we cannot now. Contact is about struggles to be worked out without touching, through *other* connective arrangements than those involving our bodies.

What presently is alongside-in-touch are the spaces that we operate from in class. If we move from the notion that we have two kinds of space—classroom *alongside* remote—to a single/unified space, there are other elements that need to be taken into account than space: namely, time and category.

Solving the transition may depend on our asking the right question: Is the particularity of the human body that it regularly *conjoins* several spaces? Under which conditions does it succeed in doing that? The point of departure is that it always conjoins the body's internal/external space.

Then there are the space where the body *could have been*—or, actually *has been*—that are *not only* passive references in social situations, but ones that individuals conjoin in their attempts to define *action* that runs *across* social situations in which they are currently being involved/committed to.

This is a way of (realistically) expanding the real: given that the real is *not* limited to the present situation. Evidently, there are a certain number of items that are allies of this *traffic*. Both architecture and communications are made to facilitate the expansion of the real *beyond* the present moment.

Evidently, the arrangements made for *hybrid* encounters—where some participants are on site, while the others are remote—determined whether/not this sort of facilitation takes place; or, on the contrary, obstruct the spatial conjunctions that the participants are able to embody/articulate.

The present conditions invite a re-location of the *tactile* from body-to-body contact to the *inter-spatial* connect. That is the body-contact that cannot take place in the class room, is substituted by a connection with the remote participants, and the class (as headquarter) becomes a *contact-zone*.