Academic integrity in undergraduate Architecture: one case of embedded communication development

Presented by
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OUTLINE

1. Introduction: learning context and project aims
2. Overview of embedding project: approach, theory, design
3. Phase 1: embedding development of academic integrity
4. Conclusion: evaluation and future
1. Introduction

**Learning context**

**Unit of Study**  
BDES1011 Architectural History and Theory

**Students:** 300  
- B(Design in Architecture),  
- B(Architecture and Environments),  
- B(Civil Engineering)/B(Design in Architecture)

**Project aim**

to address issues raised in previous year re student awareness of, and  
basic use of scholarly writing conventions relevant to the discipline

1. **Use of source material, citation, referencing**  
   Key issue: plagiarism

2. **Writing competence** (e.g. expression, grammar, logical argument etc)

**Approach:**

strategic, collaborative, theoretically informed and sustainable curriculum development

* **needs-based:** working with, and explicitly reporting re identified faculty needs

* **strategically aligned** with University-wide strategic focus (academic integrity; standards; communication as graduate quality)

* **collaboratively designed/delivered** by Faculty staff with Learning Centre staff

* **theoretical understandings** drawn on

* **sustainability driven** via progressive move away from delivery towards handover
2. Overview

Learning Design

- building capability by engaging with **assessment tasks**
- aligning assessment expectations of students and expert markers by engaging with *assessment rubrics*
- making explicit relationship between **rubrics, exemplars and knowledge practices** within the discipline

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2. Overview

**The literature: what do we know about using rubrics?**

‘Giving students **explicit criteria alone** is unlikely to result in them producing better work.’  (Rust, 2002: 152)

* Students need to ‘**actively use a rubric for self and peer assessment and revision** in order to reap its benefits’  (Reddy & Andrade, 2010: 444)

* ‘exemplars … … **used to supplement criteria and grade descriptors**’
  - offer ‘illustrations of assessment standards in practice’
  - ‘capture the tacit knowledge in grade descriptors’
   (Bell et al, 2013: 771)

* ‘**clarity and appropriateness of language in descriptors**’ a central concern
  (Reddy & Andrade, 2010: 445)
Programme: BDES1011 Weeks 1-8

**Task 1**
Students use rubric to assess past student’s Assignment 1.

**Focus only on academic integrity**
criteria – referencing/citation & integration of source material.

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### Online pdfs

- Assessment Task 1 + Critical Summary
- UoS rubric + A.I. elaborated criteria
- Links to A.I. learning resources

1. **Students shown** UoS rubric
   **Critical Summary** (past student’s)

   * Introductory Assessment Task 1
     ‘What grade would you give this’?
     ‘Focus only on academic integrity (A.I.) rubric’

2. **Elaborated version** of academic integrity criteria presented

3. **Homework:** complete Task 1
   ‘Review and justify your grade using rubric’

4. **Resources** to be posted online noted
Revised assessment rubric for academic integrity

**Criterion 1.** Appropriateness of referencing and citation to sources in the architecture discipline

**Grade descriptors:**

<table>
<thead>
<tr>
<th>Hi Distinction</th>
<th>Distinction</th>
<th>Credit</th>
<th>Pass</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate referencing and citation <strong>always consistent in style, always accurate and relevant</strong></td>
<td>Appropriate referencing and citation <strong>mostly consistent in style, mostly accurate and relevant</strong></td>
<td>Appropriate referencing and citation, <strong>but sometimes inconsistent in style, inaccurate, and/or irrelevant</strong></td>
<td>Appropriate referencing and citation <strong>present but very often inconsistent in style, inaccurate or irrelevant</strong></td>
<td>Appropriate referencing and citation <strong>not present or never consistent in style, accurate and/or relevant</strong></td>
</tr>
</tbody>
</table>

**Elaborated criterion:** *appropriate = CHICAGO STYLE*

* **consistent in this style** throughout your text and reference list
* **accurate** (i.e. all required information, form, sequence)
* **relevant** - **present** where required
  - in text where you have quoted paraphrased or summarised
  - **related** to your ideas in the text

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**Revised assessment rubric for academic integrity**

**Criterion 2:** Appropriateness of integration of source material from the architecture discipline into student text

**Grade Descriptors:**

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<th>Pass</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate integration of source material <strong>always present, accurate and clear</strong></td>
<td>Appropriate integration of source material <strong>mostly present, accurate and clear</strong></td>
<td>Appropriate integration of source material <strong>sometimes not present, sometimes inaccurate or unclear</strong></td>
<td>Appropriate integration of source material <strong>very often not present inaccurate or unclear</strong></td>
<td>Appropriate integration of source material <strong>never present, or never accurate or clear</strong></td>
</tr>
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</table>

**Elaborated criterion**

* **integration appropriate - method** selected (Quoting, Paraphrasing or Summarising) related to your topic and task
* **Integration accurate** - information from source and the way it is linked to your ideas **accurate** in content and grammar
* **Integration clear** - information from source is clearly **distinguished** from your own words and ideas
BDES 1011
Assessment Task 1:
Assess for academic integrity

BDES 1011 Peer Writing Assessment Task 1.
Assess sample student text for academic honesty. Use rubric provided on BB.

Readings Reviewed:

Comments on Material Read:
Marco Prascani’s "The Tell-the-Tale Detail" discusses the role of details as generators in architectural buildings. Details signify the role of structure of a building and the attached meaning that suggests this to be a result of concinnity, which is divided into three parts: Numbers, because in order to build, it is necessary to have number correlation. Secondly, finishing to the final dimensions of the building, lastly location that is the function and placement of the details.

According to Alberti in "The Tell the Tale Detail", beauty is composed of detail and the attached meaning that suggests this to be a result of concinnity, which is divided into three parts: Numbers, because in order to build, it is necessary to have number correlation. Secondly, finishing to the final dimensions of the building, lastly location that is the function and placement of the details.

Assessors, builders, and users to give an empirical experience used geometry-technique as a conceptual framework. The technique allows perception of ideas or signs of architectural details. Moreover, the architectural space suggests visual images of details developed by walking and touching through buildings. Details of Carlo Scarpa’s architecture show perfection as it shows the real nature of architectural drawings that suggests representations of the construction.

Helio Engle’s "Structural Framework" emphasizes on the details of a Japanese construction building. Engle noted that Japanese House is a "distinct constructional organizational feature and very technical", this distinguishes Japanese and western houses as it was built with the perfect method, economy and form. The structure of Japanese construction does not use foundations such as braces and struts, as they were able to support themselves. The foundation is only provided in the bearing members such as the columns to give "constructional lightness". This suggests protection to important parts of the Japanese wall framework is composed of joinery such as the columns, tie members and many more. The roofs are called kawase, known as the lean-to roof that allows both outdoor and outdoor verandah to exist. The kawase functions to protect wall openings from rain and sun.

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BDES 1011 Assessment rubric re academic integrity
UoS rubric + elaborated criteria

<table>
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<tr>
<th>Assessment Criterion</th>
<th>High Distinction HD</th>
<th>Distinction D</th>
<th>Credit C</th>
<th>Pass P</th>
<th>Fail F</th>
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1. *Appropriate referencing and citation* within text and in bibliography

   *citations consistent in style throughout text— always following Chicago Manual of Style*
   
   *citation present in text wherever words, information or ideas from source material are included/referred to in the text*
   
   *citation accurate* i.e. all required content (e.g. page numbers); in required form (e.g. abbreviations, punctuation); and in correct order

   *citation relevant* to ideas in student text
   
   *citations* in text listed in full in final bibliography together with any other source material read but not referred to

2. *Appropriate integration of Information* into text:

   i. *appropriate integration* method selected - quoting, paraphrasing or summarizing (Q.P.S)
   
   ii. *integration accurate* i.e. information from source is exactly reproduced if quoted; is correct in content and grammatically accurate if paraphrased and summarized
   
   iii. *integration clear* i.e. information from source - relevant to topic and task; clear in meaning; distinguished from student words and ideas (e.g. opinions from source /student opinion)
Embedding communication development in undergraduate Architecture

Communication development in the curriculum: Week 2

CLASS 2. Students bring their rubric-based assessments of student summary to Lecture 2

1. Students asked to discuss their assessments in small groups of four (10 minutes)

2. Lee/Dorothy lead class discussion: ask groups to report on grades they decided + justifications from rubric + any agreements/disagreement.

3. Lee/Dorothy give their grades: justifications shown on annotated summary - significant issues to do with each criterion discussed

4. Model student summary shown/discussed
   *Good analytical writing now pointed out
BDES 1011
Task 1:
Assessment for academic integrity

Referencing and citation present but not always where needed, almost always inappropriate in style, and/or incomplete, inaccurate

Integration of source material sometimes relevant & accurate; often inappropriate, inaccurate, unclear

Student summary: citations
Some of annotations in lecture

Marco Frascari’s “The Tell the Tale Detail” discusses the role of details as generators in architectural buildings. Detail suggests meaning of what the construction conveys by joining materials, elements, components, and building parts in a functional and aesthetic manner.

According to Alberti in “The Tell the Tale Detail”, beauty is composed of detail and the attached meaning that suggests this to be a result of concinnity, which is divided into three parts. Numbers, because in order to build, it is necessary to have number correlation. Secondly, finishing that is the final dimensions of the building, lastly collocation that is the function and placement of the details.
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Architects, builders, and users to give an empirical experience used geometry technique as a conceptual framework. The technique allows perception of ideas or signs of architectural details. Moreover, the architectural space suggests visual images of details developed by walking and touching through buildings. Details of Carlo Scapa’s architecture show perfection as it shows the real nature of architectural drawings that suggests representation of the construction.

*Integration by summary appropriate, relevant; grammar correct, meaning clear

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Heino Engel’s “Structural Framework” emphasizes on the details of a Japanese construction building. Engel stated that Japanese House is a “distinct constructional organizational feature and very technical”, this distinguishes Japanese and western houses as it was built with the perfect method, economy and form. The structure of a Japanese construction does not use foundations such as braces and struts, as they were able to support themselves. The foundation is only provided in the bearing members such as the columns to give “constructional lightness”. This suggests protection to the important parts of the Japanese wall framework is composed of joinery such as the column, tie members and many more. The roofs are called hisashi, known as the lean-to roof that allows indoor and outdoor veranda to exist. The hisashi functions to protect wall openings from rain and sun.

*Paraphrase in last paragraph not appropriate, relevance of these details unclear
Sample Student Summary: references in list

2. inappropriate in style, incomplete, inaccurate

Reference List


Communication development in the curriculum: Week 2

30-minute slot

WEEK 2 peer/class discussion

CLASS 2. Students bring their rubric-based assessments of student summary to Lecture 2

1. **Students asked to discuss** their assessments in small groups of four (10 minutes)

2. Lee/Dorothy lead class discussion: ask groups to report on grades decided on and justifications from rubric; also on agreements /disagreement.

3. Lee/Dorothy give their grades; show their justifications on annotated summary and discuss significant issues to do with each criterion

4. **Model student summary** shown/discussed
   *Good analytical writing skills now pointed out

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**Post-class 2. Online**

1. **Student summary fully annotated** by Dorothy and Lee

2. **Model summary fully annotated**
What is a good Critical Summary?

- **Integrating and citing** ideas and information from sources in your discipline that are relevant to your task
  
  ✯ But this is not enough!

- **Present source ideas analytically** e.g. categorise, generalise, logically relate ideas e.g. compare/contrast

- **Evaluate source ideas** i.e. assess them positively/negatively

**A model Critical Summary:**
when you select, integrate and cite ideas from the source material *in the service of* your analysis & evaluation of the source material.

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**Model Summary:** summarising and referring to ideas in both papers within a comparative analysis and evaluation of these papers

The architects Marco Frascari and Heino Engel both wrote during the 1980s on the crucial role of architectural detail in any successful construction. Frascari, discussing western architecture, argued for the significance and power of detailing in construction in his paper, "The Tell-the-Tale Detail". Supporting this view in a non-western context is the work of Engel who demonstrated the critical role of detail in one of his classic books on Japanese architecture, *The Measure and Construction of a Japanese House*. Both architects emphasized the centrality of detail to architectural design and showed its capacity to give a building style, character and beauty as well as functionality.

A key point in Frascari’s theory is that it is through the details in architectural drawings that an architect communicates to builders and craftsmen, and that they, in turn, interpret the architect’s vision of the structure and use of a building. Frascari noted the dependency that architects have on their builders and how their ability to cooperate successfully depends largely on the details in these drawings. Evidence of the important mediating role of drawings is provided in the numerous detailed drawings and floor plans in Engel’s chapter entitled “Structural Framework”. These drawings show how the structure of the Japanese house is made up of many intricate parts—foundation, pillars, walls, roofing, ridges—each of which consists of often tiny, yet sophisticated details, each relating to the whole. Together these details support each other in order to realise the simple yet appealing design of a Japanese house as well as to make it work so well. These drawings, and Engel’s accompanying narrative about how and why Japanese construction works, are a comprehensive illustration of the ‘tell-the-tale’ metaphor in Frascari’s title. They show that though architecture may be the plot, it is architectural details that actually tell the story of the building.

**Annotations**

Good critical summary:

- source ideas analysed + evaluated
- *Student analysis + summary of main point of F’s theory: ‘details in drawings crucial to success of building’*
- *Student analysis and evaluation: ‘E’s drawings prove F’s point’*
- *Student supports this evaluation by summarising what E’s drawings show/do*
- Student main point is based on his/her idea of the relationship between F’s and E’s work in two papers
4. Evaluation by students

* **Face-to-face component** rated more highly than **online**
  - (77%)
  - (65%)

* **Annotating of student & model texts** rated valuable by most
  - (70%)

  close behind were:
  - *Doing assessment tasks with rubric* (63%)
  - *Getting elaborated marking criteria* (62%)

Almost 50% students wrote positive comments

e.g “editing a good and bad piece of writing in front of us was extremely useful. it helped to refresh my writing skills. I rewatched the writing lecture section online after the lectures several times.”

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4. Evaluation – students

**Suggestions for improvement**

* most said ‘we want more’

  “more of everything”; “…throughout semester”; “more student sample texts”; “more model texts”; “further explanation of criteria”

* some wanted different time/place
  - not mid-lecture; not in lecture ‘tutorials best’

  “viewing and discussing examples is much better on a small group scale, engagement is really tricky in a massive lecture!”
4. Future

Collaboration on further development of resources
1. Finding/adapting/annotating more model texts
   more sample texts
2. Refining criteria and descriptors as a result

Further progress towards handover
1. Assessment tasks and feedback by tutors in tutorials?
2. Refine and add to online resources
   e.g. add ppts + audio of the four lecture sessions

References


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