Architecture embedding project

Context

Unit of Study  BDES1011 Architectural History and Theory  Semester 1, 2016
300 Students  Core first year unit in three Bachelor degree programs
               B (Design in Architecture),
               B (Architecture and Environments),
               B (Civil Engineering)/B (Design in Architecture)

Team:  BDES Unit of Study coordinator
       Learning Centre lecturer

Objectives: to address faculty issues regarding student awareness of and basic use of scholarly writing conventions in the discipline

FOCUS 1. Use of source material, citation/referencing  *key issue: plagiarism
FOCUS 2. Writing competence  coherence, logical argument, style, grammar

Learning Design

- building capability by engaging with existing assessment tasks
- aligning student and marker expectations by engaging with assessment rubrics
- making explicit link between rubrics-exemplars-disciplinary knowledge practices
Collaborative process in meetings and via emails

**Step 1** UoS coordinator and Learning Centre lecturer:
- * identify priority needs, delivery mode and timetable
- * discuss approach and learning design
- * view relevant material - UoS outline, assessment tasks, rubrics

**Step 2** UoS coordinator and Learning Centre lecturer
- * interrogate, elaborate &/or revise relevant assessment criteria in rubric
- * select, analyse and annotate past student assignments re priority needs (Fail/Borderline + Distinction/HD samples)

**Step 3** Learning Centre lecturer *prepares and UoS coordinator *consults on tasks + ppt + pdfs for website

UoS coordinator and Learning Centre lecturer
- * plan and run mid-lecture communication development sessions

**Step 4** Learning Centre lecturer and UoS coordinator * evaluate project
Project Overview: Weeks 1-8

20-30 minute face-face sessions embedded in 4 of the weekly 2-hour lecture slots

Online resources posted after/before each class in subject website for review/preparation

**Task 1 Weeks 1-2**
Students use UoS rubric to assess past student’s Assignment 1 (Critical Summary of 2 readings)

Focus **ONLY on academic integrity rubric**: Referencing and citation; integration of source material

**Task 2 Weeks 7-8**
Students use UoS rubric to assess past student’s Assignment 1 (same Critical Summary as in Task 1).

Focus **only on written expression rubric**: organisation, logical development and coherence; style and grammar
## BDES 1011 Assessment rubric re academic integrity + elaborated criteria below

<table>
<thead>
<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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</thead>
<tbody>
<tr>
<td>Appropriate referencing and citation to sources in the architecture discipline</td>
<td>Appropriate referencing and citation always consistent in style, accurate and relevant</td>
<td>Appropriate referencing and citation mostly consistent in style, mostly accurate and relevant</td>
<td>Appropriate referencing and citation, but sometimes inconsistent in style, sometimes inaccurate and/or irrelevant</td>
<td>Appropriate referencing and citation present but often inconsistent in style, inaccurate and/or irrelevant</td>
<td>Appropriate referencing and citation not present or never consistent in style, accurate and/or relevant</td>
</tr>
<tr>
<td>Appropriate integration of source material from architecture discipline into student text</td>
<td>Appropriate integration of source material, always accurate and clear</td>
<td>Appropriate integration of source material, mostly accurate and clear</td>
<td>Appropriate integration of source material, but sometimes inaccurate or unclear</td>
<td>Appropriate Integration of source material present but often inaccurate or unclear</td>
<td>Appropriate integration of source material not present or never accurate or clear</td>
</tr>
</tbody>
</table>

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
     - *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:
   - appropriate integration method selected - quoting, paraphrasing or summarizing (Q,P,S)
   - integration accurate i.e. information from source is exactly reproduced if quoted; is correct in content and grammatically accurate if paraphrased and summarized
   - 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)
Session 1  Academic Integrity focus

1. INTRODUCTION + materials on screen (5 mins):
   Unit of Study rubric from course outline
   Past student answer to UoS Assignment 1

2. CLASS TASK (pair discussion- 5 mins)
   ‘What grade would you give this for academic integrity?’

3. ELABORATION of RUBRIC (10 mins)
   Elaborated version of academic integrity criteria on screen

   HOMEWORK TASK  (materials to be posted online)  ‘Review your grade + be prepared to justify it using elaborated rubric’

Online pdfs
- UoS Assignment 1: Critical Summary (~300-words)
- UoS Rubric + elaborated criteria
- Links to online learning resources
Session 2  Academic Integrity focus + prep. for Session 3 Writing Skills focus

1. GROUP TASK: confer on grades of student summary and justifications according to criteria (group work - 7 mins)

2. LECTURERS lead class discussion: (5 mins)
   * groups report + justify (their) student grades i.e. Distinctions, Credits, Passes
   * lecturers respond + give the actual grade Fail

3. LC LECTURER presents justification for Fail grade (10 mins)
   by annotating student summary - focus on significant issues

4. LC LECTURER presents exemplary student summary (8 mins)
   * annotates exemplary academic integrity choices on screen
   * annotates exemplary writing skills (organisation/coherence) prep for Session 3.

Online pdfs

1. Student summary fully annotated by both faculty and LC lecturers
2. Model summary fully annotated by both faculty and LC lecturers
1. Links to writing skills resources annotated by LC lecturer

WEEK 2 peer/class discussion
Embedding communication development in undergraduate Architecture

According to Alberti in "The Ten Books on Architecture," prose detail is an essential part of architectural design. Alberti's concept of a "building body" is not just about the physical structure but also about the way it communicates with the world around it. This idea is further developed by Le Corbusier in his "Five Points of a New Architecture," which includes the use of columns, free plan, and inclined roof. The architectural language used in these works is not just about aesthetics but also about the way architecture can influence societal trends.

In practical terms, this means that architects must consider the social, cultural, and environmental implications of their designs. This involves understanding the context in which buildings are placed and the needs of the people who will use them. The use of materials, forms, and spaces must be carefully considered to ensure that the building not only functions well but also contributes positively to the surrounding environment.

The concept of "communicating" architecture is also relevant in modern times, particularly in the context of sustainability and social responsibility. Architects must consider the impact of their designs on the environment and work towards creating buildings that are not only aesthetically pleasing but also energy-efficient and sustainable. This involves using the latest technologies and materials, as well as engaging with the community to understand their needs and aspirations.

In summary, the concept of communication in architecture is a fundamental aspect of design. It involves understanding the context in which buildings are placed and the needs of the people who will use them. Architects must consider the social, cultural, and environmental implications of their designs and work towards creating buildings that not only function well but also contribute positively to the surrounding environment. This involves using the latest technologies and materials, as well as engaging with the community to understand their needs and aspirations.

Stefan Kazi

References:

Further Reading:
Embedding communication development in undergraduate Architecture

Links to learning resources on academic integrity posted on website

1. Sydney University

Learning Centre (LC) website - workshop timetables, self-access information and links to learning resources: [http://sydney.edu.au/stuserv/learning_centre/](http://sydney.edu.au/stuserv/learning_centre/)


      Identify the differences between quoting and reporting, practice language strategies to avoid plagiarism.

      Register online Monday 7 March 2016 - Places limited. Workshops are free of charge.


      Opens at Evidence, using sources, avoiding plagiarism and referencing

      Also gives information and further links to materials, learning resources, workshops

   iv. Resources: Link on LC home-page left and right-hand menus

      Recommended resource Write Site: [http://writesite.elearn.usyd.edu.au/](http://writesite.elearn.usyd.edu.au/)

      or go direct to Write Site - Module 2: Sources - interactive, graded learning tasks

      [http://writesite.elearn.usyd.edu.au/m2/m2u1/index.htm](http://writesite.elearn.usyd.edu.au/m2/m2u1/index.htm)

      Unit 3 Quoting and Paraphrasing

      Unit 5 Referencing

2. Adelaide University

For an overview of academic honesty, putting plagiarism in context and showing how learning to produce successful academic writing is the same as avoiding plagiarism: [https://www.adelaide.edu.au/writingcentre/articulate/avoidingPlagiarism/player.html](https://www.adelaide.edu.au/writingcentre/articulate/avoidingPlagiarism/player.html)

Offers audio presentation + simultaneous transcript

3. Melbourne University

Academic Interactive Resources portal AIRport - written information and exercises

Gate 1 Undergraduate skills

   → Academic writing

   → Academic Honesty and Plagiarism


   → Plagiarism Checklist

   → Paraphrasing
Evaluation by students

Aspects of course rated as most valuable:

* Annotating of student & model/exemplary texts 70%
* Doing assessment tasks on student sample with rubric 63%
* Getting and using elaborated marking criteria 62%

Almost 50% students added positive written comments:

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

  e.g. “It was good to be taken through other students work and have pointed out plainly and simply what was and was not effective. It was also very interesting to see what grades different responses were given”.

Plans for 2017 based on positive student and staff evaluations:

* to expand embedded course to all 1st year core Units of Study