

Assessing Student Learning in Architectural Field Trips at Clemson University

This course introduces students to the study of modern architecture, where a simple philosophy is adopted--an architectural design should harmoniously fit in its site, called "place". Through numerous field trips to visit a wide variety of architectural sites, the students will get to explore the

symbiotic relationship between architecture and landscape in person.

Distinctive Features:

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Designed Learning Outcomes (LO):

- I. To raise awareness and develop skills in identifying and interpreting both natural and artificial components in the world.
- II. To enhance verbal, graphic, and written presentation skills when communicating architectural and environmental ideas.
- III. To understand and appreciate that architecture and environment are mutually dependent and intertwined.

Coursework Teaching & Learning Activities:

- ✍ Field trips to a variety of architectural sites
- ✍ Seminar sessions: in-class discussion of the field trips and/or readings

Source: Thomas (2017) Course Syllabus

Assessment Approaches

Name	Learning Activities	Weight	Aligned LO	Type	Generic Skills
A1 Participation	<ul style="list-style-type: none"> - Field trips: Students are expected to attend and arrive on time for all eight field trips. They should keep a record of the field trips by taking pictures, notes and sketches. - Seminar: Students are expected to give active and constructive verbal contribution to in-class discussion. For each seminar session, students are asked to prepare some freehand conceptual sketches based on the field trips and/or readings. These sketches are intended for an easier communication between participants. The sketches must be drawn on either an 11"x17" board or heavy paper, and accompanied by a brief written observation and reflection. - Summary Booklet & PDF: At the end of the course, students are asked to submit one hard copy (a bound booklet) and one soft copy (in 	80%			

	the format of PDF) of all the works they have done over the course period, including copies of all the sketches, written reflections and observations, and final essay.	
A2 Final Essay	Students are required to complete a 2-3 page long essay addressing the learning materials, themes, and ideas covered in the course. The final essay is considered to be the student's personal learning summary and hence it should contain an in-depth reflection in relation to the student's experience of the course. Late work will result in one grade lower than the received grade.	20%

Assessment Type

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Assessment Focal Areas
Holistic competencies: ...

Knowledge application: ...
Reflection: ...

Assessment Standards/ Sample Rubrics

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	Description	Marks
General Grading	• Excellence in most areas of evaluation, high competence in others.	A (90-100)
	• High competence in most areas of evaluation, competence in others.	B (80-89)
	• Fulfilled all course requirements with competence. (Competence: the answering of all requirements; adequate fitness, ability, capacity; sufficient for the purpose.)	C (70-79)
	• Less than competent work in one or more areas of evaluation. One or more requirements lacking and/or sub-standard quality.	D (60-69)
	• Substantially incomplete work and/or work of an unsatisfactory quality.	F (Below 60)
	• Work left incomplete at the end of the semester due to circumstances beyond the student's control.	INCOMPLETE

Source: Dalhousie University (2017) Course Syllabus

	Criterion
A2. Final Essay	Depth: – Depth and methodology of reading and research
	Knowledge: – Expressed understanding of the material
	Critique: – Degree to which the essay reflects creative, imaginative, or otherwise thoughtful comment or critique
	Basis: – Validity of point of view, and effectiveness by which that position is developed or defended

Structure:

- Degree of logical development of the ideas and supporting evidence

Writing:

- Quality, tone, and effectiveness of the writing

Grammar:

- Competency with language and grammar (using The Chicago Manual of Style as a standard)

Source: Thomas (2017) Course Syllabus

Teacher's Stories

Prof. James G. Thomas, Clemson University School of Architecture

Professional Engagements

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Motivation

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Students' Side of Stories

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Featured Video/ Photos

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References

Thomas, J. G. (2017). *Architecture and the phenomenon of place* [Syllabus]. Charleston, SC: School of Architecture, Clemson University.