AALL, Geelong 2017

# **Issues in sustainability**: embedding communication development in first year architecture

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LEARNING CENTRE, ACADEMIC ENRICHMENT

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# Issues in sustainability:
## embedding communication development

## Outline

1. **Background & Aims**

   **Literature and experience**
   what we know – what we don't know – what we should do

2. **One case of embedding in first year architecture**

   **Description** what we did

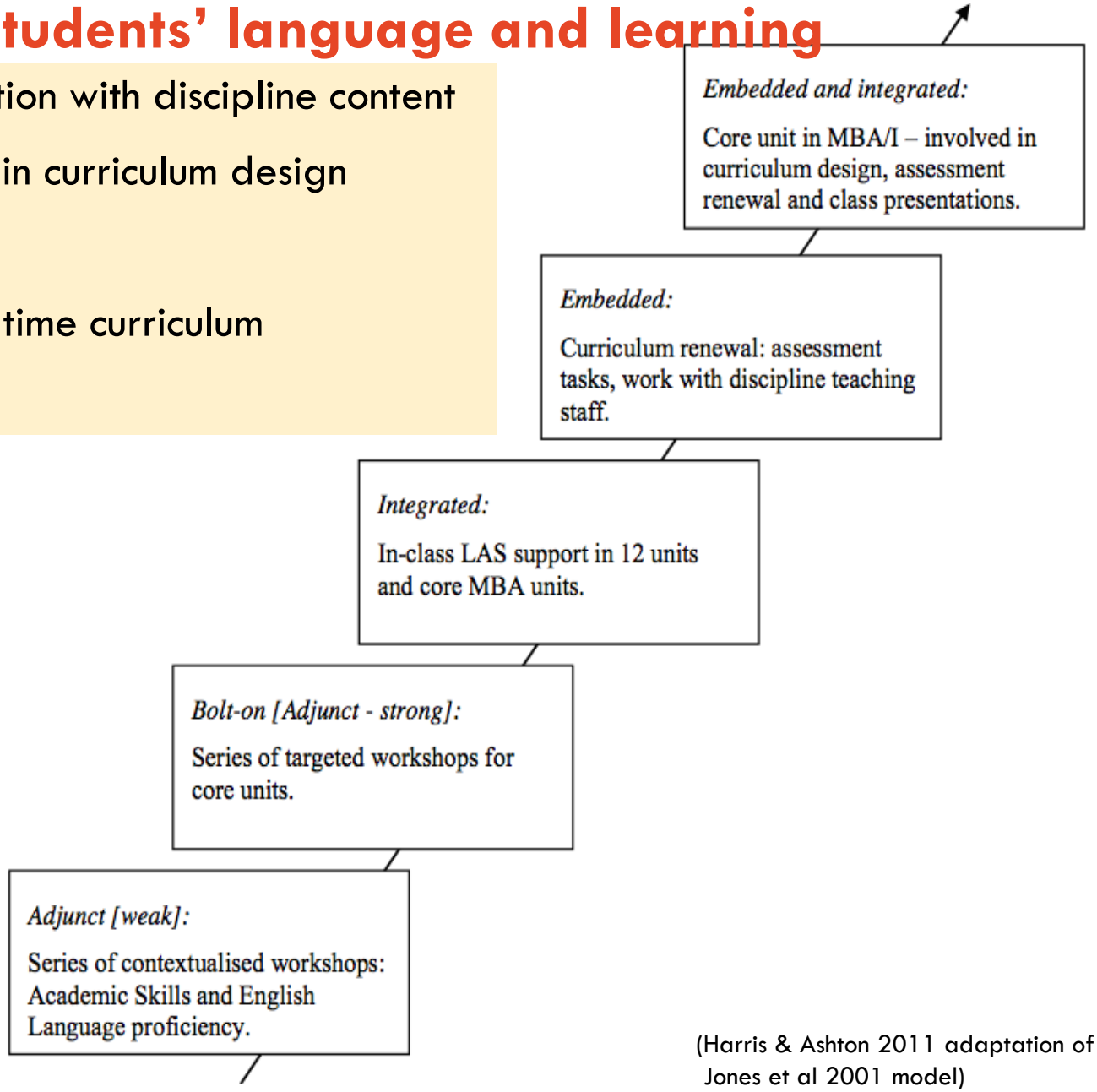
   **Interrogation** what worked – what didn't
   i.

**Acknowledgements:**
Bronwyn James, Learning Centre
Lee Stickells, Architecture

# Background: Approaches to supporting university students' language and learning

- Integration with discipline content
- Involvement in curriculum design

- Inside / outside class time curriculum
- Teaching




(Harris & Ashton 2011 adaptation of Jones et al 2001 model)

# Background Embedding communicating development

**Literature:**

embedding and integrating the most sustainable approach

(Arkoudis & Starfield, 2012; Briguglio & Watson, 2015)

**Experience:** set of 'sustainability principles' emerging from this work

(successful FASS project - Harvey et al, 2014)

**Problem:** Successful case studies - all costly in time, money and staff

**Question:** **Can we do a low cost, no frills embedding?**
**Can we apply sustainability principles to it?**

# Issues in sustainability

## Sustainability Principles (drawn from Harvey et al. 2014)

*needs-based: respond to identified faculty needs

*strategically aligned: with university-wide strategic focus

*key stakeholders invested: in faculty and beyond

*collaboration between faculty & AL staff: designing & producing resources, teaching

*linguistic, pedagogical & disciplinary understandings drawn on for design

*sustainability driven: aim to progressively move away from delivery towards handover

# Issues in sustainability:
## embedding communication development

**One case in first year architecture**

**Description:** preparation, design, implementation and evaluation

**Interrogation in terms of sustainability principles**

i. what worked – what didn't

ii. what could be built on – what should be changed

# Project description

Core 1st year Unit of Study: Architectural History & Theory

Students: 300+ B(Design in Architecture); B (Architecture & Environments); B(Civil Engineering)

**Aim:** developing foundational writing competence in the discipline

1. Use of source material, citation, referencing ***issue of plagiarism**
2. Writing competence 'expression, grammar, coherence, logical argument

**Time: preparation 2-3 weeks** before Week 1

(focus, design - research, resource development)

**delivery 4 x 30 min** sessions (midway weekly lecture slot)

**Collaboration:** course coordinator-lecturer and me

- design, production and delivery of resources

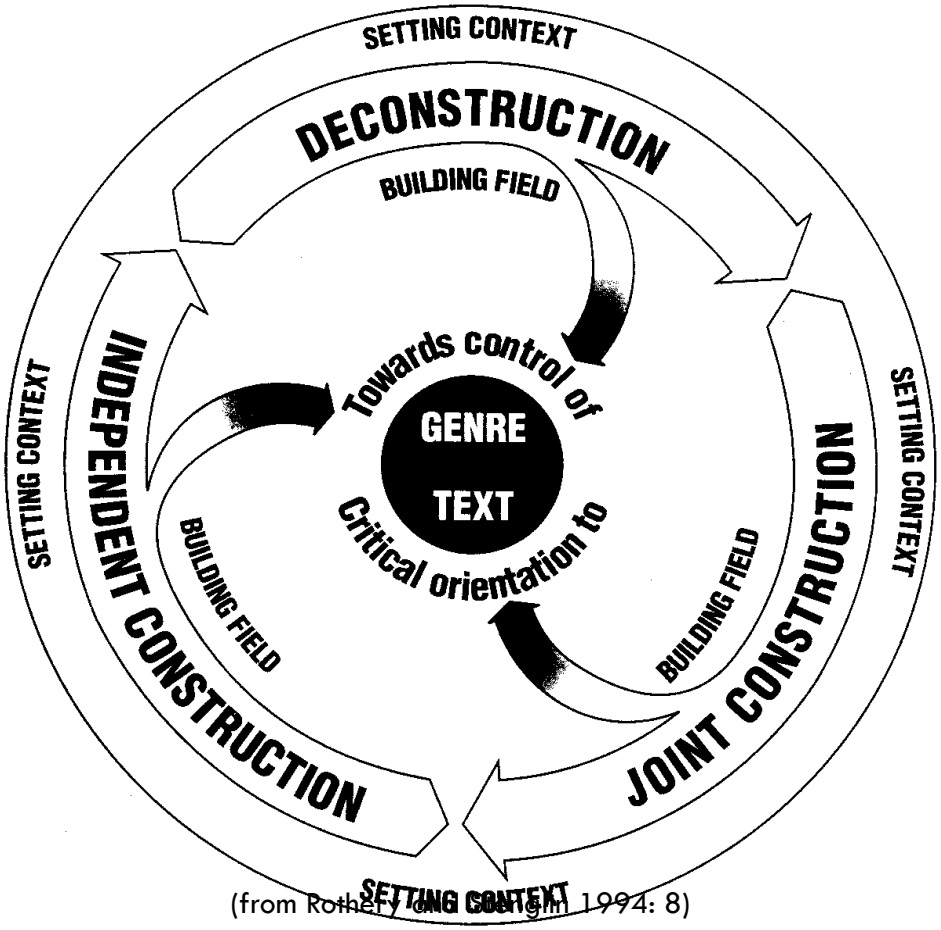
# Theoretical understandings: SFL descriptions of language

| meta-function / stratum | ideational | interpersonal | textual |
|---|---|---|---|
| genre | orbital / serial structure | prosodic structure | periodic structure |
| register | field: activity sequences taxonomies | tenor: power solidarity | mode: action/reflection mono/dialogue |
| discourse semantics | ideation external conjunction | appraisal negotiation | periodicity identification, internal conjunction |
| lexico-grammar | transitivity, nominal group, classification, description, enumeration | mood, modality, polarity, comment, vocation, person, nominal group attitude | theme and information, deixis, ellipsis, substitution |

(Martin and Rose,2007)

# Theoretical understandings: SFL pedagogy (T-L cycle)

## scaffolded approach to communication development




(from Rothery and Stenglin 1994: 8)

**Setting** up the social **context** of the genre and **building field-knowledge** at all stages:

1. **Deconstruction**: modelling and providing explicit knowledge about structure and language

2. **Joint Construction**: shared genre construction through metalanguage learnt during deconstruction (teacher guidance, increasing student control, collaborative peer writing practice, feedback)

1. **Independent Construction**: taking control of own writing, increasing potential to 'renovate' or critique genres

(Drury & Mort 2015, Martin 2000)

# Understandings from practice

## Learning Design

(Rust, 2002: 152; Reddy & Andrade, 2010: 444-445; Bell et al, 2013: 771)

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

## Discussion – Research

## Resources

# Embedded Programme: Weeks 1-8 in 12 week semester

**Online resources posted after/before each class for review &/or preparation**


TASK: peer assessment of sample Critical Summary (Assignment 1) **'academic integrity'** criterion only

TASK: peer assessment of sample Building Study Report (Assignment 2) **'communication'** criteria only

# Working on the assessment rubric

**ORIGINAL**

**Criterion:** *Appropriateness of citation and referencing to architecture discipline*

| Hi Distinction | Distinction | Credit | Pass | Fail |
|---|---|---|---|---|
| Appropriate referencing style, consistently and faultlessly applied | Appropriate referencing style, consistently applied with very few lapses in accuracy or relevance | Appropriate referencing style, with occasional lapses in accuracy or relevance | Referencing present but inconsistent in application and occasional inaccuracy | Lack of consistent or appropriate referencing, with many inaccuracies |

**REVISED**

| | | | | |
|---|---|---|---|---|
| Appropriate referencing and citation ***always*** *consistent in style, always accurate and relevant* | Appropriate referencing and citation **mostly** consistent in style, mostly accurate and relevant | Appropriate referencing and citation, ***but sometimes inconsistent*** in style, inaccurate, and/or irrelevant | Appropriate referencing and citation ***present but very often inconsistent*** in style, inaccurate or irrelevant | Appropriate referencing and citation ***not present or never consistent*** in style, accurate and/or relevant |

**ELABORATED**

- ***appropriate:*** **CHICAGO STYLE**
- ***consistent - in style -*** *throughout* text
- ***accurate*** - required format for in-text citation (number); required information, word forms, sequence, punctuation for full reference in footnote
- ***relevant - present*** where required (number in text, reference in full in footnote)
  ***- related*** to your purpose and ideas in the text

# Assessment rubric

## ADDED CRITERION

Criterion: Appropriateness of **integration of source material** into student text

| Hi Distinction | Distinction | Credit | Pass | Fail |
|---|---|---|---|---|
| Appropriate integration of source material **always** present, accurate and clear | Appropriate integration of source material **mostly** present, accurate and clear | Appropriate integration of source material **sometimes not** present, sometimes **in**accurate or **un**clear | Appropriate integration of source material **very often not** present, **in**accurate or **un**clear | Appropriate integration of source material **never** present, or **never** accurate or clear |

## ELABORATED

* ***integration appropriate method*** selected (Q, P or S) is logically **related** to your purpose
* ***integration accurate -*** information from source and the way it is linked to your ideas is ***accurate*** in content and grammar
* ***integration clear*** - information from source is **related** to your topic, task, purpose; and is **distinguished from your words and ideas**

# ON STUDENT WEBSITE:

## OoS Assessment rubric: academic integrity

| Assessment Criterion | High Distinction HD | Distinction D | Credit C | Pass P | Fail F |
|---|---|---|---|---|---|
| ***Appropriateness of referencing and citation to sources in the architecture discipline;*** | Appropriate referencing and citation always consistent in style, accurate and relevant | Appropriate referencing and citation mostly consistent in style, mostly accurate and relevant | Appropriate referencing and citation, but sometimes inconsistent in style, sometimes inaccurate and/or irrelevant | Appropriate referencing and citation present but often inconsistent in style, inaccurate and/or irrelevant | Appropriate referencing and citation not present or never consistent in style, accurate and/or relevant |
| ***Appropriateness of integration of source material from architecture discipline into student text*** | Appropriate Integration of source material, always accurate and clear | Appropriate integration of source material, mostly accurate and clear. | Appropriate integration of source material, but sometimes inaccurate or unclear | Appropriate Integration of source material present but often inaccurate or unclear | Appropriate integration of source material not present or never accurate or clear |

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)

# ON STUDENT WEBSITE

## Peer Assessment Task 1

## Student Summary Text 1

**BDES1011 Peer Writing Assessment Task 1:**
Assess sample student text for academic honesty. Use rubric provided on BB.

**Readings Reviewed:**

1. Heino Engel, "Chapter 4: Structural Framework" in *Measure and Construction of the Japanese House* (Boston: Tuttle Publishing, 1985), 71-96.
2. Marco Frascari, "The Tell-the-Tale Detail" in Kate Nesbitt, ed., *Theorizing a New Agenda for Architectural Theory* 1965-1995 (New York: Princeton Architectural Press, 1996), 500-514.

**Comments on Material Read:**

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.

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 representations of the construction.

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 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 verandah to exist. The *hisashi* functions to protect wall openings from rain and sun.

# ON STUDENT WEBSITE Links to learning resources on academic integrity

**1. Sydney University**

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

**i. Academic Honesty workshops**: 'Quoting, Paraphrasing and Summarising'3 hour sessions every week http://sydney.edu.au/stuserv/learning_centre/QSP.shtml

**ii. Regular workshops March-April block** also includes 4 workshops on this topic:
http://sydney.edu.au/stuserv/learning_centre/MarApr.shtml Room 722 Education Building A35
Identify the differences between quoting and reporting, practice language strategies to avoidplagiarism.
Register online Monday 7 March 2016 Places limited. Workshops are free of charge.

**iii. Help Yourself** link on LC home page left-hand menu or go direct to
http://sydney.edu.au/stuserv/learning_centre/help/evidence/ev_reference.shtml
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/
or go direct to **Write Site** **Module 2: Sources** - interactive, graded learning tasks
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
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
https://airport.unimelb.edu.au/gate1/writing/plagiarism/
→ → → → Plagiarism Checklist
→ → → → Paraphrasing

# Embedding communication development in undergraduate Architecture

**Before class – online**

**1.** UoS rubric + elaborated criteria

**2.** Assessment Task 1
+ past student's Critical Summary

**3.** Link targeted learning resources

**WEEK 2**

group / class discuss

**After class: online**

1. Student summary annotated by Dorothy & Lee

2. Model summary annotated by Dorothy

Students bring rubric-based assessments to class

**1. Students discuss** assessments in groups of 4

**2. Lee/Dorothy lead class discussion:** groups report back on grades and justifications from rubric;

**3. Lee/Dorothy give their grades**, justifications
**Dorothy goes through sample summary**,
* significant issues re each criterion noted

**4. Dorothy comments on model summary**
*Good analytical writing noted

# Assessment Task 1
# + Student summary text

**1. *Referencing and citation*** *present but not always where needed, almost always inappropriate in style, incomplete, inaccurate*

***2. Integration of source material*** *sometimes relevant and accurate but often inappropriate, inaccurate and unclear*

**BDES1011 Peer Writing Assessment 1**
Assess sample student text for academic

**FAIL/PASS**
**academic integrity**

**Readings Reviewed:**

1. Heino Engel, "Chapter 4: Structur
   *Construction of the Japanese Hous*
   71-96.
2. Marco Frascari, "The Tell-the-Tal
   *a New Agenda for Architectural Theory* 1965-1995 (New York: Princeton Architectural Press, 1996), 500-514.

**Comments on Material Read:**

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.

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 representations of the construction.

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 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 verandah to exist. The *hisashi* functions to protect wall openings from rain and sun.

# Student summary

*citations - inappropriate, incorrect, incomplete
- not present where required

**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.

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.

SOURCE?

## Student summary: integration *summary appropriate, mostly clear *paraphrase unclear *relevance unclear*grammar inaccurate

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.

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.

## Student Summary cont. in-text citation inappropriate and some missing; some integration inappropriate, inaccurate and unclear

**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 suggest protection to the important parts of the Japanese wall framework is composes 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.

**Quote 1 inappropriate, inaccurate**

**Quote 2 appropriate** but no page no.

# ON STUDENT WEBSITE after class 2 Annotated sample Critical Summary

**BDES1011 ANNOTATED CRITICAL SUMMARY - Assessment Task 1: Focus on Academic Integrity**

| Lecturer comments | Student text | Writing Advisor Comments |
|---|---|---|
| References do not conform to Chicago Manual of Style (as directed in the Unit of Study Guide); e.g. reference 2 should read: Marco Frascari, "The Tell-the-Tale Detail," in *Theorizing a New Agenda for Architectural Theory: An Anthology of Architectural Theory 1965-1995*, ed. Kate Nesbitt (New York: Princeton Architectural Press, 1996), 500-514.<br><br>For examples of how to cite with Chicago: http://www.chicagomanualofstyle.org/tools_citationguide.html<br><br>**Paragraph 1**<br>**Sentence 1:**<br>Good to try to provide summary of text's topic and purpose. However, it helps to make clear the apparent purpose and the mode of writing – is it an historical survey (of a particular period, or building type)? A theoretical contribution to contemporary design debate? An essay? A manifesto? A | **Readings Reviewed:**<br>1. Heino Engel, "Chapter 4: Structural Framework" in *Measure and → Construction of the Japanese House* (Boston: Tuttle Publishing, 1985), 71-96.<br><br>2. Marco Frascari, "The Tell-the-Tale Detail" in Kate Nesbitt, ed., *Theorizing a New Agenda for Architectural Theory* 1965-1995 (New York: Princeton Architectural Press, 1996), 500-514.<br><br>**Critical summary**<br><br>**Paragraph 1**<br>Marco Frascari's "The Tell the Tale Detail" **discusses** the role of details as **generators** in architectural buildings.<br><br>Detail suggests meaning of what the construction conveys by joining materials, elements, components, and building parts in a functional and aesthetic manner. | Put references at end of summary in Reference List?<br><br>Reference 2 not using required Chicago Style:<br>- not appropriate or correct style (editor name written in wrong order and wrong place);<br>- not complete (not full title, second part of title missing: *An Anthology of Architectural Theory)*<br><br>**Paragraph1**<br>**Sentence 1:**<br>Citation wrong style – need number and footnote in text; title inaccurate (hyphens missing).<br>**'discusses'** - so F writes generally about the role of details? Or does *he **argue** that details play an important role'*? Tell us the purpose of the paper.<br>**'generators'** If this is Frascari's term use quotes.<br>**Sentence 2**<br>Is this Frascari's definition of 'details' or a generally accepted definition? |

# ON STUDENT WEBSITE after class 2 Annotated Critical Summary cont.

**Para 2**
**Sentence 1:**
This sentence combines too many points. It should be broken up into a number that each contain *one* point.

The description of the three 'parts' of concinnity is difficult to follow. The list form is inconsistent in terms ('secondly', 'lastly') and punctuation (better to use three distinct sentences, or a list of items separated by semi-colons, or even a bullet-point list).

**Para 3**
**Sentence 1**
'empirical experience', 'geometry technique', 'conceptual framework' about, or for, what? The object of the sentence is unclear – the terms seem to have been extracted from the source text without providing context.

**Sentence 3**
Which buildings are being referred to? Did Frascari analyse a particular example, or is this a general claim? Again, it is important to identify the context for information/arguments derived from the source text.

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.

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 representations of the construction.

**Para 2**
**Sentence 1:**
Article title needs hyphens. Citation incomplete for **Alberti 's** idea. i.e. Does Frascari quote Alberti or use him as an example? Tell us this and cite Frascari + date + page numbers. Also say briefly who Alberti is - his full name, some information about him e.g. major theorist? respected architect? Can you cite any of his work?

Is '**concinnity**', Alberti's technical term? If so, say so and put it in quotes, add reference. Also unclear how information in sentences 1 and 2 relates to 'concinnity'.

**Paragraph 3**
**Sentence 1** Good to begin with a focus on what seem to be ideas from the source rather than with author name as above, but you must still include citation. As is, we read all sentences in Paragraph 3 as *your* ideas or point of view and this is considered plagiarism.

**Sentence 2:** Sentence structure; meaning of technical terms unclear here. May be a paraphrasing problem but suggests plagiarism.

**Sentence 3**: Who is **C. Scapa** (dates? buildings?)? Does Frascari refer to him once or a lot? Where? Why? E.g. maybe F thinks S's work proves Alberti's theory? Who believes S's buildings **'show perfection'**? With no citation, it seems to be your point of view. Maybe it is most architects' opinion? If so, say so. Is it Frascari's or Alberti's opinion? Must identify + cite the source.

# Model Critical Summary

**Appropriate, correct referencing and integration**

***no quoting, little paraphrasing, mostly summarising**

**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 detail in his paper, "The Tell-the-Tale Detail" 1. **Engel supports this view by demonstrating** the *critical* role of detail in his **classic** book **on Japanese architecture,** *The Measure and Construction of a Japanese House* 2. **Both architects highlighted** the *centrality* of detail to architectural design **and showed** its *capacity* to give a building style, character, beauty and 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 they, in turn, interpret the architect's vision of the structure and use of a building. **Thus, he argues** that *successful* cooperation between architect and builder depends largely on the details in these drawings. **Many detailed drawings and floor plans in Engel's chapter** entitled "Structural Framework"2 **provide evidence** of the *important* mediating role of drawings. **These drawings show** how the structure of the Japanese House

# Evaluation by students (120)

*Face-to-face sessions more highly rated than online resources

*(65 vs 55 students)*

**36 students wrote positive comments**

*"editing a good and bad piece of writing in front of us was extremely useful. it helped to refresh my writing skills. I re-watched the writing lecture section online after the lectures several times."*

*"It was good to be taken through other students work and have pointed out plainly and simply what was and was not effective. …also interesting to see what grades different responses were given".*

**Most valued resources** *Annotated student texts, model texts (59)

Assessment tasks using rubric (54)

Elaborated marking criteria (52)

# Evaluation cont.

## Suggestions for improvement

*** 21 students wanted more**

*"more of everything" "…throughout semester" "more student sample texts" "more model texts" "further explanation of criteria"*

*"Perhaps it could be a continual process throughout semester? I found myself forgetting about it amidst all the other coursework perhaps because the sessions … were so fragmented"*

***8 students wanted different time/place**

not mid-lecture, '*beginning please*'; not in lecture at all '*tutorials best*'

*"viewing and discussing examples is much better on a small group scale, engagement is really tricky in a massive lecture!"*

# What worked

## Constraints

1. *Time & access to curriculum limited - only deconstruction possible*
2. *Difficulty of collaboration: staff pedagogical & linguistic knowledge; my knowledge of discipline*

## Achievements

1 breaking down rubric and assessment task - making it manageable

2. students' positive evaluation
3. tutors's positive response

## Reflections/plans

1. devise/present options of scaffolding assignments(Tut task)
2. annotate more texts and do it better

# What worked; how sustainable is it?

1. revision of assignments and instructions; marking rubric

**new versions now embedded in course outline**

2. scaffolded peer assessment tasks - one criterion + elaboration

**3. deconstruction of poor & model student texts**

**(via f-f assessing + annotated texts)**

**resources (2.3. incl. lecture) available for future use**

**- class, website - for students and staff**

**4. collaboration with course coordinator-lecturer**

(negotiating design; some co-produced material & team teaching)

****ongoing - invitation to continue, and do more**

**5. unplanned contact with tutors** – lectures, staff meeting, emails

**provided understandings and ideas for future development**

# Embedding communication development in undergraduate Architecture

**What didn't work; what could have led to more sustainability**

1. revision of assignments and instructions, of marking rubric
   **didn't examine/revise the full rubric; didn't get marker input**
   ****didn't research/discuss assignment readings**

2. scaffolded peer assessment tasks using rubric + elaborated criteria
3. deconstruction of poor and exemplary student text in lecture, pdfs
   **starting with poor text against pedagogic principles- no modelling**

4. collaboration with course coordinator-lecturer
   **buy-in from T-L co-ordinator; work with tutors, LC colleague, E.I.**

* unplanned contact with tutors at lectures, staff meeting, emails
**could have got early input on their needs, on planned resources**

# Issues in sustainability
# WHAT NEXT?

## * Future development with view to handover

- more discussion/negotiation re assignments & marking
  *establish a double checking system

- work on a 'good enough' text initially
- use published text (excerpt from reading) as model

- early collaboration with tutors re design & development
- develop class tasks as resources for tutors' use
  (consider professional development aspect)

- get support from/involve teaching-learning coordinator

# THANK YOU

## References


Arkoudis, S., & Starfield, S. (2012). *English Language Standards in Higher Education*. Victoria, Australia: Acer Press

Bell, A., Maldenovic, R. & Price, M. (2013). Students' perceptions of the usefulness of marking guides, grade descriptors an annotated exemplars. *Assessment and Evaluation in Higher Education*, 38:7, 769-788

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# Issues in sustainability:missing links in projectOMIT

## KEY STAKEHOLDERS:

**Faculty teaching-learning coordinator** (influence over budget)

**Tutors** (most invested in student learning and assessment processes)

**LC colleague** (back up for me)

## COLLABORATION:

**Research:** **course readings and requirements for assignments

**Negotiation** *marking criteria & marking practices

**Co-production:** more (annotated texts), better (engaging online) and different **(*tutorial resources)**

**More collaborators:** educational designers, library

**Tutor involvement** in resource design, production, delivery

## THEORETICAL UNDERSTANDINGS

**Disciplinary for AL; linguistic and pedagogical for Faculty**

## SUSTAINABILITY DRIVEN **all aspects**