

ARCH 6210, Graduate Design Studio 1

Salim Elwazani, PhD, AIA

OVERVIEW

This course deals with architectural programming and pre-design activities for a multi-use scheme on a three blocks in Toledo Uptown District with a focus on housing typologies and building design resolutions. Being a brainchild of a partnership of the Bowling Green State University Department of Architecture and Environmental Design Department with the Toledo Uptown Association and the Toledo Design Center, the project enhances the opportunity for students to engage in client/users programming and in a myriad of pre-design studies, all in alignment with the course objectives and learning outcomes.

SITE PLAN (1:32)



SAM THAPA/ FALL 2015

Sam Thapa Project

ESSEY INTENT

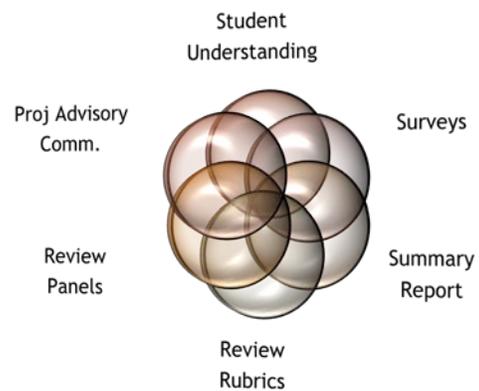
Within the context of Fall Semester 2015, this essay describes the interplay of course design attributes in developing the course plan (syllabus) with a particular reference to defining learning outcomes and assessment of the defined learning outcomes. This 6 credit hours course plan encompassed the following phases of action: a) isolating the NAAB Student Performance Criteria (SPC) allocated for the course, b) identifying course areas of content, c) extracting course purpose (goal, objectives, sub-objectives), d) developing learning outcomes, and e) devising instructional strategies (projects, activities, etc.).



Juxtaposing Purpose and Learning Outcome resulted in the dual interplay depicted in the diagram below, left.



Relationship of Purpose (Goals, Objectives) & Learning Outcomes (O, Objective; L, Learning Outcome)



Strategies for Assessment of Learning Outcome

INSTUCTIONAL STRATEGIES & ACTIVITIES

The scope and complexity of the design problem dictated a focus on one project for the 15-week semester. The project location was scouted and documented by students directly on-site. A myriad of verbal, graphic, and photographic data were extracted from the 2013 Uptown Toledo Plan, City of Toledo data hub, and other sources. In line of requirements for the partnership described above an initiative for a “Project Advisory Committee” emerged. This seven-member committee representing primarily the Uptown community emerged to meet with

students to discuss work progress and respond to students inquiries. Members of this committee consummated two advising meeting events, but also participated in the three formal design reviews throughout the semester. The final design review was conducted at the premises of the Toledo Design Center in Downtown Toledo permitting wider participation of the intended audience. The two Advisory Committee meetings and the three formal design reviews included architects and planners.

ASSESSMENT OF LEARNING OUTCOMES

Students’ submissions and presentations in the design reviews reflect student learning. However, student learning assessment for this course reached out to more holistic and contextual strategies to “measure” the learning. The table below defines six strategies (also depicted in diagram above, right), explains the timing and frequency of activating the strategies, and most importantly, delineates what was achieved from applying each strategy.

Strategy of Assessment	Timing/Frequency	Strategy Application
<i>1. Positioning students understanding of the course objectives and the associated learning outcomes.</i>	Early on, and periodically throughout the semester	Vigorously communicated at the first studio session of the semester, and reiterated at each student work evaluation juncture of the course (design reviews)
<i>2. Surveys: Responses will be solicited and analyzed from students, design review panels; the (special) Project Advisory Committee</i>	The day of the final review	Two surveys were completed a) by students and by b) professionals/community members respectively. Analysis of data is not complete.
<i>3. Summary report: A brief narrative measuring the degree of success in achieving the targeted learning outcomes</i>	Early in the subsequent semester	Short draft is completed. Final draft is to be incorporated into NAAB Course Notebook.
<i>4. Design evaluation rubrics: The protocol for design reviews, including evaluation criteria, is intimately based on the established learning criteria.</i>	Timed with, and distributed to student before the major design reviews	Evaluation rubrics followed consistently for the three design reviews.
<i>5. Design reviews are enhanced by panels of practicing professionals.</i>	During each of major design reviews	Panels of architects and planners energized the three design reviews.
<i>6. Project Advisory Committee: a group of professionals and community members who have agreed to provide counsel and info throughout the project.</i>	Planning for committee formation started during Summer 2015; Committee convenes at/or following major reviews.	Committee consummated two advising meeting, but also participated in the three formal design reviews

CONCLUDING REMARKS

This essay shows that the course plan has capitalized on the interplay of different course design attributes leading, in the end, to satisfying level of student learning. Clear understanding of individual attributes (NAAB SPC, Course Content, Purpose, Learning Outcomes, and Instructional Strategies) and comprehension of the dual-collective relationship of these attributes are bases for arriving at credible assessment of learning outcomes

