Architectural Design 3

Module Feedback Report

Ningbo University

December 2021
Prepared by. Dr Mia Tedjosaputro

About this document
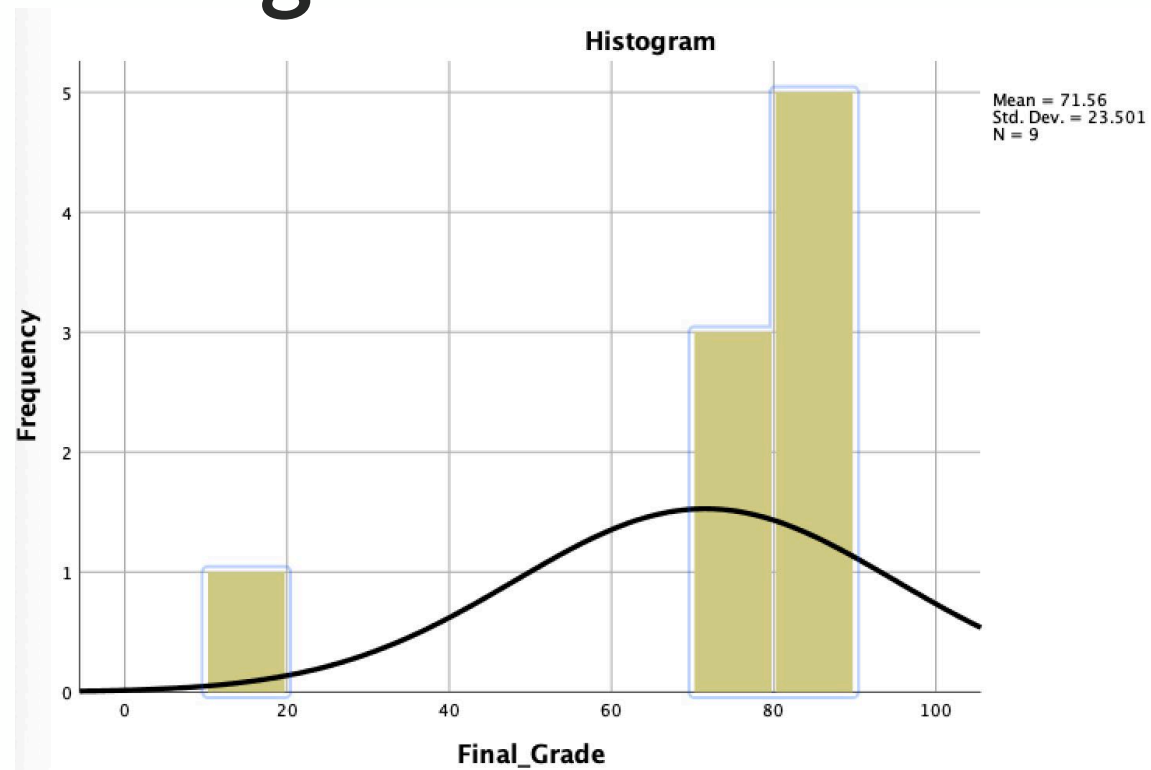
This end-of-year document serves as reflections from both facilitators and learners. The aim is to help all of us to move forward and getting your voice heard. The survey responses rate is 77%.

Although what we discuss in this document might not be all of your concern (23% of voice is not represented here), we hope it is representative enough. We suggest everyone should fill in module feedback survey in the future.

How do we use this document
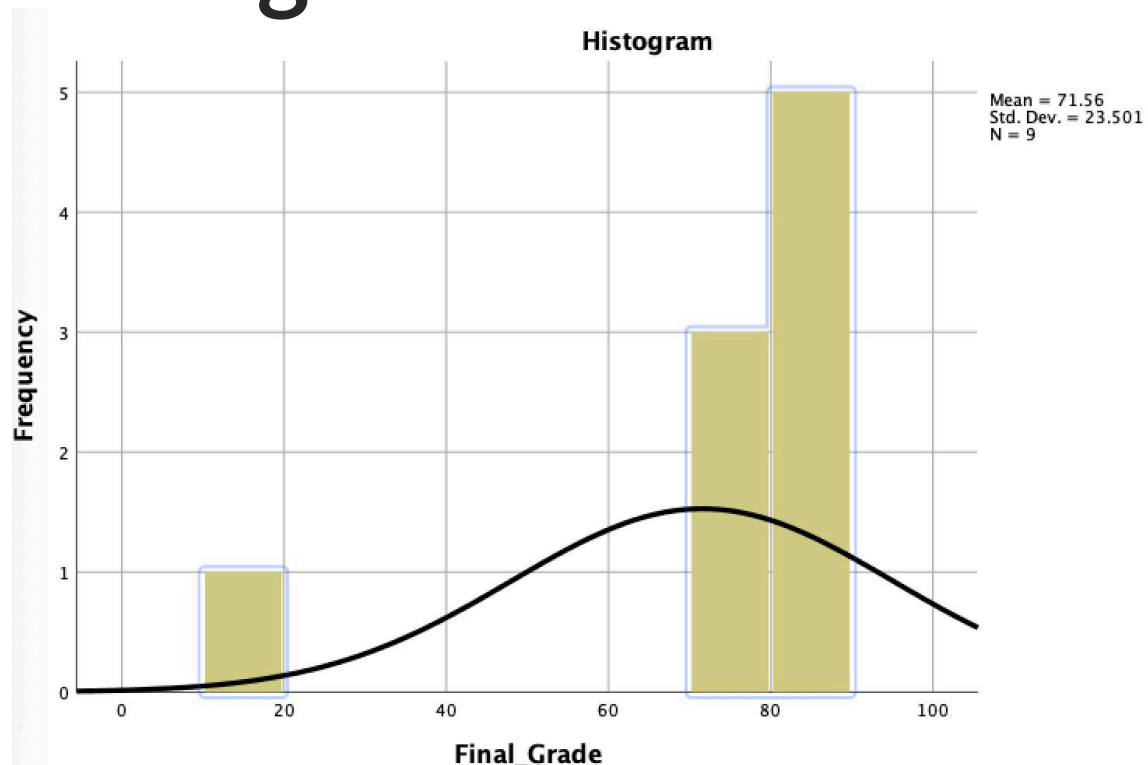
Facilitator comments are shown in teal colour font.

Final grade

Histogram

Mean = 71.56
Std. Dev. = 23.501
N = 9

Assessments	Method of submission	Description	Method of assessment	Type	% of total grade	Deadline
Assessment 1	Interim Review	▪ Miro presentation with 15 minutes verbal presentations. ▪ Written peer feedback.	Module facilitators assessment	Summative	20	Week 9.1
Assessment 2	Final crit	Miro presentation with 20 minutes verbal presentations.	Module facilitators assessment	Summative	40	Week 14.1
Assessment 3	Presentation Boards	▪ 3 x A1 presentation boards ▪ 3D virtual environment	Module facilitators assessment	Summative	20	Week 16.2
Attendance counts	N/A			Formative	20	N/A

Figure 3. Assessment methods

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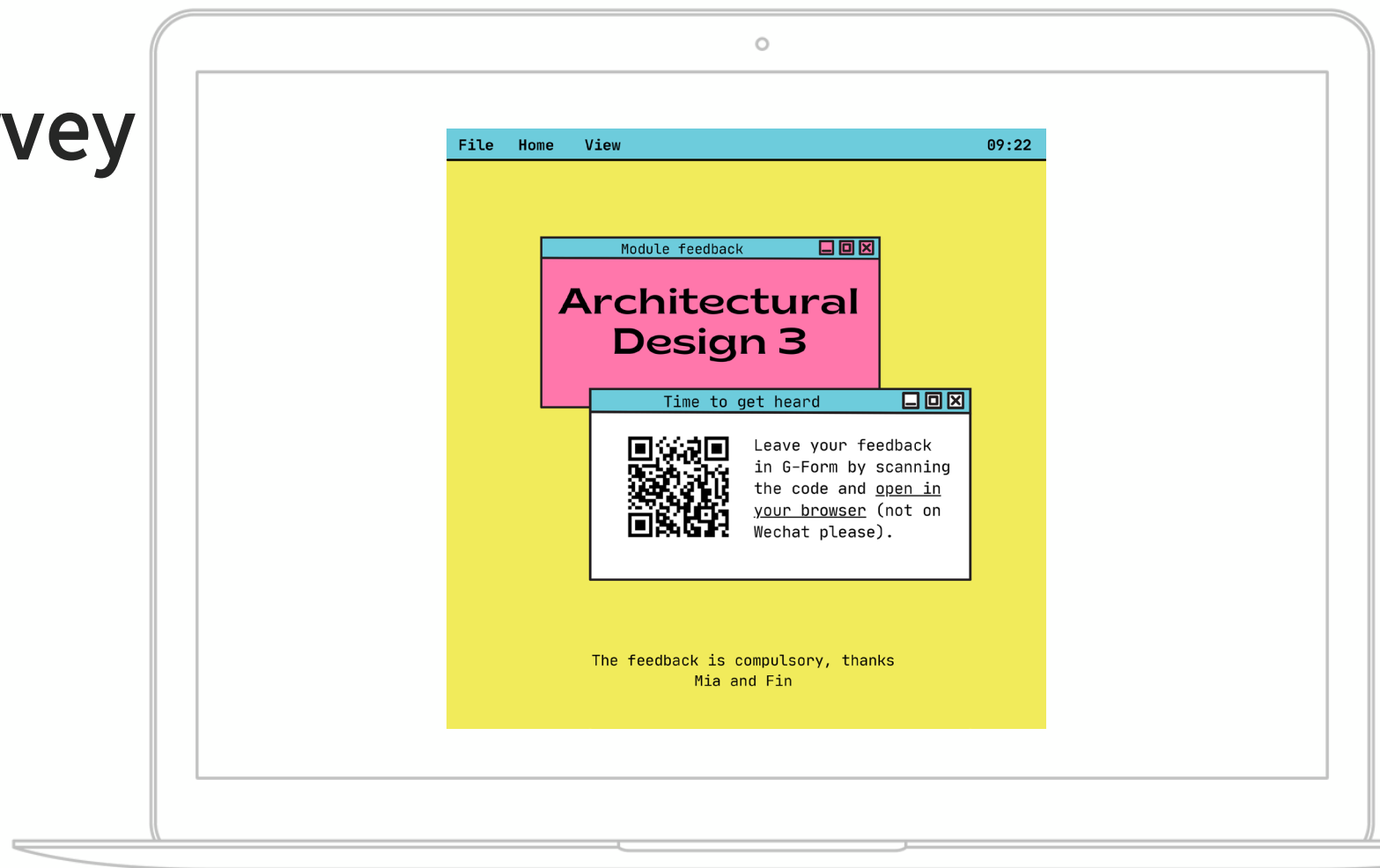| Assessments	Method of submission	Description	Method of assessment	Type	% of total grade	Deadline
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Figure 3. Assessment methods

The final grade calculation.
Assessment 1: 20%, Assessment 2: 40%, Assessment 3: 20% and Attendance counts: 20%

Our class's mean is 71.56. You will notice your average has gone up in relation to Assessment 1 and 2 grades you have received. The attendance counts had a positive impact as facilitators also value your biweekly process (not just your grades from assessments). We marked 100 if you were present during tutorial and lecture.
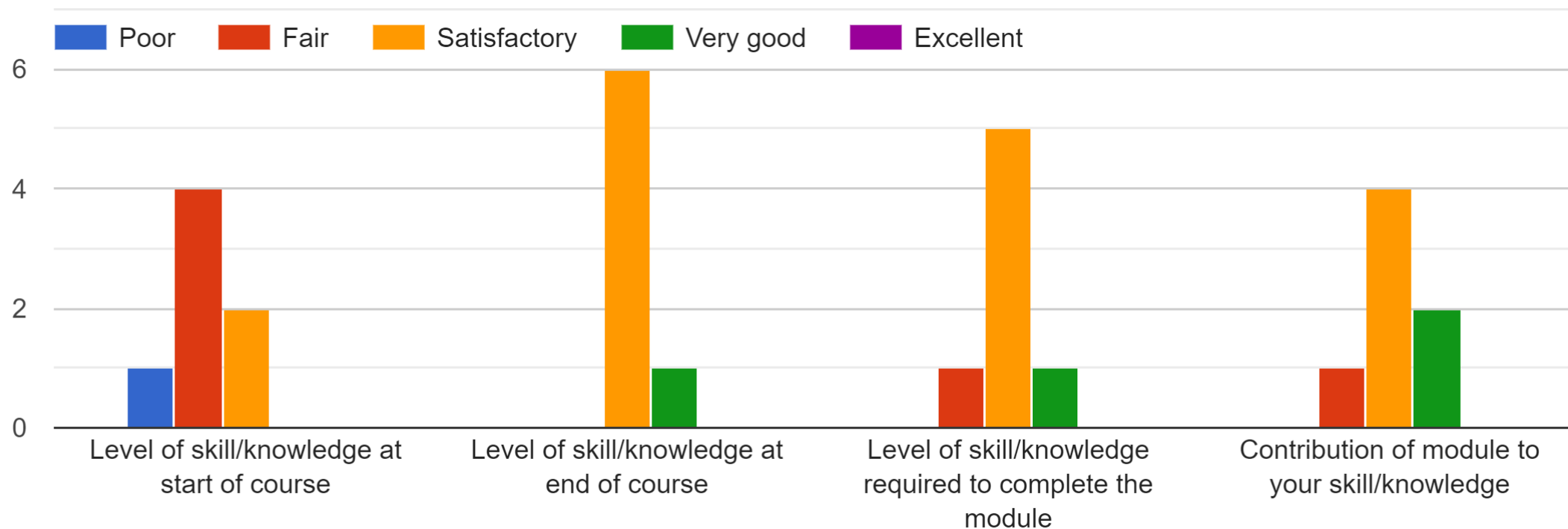
Based on module feedback survey

File   Home   View   09:22

Module feedback ☐ ☐ ☒

Architectural Design 3

Time to get heard ☐ ☐ ☒

Leave your feedback in G-Form by scanning the code and <u>open in your browser</u> (not on Wechat please).

The feedback is compulsory, thanks
Mia and Fin

Online components of AD3

Which online components of AD3 module do you favour the most? You can choose more than one, please add in 'Other' if needs be.

7 responses
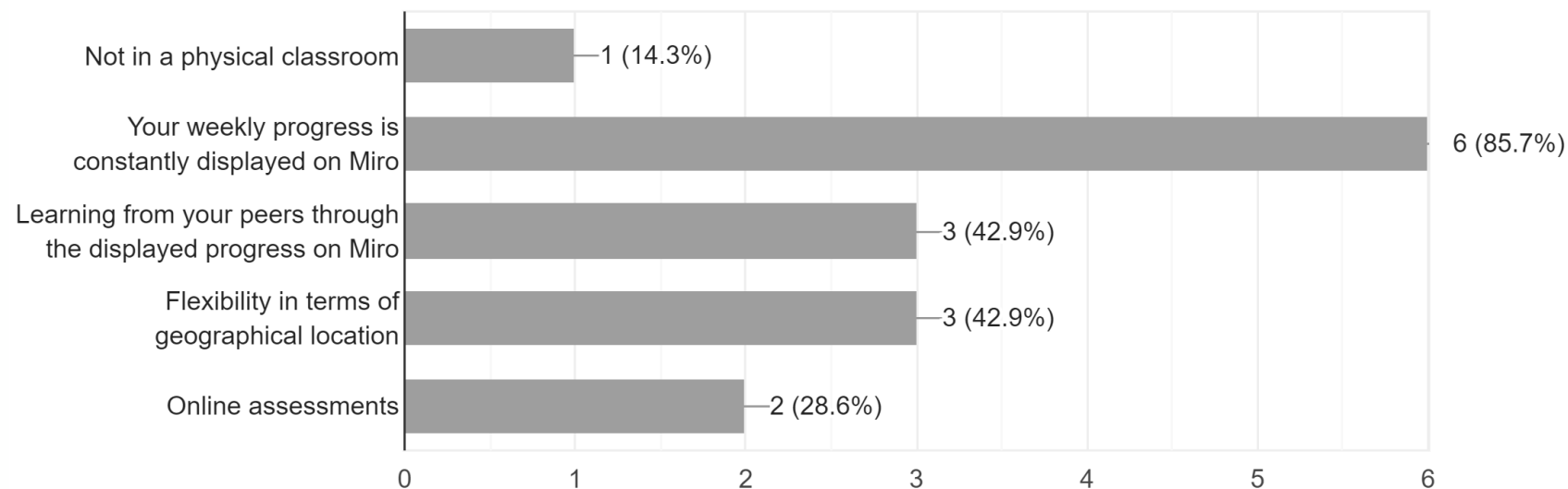
Progress being displayed at all times in Miro Board seemed to what have been favoured the most, facilitating learning activities from peers. Also flexibility in terms of geographical location. Not being in a physical room is a key component which is missing in this learning, although we cannot completely substitute the experience, facilitators are trying our best to deliver similar experience.

Contribution to learning

Legend: Poor | Fair | Satisfactory | Very good | Excellent

Categories: Level of skill/knowledge at start of course; Level of skill/knowledge at end of course; Level of skill/knowledge required to complete the module; Contribution of module to your skill/knowledge

It is good to see that from your own assessment, your level of skill and knowledge progressed towards the end of the semester. We hoped that the scaffolding techniques through mini lectures and dedicated weeks with certain topics to be aiding this process.

Facilitators will include a list of recommendation for your future study in this document. Generally we assess your architecture skills to be in the satisfactory level, however a couple of study skills need to be improved. Research skills, writing skills and in-depth self study skills.

Course content
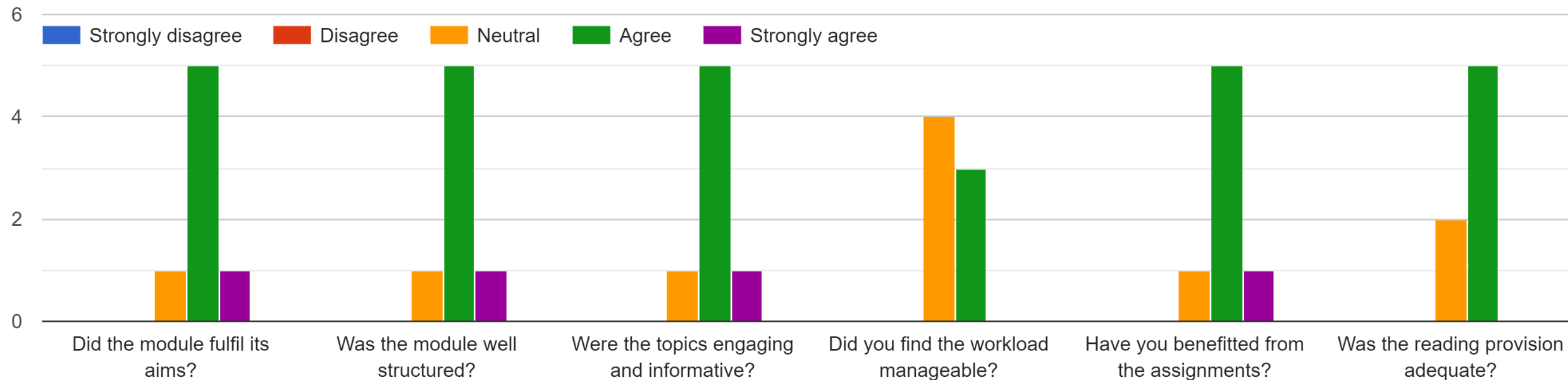
Thank you for the feedback. It was mostly agreed that the course content was satisfactory. The interesting data is the one related to the workload. Most students had a neutral view on this. We can assure that the workload was designed to be at the right level. The first part of the semester included mini lectures and the second part of semester to be the time to apply the knowledge from the first part.

Most useful and valuable aspect of the course

Live tutorials
Individual discussions
Listening to peer's received feedback
Learning from peers
Lectures

It is interesting to note that the peer learning was deemed to be a good exercise, perhaps we can do more in the next semester on building the online learning community and getting more out of it.

Feedback from facilitators

Feedback was sufficient, according to the survey.

A couple of notes were made related to the awarding of grades before the actual assessment to <u>avoid low marks</u>. First of all, the marks given are not low and are based on the grading rubric given for each assessment. Both facilitators marked all of the work and discussion was made before final grades were made available. Secondly, marks are generated between 0-100 with 100 being perfect, implying no other criticism can be given. With this in mind, none of the work exhibited this semester possessed this level of perfect or near-perfect quality. We provided the statistical mean of Assessment 2 (the final crit) and final grade to allow comparison of a given submission to the average grade.

<u>Pre-assessment grades </u>(as mentioned by students) could potentially be given weekly in lieu of attendance counts (the current counting system is you get 100 if you are present, 0 if you are not. This can be changed to <u>how is your progress based on the given feedback </u>in previous tutorial instead), but the <u>grading criteria will need to be different from the actual assessment</u>.

Improving mini lectures and tutorials

The Wednesday and Friday schedule has been set by the university central timetabling. Concern has been submitted to the program coordinator, Claire on December 29th.

Ditto, online repository/database concern has also been submitted. We would also suggest to collectively as a class to submit this concern re availability of online books to the faculty.

More feedback and ideas to help developing the design. More of these are always good, noted. We could generate a system where by given feedback is monitored in terms of how they are implemented in your design, for instance in form of attendance marks.

Written feedback each week. Yes that is possible, in fact we did that at the beginning of the semester on Miro. Tutorials then can be more student-led, starting by going through the list of how feedback was implemented.

Online learning

Please rate the synchronous online learning this semester during AD3.

7 responses

Generally the online learning and the online learning community were well received.
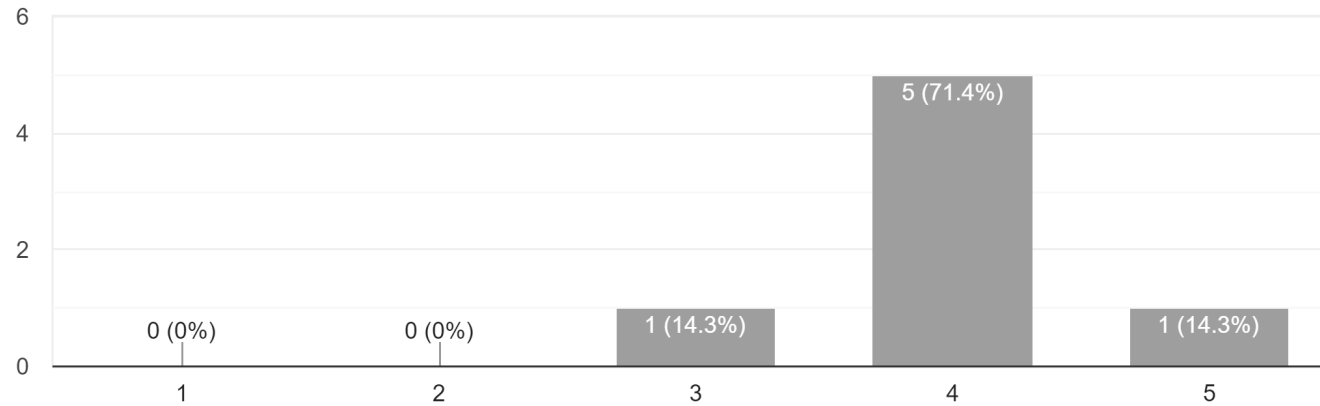
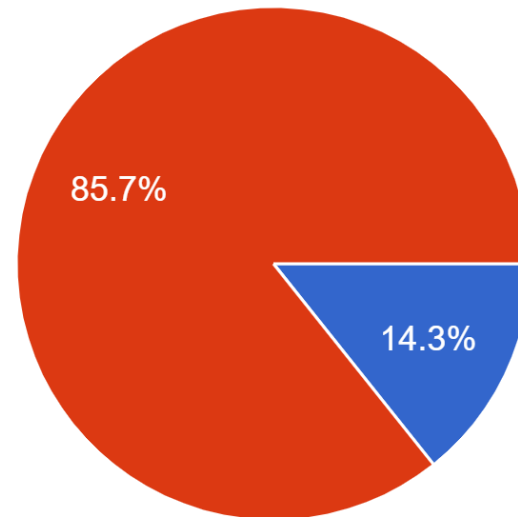How do you rate your online learning community?

7 responses
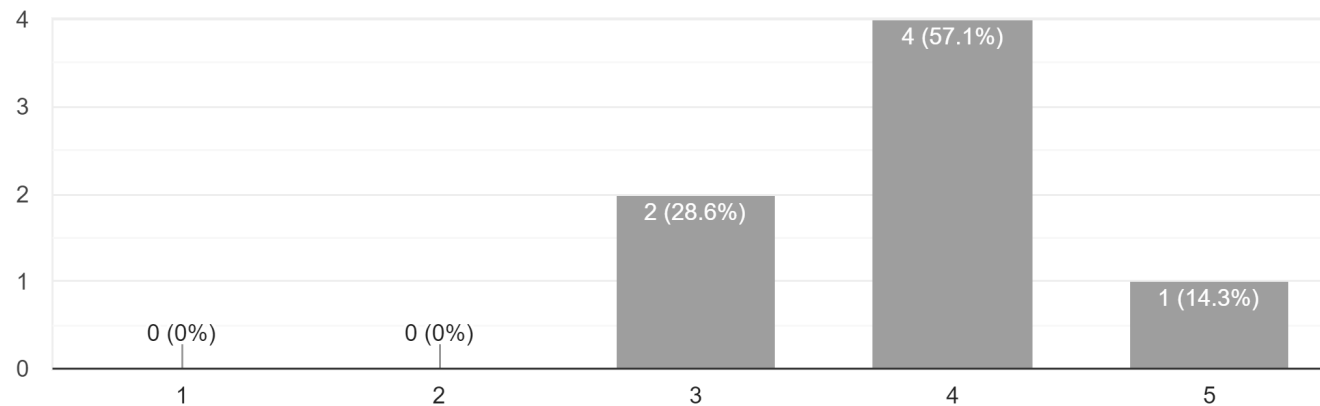
Online learning

Which method of learning is more suitable for you?

7 responses

- Asynchronous online learning (online but does not take place in real time)
- Synchronous online learning (online and in real time)

There are two options of online learning, synchronous and asynchronous. What we have done is the latter which is still favourable.

Introduction to Miro

Miro: Have you used Miro before this semester?

7 responses

- ● Yes
- ● No

100%
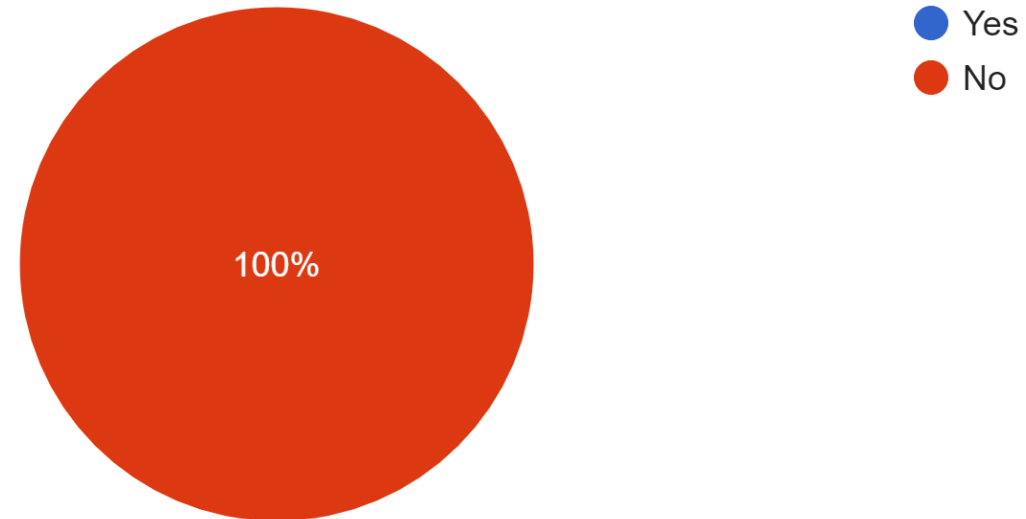
Using Miro

Miro: Rate your overall experience with Miro

7 responses
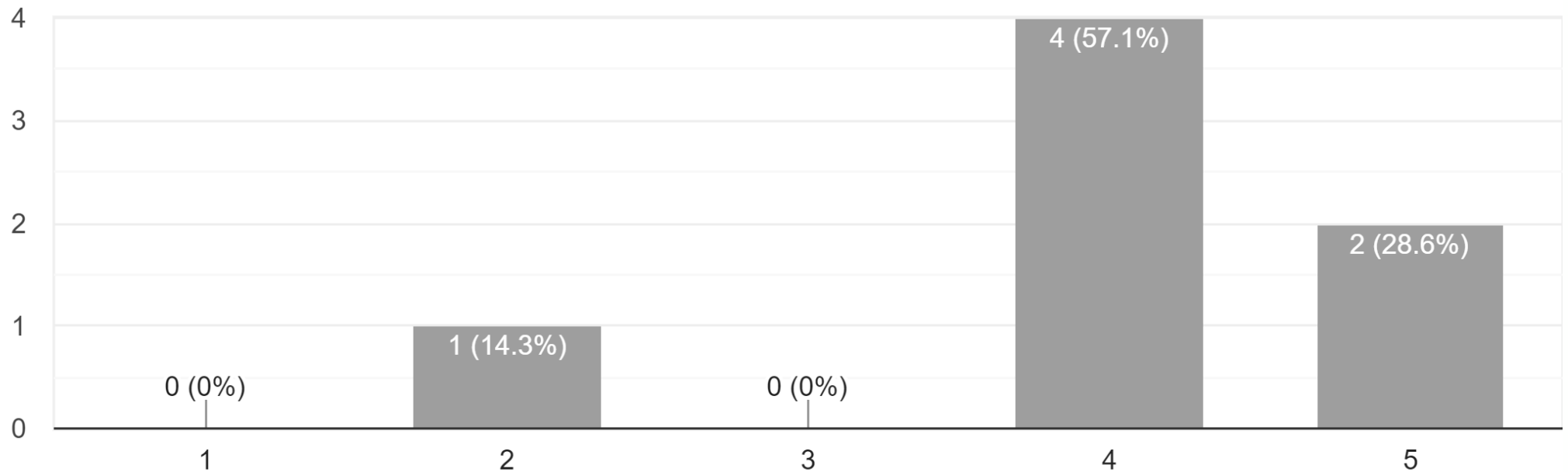
Generally Miro was well accepted, although 14.3% less so. We are using free version of Miro with quite limited functionality. Fin and I are open for ideas if you have any better proposition re the learning platform. Please send your recommendation before the next semester, and please make sure that the platform is free.
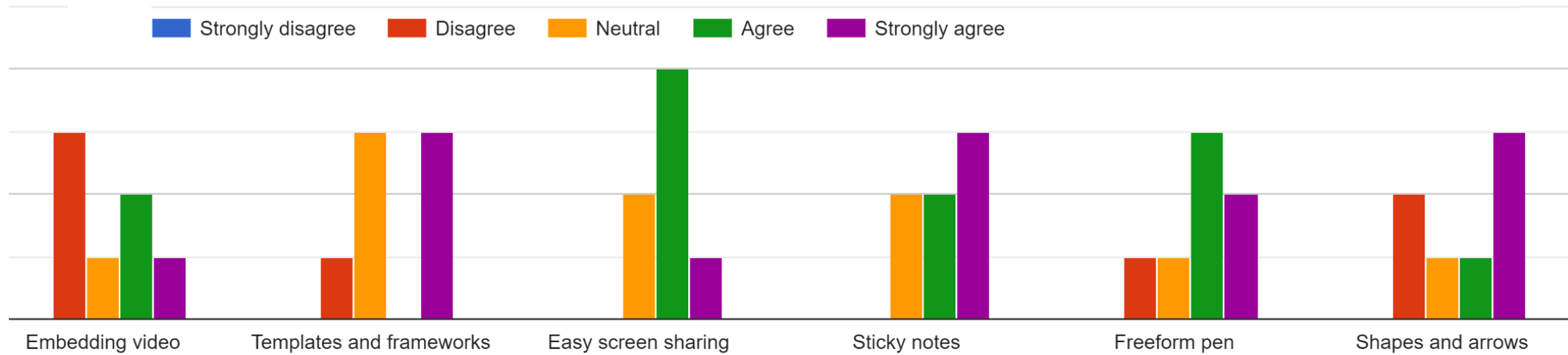
Miro features

Miro: Features which enhanced your learning experience

Miro features

Miro: Features which enhanced your learning experience

Legend: Strongly disagree (blue), Disagree (red), Neutral (orange), Agree (green), Strongly agree (purple)

Categories: Embedding video, Templates and frameworks, Easy screen sharing, Sticky notes, Freeform pen, Shapes and arrows
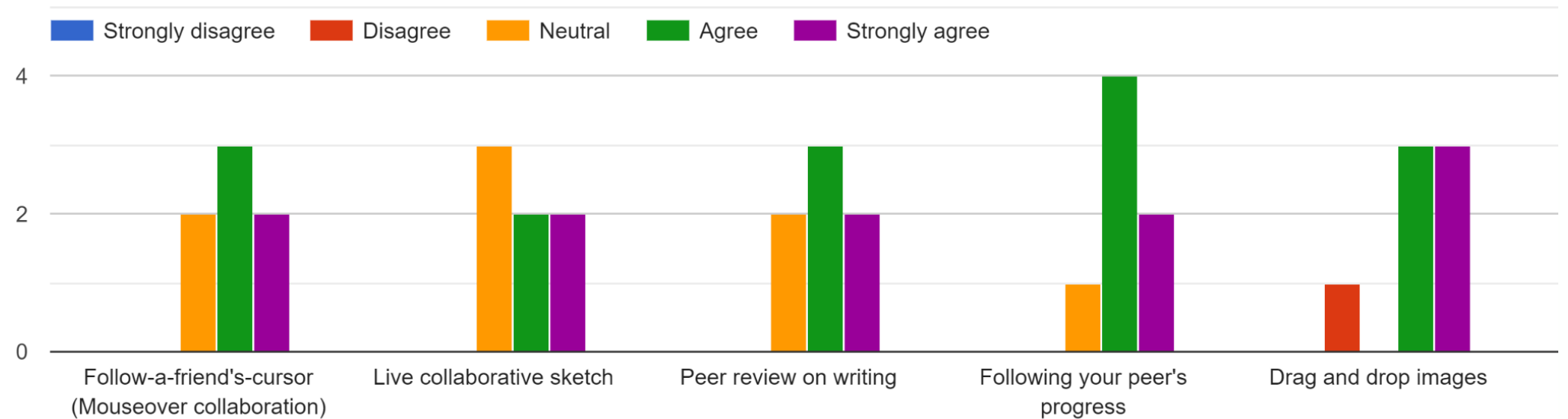
Miro for tutorials

Miro: Rate how tutorials (with facilitators) work using Miro

7 responses
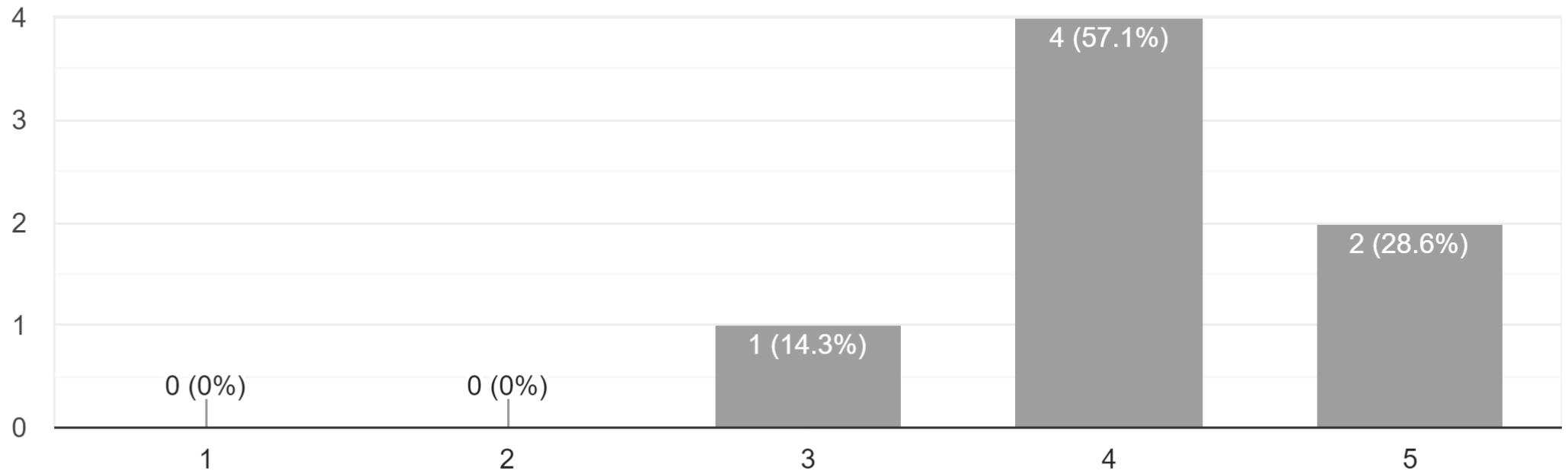
Miro for learners' autonomy

Miro: Does it facilitate learner's autonomy?

7 responses

● Yes
● No

100%
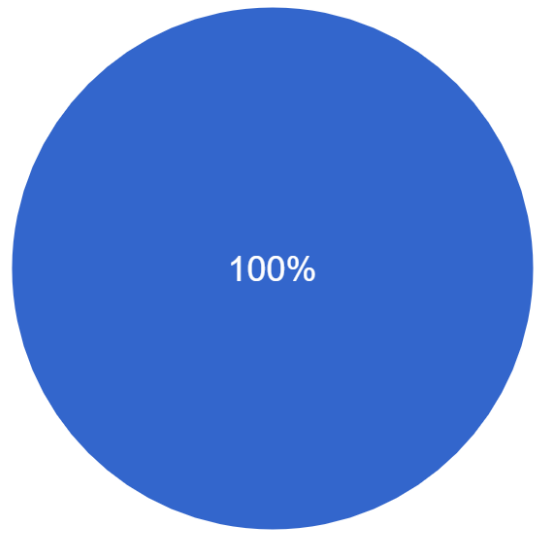
Miro for final crit

Miro: The use for final crit presentation (Assessment 2)

7 responses
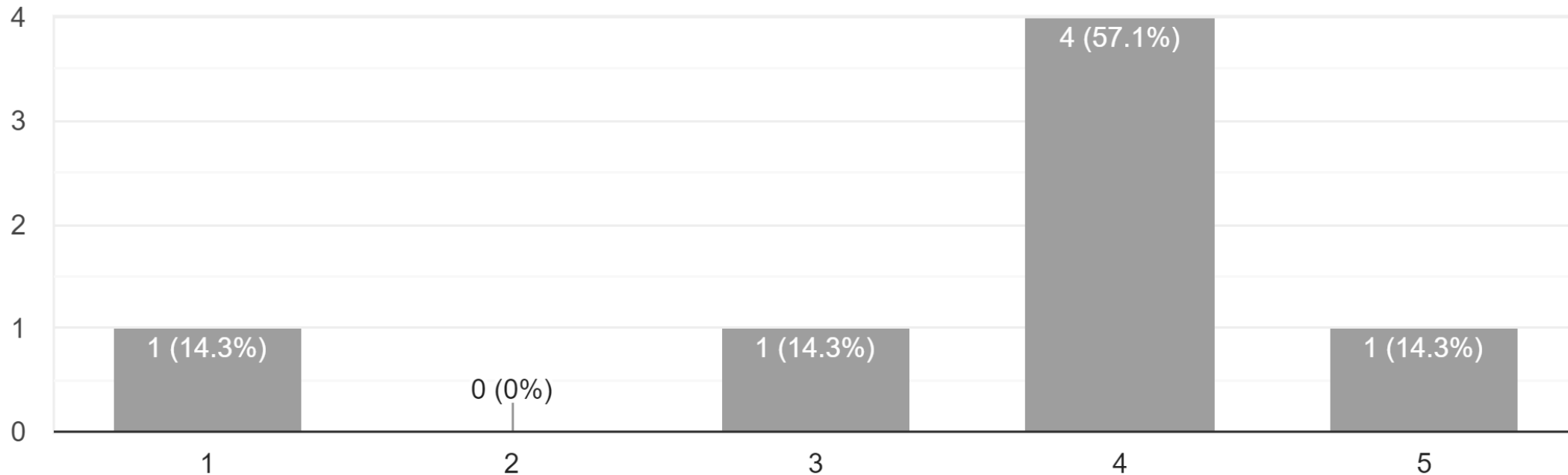
Although generally it was well accepted, not all learners think Miro is good for a final crit. It was mentioned during the lecture for Assessment 2, that you did not have to use Miro for your recorded video. In fact some students used other software and pasted the panels on Miro. We also encouraged you to do animation etc, that was why we wanted the video to be pre-recorded. Understandably, Miro can be slow.

Miro in conjunction with DingTalk

Miro: Rate how Miro was used in conjunction with DingTalk

7 responses
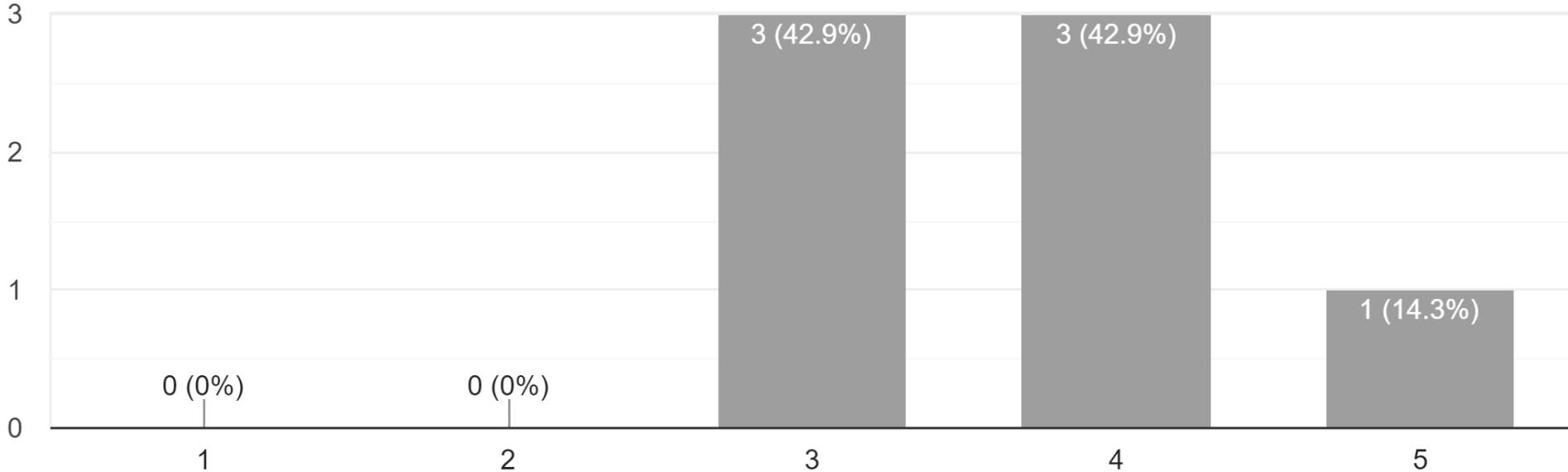
Problems observed using Miro

Slow loading
Maintenance
Requires faster internet
Free version has limited functionality
Personal preference to use other design software rather than Miro

We understood that Miro is slow, hence we made two other boards to split your progress into multiple boards. Using Miro does not necessary that you need to do the layout on Miro. If you prefer to use other design software, they can be copied to Miro. Overall, we appreciated your feedback, if you have any better ideas on the learning platform (or better utilisation of Miro), please PM one of us.

Recommendation #1

- **Design fixation.** This is a common negative trait illustrated during this module. Try to be <u>more creative and open-minded</u> to new ideas, do not hold on to one idea that you had in mind from Week 3. Good design get evaluated continuously.
- **Form over function**. Form needs to follow function, not the other way around. We are not building sculptures, we are making architecture with real human who will use the building for many years to come.
- **Design evaluations**. We did not get to see this semester. On the next page, it is shown that *evaluation* is 30% of design activities, in conjunction with *analysis* and *synthesis*.
- **Critical thinking.** Look back at Week 1 lecture on critically thinking about your design.
- Architecture is not just design the building envelope, **it is about the people**, the potential users. Understanding how people can use the space (not in superficial level) is extremely important. *The whole semester we designed a library, have you been to a library and observe how users use a library?*
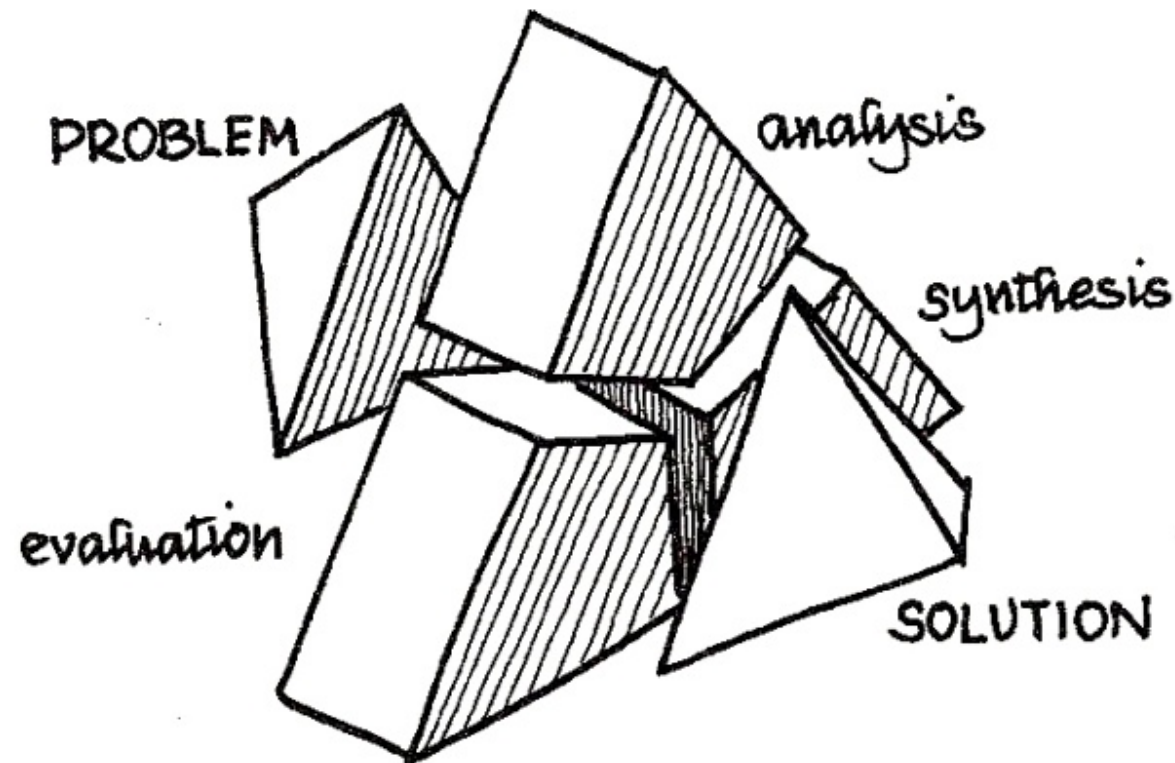
Recommendation #2

- **Model making**. A lack of this skill in designing activities for some students. Go beyond your computer screen, and test out your ideas using physical models.
- **Research skills**. Googling does not equal to research. Read more textbooks, peer reviewed journal articles, take notes. Synthesise information rather than stating the obvious.
- **Writing skills.** Academic writing skills need to be honed, although this is a studio module. Proofread your texts (there are still spelling mistakes in the portfolio). Turn on the 'English' spell checker. Copied to Ms Word before putting them to design software.
- **Self-study skills.** As we mentioned in Week 1, you are in charge of your own learning. Facilitators only facilitate your learning. Do not do something because we told you so. Own your decisions, back up with research (again, not just Googling), and show it to us.
- **Manual sketches** skills. Keep a sketchbook during the holiday, draw as much as you can. These skills are still relevant, we sketch on site when we discuss with the builders.

Recommendation #3

- **Technical drawings** skills. On the third year we should be able to produce proper technical drawings both <u>manually </u>and using <u>CAD software</u>. This is not evident during this module, poor technical drawing skills and understanding of what they are. *It is recommended to gain more knowledge during the holiday. If you are doing internship during the holiday, make sure to pay attention to this. Ask a lot of questions.*
- **Software skills.** During the holiday learn how to do good design layout. Learn design software, take free courses. It is not just for the benefit of your study, but <u>our employability </u>in the future. Recommended software: Adobe AI/PS for portfolio.
- **Time management.** Respect the deadlines, in real life late completion come with financial penalty (daily rate) in architecture and building industry.
- Enjoy **the journey**, rather than grades oriented. Read on any particular aspects of architecture you have great interest in, this will develop your personal take on any future projects. Read non-architecture books too.

Design process as negotiation through design activities

To re-iterate that evaluation is a third of the design activities. Think about how can you criticise your own design (for a better outcome)?

PROBLEM

analysis

synthesis

evaluation

SOLUTION

Lawson, B. (1997) *How Designers Think: The Design Process Demystified.* Oxford: Architectural Press

Form follows function

It was coined by Louis Sullivan (1856-1924)

Function dictates intended purpose.

Optimisation of: *aesthetics, economics, experience* and *usability of architecture.*

Let's avoid designing architecture that looks like this (right image).

Longaberger Company Offices, Newark

Graphic by Ramsundar Shandilya
https://www.behance.net/gallery/30229223/10-Principles-for-Good-Design-Dieter-Rams-A3-Poster

References:

Architecture works from students around the world with similar level of study level (around year 3)

[Pranjal Kumawat I Undergraduate Architecture Portfolio 2021 I Aayojan School of Architecture by Pranjal Kumawat – Issuu](#)

[Architecture Portfolio 2020 - Julia Remington Sheffield School of Architecture Part 1 Graduate by Julia Remington – Issuu](#)

[Architecture Portfolio Schoolwork 2016-2019 | Janice Yap | Bsc. (Hons.) In Architecture by Janice Yap – Issuu](#)

[Student Architecture Portfolio | Momina chaudhary | 3rd Year | COMSATS University, Lahore, Pakistan by architectureplusme – Issuu](#)

[Sophie Nguyentran Architecture Portfolio by sophie my hanh nguyentran - Issuu](#)

Consider these points:
1. Where do you put your work against these works? Better/worse? Why?
2. What aspects of your work are better than these works?
3. How can your work be improved?
4. What can you learn from these works?
5. What sort of skills you think you can work on for next semester?

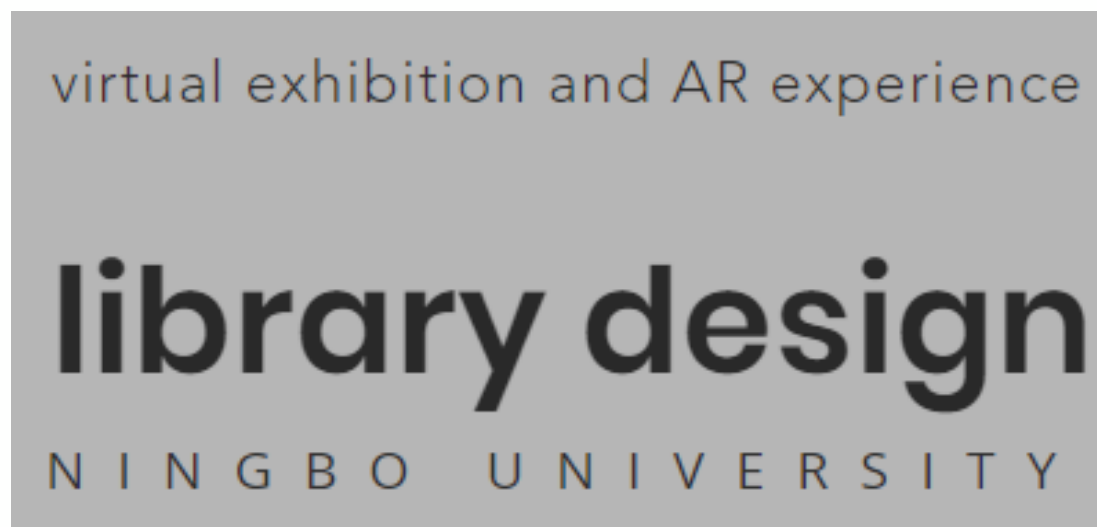Make notes and we will discuss this at the beginning of next semester.

Key takeaway
for facilitators

- **Synchronous** (live lectures, live tutorials or live assessments) **online learning is still favourable, in comparison to asynchronous one**
- **Although Miro is good, perhaps other different learning platforms can be considered for the synchronous online learning**
- **Attendance counts can be more elaborated** (instead of either 0 or 100) **to be a weekly assessment, using previous tutorial as a benchmark how feedback is implemented. This can be deployed in conjunction with:**
- **Weekly written feedback from tutors**

Thank you for the hard work during this semester.

Please check the virtual exhibition of the module:
Share your work!

virtual exhibition and AR experience

library design
N I N G B O   U N I V E R S I T Y

https://nbuad3librarydesig.wixsite.com/arexperience