

Poster

Title: **The use of running workshop as pedagogy approach for Architect students**

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Session Learning Outcomes

Through this poster, delegates will have the opportunity to:

- Identify key points of designing workshop in order to improve Architect students' performance

Session Outline

- Key issues to be addressed are: Engaging, Experimental Learning , Creative teaching, assessment and feedback

Abstract:

The design studio lies at the heart of architectural education where learning through a well-documented pedagogical process of 'learning by doing' forms (Salama, 2006) the primary student experience. Considering a taxonomy of educational objectives, Bloom's developed a classification framework (Harrow, 1972) for writing educational objectives which is suggested to use certainly applicable for architecture education. In this classification by Bloom, cognitive domain is divided to: Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation. Literature shows (Hyett, 2000; Vassigh, 2009) that architect students often face difficulties in effectively integrating and applying (Application level) the knowledge gained into their design.

In addition it is suggested that considering applying KOLB cycle with the Architecture course which is based on experience and receiving feedback could help Architects students to move up the Bloom Taxonomy level more effectively (Ghaziani et al, 2013).

The focus of this paper is to evaluate running workshop as an effective method for assisting students to apply what they learn through lecture into their design and move up in Bloom's Taxonomy frame work. Overall, 50 questionnaires were collected from students in year 2 in two stages after running two workshops. In these questionnaires students' ability to apply/analysis what they learnt before and after workshops are questioned. Result shows that there is a significant improvement on students' performance in apply/analysis the knowledge after running workshop. In addition, this study shows that that integrating two methods of teaching (i.e. workshop followed by tutorial) provided an opportunity for students to receive

feedbacks at each stage and improve their outcome in the next stage (i.e. Integrated assessment) and helped them to move up in Bloom's Taxonomy frame work.

Session Activities and Approximate Timings

Discussion arising from the poster.

How to run effective workshop for Architects' students?

What is the impact of integrated assessments on students' performamnce?

How to apply Bloom taxonomy and Kolb cycle framework in Architecture course to improve students' performance?

References

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