



Course Re-Design Competition
Living Architecture: Green Roofs and Green Walls

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aims:

- ❑ revise existing course
- ❑ retain expert input
- ❑ blended learning
- ❑ active and self-paced student experience
- ❑ align with emerging BE strengths

workshop 1

Questions	Responses
What is the motivation for creating a blended learning experience?	Emphasis on self-paced and self-directed learning to achieve deeper learning and engagement with the content; to increase active student learning in the delivery of the elective
How do we manage students' engagement so they are ready to participate in the F2F?	By building in 'milestone' activities/assessments that must be completed before progressing to the next modules.
How can we make the best use of the extensive material already developed by Fifth Creek Studio?	Work on retaining much of the previously 'content heavy' material, but introduce it in various formats, rather than just as lecture/presentations.
How many students to enroll? KW suggestion: "start small and built it from there".	The first iteration of the new course would focus on undergraduate students, keeping the enrolment to 40-45 students, total; interdisciplinary co-hort fine, but a Landscape Arch elective; Paul Osmond has indicated an interest in extending it to MSust Devt students, perhaps by adding a small research project on urban micro-climates to the assessment tasks
When will it run and for how long?	Start the online content delivery in Nov-Dec with a three-day face-to-face (F2F) intensive in January with Graeme joining us from Adelaide for that
Which content needs to be delivered F2F?	Dynamic dialogue created in F2F review sessions. This can include review of student projects or examples of professional work.
Question: how to offer some or all the course to practitioners for CPD points?	We agreed this is a good idea, and we are still working on how we might deliver this.

workshop 2

1 30Nov-04Dec	Introduction to the Course Fundamentals Historic Evolution of Living Architecture	H/CG/LC	3 x online lectures/ppts (1 hr/week) <ul style="list-style-type: none"> Reading(s) or YouTube links to watch Introductions and team formation 1 x F2F session on campus with LC Quiz #1: must be completed to progress to the next week
2 07Dec-11Dec	GR/GW Design Principles Social Benefits and Opportunities Drivers & Benefits	GH/LC	3 x online lectures/ppts <ul style="list-style-type: none"> Reading(s) or YouTube links to watch Quiz #2: must be completed to progress to the next week
3 4Dec-18Dec	Ecology and Planting Design Concepts Construction Basics	GH/LC	<ul style="list-style-type: none"> 2 x online lectures and ppts + reading(s) Students post photos of sites visited and a brief description in a course blog; 1 x F2F with LC Quiz #3: must be completed to progress to the next week
Holidays and University Break			
4 04Jan-08Jan	Contemporary Issues re: GR/GWs	students	Students locate and upload readings re: Living Architecture in relation to urban design, policy and planning issues
5a 11Jan-13Jan	Preparing for the F2F intensive	students	Submit discussion points and questions from readings in Chat/Forum
5b 14-16 Jan	F2F with Fifth Creek Studio in Sydney	GH/LC/CE	[See detailed schedule for these three days]
6 18Jan-22Jan	Detailed Case Study Investigations GH available online for 1 x 1 hr period to answer questions arising post-F2F in Sydney	students	Application: Individual assignments—detailed case study of a site: describe, analyse, critique; <ul style="list-style-type: none"> [draft assignment attached]
7 25Jan-29Jan	Detailed Case Study Investigations GH available online for 1 x 1hr period to answer questions arising	students	Students preparing their case studies and presentations to be recorded and posted on course blog <ul style="list-style-type: none"> Peer assessment

F2F Intensive



	Thursday 14 January	Friday, 15 January	Saturday, 16 January
Morning 10.00am – 1.00pm	Welcome/Introductions Students initiate the morning's activities Lecture/Presentation GR/GWs in the Urban Environment, + GH responding to the questions and issues raised from the students	Lecture/Presentation: Research on Liveability and Climate Change Adaptation, eg microclimate/UHI effects Video or Skype link with GR expert from North America or UK, eg Stephen Peck in Toronto or Dusty Gedge, London (may need to be pre-recorded)	Detailed Design Considerations: Panel presentations of recent/current Living Architecture projects, eg. <ul style="list-style-type: none"> David Duncan, Aspect Studios Roger Jasprizza, Oculus 1-2 others..
Lunch break		Travel to North Sydney	
Afternoon 1.30pm – 4.30pm	Q&A Forum GH, designers and local govt reps Peer Review of Case Study Projects [presentations of 2-3 minutes, presenting work completed to date] Day's sessions to be filmed as a record of the student activities.	On site at the North Sydney Coal Loader discuss design and construction issues with client and consultants; see intensive green roof focused on urban agriculture Forum with local industry [suppliers, designers, contractors, developer] BBQ and drinks with students and industry participants	Follow up/consultation time in studio with GH/LC/CE...students getting feedback and additional information on their case studies, eg where to get more information, research topics, interpreting data

innovation #1

Students' engagement with the online material and application of it in their project work will require them to work effectively individually and in pairs.

Coherence across course elements, with positive outcomes dependent on engagement in individual and group tasks.

intrinsic and extrinsic rewards

- self-paced approach to building knowledge
- meeting new friends,
- expanding networks through the cross-disciplinary course setting
- being involved with the design and implementation of new technologies and
- New ways of thinking about landscape and architecture.

innovation #2

For those leading and teaching in the course, new ways of preparing and delivering content and feedback will be required.

The flipped classroom

greater expectation on students prepare for participation for the face-to-face (F2F) session with Fifth Creek Studio in January. Students will listen to lectures, read and research current research to prepare questions and activities for the first day of the F2F with Graeme Hopkins, to optimize their time with him.

innovation #3

managing the 'flow' of learning activities will require new ways of operating and responding to students' needs.

For example, we will use Skype or some other online connection to include a 'live forum' with an international 'visitor' during one of the F2F sessions, and provide audio student feedback via Moodle to optimize access and engagement in the learning process.

innovation #4

The 'look and feel' of the online course material and assessment tasks will be refreshed.

Traditional powerpoints will be converted into more interactive online presentations. Lecture notes, new graphics, chat forums, a student blog, and 'hang out' times with Graeme Hopkins, will give the presentation of the material a new vitality.



LIVING ARCHITECTURE

Green Walls and roofs on buildings and sites deliver diverse benefits, for people and urban ecological systems.

innovation #5

The assessment activities and presentation of final work will require students to incorporate familiar technology and work cooperatively, both online and in the F2F format with each other and with practitioners.

The students will be demonstrate how knowledge acquired in the course is closely linked to current practice, by linking them directly to most current research and researchers in the field. With the prospect of including architects, landscape architects and planners in the course for continuing professional development points, this will further strengthen the links between academia and practice, and will potentially assist with generating funding for ongoing involvement of Fifth Creek Studio or other leading researchers in the course.

That we had the **freedom of doing the lectures whenever** we wanted – **Clear and concise content made readily available** - Getting to know Graeme and Christine - The **interesting information** - the chance to do the course **in our own pace** through the **hybrid teaching of online and face to face** meetings. **Meeting the experts for the interview assignment** was a great eye opening experience on how things are done in the real world, the issues and the concerns that is often not noticed in studio. - **The access to industry professionals** – The 3 day intensive **Lectures and site visit, allowed for a better understanding and wrapped together all the lecture slides online. Interviews with industry leaders**, which allowed a good insight to this area within the industry. – Providing basic knowledge of living architecture –The group assignments although challenging in many ways, were well a great way to investigate and learn the material also presented in the lectures. **The group work, coupled with the on-line blended course was a great way to experience collaboration via internet, Facebook, Facebook Messenger** etc. I learnt much more in this course than the material itself as it fostered interpersonal growth. The idea of viewing all the video clips was a good one, enabling me get a good exposure on the subject of living architecture quickly. Presentation of lectures by UNSW students - The **online teaching combined with the 3 day intensive was very practical** and useful for the busy period over the summer break. I very much enjoyed the course being mostly online. - The broad look at green roofs and walls was great for those without landscape backgrounds. The content was interesting, informative and **well structured. The 3 day intensive and assignments - Informative, combination of online and face to face meetings and work**, lecturers were enthusiastic and positive - **The online approach made the course very flexible and great to manage the workload throughout summer** - The course covers areas of learning that are simply not offered in this kind of detail, or at all, in any other course. Including the landscape architecture program. Green roofs/walls/facades are not just a popular trend but are emerging as essential tools in mitigating climate change and fostering biodiversity.

possibly setting up **a discussion page** after every lecture to get us more involved about the content - One course outline where all the dates, assignment information etc are available. Also, maybe **more detail into creating a green wall**, plant species selection. - The online component should be **more interactive. Eg: through forums and continuous interaction**. Lectures(PPT) provided online could be further developed to refer the projects for student reference, and to better explain the content - More organisation - a chance to participate on the activity of collecting weather data on the field and then translating the data into a real design project would be interesting. Not only it can be a valuable experience, but can also introduce the basics of research led design project which will be taken by most students in their final year. - We made some casual suggestions to Linda about potentially linking the poster and video assignment together, where the individual being interviewed had a connection to the case study poster. - Possibly **more group work** or activities. - Could be **better focus on how the construction** work - Allowing each individual to comment on the group work, dynamics, motivation, group flexibility, work contributed by members etc. - Being **classified at BEIL, a follow up design studio subject** would also be a brilliant idea as this it would be a brilliant skill set to apply for everyone in the built environment. - **More practical work in terms** of green walls or roofs - The course outline should probably be combined and include the assessments instead of separate pages in regards to keeping all the outlines all clear and consistent other than that it ran smoothly – This course should be offered in regular semesters. It also should either be **classified as a BEIL** or have less group work in the assessment structure. The group work is difficult to manage as a summer session course, nearly everyone had work or travel or other commitments that made working

outcomes

innovative: Landscape Architecture's first hybrid course—
70:30 (online : face-to-face) delivery mode;
'flipped' classroom

interdisciplinary: elective available to all BE students

interactive and flexible: self-paced and engaged student
learning

industry-focused: worked with leading practitioners, Fifth
Creek Studio, expanding upon and sustaining their
course materials; applied knowledge closely linked to
current practice

investigative: student research project added to assessment
tasks, and linked the course to current research and
researchers in the field

