Complete this worksheet after you have modified your course, delivered it, and assessed it. Attach a syllabus/course outline, Activity Sheets for new activities, summary of your assessment, and essential copies of teaching materials to help the mentor team evaluate your achievement of workshop goals.

Course Name: **Architecture LEAP I and II**

Instructor Name: **Mira (Mimi) Locher**

List learning goals for your course, lesson, or activity that highlight new sustainability elements.

Architecture LEAP I and II are in the process of being transformed into three new courses, Design Ecologies, Design Contexts (which I will teach), and Design Workshop. The descriptions for these new courses are below.

The Design Foundations (DF) program begins with three courses crafted to orient students to thinking systemically and engaging empathetically. Together, these courses offer a mix of lecture/discussion (thinking), engagement experiences (doing), and visual communication and literacy. The courses are co-taught collaboratively by planning, architecture, and design faculty and provide a solid foundation for further exploration into architecture, design, and urban ecology.

DES 2610: Design Contexts (3 Credits): In Design Contexts, students learn about the different design practices and processes and their connection to the built environment at multiple scales. As part of the investigation, students develop a basic literacy in design methods and discover the impact method has on the design disciplines.

CMP 2010: Design Ecologies (3 Credits): Again using a multi-scale approach, this course explores design practices through the lens of ethics, sustainability, and empathy. Course topics cover the interconnected complexity and dynamics of designed, manufactured, and natural ecologies.

ARCH 2630: Design Foundations Workshop (3 Credits): The DF Workshop provides students with practical, hands-on design experience and training through studio-related projects. Working through projects, students develop and refine their design skills and explore different physical expressions of design concepts.

Explain the new sustainability element(s) you incorporated into your course and how they related to the learning goals above (at course, lesson, or activity level). Describe how you see these elements relating to sustainability.

We currently are creating the syllabi for these courses, which will be taught for the first time in fall 2017. I will be teaching the Design Contexts course and will be discussing design processes and design practices from a public interest design methodology, which is a social sustainability approach. Students will learn about a range of design practices, including alternative (non-traditional) forms of professional practice in multidisciplinary (product, graphic, user experience, etc.) design, architecture, and urban
planning. We also will be discussing how materials are chosen, the embodied energy of materials, and other issues related to material sustainability.

Provide a concise listing of sustainability lessons and activities and show their location in the course schedule. For selected new activities attach a completed Activity Sheet.

These lessons are still being developed.

What motivated you to change your course?

The College of Architecture + Planning is moving to admitting freshman as majors in the College (as opposed to the current practice of admitting students as majors in their junior year). This provided the opportunity for a new set of shared foundations courses for all undergraduate students in the College.
Complete one Activity Sheet for each activity you developed that incorporates sustainability into your course.

Activity Name: Understanding Cultural Sustainability in Building Construction

Instructor Name: Mira (Mimi) Locher

State the activity learning goal(s).
Students will:
- Learn to look for elements in the built environment that show cultural sustainability through the use of handcraft and understand the social hierarchy inherent in the architecture.
- Learn to use photography to “see” and record architectural elements.
- Practice using Photoshop to adjust and crop photographs.
- Practice creating balanced compositions through the original configuration of the photo and the cropping, as well as through abstraction in two and three dimensions.
- Learn to use salvaged materials for high quality final products.
- Practice handcraft by cutting and adhering the photos to the cardboard backing.
- Practice objective critical analysis of their own and others’ projects.

Summarize activity.
1. Carefully observe buildings in your everyday environment to look for examples of buildings utilizing elements based on Egyptian, Greek, and Roman architecture.
2. Observe varied details from these buildings that show the use of handcraft (for example, a carved stone column capital).
3. Choose three different buildings to study, and select one detail from each building.
4. Photograph each of the three details at three different scales (detail, element, and building – for example, column capital, column, and building).
5. Using Photoshop, adjust the photographs for color, brightness, contrast, etc., and also crop each photo to best express the detail and to be printed as an 8” x 8” square.
6. Print the nine photos and trim them to approximately 8.25” x 8.25” (leaving a ¼” border around each image).
7. Salvage high quality, clean previously used corrugated cardboard (must all be the same thickness) and cut into nine roughly 9” x 9” squares.
8. Neatly mount the nine photos on the corrugated cardboard, and use an Xacto knife to carefully trim the cardboard and photos to 8” x 8”.

At what point in your course is this activity delivered?
This activity occurs in late September, about 1/3 through the first semester of a year-long course.

Provide teaching tips to help other instructors implement your activity in their courses.

This activity could be adjusted to non-studio courses by using the campus as a classroom, and walking through the campus to look for buildings that include handcrafted elements. Students could take photos...
using their phones and then show them as a Powerpoint presentation (or Canvas discussion), rather than mounting the photos and exhibiting them.

Including faculty from other disciplines to join the discussion (I invited an anthropologist) is very useful. Students appreciate hearing multiple viewpoints.

Describe your assessment strategy and instruments for student learning and attitudes. Attach grading rubric and/or assessment instruments.

**Total of 100 points**

**Craft (physical techniques)**

- Are the images (photos and drawings) clear and printed at the proper resolution? /10
- Are the edges of the cardboard and paper cut cleanly and to the proper size (8"x8")? /10
- Are the pieces glued carefully, and do the edges of the cardboard and paper line up? /10

**Concept (space-defining strategies) and Composition (rules)**

- Do the nine photos clearly exhibit details with handcraft and Roman/Greek influence? /10
- Do the 2-D drawings have strong compositions showing clear translations from the photos? /10
- Do the reliefs have strong compositions demonstrating clear translations from the drawings? /10
- Do the fifteen pieces work together as a set? /10

**Process (work and participation)**

- Were the fifteen pieces completed on time? /10
- Did the student take full advantage of in-class work time and instructor/TA feedback? /10
- Did the student fully participate in class discussions of the project? /10

How effective was the activity? What are your ideas for improvement in the future?

The activity was mostly effective, although the students best understood the ideas about culturally sustainability at the end of the project through the discussion with the guest faculty member from anthropology. The project could be improved by spending more time up front discussing cultural sustainability and showing the students examples of culturally sustainable handcrafted building elements. Also including a short reading on the topic would be useful.