

WEB-ENHANCED TEACHING OF LANDSCAPE ARCHITECTURE DIGITAL GRAPHICS: AN EVALUATION OF BENEFITS AND CHALLENGES

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ABSTRACT

With the rapid development of web courses in higher education, there is a growing interest in the assessment of online education pedagogy. Landscape architecture digital graphics courses are traditionally taught in classrooms and require extensive interactions between students and instructors. This study assesses the benefits and challenges of using the web as a teaching method supplemental to classroom instruction. An experiment that integrated an online session with a classroom session for an introductory course of digital graphics was conducted. Survey instruments were used to solicit students' feedback on the challenges and benefits of the transition from classroom to web teaching (n=52). In addition, students reported the effectiveness of eight different learning vehicles (e.g., classroom lecture). Last, logistic regression analysis examined the effectiveness of the web session project tutorials. Results indicate that web teaching can bring multiple benefits to both students and instructors. However, the reduced level of interaction from the web session remains a major challenge, and this transition may have greater impacts on undergraduate students than on graduate students. Future study should also examine differentiated instruction methods in an online environment for students with different learning requirements.