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.