

THE NEXUS STUDIO: A SYNERGISTIC PEDAGOGICAL APPROACH FOR INTEGRATING RESEARCH AND EVALUATING LEARNING IN A LANDSCAPE ARCHITECTURE STUDIO

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1 ABSTRACT

Evaluating a student's development is key to understanding effective techniques for teaching and learning, applying relevant research, and developing competencies for practice. The purpose of this project is to evaluate student learning in an integrated landscape architecture and planning research project addressing socio-ecological issues for a landscape. This project focuses on landscape architecture and planning education, using a studio course framework, surveys, and a geospatial evaluation model as vehicles for experimentation. This planning and design studio uses relevant research, an alternative futures research methodology, geospatial design and evaluation as vehicles for building key competencies in sustainability for landscape architecture students (Wiek et al, 2011). It systematically evaluates student learning within a studio course by analyzing self-reported and spatially explicit evidence of learning concerning Food, Energy, and Water Systems (FEWS) at the landscape scale. The method gathers, assesses, and evaluates evidence of student learning. It uses measurement and mapping combined with student surveys to evaluate these two forms of evidence. The results of this study present and interpret the evaluation of the self-reported and spatially explicit evidence of learning. This paper concludes both spatially explicit and self-reported evidence together best indicate learning for design and planning students, with the evidence in this project most compelling regarding student-driven evaluations and revision. The results are intended to equip educators in Landscape Architecture and Planning with effective tools and methods for evaluation and course revision.

1.1 Keywords

Student Learning Outcomes, GeoDesign, Planning, Evaluation, Spatially explicit metrics