

Course Review

To: Anna Bryant, Project Manager, Beyond Anchorage
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Subject: AET A121 – Architectural Drafting
Instructor: Professor Brian Bennett

This course review is of the Spring 2013 offering of AET A121, Architectural Drafting class taught by Professor Brian Bennett. This class was presented concurrently to both web based distance education students via Blackboard and face to face students, which was delivered from and taught in the Architecture Engineering Technology (AET) classroom at the University of Alaska Anchorage (UAA) University Center in Anchorage, Alaska. Blackboard is the web-based learning management software used by UAA for distance delivery of classes.

The UAA course catalog describes this class as follows: “Introduces technical skills needed by architectural drafters and technicians to work with architects. Includes office practices, staff relationships, and architectural drawing production. Develops computer-aided drafting skills in architectural drawing symbols, conventions, dimensioning systems, reference systems, sheet organization, code requirements, and research methods for detailing light commercial buildings.” The prerequisites for this course are undergraduate - UAA level AET or CM A102 minimum grade of C and undergraduate - UAA level AET A181 minimum grade of C.

The AET A121 class is a required class for the AET certificate in the specialized field of architectural drafting. It is also a required class for the Associate of Applied Science (AAS) degree in Architectural and Engineering Technology which includes four fields of study in architectural drafting, civil drafting, mechanical and electrical drafting, and structural drafting. This class is an instructor paced, three credit class consisting of two lecture hours and three lab hours. According to the UAA course content guide it requires total student involvement time of 135 hours, including 30 lecture hours, 45 lab hours, and 60 outside hours.

This class was designed for class sessions meeting Monday through Thursday for five weeks. Class sessions are delivered online via Blackboard's integral web conferencing “Collaborate” module. Face-to-face students are present in the classroom for the instructors lectures while online students are viewing the class session on their computers and interact with their classmates and the instructor with microphone equipped headsets. Distance students who are unable to join the “Collaborate” sessions in real-time have access to the recorded sessions via Blackboard.

For the purposes of this review I used a rubric developed by the University of Alaska Southeast, Sitka Campus dated May 2012 for the design, review and evaluation of online classes and teaching. It is similar to rubrics used at other universities. A copy of the original rubric is provided for reference. This rubric includes the following five standards and subsections:

Standard 1 – Design of the Course

- 1.1 Course Navigation and Overview
- 1.2 Course Design and Physical Layout
- 1.3 Clearly Defined Expectations

Standard 2 – Course Outcomes/Goals

- 2.1 Course Prioritizes or Over-arching Goals Statement
- 2.2 Learning Objectives

Standard 3 – Assessment and Measurement

- 3.1 Types of Assessments
- 3.2 Specific and Descriptive Criteria are Provided
- 3.3 Sequenced and Varied Assessments

Standard 4 – Instruction Materials and Strategies

- 4.1 Instruction Materials
- 4.2 Instructional Strategies
- 4.3 Student Interactions

Standard 5 – Communication Enriched Environment

- 5.1 Designed Discourse
- 5.2 Learning Communities Established

I began my review of this course by entering the Blackboard class interface with the new online student in mind. I followed the directions on where and how to proceed through all of the class areas, materials, and assignments. I then met with the instructor to further understand his teaching approach to the class, how he handled communications with students, assessments, feedback, etc. Professor Bennett provided samples of completed student assignments for my review as well as final grades for the entire class to compare results of the online students in comparison to the face-to-face students. My review of this class is organized according to the above five standards.

Standard 1 – Design of the Course

On entering the course the Announcements page welcomes the student and directs students on how to proceed. The buttons on the left side of the screen are grouped in a logical order for the different areas of the class. The Announcements page is updated by the instructor with additional information for students as the course progresses. There are buttons linking to the syllabus and class schedule, email, course equipment and software requirements, and installation and configuration of the web conferencing “Collaborate” module.

On the course navigation pane there is a group of buttons linking to the “Collaborate” module, “Projects” “Revit Videos”, “Revit PowerPoint’s” and other course materials.

There are several links and contacts provided for access to help for Blackboard and Collaborate as well as any special needs accommodations required by the student.

Standard 2 – Course Outcomes/Goals

Course outcomes and goals are explained in the course syllabus and cover all areas defined in the UAA course content guide. The syllabus clearly defines the instructor's expectations, grading policy, and other requirements for successful completion of the course.

The syllabus emphasizes the fast-paced nature of the five-week course. The class schedule lists all assignments, topics, tests, and due dates and is a good roadmap for the student to follow in order to keep on track.

Standard 3 – Assessment and Measurement

This course focuses on several areas that comprise computer aided drafting and design (CADD) using Revit building information modeling software. This class focuses on the learning this very complex software. In addition architectural drafting standards and conventions in the building design and construction industries are addressed. Assignments follow a progression from learning the basics of the software by completion of assignments from the textbook to more complex assignment which is modeling a building.

There are three tests which include multiple choice questions, short essay questions, as well as practical drawing tests, which provide a thorough evaluation of students comprehension of the material.

Hand sketching assignments are included and are delivered to the instructor via scanned or photographs of the sketches.

Students complete a final comprehensive design solution that is a community based project. This project is modeled in Revit and a formal presentation is given in the final class session to classmates and invited guests.

Drawing assignments and tests are submitted to the instructor primarily via email. The instructor provides feedback to the student with an annotated drawing that explains the instructors critique of the student work. Drafting requires accuracy as well as attention to aesthetic components of a drawing and adherence to the National CADD Standard for symbology, line styles, line weights, etc. This feedback is crucial to student success.

The overall course evaluation is available for students to complete at the end of the semester. The evaluation is encouraged by the instructor and a link is provided on the navigation pane. However it is a voluntary evaluation and rates of completion of the survey vary substantially. Results of the evaluation were not available at the the time of this review.

Standard 4 – Instruction Materials and Strategies

The major component of the success of students in the course are the “Collaborate” web conferencing sessions in which the instructor demonstrates the use of the AutoCAD software, explains the process of creating a drawing, adherence to drafting standards, and provides the opportunity for questions and answers between the students and instructor. The “Collaborate” sessions bring the classroom experience to the online student which enhances the static documents, videos, and PowerPoint’s that are provided to the student in the course materials section of Blackboard. For students who cannot participate in the live “Collaborate” sessions, recordings are provided via Blackboard, and while they cannot actively participate, they can glean much from the recorded sessions which remain available throughout the course and can be replayed.

Standard 5 – Communication Enriched Environment

Professor Bennett encourages questions and participation from the students during the “Collaborate” sessions and also via email or phone calls. If a student resides within driving distance to the campus they are also encouraged to meet with the instructor in person during office hours or by appointment. They are also able to use the AET CADD lab.

Class Composition and Final Grade Comparison

The following information was provided by Professor Bennett regarding the class composition and final grades.

This was the first offering of this online class. 5 students initially enrolled and 2 students withdrew from the class.

3 students were online and there were no face-to-face students.

Grade breakdown for the online students:

A - 1

B - 1

F - 1

It is difficult to draw conclusions for this class because of the low enrollment. According to Professor Bennett subsequent offerings of this class showed very similar performance between the online and face-to-face students.

Summary

It was my pleasure to meet with Professor Bennett and discuss the development of the AET A121 class from a face-to-face to online class. Professor Bennett has been teaching drafting and engineering graphics for many years and has been responsible for development of several of the AET classes for online delivery at UAA. He presents students with diverse and challenging assignments to help them master not only the strong computer skills needed but also develop problem solving skills as well.

Recommendations

I am very impressed with the AET faculty's accomplishments in developing and delivering instruction in computer-aided drafting in an online environment. Drafting by its very nature is a challenging and complex topic to teach in a classroom where students must learn drafting standards and conventions, math calculations, and very complicated software. The use of the "Collaborate" software is a major factor in the success of the classes because demonstration of how to create the drawings and models is crucial.

Since these classes are offered in 5-week sessions it would be very helpful for the faculty to have teaching assistants to help provide quick turnaround on drawing critiques to students. Reviewing and annotating many drawings is very time intensive.

I would also recommend that all files posted in Blackboard be ones that can open within Blackboard rather requiring downloading of the file such as PDF's rather than Word documents, Excel spreadsheets, etc.

Finally, I would recommend that the Blackboard interface for this class include a "Start Here" button and section similar to that used in the AET A101, A131, and A231 classes for optimum aid in navigation for the student.