



SCHOOL OF ARCHITECTURE, BUILDING AND DESIGN
BACHELOR OF SCIENCE (HONOURS) IN ARCHITECTURE
ENVIRONMENTAL SUSTAINABLE DESIGN ARC ARC1413/BLD60203

Project 1: My community My Commitment
(Exploring the sense of environmental and community engagement as future designer)

Table with 6 columns: Assessment, Assessment Type, LO, Presentation, Submission, Assessment %. Row 1: Continuous assessment 40%, Project: My community My commitment, Group: 20%, Individual: 20% (-peer and tutor assessment), LO 2,3,5,6, Presentation -, Submission 21st OCT, 2 A3 research poster +Multimedia, Assessment % 40.

Introduction

Though, the concept of environmental-community service is not very new its importance has developed in the past few years. There are thousands of organizations all over the world that engage and hold millions of young people all through the world. People of all age groups, with a maximum number of youth are involved in the process of community service. Environmental-community-based organizations include; social service organizations, nonprofit providers and associations that engage both young people as well adults as volunteers; youth development organizations, after-school programs, and faith-based organizations. The process is beneficial both for the individuals as well as the society. Environmental-Community service can be defined as a service that is performed for the benefit of the public. Environmental-Community service is a commitment. Basically, community service is a way for a person to give back to a community in which they live. There are many ways of giving back to the community; it can include mural painting on school wall, cleaning and painting of orphanages, building a small bench for students in school, collecting items for charity, or just simply cleaning up a park. One of the main benefits of environmental -community service is that it builds a person's character. It helps you to work on skills of being able to communicate with people, being able to work on a team, and being able to take on leadership role. Applying what is taught in the classroom to real life problems not only helps the members of the community, it also increases students' knowledge and skills while helping them find their place as engaged citizens of the world
http://www.oas.org/dsd/publications/Unit/oea37e/ch05.htm



Low-cost housing area
Squatter housing



Displaced members of the micro-community



Neglected area within the city



Objectives of Project

The objectives of this assignment are as follows:

1. To increase awareness of current environmental issues locally
2. To induce creativity in attempting to explore the current environmental circumstances
3. To allow students to explore the opportunity to work with the community and for the community
4. To create awareness of the importance of creating and environmentally sustainable product/design/services
5. To be able to understand and explain the principles of sustainability from environmental and social perspective

Learning Outcomes of this Project

Explore the concept of environmental and ecological sustainability

1. Produce 2 A3 research poster of complete documentation of the entire project from proposal up to completion with LCA
2. Produce a multimedia presentation on the issue and process taken to resolve the issue
3. To be able to demonstrate problem-solving skills
4. Recognise role and responsibility of an architect towards environment and society.
5. Exemplify creativity in attempting to explore the current environmental circumstances

Tasks - Methodology

There are many ways in which designers experience a community. The purpose of this project is to further develop these community skills. By working in teams you are given the opportunity to deepen your team work abilities. You

create and adapt strategies that allow you to benefit from the knowledge of your team and contribute to that knowledge. These skills are crucial in your ability to develop good professional design practice in the future. Therefore, in participating in this project you are asked not only to **engage with the theme**, but also to embrace, examine and reflect on the **notions of community** as its active member. Through interactive and dynamic exercises, you will gain a deeper understanding of environment and your responsibility to community, practice solving real-world challenges using creative ideas.

Task:

Your task is to identify an environmental-community related issue in your local community. The issues have to be genuine and any solution provided by your team must have an impact to the environment and community. You will need to visit your project site more than once to collect a variety of observation before making suggestions or proposals.

Your observations should also include what is the main environmental-community related issue, who are affected, any particular organization directly related to the issue, what the people or community needs and etc. Your record of the observation can be in the form of written, video or visual.

When you make your observations they can be:

- * in form of sketches of the place or people
- * things you have collected from the site
- * video
- * photographs of the site and issue by you or others (if possible).

The key here is to **immerse yourselves in the experiences** of the environment- community.

Nature of site/case study to be selected for environment-community project



Details of project

You are to get into groups of maximum of 10 to form a team. The understanding of sustainability (environment and community engagement) and your role and responsibility as a designer should be reflected throughout the execution of this project while;

- Exploring the issue
- Writing an effective proposal to resolve the issue
- Execution of the project on site
- Engaging the site and community
- Creating the awareness and impact via your solution/product

This project is done in there (3) stages;

Stage 1

Proposal Submission and approval

Identify issues and proposal (refer to proposal form)

- Clear identification of issue
- Proposal
- Justification on solution-why, who, what, when and how
- Costing
- Estimation of duration (to be within the given time 8weeks)

Stage 2

- Upon approval of your project proposal/project
- Ensure you get the case study/client's approval for your project
- Provide details of your project (graphics, design, layout etc depending on your issue and proposal)
- Finalize your project proposal with your tutor
- Provide schedule of work planning on site (timeline/bar chart)
- Execute work on site
- Keep records of work progress (pictures, video and written)
- Update your tutors on your project during tutorial sessions (videos, pictures and records)

Stage 3

- Completion of work on site
- Produce complete documentation on your project (issue, solution, process and final product)
- Upload your multimedia and board on to group website

Examples of environmental-community service:

Mural painting in school

Addressing physical need of low cost housing area (amenities, social outlet-children, elderly, community spaces)

Recycling activities for certain community

Building of small sustainable shelter for homeless

Improving neglected parts of the city (back alleys = wasted space, not safe,)

NOTE: YOUR ARE NOT ALLOWED TO ASK FOR MONETARY DONATIONS AT ALL.

Submission Requirement

The project asks for two outcomes

- 2 A3 research poster of the project
- Multimedia presentation of the entire project from proposal to completion

Other general requirements

- Digital copies.
- Visuals / Photos used in the submission must be clear and well communicated.
- DO NOT PLAGIARISE- copy design from anywhere
- Referencing (MUST) for information and sources

Marking criteria- Must Attach with CD

Student Names:

1		6	
2		7	
3		8	
4		9	
5		10	

Marks shall be distributed as follows:

Marking Criteria	Marks %	Acquired TGC	FAIL	POOR	SATISFACTORY	GOOD	EXCELLENT
Proposal <ul style="list-style-type: none"> - Identification of environmental-community issue - Appropriates of issue - Current and practical - Appropriate solution - Measurable product and Impact 	10	1.3, 2.1					
Execute work on site <ul style="list-style-type: none"> - Understanding what is environmental /community - The project / design - Tools used to measure environmental impact - Completion of project to the satisfaction of the organization. 	30	5.1, 7.2					
A3 Research poster <ul style="list-style-type: none"> - Documenting engagement and execution of work on site - LCA - Referencing 	20	3.1, 1.3					
Multimedia presentation <ul style="list-style-type: none"> - Documentation of the entire process: works on site, community engagement - Students reflection of community service - Creative presentation - Video should be able to create Impact on viewers on environmental and community awareness - Uploaded onto group website 	40	3.1, 8.1					

Attach with submission (individuals must complete this form and collated as group)



TAYLOR'S UNIVERSITY

Wisdom • Integrity • Excellence

SCHOOL OF ARCHITECTURE, BUILDING & DESIGN

Modern Architecture Studies in Southeast Asia (MASSA) Research Unit

PEER ASSESSMENT FORM (PRIVATE & CONFIDENTIAL)

Write the proficiency level from the rubric that fits each group members' participation in the box under the collaboration skill. Include your own name in the list. For ranking, use "1" for the group member that you feel contributed the most to the work, followed by other group members in order of contributions.

Name of Group Member	Participation	Leadership	Communication	Cooperation	Time Management	TOTAL (Out of 25)	RANK
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

List down some of the main tasks that had been assigned to you for this assignment and briefly describe your performance:

1. _____

2. _____

3. _____

You may also list any other contributions that you feel you have made for your team:

Briefly comment on the contributions of other group member, particularly those you feel contributed more or less than expected:

Student's Signature: _____ Date: _____

Student's Name: _____ Student ID: _____

This section for comments by Lecturers / Tutors:

Rubric for Peer evaluation (do not attach with submission)

	5	4	3	2	1
Participation	Group member participated fully and was always on task in class.	Group member often participated, was usually on time and did their task well, and immediately, if prompted.	Group member sometimes participated, occasionally wasted time or sometimes worked on unrelated material.	Group member was often missing, contributed minimally or often worked on unrelated material.	Group member did not participate, wasted time, or worked on unrelated material.
Leadership	Group member assumed leadership in an appropriate way when necessary by helping the group stay on track, encouraging group participation, posing solutions to problems, and having a positive attitude.	Group member occasionally assumed leadership in an appropriate way, inconsistently, and generally helped to maintain good group participation, and having a positive attitude.	Group member usually allowed others to assume leadership or often dominated the group.	Group member seldom assumed leadership and occasionally undermined the leadership of others.	Group member did not assume leadership or assumed it in a nonproductive manner and generally behaved in a manner detrimental to the overall attitude of the group.
Communication	Group member listened carefully to others' ideas. Group member offered detailed, constructive feedback when appropriate.	Group member often listened to others' ideas and offered feedback that was usually relevant and appropriate.	Group member sometimes listened to others and interrupted them. Group member occasionally offered constructive feedback, but sometimes the comments were inappropriate or not useful.	Group member often did not listen to others. Feedback was seldom given and usually inappropriate or unhelpful.	Group member did not listen to others and often interrupted them. Group member did not offer constructive or useful feedback.
Cooperation	Group member treated others respectfully and shared the workload fairly.	Group member usually treated others respectfully and often tried to share workload fairly.	Group member sometimes treated others disrespectfully or did not share the workload fairly.	Group member often treated others disrespectfully and often tried to distribute workload unfairly.	Group member treated others disrespectfully or did not share the workload fairly.
Time Management	Group member completed assigned tasks on time.	Group member completed most of the task assigned on time.	Group member sometimes did not complete the assigned tasks on time and occasionally forced the group to make last-minute adjustments and changes to accommodate missing work.	Group member did not complete most of the tasks assigned on time.	Group member did not complete most of the assigned tasks on time and often forced the group to make last-minute adjustments and changes to accommodate missing work.

Prepared by:
Module Coordinator

Checked by:
Name of SC

Approved by:
Name of PD/DD

TamilSalvi Mari

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Date: 26 August 2016

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Date:
Stream Coordinator
(Technical Studies)

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Date:
Deputy Dean