



# TAYLOR'S UNIVERSITY

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## SCHOOL OF ARCHITECTURE, BUILDING & DESIGN

Research Unit for Modern Architecture Studies in Southeast Asia

Foundation of Natural Built Environment (FNBE)

Elements of Natural Built Environment **ARC30105** (FNBE 0115)

Prerequisite: None

Lecturers: Ms Delliya Zain, Miss Noorul Iffa, Pn Hasmanira and Mr Paul

### Project 1

#### Experiencing & Documenting Nature

**20% Group Work + 10% Individual** (out of the 100% overall marks)

**Site Visit:** 8<sup>th</sup> – 10<sup>th</sup> January 2015 at Kuala Selangor Nature Park

**Individual Component Submission:** 9<sup>th</sup> March 2015

**Group Component Submission:** 16<sup>th</sup> April 2015

#### *Introduction*



Illustration by Jeff Grader / property of Delta Education

The idea of this project is for the students to experience and appreciate nature. The site visit will allow the students to be part of nature to observe and collect information. Students will have to represent their findings and information as an info graphic pop up poster and their experience through a simple documentary video. This project will not just benefit the students in this class, but it will spark awareness and inspiration to others around the world once they share it on YouTube and on their online TGC Portfolio.

#### **Objectives of Project**

The objectives of this project;

1. To create awareness of the elements of the natural and built environment
2. To expose the elements of the natural and built environment in their basic unit, form and function

## Learning Outcomes of this Project

On successful completion of this subject, students will be able to demonstrate the following:

1. To recognise and identify the different elements of the natural and built environment
2. To describe the different characteristics of the natural and built environment by exploring the basic elements such as natural topography, landscape, space, building and infrastructure.

## Tasks - Methodology

### INTRODUCTION

The main tasks of this project are to **explore, experience, and appreciate** the natural habitat during the site visit. In groups students will then have to transfer these experiences and information collected from the site on to **info graphic pop up poster** and a **5 minute documentary video**. Students will need to use their creative thinking skills knowledge to create an original and interactive info graphic pop up poster and the documentary video. The info graphic pop up poster will concentrate on the **habitat or ecosystem or any specific theme of nature** approved by their tutor. The Documentary Video should focus on the student's **experience at site, their concise understanding of the habitat and ecosystem, any issues that they want to focus on and to include an awareness message**. Individually students are required to produce a **scrapbook journal** of their experiences and information collected at site.

In brief, the main tasks are;

- A. **Site Visit – Exploring, Experiencing and Appreciating Nature** to collect data– *Group Work*
- B. **Documentary Video** – *Group Work 5%*
- C. **The Info Graphic Pop Up Poster** – *Group Work 15%*
- D. **Individual Scrapbook Journal** – *Individual Work 10%*

### THE TASK

#### **A. Site Visit – Experiencing Nature**

It is **compulsory** for the students to attend a site visit with their group members as organised by the lecturers. The information of this site visit will be on TIMES and FB group. In groups students are required to choose an area that they would like to explore and to document. The site should be about 5mx5m. At the site students are required to explore and collect the following information:

1. **Record the things that excite your senses;** (*useful for the group task and individual component*)
  - a. See (what do you see at different times, scales of things, colours, elements, near far etc?)
  - b. Smell (what kind of smell at different time and places or things?)
  - c. Hear (what kind of sounds do you hear or can you make?)
  - d. Feel (how do you feel emotionally, the heat or the wind, fresh air in the morning, the texture of things around you like the tree branch etc)
  - e. Taste (try some fruits, the food provided)

**NOTE:** Take pictures, record video, tabulate the information on a schedule, sketch and take notes.

2. **Record the surrounding and activities;** (*useful for the group task and individual component*)
  - a. The journey to the site
  - b. The accommodation and the facilities
  - c. All of the sceneries and environment
  - d. All of the activities

**NOTE:** Take pictures, video record, sketch and take notes.

3. **Record and explore your 5x5m site;** (mainly for the group task and individual component)
  - a. Sketch out or draw the layout of your site. Include some basic measurements.
  - b. Record the measurements of significant elements on your site.
  - c. Take photo and video record your site from all angles.
  - d. Observe your site and zoom into everything as a group and individually concentrate on a certain natural subject(s) or element(s).
  - e. List and record everything on your site. **Take note on the texture, pattern, colour, plants species, animals and insect species, what is it eating, how does it survive, how does it move, features and characteristic of these natural elements, natural topography, landscape, and as many natural elements on site.**
  - f. Collect samples if possible.

**NOTE:** Take pictures, record video, tabulate the information on a schedule, sketch and take notes.

4. **The Documentary Video** (mainly for the group task)
  1. It is advisable to first agree on the content and structure of the video with your tutor and team.
  2. Record everything first and do the editing later.
  3. Please consider sounds and lighting when recording.

### B. The Documentary Video

The idea of the documentary video is for the students to share their experiences from The Kuala Selangor Nature Park. **The aim of the video is to inspire others and eventually as an awareness video to all.** It is a **reflection** of what the student have learnt from the site visit and the project itself. The final video should **not exceed 5 minutes**. Tips and detail requirements for the video will be on TIMES. **We accept slideshows or video. This means that the final outcome does not have to be all motion pictures.** It can be narrated or with just subtitles. **Students should come up with an interesting topic or delivery method of the video.** The documentary video should have the following;

- a. An introduction about the site and project.
- b. The students experience (the things that excite their senses) etc.
- c. Interesting visual and information of the site, natural elements etc.
- d. A conclusion with an awareness or/with inspiring message.

### C. The Info Graphic Pop Up Poster

All the information collected at site will need to be presented as an info graphic pop up poster. Through tutorial session and group discussion students will decide the theme or topic or subject that they would like to concentrate on. They will also need to do further investigation and refer to books and online information regarding the information that they have collected from the site. Students will transfer or translate the collected information on to an info graphic pop up poster. **Individually students will need to prepare their portion of information or work and combined it with the group info graphic pop up poster as agreed and discussed as a group.** These are just an example of how this info graphic pop up poster could look like;



Example of an info graphic pop up poster



Examples of info graphic

Information required on the info graphic pop up poster are;

- An introduction and description about the project, the theme/topic/subject of the group information.
- Your Site (The layout, pictures, information, your observation of the site etc)
- The “habitat” characteristic, the relationship between each subject at the site and how it relates to the selected topic or theme.
- Detail information about natural elements on site such as plants, animals, insects and soil type. (pictures, details, sketches, samples, etc) – choose content that relates to your topic,

As part as the **independent learning exercise**, students are encouraged to investigate and understand the following information and explain during tutorial session what they understand and how they will apply it to their project; (*self study*)

- Info graphic (what is it for, how to create it, why, tips **and what makes a good info graphic etc**)
- Pop Up Poster (what’s the aim, **what makes a good poster**, how to make it etc)
- How to make these two items and put it together for the final presentation. (material & method)

#### D. Individual Scrapbook Journal

The Merriam Dictionary describes “**Scrapbook**” as;

*A book with blank pages to which you attach photographs, letters, newspaper stories, etc., that help you remember a person or time.*

<http://www.merriam-webster.com/dictionary/scrapbook>

And the word “**Journal**” as;

*A book in which you write down your personal experiences and thoughts.*

<http://www.merriam-webster.com/dictionary/journal?show=0&t=1392557232>

This individual **Scrapbook Journal** should show your personal experiences and thought, attach photographs, information and also information of elements that you personally investigated. The scrapbook journal should include the followings;

- Your 5 senses experience. (see, hear, taste, smell, and feel)
- Explain and elaborate your understanding of the **ecosystem/habitat/natural environment**.
- Your **personal thought and reflection** on each topic that you have been recording and what interest you the most. (maybe life changing event)
- Compulsory** for you to describe and elaborate one plant species **and** one animal or insect through illustration, sketches or diagram or pictures
- Organised your finding and thought **systematically and clearly** on your sketch book and papers.

## Submission Requirement

This is a group work project with individual component. **It is compulsory to attend the site visit organised by the lecturers.** Students with issues attending the site visit will have to submit a letter from their parents or guardian and the students are required to find their own site and make extra effort. **Tutorial session and site visit activities will be marked under progress and development.**

### The Documentary Video

- Should **not** be more than 5 minutes
- Must contain information as mentioned above under TASK Part B.
- Must insert TU logo, FNBE, and your batch intake and name of lecturers and group members in the video presentation as the intro.
- Must upload on YouTube as a submission by the **15th of April 2015 6PM** (before the presentation day). You will need to play you video on the 16th of April during presentation session.
- On YouTube please name the video– **FNBE ENBE P1-JAN15 – (your title)**
- On YouTube please under description write concise and clear information about the project and the video.

### The Info Graphic Pop Up Poster

- May use of any type of material, board, paper and medium as long as it is clear, appropriate and presentable. **It can be prepared digitally however it is best to include hand sketched illustrations.** (\*but must consider stability, durability, practicality and for storage purposes)
- The Pop Up Poster should be between 6-10 panels of A2 size, all portrait **or** all landscape. Maximum projection of the pop up should not exceed 5cm.
- Please take pictures of the process of making this pop up poster and the final product to be placed in your e-portfolio.
- Please keep the pop up poster save until the end of semester. \* for moderation purposes
- Group verbal presentation should **not** exceed 5 minutes.
- Poster must be in info graphic format and pop up.
- **MODEL OF THE SITE AS A SEPARATE ENTITI IS OPTIONAL however NOT NECESSARY.**

### Individual Scrapbook Journal

- The size should be A4 size. Landscape or Portrait. **Min10 and max 25 pages ONLY.**
- Please prepare this document on loose A4 paper (any type) and comb bind or wire bind it for submission. Design your own cover.
- Scan and take pictures of all the pages for e-portfolio compilation before submission.
- Please upload the document on to your Online TGC Portfolio the week after.

**All sketches, doodles, research, planning, discussion to be place in the e-portfolio. It's the responsibility of every student to make sure they record the process and final product of their work.**

## Assessment criteria

The assessment for this assignment will be based on your

- Demonstrated understanding of the brief, meeting the brief requirements and the theme (*critical analysis*)
- **Quality, clarity, importance and appropriateness of content** related to the theme and as an info graphic, or a documentary video or for the scrapbook journal (*substance*)
- **Originality, creativity, and quality** of the Info Graphic Pop Up Poster, Documentary Video and Sketchbook Journal produced (*delivery*)
- Team collaboration (*team effort, cooperation, progress*)

## Marking criteria

**Marks shall be distributed as follows:**

Work will be assessed based on:

### The Documentary Video

- Quality, clarity and appropriateness of content (*awareness & meeting the requirements*) 3%
- Originality, creativity and quality of the delivery of the video 2%

**(5%) Total: 5%**

### The Info Graphic Exhibition Booth

- Demonstrated understanding of the brief, meeting the brief requirements & theme 3%
- Quality, clarity, importance and appropriateness of content 5%
- Originality, creativity, and quality of the Info Graphic Pop Up Poster 5%
- Team collaboration (*team effort, cooperation, progress*) 2%

**(15%) Total: 15%**

### Individual Scrapbook Journal

- Quality, clarity, importance and appropriateness of content and meeting the brief requirements 6%
- Originality, creativity, and quality of the Sketchbook Journal 4%

**(10%) Total: 10%**

**NOTE: PLEASE BE INFORMED THAT INDIVIDUAL COMPONENTS IN GROUP WORKS IS EVALUATED BASED ON PEER EVALUATION AND INSTRUCTOR'S EVALUATION ON INDIVIDUAL PERFORMANCE OF A GROUP MEMBER.**

## Suggested References

These are just some links that should start you with your independent learning through research. Please don't just refer to these links.

1. <http://koransky.com/Trackers/Other/NatureAwareness.htm>
2. <http://www.experiencingnature.com/>
3. <http://omtimes.com/2012/03/11-ways-to-appreciate-nature-that-you-never-thought-about/>
4. [http://stamping.thefuntimesguide.com/2010/07/scrapbook\\_journaling.php](http://stamping.thefuntimesguide.com/2010/07/scrapbook_journaling.php)
5. <http://visual.ly/what-is-an-infographic>
6. <http://ideum.com/interactive-exhibits/> - Just as an exposure