



Application for ThinkAchieve: *Beyond the Classroom (BTC)* Experiential Learning Designation

Experiential Learning at UTC takes students beyond the classroom to connect theory and practice through creative endeavors, research, internships, leadership, service-learning and intercultural opportunities.

APPLICATION INSTRUCTIONS FOR FACULTY AND STAFF

Please complete the application and submit to think@utc.edu. More information on ThinkAchieve, UTC's platform supporting Experiential Learning is at www.utc.edu/think. If you have questions, please call Bengt Carlson at (423)-425-5825.

Application Content Requirements

- 1) Complete the General Information section
- 2) Select the *Beyond the Classroom* experience category most applicable
- 3) Describe the experiential element in the course or program by responding to the two *Beyond the Classroom* Description prompts
- 4) Attach current Syllabus or experience description/program materials that clarify or highlight the experiential element of the course or program

GENERAL INFORMATION

Faculty/Staff Name: Eun Young Kim

Course/Experience Title (if course, please include course number): IARC 2220 Interior Systems Design/ Title: Wood Wall Systems – Drawing & Building

Department or Office: IARC

First Semester the Course/Experience will be Offered: Spring 2023

How often do you plan to offer this Course/Experience? Every year

***BEYOND THE CLASSROOM* EXPERIENCE CATEGORIES (select one)**

This application will be evaluated using a *rubric corresponding to one of the experience categories*. More information is available at www.utc.edu/think.

☒ **Creative:** Articulate, implement, and reflect on a substantive application of their academic foundations to solving a real-world problem or providing and interpretation or expression

☐ **Intercultural** (Domestic and International): Interact with a culture and/or region distinct from their own. Engage in academic inquiry and application afforded by the specific off-campus setting

- ____ **Internship:** Practice skills or methods related to their field of study through supervised work in a professional or organizational setting
- ____ **Research:** Work from a research question, hypothesis, or thesis statement, apply research design/methods to generate findings, communicate findings through presentation, publication, or other methods of dissemination
- ____ **Service Learning:** Articulate, implement, and reflect on a substantive application of their academic foundations to a real-world service setting and/or need
- ____ **Leadership:** Articulate, implement, and reflect on a substantive application of their academic foundations to develop skills for leadership

BEYOND THE CLASSROOM DESCRIPTION PROMPTS

Please specifically and concisely describe the experiential element of this opportunity in the three areas below. The experiential element should constitute ¼ of the credit or non-credit bearing opportunity.

1. **Authentic Responsibility:** Student demonstrates initiative in the creation and/or execution of the experience; takes ownership of process and outcomes (see detail in category specific rubric)
Based on the lecture on the wall systems, students create a series of drawings of wood stud walls and floor joist systems that display 2-dimensional and 3-dimensional views of walls and floors in different scales. The drawings include free-hand sketches and 3" = 1'-0" scaled drafting of the plans, elevations, and sections. Following the drawings, students collaboratively assemble two wood stud walls (8' and 10' long) in full-scale with 2'x4' lumbers, drywalls, and subflooring materials. Further, students build a small-scale model of the wood stud walls (1" = 1'-0") with balsa wood. Finally, students create a wood stud-wall framing construction report that explains the construction process and mega-reflection on their learning experiences throughout the project.
2. **Reflection:** Share, using the table below, how the course or program requirements direct students to critically reflect before, during and after the experience, integrating theory with practice and generating critical reflection on self and/or society. (e.g. student reflects on the activity; articulates personal, civic/social, and/or academic learning; identifies values and attitudes developed through the activity. See detail in category specific rubric)

Description of <u>pre-experience</u> reflection activities	Students respond to the pre-experience reflection prompt: What was your understanding level of wood wall systems by listening to the lecture only (before this project)?
Description <u>during the experience</u> reflection activities	<p>Students respond to three reflection prompts on drawing and building wood stud-wall systems:</p> <ul style="list-style-type: none"> • Did drawing the plan and perspective views of wood wall systems increase your understanding of the wall systems? Describe how the drawing activities affect your understanding. • Did making a wood wall system model (1" = 1' scale) increase your understanding of the wall systems? Describe how the drawing activities affect your understanding. • Did participating in full-scale wood wall construction increase your understanding of the wall systems? Describe how the drawing activities affect your understanding.

Description of <u>post-experience</u> reflection activities	<ul style="list-style-type: none"> • Overall, did this project significantly increase your learning of wood wall systems? • Did you feel any benefits from the collaborative work of the project? • Which part(s) of the project did you enjoy the most?
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3. **Regular mentorship, supervision, and feedback:** Mentorship entails responding regularly to student work; supporting student reflection (more description below), integrating learning through the activity and goal-setting for future involvement or inquiry (see detail in category specific rubric)

2 to 3 local professionals who have experiences in residential construction (using wood stud-wall systems) participated in the construction part of the project. The professionals will supervise the construction process and respond to the students' questions about the specifics.