

# AGENTS OF CHANGE

## *Student Perceptions, Attitudes, and Learning Styles Architecture Curriculum Study*

You have been chosen to participate in Agents of Change, an architecture curricular reform initiative in the United States. We are interested in your learning style and in your views about your program's curriculum. Please join your colleagues and peers from across the country. Your input is essential to our developing the most complete picture possible.

All your responses are completely confidential and voluntary. Your answers will be sent directly and anonymously to the project evaluators, Institute at Indian Hill (IIH). The personal information requested in this survey is used solely to identify what universities and classes have responded and to better assess what learning has taken place and how. IIH assures the privacy and confidentiality of your responses.

Thank you for your time and contributions to Agents of Change. If you would like to learn more, please visit our web site at the University of Oregon: <http://aoc.uoregon.edu>. If you have any questions about this survey or the project's evaluation process, please email Gwen Garrison <gegarrison@verizon.net>.

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### Section I. Please answer the following questions about your attitudes and approaches to architectural design.

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1. Rank order the issues in addition to historical precedents and structural systems that you consider most critical when you first begin a design project or problem:

**1 = least critical . . . . 5 = most critical**

- Aesthetics and parti
- Building performance
- Impact of building on the environment
- Required building functions
- Site conditions (climate, topography, context)

2. Rank order the usefulness of each of the following design precedent information sources about existing buildings.

**1 = least useful source . . . . 5 = most useful source**

- Architectural magazines
- Architectural presentations (lectures, faculty descriptions, experiences)
- Building performance data gathered on-site
- Building walk-throughs
- Media (videos, CDs, WWW)

*The activities of this project are developed under a grant from the Fund for the Improvement of Postsecondary Education (FIPSE), U.S. Department of Education. However these contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.*

3. Briefly describe your agreement or disagreement with the statement: “A strong design concept should thoroughly integrate concern for environmental strategies (passive and/or active strategies for indoor air quality, thermal control, lighting, acoustics).”

4. Please indicate how important each of these actions is to integrating environmental strategies in your design process. *(Check one box for each action.)*

| Action   | Unimportant | Somewhat unimportant | Somewhat important | Very important |
|--|-------------|----------------------|--------------------|----------------|
| a. Devise and apply an appropriate investigative procedure to your design process  |             |                      |                    |                |
| b. Visit a variety of buildings to learn how they work   |             |                      |                    |                |
| c. Conduct an in-depth study of an exemplar building to learn about the successes and failures of that particular building |             |                      |                    |                |
| d. Interview building users to learn how well they think their building works  |             |                      |                    |                |
| e. Design buildings that provide for occupant well-being   |             |                      |                    |                |

5. Please rank order the importance of each of the following types of building performance evaluation methodologies to your design process.

**1 = least important . . . . 5 = most important**

- \_\_\_\_\_ Computer modeling, simulation, or rendering
- \_\_\_\_\_ Drawing, sketching, or photographing
- \_\_\_\_\_ Mental visualization
- \_\_\_\_\_ On-site data gathering and analysis
- \_\_\_\_\_ Physical modeling

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Section II. The final questions are about your educational context.

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6. What degree are you seeking? (**Check the appropriate box.**)

- Bachelor's degree
- Master's degree
- Ph.D.
- Other (please specify) \_\_\_\_\_

In which discipline(s)? \_\_\_\_\_

7. What's your current status? (**Circle your academic standing.**)

| Undergraduate |   |   |   |   | Graduate |   |   |   |   |    |
|---------------|---|---|---|---|----------|---|---|---|---|----|
| Year          | 1 | 2 | 3 | 4 | 5+       | 1 | 2 | 3 | 4 | 5+ |

8. What is your gender? (**Check the appropriate box.**)

- Female
- Male

9. To enable us to compare your responses from this survey to those of a followup survey, what are the last four digits of your social security number? (**Fill in the blanks.**)

\_\_\_\_\_

Date: \_\_\_\_\_

Class Number and Title: \_\_\_\_\_

Professor: \_\_\_\_\_

Teaching Assistant: \_\_\_\_\_

Department: \_\_\_\_\_

Institution: \_\_\_\_\_

Safeguarding your privacy is very important to the staff of the Agents of Change project. All your responses are completely confidential and voluntary. These surveys will be analyzed by an independent evaluator who, based on experience with FIPSE project evaluations, knows how our grantors, FIPSE, will scrutinize our evaluation analyses. FIPSE will want to see analyses of changes in your attitudes, perceptions, and learning styles. Thus by requesting the last four digits of your social security number in question 9, we seek solely to match your responses of this survey with your responses to a follow-up survey. You and your responses will be aggregated to protect your privacy and confidentiality. We greatly appreciate your willingness, effort, and time to complete these surveys and hope you will facilitate our comparative analyses.

**PLEASE RETURN YOUR COMPLETED QUESTIONNAIRE  
TO YOUR INSTRUCTOR'S MONITOR OR TA.  
THANK YOU.**