

## Examples of Learning Outcomes in Frank Lloyd Wright and Modernism

Learning Outcome	MP Principle	Example of Pedagogy	Assignment	Assessment
Use stylistic and formal analysis to classify buildings in various historical and cultural contexts. (application)	Understanding Contexts, Critical Thinking	In-class analysis and discussion of PPT images from various periods and locations of Wright's work.	Apply classification system to assigned building(s) in an in-class written exercise.	Short critical essay evaluating specific defined periods of Wright's work with corresponding rubric
Describe buildings & projects and their relationships to various physical, historical, and socio-cultural environments. (knowledge)	Critical Thinking, Understanding Contexts	In-class discussion of assigned reading responding to specific critical thinking questions about Wright in Japan and Wright in Germany and Austria.	Read biographical and historical texts and examine Asian and European influences on Wright and vice-versa	Response journal. No rubric yet.
Analyze the meaning of buildings, stylistic and technical innovations in different locations and their relationships to geographical, economic, technological, political, social, religious and artistic forces. (analysis)	Critical Thinking, Understanding Contexts, Engaging with Learners	Video and discussion of Wright's work by theme. Invited speaker and discussion on Broadacre City.	In-class small group responses to questions about Broadacre City concept. Full class discussion of invited speaker's presentation	Short essay comparing and contrasting Broadacre City with contemporaneous urban, social, political, economic and welfare theories. No rubric yet.
Understand Wright's architecture as art forms that reflect and integrate pragmatic conditions as well as traditional principles, and stylistic and technical innovation. (understanding)	Critical Thinking, Understanding Contexts, Reflecting/Acting Engaging with Learners	Field trip to Chicago and its suburbs, Fallingwater (Mill Run PA) and various houses by Wright in Cincinnati	Journal writing about Wright's architecture and its meanings in <i>direct response</i> to the buildings.	Review of journal. No rubric yet.
Understand the development of literature on Wright depending on authorship, date of publication, existence of restraints, and evidence used.	Critical Thinking, Understanding Contexts, Reflecting/Acting	Discussion of comparative viewpoints/evidence employed by biographers and Wright's autobiography, other works written by Wright or his apprentices	Make an in-class presentation about one or more examples of invented or anecdotal evidence in the literature	Review presentation. No rubric yet.
Understand the depth and complexity of	Critical Thinking,	In-class presentation with	Research a limited	Review of presentation

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<p>Wright's work as a technical innovator, social reformer, artistic ground-breaker, practitioner, etc. as preparation for more comprehensive research demanded by term paper.</p>	<p>Engaging with Learners, Understanding contexts</p>	<p>appropriate illustrations by a small group of students. Class discussion of group findings</p>	<p>concept, idea, text, technical problem, innovation or other topic with a small group of students</p>	<p>by class against rubric. No rubric yet.</p>
<p>Select a research topic and explore an issue in Wright's life, times, or professional practice in terms of its meaning in social, technical, artistic, cultural or other context. (analysis, synthesis)</p>	<p>Critical Thinking, Understanding Contexts, Engaging with Learners</p>	<p>Students work separately by share their research experiences with small group to which they are assigned and to other small groups.</p>	<p>Make a class presentation about research findings, condensed into a short talk.</p>	<p>Review of term paper and presentation. No rubric yet.</p>