

# Review of: "Teaching fire safety through design-based immersion of National Building Code-2016 provisions to students of undergraduate architecture: a student feedback on the pedagogy technique"

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**Potential competing interests:** No potential competing interests to declare.

The paper is focused on testing a design-based approach of immersion of National Building Code 2016 into the curriculum of 3rd Year Architecture students through student feedback; however, it evidences some issues that need to be addressed as follows:

1) The Introduction section is excessively short (even shorter than the Abstract). An introduction must have the necessary information to introduce the topic to be addressed in the manuscript. It must include a general context, in this case about university education, the importance of fire safety in the training of architects, different national building codes in the world, etc. It is recommended to substantially expand the introduction to include at least the aforementioned aspects.

2) Like the previous case, the Literature background section is also very poor, with little or no information on relevant aspects, especially on higher education. It is suggested to include at least the following three subsections: a) Some relevant aspects of teaching in Higher Education; b) Teaching in architecture; and c) Teaching fire safety. Below are some inspiring readings that can guide authors to create an adequate theoretical framework around teaching in university education:

- De Gaulmyn, C., & Dupre, K. (2019). Teaching sustainable design in architecture education: Critical review of Easy Approach for Sustainable and Environmental Design (EASED). *Frontiers of Architectural Research*, 8(2), 238-260.
- Lizondo Sevilla, L., Bosch Roig, L., Ferrer Ribera, M. C., & Alapont-Ramón, J. L. (2019). Teaching architectural design through creative practices. *Journal of the Faculty of Architecture*, 36(1), 41-59.
- Forcael, E., Garcés, G., Backhouse, P., and Bastías, E. (2018). "How Do We Teach? A Practical Guide for Engineering Educators". *International Journal of Engineering Education*, 34(5), 1451-1466.
- Rodriguez, C., Hudson, R., & Niblock, C. (2018). Collaborative learning in architectural education: Benefits of combining conventional studio, virtual design studio and live projects. *British Journal of Educational Technology*, 49(3), 337-353.
- Sharifjanovna, Q.M. (2022). Methods of using fine arts in the process of developing the professional competencies of

future architects. *International Journal of Research in Commerce, IT, Engineering and Social Sciences*, 16(5), 49-51.

Among many other citations.

3) The Methodology section does not present any bibliographical source or information regarding the way in which the questionnaire was formulated. The design of an evaluation instrument is crucial in this type of research. For example, was any pilot survey applied to validate the survey? In developing the questions, how was the authors' bias controlled for when writing the survey questions? What was the reason for using the Likert Scale and not another quantification tool? Is the response rate appropriate for the type of study carried out?, etc. In this sense, it is suggested that the authors review the following bibliography, which has valuable recommendations regarding the preparation of surveys and questionnaires:

- Jebb, A.T.; Ng, V.; Tay, L. A Review of Key Likert Scale Development Advances: 1995–2019. *Front. Psycho.* 2021, 12, 637547.

- Oppenheim, A. *Questionnaire Design, Interviewing and Attitude Measurement*, 2nd ed.; Continuum: New York, NY, USA, 2000; ISBN 978-0826451767.

- Yin, R. *Case Study Research and Applications: Design and methods*, 6th ed.; Sage Publications: Thousand Oaks, CA, USA, 2017.

Among others.

#### 4) Discussion Section

This section is extremely condensed. After having gathered all this valuable information from the students, it is totally insufficient that the discussion has been limited to only 3 short paragraphs. For example, the open question 11 (Any suggestions. Please write, if possible. Will it help in furthering the class in the future?) allows to carry out a deep Pattern-matching analysis looking for crossed evidence on which a very rich discussion can be carried out. Another interesting discussion could be built on the basis of a comparison with other international similar studies, or for example, what lessons learned can be highlighted from the study? In summary, it is suggested to substantially expand this section, adding, at least: a) Lessons learned; b) Discussion on the Pattern-matching analysis of the open question; c) Brief comparative discussion with other similar studies worldwide (there is abundant literature on the matter available in Google Scholar and other search engines on the web), etc.

#### 5) Conclusions section

Like the Discussion section, this part of the manuscript is too concise. It is not possible for the conclusions of a scientific

article to be shorter than the Acknowledgments section. It is recommended to expand this section including more insights coming from the study, along with limitations, future research, etc.