Interdisciplinary team learning in the context of integrated design studio

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Abstract

Scientific literature and practical experience point out fragmentation of the building design process as one of the reasons for ineffective design- and construction- processes. This paper proposes interdisciplinary team learning in the context of integrated design studio as a successful approach for both: achieving sustainable design solutions, and changing disciplinary cultures into integrated practices. In a rather unique collaborative experience supported by a digital environment, students from different construction disciplines were gathered to form multidisciplinary (co-located) teams. Based on strategies from situated learning and activity theory, they worked on a real architectural project with specific requirements for sustainability. This integrated design studio was timed in three intensive charrettes. The information technology needs of multidisciplinary teams were mapped towards the existing digital means in order to propose a coherent digital environment for integrated design. We used qualitative methodology and data was gathered through observations, video recordings, assessment questionnaires and project evaluation.