

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.