



Determining the Physical Components of Effective Teamwork Enhancement in the Architectural Studio (Case Study: Architectural Studios of University of Mazandaran)

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Abstract

Research Problem: A group consists of a series of people with diverse abilities that potentially enhances the capabilities of the group. In the architectural profession, collective and group activities are important issues and affect the success of the architectural design. It seems that the environmental factors governing the group are necessary to improve or weaken the group. Working in groups in various fields, especially in architecture and its education, has been associated with weaknesses, and unfortunately today, with the slight expansion of architecture schools, attention to the qualitative dimension of these spaces has been forgotten. Therefore, considering the optimal learning environments for group activities in architecture education, considering its direct impact on the future of students' careers, it seems necessary.

Research Question: How is the physical body of the studio, effective in encouraging architectural students to do group work? What physical components in the architectural studios motivate students to engage in group activities?

Objectives of the Research: This study aimed to achieve the effect of the physical body of the classroom on encouraging architecture students to do group work and identify physical variables affecting the promotion of interactions and their participation in architectural studios.

Research Method: The research method in this research is the qualitative method of grounded theory. Gathering information of the present study, by survey method and through semi-open interviews, among fifteen fourth-year undergraduate students in the field of architecture of the University of Mazandaran, who have four years of student experience and attending various architectural studios with features They had a different body, it took place. The obtained answers were analyzed by grounded theory and after encoding the data in three stages of open coding, axial coding, and selective coding, the final theory of the research entitled "The Personalization of the Group space" has been obtained.

The Most Important Results and Conclusion: The results indicate that the physical structure of the class is effective in encouraging architecture students to do group work. The theory of "group space personalization" shows what physical components in the architecture classroom motivate students to engage in group activities.

Keywords: Studio Environment, Teamwork, Architectural Studio, Architectural Education.

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