

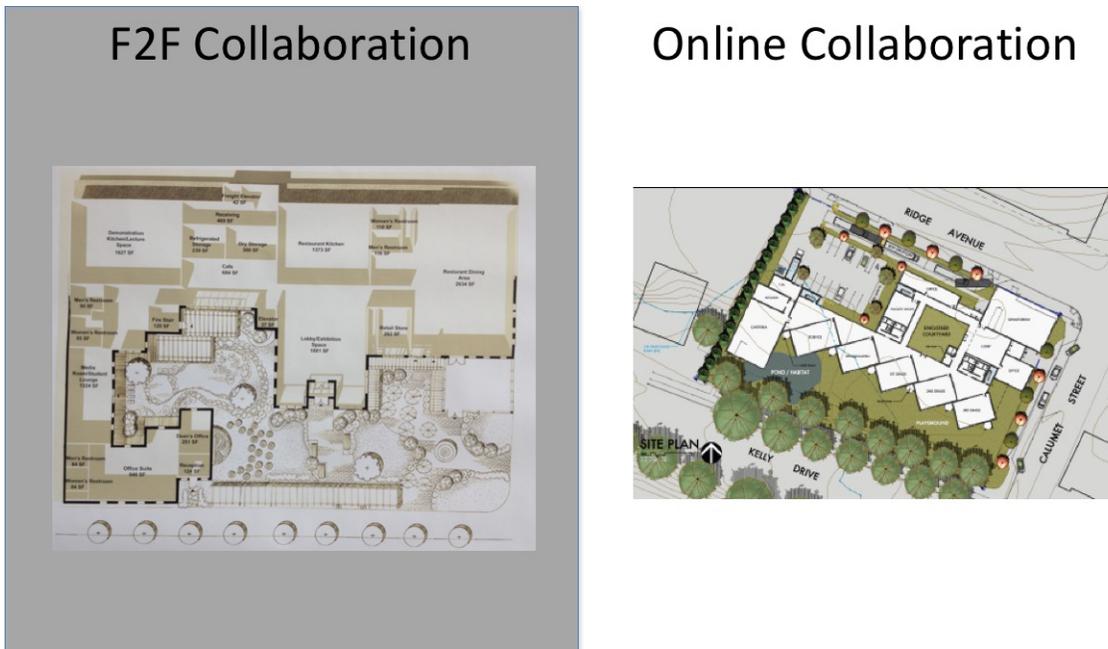
# Collaboration in Online Studios

Nexus Online Grant Report  
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## Challenges

This project was intended to address four challenges encountered with an online studio course SDNx-621: Ecological Design Studio at Philadelphia University. First, before the award of this Nexus Online Grant, the targets for the amount and quality of collaboration were not met for the online studios in the MSSD Program. Compared to the on-campus, face-to-face (F2F) course, the student work lacked both site and building design development (see Figure 1). This is supported by previous research that found site design responses in online courses were not as well developed compared to F2F courses where students could visit the site (Fryer, 2014).

**Figure 1: F2F vs. Online Collaborative Studio Student Work**



Source: (Left: Appineni, Chun, & Wang, 2015; Right: Brown, 2015)

Second, by its nature, online collaboration is different than F2F collaboration (see Figure 2). Studio collaboration in an F2F setting permits synchronous and instantaneous feedback. It also takes place in the same physical space, where body language can be perceived and familiarity is easier and faster to achieve between participants. Such collaboration also permits the use of simple, intuitive tools, such as pens and trace paper. In contrast to this, online collaboration mostly occurs asynchronously with intense periods of synchronous activity via design charrettes. Feedback often takes longer to receive. The shared space is virtual, which impedes the development of familiarity between participants, and body language is difficult to perceive (if cameras are used) or impossible (if cameras are not turned on). Furthermore, communication and design development uses relatively complex technology, adding multiple layers of logistics. This is

backed up by other research which states, “Currently studios can use up to four or more different software programs to manage assignments, communicate between instructor and students, socially interface between students and conduct reviews” (Griffen, 2015, pg. 4) and “... a major challenge to online studios is the limitations of digital technology that have not kept pace with the pedagogy” (Griffen, 2015, pg. 4).

**Figure 2: Different Means of Collaboration Between F2F and Online Courses**

F2F Collaboration	Online Collaboration
 <ul style="list-style-type: none"> <li>- Synchronous and instantaneous feedback</li> <li>- Face to Face / same physical space / body language / familiarity</li> <li>- Simple, intuitive tools</li> </ul>	 <ul style="list-style-type: none"> <li>- Mostly Asynchronous with periods of intense synchronous activity</li> <li>- Feedback takes longer</li> <li>- At a distance</li> <li>- Relatively complex technology</li> </ul>

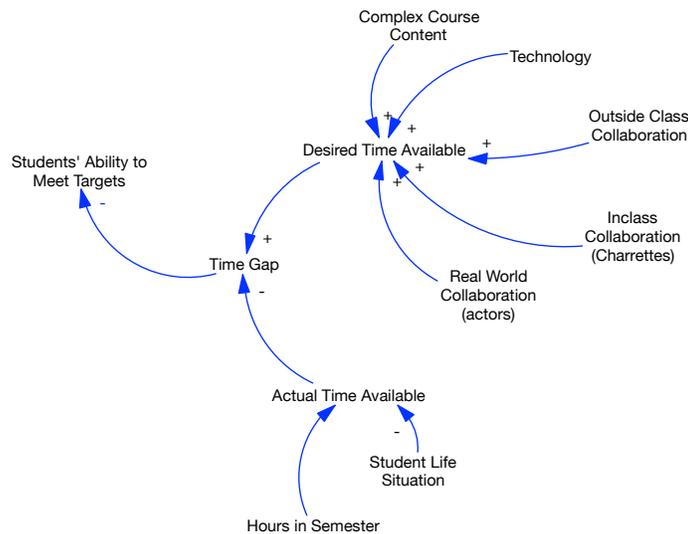
Third, the life situations of students attracted to online courses are different than traditional F2F students. The student who chooses to attend on-campus most likely does not have a full time job and has more time outside of class to complete school work. By comparison, in the Fall 2015 semester, +95% of online students were also working full time jobs that required a minimum of 40 hours/week. Some students were working more than that. Also, 25% of the online students have families with small children, and some are single parents. It is the ability of keeping a full time job that attracts students to online education. “Distance learning allows them [students] to live where they want and keep their jobs while having access to high quality faculty instruction” (Griffen, 2015, pg. 2).

Unfortunately, this also limits the amount of time students are available to meet for classes, and how much time they have outside of class time to meet with other students to complete collaborative work. This is corroborated through other research on collaboration in studios. Douglas writes, “One of the biggest stumbling blocks” was coordination of schedules and finding time to work outside of class (2012, pg. 3). It’s important to note that this was written about an on-campus course, where students have relatively more time for out-of-class collaboration. For an online studio, collaboration is even more difficult to achieve. An online studio is required to meet as often as a F2F section of the same course, cover the same content and achieve the same learning outcomes with less time available for the students to meet for collaborative work. As one researcher states, “Collaboration takes a lot of time” (Denise, 1999). Research shows that “good time management skills for both students and faculty are crucial” to the success of online courses (Griffen, 2015, pg. 3). Furthermore, successful online students tend to be both highly motivated and excellent time managers. But, these same traits make them more attractive at their place of work, and they are often asked to take on more work and travel more often for their jobs. Classwork and job work can lead students to feelings of being overwhelmed. “The inability to fulfill both work/employment and course demands is a primary reason students drop out of online courses and programs” (Creasman, 2012, pg. 4; Frydenburg, 2007; Tello, 2007).

The fourth challenge is that both collaboration and the studio course content are complex. They often require additional time to complete well. Several studies show that best practices for collaboration involve real world, community based projects because students value these projects more, and involvement with multiple stakeholders enhance the collaborative experience. But, such projects require more time to organize, facilitate and complete (Creasman, 2012; Douglas, 2012; McPeck & Mortland, n.d.; Griffen, 2015). In the Fall 2015 semester, the online studio worked with a private N-6 school to design a new campus. The studio included a total of six outside experts to collaborate with the students, from school administration, to a teacher, a student, a parent, and landscape architecture practitioners.

The systems diagram in Figure 3 summarizes the challenges. Essentially, a time gap is created by competing demands between the desired time for the class and the actual time available. As the time gap increases, so does the likelihood to miss targets regarding the amount and quality of collaborative work.

**Figure 3: Summary of Project Challenges**



### Project Overview: What We Did

In response to these challenges, the project explored ways to reduce the time gap (see Figure 3) by decreasing the desired amount of time available for the course so that it more closely aligned with the actual time available for the students. Creasman writes, “It’s easy to overwhelm students,” and faculty should, “Strive to balance what the students need to learn from your course with the time they have to learn. In online courses, less may indeed be more” (2012, pg. 4). The hypothesis was that by decreasing the time gap, the targets for the amount and quality of collaboration would be met. The pressure on the desired time for the course was relieved by experimenting with changes to the complex course content and technology. At the same time, the in-class collaboration was maintained, but it was enhanced in specific ways and evaluated. This is discussed in detail below.

First, the content for the course was decreased by adding another studio course and splitting the previous content covered by one course across both of them (see Figure 4). Prior to this grant, there was one online 6-credit studio that covered both site design and building design. This was changed to cover the same content over two 4-credit studios. The additional 2 credits created by this move was accommodated by altering credits elsewhere in the program. The new arrangement was a two-semester studio sequence, where site design was covered in Semester 1, and the building design was covered in Semester 2 (see Figure 4).

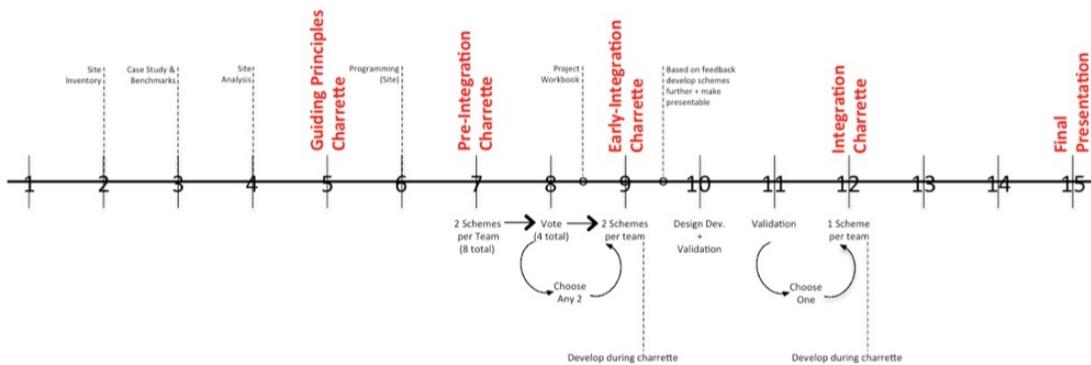
**Figure 4: Changes to Content Covered per Course**

Before	After
<ul style="list-style-type: none"> <li>- 1 studio</li> <li>- Site/Landscape + Building Design</li> </ul>	<ul style="list-style-type: none"> <li>- 2 studios</li> <li>- Semester 1: Site/Landscape design</li> <li>- Semester 2: Building design</li> </ul>

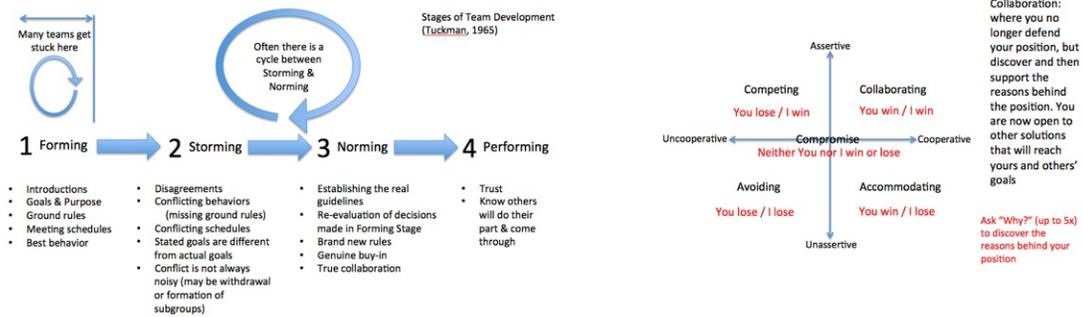
Next, technology was more directly addressed by creating brief, low-stakes assignments. Students were asked to complete tasks in video recording, presentation and file sharing software and submit them via Blackboard. This is recommended for online courses in the literature (Creasman, 2012; Van Tyron & Bishop, 2009; Rabe-Hemp, et al, 2009). However, for online studio courses that can use four or more pieces of software, such instruction is essential. In addition, each student was given a digital tablet. This was provided to enhance the experience and outcomes of the intense synchronous design charrettes. The course used introductory exercises for this technology, too.

Finally, the total number of in-class charrettes were maintained (see Figure 5), but they were also enhanced and evaluated closely to see exactly how they were performing. One enhancement, besides the digital tablets, was the introduction of taught collaboration skills. Research indicates that this is essential to team success. "If team assignments are to be given, explicit steps should be taken to help students learn those skills and to equip them to deal effectively with the logistical and interpersonal problems that commonly arise in collaborative efforts" (Oakley, Fleder, Brent & Elhadj, 2004, pg. 9). This project used Tuckman's stages of team development (Tuckman, 2009), a well-regarded approach to developing teamwork skills through understanding common stages of team development: Forming, Norming, Storming and Performing (see Figure 6). The students also explored the differences between Competing, Collaborating, Accommodating, Avoiding and Compromising. This was presented to students before the charrettes began, and was revisited after Charrette #2: Pre-Integration Charrette.

**Figure 5: Course Schedule Showing Charrettes**



**Figure 6: Tuckman's Stages of Team Development**



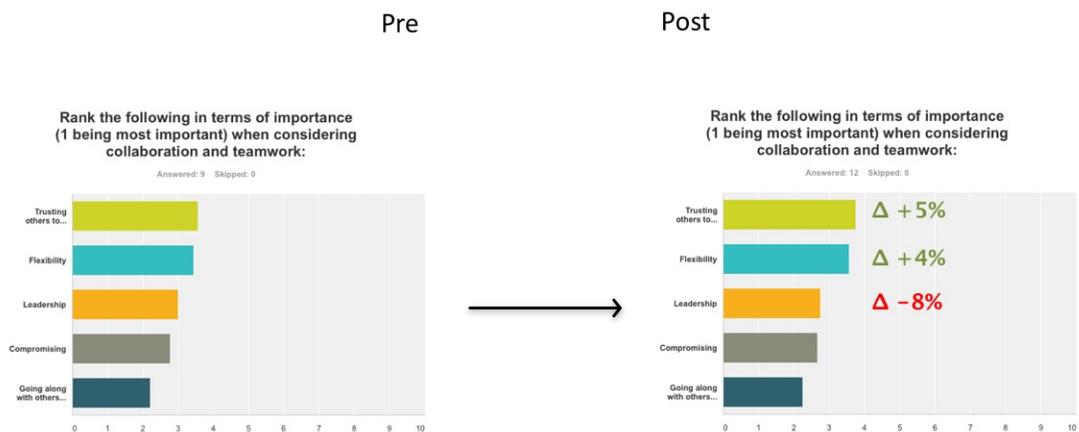
Source: Fryer after Kaplan, 2015

Evaluation of the charrettes was completed by first conducting a pre-survey of students' attitudes toward collaboration. The results of this were used as a baseline for comparison to the completion of the identical survey when the course was completed via a post-survey. Additionally, after each charrette was completed students were asked to take a survey to evaluate the charrette from multiple perspectives (a technique used throughout the studio based on the quadrants of Wilber's Integral Theory): experience, performance, systems and culture/ethics.

### Survey Results

The results of the pre-survey indicated that when it came to collaboration and teamwork the top 3 issues contributing to successful teamwork results were 1) Trusting others to complete their work, 2) Flexibility and 3) Leadership. As Figure 7 shows, these did not change order in the post-survey, however their intensity did. Both Trusting (+5%) and Flexibility (+4%) became slightly more important while Leadership became less important (-8%).

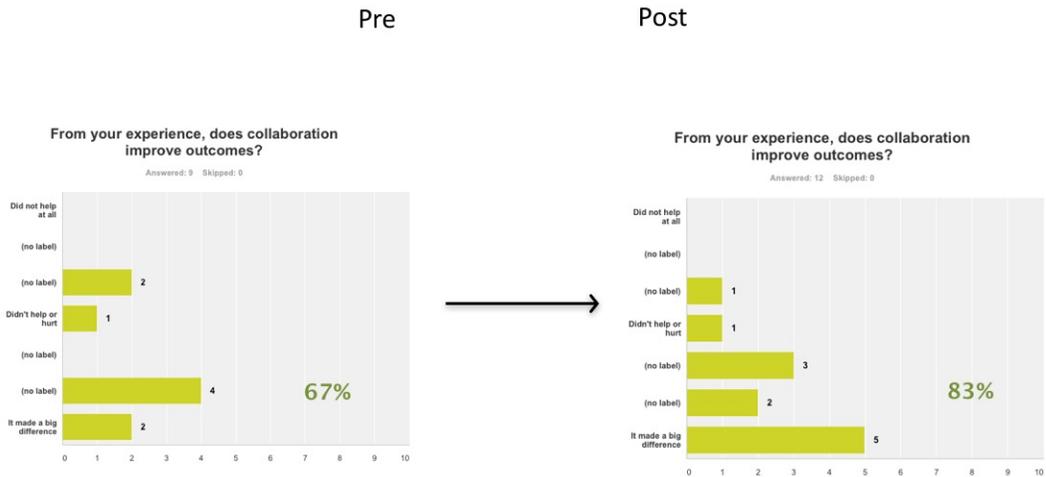
**Figure 7: Pre- and Post-Survey Responses Question #1**



The students seem to agree that collaboration can improve design outcomes (see Figure 8). When asked about the ability of collaboration to improve outcomes, the results indicating a range of positive impact increased from 67% to 83%. Although these results are later qualified by the students, the general attitude towards collaboration's effectiveness improved. A common student response was,

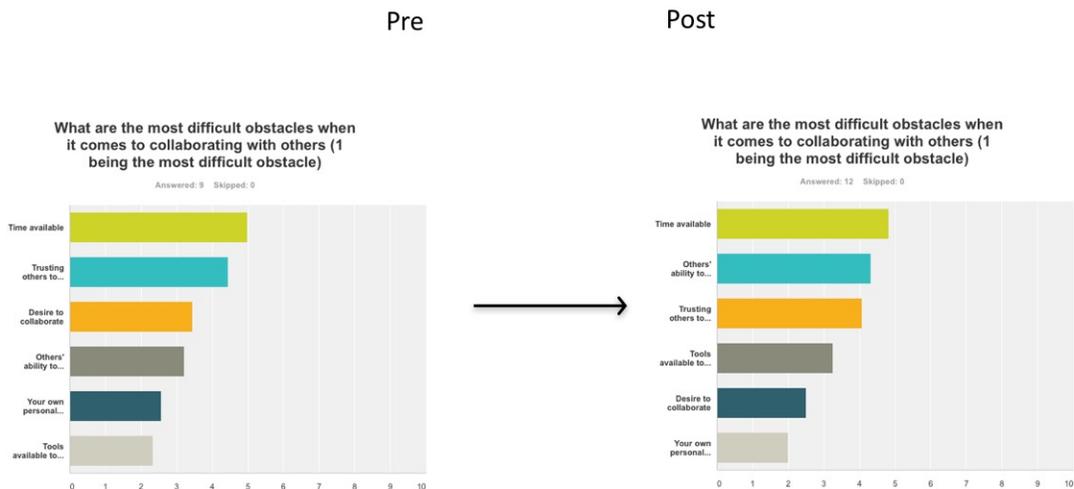
“Some group work should be scheduled because it is a reflection of how people work in the real world, but too much group work distracts from learning the content of the class. ... The learning in groups is less personal, meaning the effect on the individual is somewhat dulled because so much attention is placed away from the content of the project and onto the logistics of group work.”

**Figure 8: Pre- and Post-Survey Responses to Question #2**



In contrast to Question #1 (Figure 7) students’ responses changed more dramatically when responding to the major obstacles to successful collaboration. In the pre-survey, the order of responses indicated that the top 3 obstacles were 1) Time available, 2) Trusting others to complete their work and 3) Desire to collaborate. As Figure 9 shows, in the post-survey the order shifted. Time was still the largest obstacle, but Other’s ability to collaborate jumped from 4<sup>th</sup> to 2<sup>nd</sup> place ahead of Trusting, which slid to 3<sup>rd</sup> place. This is a likely a result of the students’ experience with real teams and their new understanding of team development from Tuckman’s stages (which none of the students knew before the course).

**Figure 9: Pre- and Post-Survey Responses to Question #3**

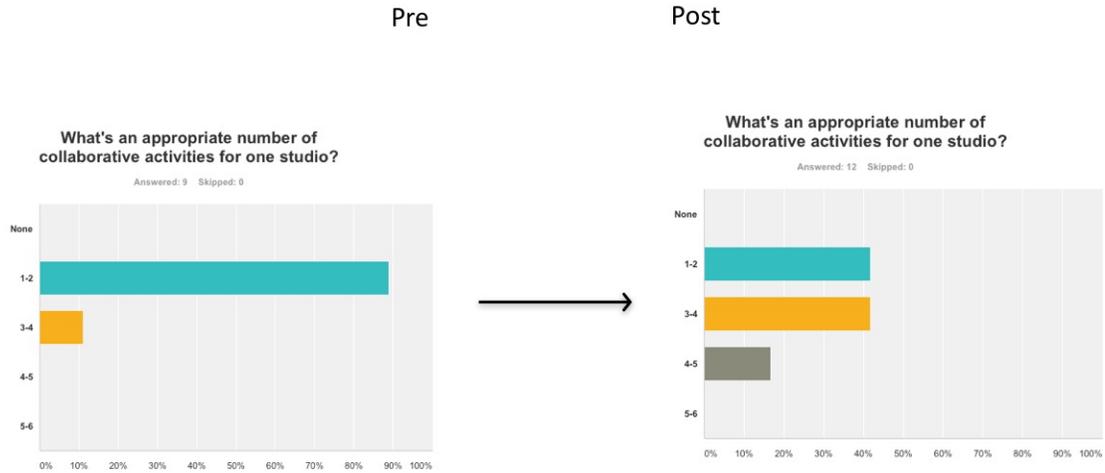


Another survey result with larger shifts in responses came from students’ indications of what they thought were the appropriate number of collaborative activities during the course. As Figure 10 shows, students

wanted more collaborative activities than they first indicated. Again, these results are qualified by students' responses later in the survey, but they show a general increase in the appreciation for what collaboration can achieve. A common student response was,

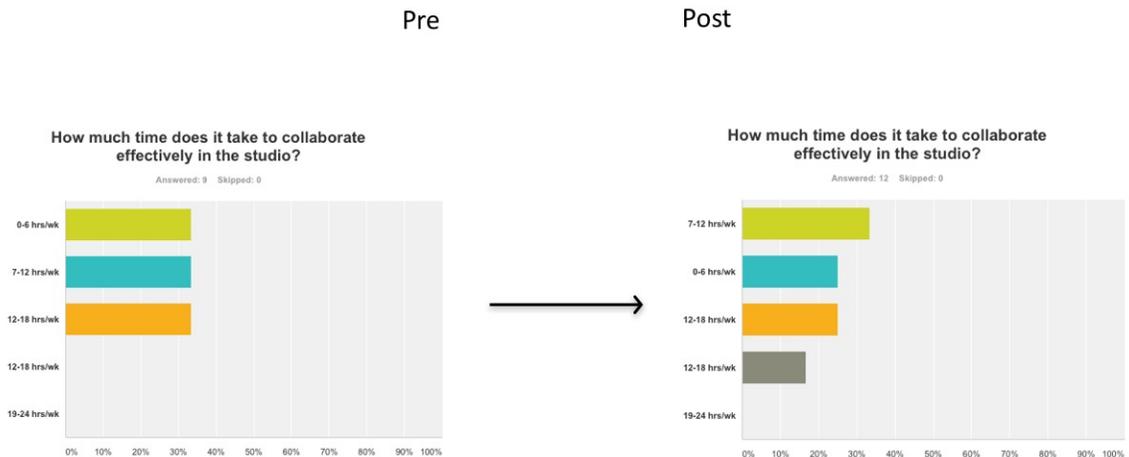
“There has to be a balance in collaboration and personal work project as both provides different learning opportunities. Keeping 4-5 activities collaborated and 2-3 activities as personal projects can provide a change to gain understanding and application of concepts on every level.”

**Figure 10: Pre- and Post-Survey Responses to Question #4**



Finally, when asked to consider how much time it takes to effectively collaborate, students' responses changed. At first, the top response was 0-6 hours/week. This answer changed by the end of the course, with 12-18 hours/week topping the list. Note: the survey mistakenly listed 12-18 hours/week twice as a response. However, if the responses for both are added together, their total puts this response in 1<sup>st</sup> place (see Figure 11).

**Figure 11: Pre- and Post-Survey Responses to Question #5**



Although the response towards collaboration and charrettes generally improved, the situation is more nuanced, as the student's words indicate. Time is a major stressor for them. One student wrote that meeting

synchronously at all was an obstacle, stating,

“Meeting live also ends up being a stressor that can be harmful to the quality of work, especially considering online classes are most attractive to people who have to work a lot of hours, and to those whose schedules change frequently.”

Time-crunched students also indicated an interesting point towards online content delivery, where live and recorded lectures are current topics of intense discussion in academia:

“Listening to a live lecture online isn’t necessarily better than listening to the recording, and in fact I believe a well put together powerpoint is a better source of information than a recording most times because it’s easier to organize and find information on a powerpoint, as opposed to having to fast forward or rewind a video.”

### Collaborative Design Results

The design results showed excellent progress towards meeting the targets for quality for the course. The students were able to achieve more complete site development compared to previous semesters (refer to Figure 2, right image). Intentionally holistic designs were achieved by the real world connection with the client, and by considering how outdoor spaces could reinforce and express the client’s desires, deploy systems on the site (eg. ecological, stormwater), provide thermal comfort via the design of microclimates, enhance the culture of the neighborhood by providing community services and enhancing the experience of the site through landscape design.

In Figures 12-14, there is a high level of site-wide design development. Here there are outdoor spaces and adjacencies to meet the client’s desires, such as spaces outside of the classroom for play and education. Furthermore, the students considered the dynamic nature of the site by providing activity areas for use when the site is not occupied by students and teachers. This extends the use of the site to the community for use on weekends and nights. For example, the provision of an active night garden near an active street corner.

**Figure 12: Student Team 1 – Site Plan with Key Features**



Source: (DiBartolo, George, Koshar, 2015)

**Figure 13: Student Team 2 – Site Plan**



Source: (Shaker Bassilious, Rajan, 2015)

**Figure 14: Student Team 2 – Development of Community Outdoor Spaces**



**COMMUNITY GARDEN:**

Community garden is an area dedicated for the community within the campus property.

The garden has a separate entrance and parking and separated from the school for security matters.

This zone consists of the following:

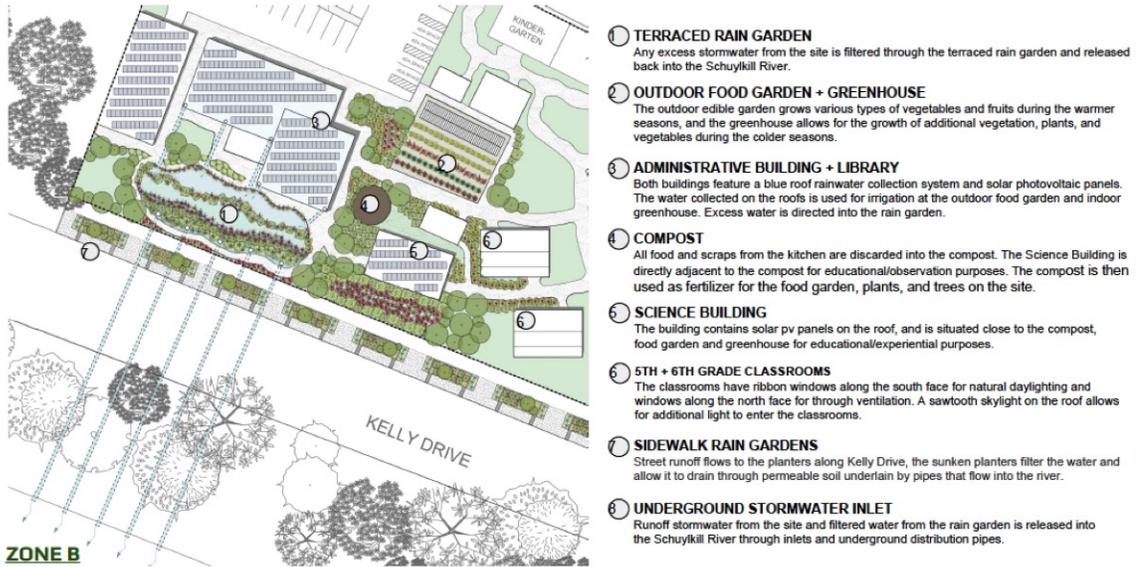
- Food trucks.
- Wooden deck serviced by the food trucks.
- Community stage for night singing festivals. Cultural seminars, karaoke parties, ... etc
- Access to the school amphitheatre can be provided after the school management approval according to the events.

Source: (Shaker Bassilious, Rajan, 2015)

In Philadelphia, stormwater control is a major concern because the city has a combined storm/sewer system. Students considered how to control, harvest and retain the stormwater on-site (see Figures 15-17). The raingardens are designed in a way that supports the educational goals of the client by making them outdoor science laboratories. Furthermore, the outdoor spaces enhance the experience of the site by locating

dense vegetation along the noisy Kelly Drive and providing shade of the opaque and transparent building elements to improve building energy efficiency, decrease GHG emissions and expand the thermal comfort zone over the year so that the buildings can be run passively and without mechanical HVAC equipment for longer periods.

**Figure 15: Team 1 – Site Development of Stormwater System and Building Program**



Source: (DiBartolo, George, Koshar, 2015)

**Figure 16: Student Team 1 – Detail of Raingarden Development**



Source: (DiBartolo, George, Koshar, 2015)

**Figure 17: Student Team 1 – Diagram of Raingarden**



Source: (DiBartolo, George, Koshar, 2015)

In previous semesters, projects were not able to be developed in such detail and, presumably, students weren't able to develop the knowledge and skills as deeply. For example, plant species selections were made (Figure 18). These selections supported specific goals of the projects, such as using native plant species. Other considerations in the selection were enhancing biodiversity, providing habitat, the experience created via the selection of different plant heights, colors (including seasonal variations) and edibles. Students were able to consider the establishment of a food system on campus with reinforcing feedback loops (Figure 19). This supported the client's mission (connection with nature, nutritious food) and sustainability. Here, the food system is sustained via a feedback loop created by harvested rainwater, composting of food scraps and fresh vegetables for the school students.

Figure 18: Student Team 1 – Plant Species Selection

**Ecosystems Response**

Our design aimed to strengthen the local ecosystem. All of the plants chosen throughout the site are native to the area, and some attract wildlife such as birds, butterflies, and squirrels. We also planted a variety of plants from low-growing gardenias to taller trees. The biodiversity, availability of food, and habitat for the wildlife will add to the ecosystem's resilience.

DISTRICT SCALE

**"LITTLE GEM" MAGNOLIA TREE**  
*Magnolia grandiflora* 'Little Gem'  
\* Salt tolerant

**BLACK CHOKEBERRY SHRUB**  
*Aronia melanocarpa*  
\* Salt tolerant  
- Produces edible black berries each year  
- White flowers from July to August  
- Clusters of glossy black fruit (6-8cm in diameter) from September onwards

**WILD GERANIUM**  
*Geranium maculatum*  
- Pale pink, deep pink, lilac flower  
- Height: 1.5 to 2 feet  
- Bloom Time: April-May

**SPICE BUSH**  
*Lindera benzoin*  
- First to bloom in the spring  
- Named for the aromatic, spicy scent that arises from its leaves, flowers, bark and fruit.  
- It has been historically used for many purposes including teas, food flavorings, and medicines

**BEE BALM**  
*Monarda didyma*  
- Popular perennial with scarlet-red flowers in terminal tufts  
- Valued for its bright flowers and minty aroma  
- Hummingbirds, butterflies, and bees are attracted to the blossoms of Oswego tea

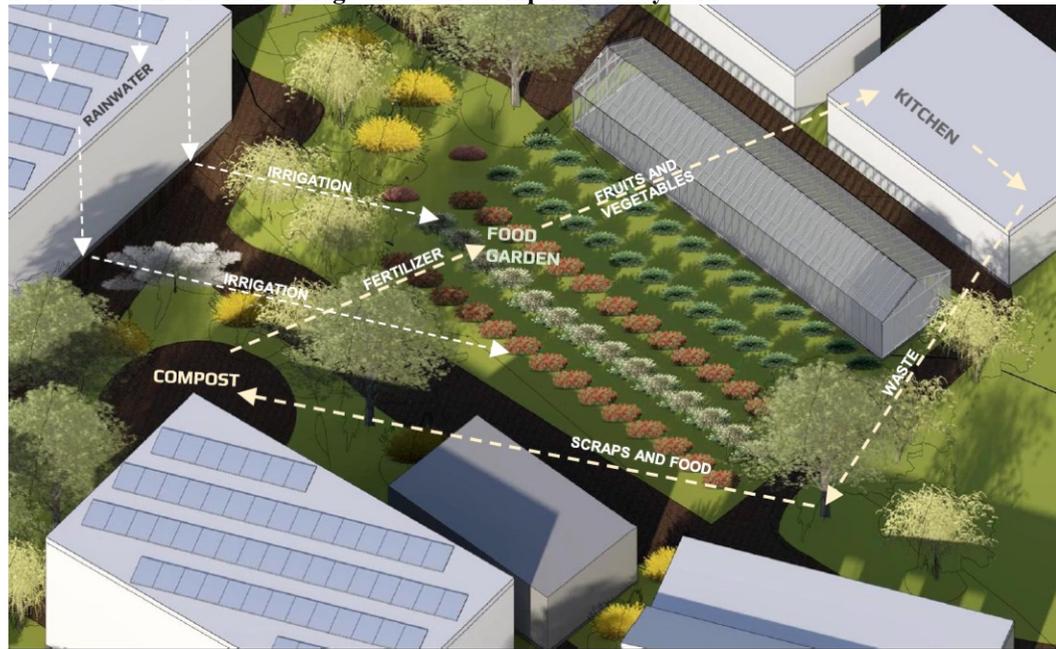
**BUTTERFLY WEED**  
*Asclepias tuberosa* L.  
- Prefers well-drained sandy soils. Tolerates drought.  
- Strong color. Blooms ornamental, Showy, Long-living, Perennial  
- Larval host to Monarch & Queen butterflies

Bioswales around the perimeter of the playground provide space for plants and wildlife while protecting the system from flooding.

Rain Garden is strategically located at the point of lowest elevation on the site.

Source: (DiBartolo, George, Koshar, 2015)

Figure 19: Student Team 1 – Diagram of On-Campus Food System



Source: (DiBartolo, George, Koshar, 2015)

Other projects highlighted the connection with habitat and the community. Figure 20 shows a viewing tower where the community can climb up what could become a regional icon to view the neighborhood, scenic Kelly Drive and the much-loved Falls Bridge. This tower is also intended to become a stop along a migratory bird path. Figures 21 and 22 show a project that includes the provisions for a real world, local organization to establish a pollinating insect sanctuary via a “bee garden”. The client has an integral

beehive in its existing library, so this is a means to provide continuity for the client if it were to move to this new location.

**Figure 20: Student Team 2 – Habitat & Viewing Tower**



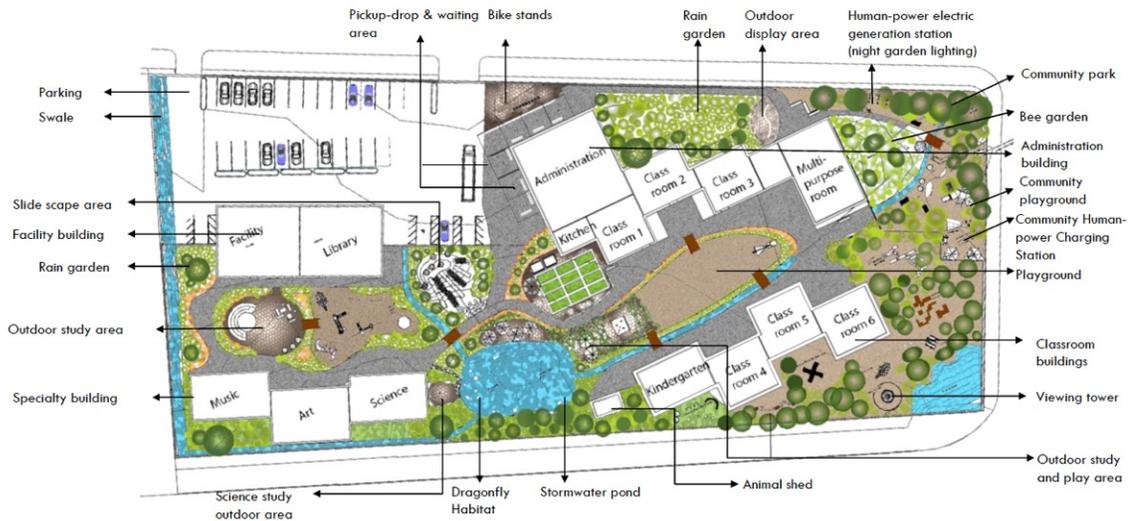
This particular part on the campus is the area in that enhances the relationship between students and natural habitat. Students at this area has a direct contact with nature through the following:

- Birds migration tower.
- Duck lake.

**HABITAT & OPEN PLAYING AREAS**

Source: (Shaker Bassilious, Rajan, 2015)

**Figure 21: Student Team 3 – Site Plan**



Source: (Boisver, Shah, 2015)

**Figure 22: Student Team 3 – Key Features of Site Development**



Source: (Boisver, Shah, 2015)

### Conclusion: What We Learned

At the beginning, the hypothesis was that by decreasing the time gap, the targets for the amount and quality of collaboration would be met, and this appears to be supported by the investigation. It is crucial to the success of this online studio that the content was aligned with the time available to the students. It is likely that most of the improvement is attributable to this one change. The process of student discovery and collaborative activity need to be focused and limited, which may require more pre-work for faculty, especially site information, since students will not be able to visit the site personally. Research backs this up, too: “All instructions must be very specific (even more so with career changers) so all project documents must be meticulously written” (Griffen, 2015, pg. 3). As a result, a tentative conclusion is that online studios may require more credits to cover the same content compared to a F2F course. Furthermore, the idea that “less is more” for the content of a studio course may be difficult for other architecture and design faculty to embrace because it goes against the prevailing studio culture. This culture tends to expect students to work longer hours and considers designs to never be complete and that they can always be improved. The very word “charrette” is derived from working intensely up to and even past deadlines to finish work.

Teaching technological and collaborative skills improves outcomes. As the surveys showed, the students’ knowledge of team development improved with the introduction of Tuckman’s theory. However, more of these activities are needed to improve their skills. This is reflected in the shift in survey responses, where ability to collaborate moved from 4<sup>th</sup> to 2<sup>nd</sup> place (see Figure 9). As noted, collaboration exercises work better if spread out over the course the semester (Douglas, 2012). Additionally, teaching the technology through low-stake assignments helped to eliminate distractions during the semester to allow more time to focus on the design work. Both collaboration and technology skill development are well established in research, and the advice should be heeded. Solving technological problems while a course is in session takes valuable time away from other course activities (Van Tryon & Bishop, 2009). It is important to note that for online studios, there is nothing close to a perfect technological solution nor one single software that provides all that is required or desired. For now, it must remain a patchwork of multiple software applications to meet the pedagogical goals.

The charrette process appears to be working. However, there may be one too many. It was observed by the

faculty that the ability to perform in the final charrette and validation process dropped off significantly. This is also supported by student comments.

Finally, outside-class collaboration remains a team collaboration issue and a time constraint issue. Although the faculty can control the course content and desired time available (see Figure 3), the time that students have available is not within their control. The types of students attracted to online courses have real limits to their time. Online education provides a means to reach more students who work fulltime and have families and who may otherwise forego additional education. However, to meet learning outcomes for this population of student requires changing how such courses are organized, and cannot simply be a copy of the F2F course. However, the results of this project indicate that it may be achievable.

## Deliverables and Dissemination

Some of the information collected during this project has already been disseminated. First, it was accepted to and presented at the 2016 Annual Faculty Conference on Teaching Excellence on January 22, 2016 (see Figures 22 and 23). Second, it was presented to the Philadelphia University community via an EduSeries presentation for the Center for Teaching Innovation and Nexus Learning on April 28, 2016 (see Appendix B).

Figure 22: Teaching Excellence Poster

### INNOVATIVE TECHNIQUES TO IMPROVE LIVE, SIMULTANEOUS COLLABORATION IN AN ONLINE STUDIO COURSE



**ABSTRACT**

Philadelphia University's MS Sustainable Design Program offers its full program online, including studios. The studios are highly collaborative, connecting student teams with outside stakeholders and professionals. By its nature, online collaboration is different from on-campus courses because it occurs synchronously/asynchronously, at a distance, and requires the use of relatively complex digital technologies. In Fall 2015, new pedagogical approaches were developed to improve online studio collaboration.

First, the amount of work and content was adjusted to match the relatively limited availability of online students (Cressman, 2012). The content was altered to span two semesters rather than one, to provide students the opportunity to deeply engage with site and building mass in the first semester, and then develop the design of the building in the next. Furthermore, different types of collaboration were used compared to the conventional use of discussion boards to foster collaboration online (Horton, 2004). Collaboration for an online studio requires moments of intense, live collaboration using multiple software simultaneously. To accomplish this, multiple live charrettes were held, with different techniques being deployed. For example, the first charrette was relatively simple, with the entire class acting as one group to develop shared guiding principles. The other three design charrettes, by contrast, involved subdividing the class into four groups, with each group in its own breakout room within the virtual classroom. Each group was facilitated by a domain expert who moved between rooms.

The ability to hold charrettes, with live verbal and drawing interaction required the simultaneous use of multiple software. Among the software used was Adobe Connect, Frost and Power Paint. The students were previously trained in the operation of the technology (Cressman, 2012). Another innovation was applying the design charrette process to the online venue. Using innovative approaches to foster collaboration, online studio based approaches can approach the same level of interaction and productivity as face to face studios.

**NEXUS LEARNING**

- **Collaborative** – involved students and faculty with different training and expertise
- **Active & Real World** – students had actual clients and responded to "real world" concerns from stakeholders
- **Infused with Liberal Arts** – students responded to history and a historical context



**PROJECT**

New urban campus for The Miquon School, a K-5 elementary school focused on progressive learning  
 Calmer Street and Kelly Drive, Philadelphia, PA, USA

- Basic Program: One classroom per grade
- Class size: 18 kids per class w/2 teachers
- This school exists in a suburban location
- City location to increase access to diversity and culture
- Events occurring on the urban campus to connect to the community
- The client desires an ecologically rich campus and ecologically designed buildings.

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**STUDENT TEAM**

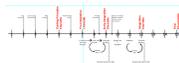
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Keeton, M. (2004). Best on line instructional practices: Report of phase I of an ongoing study. Journal of Asynchronous Learning Networks, 8 (2), 75-100.

**Figure 23: Presentation**



Photo by Jeff Ashely, 2016

In addition to these two dissemination activities, the team hopes to further disseminate the results to a wider audience by publication in a peer reviewed venue, such as ACSA 2016.

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#### Students

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#### Miquon School Collaborators

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Center for Teaching Innovation and Nexus Learning, Philadelphia University

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## **APPENDIX A**

### Survey Results

#1

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Tuesday, September 01, 2015 10:39:58 AM**Last Modified:** Tuesday, September 01, 2015 10:50:21 AM**Time Spent:** 00:10:23**IP Address:** 159.178.197.11

PAGE 1

**Q1: Are familiar with Tuckman's (1965) stages of team development (forming, storming & norming)?** No

**Q2: From your experience, how much does your knowledge of these stages help you in team work and collaboration?**

(no label) I'm not familiar with it

**Q3: Rank the following in terms of importance (1 being most important) when considering collaboration and teamwork:**

Leadership	4
Flexibility	2
Going along with others (Accommodating)	5
Compromising	3
Trusting others to complete their work	1

**Q4: From your experience, does collaboration improve outcomes?**

(no label) (no label)

**Q5: What are the most difficult obstacles when it comes to collaborating with others (1 being the most difficult obstacle)**

Time available	2
Desire to collaborate	3
Trusting others to complete their work	1
Your own personal ability to collaborate	4
Others' ability to collaborate	5
Tools available to collaborate	6

**Q6: How much time does it take to collaborate effectively in the studio?** 0-6 hrs/wk

**Q7: Given all the complexities of taking an online course, what are the best ways to collaborate online in this studio? (mark all that apply)** Asynchronously by updating and sharing documents and drawings

**Q8: Why do you think that's the best way?**

I've run into so many issues with scheduling real time meetings, even when the class was on campus. I personally work full time, and if anyone else works different hours than I do, it makes scheduling very difficult. What ends up happening usually is most of the work is postponed until the meet date, and during the meet, usually only a preliminary, planning stage is completed. Then the duties are split up and each team member does their individual work on their own. If scheduling a real time meet was difficult the first time, it usually is the second time as well, which means either the next meet is dedicated to "finishing up" whether the project is truly finished or not, or there is a mad rush before the due date to complete it asynchronously (which gets awkward if the plan was for everything to be done real time, together). In my experience, valuable time is wasted in waiting for everyone to be able to meet at the same time, and technology is such that being in the same place at the same time is essentially irrelevant anyway.

---

**Q9: What's an appropriate number of collaborative activities for one studio?**

1-2

**Q10: Why is that number best?**

It keeps the collaboration time simple, and the team can focus on getting to know how the other people work instead of stressing about completing activities. That being said these 1-2 activities should be "broad stroke" activities that set up the rest of the project.

---

#2

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Tuesday, September 01, 2015 11:00:29 AM**Last Modified:** Tuesday, September 01, 2015 11:09:17 AM**Time Spent:** 00:08:48**IP Address:** 65.124.224.243

PAGE 1

**Q1: Are familiar with Tuckman's (1965) stages of team development (forming, storming & norming)?** No

**Q2: From your experience, how much does your knowledge of these stages help you in team work and collaboration?**

(no label) I'm not familiar with it

**Q3: Rank the following in terms of importance (1 being most important) when considering collaboration and teamwork:**

Leadership	3
Flexibility	4
Going along with others (Accommodating)	5
Compromising	2
Trusting others to complete their work	1

**Q4: From your experience, does collaboration improve outcomes?**

(no label) (no label)

**Q5: What are the most difficult obstacles when it comes to collaborating with others (1 being the most difficult obstacle)**

Time available	2
Desire to collaborate	3
Trusting others to complete their work	1
Your own personal ability to collaborate	6
Others' ability to collaborate	5
Tools available to collaborate	4

**Q6: How much time does it take to collaborate effectively in the studio?** 7-12 hrs/wk

**Q7: Given all the complexities of taking an online course, what are the best ways to collaborate online in this studio? (mark all that apply)** Live in realtime via Adobe Connect

**Q8: Why do you think that's the best way?**

This way you can talk over the phone, share screen and take notes for the rest of group to see.

---

**Q9: What's an appropriate number of collaborative activities for one studio?**

1-2

**Q10: Why is that number best?**

I guess it depends how extensive the activities are. If they are large projects, within the allotted time we have, 1-2 activities are best to get the most out of the experience. If they are smaller I would say 3-4.

---

#3

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Tuesday, September 01, 2015 1:59:29 PM**Last Modified:** Tuesday, September 01, 2015 2:09:27 PM**Time Spent:** 00:09:58**IP Address:** 78.100.182.255

PAGE 1

**Q1: Are familiar with Tuckman's (1965) stages of team development (forming, storming & norming)?** No

**Q2: From your experience, how much does your knowledge of these stages help you in team work and collaboration?**

(no label) I'm not familiar with it

**Q3: Rank the following in terms of importance (1 being most important) when considering collaboration and teamwork:**

Leadership	1
Flexibility	3
Going along with others (Accommodating)	2
Compromising	4
Trusting others to complete their work	5

**Q4: From your experience, does collaboration improve outcomes?**

(no label) (no label)

**Q5: What are the most difficult obstacles when it comes to collaborating with others (1 being the most difficult obstacle)**

Time available	1
Desire to collaborate	4
Trusting others to complete their work	3
Your own personal ability to collaborate	5
Others' ability to collaborate	2
Tools available to collaborate	6

**Q6: How much time does it take to collaborate effectively in the studio?** 7-12 hrs/wk

**Q7: Given all the complexities of taking an online course, what are the best ways to collaborate online in this studio? (mark all that apply)**

Live in realtime using an alternative to Adobe Connect

,

Live in realtime over the phone,

Asynchronously by updating and sharing documents and drawings

---

**Q8: Why do you think that's the best way?**

Using alternative tools for collaboration may work for online students, as most of the times Adobe connect is slow.

---

**Q9: What's an appropriate number of collaborative activities for one studio?**

1-2

---

**Q10: Why is that number best?**

Collaboration involves specific times and serious commitment especially in the case of online students like myself. All students might not be available in a specific time which could result in delays. Individual projects are more applicable to online students.

---

#4

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Tuesday, September 01, 2015 1:52:49 PM**Last Modified:** Tuesday, September 01, 2015 2:14:05 PM**Time Spent:** 00:21:15**IP Address:** 105.181.125.29

PAGE 1

**Q1: Are familiar with Tuckman's (1965) stages of team development (forming, storming & norming)?** No

**Q2: From your experience, how much does your knowledge of these stages help you in team work and collaboration?**

(no label) I'm not familiar with it

**Q3: Rank the following in terms of importance (1 being most important) when considering collaboration and teamwork:**

Leadership	2
Flexibility	5
Going along with others (Accommodating)	4
Compromising	3
Trusting others to complete their work	1

**Q4: From your experience, does collaboration improve outcomes?**

(no label) (no label)

**Q5: What are the most difficult obstacles when it comes to collaborating with others (1 being the most difficult obstacle)**

Time available	1
Desire to collaborate	5
Trusting others to complete their work	4
Your own personal ability to collaborate	3
Others' ability to collaborate	2
Tools available to collaborate	6

**Q6: How much time does it take to collaborate effectively in the studio?** 0-6 hrs/wk

**Q7: Given all the complexities of taking an online course, what are the best ways to collaborate online in this studio? (mark all that apply)** Asynchronously by updating and sharing documents and drawings

**Q8: Why do you think that's the best way?**

Cause it is hard to follow up live due to time zone differences

---

**Q9: What's an appropriate number of collaborative activities for one studio?**

1-2

---

**Q10: Why is that number best?**

It could be more if we are on the same time zone

---

#5

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Tuesday, September 01, 2015 2:45:49 PM**Last Modified:** Tuesday, September 01, 2015 2:57:29 PM**Time Spent:** 00:11:39**IP Address:** 66.58.249.181

PAGE 1

**Q1: Are familiar with Tuckman's (1965) stages of team development (forming, storming & norming)?** No

**Q2: From your experience, how much does your knowledge of these stages help you in team work and collaboration?**

(no label) I'm not familiar with it

**Q3: Rank the following in terms of importance (1 being most important) when considering collaboration and teamwork:**

Leadership	3
Flexibility	1
Going along with others (Accommodating)	5
Compromising	4
Trusting others to complete their work	2

**Q4: From your experience, does collaboration improve outcomes?**

(no label) (no label)

**Q5: What are the most difficult obstacles when it comes to collaborating with others (1 being the most difficult obstacle)**

Time available	1
Desire to collaborate	5
Trusting others to complete their work	4
Your own personal ability to collaborate	3
Others' ability to collaborate	2
Tools available to collaborate	6

**Q6: How much time does it take to collaborate effectively in the studio?** 12-18 hrs/wk

**Q7: Given all the complexities of taking an online course, what are the best ways to collaborate online in this studio? (mark all that apply)**

Live in realtime via Adobe Connect ,  
Asynchronously by updating and sharing documents and drawings

**Q8: Why do you think that's the best way?**

Because everyone likely has varying schedules and time available to work and collaborate each week. I think that it is important to be inclusive and try to offer several approaches to meeting and working together. I think it is also important to offer a method that folks can work on their own schedule to get work done individually, but also that we can touch base in person to be able to talk directly about work and share ideas. I think those approaches are more efficient in their own way.

---

**Q9: What's an appropriate number of collaborative activities for one studio?**

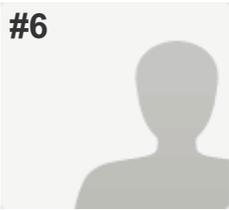
1-2

**Q10: Why is that number best?**

I think 2-3. I think that it is enough to teach the process and have the experience but not so many that it gets difficult and makes the experience unpleasant. I think 4 would be too much. Not more than 1/month of our course.

---

#6

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Tuesday, September 01, 2015 3:57:52 PM**Last Modified:** Tuesday, September 01, 2015 4:12:11 PM**Time Spent:** 00:14:18**IP Address:** 100.1.6.105

PAGE 1

**Q1: Are familiar with Tuckman's (1965) stages of team development (forming, storming & norming)?** No

**Q2: From your experience, how much does your knowledge of these stages help you in team work and collaboration?**

(no label) I'm not familiar with it

**Q3: Rank the following in terms of importance (1 being most important) when considering collaboration and teamwork:**

Leadership	4
Flexibility	2
Going along with others (Accommodating)	3
Compromising	5
Trusting others to complete their work	1

**Q4: From your experience, does collaboration improve outcomes?**

(no label) Didn't help or hurt

**Q5: What are the most difficult obstacles when it comes to collaborating with others (1 being the most difficult obstacle)**

Time available	1
Desire to collaborate	6
Trusting others to complete their work	3
Your own personal ability to collaborate	5
Others' ability to collaborate	2
Tools available to collaborate	4

**Q6: How much time does it take to collaborate effectively in the studio?** 7-12 hrs/wk

**Q7: Given all the complexities of taking an online course, what are the best ways to collaborate online in this studio? (mark all that apply)**

Live in realtime over the phone ,  
Asynchronously by updating and sharing documents and drawings

**Q8: Why do you think that's the best way?**

*Respondent skipped this question*

---

**Q9: What's an appropriate number of collaborative activities for one studio?**

1-2

---

**Q10: Why is that number best?**

I believe great outcomes can come from collaboration it can just be generally hard to coordinate.

---

#7

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Tuesday, September 01, 2015 5:05:39 PM**Last Modified:** Tuesday, September 01, 2015 5:17:02 PM**Time Spent:** 00:11:22**IP Address:** 74.71.39.233

PAGE 1

**Q1: Are familiar with Tuckman's (1965) stages of team development (forming, storming & norming)?** No

**Q2: From your experience, how much does your knowledge of these stages help you in team work and collaboration?**

(no label) I'm not familiar with it

**Q3: Rank the following in terms of importance (1 being most important) when considering collaboration and teamwork:**

Leadership	2
Flexibility	3
Going along with others (Accommodating)	5
Compromising	1
Trusting others to complete their work	4

**Q4: From your experience, does collaboration improve outcomes?**

(no label) (no label)

**Q5: What are the most difficult obstacles when it comes to collaborating with others (1 being the most difficult obstacle)**

Time available	3
Desire to collaborate	4
Trusting others to complete their work	1
Your own personal ability to collaborate	6
Others' ability to collaborate	5
Tools available to collaborate	2

**Q6: How much time does it take to collaborate effectively in the studio?** 0-6 hrs/wk

**Q7: Given all the complexities of taking an online course, what are the best ways to collaborate online in this studio? (mark all that apply)** Live in realtime over the phone

**Q8: Why do you think that's the best way?**

Adobe Connect seems to crash sometimes, slowing everyone down so I'm not quite sure what the best resource is out there. When I collaborated with one other classmate last Fall Semester we did so over the phone and by sending one another files via dropbox or email. That seemed to work well for us.

---

**Q9: What's an appropriate number of collaborative activities for one studio?**

1-2

**Q10: Why is that number best?**

In my undergrad studios, I've typically worked on projects on my own and done very little collaboration, I think a certain amount of it is necessary for a Master's program, but in the end everyone should have his/her own final product or project. Especially considering the fact that this is an online course and everyone's availability varies quite significantly. I know I personally have very limited availability during the week as I work full-time and sometimes late nights.

---

#8

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Wednesday, September 02, 2015 11:37:50 AM**Last Modified:** Wednesday, September 02, 2015 11:51:27 AM**Time Spent:** 00:13:36**IP Address:** 50.152.177.8

PAGE 1

**Q1: Are familiar with Tuckman's (1965) stages of team development (forming, storming & norming)?** No

**Q2: From your experience, how much does your knowledge of these stages help you in team work and collaboration?**

(no label) I'm not familiar with it

**Q3: Rank the following in terms of importance (1 being most important) when considering collaboration and teamwork:**

Leadership	5
Flexibility	1
Going along with others (Accommodating)	4
Compromising	3
Trusting others to complete their work	2

**Q4: From your experience, does collaboration improve outcomes?**

(no label) It made a big difference

**Q5: What are the most difficult obstacles when it comes to collaborating with others (1 being the most difficult obstacle)**

Time available	2
Desire to collaborate	1
Trusting others to complete their work	3
Your own personal ability to collaborate	4
Others' ability to collaborate	5
Tools available to collaborate	6

**Q6: How much time does it take to collaborate effectively in the studio?** 12-18 hrs/wk

**Q7: Given all the complexities of taking an online course, what are the best ways to collaborate online in this studio? (mark all that apply)**

Live in realtime via Adobe Connect ,  
Asynchronously by updating and sharing documents and drawings

**Q8: Why do you think that's the best way?**

Connecting In realtime via adobe connect helps interaction and thus opens up new areas of discussion and different perspectives. Updating and sharing documents would help in providing a complete understanding of any area within the subject as well as provides a medium to portray once understanding clearly.

---

**Q9: What's an appropriate number of collaborative activities for one studio?**

3-4

**Q10: Why is that number best?**

Collaboration helps in opening up to different perspectives. At the same time individual activities also help in understanding, learning and implementation of the gathered knowledge at a personal level.

---

#9

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Thursday, September 03, 2015 4:55:20 PM**Last Modified:** Thursday, September 03, 2015 5:03:24 PM**Time Spent:** 00:08:03**IP Address:** 190.166.114.182

PAGE 1

**Q1: Are familiar with Tuckman's (1965) stages of team development (forming, storming & norming)?** Yes

**Q2: From your experience, how much does your knowledge of these stages help you in team work and collaboration?**

(no label) It made a big difference

**Q3: Rank the following in terms of importance (1 being most important) when considering collaboration and teamwork:**

Leadership	3
Flexibility	2
Going along with others (Accommodating)	1
Compromising	4
Trusting others to complete their work	5

**Q4: From your experience, does collaboration improve outcomes?**

(no label) It made a big difference

**Q5: What are the most difficult obstacles when it comes to collaborating with others (1 being the most difficult obstacle)**

Time available	5
Desire to collaborate	1
Trusting others to complete their work	3
Your own personal ability to collaborate	4
Others' ability to collaborate	6
Tools available to collaborate	2

**Q6: How much time does it take to collaborate effectively in the studio?** 12-18 hrs/wk

**Q7: Given all the complexities of taking an online course, what are the best ways to collaborate online in this studio? (mark all that apply)** Live in realtime via Adobe Connect

**Q8: Why do you think that's the best way?**

Efficiency

---

**Q9: What's an appropriate number of collaborative activities for one studio?**

1-2

---

**Q10: Why is that number best?**

Being able to focus properly

---

#1

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Friday, October 02, 2015 2:36:26 PM**Last Modified:** Friday, October 02, 2015 2:37:27 PM**Time Spent:** 00:01:00**IP Address:** 190.166.141.7

PAGE 1

**Q1: How would you rate your EXPERIENCE of the Guiding Principles Charrette?**

(no label)

Great

**Q2: How would you improve the EXPERIENCE of this charrette?***Respondent skipped this question***Q3: How would you rate the effectiveness of the SYSTEM for the Guiding Principles charrette?**

(no label)

Very Effective

**Q4: How would you improve the SYSTEM of this charrette?***Respondent skipped this question***Q5: How equitable was the Guiding Principles charrette?**

(no label)

I felt like my voice was heard OR I had the chance to be heard

**Q6: How would you improve the equitable aspects of this charrette?***Respondent skipped this question***Q7: How would you rate the PERFORMANCE of the Guiding Principles charrette?**

(no label)

It generated excellent results

**Q8: How would you improve the PERFORMANCE aspects of this charrette?***Respondent skipped this question***Q9: How would you rate YOUR OWN ability to collaborate during the Guiding Principles charrette?**

(no label)

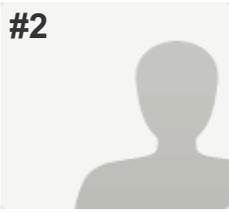
I was helping the team to perform at its highest potential (PERFORMING)

**Q10: How would you rate YOUR TEAMMATES' ability to collaborate during the Guiding Principles charrette?**

(no label)

One (or more) of them was helping the team to perform at its highest potential (PERFORMING)

#2

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Friday, October 02, 2015 2:31:56 PM**Last Modified:** Friday, October 02, 2015 2:46:06 PM**Time Spent:** 00:14:09**IP Address:** 159.178.252.65

PAGE 1

**Q1: How would you rate your EXPERIENCE of the Guiding Principles Charrette?**

(no label)

Neutral

**Q2: How would you improve the EXPERIENCE of this charrette?**

Most of the problems I had were technical; it seems like it would be more effective if we used the text chat. We spent a lot of time clarifying what we said.

**Q3: How would you rate the effectiveness of the SYSTEM for the Guiding Principles charrette?**

(no label)

(no label)

**Q4: How would you improve the SYSTEM of this charrette?**

The main drag was that it was hard to have an effective conversation because of the lag time and the low quality audio signal.

**Q5: How equitable was the Guiding Principles charrette?**

(no label)

I felt like my voice was heard OR I had the chance to be heard

**Q6: How would you improve the equitable aspects of this charrette?***Respondent skipped this question***Q7: How would you rate the PERFORMANCE of the Guiding Principles charrette?**

(no label)

(no label)

**Q8: How would you improve the PERFORMANCE aspects of this charrette?**

The adobe connect classroom feels awkward: I understand the potential benefits of being able to hear each other speak, etc. but with some voices loud, others soft, and all of them low quality (like recording a telephone), I think the potential advantages are lost to the awkwardness of the format

**Q9: How would you rate YOUR OWN ability to collaborate during the Guiding Principles charrette?**

(no label)

(no label)

**Q10: How would you rate YOUR TEAMMATES' ability to collaborate during the Guiding Principles charrette?**

(no label)

(no label)

#3

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Friday, October 02, 2015 3:57:22 PM**Last Modified:** Friday, October 02, 2015 4:05:56 PM**Time Spent:** 00:08:33**IP Address:** 37.211.37.52

PAGE 1

**Q1: How would you rate your EXPERIENCE of the Guiding Principles Charrette?**

(no label)

Great

**Q2: How would you improve the EXPERIENCE of this charrette?**

My first time experience in an online charrette and I found it as a valuable experience to advance in my work.

**Q3: How would you rate the effectiveness of the SYSTEM for the Guiding Principles charrette?**

(no label)

(no label)

**Q4: How would you improve the SYSTEM of this charrette?**

Time was a constrain. If more time was given the results would be better.

**Q5: How equitable was the Guiding Principles charrette?**

(no label)

(no label)

**Q6: How would you improve the equitable aspects of this charrette?**

In a group of two I think equity was attained.

**Q7: How would you rate the PERFORMANCE of the Guiding Principles charrette?**

(no label)

It generated excellent results

**Q8: How would you improve the PERFORMANCE aspects of this charrette?**

The performance would reflect in the work/project. The overall performance as a group was accomplished.

**Q9: How would you rate YOUR OWN ability to collaborate during the Guiding Principles charrette?**

(no label)

(no label)

**Q10: How would you rate YOUR TEAMMATES' ability to collaborate during the Guiding Principles charrette?**

(no label)

(no label)

#4

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Sunday, October 04, 2015 9:01:05 AM**Last Modified:** Sunday, October 04, 2015 9:06:49 AM**Time Spent:** 00:05:43**IP Address:** 100.34.56.206

PAGE 1

**Q1: How would you rate your EXPERIENCE of the Guiding Principles Charrette?**

(no label)

(no label)

**Q2: How would you improve the EXPERIENCE of this charrette?**

It was a little confusing at first. Maybe that's how charrettes are. A little more direction next time maybe, or it's just the way these things are.

**Q3: How would you rate the effectiveness of the SYSTEM for the Guiding Principles charrette?**

(no label)

(no label)

**Q4: How would you improve the SYSTEM of this charrette?**

I liked the system, not sure how it could improve more.

**Q5: How equitable was the Guiding Principles charrette?**

(no label)

I felt like my voice was heard OR I had the chance to be heard

**Q6: How would you improve the equitable aspects of this charrette?**

I think by keeping the groups small is better. 3 people is probably ideal, not too many and more then just you and 1 other persons opinion.

**Q7: How would you rate the PERFORMANCE of the Guiding Principles charrette?**

(no label)

It generated excellent results

**Q8: How would you improve the PERFORMANCE aspects of this charrette?**

The performance worked out well I felt.

**Q9: How would you rate YOUR OWN ability to collaborate during the Guiding Principles charrette?**

(no label)

I was helping the team to perform at its highest potential (PERFORMING)

**Q10: How would you rate YOUR TEAMMATES' ability to collaborate during the Guiding Principles charrette?**

(no label)

One (or more) of them was helping the team to perform at its highest potential (PERFORMING)

#5

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Sunday, October 04, 2015 3:56:04 PM**Last Modified:** Sunday, October 04, 2015 4:18:43 PM**Time Spent:** 00:22:38**IP Address:** 66.58.151.74

PAGE 1

**Q1: How would you rate your EXPERIENCE of the Guiding Principles Charrette?**

(no label)

(no label)

**Q2: How would you improve the EXPERIENCE of this charrette?**

Feel unsure at this point if I personally ever get any input to determining GP of other quadrants. Feel unclear if this would be so in a real-life scenario? So wishing there was more understanding or opportunity to work as an entire group together brainstorming and giving input to entire design process.

**Q3: How would you rate the effectiveness of the SYSTEM for the Guiding Principles charrette?**

(no label)

(no label)

**Q4: How would you improve the SYSTEM of this charrette?**

*Respondent skipped this question*

**Q5: How equitable was the Guiding Principles charrette?**

(no label)

I felt like my voice was heard OR I had the chance to be heard

**Q6: How would you improve the equitable aspects of this charrette?**

Wish that has some bit of initial input on other quadrants than just one assigned.

**Q7: How would you rate the PERFORMANCE of the Guiding Principles charrette?**

(no label)

(no label)

**Q8: How would you improve the PERFORMANCE aspects of this charrette?**

Wish there was a way all of us could add some input to any quadrants in the beginning.

**Q9: How would you rate YOUR OWN ability to collaborate during the Guiding Principles charrette?**

(no label)

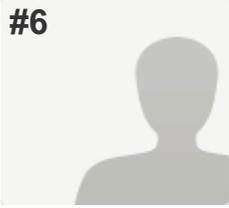
(no label)

**Q10: How would you rate YOUR TEAMMATES' ability to collaborate during the Guiding Principles charrette?**

(no label)

(no label)

#6

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Sunday, October 04, 2015 4:38:35 PM**Last Modified:** Sunday, October 04, 2015 4:39:22 PM**Time Spent:** 00:00:47**IP Address:** 174.57.210.60

PAGE 1

**Q1: How would you rate your EXPERIENCE of the Guiding Principles Charrette?**

(no label)

(no label)

**Q2: How would you improve the EXPERIENCE of this charrette?***Respondent skipped this question***Q3: How would you rate the effectiveness of the SYSTEM for the Guiding Principles charrette?**

(no label)

Very Effective

**Q4: How would you improve the SYSTEM of this charrette?***Respondent skipped this question***Q5: How equitable was the Guiding Principles charrette?**

(no label)

(no label)

**Q6: How would you improve the equitable aspects of this charrette?***Respondent skipped this question***Q7: How would you rate the PERFORMANCE of the Guiding Principles charrette?**

(no label)

(no label)

**Q8: How would you improve the PERFORMANCE aspects of this charrette?***Respondent skipped this question***Q9: How would you rate YOUR OWN ability to collaborate during the Guiding Principles charrette?**

(no label)

(no label)

**Q10: How would you rate YOUR TEAMMATES' ability to collaborate during the Guiding Principles charrette?**

(no label)

(no label)

#7

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Sunday, October 04, 2015 4:43:16 PM**Last Modified:** Sunday, October 04, 2015 4:50:07 PM**Time Spent:** 00:06:51**IP Address:** 162.195.247.21

PAGE 1

**Q1: How would you rate your EXPERIENCE of the Guiding Principles Charrette?**

(no label)

(no label)

**Q2: How would you improve the EXPERIENCE of this charrette?**

If the voice quality can be improved with no messing up voices. ability for writing was better!

**Q3: How would you rate the effectiveness of the SYSTEM for the Guiding Principles charrette?**

(no label)

(no label)

**Q4: How would you improve the SYSTEM of this charrette?**

If voice quality can be improved. Not more people can speak at once! so many ideas went unheard and we needed to repeat many ideas too.

**Q5: How equitable was the Guiding Principles charrette?**

(no label)

I felt like my voice was heard OR I had the chance to be heard

**Q6: How would you improve the equitable aspects of this charrette?***Respondent skipped this question***Q7: How would you rate the PERFORMANCE of the Guiding Principles charrette?**

(no label)

(no label)

**Q8: How would you improve the PERFORMANCE aspects of this charrette?**

Ithink we all need some backup studies to improve the performance

**Q9: How would you rate YOUR OWN ability to collaborate during the Guiding Principles charrette?**

(no label)

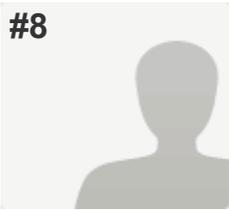
(no label)

**Q10: How would you rate YOUR TEAMMATES' ability to collaborate during the Guiding Principles charrette?**

(no label)

(no label)

#8

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Monday, October 05, 2015 9:05:19 PM**Last Modified:** Monday, October 05, 2015 9:09:34 PM**Time Spent:** 00:04:14**IP Address:** 72.69.70.252

PAGE 1

**Q1: How would you rate your EXPERIENCE of the Guiding Principles Charrette?**

(no label)

(no label)

**Q2: How would you improve the EXPERIENCE of this charrette?**

I'm not sure what I would suggest, but it seemed like we had some difficulty with students who were calling in from outside the US, so maybe using a different platform for the break-out rooms? I'm not too familiar with what is available, but I think it's worth trying an alternative way of conducting the charrette.

**Q3: How would you rate the effectiveness of the SYSTEM for the Guiding Principles charrette?**

(no label)

(no label)

**Q4: How would you improve the SYSTEM of this charrette?**

Same as answer number 2.

**Q5: How equitable was the Guiding Principles charrette?**

(no label)

I felt like my voice was heard OR I had the chance to be heard

**Q6: How would you improve the equitable aspects of this charrette?**

I believe the way it was conducted was very equitable.

**Q7: How would you rate the PERFORMANCE of the Guiding Principles charrette?**

(no label)

(no label)

**Q8: How would you improve the PERFORMANCE aspects of this charrette?**

I was pretty happy with the results and performance, I don't think I would really change anything.

**Q9: How would you rate YOUR OWN ability to collaborate during the Guiding Principles charrette?**

(no label)

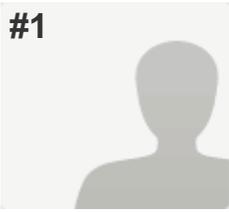
I was helping the team to perform at its highest potential (PERFORMING)

**Q10: How would you rate YOUR TEAMMATES' ability to collaborate during the Guiding Principles charrette?**

(no label)

One (or more) of them was helping the team to perform at its highest potential (PERFORMING)

#1

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Sunday, October 18, 2015 9:45:10 PM**Last Modified:** Sunday, October 18, 2015 9:47:26 PM**Time Spent:** 00:02:15**IP Address:** 190.166.155.234

PAGE 1

**Q1: How would you rate your EXPERIENCE of the Pre-Integration Charrette?**

(no label)

(no label)

**Q2: How would you improve the EXPERIENCE of this charrette?**

Submitting comments as an assignment and discuss then in class.

**Q3: How would you rate the effectiveness of the SYSTEM for the Pre-Integration charrette?**

(no label)

(no label)

**Q4: How would you improve the SYSTEM of this charrette?***Respondent skipped this question***Q5: How equitable was the Pre-Integration charrette?**

(no label)

I felt like my voice was heard OR I had the chance to be heard

**Q6: How would you improve the equitable aspects of this charrette?***Respondent skipped this question***Q7: How would you rate the PERFORMANCE of the Pre-Integration charrette?**

(no label)

(no label)

**Q8: How would you improve the PERFORMANCE aspects of this charrette?***Respondent skipped this question***Q9: How would you rate YOUR OWN ability to collaborate during the Pre-Integration charrette?**

(no label)

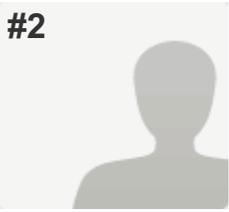
(no label)

**Q10: How would you rate YOUR TEAMMATES' ability to collaborate during the Pre-Integration charrette?**

(no label)

One (or more) of them was helping the team to perform at its highest potential (PERFORMING)

#2

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Monday, October 19, 2015 2:02:30 AM**Last Modified:** Monday, October 19, 2015 2:09:11 AM**Time Spent:** 00:06:40**IP Address:** 66.58.151.74

PAGE 1

**Q1: How would you rate your EXPERIENCE of the Pre-Integration Charrette?**

(no label)

(no label)

**Q2: How would you improve the EXPERIENCE of this charrette?***Respondent skipped this question***Q3: How would you rate the effectiveness of the SYSTEM for the Pre-Integration charrette?**

(no label)

Very Effective

**Q4: How would you improve the SYSTEM of this charrette?***Respondent skipped this question***Q5: How equitable was the Pre-Integration charrette?**

(no label)

(no label)

**Q6: How would you improve the equitable aspects of this charrette?**

Feel like I got put into a certain quadrant and would enjoy at times having some input toward other quadrants

**Q7: How would you rate the PERFORMANCE of the Pre-Integration charrette?**

(no label)

(no label)

**Q8: How would you improve the PERFORMANCE aspects of this charrette?**

It would have been better to have more time and direction prior to the Charrette to study and take into consideration all the site analysis, guiding principles, and decisions about programming in order to feel like these efforts were fully being used for the Charrette

**Q9: How would you rate YOUR OWN ability to collaborate during the Pre-Integration charrette?**

(no label)

(no label)

**Q10: How would you rate YOUR TEAMMATES' ability to collaborate during the Pre-Integration charrette?**

(no label)

(no label)

#3

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Monday, October 19, 2015 8:34:28 AM**Last Modified:** Monday, October 19, 2015 8:36:23 AM**Time Spent:** 00:01:54**IP Address:** 185.37.108.73

PAGE 1

**Q1: How would you rate your EXPERIENCE of the Pre-Integration Charrette?**

(no label)

Great

**Q2: How would you improve the EXPERIENCE of this charrette?**

Being more prepared

**Q3: How would you rate the effectiveness of the SYSTEM for the Pre-Integration charrette?**

(no label)

Very Effective

**Q4: How would you improve the SYSTEM of this charrette?***Respondent skipped this question***Q5: How equitable was the Pre-Integration charrette?**

(no label)

I felt like my voice was heard OR I had the chance to be heard

**Q6: How would you improve the equitable aspects of this charrette?**

No comments

**Q7: How would you rate the PERFORMANCE of the Pre-Integration charrette?**

(no label)

It generated excellent results

**Q8: How would you improve the PERFORMANCE aspects of this charrette?**

If more time was given results would have been better

**Q9: How would you rate YOUR OWN ability to collaborate during the Pre-Integration charrette?**

(no label)

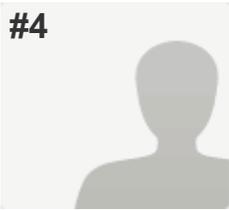
Neutral

**Q10: How would you rate YOUR TEAMMATES' ability to collaborate during the Pre-Integration charrette?**

(no label)

One (or more) of them was helping the team to perform at its highest potential (PERFORMING)

#4

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Monday, October 19, 2015 1:15:52 PM**Last Modified:** Monday, October 19, 2015 1:20:30 PM**Time Spent:** 00:04:38**IP Address:** 159.142.31.89

PAGE 1

**Q1: How would you rate your EXPERIENCE of the Pre-Integration Charrette?**

(no label)

(no label)

**Q2: How would you improve the EXPERIENCE of this charrette?**

I think it would have been better if my partner could have stayed on. She kept getting kicked out so it was hard to really generate good schemes.

**Q3: How would you rate the effectiveness of the SYSTEM for the Pre-Integration charrette?**

(no label)

(no label)

**Q4: How would you improve the SYSTEM of this charrette?**

I thought it was a nice system to use. It's new so it will take some getting used to.

**Q5: How equitable was the Pre-Integration charrette?**

(no label)

I felt like my voice was heard OR I had the chance to be heard

**Q6: How would you improve the equitable aspects of this charrette?**

I felt I had to voice my opinion the most since my partner kept getting kicked out. I feel a different system needs to be put in place for her.

**Q7: How would you rate the PERFORMANCE of the Pre-Integration charrette?**

(no label)

(no label)

**Q8: How would you improve the PERFORMANCE aspects of this charrette?**

Not sure how to improve it. I know my partner kept getting kicked out so it was hard to communicate with her.

**Q9: How would you rate YOUR OWN ability to collaborate during the Pre-Integration charrette?**

(no label)

(no label)

**Q10: How would you rate YOUR TEAMMATES' ability to collaborate during the Pre-Integration charrette?**

(no label)

(no label)

#5

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Monday, October 19, 2015 1:46:02 PM**Last Modified:** Monday, October 19, 2015 1:53:15 PM**Time Spent:** 00:07:13**IP Address:** 74.71.39.233

PAGE 1

**Q1: How would you rate your EXPERIENCE of the Pre-Integration Charrette?**

(no label)

(no label)

**Q2: How would you improve the EXPERIENCE of this charrette?**

I believe this was already mentioned during the charrette, but I think if certain slides/templates had already been set up before the charrette it might have made things run a bit more smoothly.

**Q3: How would you rate the effectiveness of the SYSTEM for the Pre-Integration charrette?**

(no label)

(no label)

**Q4: How would you improve the SYSTEM of this charrette?**

*Respondent skipped this question*

**Q5: How equitable was the Pre-Integration charrette?**

(no label)

I felt like my voice was heard OR I had the chance to be heard

**Q6: How would you improve the equitable aspects of this charrette?**

I believe it was equitable, wouldn't really change anything.

**Q7: How would you rate the PERFORMANCE of the Pre-Integration charrette?**

(no label)

(no label)

**Q8: How would you improve the PERFORMANCE aspects of this charrette?**

Same answer as question 2.

**Q9: How would you rate YOUR OWN ability to collaborate during the Pre-Integration charrette?**

(no label)

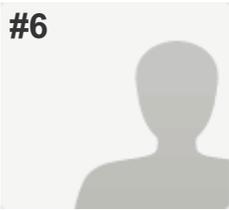
(no label)

**Q10: How would you rate YOUR TEAMMATES' ability to collaborate during the Pre-Integration charrette?**

(no label)

(no label)

#6

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Tuesday, October 20, 2015 12:24:32 PM**Last Modified:** Tuesday, October 20, 2015 12:25:20 PM**Time Spent:** 00:00:48**IP Address:** 174.57.210.60

PAGE 1

**Q1: How would you rate your EXPERIENCE of the Pre-Integration Charrette?**

(no label)

Great

**Q2: How would you improve the EXPERIENCE of this charrette?***Respondent skipped this question***Q3: How would you rate the effectiveness of the SYSTEM for the Pre-Integration charrette?**

(no label)

(no label)

**Q4: How would you improve the SYSTEM of this charrette?***Respondent skipped this question***Q5: How equitable was the Pre-Integration charrette?**

(no label)

I felt like my voice was heard OR I had the chance to be heard

**Q6: How would you improve the equitable aspects of this charrette?***Respondent skipped this question***Q7: How would you rate the PERFORMANCE of the Pre-Integration charrette?**

(no label)

It generated excellent results

**Q8: How would you improve the PERFORMANCE aspects of this charrette?***Respondent skipped this question***Q9: How would you rate YOUR OWN ability to collaborate during the Pre-Integration charrette?**

(no label)

I was helping the team to perform at its highest potential (PERFORMING)

**Q10: How would you rate YOUR TEAMMATES' ability to collaborate during the Pre-Integration charrette?**

(no label)

One (or more) of them was helping the team to perform at its highest potential (PERFORMING)

#1

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Monday, October 26, 2015 9:49:07 AM**Last Modified:** Monday, October 26, 2015 10:12:03 AM**Time Spent:** 00:22:55**IP Address:** 159.142.31.90

PAGE 1

**Q1: How would you rate your EXPERIENCE of the Early Integration Charrette?**

(no label)

Neutral

**Q2: How would you improve the EXPERIENCE of this charrette?**

Technology issues need to be fixed somehow.

**Q3: How would you rate the effectiveness of the SYSTEM for the Early Integration charrette?**

(no label)

Neutral

**Q4: How would you improve the SYSTEM of this charrette?**

I feel the system is good but the technology could be better.

**Q5: How equitable was the Early Integration charrette?**

(no label)

Neutral

**Q6: How would you improve the equitable aspects of this charrette?**

Technology issues prohibited me to really develop a scheme.

**Q7: How would you rate the PERFORMANCE of the Early Integration charrette?**

(no label)

Neutral

**Q8: How would you improve the PERFORMANCE aspects of this charrette?**

The past two charrettes I have been in have had technology issues so it's hard to really develop anything.

**Q9: How would you rate YOUR OWN ability to collaborate during the Early Integration charrette?**

(no label)

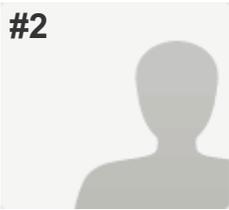
Neutral

**Q10: How would you rate YOUR TEAMMATES' ability to collaborate during the Early Integration charrette?**

(no label)

Neutral

#2

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Friday, October 30, 2015 12:12:02 PM**Last Modified:** Friday, October 30, 2015 12:12:43 PM**Time Spent:** 00:00:40**IP Address:** 105.182.87.77

PAGE 1

**Q1: How would you rate your EXPERIENCE of the Early Integration Charrette?**

(no label)

(no label)

**Q2: How would you improve the EXPERIENCE of this charrette?***Respondent skipped this question***Q3: How would you rate the effectiveness of the SYSTEM for the Early Integration charrette?**

(no label)

(no label)

**Q4: How would you improve the SYSTEM of this charrette?***Respondent skipped this question***Q5: How equitable was the Early Integration charrette?**

(no label)

I felt like my voice was heard OR I had the chance to be heard

**Q6: How would you improve the equitable aspects of this charrette?***Respondent skipped this question***Q7: How would you rate the PERFORMANCE of the Early Integration charrette?**

(no label)

(no label)

**Q8: How would you improve the PERFORMANCE aspects of this charrette?***Respondent skipped this question***Q9: How would you rate YOUR OWN ability to collaborate during the Early Integration charrette?**

(no label)

(no label)

**Q10: How would you rate YOUR TEAMMATES' ability to collaborate during the Early Integration charrette?**

(no label)

(no label)

#3

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Friday, October 30, 2015 1:19:25 PM**Last Modified:** Friday, October 30, 2015 1:29:37 PM**Time Spent:** 00:10:11**IP Address:** 74.71.39.233

PAGE 1

**Q1: How would you rate your EXPERIENCE of the Early Integration Charrette?**

(no label)

(no label)

**Q2: How would you improve the EXPERIENCE of this charrette?**

Our team had quite a few technical difficulties with Adobe Connect, so as it was suggested during the charrette, I think looking into a person who's an expert with the program to help assist during charrettes would be a good idea.

**Q3: How would you rate the effectiveness of the SYSTEM for the Early Integration charrette?**

(no label)

Neutral

**Q4: How would you improve the SYSTEM of this charrette?**

Again, I'm not sure what programs are available out there. But if there's a program that is less clitchy/problematic would be a good idea. I believe almost everytime I've been in a charrette "break-out room" we've had issues with the program crashing or not working properly.

**Q5: How equitable was the Early Integration charrette?**

(no label)

(no label)

**Q6: How would you improve the equitable aspects of this charrette?**

*Respondent skipped this question*

**Q7: How would you rate the PERFORMANCE of the Early Integration charrette?**

(no label)

(no label)

**Q8: How would you improve the PERFORMANCE aspects of this charrette?**

This is not related to the performance of the charrette, but more so to the performance of the studio. Since we are online students, and most of us have full-time jobs, the group collaboration has been quite difficult because I find myself spending more time coordinating than actual doing productive work. I would prefer if we have group charrettes to exchange ideas, etc. However I believe the actual work should be individual. I believe I mentioned this in one of my earlier surveys at the beginning of the semester, but I would like to reiterate that. Especially now that we're nearing the end of the semester.

**Q9: How would you rate YOUR OWN ability to collaborate during the Early Integration charrette?**

(no label)

(no label)

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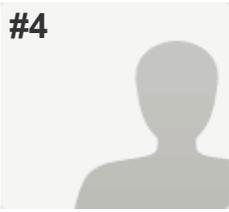
**Q10: How would you rate YOUR TEAMMATES' ability to collaborate during the Early Integration charrette?**

(no label)

(no label)

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#4

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Saturday, October 31, 2015 5:14:36 PM**Last Modified:** Saturday, October 31, 2015 5:16:36 PM**Time Spent:** 00:02:00**IP Address:** 37.211.37.52

PAGE 1

**Q1: How would you rate your EXPERIENCE of the Early Integration Charrette?**

(no label)

Great

**Q2: How would you improve the EXPERIENCE of this charrette?***Respondent skipped this question***Q3: How would you rate the effectiveness of the SYSTEM for the Early Integration charrette?**

(no label)

(no label)

**Q4: How would you improve the SYSTEM of this charrette?***Respondent skipped this question***Q5: How equitable was the Early Integration charrette?**

(no label)

I felt like my voice was heard OR I had the chance to be heard

**Q6: How would you improve the equitable aspects of this charrette?***Respondent skipped this question***Q7: How would you rate the PERFORMANCE of the Early Integration charrette?**

(no label)

It generated excellent results

**Q8: How would you improve the PERFORMANCE aspects of this charrette?***Respondent skipped this question***Q9: How would you rate YOUR OWN ability to collaborate during the Early Integration charrette?**

(no label)

Neutral

**Q10: How would you rate YOUR TEAMMATES' ability to collaborate during the Early Integration charrette?**

(no label)

One (or more) of them was helping the team to perform at its highest potential (PERFORMING)

#5

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Saturday, October 31, 2015 6:51:17 PM**Last Modified:** Saturday, October 31, 2015 6:52:54 PM**Time Spent:** 00:01:37**IP Address:** 162.195.244.128

PAGE 1

**Q1: How would you rate your EXPERIENCE of the Early Integration Charrette?**

(no label)

Neutral

**Q2: How would you improve the EXPERIENCE of this charrette?***Respondent skipped this question***Q3: How would you rate the effectiveness of the SYSTEM for the Early Integration charrette?**

(no label)

(no label)

**Q4: How would you improve the SYSTEM of this charrette?***Respondent skipped this question***Q5: How equitable was the Early Integration charrette?**

(no label)

Neutral

**Q6: How would you improve the equitable aspects of this charrette?***Respondent skipped this question***Q7: How would you rate the PERFORMANCE of the Early Integration charrette?**

(no label)

It generated excellent results

**Q8: How would you improve the PERFORMANCE aspects of this charrette?***Respondent skipped this question***Q9: How would you rate YOUR OWN ability to collaborate during the Early Integration charrette?**

(no label)

I was helping the team to perform at its highest potential (PERFORMING)

**Q10: How would you rate YOUR TEAMMATES' ability to collaborate during the Early Integration charrette?**

(no label)

One (or more) of them was helping the team to perform at its highest potential (PERFORMING)

#1

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Monday, November 16, 2015 9:10:47 AM**Last Modified:** Monday, November 16, 2015 9:20:11 AM**Time Spent:** 00:09:24**IP Address:** 159.178.47.97

PAGE 1

**Q1: How would you rate your EXPERIENCE of the Integration Charrette?**

(no label)

(no label)

**Q2: How would you improve the EXPERIENCE of this charrette?**

Overall, I'd just provide a bit more structure to the breakout rooms. Adobe Connect and the drawing pads can be tricky to deal with, so having the format of the charrette down more smoothly would make it feel more efficient. It felt distracting to have to worry about the technology so much instead of focusing on the schemes.

**Q3: How would you rate the effectiveness of the SYSTEM for the Integration charrette?**

(no label)

(no label)

**Q4: How would you improve the SYSTEM of this charrette?**

I'm not sure. The drawing pads are a little awkward to use with adobe connect (The drawing area is fairly small on a laptop screen, and there is a considerable lag when someone else is drawing--makes it hard for two people to draw at once since you don't know what the other is drawing), and it can get hard to hear what the speakers are saying because of the audio quality of Adobe Connect.

**Q5: How equitable was the Integration charrette?**

(no label)

I felt like my voice was heard OR I had the chance to be heard

**Q6: How would you improve the equitable aspects of this charrette?**

*Respondent skipped this question*

**Q7: How would you rate the PERFORMANCE of the Integration charrette?**

(no label)

Neutral

**Q8: How would you improve the PERFORMANCE aspects of this charrette?**

I was able to ask some good general questions, but our breakout room leader did not know the details of the next assignment so we weren't able to talk in detail about it. I would improve it by making sure everyone knows exactly what to do.

**Q9: How would you rate YOUR OWN ability to collaborate during the Integration charrette?**

(no label)

(no label)

**Q10: How would you rate YOUR TEAMMATES' ability to collaborate during the Integration charrette?**

(no label)

(no label)

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#2

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Monday, November 16, 2015 10:49:44 AM**Last Modified:** Monday, November 16, 2015 10:50:57 AM**Time Spent:** 00:01:12**IP Address:** 159.142.31.94

PAGE 1

**Q1: How would you rate your EXPERIENCE of the Integration Charrette?**

(no label)

Great

**Q2: How would you improve the EXPERIENCE of this charrette?**

This charrette was the best. No technology issues and had good feedback.

**Q3: How would you rate the effectiveness of the SYSTEM for the Integration charrette?**

(no label)

Very Effective

**Q4: How would you improve the SYSTEM of this charrette?**

No issues occurred.

**Q5: How equitable was the Integration charrette?**

(no label)

I felt like my voice was heard OR I had the chance to be heard

**Q6: How would you improve the equitable aspects of this charrette?**

No issues occurred.

**Q7: How would you rate the PERFORMANCE of the Integration charrette?**

(no label)

It generated excellent results

**Q8: How would you improve the PERFORMANCE aspects of this charrette?**

No issues occurred.

**Q9: How would you rate YOUR OWN ability to collaborate during the Integration charrette?**

(no label)

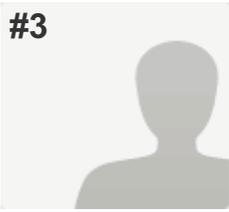
I was helping the team to perform at its highest potential (PERFORMING)

**Q10: How would you rate YOUR TEAMMATES' ability to collaborate during the Integration charrette?**

(no label)

One (or more) of them was helping the team to perform at its highest potential (PERFORMING)

#3

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Tuesday, November 17, 2015 5:44:06 PM**Last Modified:** Tuesday, November 17, 2015 5:44:41 PM**Time Spent:** 00:00:34**IP Address:** 162.195.244.128

PAGE 1

**Q1: How would you rate your EXPERIENCE of the Integration Charrette?**

(no label)

(no label)

**Q2: How would you improve the EXPERIENCE of this charrette?***Respondent skipped this question***Q3: How would you rate the effectiveness of the SYSTEM for the Integration charrette?**

(no label)

(no label)

**Q4: How would you improve the SYSTEM of this charrette?***Respondent skipped this question***Q5: How equitable was the Integration charrette?**

(no label)

(no label)

**Q6: How would you improve the equitable aspects of this charrette?***Respondent skipped this question***Q7: How would you rate the PERFORMANCE of the Integration charrette?**

(no label)

(no label)

**Q8: How would you improve the PERFORMANCE aspects of this charrette?***Respondent skipped this question***Q9: How would you rate YOUR OWN ability to collaborate during the Integration charrette?**

(no label)

(no label)

**Q10: How would you rate YOUR TEAMMATES' ability to collaborate during the Integration charrette?**

(no label)

(no label)

#4

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Tuesday, November 17, 2015 9:49:18 PM**Last Modified:** Tuesday, November 17, 2015 9:49:40 PM**Time Spent:** 00:00:22**IP Address:** 174.57.210.60

PAGE 1

**Q1: How would you rate your EXPERIENCE of the Integration Charrette?**

(no label)

(no label)

**Q2: How would you improve the EXPERIENCE of this charrette?***Respondent skipped this question***Q3: How would you rate the effectiveness of the SYSTEM for the Integration charrette?**

(no label)

(no label)

**Q4: How would you improve the SYSTEM of this charrette?***Respondent skipped this question***Q5: How equitable was the Integration charrette?**

(no label)

(no label)

**Q6: How would you improve the equitable aspects of this charrette?***Respondent skipped this question***Q7: How would you rate the PERFORMANCE of the Integration charrette?**

(no label)

Neutral

**Q8: How would you improve the PERFORMANCE aspects of this charrette?***Respondent skipped this question***Q9: How would you rate YOUR OWN ability to collaborate during the Integration charrette?**

(no label)

(no label)

**Q10: How would you rate YOUR TEAMMATES' ability to collaborate during the Integration charrette?**

(no label)

(no label)

#1

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Wednesday, December 16, 2015 1:38:42 PM**Last Modified:** Wednesday, December 16, 2015 2:50:37 PM**Time Spent:** 01:11:55**IP Address:** 159.178.233.102

PAGE 1

**Q1: Are familiar with Tuckman's (1965) stages of team development (forming, storming & norming)?** Yes

**Q2: From your experience, how much does your knowledge of these stages help you in team work and collaboration?**

(no label) Did not help at all

**Q3: Rank the following in terms of importance (1 being most important) when considering collaboration and teamwork:**

Leadership	4
Flexibility	2
Going along with others (Accommodating)	5
Compromising	3
Trusting others to complete their work	1

**Q4: From your experience, does collaboration improve outcomes?**

(no label) (no label)

**Q5: What are the most difficult obstacles when it comes to collaborating with others (1 being the most difficult obstacle)**

Time available	1
Desire to collaborate	6
Trusting others to complete their work	2
Your own personal ability to collaborate	4
Others' ability to collaborate	5
Tools available to collaborate	3

**Q6: How much time does it take to collaborate effectively in the studio?** 0-6 hrs/wk

**Q7: Given all the complexities of taking an online course, what are the best ways to collaborate online in this studio? (mark all that apply)** Asynchronously by updating and sharing documents and drawings

**Q8: Why do you think that's the best way?**

Right now the technology simply doesn't help. Maybe some other platform besides adobe connect would work, but i dont know of one, and my assumption is that adobe, if any company, would be able to pull it off. The attempt to simulate a live classroom is an admirable one, but seems contradictory to the nature of online classes, the benefit of which is supposed to be the ability to learn without meeting in a classroom. Meeting live also ends up being a stressor that can be harmful to the quality of work, especially considering online classes are most attractive to people who have to work a lot of hours, and to those whose schedules change frequently. Listening to a live lecture online isnt necessarily better than listening to the recording, and in fact i believe a well put together powerpoint is a better source of information than a recording most times because its easier to organize and find information on a powerpoint, as opposed to having to fast forward or rewind a video. This isnt to say that lectures don't have value, but rather they are not necessary, and can be a hindrance under certain circumstances. Of course, asynchronous work requires a bit of logistical planning, but unless attendance for every lecture is mandatory, this is going to be an issue either way.

---

**Q9: What's an appropriate number of collaborative activities for one studio?**

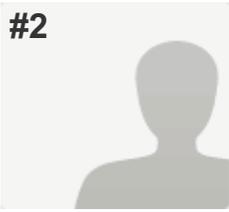
1-2

**Q10: Why is that number best?**

Some group work should be scheduled because it is a reflection of how people work in the real world, but too much group work distracts from learning the content of the class. After all this isnt a course about how to work in a group, its a sustainable design class. The learning in groups is less personal, meaning the effect on the individual is somewhat dulled because so much attention is places away from the content of the project and onto the logistics of group work. There is also a risk of students "specializing"; doing the same job on every project because the other members are better at their task, and vice versa. 1 - 2 projects allows for the benefit of group work without detracting too much from course content.

---

#2

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Wednesday, December 16, 2015 7:00:40 PM**Last Modified:** Wednesday, December 16, 2015 7:04:24 PM**Time Spent:** 00:03:44**IP Address:** 186.6.225.140

PAGE 1

**Q1: Are familiar with Tuckman's (1965) stages of team development (forming, storming & norming)?** Yes

**Q2: From your experience, how much does your knowledge of these stages help you in team work and collaboration?**

(no label) It made a big difference

**Q3: Rank the following in terms of importance (1 being most important) when considering collaboration and teamwork:**

Leadership	5
Flexibility	1
Going along with others (Accommodating)	3
Compromising	4
Trusting others to complete their work	2

**Q4: From your experience, does collaboration improve outcomes?**

(no label) It made a big difference

**Q5: What are the most difficult obstacles when it comes to collaborating with others (1 being the most difficult obstacle)**

Time available	5
Desire to collaborate	1
Trusting others to complete their work	6
Your own personal ability to collaborate	3
Others' ability to collaborate	2
Tools available to collaborate	4

**Q6: How much time does it take to collaborate effectively in the studio?** 12-18 hrs/wk

**Q7: Given all the complexities of taking an online course, what are the best ways to collaborate online in this studio? (mark all that apply)** Live in realtime via Adobe Connect

**Q8: Why do you think that's the best way?**

It is very efficient

---

**Q9: What's an appropriate number of collaborative activities for one studio?**

4-5

---

**Q10: Why is that number best?**

Because of time.

---

#3

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Friday, December 18, 2015 3:32:18 PM**Last Modified:** Friday, December 18, 2015 3:37:31 PM**Time Spent:** 00:05:13**IP Address:** 100.34.56.206

PAGE 1

**Q1: Are familiar with Tuckman's (1965) stages of team development (forming, storming & norming)?** Yes

**Q2: From your experience, how much does your knowledge of these stages help you in team work and collaboration?**

(no label)

(no label)

**Q3: Rank the following in terms of importance (1 being most important) when considering collaboration and teamwork:**

Leadership	5
Flexibility	1
Going along with others (Accommodating)	4
Compromising	3
Trusting others to complete their work	2

**Q4: From your experience, does collaboration improve outcomes?**

(no label)

(no label)

**Q5: What are the most difficult obstacles when it comes to collaborating with others (1 being the most difficult obstacle)**

Time available	1
Desire to collaborate	6
Trusting others to complete their work	3
Your own personal ability to collaborate	5
Others' ability to collaborate	4
Tools available to collaborate	2

**Q6: How much time does it take to collaborate effectively in the studio?** 7-12 hrs/wk

**Q7: Given all the complexities of taking an online course, what are the best ways to collaborate online in this studio? (mark all that apply)**

Live in realtime using an alternative to Adobe Connect

,

Asynchronously by updating and sharing documents and drawings

**Q8: Why do you think that's the best way?**

This way you can discuss and go through a project live (as you would in person). Also you share documents as much as possible so you both know exactly what is going on.

---

**Q9: What's an appropriate number of collaborative activities for one studio?**

3-4

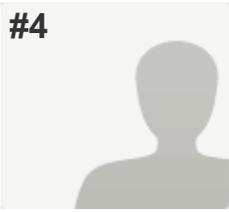
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**Q10: Why is that number best?**

Helps you get more ideas and better outcomes.

---

#4

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Friday, December 18, 2015 3:32:26 PM**Last Modified:** Friday, December 18, 2015 3:37:37 PM**Time Spent:** 00:05:11**IP Address:** 105.183.187.243

PAGE 1

**Q1: Are familiar with Tuckman's (1965) stages of team development (forming, storming & norming)?** Yes

**Q2: From your experience, how much does your knowledge of these stages help you in team work and collaboration?**

(no label) Didn't help or hurt

**Q3: Rank the following in terms of importance (1 being most important) when considering collaboration and teamwork:**

Leadership	2
Flexibility	5
Going along with others (Accommodating)	3
Compromising	4
Trusting others to complete their work	1

**Q4: From your experience, does collaboration improve outcomes?**

(no label) Didn't help or hurt

**Q5: What are the most difficult obstacles when it comes to collaborating with others (1 being the most difficult obstacle)**

Time available	3
Desire to collaborate	5
Trusting others to complete their work	2
Your own personal ability to collaborate	6
Others' ability to collaborate	1
Tools available to collaborate	4

**Q6: How much time does it take to collaborate effectively in the studio?** 7-12 hrs/wk

**Q7: Given all the complexities of taking an online course, what are the best ways to collaborate online in this studio? (mark all that apply)**

Live in realtime via Adobe Connect ,  
Live in realtime using an alternative to Adobe Connect  
,  
Asynchronously by updating and sharing documents and drawings

**Q8: Why do you think that's the best way?**

*Respondent skipped this question*

**Q9: What's an appropriate number of collaborative activities for one studio?**

1-2

**Q10: Why is that number best?**

*Respondent skipped this question*

#5

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Friday, December 18, 2015 3:32:17 PM**Last Modified:** Friday, December 18, 2015 3:43:23 PM**Time Spent:** 00:11:06**IP Address:** 162.195.244.128

PAGE 1

**Q1: Are familiar with Tuckman's (1965) stages of team development (forming, storming & norming)?** Yes

**Q2: From your experience, how much does your knowledge of these stages help you in team work and collaboration?**

(no label)

(no label)

**Q3: Rank the following in terms of importance (1 being most important) when considering collaboration and teamwork:**

Leadership	5
Flexibility	1
Going along with others (Accommodating)	2
Compromising	4
Trusting others to complete their work	3

**Q4: From your experience, does collaboration improve outcomes?**

(no label)

It made a big difference

**Q5: What are the most difficult obstacles when it comes to collaborating with others (1 being the most difficult obstacle)**

Time available	2
Desire to collaborate	3
Trusting others to complete their work	4
Your own personal ability to collaborate	5
Others' ability to collaborate	6
Tools available to collaborate	1

**Q6: How much time does it take to collaborate effectively in the studio?** 12-18 hrs/wk

**Q7: Given all the complexities of taking an online course, what are the best ways to collaborate online in this studio? (mark all that apply)**

Live in realtime via Adobe Connect ,

Live in realtime over the phone ,

Asynchronously by updating and sharing documents and drawings

,

Other (please specify)

sharing documents and working on Google drive and Prezi

---

**Q8: Why do you think that's the best way?**

Sharing documents over google drive allows the team members to view the updates and work simultaneously on the project. A meeting over phone or Adobe connect helps the team to collaborate efficiently, while keeping clarity in goals, concepts and work scope.

---

**Q9: What's an appropriate number of collaborative activities for one studio?**

4-5

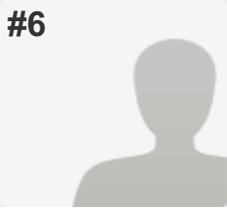
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**Q10: Why is that number best?**

There has to be a balance in collaboration and personal work project as both provides different learning opportunities. Keeping 4-5 activities collaborated and 2-3 activities as personal projects can provide a change to gain understanding and application of concepts on every level.

---

#6

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Saturday, December 19, 2015 5:42:39 AM**Last Modified:** Saturday, December 19, 2015 5:49:36 AM**Time Spent:** 00:06:57**IP Address:** 37.211.70.87

PAGE 1

**Q1: Are familiar with Tuckman's (1965) stages of team development (forming, storming & norming)?** Yes

**Q2: From your experience, how much does your knowledge of these stages help you in team work and collaboration?**

(no label) Didn't help or hurt

**Q3: Rank the following in terms of importance (1 being most important) when considering collaboration and teamwork:**

Leadership	2
Flexibility	3
Going along with others (Accommodating)	4
Compromising	5
Trusting others to complete their work	1

**Q4: From your experience, does collaboration improve outcomes?**

(no label) (no label)

**Q5: What are the most difficult obstacles when it comes to collaborating with others (1 being the most difficult obstacle)**

Time available	1
Desire to collaborate	4
Trusting others to complete their work	5
Your own personal ability to collaborate	2
Others' ability to collaborate	3
Tools available to collaborate	6

**Q6: How much time does it take to collaborate effectively in the studio?** 7-12 hrs/wk

**Q7: Given all the complexities of taking an online course, what are the best ways to collaborate online in this studio? (mark all that apply)**

Live in realtime via Adobe Connect ,  
Asynchronously by updating and sharing documents and drawings

**Q8: Why do you think that's the best way?**

Sharing and commenting on works done helps in the progress and if it's done virtually the distance isn't felt.

---

**Q9: What's an appropriate number of collaborative activities for one studio?** 1-2

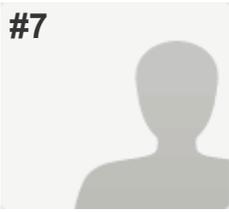
---

**Q10: Why is that number best?**

Because it's an online course and time availability is an important factor.

---

#7

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Sunday, December 20, 2015 3:57:45 PM**Last Modified:** Sunday, December 20, 2015 4:03:22 PM**Time Spent:** 00:05:37**IP Address:** 66.58.151.74

PAGE 1

**Q1: Are familiar with Tuckman's (1965) stages of team development (forming, storming & norming)?** Yes

**Q2: From your experience, how much does your knowledge of these stages help you in team work and collaboration?**

(no label) It made a big difference

**Q3: Rank the following in terms of importance (1 being most important) when considering collaboration and teamwork:**

Leadership	3
Flexibility	1
Going along with others (Accommodating)	5
Compromising	4
Trusting others to complete their work	2

**Q4: From your experience, does collaboration improve outcomes?**

(no label) It made a big difference

**Q5: What are the most difficult obstacles when it comes to collaborating with others (1 being the most difficult obstacle)**

Time available	1
Desire to collaborate	6
Trusting others to complete their work	3
Your own personal ability to collaborate	5
Others' ability to collaborate	2
Tools available to collaborate	4

**Q6: How much time does it take to collaborate effectively in the studio?** 12-18 hrs/wk

**Q7: Given all the complexities of taking an online course, what are the best ways to collaborate online in this studio? (mark all that apply)**

Other (please specify)  
A variety of methods suitable to the task, but without having to learn too many new programs.

**Q8: Why do you think that's the best way?**

Some are better for personal connection, some are better for sharing files that all parties are trying to work on at the same time. Some work better for different people

---

**Q9: What's an appropriate number of collaborative activities for one studio?** 3-4

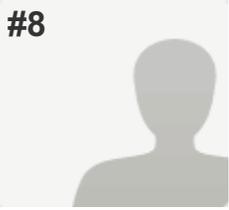
---

**Q10: Why is that number best?**

It takes a lot of extra time to collaborate. One project a month of the semester seems most reasonable for learning and for managing time and effort put into it.

---

#8

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Monday, December 21, 2015 3:12:16 PM**Last Modified:** Monday, December 21, 2015 3:13:47 PM**Time Spent:** 00:01:31**IP Address:** 199.168.243.192

PAGE 1

**Q1: Are familiar with Tuckman's (1965) stages of team development (forming, storming & norming)?** Yes

**Q2: From your experience, how much does your knowledge of these stages help you in team work and collaboration?**

(no label) Didn't help or hurt

**Q3: Rank the following in terms of importance (1 being most important) when considering collaboration and teamwork:**

Leadership	3
Flexibility	2
Going along with others (Accommodating)	4
Compromising	5
Trusting others to complete their work	1

**Q4: From your experience, does collaboration improve outcomes?**

(no label) (no label)

**Q5: What are the most difficult obstacles when it comes to collaborating with others (1 being the most difficult obstacle)**

Time available	2
Desire to collaborate	5
Trusting others to complete their work	3
Your own personal ability to collaborate	6
Others' ability to collaborate	1
Tools available to collaborate	4

**Q6: How much time does it take to collaborate effectively in the studio?** 12-18 hrs/wk

**Q7: Given all the complexities of taking an online course, what are the best ways to collaborate online in this studio? (mark all that apply)** Live in realtime via Adobe Connect

**Q8: Why do you think that's the best way?** Respondent skipped this question

**Q9: What's an appropriate number of collaborative activities for one studio?**

1-2

---

**Q10: Why is that number best?**

*Respondent skipped this question*

---

#9

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Monday, December 28, 2015 10:06:30 AM**Last Modified:** Monday, December 28, 2015 10:30:56 AM**Time Spent:** 00:24:26**IP Address:** 74.71.39.233

PAGE 1

**Q1: Are familiar with Tuckman's (1965) stages of team development (forming, storming & norming)?** Yes

**Q2: From your experience, how much does your knowledge of these stages help you in team work and collaboration?**

(no label)

(no label)

**Q3: Rank the following in terms of importance (1 being most important) when considering collaboration and teamwork:**

Leadership 4

Flexibility 2

Going along with others (Accommodating) 5

Compromising 3

Trusting others to complete their work 1

**Q4: From your experience, does collaboration improve outcomes?**

(no label)

(no label)

**Q5: What are the most difficult obstacles when it comes to collaborating with others (1 being the most difficult obstacle)**

Time available 3

Desire to collaborate 4

Trusting others to complete their work 1

Your own personal ability to collaborate 6

Others' ability to collaborate 2

Tools available to collaborate 5

**Q6: How much time does it take to collaborate effectively in the studio?** 0-6 hrs/wk

**Q7: Given all the complexities of taking an online course, what are the best ways to collaborate online in this studio? (mark all that apply)**

Live in realtime over the phone ,

Asynchronously by updating and sharing documents and drawings

**Q8: Why do you think that's the best way?**

Through experience in the studio, I found those two methods to work best. Talking over the phone to coordinate, and then working through shared google docs to complete our tasks seemed most effective.

---

**Q9: What's an appropriate number of collaborative activities for one studio?**

1-2

**Q10: Why is that number best?**

Collaborating in the studio was quite difficult this semester, especially because it was all conducted virtually. Most students are also working fulltime and it seemed like it took more time/effort to organize when to meet as opposed to using that time to work. I enjoyed the charette sessions and collaboration, however in my personal opinion, I believe the work should be done independently and not as a group/team. Some activities can be done as a group, but a majority of the work should be completed independently. I believe many students, at least everyone in my group shared this opinion.

---

#10

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Thursday, January 14, 2016 9:33:32 AM**Last Modified:** Thursday, January 14, 2016 9:48:13 AM**Time Spent:** 00:14:40**IP Address:** 96.227.253.82

PAGE 1

**Q1: Are familiar with Tuckman's (1965) stages of team development (forming, storming & norming)?** No

**Q2: From your experience, how much does your knowledge of these stages help you in team work and collaboration?**

(no label) I'm not familiar with it

**Q3: Rank the following in terms of importance (1 being most important) when considering collaboration and teamwork:**

Leadership	1
Flexibility	5
Going along with others (Accommodating)	4
Compromising	2
Trusting others to complete their work	3

**Q4: From your experience, does collaboration improve outcomes?**

(no label) It made a big difference

**Q5: What are the most difficult obstacles when it comes to collaborating with others (1 being the most difficult obstacle)**

Time available	3
Desire to collaborate	5
Trusting others to complete their work	1
Your own personal ability to collaborate	6
Others' ability to collaborate	2
Tools available to collaborate	4

**Q6: How much time does it take to collaborate effectively in the studio?** 0-6 hrs/wk

**Q7: Given all the complexities of taking an online course, what are the best ways to collaborate online in this studio? (mark all that apply)**

Live in realtime via Adobe Connect ,

Live in realtime using an alternative to Adobe Connect

,

Live in realtime over the phone ,

Asynchronously by updating and sharing documents and drawings

---

**Q8: Why do you think that's the best way?**

The best way is just connection. If so, we can know what is going on and the others are doing. And connection will make motivation.

---

**Q9: What's an appropriate number of collaborative activities for one studio?**

3-4

---

**Q10: Why is that number best?**

Different people have different ideas and some people are difficult to collaborate. If more than one person don't do their jobs, the group can't handle it. And everyone have their design idea and it is hard to collaborate at. Especially, less is more in design group.

---

#11

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Thursday, January 14, 2016 12:22:32 PM**Last Modified:** Thursday, January 14, 2016 12:31:58 PM**Time Spent:** 00:09:26**IP Address:** 66.227.95.240

PAGE 1

**Q1: Are familiar with Tuckman's (1965) stages of team development (forming, storming & norming)?** No

**Q2: From your experience, how much does your knowledge of these stages help you in team work and collaboration?**

(no label) I'm not familiar with it

**Q3: Rank the following in terms of importance (1 being most important) when considering collaboration and teamwork:**

Leadership	4
Flexibility	2
Going along with others (Accommodating)	3
Compromising	1
Trusting others to complete their work	5

**Q4: From your experience, does collaboration improve outcomes?**

(no label) (no label)

**Q5: What are the most difficult obstacles when it comes to collaborating with others (1 being the most difficult obstacle)**

Time available	1
Desire to collaborate	5
Trusting others to complete their work	4
Your own personal ability to collaborate	6
Others' ability to collaborate	2
Tools available to collaborate	3

**Q6: How much time does it take to collaborate effectively in the studio?** 12-18 hrs/wk

**Q7: Given all the complexities of taking an online course, what are the best ways to collaborate online in this studio? (mark all that apply)** Asynchronously by updating and sharing documents and drawings

**Q8: Why do you think that's the best way?**

I've never taken an online course so I can't say what I think the best way would be. Nor have I ever used Adobe connect. Since I have a pretty disconnected relationship with my phone I wouldn't choose that as the best way.

---

**Q9: What's an appropriate number of collaborative activities for one studio?** 3-4

---

**Q10: Why is that number best?**

I think collaboration can be extremely helpful, but in a studio there is a grade after evaluation and having too few or too many collaborative experiences with different people could negatively effect both the experience of the project and the grade.

---

#12

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Thursday, January 14, 2016 1:16:31 PM**Last Modified:** Thursday, January 14, 2016 1:24:53 PM**Time Spent:** 00:08:21**IP Address:** 66.227.95.240

PAGE 1

**Q1: Are familiar with Tuckman's (1965) stages of team development (forming, storming & norming)?** No

**Q2: From your experience, how much does your knowledge of these stages help you in team work and collaboration?**

(no label) I'm not familiar with it

**Q3: Rank the following in terms of importance (1 being most important) when considering collaboration and teamwork:**

Leadership	1
Flexibility	4
Going along with others (Accommodating)	3
Compromising	2
Trusting others to complete their work	5

**Q4: From your experience, does collaboration improve outcomes?**

(no label) It made a big difference

**Q5: What are the most difficult obstacles when it comes to collaborating with others (1 being the most difficult obstacle)**

Time available	3
Desire to collaborate	4
Trusting others to complete their work	1
Your own personal ability to collaborate	6
Others' ability to collaborate	2
Tools available to collaborate	5

**Q6: How much time does it take to collaborate effectively in the studio?** 7-12 hrs/wk

**Q7: Given all the complexities of taking an online course, what are the best ways to collaborate online in this studio? (mark all that apply)**

Live in realtime via Adobe Connect ,

Live in realtime using an alternative to Adobe Connect

,

Live in realtime over the phone ,

Asynchronously by updating and sharing documents and drawings

---

**Q8: Why do you think that's the best way?**

Whatever way to connect, connection is just the best way. Connecting not only makes motivation but also let us know what is going on and how to collaborate.

---

**Q9: What's an appropriate number of collaborative activities for one studio?**

3-4

---

**Q10: Why is that number best?**

In a design group, every people have own ideas and they think their ideas are the best. Some people are difficult to collaborate and compromise. So less is more to do design projects.

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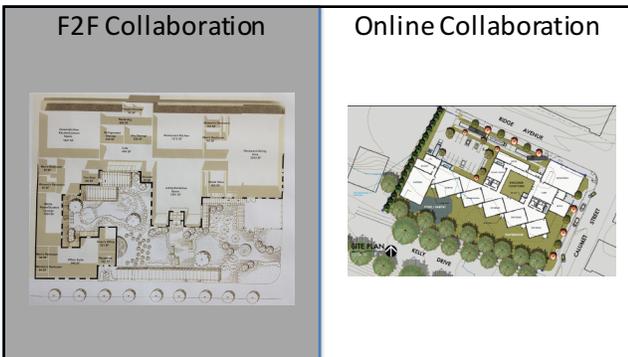
**APPENDIX B**

Center for Teaching Innovation and Nexus Learning EduSeries Presentation  
April 28, 2016



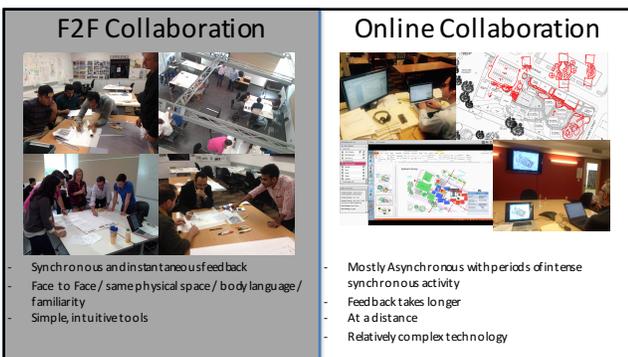
**Problems**

Targets for amount & quality of collaboration were not met for online courses



**Problems**

Online collaboration is different than F2F collaboration



**Problems**

“Currently studios can use **up to four or more** different software programs to manage assignments, communicate between instructor and students, socially interface between students and conduct reviews.”

(Griffen, 2015, pg 4)

## Problems

"... a major challenge to online studios is the **limitations of digital technology** that have not kept pace with the pedagogy."

(Griffen, 2015, pg 4)

## Problems

Life situations  
of students attracted to  
online courses  
are different  
compared to traditional  
F2F students

### Traditional Student

- Most are not working full time
- More time for work outside of class

### Online Student

- + 95% work full time
- Jobs require +40 hrs/wk
- 25% have families with small children
- Some are single parents

## Problems

"Distance learning allows them [students] to live where they want and keep their jobs while having access to high quality faculty instruction."

(Griffen, 2015, pg 2)

## Problems

The inability to fulfill both work/employment and course demands is a primary reason students drop out of online courses and programs.

(Creasman 2012; Frydenberg, 2007; Tello, 2007)

## Problems

Online students  
have  
little available time  
outside of class

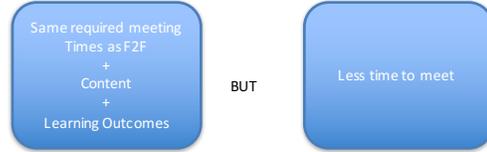
### Problems

“One of biggest stumbling blocks was coordination of schedules and finding time to work outside of class”

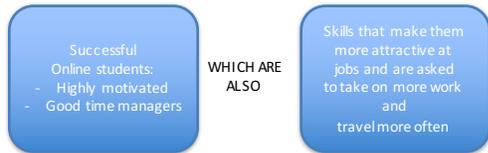
-writing about F2F collaboration with traditional students

(Douglas, 2012, pg )

### Online Studio



### Online Studio



### Problems

Collaboration requires a lot of time

(Denise, 1999)

### Problems

Collaboration  
And  
Sustainable Design  
Course Content  
Are both complex

### Problems

Collaboration Best practice = real world, community based projects

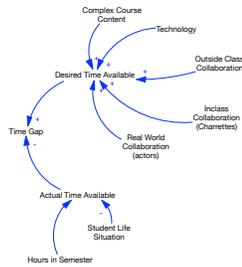
- Students value these projects more
- Enhances collaborative experience

BUT

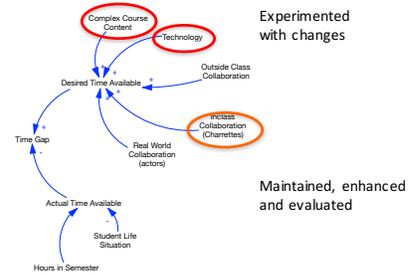
Require more time to organize and facilitate

(Creasman 2012; Douglas 2012; McPeck K, Mortland ?; Griffen 2015)

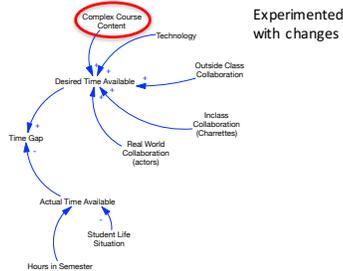
### Summary



### What Was Done



### What Was Done



### What Was Done

Reduce course content per course and add additional course

#### Before

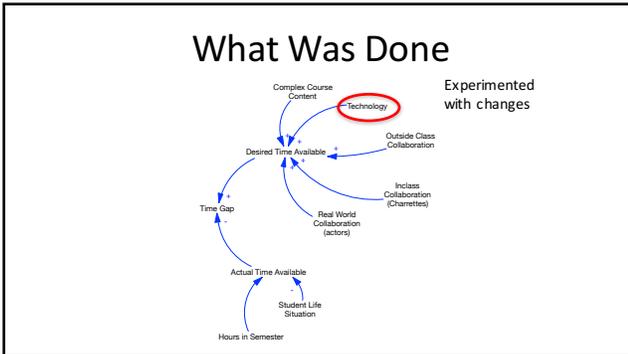
- 1 studio
- Site/Landscape + Building Design

#### After

- 2 studios
- Semester 1: Site/Landscape design
- Semester 2: Building design

### What Was Done

- "It's easy to overwhelm students"
  - "Strive to balance what the students need to learn from your course with the time they have to learn. In online courses, less may indeed be more."
- (Creasman 2012)



### What Was Done

Taught the technology students would use and created assignments for them

Prezi, video screen capture, setup google accounts, tablets

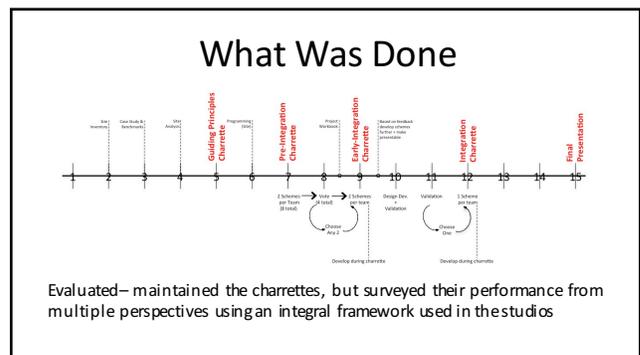
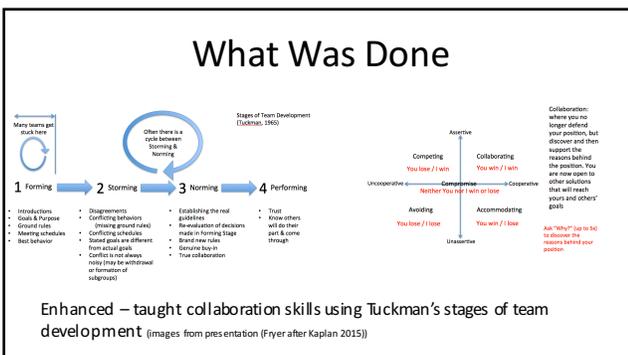
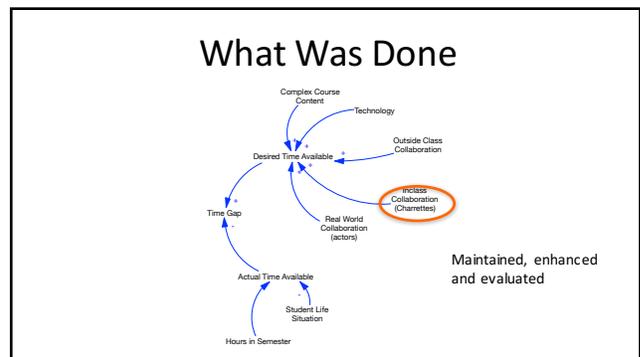
(Creasman 2012; Van Tyron & Bishop 2009; Rabe-Hemp, et al 2009)

### What Was Done



Purchased and introduced them to digital tablets that students used during charrettes

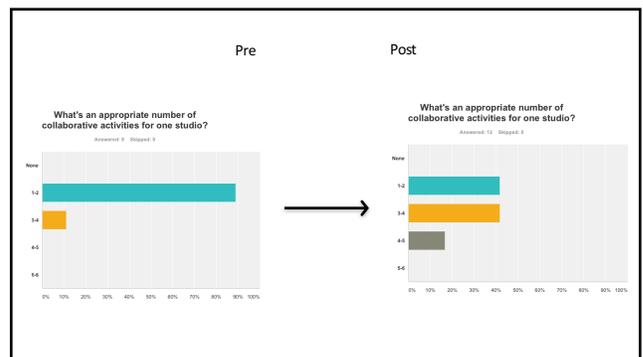
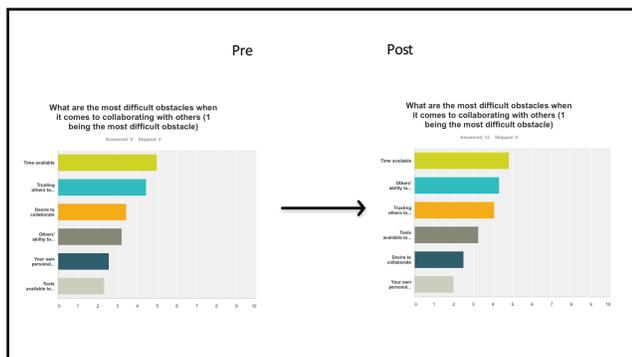
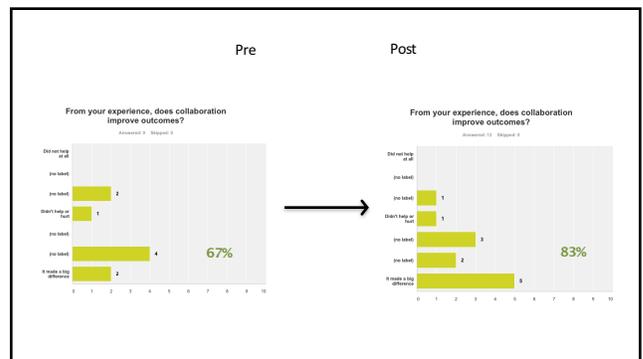
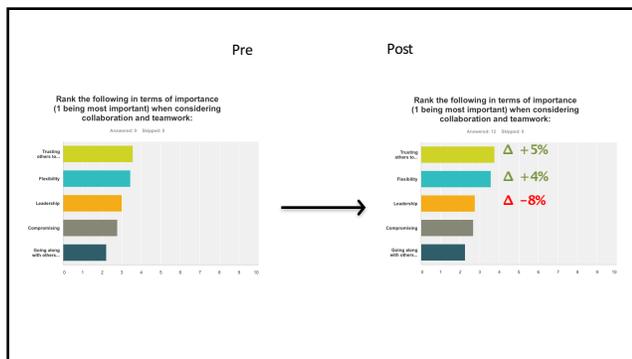
Used introductory exercises for this technology, too

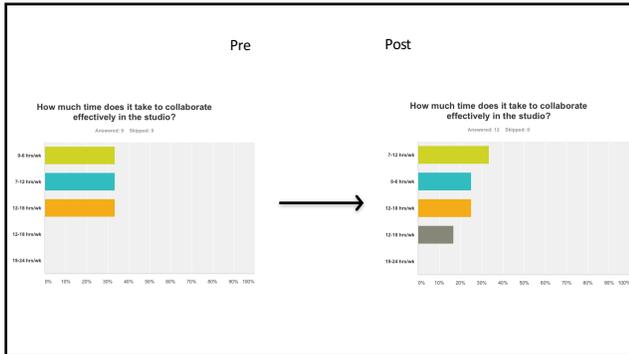


# What Was Done

Evaluated- student attitudes to collaboration with pre- and post-survey

# Results





### Results

- Meeting live also ends up being a stressor that can be harmful to the quality of work, especially considering online classes are most attractive to people who have to work a lot of hours, and to those whose schedules change frequently. Listening to a live lecture online isn't necessarily better than listening to the recording, and in fact I believe a well put together powerpoint is a better source of information than a recording most times because it's easier to organize and find information on a powerpoint, as opposed to having to fast forward or rewind a video.

### Results

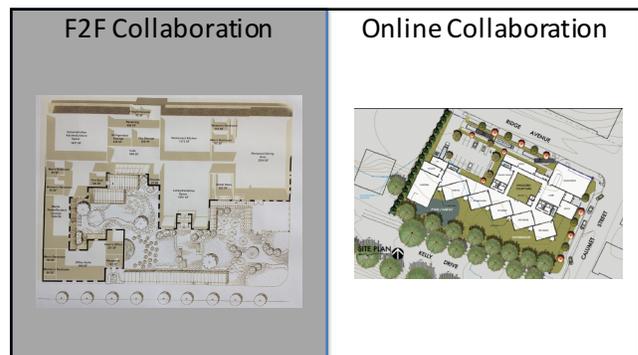
- Collaborating in the studio was quite difficult this semester, especially because it was all conducted virtually. Most students are also working fulltime and it seemed like it took more time/effort to organize when to meet as opposed to using that time to work. I enjoyed the charette sessions and collaboration, however in my personal opinion, I believe the work should be done independently and not as a group/team. Some activities can be done as a group, but a majority of the work should be completed independently.

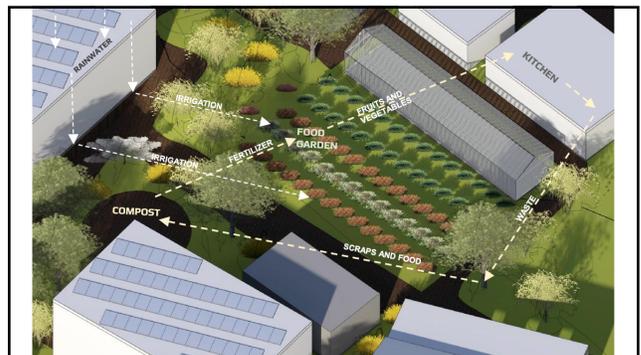
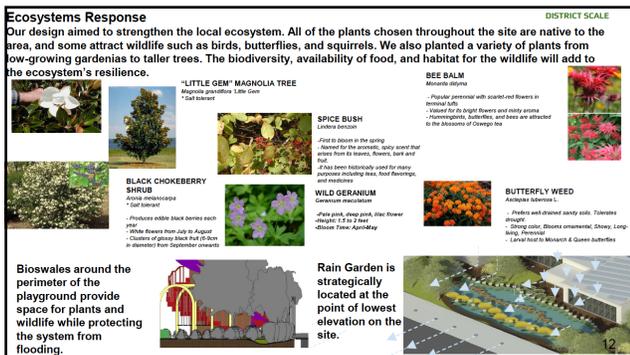
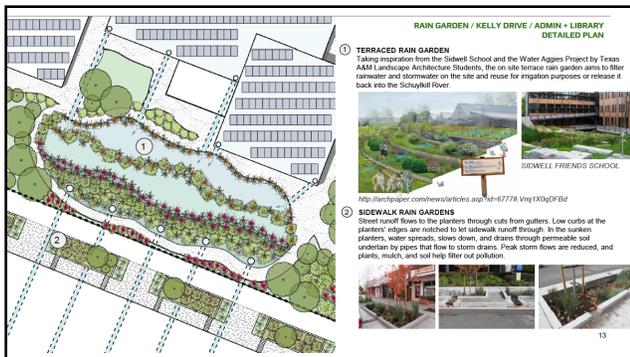
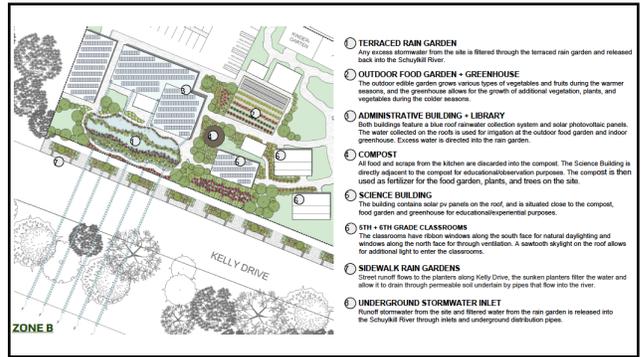
### Results

- There has to be a balance in collaboration and personal work project as both provides different learning opportunities. Keeping 4-5 activities collaborated and 2-3 activities as personal projects can provide a change to gain understanding and application of concepts on every level.

### Results

- Some group work should be scheduled because it is a reflection of how people work in the real world, but too much group work distracts from learning the content of the class. After all this isn't a course about how to work in a group, it's a sustainable design class. The learning in groups is less personal, meaning the effect on the individual is somewhat dulled because so much attention is placed away from the content of the project and onto the logistics of group work. There is also a risk of students "specializing"; doing the same job on every project because the other members are better at their task, and vice versa. 1 - 2 projects allows for the benefit of group work without detracting too much from course content.

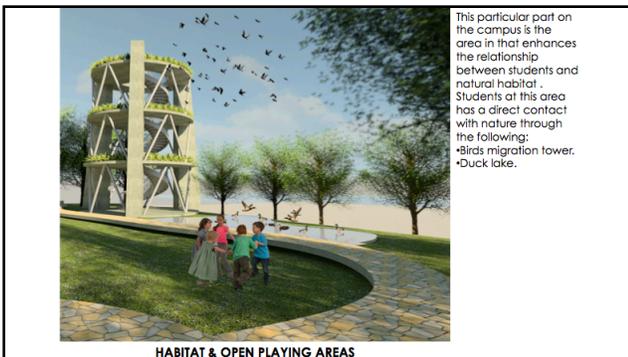






**COMMUNITY GARDEN:** Community garden is an area dedicated for the community within the campus property. The garden has a separate entrance and parking and separated from the school for security matters. This zone consists of the following:

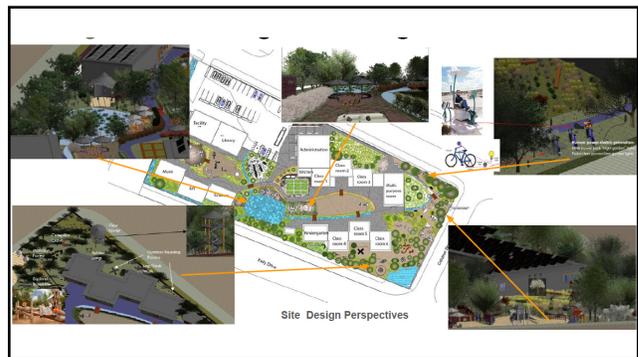
- Food trucks.
- Wooden deck serviced by the food trucks.
- Community stage for night singing festivals. Cultural seminars, karaoke parties, ... etc
- Access to the school amphitheatre can be provided after the school management approval according to the events.



This particular part on the campus is the area in that enhances the relationship between students and natural habitat. Students at this area has a direct contact with nature through the following:

- Birds migration tower.
- Duck lake.

**HABITAT & OPEN PLAYING AREAS**



## Conclusions What Was Learned

- aligning amount of content with available time is crucial
  - Most of the improvement is likely attributed to this single change
  - being realistic about this is difficult, especially with the dominant disciplinary culture that emphasizes that designs are always unfinished and can always be improved
  - the every word used for a collaborative design tool, "charrette" is derived from students working up to and past deadlines to finish their work
- by applying what research says, the course outcomes and collaboration improved
  - teaching collaborative skills improves outcomes
  - Teaching technology helps eliminate distractions to focus more on the design work
- need more of them in our course
  - "collaboration exercises work better if spread out over the course of the semester" (Douglas 2012) *note shift from 4<sup>th</sup> to 2<sup>nd</sup> place in student survey*
- there is nothing close to a perfect technological solution - at least not yet
- The charrette process used in the course is performing well but there may be one too many
- Outside class collaboration remains a team collaboration issue and a time constraint issue

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Students

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## Thank you!

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The Center for Teaching Innovation and Nexus Learning  
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