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## Interior Architecture's Use of Rotating Teams

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## Interior Architecture's Use of Rotating Teams

### The practice and the need it addresses

#### Interior Architecture Filling The Gap Within The Healthcare Continuum



The inclusion of health conditions within the process of environmental modification for design students requires concurrent learning outcomes related to research, brainstorming, and ideation that can only be achieved through team projects.

Medical Doctors, Nurses, and Therapists have been addressing health needs via bio physiological and neuropsychological interventions for decades, but few have addressed the built environment as a means of prevention, rehabilitation, and accommodation of condition specific illnesses beyond the pedestrian.

Manipulation and modification of the built environment, and elements within these environments are the domain of Architecture (General, Interior and Landscape), because design adds the element of creativity while concurrently addressing the need.

### Evidence this practice benefits UNLV Students

#### Teaming, Design Thinking, and Innovation

The value of team based learning is that each group member has a chance to learn from each other. A weakness is that one or two team members might assume the work and / or perform the same role each time.

Teaming in this series of assignments was based on multiple and different projects. Each project had to be completed by teams of three that continually rotated. Hence, no two projects were completed by the same team. By rotating team members, the probability of each team member assuming a different role in the project increased.

The roles for each team project included research, graphics, and innovation pertaining to a subject health condition. Each of the three member teams was assigned a topic and each member assumed one of the three roles.

Students' self report data indicated greater equity of work, enhanced comprehension of the problem, and more novel ideas were discovered.

### Resources and where to find them

#### Beyond Traditional Paradigms

Teaming and Design Thinking are routinely used within design schools, and are central to Stanford University's D-School (<https://dschool.stanford.edu/>).

There are several books on Teaming and Design Thinking such as:

- Michael Sweet, M. and Michaelsen, L.K. (2012). Team-Based Learning in the Social Sciences and Humanities: Group Work that Works to Generate Critical Thinking and Engagement. Sterling, VA: Stylus Publishing.
- Edmonton, A.C. (2013). Teaming to Innovate. Jossey-Bass.
- Chiesa, C.I. (2016). Build your Dream Team: Leadership based on a passion for people. Amazon Digital Services LLC.

Brown, T. (2009) Change by Design: How Design Thinking transforms organizations and Inspires. Harper Business.

While teaming and design thinking for product design requires knowledge of how users interact with items, designs for specific health conditions requires foundational bio physiological and neuropsychological knowledge. This foundation coupled with the teaming process brings about new and innovative solutions for health related problems.

### How other UNLV teachers might adopt this practice

#### Focus on Process Along with Outcomes

Teaming allows for student driven interdisciplinary learning, and affords students the ability to move from researcher to innovator. All disciplines require sets of knowledge from other disciplines, and all disciplines should be promoting innovative responses regardless of what has been done before.

Teachers can adopt this process by identifying contributions from supporting disciplines and use teaming to help students understand the value. Instructors can identify projects that require interdisciplinary thinking and thus ask their students to step away from their chosen field and examine a problem from another discipline's perspective.

By assigning different problems to be solved, students are able to understand the different roles of each profession. To prevent the continued assignment to a task, rotating team members' responsibilities from project to project is an essential part of this teaching method.

In short multiple smaller projects completed by different teaming compositions provides the best learning outcomes.