



## **Making the Grade: Assessing Group Work in the Design Studio**

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### **Abstract**

In recent years, there has been increased interest in expanding the use of collaborative techniques in the education of architecture and interior design students. Acknowledging that, while significant value is found in individualistic models of training, design students are often being prepared in a manner that is contrary to the highly collaborative nature of the design practice they will enter. "Students are supposedly being prepared for practice, but they are usually led to think of themselves as independent designers, which is a rare condition in real life...The larger, team-oriented form of practice is often poorly understood and sometimes denigrated, although it is now the dominant and most vital structure in the profession" (Pelli, 1999, p. 135). In examining the inhibitors to collaborative education (2009) the authors discovered that difficulties associated with student evaluation in the group context were strong deterrents for employing collaborative techniques in the design studio. This research outlines the specific difficulties inherent in the evaluation of group work and explores techniques, including corresponding rubrics, which have been developed in response to the challenge.