

LEAVING THE DRAFTING TABLE: STUDENTS' PERSPECTIVES ON THE DESIGN-BUILD EXPERIENCE

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1 ABSTRACT

Design-build courses can create powerful learning experiences for students. Although project descriptions prevalent in design-build literature provide useful how-to information, a broader perspective on potential learning outcomes is lacking. Additionally, little insight exists into how these learning experiences occur. This article develops a framework of potential design-build learning outcomes through a content analysis of existing literature on design-build courses in architecture and landscape architecture programs. An analysis of a student-written blog about a design-build project conducted in the University of Georgia's masters of landscape architecture program tested this framework. Key learning outcomes included: gaining construction knowledge, skills, and values; integrating design with construction; engaging with "real world" problems; developing personal qualities and interests; and improving their transition from school to work. Learning outcomes may be closely linked to the hands-on, holistic, "real world," and collaborative qualities of design-build courses. Additionally, in this particular case, the experiences of anticipation, working together, having fun, and seeing tangible results appeared significant to the students' experience. Viewing design-build from perspective of students creates a compelling argument for how valuable and rewarding design-build education can be. Students experience a wide variety of learning outcomes, and the emotional investment of the students had a large influence on their experiences.

1.1 Keywords

design-build education, learning outcomes, qualitative analysis