

Research Participation Request

A Doctoral Candidate is seeking volunteers to participate in a dissertation study on:

“Dialogue, collaboration, and creativity as instructional strategies for graduate architectural education programs: An exploratory investigation”

Who is eligible to participate?

Current architecture professors in any concentration who hold an accredited architecture degree from any American university are eligible. **Architecture students currently enrolled** in an American MArch degree program and architecture students in any doctoral program who already hold an accredited architecture degree from an American University are eligible. This sample has the lived-experience necessary to speak about the research topics above.

What is required to participate?

All participation will be online. Participants will take the *Reisman Diagnostic Creativity Assessment* (RDCA): a multiple-choice survey that takes about 10 minutes to complete, and then be interviewed for about 30 minutes with the researcher. The RDCA data and interview transcriptions will be identified by pseudonyms only to protect your anonymity and comply with the researcher’s legal obligations to the Drexel University Institutional Review Board requirements.

Consider the state of architectural education:

According to the 2020 *World Economic Forum Report* which drew data from 37 global employers representing 13 million employees, the third-most in-demand skill for prospective employees in the innovation economy is creativity- up from number ten in 2015. These emerging innovative work environments are prompting higher education to move from a focus on solitary projects to collaborative dialogues. Yet only one dissertation on collaboration in architectural education exists (McPeck, K., 2009). Although there are over 1,000 architectural programs in America, there are no dissertation-level studies on dialogue or creativity in architectural education. Indeed, there are almost no dissertations *on architectural education*, resulting in a dearth of *empirical data* on current architecture design instruction. Because creative collaboration relies upon social agreements of participants pooling their talents for shared goals, collaborative design depends upon individual beliefs and abilities. Thus, this research aims to understand the perceptions of architecture professors and students on integrating collaboration, dialogue, and creativity in architecture design education. The researcher will apply statistical analysis to quantitative data gained from the RDCA surveys for creative self-assessment and self-efficacy, to coding of qualitative data gained from semi-structured interviews with the same sample group for both methodologies. The survey and interview questions are not specific to any particular architecture school or university, but general in nature.

Please email the researcher at dcs334@drexel.edu to express interest today!