

Challenges to Collaborative Learning in Architectural Education in the Middle East

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Abstract : Educational paradigm all over the globe is undergoing significant reform today. Because of this, so-called flipped classroom model is becoming increasingly popular in higher education. Flipped classroom has proved to be more effective than traditional lecture based model as flipped classroom model promotes active learning by encouraging students to work on in collaborative tasks and peer-led learning during the class-time. However, success of flipped classrooms relies on students' ability and their attitudes towards collaboration and group work. This paper examines: 1) Students' attitudes towards collaborative learning; 2) Main challenges to successful collaboration from students' experience and 3) Students' perception of criteria for successful team work. 4) Recommendations for enhancing collaborative learning. This study's methodology involves quantitative analysis of surveys collected from students enrolled in undergraduate Architecture program at Qatar University. Analysis indicates that in general students enrolled in the program do not have positive perceptions or experiences associated with group work. Positive and negative factors that influence collaborative learning in higher education have been identified. Recommendations for improving collaborative work experience have been proposed.

Keywords : architecture, collaborative learning, female, group work, higher education, Middle East, Qatar, student experience

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