AI & DATA INTEGRATION
FOR CROSS-DISCIPLINARY COLLABORATION

Peter Aylsworth, RA
Asst. Professor of Interior Design
O'More College of Architecture & Design, Belmont University

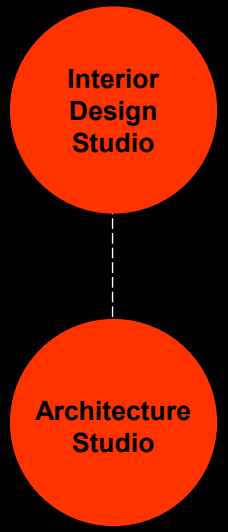
Anthony Monica, AIA
Asst. Professor of Architecture
O'More College of Architecture & Design, Belmont University

Peter Aylsworth, RA
Asst. Professor of Interior Design
O'More College of Architecture & Design, Belmont University

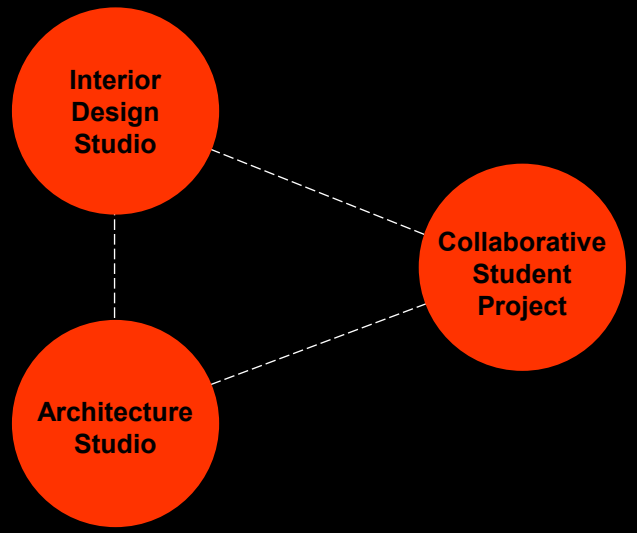
Anthony Monica, AIA
Asst. Professor of Architecture
O'More College of Architecture & Design, Belmont University

Interior
Design
Studio

Architecture
Studio

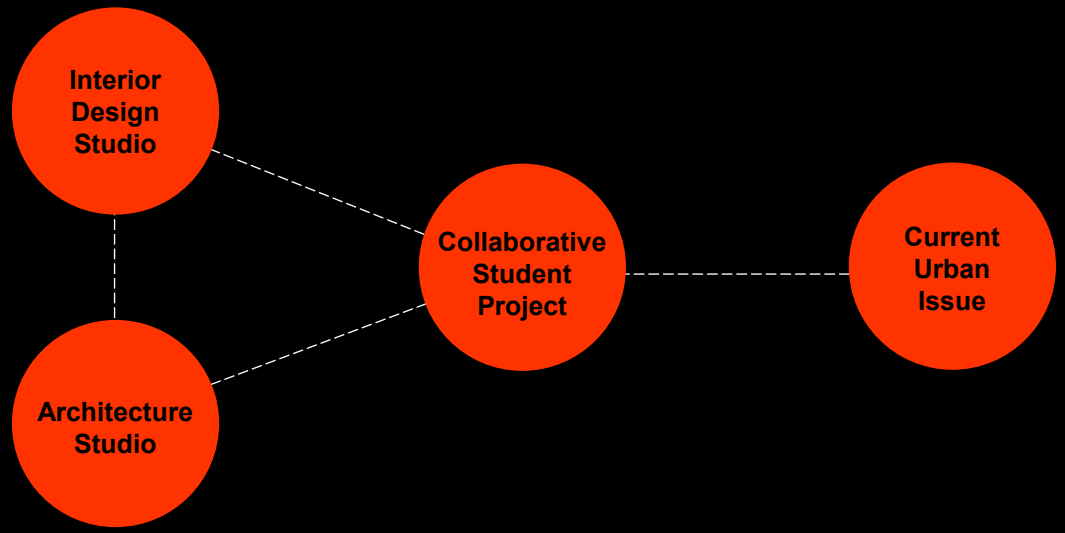


Interdisciplinary



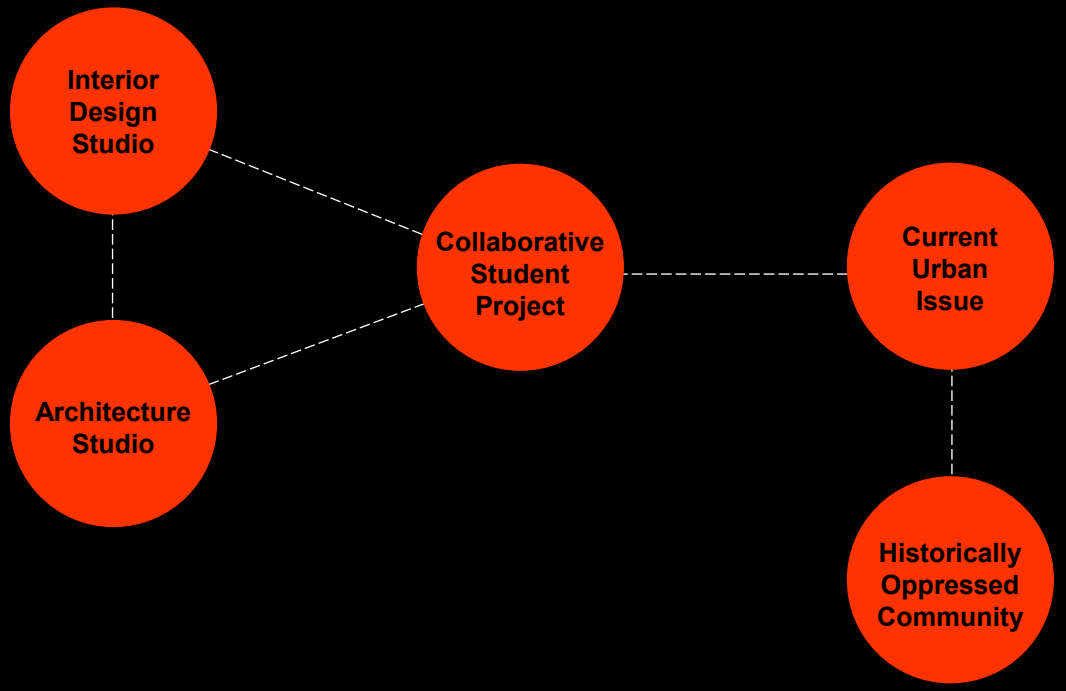
Interdisciplinary

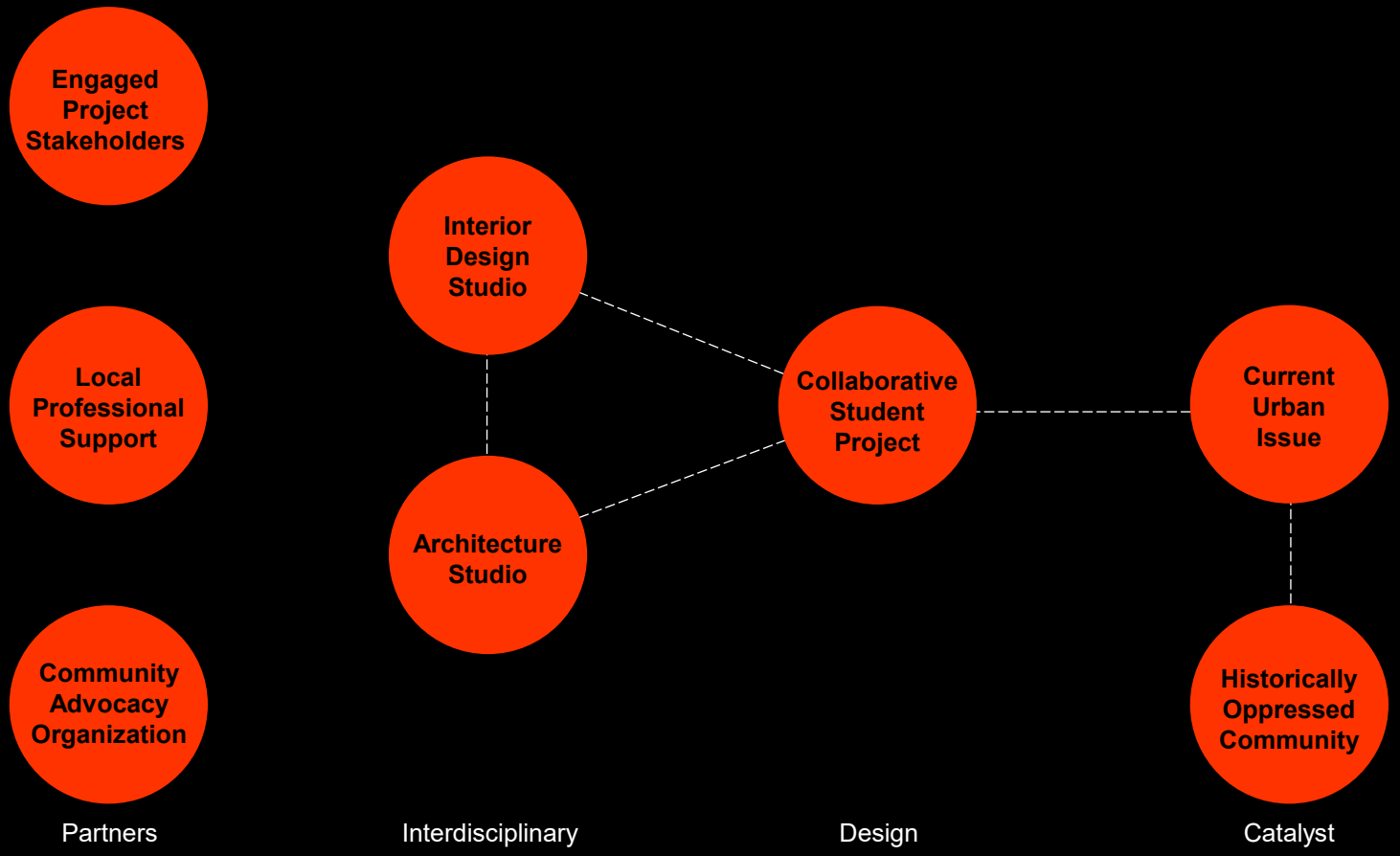
Design

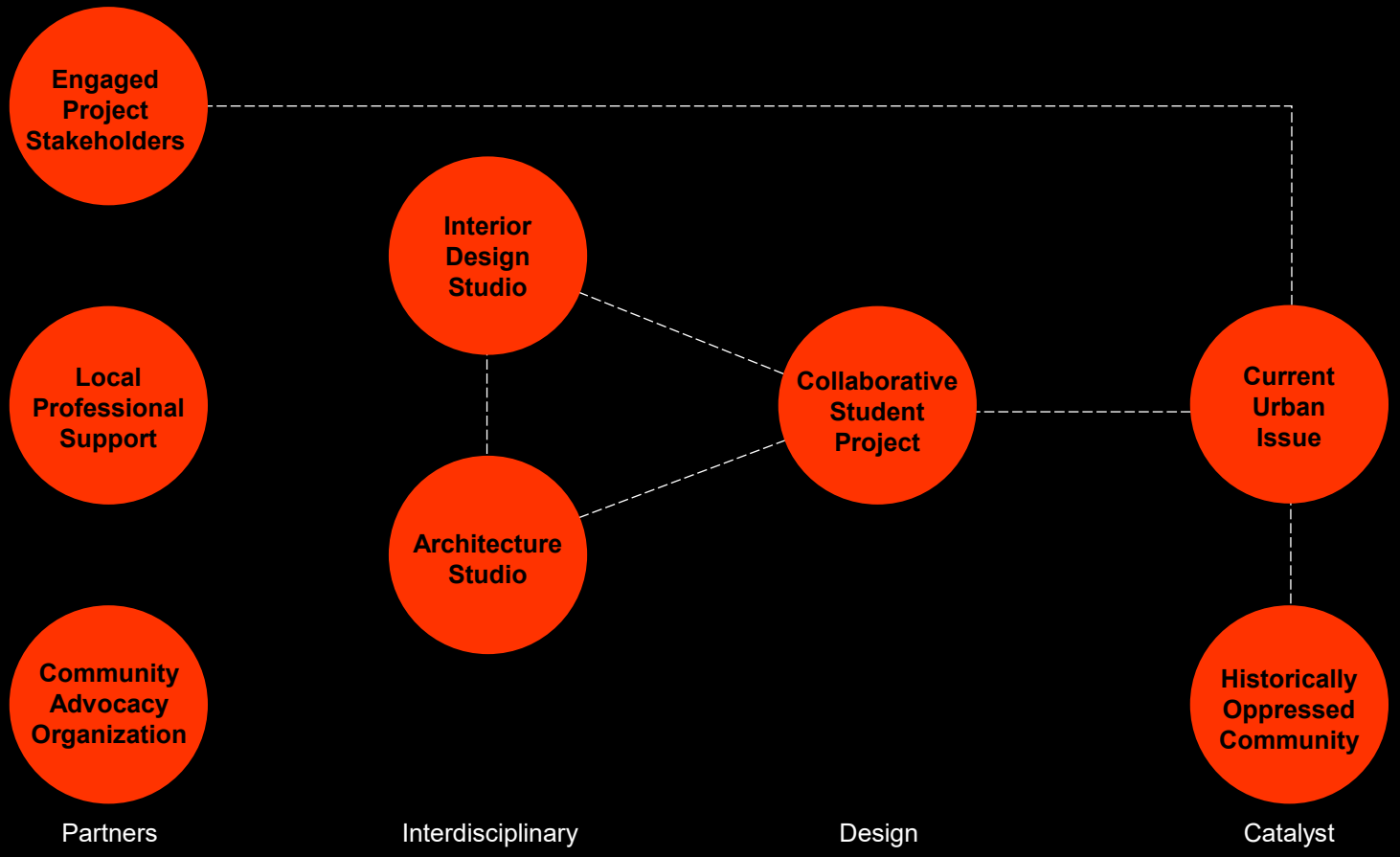


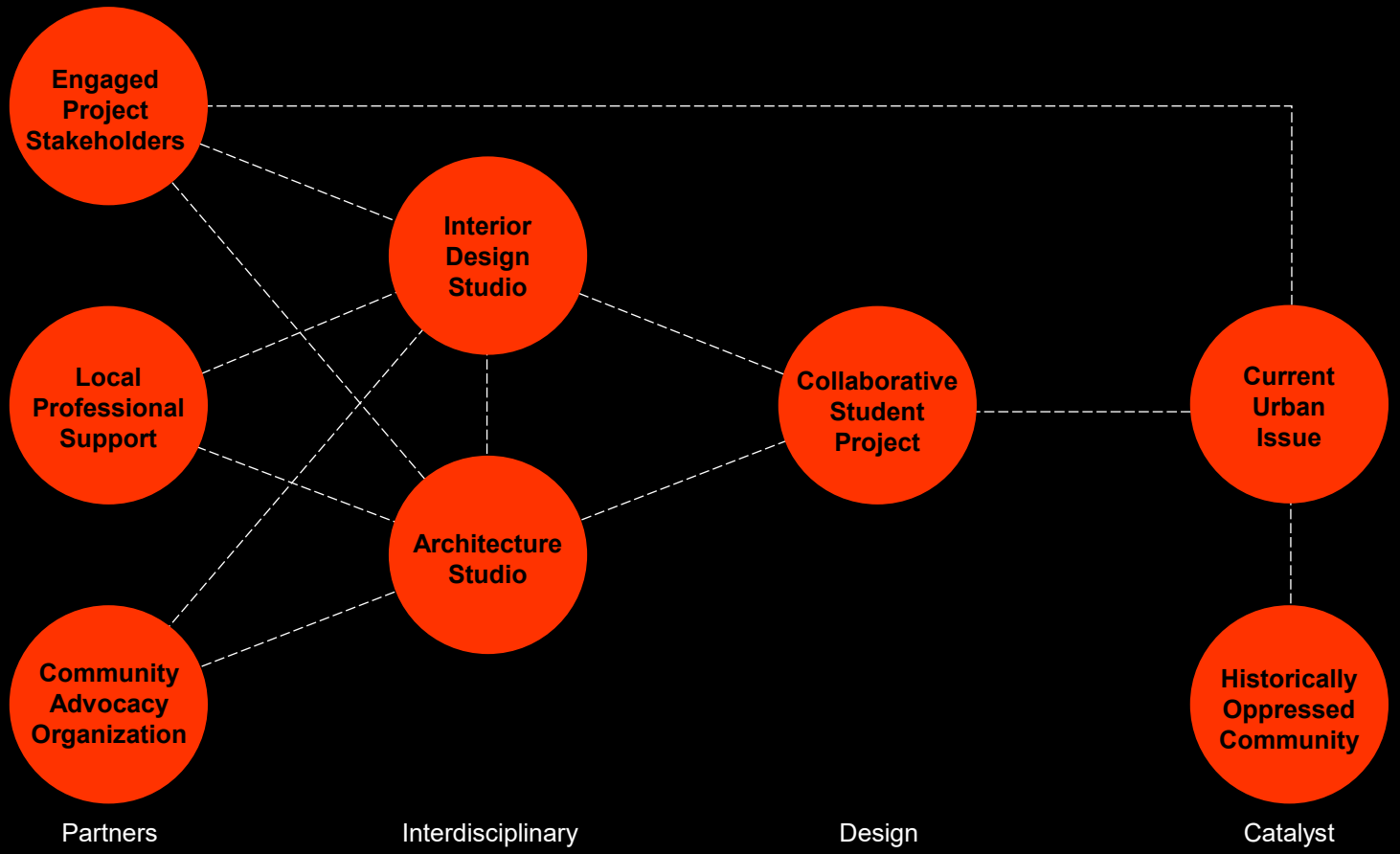
Interdisciplinary

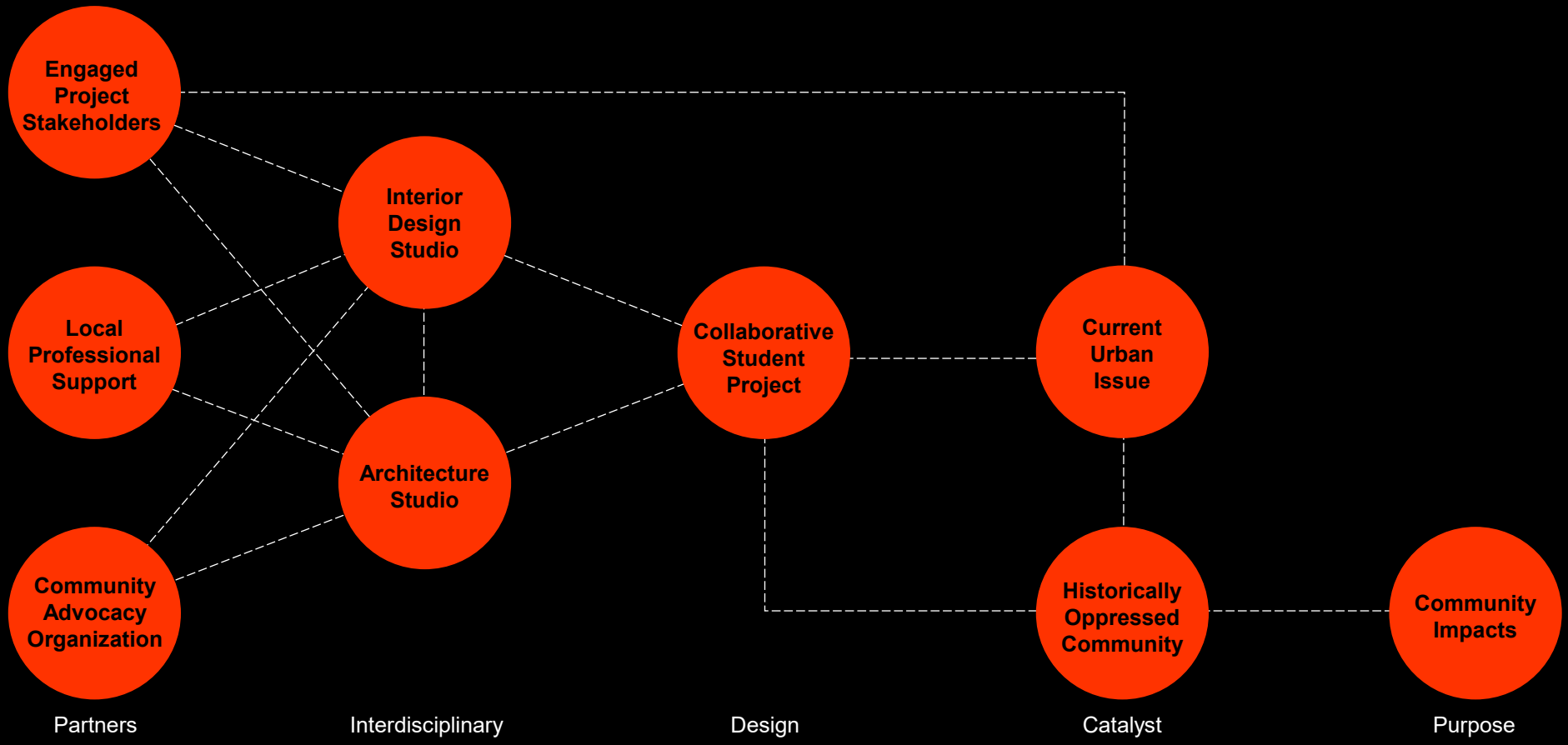
Design

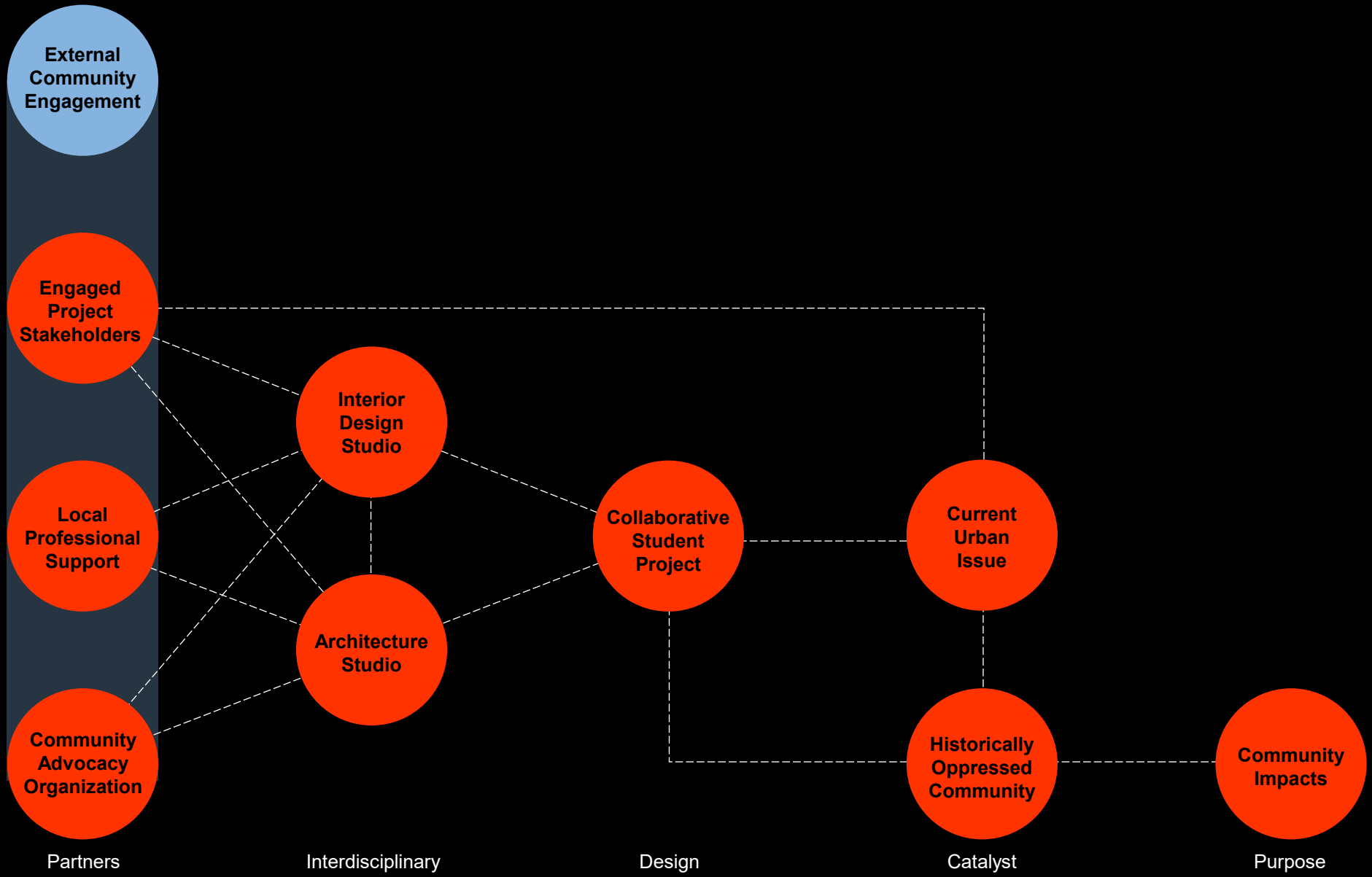

Interior Design Studio
Architecture Studio
Collaborative Student Project
Current Urban Issue
Historically Oppressed Community
Interdisciplinary
Design
Catalyst

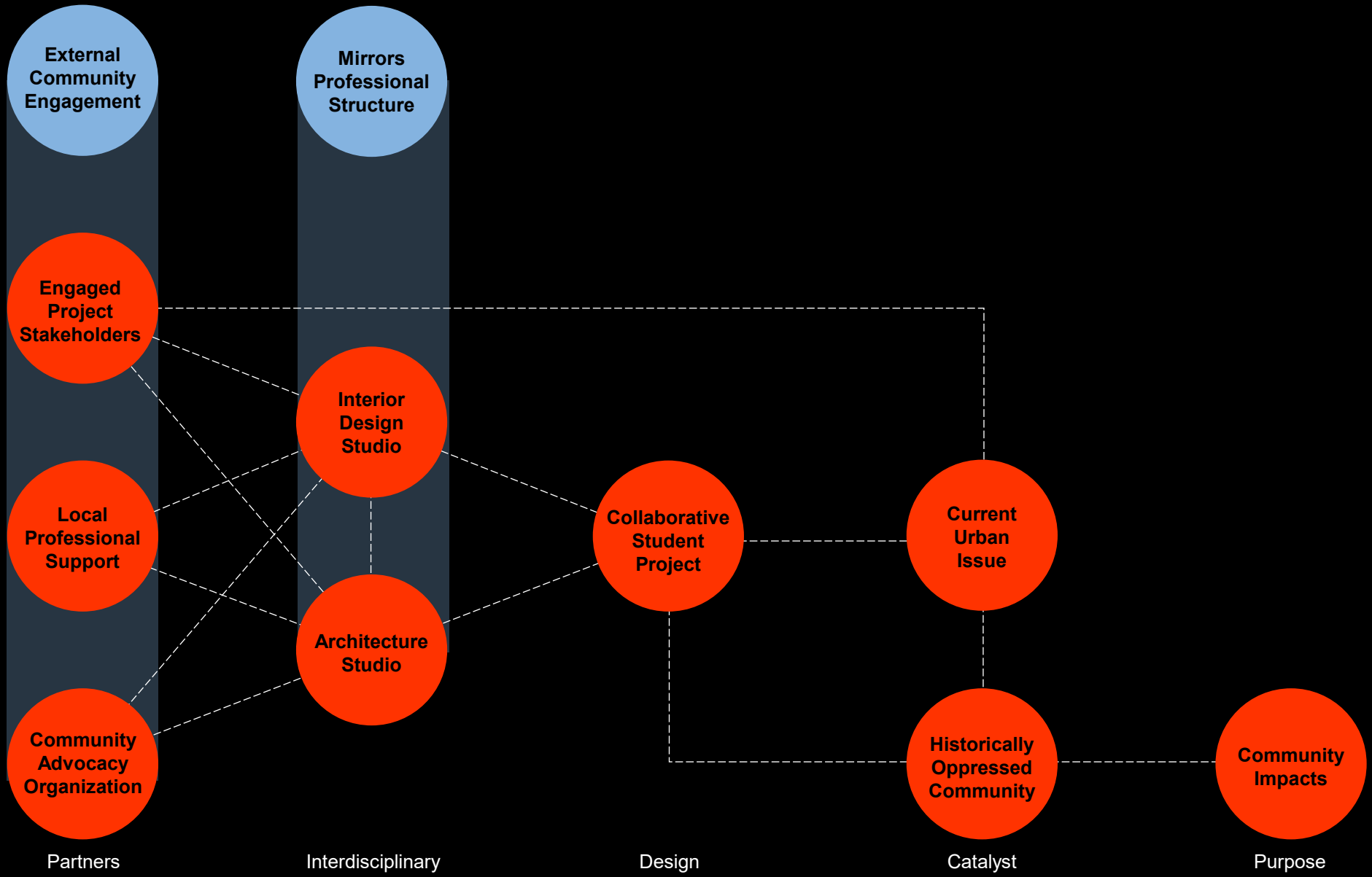

Engaged Project Stakeholders
Local Professional Support
Community Advocacy Organization
Partners
Interior Design Studio
Architecture Studio
Interdisciplinary
Collaborative Student Project
Design
Current Urban Issue
Historically Oppressed Community
Catalyst

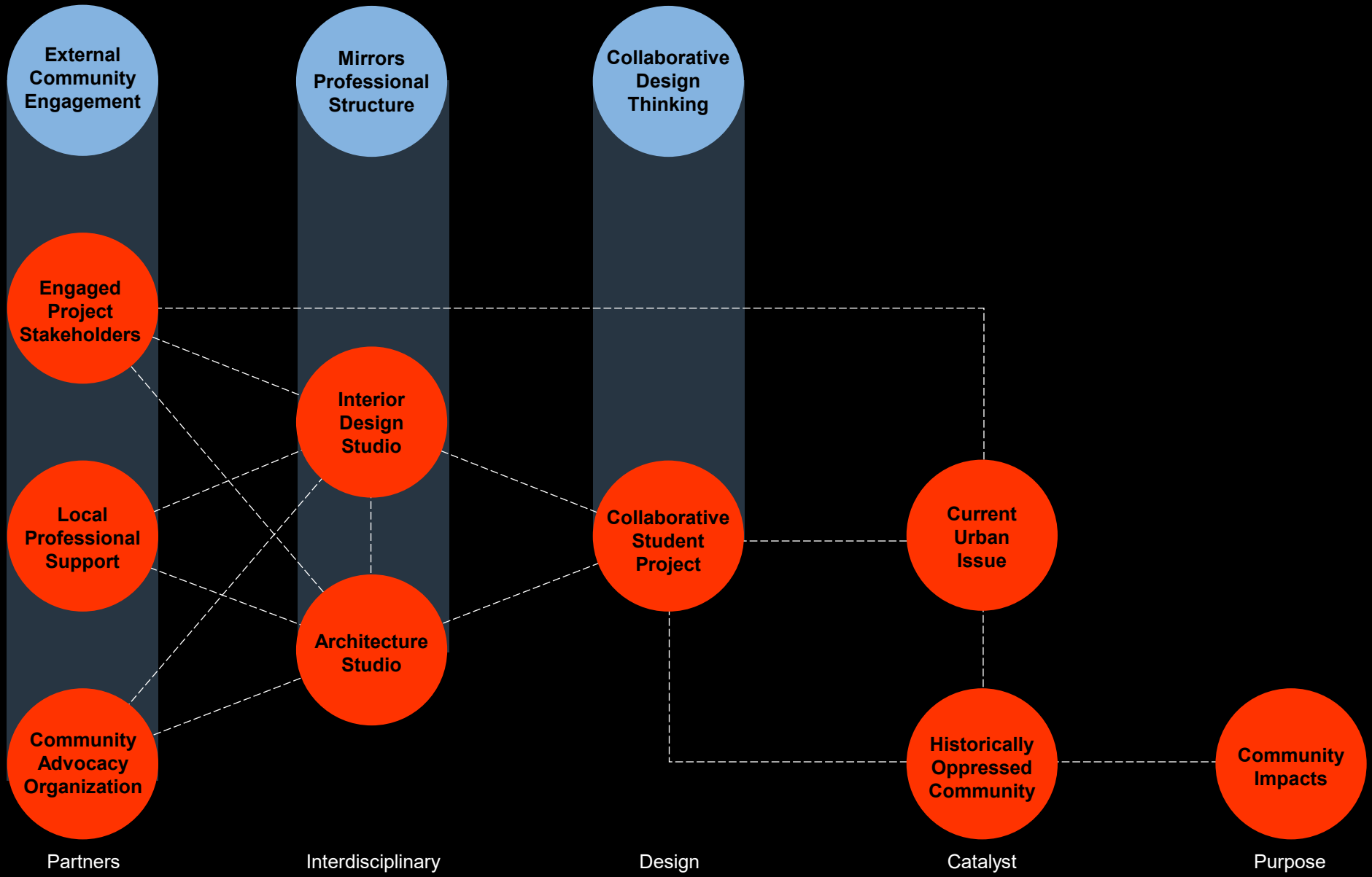

Engaged Project Stakeholders
Local Professional Support
Community Advocacy Organization
Partners
Interior Design Studio
Architecture Studio
Interdisciplinary
Collaborative Student Project
Design
Current Urban Issue
Historically Oppressed Community
Catalyst

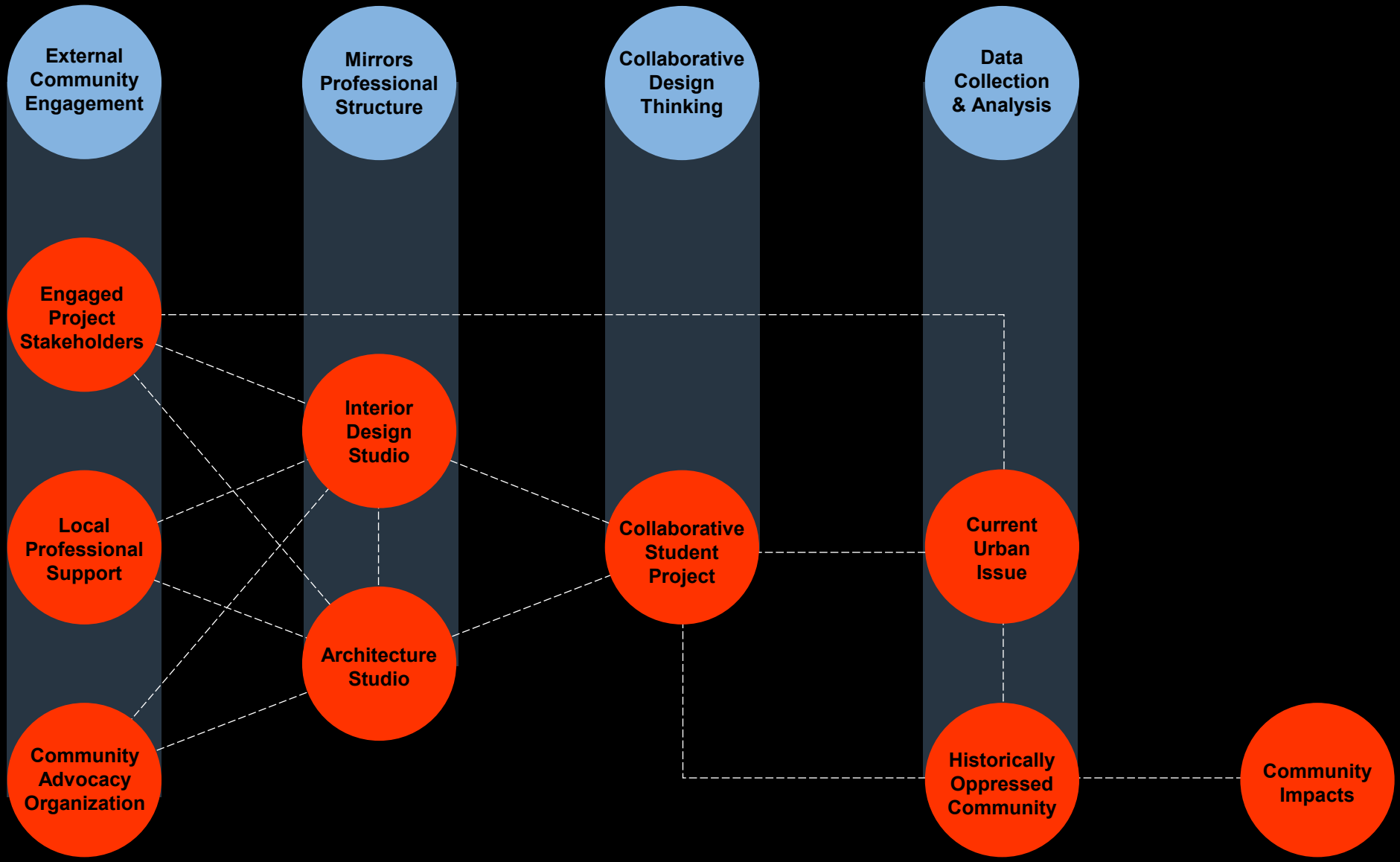

Engaged Project Stakeholders
Interior Design Studio
Local Professional Support
Collaborative Student Project
Current Urban Issue
Architecture Studio
Community Advocacy Organization
Historically Oppressed Community
Partners
Interdisciplinary
Design
Catalyst

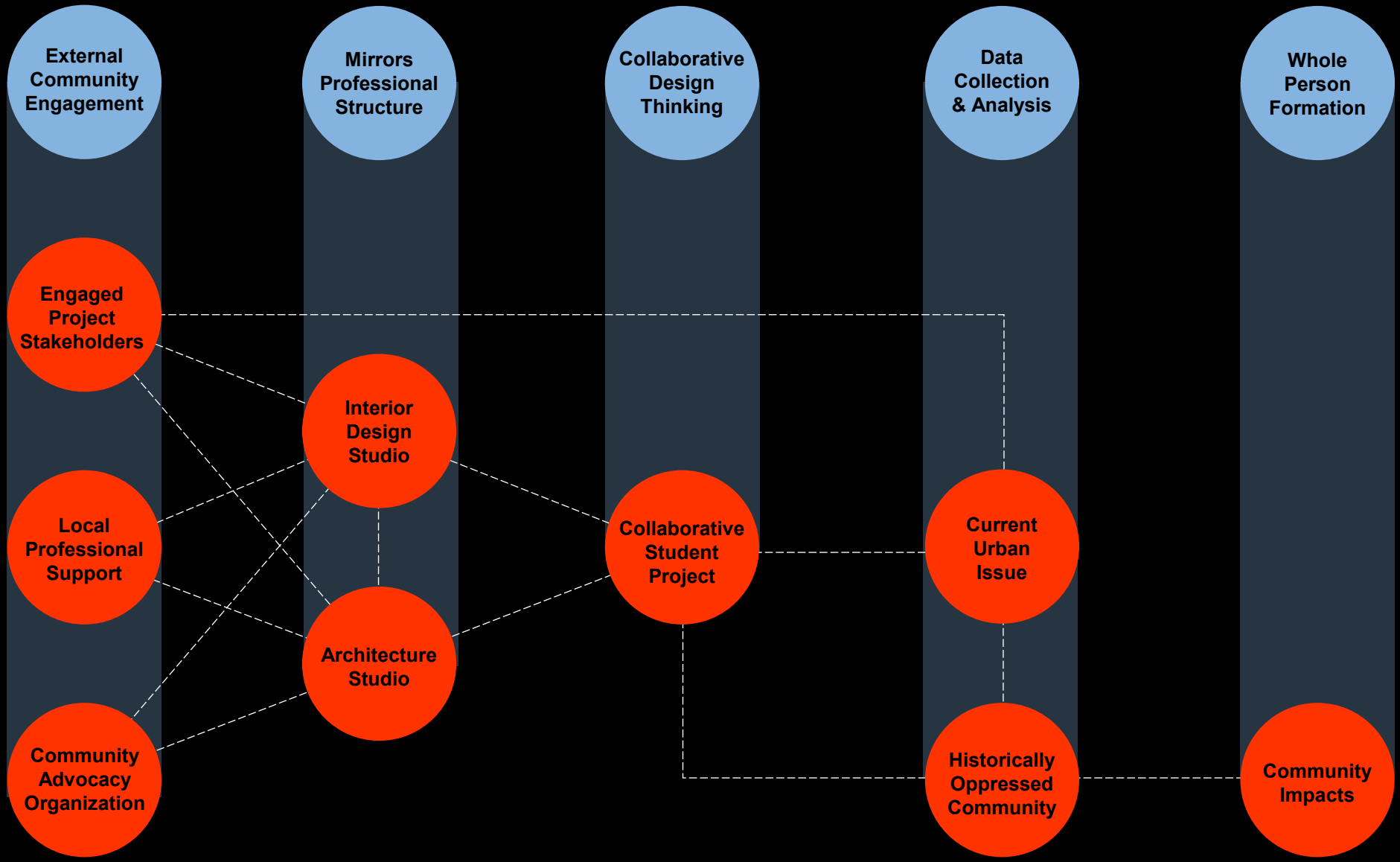

Engaged Project Stakeholders
Interior Design Studio
Local Professional Support
Collaborative Student Project
Current Urban Issue
Architecture Studio
Community Advocacy Organization
Historically Oppressed Community
Community Impacts
Partners
Interdisciplinary
Design
Catalyst
Purpose

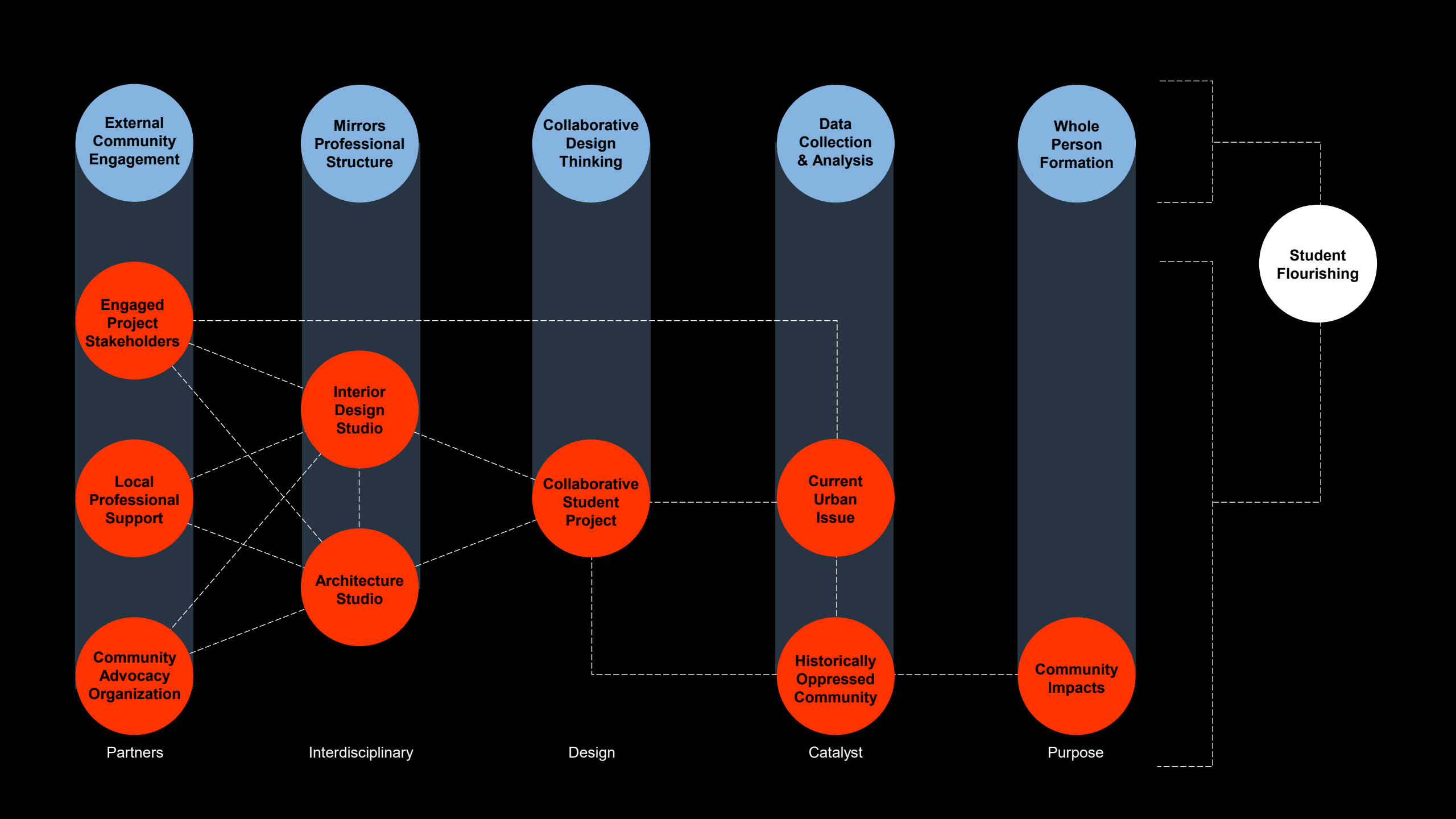

External Community Engagement
Engaged Project Stakeholders
Local Professional Support
Community Advocacy Organization
Interior Design Studio
Architecture Studio
Collaborative Student Project
Current Urban Issue
Historically Oppressed Community
Community Impacts
Partners
Interdisciplinary
Design
Catalyst
Purpose

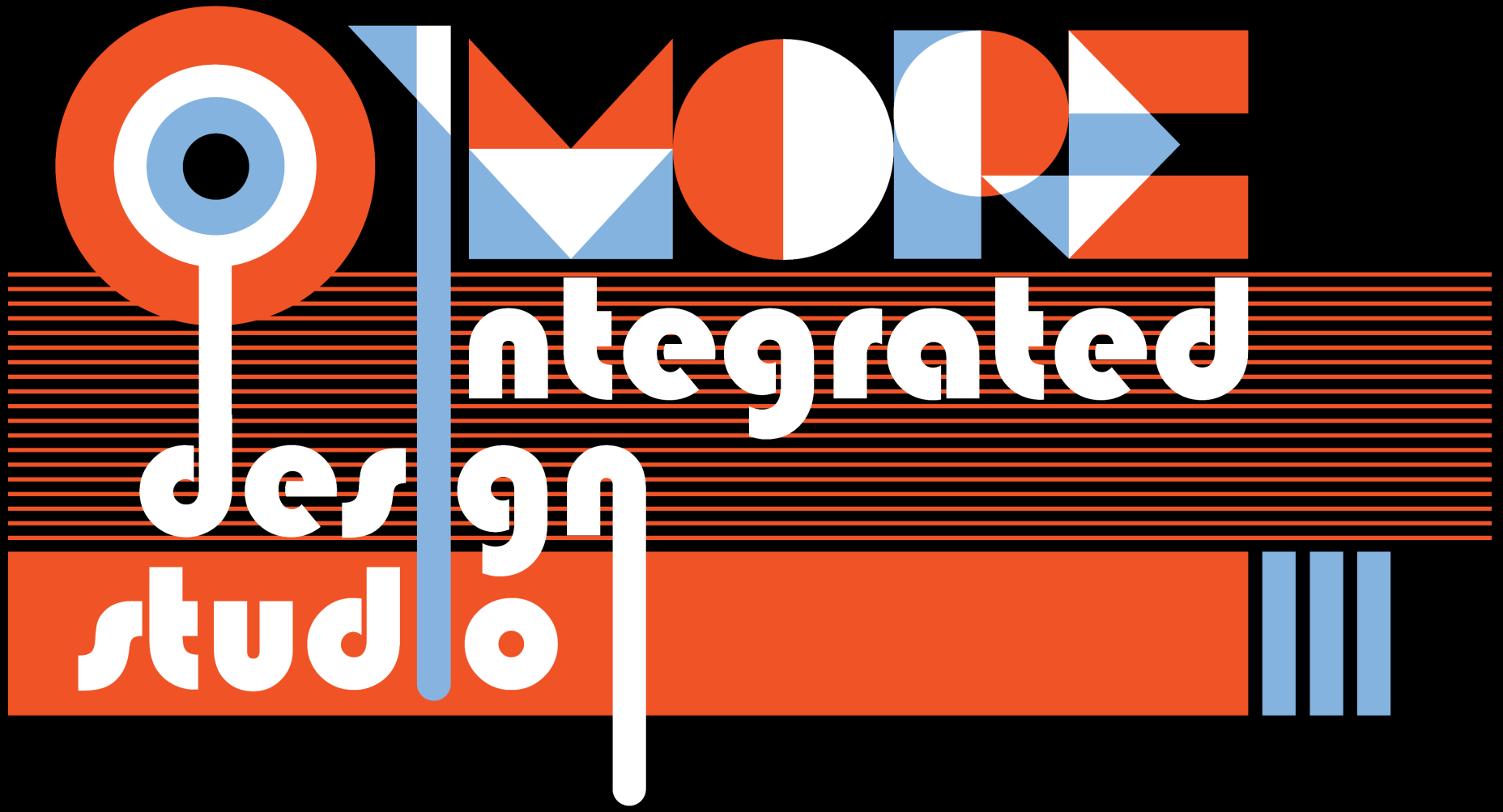

External Community Engagement
Mirrors Professional Structure
Engaged Project Stakeholders
Interior Design Studio
Local Professional Support
Collaborative Student Project
Current Urban Issue
Architecture Studio
Community Advocacy Organization
Historically Oppressed Community
Community Impacts
Partners
Interdisciplinary
Design
Catalyst
Purpose


External Community Engagement
Mirrors Professional Structure
Collaborative Design Thinking
Engaged Project Stakeholders
Interior Design Studio
Local Professional Support
Collaborative Student Project
Current Urban Issue
Architecture Studio
Community Advocacy Organization
Historically Oppressed Community
Community Impacts
Partners
Interdisciplinary
Design
Catalyst
Purpose


External Community Engagement
Mirrors Professional Structure
Collaborative Design Thinking
Data Collection & Analysis
Engaged Project Stakeholders
Interior Design Studio
Local Professional Support
Collaborative Student Project
Current Urban Issue
Architecture Studio
Community Advocacy Organization
Historically Oppressed Community
Community Impacts
Partners
Interdisciplinary
Design
Catalyst
Purpose


External Community Engagement
Mirrors Professional Structure
Collaborative Design Thinking
Data Collection & Analysis
Whole Person Formation
Engaged Project Stakeholders
Interior Design Studio
Local Professional Support
Collaborative Student Project
Current Urban Issue
Architecture Studio
Community Advocacy Organization
Historically Oppressed Community
Community Impacts
Partners
Interdisciplinary
Design
Catalyst
Purpose


External Community Engagement
Mirrors Professional Structure
Collaborative Design Thinking
Data Collection & Analysis
Whole Person Formation
Student Flourishing
Engaged Project Stakeholders
Interior Design Studio
Local Professional Support
Collaborative Student Project
Current Urban Issue
Architecture Studio
Community Advocacy Organization
Historically Oppressed Community
Community Impacts
Partners
Interdisciplinary
Design
Catalyst
Purpose


MORE
integrated
design
studio

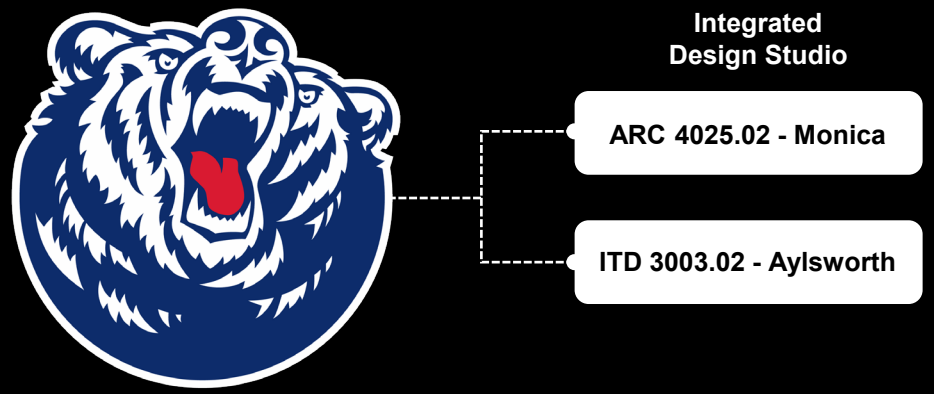
AI & DATA INTEGRATION
FOR CROSS-DISCIPLINARY COLLABORATION

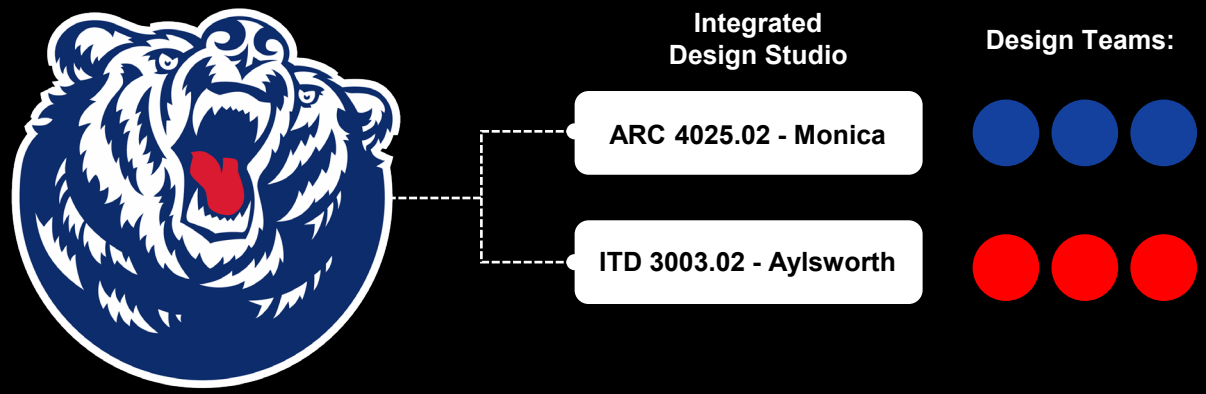
IDS Methodology & Process
IDS Iteration 1
IDS Iteration 2
Stories & Reflections
Workshop
Discussion

AI & DATA INTEGRATION
FOR CROSS-DISCIPLINARY COLLABORATION

IDS Methodology & Process
IDS Iteration 1
IDS Iteration 2
Workshop
Discussion

IDS Studio **Methodology**


Integrated
Design Studio
ARC 4025.02 - Monica
ITD 3003.02 - Aylsworth


Integrated
Design Studio
Design Teams:
ARC 4025.02 - Monica
ITD 3003.02 - Aylsworth

Integrated Design Studio

ARC 4025.02 - Monica

ITD 3003.02 - Aylsworth

Design Teams:

Responsibilities:

- Core & Shell
- Landscape/Exterior

- Interior Design
- Lighting

Integrated Design Studio

ARC 4025.02 - Monica

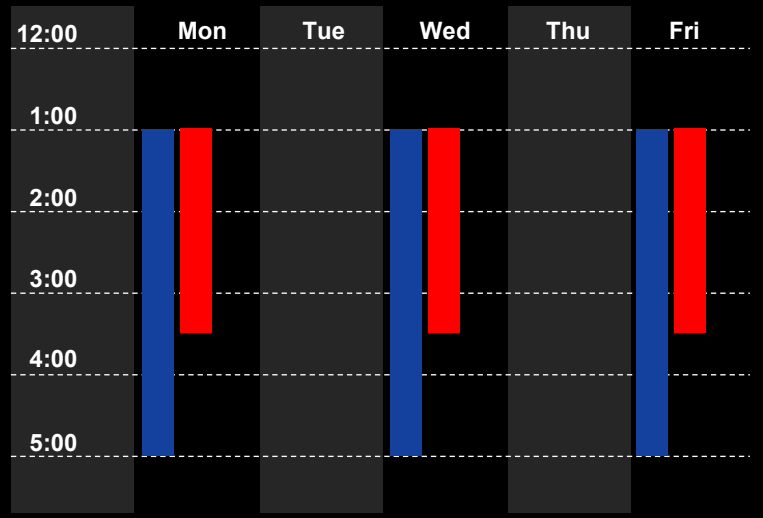
ITD 3003.02 - Aylsworth

Design Teams:

Responsibilities:

- Core & Shell
- Landscape/Exterior

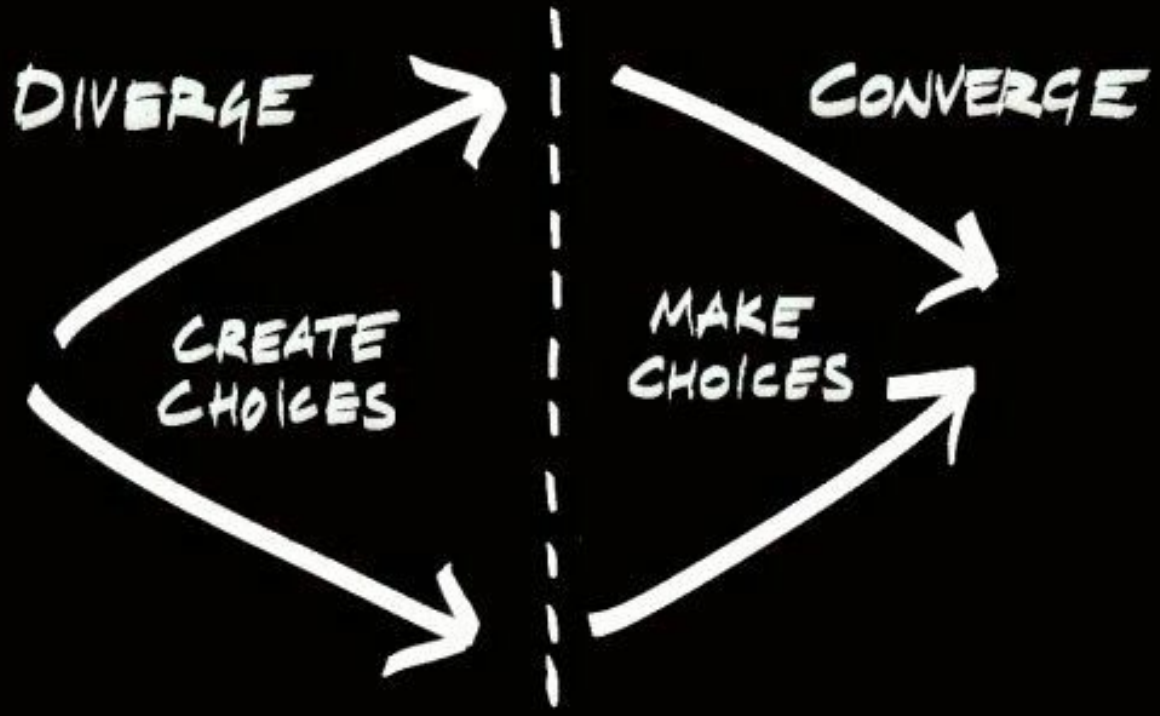
- Interior Design
- Lighting



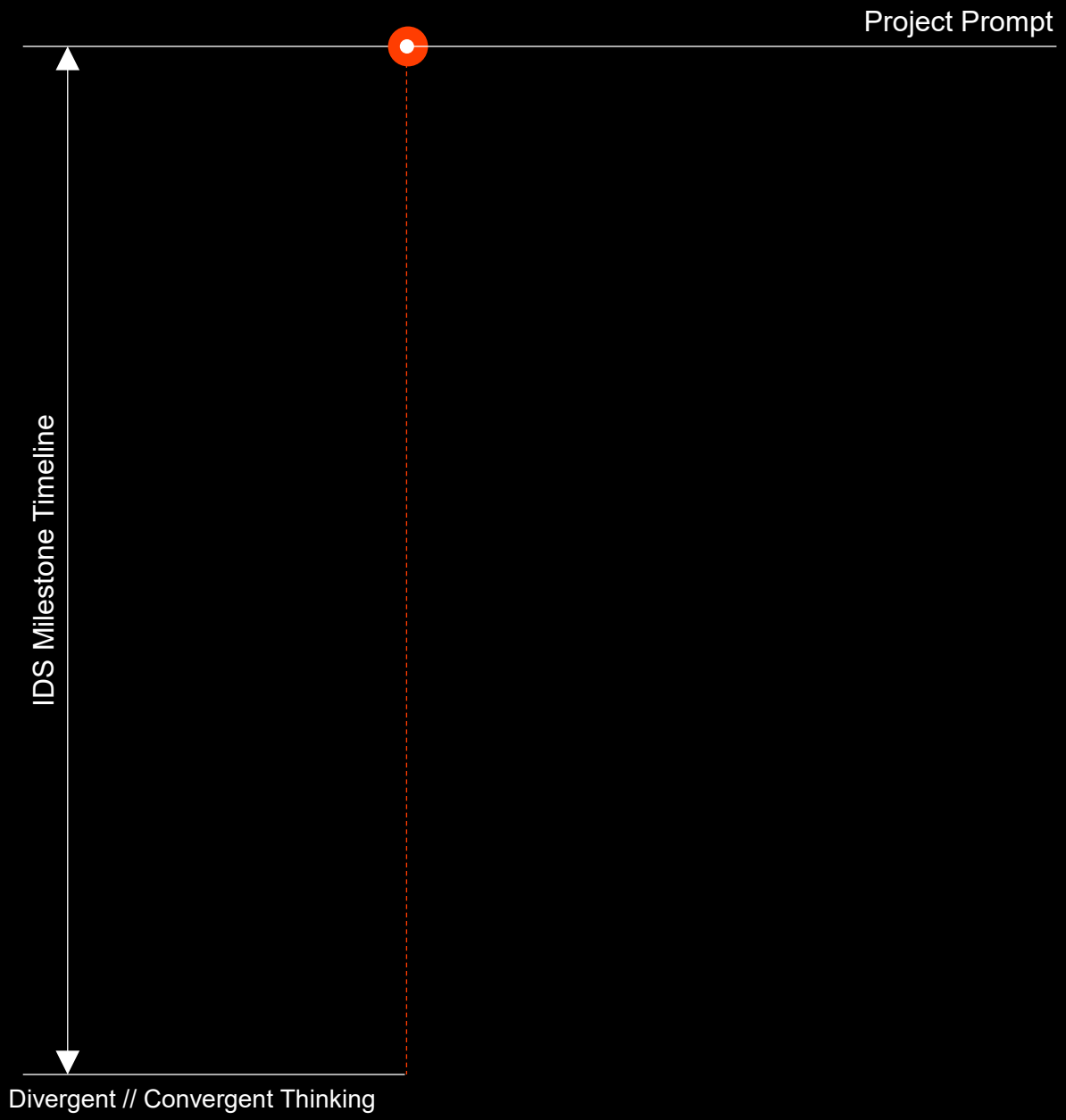
ARC 4025.02 - Monica
MWF: 1:00pm – 4:50pm
GAB 200D

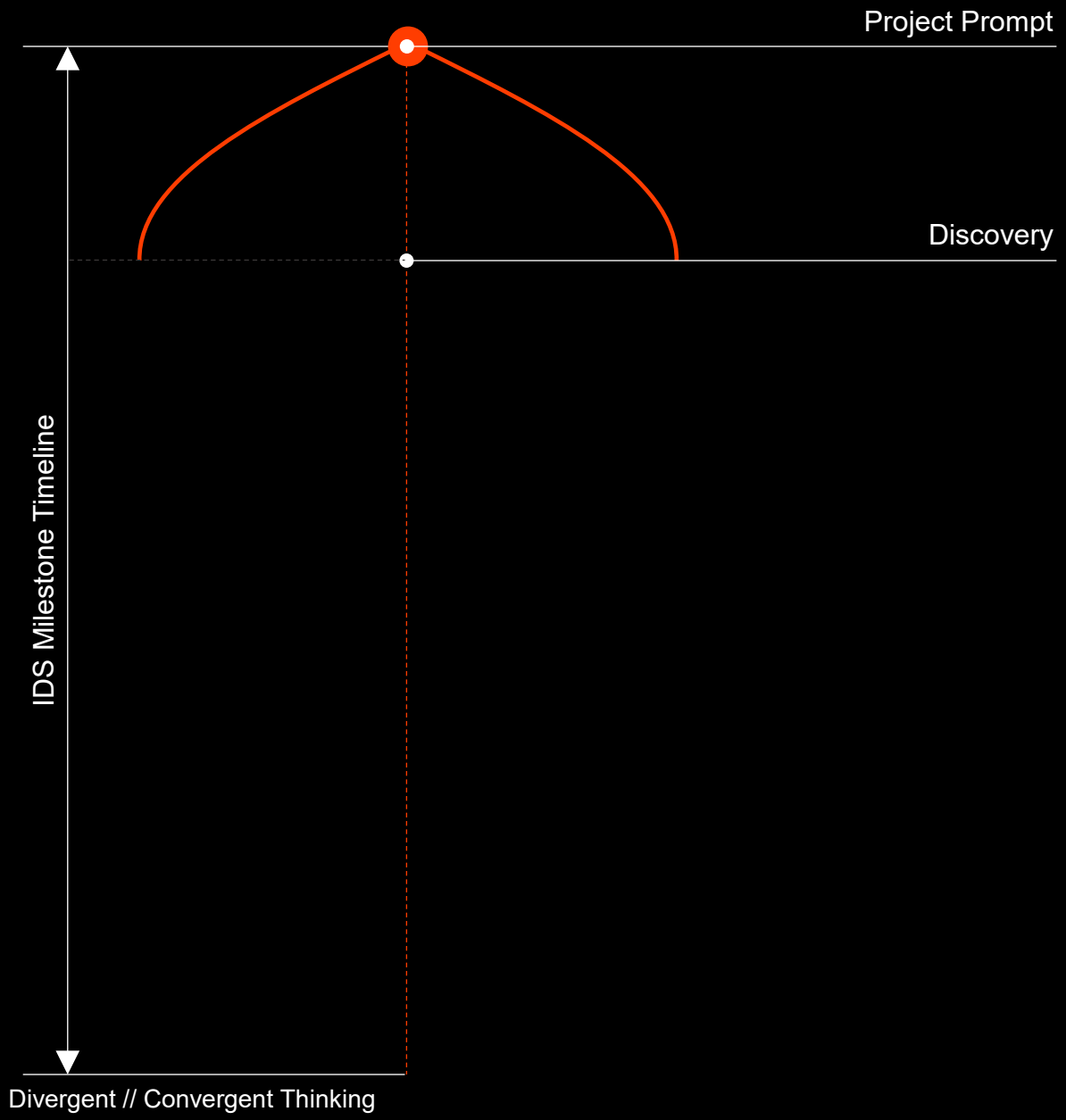
ITD 3003.02 - Aylsworth
MWF: 1:00pm – 3:20pm
GAB 200B

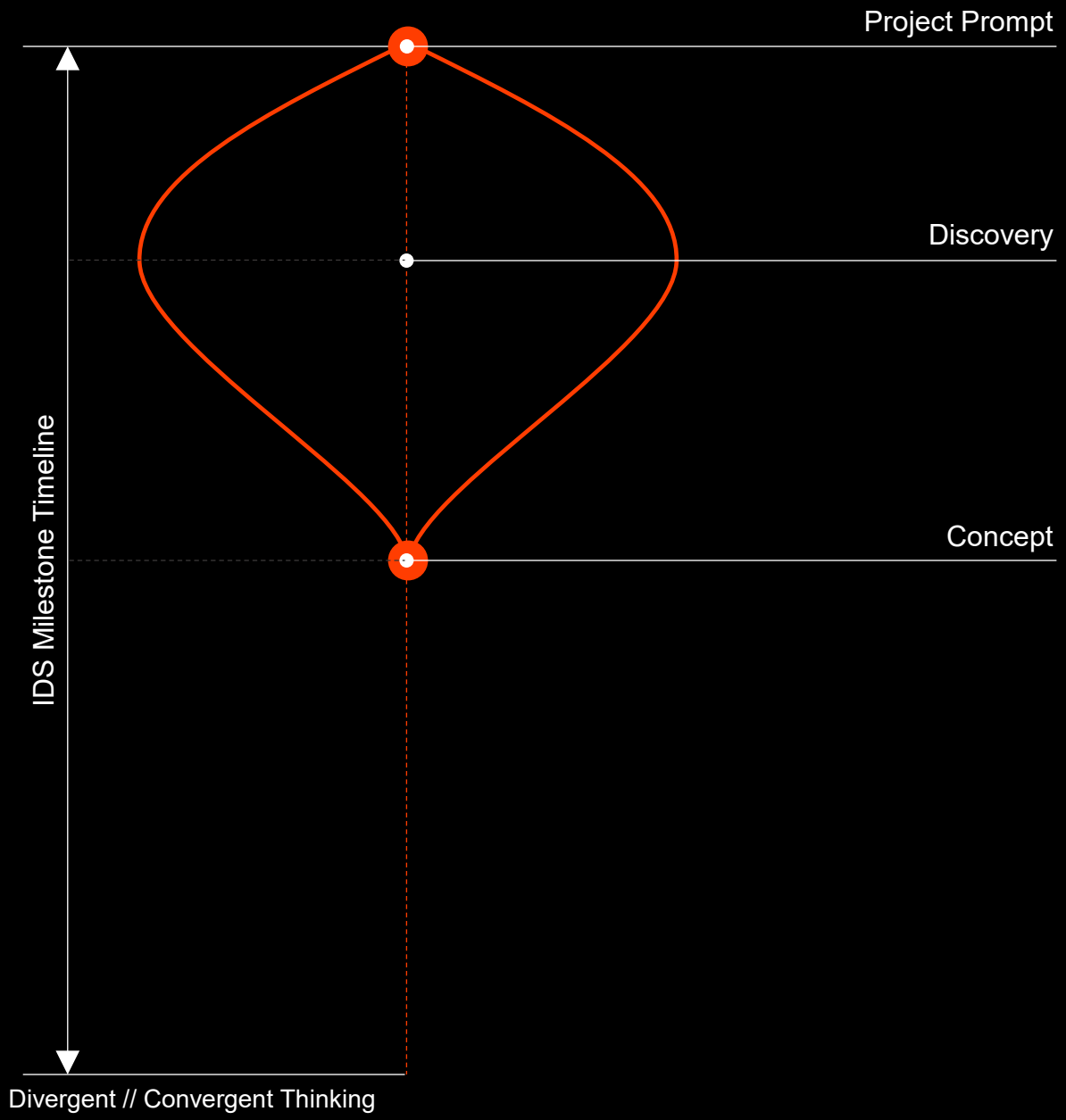
IDS Studio **Process**

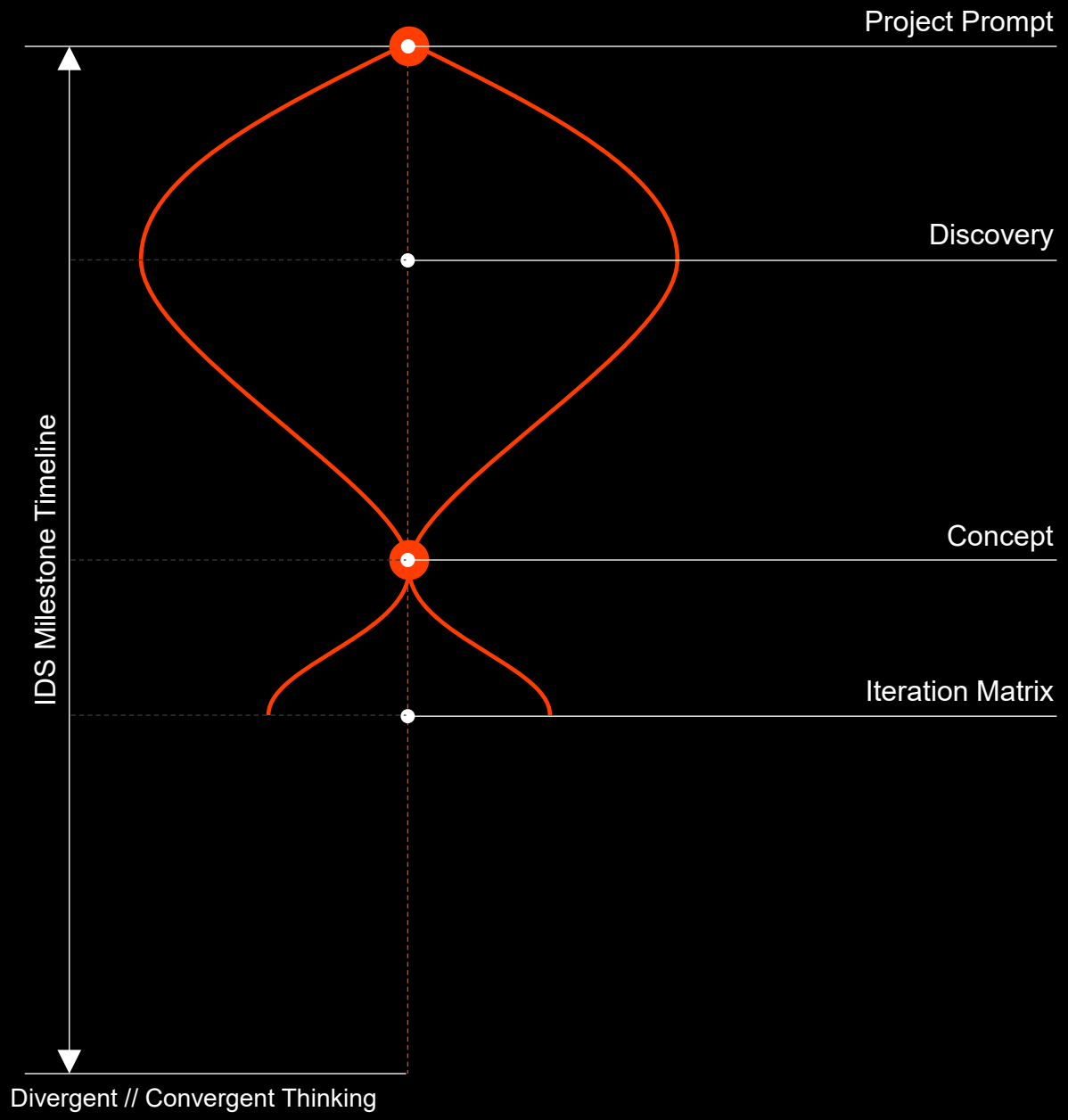


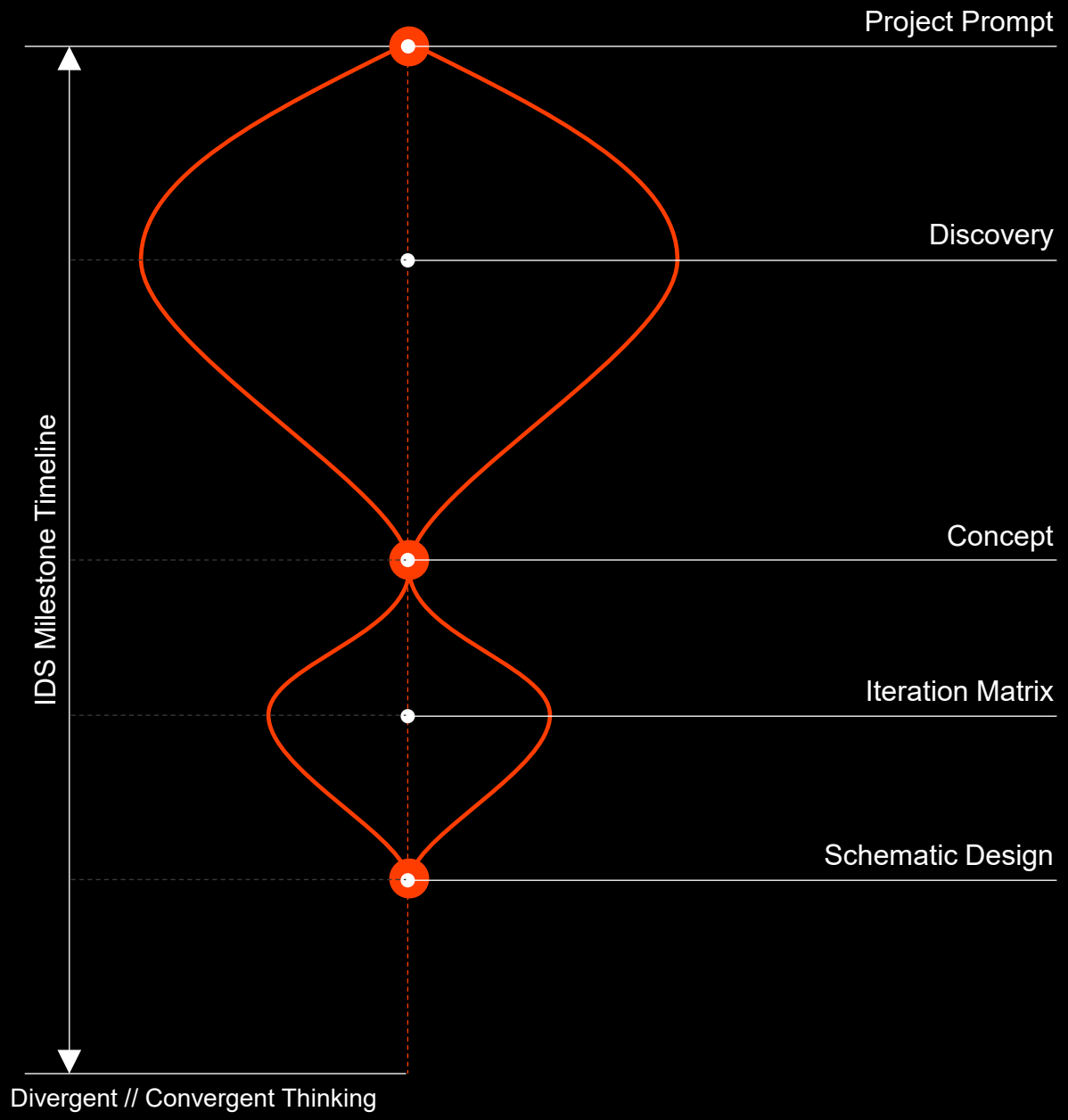
Divergent // Convergent Thinking

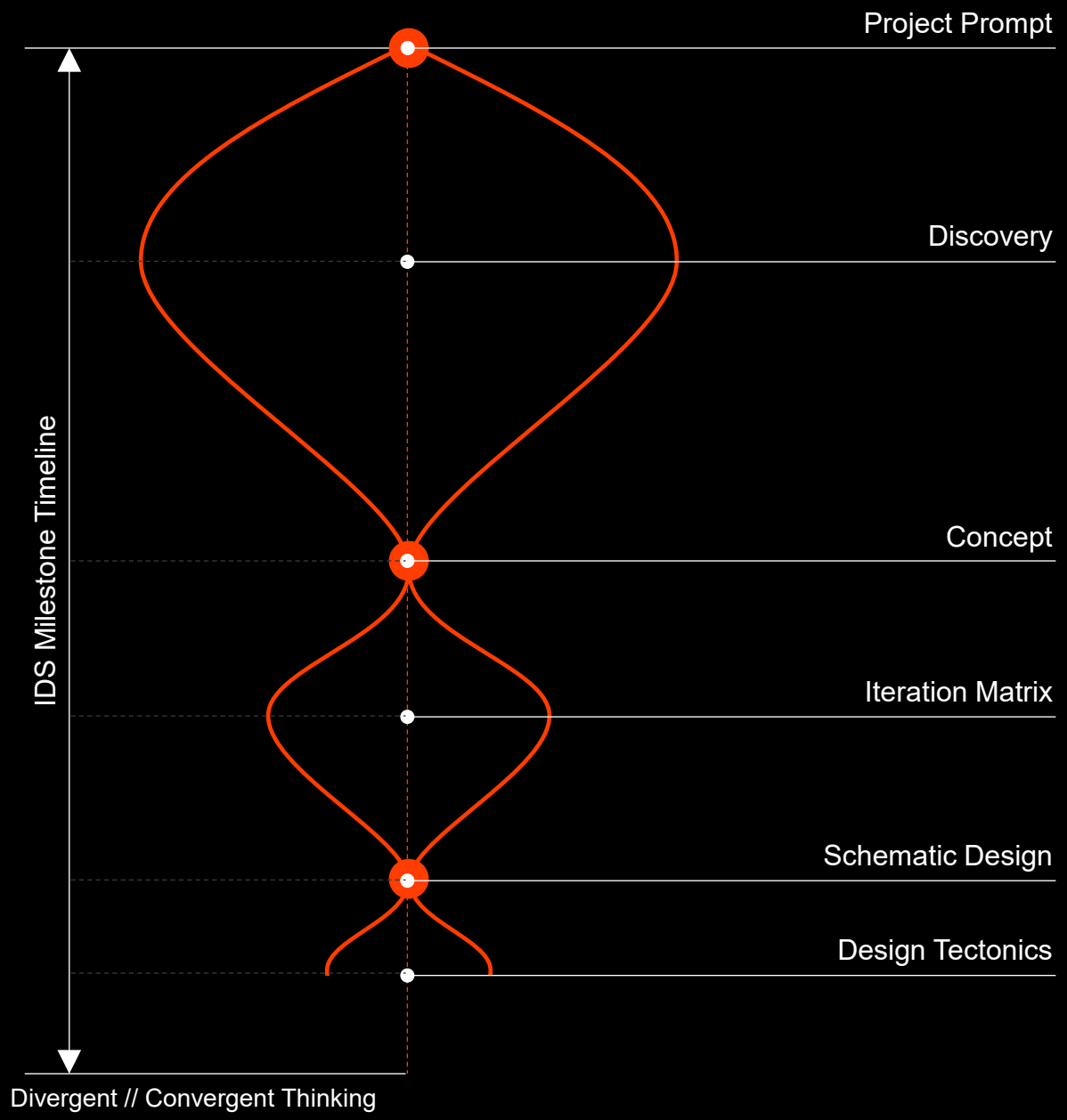

Project Prompt
IDS Milestone Timeline
Divergent // Convergent Thinking

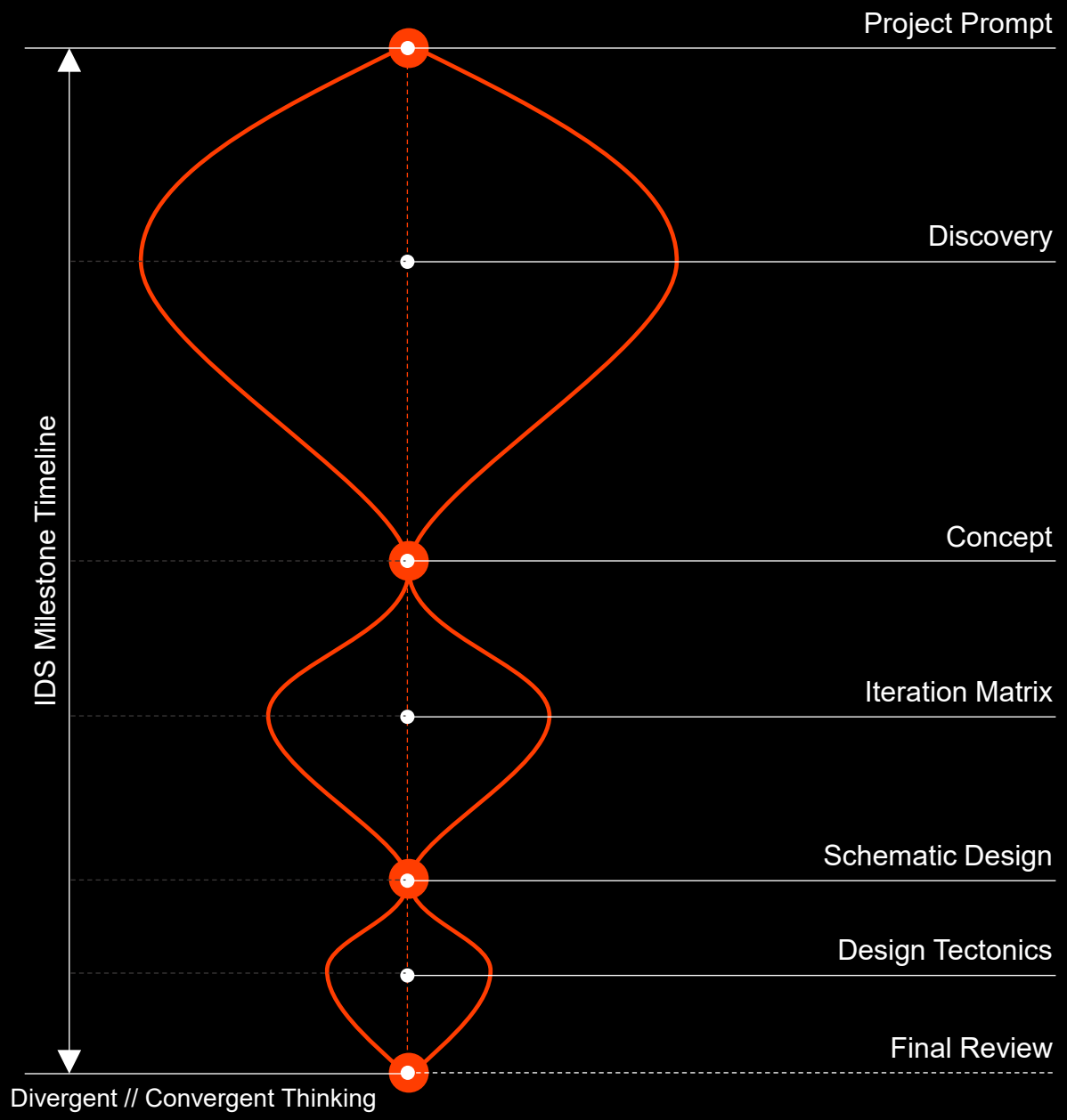

Project Prompt
Discovery
IDS Milestone Timeline
Divergent // Convergent Thinking


Project Prompt
Discovery
Concept
IDS Milestone Timeline
Divergent // Convergent Thinking


Project Prompt
Discovery
Concept
Iteration Matrix
IDS Milestone Timeline
Divergent // Convergent Thinking


Project Prompt
Discovery
Concept
Iteration Matrix
Schematic Design
IDS Milestone Timeline
Divergent // Convergent Thinking


Project Prompt
Discovery
Concept
Iteration Matrix
Schematic Design
Design Tectonics
IDS Milestone Timeline
Divergent // Convergent Thinking

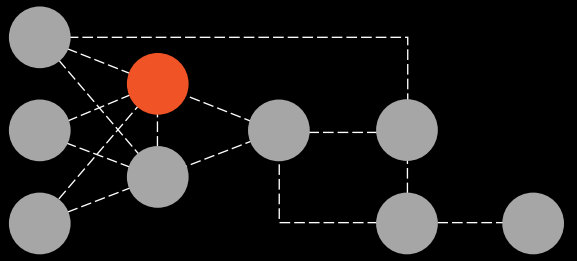

Project Prompt
Discovery
Concept
Iteration Matrix
Schematic Design
Design Tectonics
Final Review
IDS Milestone Timeline
Divergent // Convergent Thinking

Final Reviews

Final Reviews

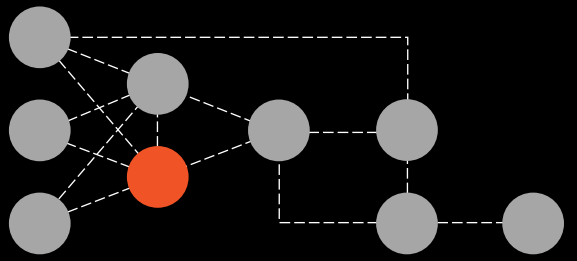
Final Reviews

Interior Design Students



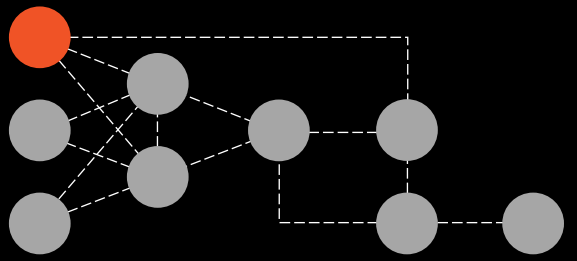
Final Reviews

Architecture Students



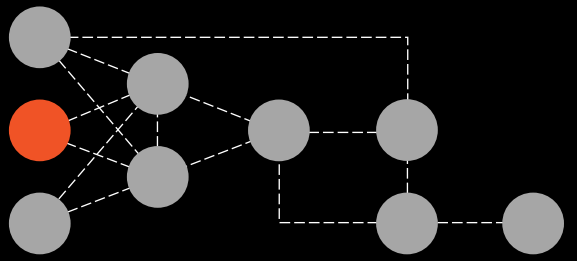
Final Reviews

Engaged Project Stakeholders



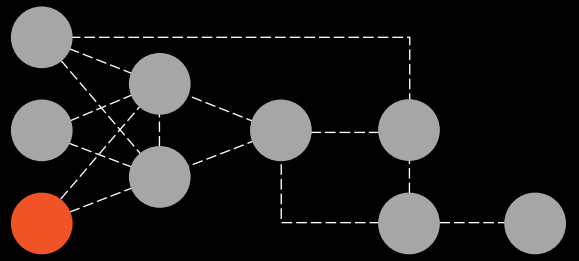
Final Reviews

Local Professional Support



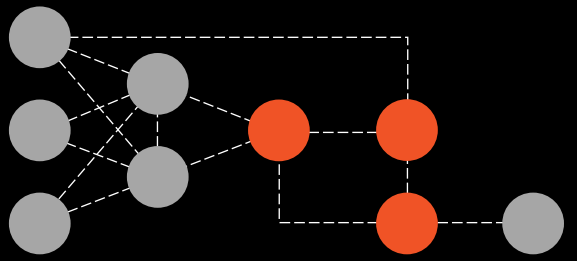
Final Reviews

Community Advocacy Organization



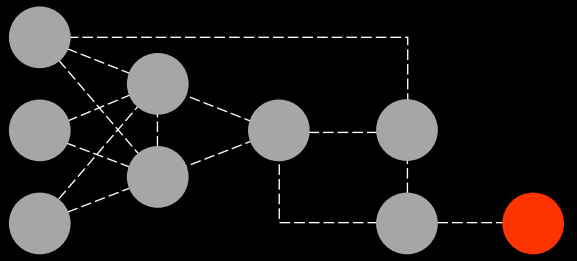
Final Reviews

Collaborative student project focusing on a current urban issue in a historically oppressed community



Final Reviews

Community Impacts



AI & DATA INTEGRATION
FOR CROSS-DISCIPLINARY COLLABORATION

IDS Methodology & Process
IDS Iteration 1
IDS Iteration 2
Workshop
Discussion

IDS Studio **Collaboration & Data**

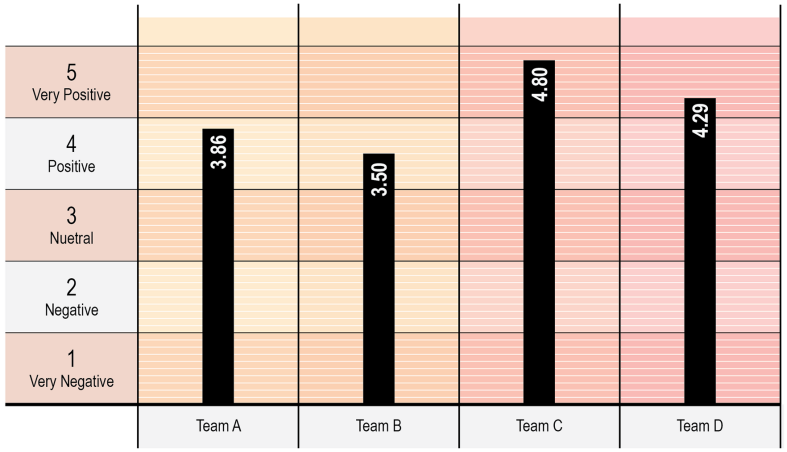
LIKERT SCALE

1	2	3	4	5
Very Negative	Negative	Nuetral	Positive	Very Positive

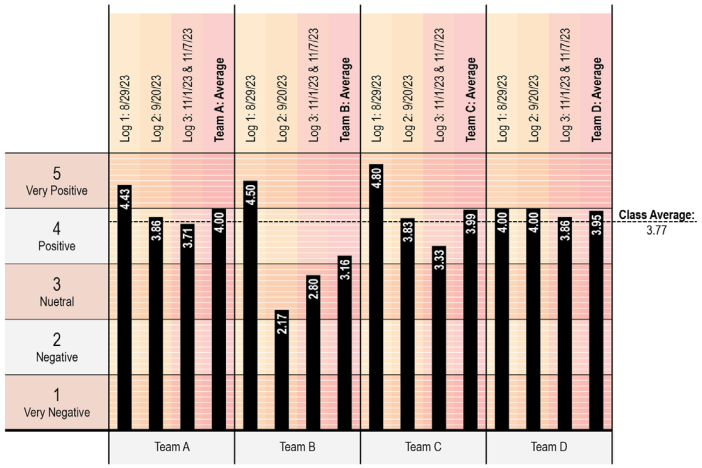
DATA COLLECTION
STUDENT VIDEO LOGS

DATA COLLECTION

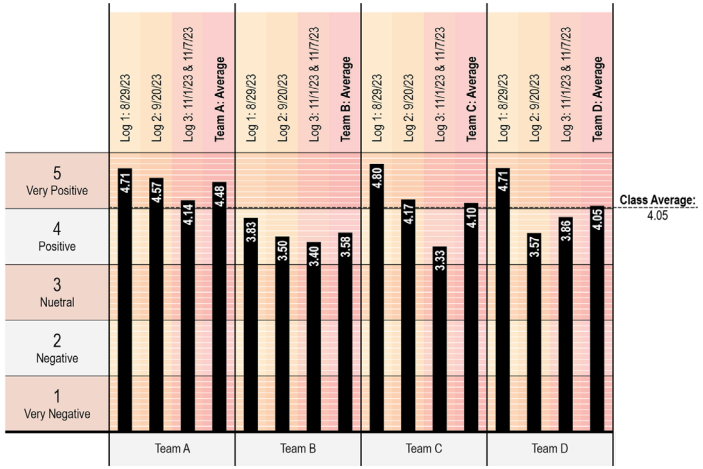
STUDENT VIDEO LOGS



8/29/23 Video Log #1:
"What is your initial reaction to this project?"
Average Responses Per Team



Video Log Question:
"How are you feeling about the project as a whole?"
Average Responses Per Team for Each Log



Video Log Question:
"How well is your team collaborating?"
Average Responses Per Team for Each Log

SCHOLARSHIP & REFLECTION

LESSONS LEARNED

Benefits:
Non-verbal information (facial expressions, body language, etc.)

Human-centric inputs

Challenges:
Time consuming data collection

Labor intensive data analysis

Complicated review and compilation of data for scholarship use

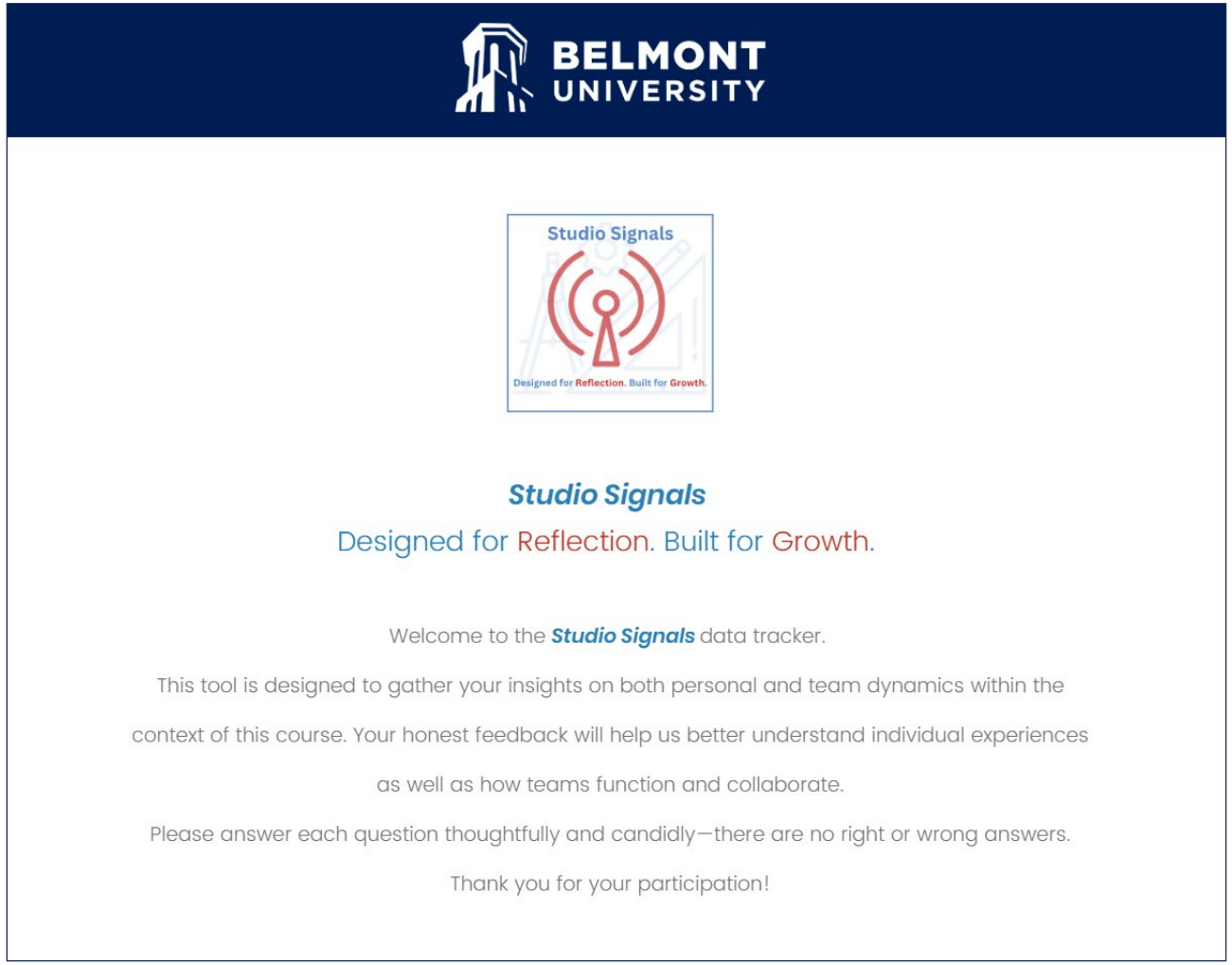
Published book chapter:
The Link: A Collaborative Project Approach to Design Thinking as Service-Learning and Advocacy

AI & DATA INTEGRATION
FOR CROSS-DISCIPLINARY COLLABORATION

IDS Methodology & Process
IDS Iteration 1
IDS Iteration 2
Workshop
Discussion

IDS Studio **Collaboration & Data**

BDC: STUDENT SURVEYS



SURVEY DEADLINES

DATE	PROJECT PHASE
AUG 27	Project Discovery
SEP 10	Concept Design
SEP 22	Schematic Design
OCT 01	Schematic Design
OCT 08	Schematic Design
OCT 15	Design Tectonic Ch.
OCT 29	Design Tectonic Ch.
NOV 02	Final Documentation
NOV 17	Data Analysis

PERSONAL DYNAMICS

The survey below was distributed to students at nine different points throughout the semester, following major project milestones. The data collected from the Personal Dynamics Survey measured self-awareness, growth, and personal behaviors.

1. “I am staying on top of my individual project tasks and deadlines this week.”
   (Quantifies personal time management and accountability.)

2. “I have managed my coursework in other classes in a way that supports my ability to contribute meaningfully to the project.”
   (Assesses impact of academic time management on project performance.)

3. “I have managed my social/non-academic commitments in a way that supports my ability to contribute meaningfully to the project.”
   (Assesses impact of social time management on project performance.)

4. “I am making a conscious effort to understand and consider perspectives outside of my own discipline.”
   (Measures intentionality in cross-disciplinary engagement.)

5. “I am aware of how my behavior and communication are impacting team dynamics.”
   (Measures social/emotional intelligence and self-awareness.)

6. “I am proud of the quality of my work on the project this week.”
   (Measures personal satisfaction with project performance)

7. “I feel mentally and emotionally balanced in my approach to the project this week.”
   (Measures mental health and focus)

8. “I feel this course challenges me and supports meaningful learning.”
   (Measures perceived learning)

PERSONAL DYNAMICS

The survey below was distributed to students at nine different points throughout the semester, following major project milestones. The data collected from the Personal Dynamics Survey measured self-awareness, growth, and personal behaviors.

1. "I am staying on top of my individual project tasks and deadlines this week."
   (Quantifies personal time management and accountability.)

2. "I have managed my coursework in other classes in a way that supports my ability to contribute meaningfully to the project."
   (Assesses impact of academic time management on project performance.)

3. "I have managed my social/non-academic commitments in a way that supports my ability to contribute meaningfully to the project."
   (Assesses impact of social time management on project performance.)

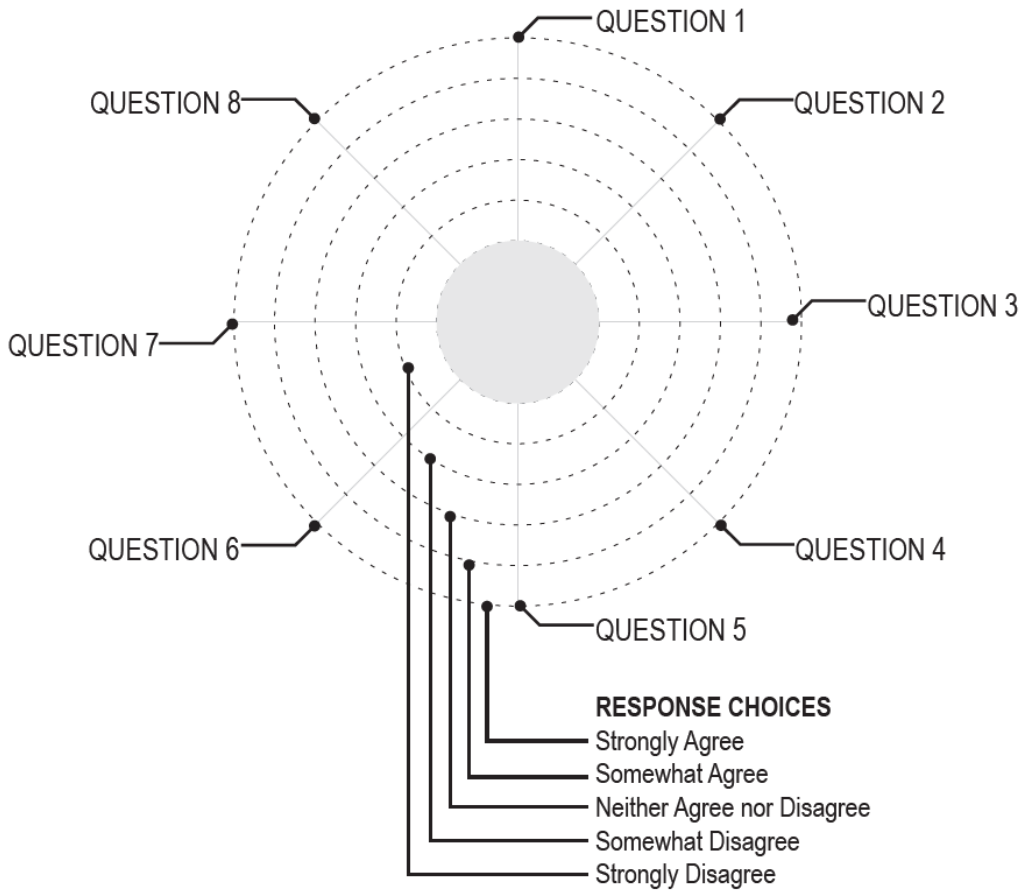
4. "I am making a conscious effort to understand and consider perspectives outside of my own discipline."
   (Measures intentionality in cross-disciplinary engagement.)

5. "I am aware of how my behavior and communication are impacting team dynamics."
   (Measures social/emotional intelligence and self-awareness.)

6. "I am proud of the quality of my work on the project this week."
   (Measures personal satisfaction with project performance)

7. "I feel mentally and emotionally balanced in my approach to the project this week."
   (Measures mental health and focus)

8. "I feel this course challenges me and supports meaningful learning."
   (Measures perceived learning)



PERSONAL DYNAMICS

The survey below was distributed to students at nine different points throughout the semester, following major project milestones. The data collected from the Personal Dynamics Survey measured self-awareness, growth, and personal behaviors.

1. “I am staying on top of my individual project tasks and deadlines this week.”
   (Quantifies personal time management and accountability.)

2. “I have managed my coursework in other classes in a way that supports my ability to contribute meaningfully to the project.”
   (Assesses impact of academic time management on project performance.)

3. “I have managed my social/non-academic commitments in a way that supports my ability to contribute meaningfully to the project.”
   (Assesses impact of social time management on project performance.)

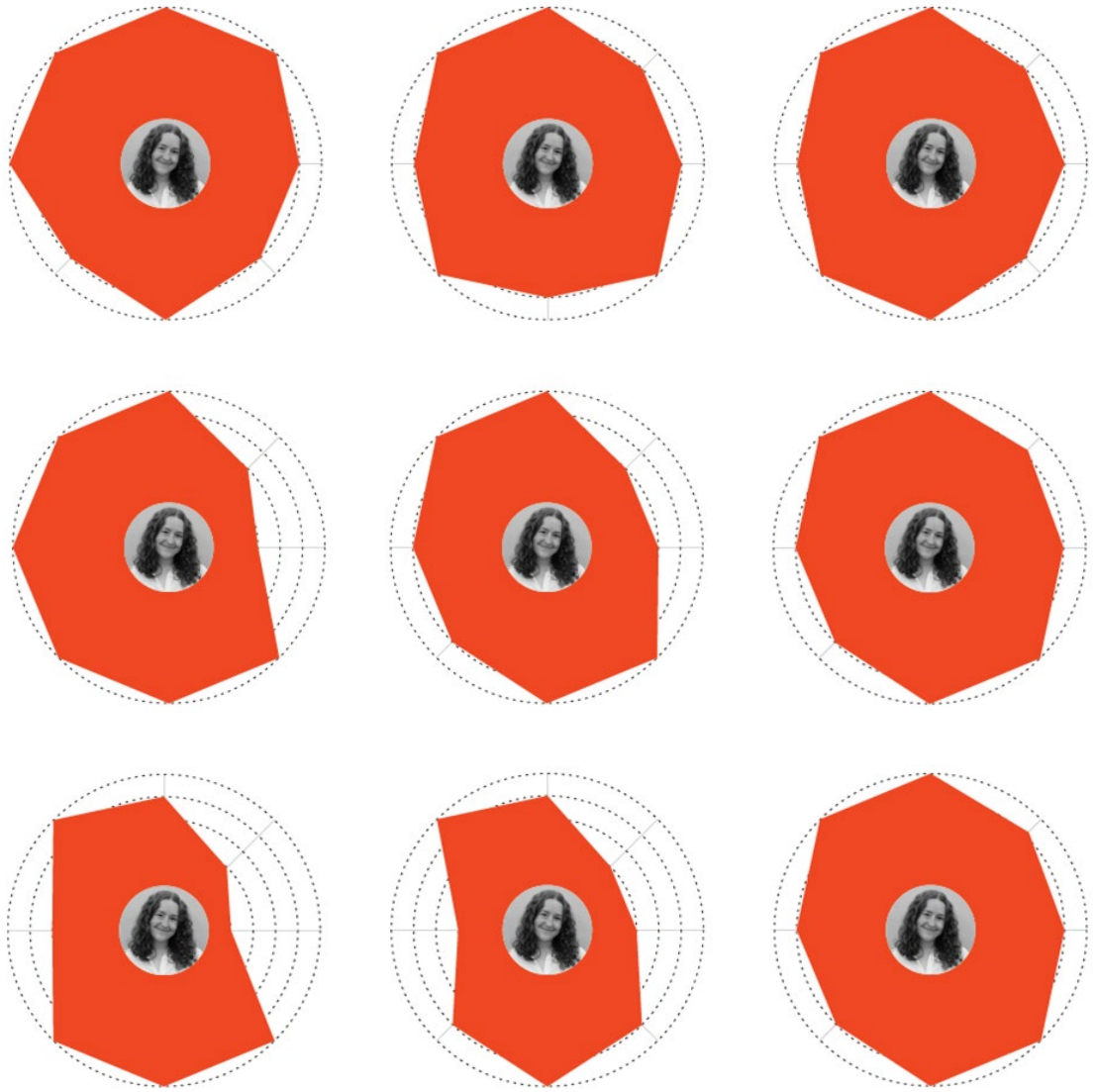
4. “I am making a conscious effort to understand and consider perspectives outside of my own discipline.”
   (Measures intentionality in cross-disciplinary engagement.)

5. “I am aware of how my behavior and communication are impacting team dynamics.”
   (Measures social/emotional intelligence and self-awareness.)

6. “I am proud of the quality of my work on the project this week.”
   (Measures personal satisfaction with project performance)

7. “I feel mentally and emotionally balanced in my approach to the project this week.”
   (Measures mental health and focus)

8. “I feel this course challenges me and supports meaningful learning.”
   (Measures perceived learning)



TEAM DYNAMICS

The Team Dynamics information gathered from each of the nine surveys throughout the semester is reflected in the time-series trend graphs below, which utilize the data to develop Team Averages for each collection point, with the Class Averages overlaid for comparison.

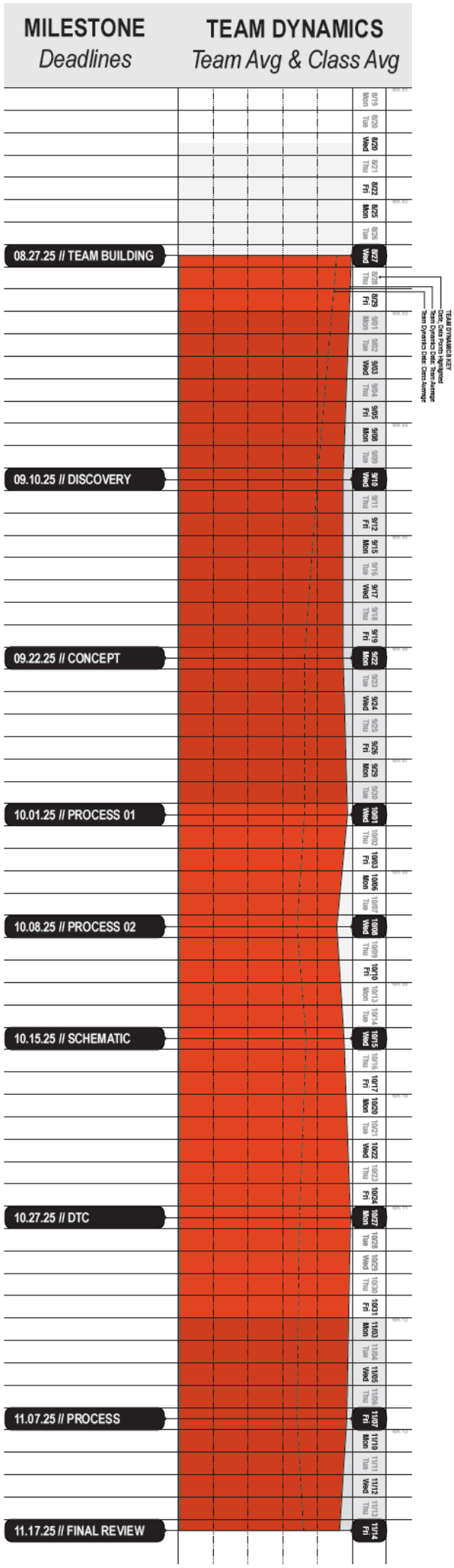
1. “Our team communicates clearly and effectively.”
   (Measures quality of team communication.)

2. “Our team is able to work through conflict/disagreements in a healthy, productive way.”
   (Measures teamwork and conflict resolution.)

3. “Everyone on the team understands their role and responsibilities this week.”
   (Measures alignment and task clarity.)

4. “Work is being distributed fairly among team members.”
   (Measures parity and balance within the team.)

5. “Our team values and integrates input from all disciplines represented.”
   (Measures cross-disciplinary integration and respect.)


MILESTONE
Deadlines
TEAM DYNAMICS
Team Avg & Class Avg
08.27.25 // TEAM BUILDING
09.10.25 // DISCOVERY
09.22.25 // CONCEPT
10.01.25 // PROCESS 01
10.08.25 // PROCESS 02
10.15.25 // SCHEMATIC
10.27.25 // DTC
11.07.25 // PROCESS
11.17.25 // FINAL REVIEW
TEAM DYNAMICS KEY
Dots: Data Points Highlighted
Team Dynamics Data: Team Average
Team Dynamics Data: Class Average

MERGE

COLLABORATION: DATA ANALYTICS

PURPOSE

Unit workflow forms of ar_ architecture is a highly complex profession that requires collaboration across disciplines. Creating architecture requires architects, interior designers, engineers, landscape architects, and a range of other experts and draws both the conceptual and practical dimensions of a project. This collaborative exchange transforms the design process into a dialogue, where creative ideas are further refined through the layering of interdisciplinary perspectives.

Design through cross-disciplinary collaboration enriches the work in ways that individual practice alone cannot achieve. It encourages designers to move beyond design assumptions and consider how systems, spaces, and experiences intersect. The outcome is not only a stronger design but also a more integrated process, fostering innovation and mutual learning. Collaboration becomes a central medium of architectural practice, where the process itself mirrors the with greater depth, coherence, and meaning.

Throughout the semester, studio collected data and recorded insights about their team dynamics and their individual roles within the group. They synthesized this information into a visualized ensemble, which analyzed the patterns and relationships that emerged. Through this process, they identified key themes related to leadership, collaboration, and personal contributions, recognizing both strengths and areas for future growth.

In doing so, students developed greater self-awareness as designers and collaborators, applying design thinking to their own development and leadership.

DATA COLLECTION: TEAM DYNAMICS

The Team Dynamics Pulse Survey was conducted over the course of the nine surveys throughout the semester is reflected in the time series trend graphs below, which utilize the data to develop Team Averages for each question point, with the Class Averages overlaid for comparison.

TEAM DYNAMICS

1 "Our team communicates clearly and effectively."
(Measures quality of team communication.)

2 "Our team is able to work through conflict/disagreements in a healthy, productive way."
(Measures teamwork and level of resolution.)

3 "Everyone on the team understands their role and responsibilities this week."
(Measures alignment and task clarity.)

4 "Work is being distributed fairly among team members."
(Measures equity and balance within the team.)

5 "Our team values and integrates input from all disciplines represented."
(Measures cross-disciplinary integration and respect.)

DATA COLLECTION: PERSONAL DYNAMICS

The survey below was distributed to students at nine different points throughout the semesters, following major project milestones. The data collected from the Personal Dynamics Survey measured self-awareness, growth, and personal behaviors.

PERSONAL DYNAMICS

1 "I am staying on top of my individual project tasks and deadlines this week."
(Quantifies personal time management and accountability.)

2 "I have managed my coursework in other classes in a way that supports my ability to contribute meaningfully to the project."
(Assesses impact of academic time management on project performance.)

3 "I have managed my academic/non-academic commitments in a way that supports my ability to commit more meaningfully to the project."
(Assesses impact of social time management on project performance.)

4 "I am making a conscious effort to understand and consider perspectives outside of my own discipline."
(Measures intentionality in cross-disciplinary engagement.)

5 "I am aware of how my behavior and comments/action are impacting team dynamics."
(Measures emotional intelligence and self-awareness.)

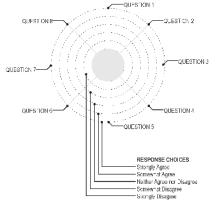
6 "I am proud of the quality of my work on the project this week."
(Measures personal satisfaction with project performance.)

7 "I feel mentally and emotionally balanced in my approach to the project this week."
(Measures mental health and stress.)

8 "I feel this course challenges me and supports meaningful learning."
(Measures perceived learning.)

PERSONAL DYNAMICS: DATA CLUSTERS

The Personal Dynamics Interaction gathered from each of the nine surveys throughout the semester is reflected in the Data Clusters below. Each axis of the cluster represents one of the questions and the connecting rings represent a student average for each question at that checkpoint.



OBSERVATIONS & CONCLUSIONS

Students used ChatGPT to develop an "agent of data-driven team" that fed synthesized and evaluated their reflective reflections. The report analyzed students' written answers to generate an objective assessment of both individual and team performance. Each 200-word reflection was examined to identify recurring patterns, themes, and shared insights across collaboration, leadership, communication, and professional growth.

The exercise aimed to move beyond instinct, allowing for a more objective and accountable way to track team dynamics, identify challenges, and support development throughout the semester. By articulating collective lessons learned and offering thoughtful recommendations for future work, students practiced critical reflection as interdisciplinary teamwork and applied architectural thinking to enhance both their design process and professional collaboration.

AI PROMPT

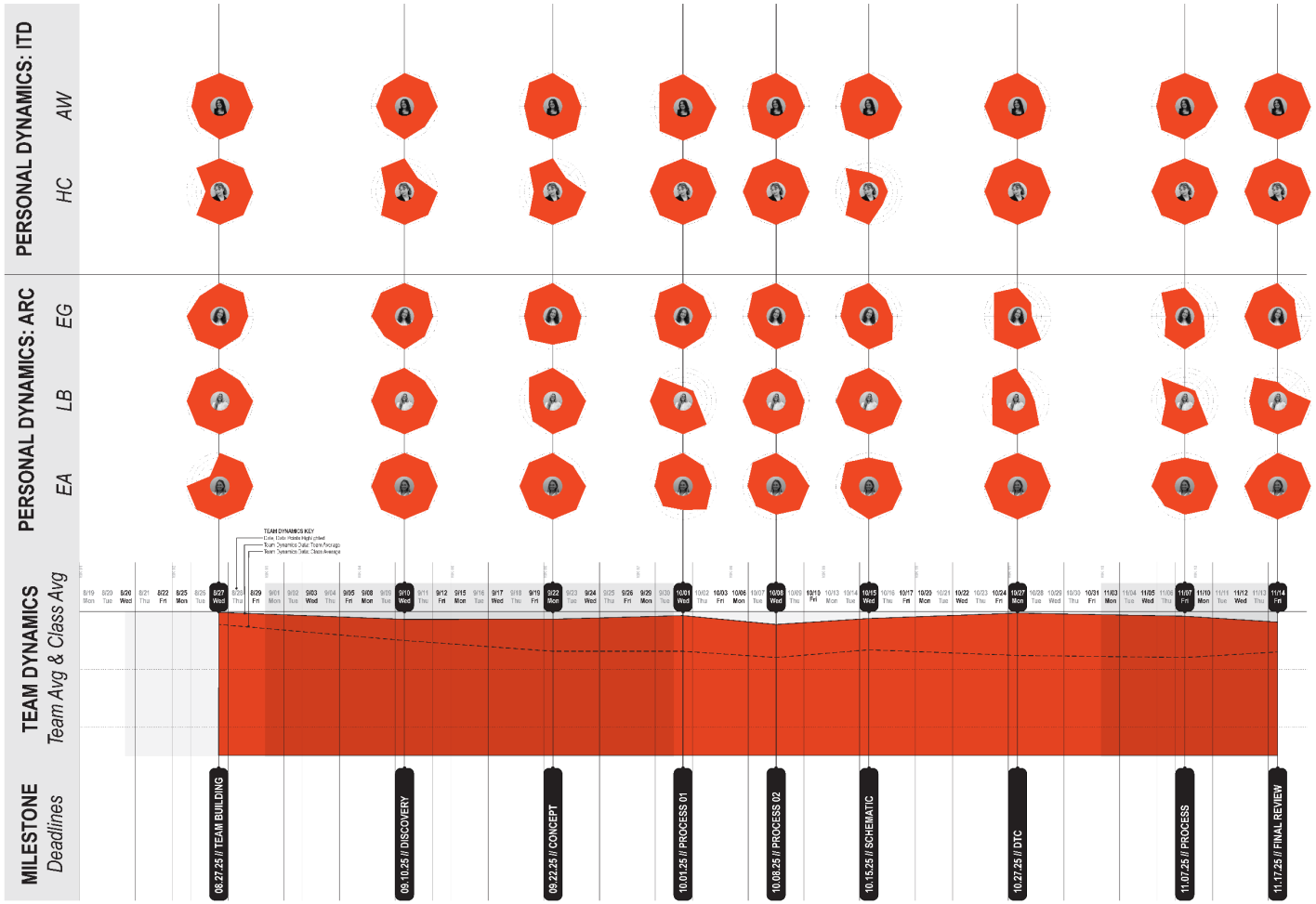
You are serving as an objective evaluator synthesizing a set of individual 200-word reflection essays written by members of a cross-disciplinary architecture studio team. Each reflection responds to the following questions:

What comes to mind for you... when I say your performance and reinvent throughout the semester? What did you learn about... working in a cross-disciplinary team, particularly in encountering perspectives outside of your own discipline? How did your awareness of team dynamics and your own behavior impact the collective process and outcomes? Connecting all your observations, what insights will you carry forward into future academic or professional projects?

Using the text of all team members' reflections, write a 1,600 word summary and analysis that:

Synthesizes broad consciousness and identifies key patterns and recurring themes across all reflections. Highlight both individual and collective observations about collaboration, leadership, communication, and professional growth. Identifies the team's strengths (what they did well, how they supported each other, moments they excelled), identifies the team's weaknesses or challenges (recurring difficulties, gaps in process, or areas for improvement), describes cross-disciplinary insights (what team members learned about other disciplines, how design processes, and where tensions or misunderstandings emerged), and provides actionable recommendations for how this team could continue to grow and work more effectively in future academic or professional settings.

You have should be objective, professional, and reflective, similar to a post-project review meeting or written for an academic design studio. Avoid framing any single person's perspective; instead, look for collective meaning and common threads that define the team's experience.



MERGE TEAM REPORT (AI GENERATED)

Over the course of the semester, the team has demonstrated a remarkable ability to navigate complex challenges, adapt to shifting circumstances, and support one another through both academic and personal growth. From the early stages of forming team dynamics to the final presentations, the group has shown resilience, flexibility, and a strong commitment to collaboration. While there were moments of uncertainty and adjustment, the team consistently leveraged its diverse strengths to move forward with purpose and cohesion.

One of the most significant challenges the team encountered was the transition to a new studio space. This change required not only physical adaptation but also a reorganization of workflows, communication methods, and expectations. Initially, the move created some disruption, as members had to adjust to unfamiliar surroundings and establish new routines. However, this challenge ultimately became an opportunity for growth. The team responded by creating more structured systems for collaboration, including clearer communication protocols and more intentional use of shared spaces. This experience highlighted the team's ability to turn obstacles into opportunities for improvement.

Another key challenge was maintaining balance between individual responsibilities and collective goals. As the semester progressed, it became clear that some members were taking on more than their fair share of the workload, while others were less engaged. Recognizing this imbalance, the team made a conscious effort to redistribute tasks more equitably and to hold one another accountable in a supportive way. This shift required honest conversations and a willingness to step outside of comfort zones, but it ultimately strengthened the team's overall performance and unity.

Despite these challenges, the team's strengths were consistently evident. Members demonstrated a high level of creativity, dedication, and mutual support. They were able to generate innovative ideas, refine them through collaborative discussion, and produce work that reflected a shared vision. Their ability to communicate effectively—both within the group and with external stakeholders—was also a major asset, allowing them to present their work with clarity and confidence.

Looking ahead, the team has identified several areas for continued growth. These include maintaining consistent communication, setting clearer expectations from the beginning of projects, and continuing to value each member's unique contributions. By building on the lessons learned this semester, the team is well-positioned to approach future challenges with greater efficiency and success.

Overall, this team has shown that success is not defined by the absence of difficulties, but by the ability to face them together. Through perseverance, collaboration, and a willingness to learn, the group has developed not only a strong body of work but also a lasting sense of trust and camaraderie. These qualities will undoubtedly serve them well in their future endeavors.

Report generated on 04/11/25

INDIVIDUAL STUDENT REFLECTIONS

EMILY GRISE

ARCHITECTURE
4TH YR, B.ARCH

Throughout the semester, my personal dynamics data revealed clear patterns in how I responded to different phases of the design process. While certain scores remained consistently high, my pulse and responses showed during the most demanding periods, especially during midterm and final review preparations. Seeing this pattern helped me recognize a tendency of mine. While a major accumulation appropriate, my perfection on deliverables, and I unintentionally deprioritize my other courses and personal commitments. These shifts were rarely caused by external pressures, but by my own inputs to focus on perfecting deliverables, often at the expense of maintaining balance between work and life.

I confirmed the usefulness of our team dynamics pre-data as a powerful sense of stability. Working with a very communicative and empathetic group sense as a team, rather than with reference, the collaborating on design decisions and working toward additional deadlines. Our shared ambition of intelligence, when through revisiting, iteration and shifted design was actually a challenging, but ultimately rewarding, reality connected to the quality of our process and outcomes. Through this reflection I learned a great deal about being a supportive, caring teammate and became more comfortable letting go of control. The shift in my behavior benefited not only my well-being but also the effectiveness of the team.

Reflecting on these patterns, I am carrying several insights forward into future academic and professional projects. I have understood that my perfectionism grows when approaching unfamiliar tasks, so I plan to develop strategies that help me establish basic, such as setting rule like "a shooting specific time for other responsibilities and checking in with myself each time in the process. I also want to include the strengths of the team members more in the future. This team, in every class communication, and shared ownership of this project, set a high expectation for what collaboration can and should be moving forward. Overall, this experience has strengthened my self-awareness, my collaborative abilities, and my confidence in managing myself during challenging design work.

ELIZA AGNEW

ARCHITECTURE
4TH YR, B.ARCH

Throughout the semester, I sometimes balanced emotionally, mentally, and physically. I noticed that around major deadlines, I struggled more to keep up with work in my other classes, though it was never unmanageable. I also realized that I often struggled to understand how the group felt about my contributions. I checked in regularly but was never fully confident that what I thought to be "public" the outlines, put safety when comparing themselves to peers from different disciplines. These early doubts gradually diminished as the semester progressed and students recognized their own strengths. Across the board, reflections showed the most deadlines—public, individual and the final review—fostered productive dissonance. In personal well-being, time for other courses, and work life balance. Yet this pace did not correspond to diminished design quality. In fact, many noted that their previous "dips" and inconsistency improved the process. This suggests a team capable of high-level performance, though sometimes at the expense of sustainable habits. Another recurring theme was the need for clearer expectations. Students consistently emphasized how role emotions status, confidence cycles, and common calibrations—caused the overall process to deviate in their individual reflections on interdisciplinary teamwork and applies architectural thinking to enhance both their design process and professional collaboration. Students wished for more structured check-ins, clearer timelines, or better ways to share ideas—rather than having to be the ones to ask and reach out. Included.

Learning Through Cross-Disciplinary Collaboration
The cross-disciplinary framework was central to the team's development. And inclusive and interior design students brought to conversations on the differences in technology, visualization methods, and design priorities that not only created tension or uncertainty. However, these differences slowly became a catalyst for accurate thinking. Multiple reflections emphasized how exposure to unfamiliar approaches enhanced the project. Architecture gained insight into materiality and detail, while interior designers learned to think more broadly about circulation and space in a way. Students described learning to translate their ideas more clearly, avoiding assumptions about shared knowledge, and becoming more intentional about communication. Importantly, some of the reflections framed disciplinary differences as a barrier by the end of the project. Instead, students saw it as an asset that strengthened the final design. Several highlighted that the collaboration that expanded their thinking—especially meeting insight for those who initially felt intimidated by peers from other disciplines.

Team Dynamics and Emotional Intelligence
Across these sources, reflections on the team's success as an emotional intelligence. Students repeatedly noted "no dominating when of healthy communication, empathy, and shared positivity. Even when individuals struggled personally—whether through stress, lack of confidence, or fluctuating energy—the team's dynamic provided balance. Members described checking in on one another, redistributing work when needed, and maintaining a tone of problem. This consistent emotional support created a safe "ring feature of the group and contributed significantly to their creative success. Reflections also stressed a willingness to engage in disagreement productively. Design debates occurred, but students described that they were handled through open discussion and compromise rather than conflict. This fostered a collaborative climate where members felt respected and valued. Furthermore, students admitted to moments—few and not measuring up, difficulty maintaining "calmness or anxiety about presenting work. The team responded with encouragement and understanding, which helped individuals grow and intensity, self-awareness in self-initiative and collaborative dynamics. While each member evaluated the process differently, several noted themselves pre—that among them a recognizing appreciation for the contributions of interdisciplinary collaboration, the challenging of managing competing priorities, and the value of creative participation only available right after the semester's design process.

Patterns and Trends in Performance and Mindset
A consistent pattern across reflections is the shift from early uncertainty to increasing confidence and clarity. Several students described starting the semester with strong organization and energy which later fluctuated as the workload intensified. Others noted feeling initially behind or unsure of their place in the studio, particularly

MERGE

COLLABORATION: DATA ANALYTICS

PURPOSE

Unit outline forms a dy... architecture is a highly comp... profession that requires collaboration across disciplines. Creating architectu... requires architects, interior designers, engineers, landscape architects, and a range of other experts and places both the conceptual and practical dimensions of a project. This collaborative exchange transforms the design process into a dialogue, where creative ideas are further refined through the layering of interdisciplinary perspectives.

Design through cross-disciplinary collaboration enriches the work in ways that individual practice alone cannot achieve. It encourages designers to move beyond single-lens considerations and consider how systems, spaces, and experiences intersect. The outcome is not only a stronger design but also a more integrated process, fostering innovation and mutual learning. Collaboration becomes a central medium of architectural practice, where the process itself mirrors the complexity, dynamism, and interrelationships of the environments we design and inhabit.

Throughout the semester, students collected data and recorded insights about their team dynamics and their individual roles within the group. They synthesized this information in a collaborative assemblage, and analyzed the patterns and relationships that emerged. Through this process, they identified key themes related to leadership, collaboration, and personal contributions, recognizing both strengths and areas for future growth.

In doing so, students developed greater self-awareness as designers and collaborators, applying design thinking to their own development as professionals.

DATA COLLECTION: TEAM DYNAMICS

The Team Dynamics "pinwheel" you see at the top of the next few surveys throughout the semester is reflected in the time series trend graphs below, which utilize the data to develop Team Averages for each question point, with the Class Averages overlaid for comparison.

TEAM DYNAMICS

1 "Our team communicates clearly and effectively."
(Measures quality of team communication.)

2 "Our team is able to work through conflict/disagreements in a healthy, productive way."
(Measures teamwork and level of resolution.)

3 "Everyone on the team understands their role and responsibilities as a team."
(Measures alignment and task clarity.)

4 "Work is being distributed fairly among team members."
(Measures equity and balance within the team.)

5 "Our team values and leverages input from all disciplines represented."
(Measures cross-disciplinary integration and respect.)

DATA COLLECTION: PERSONAL DYNAMICS

The survey below was distributed to students at nine different points throughout the semester, following major project milestones. The data collected from the Personal Dynamics Survey measured self-awareness, growth, and personal behaviors.

PERSONAL DYNAMICS

1 "I am staying on top of my individual project tasks and deadlines this week."
(Quantifies personal time management and accountability.)

2 "I have managed my coursework in other classes in a way that supported my ability to contribute meaningfully to the project."
(Assesses impact of academic time management on project performance.)

3 "I have managed my academic commitments in a way that supported my ability to contribute meaningfully to the project."
(Assesses impact of social time management on project performance.)

4 "I am making a conscious effort to understand and consider perspectives outside of my own discipline."
(Measures intentionality in cross-disciplinary engagement.)

5 "I am aware of how my behavior and comments/action are impacting team dynamics."
(Measures emotional intelligence and self-awareness.)

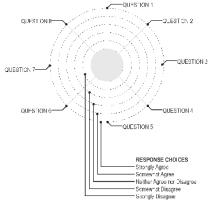
6 "I am proud of the quality of my work on the project this week."
(Measures personal satisfaction with project performance.)

7 "I feel mentally and emotionally balanced in my approach to the project this week."
(Measures mental well-being and burnout.)

8 "I feel this course challenges me and supports meaningful learning."
(Measures perceived learning.)

PERSONAL DYNAMICS: DATA CLUSTERS

The Personal Dynamics Interaction gathered from each of the nine surveys throughout the semester is reflected in the Data Clusters below. Each axis of the cluster represents one of the questions and the connecting "rings represent" a student average for each question at that checkpoint.



OBSERVATIONS & CONCLUSIONS

Students used ChatGPT to develop an "agent of code-project team" that synthesized and evaluated their reflective reflections. The report analyzed students' written answers to generate an objective assessment of both individual and team performance. Each 200 word reflection was examined to identify recurring patterns, themes, and shared insights across the collection. Leadership, communication, and professional growth.

The exercise aimed to move beyond individual self-assessment to capture a broader understanding of how the team contributed as a whole, highlighting its strengths, challenges, and areas for development—mirroring the iterative, reflective process students follow in their design process and professional collaboration.

Using the text of all team members' reflections, write a 1,000 word summary and analysis that:

Synthesizes the shared experiences and identifies key patterns and recurring themes across all reflections. Highlights both individual and collective observations about collaboration, leadership, communication, and professional growth. Identifies the team's strengths (what they did well, how they supported each other, moments they excelled) and the team's weaknesses or challenges (recurring difficulties, gaps in process, or areas for improvement). Describes collaborative relationships and insights about teamwork—for example, how effectively collaboration, and the design process, and others actions and recommends ones for how this team could continue to grow and work more effectively in future academic or professional settings.

You have should be objective, professional, and reflective, similar to a real project report. Avoid using or written for an academic design studio. Avoid framing any single person's perspective; instead, look for collective meaning and common threads that define the team's experience.

AI PROMPT

You are serving as an objective evaluator synthesizing a set of individual 200-word reflection essays written by members of a cross-disciplinary architecture studio team. Your reflection responds to the following questions:

What comes to mind as you... reflect about your performance and reinvent throughout the semester? What did you... learn about... working in a cross-disciplinary team, particularly in accommodating perspectives outside of your own discipline? How did your awareness of team dynamics and your own behavior or open the collective process and outcomes? Consolidate your observations, what insights will you carry forward into future academic or professional projects?

Using the text of all team members' reflections, write a 1,000 word summary and analysis that:

Synthesizes the shared experiences and identifies key patterns and recurring themes across all reflections. Highlights both individual and collective observations about collaboration, leadership, communication, and professional growth. Identifies the team's strengths (what they did well, how they supported each other, moments they excelled) and the team's weaknesses or challenges (recurring difficulties, gaps in process, or areas for improvement). Describes collaborative relationships and insights about teamwork—for example, how effectively collaboration, and the design process, and others actions and recommends ones for how this team could continue to grow and work more effectively in future academic or professional settings.

You have should be objective, professional, and reflective, similar to a real project report. Avoid using or written for an academic design studio. Avoid framing any single person's perspective; instead, look for collective meaning and common threads that define the team's experience.

MERGE TEAM REPORT (AI GENERATED)

Over the course of the semester, a team has collectively undergone a meaningful period of growth, adaptability, and resilience, with each member contributing unique perspectives and experiences to the collaborative process. While challenges emerged—particularly in the early stages—the team ultimately demonstrated a strong ability to navigate ambiguity, communicate effectively, and support one another through both academic and personal pressures. Their collective reflections reveal a shared commitment to learning, open dialogue, and continuous improvement.

Patterns and Trends in Performance and Mindset

A consistent pattern across reflections is the shift from early uncertainty to increasing confidence and clarity. Several students described starting the semester with strong organization and energy, which later transitioned into a more reactive and stressed state. Others noted feeling overwhelmed at the beginning, but gradually gaining momentum as they adapted to the workload and developed more structured routines. Despite these differences in trajectory, most individuals ultimately arrived at a more balanced and intentional approach to their work by the end of the semester.

Across the board, reflections showed that major deadlines—particularly midterms and the final review—served as both stressful challenges and opportunities for growth. Students who initially struggled with time management or task delegation often improved after experiencing the consequences of poor planning, leading to more effective strategies in subsequent phases. This suggests a valuable learning cycle: challenge, reflection, and adjustment. However, some students remained stuck in patterns of overworking and burnout, indicating that not all participants were able to translate their insights into sustainable change.

Strengths and Challenges of the Team

Strong communication and collaboration emerged as a defining strength of the team. Many students highlighted the value of regular check-ins, shared documents, and open discussions in maintaining alignment and accountability. Several noted that the team was supportive and flexible, willing to help one another when needed and adapt roles as circumstances changed. This sense of mutual support was especially important during periods of high stress, where empathy and understanding helped prevent conflict from escalating.

However, challenges in communication were also frequently mentioned. Misunderstandings, unclear expectations, and inconsistent participation led to frustration for some members, particularly when individuals felt they were carrying a disproportionate share of the workload. Some reflections suggested that the team could have benefited from earlier and more structured conversations about roles and responsibilities. Additionally, a few students noted that they hesitated to voice concerns or ideas, which limited the full potential of the group's collective thinking.

Learning Through Cross-Disciplinary Collaboration

The cross-disciplinary framework was central to the team's development. Architecture and interior design students frequently commented on the differences in terminology, visualization methods, and design priorities that, while sometimes frustrating, ultimately led to richer discussions and more thoughtful solutions. Many reflections described this experience as challenging but rewarding, with several students expressing a desire to work in similar environments in the future.

Engineering students, in particular, were recognized for their contributions to technical problem-solving and structural considerations, though some noted that they felt less confident in design-related discussions. This suggests an opportunity for more integrated learning, where technical and creative skills are developed in parallel rather than in isolation.

Individual Growth and Self-Awareness

Many students reported significant personal growth, including increased confidence, improved time management skills, and a greater ability to manage stress. Several individuals mentioned learning to ask for help earlier and to prioritize rest as essential components of their workflow. These insights reflect a maturing approach to both academic and professional challenges.

Self-awareness also emerged as a key theme, with students recognizing their own tendencies—such as perfectionism, procrastination, or overcommitment—and beginning to address them. This level of reflection is particularly valuable, as it suggests that students are not only learning from their experiences but also developing the tools to continue doing so beyond the course.

Recommendations for Future Iterations

Based on the collective reflections, several recommendations can be made for future iterations of the course. First, establishing clearer expectations and role definitions at the beginning of the semester could help reduce confusion and prevent imbalances in workload. Second, more frequent check-ins or structured reflection points throughout the semester may encourage students to address issues earlier rather than waiting until they become overwhelming.

Third, fostering a more inclusive environment where all disciplines feel equally valued could further strengthen the team dynamic. This might include rotating leadership roles or creating opportunities for each discipline to lead a portion of the project. Finally, continuing to emphasize reflection as a core component of the course will support students in developing the habits of self-awareness and adaptability that are essential for professional practice.

Report generated on 04/13/25

INDIVIDUAL STUDENT REFLECTIONS

EMILY GRISE
ARCHITECTURE
4TH YR, B.ARCH

Throughout the semester, my personal dynamics data revealed clear patterns in how I navigated different phases of the design process. While certain team scores remained consistently high, my individual responses showed that the most demanding periods exposed my coping habits and initial review processes. Scoring this pattern helped me to identify a blind spot of mine. When a major deadline approaches, my perfection-oriented tendencies, and I unintentionally deprioritize my other courses and assignments. I have still been aware I caused by external pressures, but by my own inputs to focus in on perfecting deliverables, often at the expense of maintaining balance between work and life.

In contrast, the steadiness of our team dynamics provided an impactful sense of stability. Working with a very communicative and empathetic group cannot be underestimated, rather than with reference, the collaborating on design decisions and working towards difficult deadlines. Our shared ambition of intelligence, when through navigating from one another, dividing work equally, and giving each other constructive criticism, really contributed to the quality of our process and outcomes. Through these observations I learned a great deal about being a supportive, caring teammate and became more comfortable letting go of control. The shift in my behavior benefited not only my well-being but also the effectiveness of the team.

Reflecting on these patterns, I am carrying several insights forward into future academic and professional projects. I have also identified that my perfectionism grows when approaching unknown areas, so I plan to develop strategies that help me establish clear, early scaffolding rules for a student-specific time for other responsibilities and checking in with myself earlier in the process. I also want to emulate the example of the team dynamic I exhibited in the future. This team, in every clear communication, and shared ownership of this project set a high expectation for what collaboration can and should be moving forward. Overall, this experience has strengthened my self-awareness, my collaborative abilities, and my confidence in managing myself during challenging design work.

LUCY BUELL
ARCHITECTURE
4TH YR, B.ARCH

Throughout this semester, my personal performance followed a compressed, boundary: although the number, energy, and overall motivation gradually declined, the clarity, precision, and craftsmanship of my work continued to increase. Early in the semester, I maintained strong organization of hand-drawn sketches and developed a methodical approach to managing tasks. However, as the project expanded in scope and the expectations grew more demanding, my focus narrowed a most entirely to producing polished work and meeting deadlines. This reliance on consolidation strengthened my technical skills, but I often continued to the development of unhealthy habits—especially a lack of sleep, reduced downtime, and an inconsistent daily structure. I realized that my remaining myself too closely to my project sometimes compromised my well-being and awareness my ability to manage time effectively. Amid these personal challenges, our team dynamic emerged as one of the most positive and stabilizing factors of the entire process. Their presence was essential for three main reasons: consistent daily check-ins during stressful periods and showing how to respond to difficulties with dedication and professionalism. When disagreements arose—particularly around design and aesthetic decisions—we approached them through open discussions and thoughtful compromise rather than conflict. This allowed us to listen and adjust, allowed us to create a cohesive, integrated final product that blended interior design concepts with architectural expression in a seamless and unified way. Another of intelligence was at the core of our collaboration. Our ability to communicate clearly, practice empathy, and remain present with other's workloads at all times were made us a far more efficient and supportive team. This emotional awareness helped us navigate challenges without sacrificing our shared goals or the quality of our final outcome. Looking back, I am carrying forward a powerful insight: I learned that high-quality design work is "at its best when paired with healthy routines, intentional organization, and personal boundaries. I also recognize how essential communication and emotional awareness are in both academic and professional environments. Moving forward, I plan to apply stronger self-management strategies, maintain a more consistent daily schedule, and set clearer timelines for myself. Additionally, I will continue to practice proactive communication and collaborative leadership. These steps will strengthen my ability to contribute effectively to future design teams while supporting long-term growth, balance, and creativity.

ELIZA AGNEW
ARCHITECTURE
4TH YR, B.ARCH

Throughout the semester, I sensed a balanced emotionally, mentally, and physically. I noticed that around major deadlines, I struggled more to keep up with work in my other classes, though it was never unmanageable. I also realized that I often struggled to understand how the group felt about my contributions. I decided it regularly but was never fully confident that what I thought of my tasks had the same value as what my teammates produced. One of my biggest strengths coming into this semester was my confidence in my skills, work, and knowledge—especially compared to my fellow architecture students. At the beginning of this journey, I often felt like my ideas weren't good enough or were somehow wrong, and I made me hesitant to participate in group discussions. I would usually agree with others rather than offer my own insights. Over the course of the semester, I slowly started recognizing my strengths. It wasn't until my night before our final presentation that I finally believed in the ideas of what I contributed. At the start of Team Merge's journey, we set the expectation that mistakes were a feature, not a flaw, and that we wouldn't punish others for any mistakes.

Looking back, I think this mindset was the time that we are one until—no adversaries—despite the inevitable disagreements or miscommunications. Our group also maintained an almost contagious positivity with each other. Whether we felt positive or not, we always spoke about our project and each other up mutually. For me, this helped me feel the good even during stressful moments. I am extremely grateful for my teammates. Another factor that I found my yoga class was knowing before the semester began. For me, this studio would be challenging. Someone I trust advised me not to overwork myself and to set boundaries that would help prevent burnout. This came with the responsibility of keeping up with the coursework and managing the time well, but coming to remember my mental health was always a priority. I also realized I will carry forward the work ethic and will love that my group has cultivated within me. I think that I realized the most beneficial part of this semester: skills and knowledge can always be learned along the way, but mastering time management is extremely challenging—and I too don't have it... over—but back as a learning area, creativity.

ANGELI WARREN
ARCHITECTURE
4TH YR, B.ARCH

Throughout the semester my performance was "average" and continued to improve. Each passed assignment taught me how to better manage my time, develop my technical skills, and gain the knowledge to apply in all present careers. In addition, I feel as one has also continued minded when coming to this studio. My main priority was to have a successful team by the end with the quality of my work as the second priority. As I've proved progressed, maintaining healthy team dynamics successfully increased both my personal views and the benefit of the group's outcome. I always maintained moderately organized and balanced with my work—I recognize that my mental and emotional health "...doubled in it's growth. However my mental and physical health

HANNAH COLLINS
ARCHITECTURE
3RD YR, B.ARCH

At the start of the semester, I was overwhelmed but it felt fun side, I was intimidated by others in my group. I wasn't confident like my voice or skills were good enough compared to others. I was so felt like I was in a smaller's class. When first came to this class, quickly noticed a difference between teaching styles and the quality of work accepted from students. This is, and me, styles conventional. I went into this studio believing that the architects were smarter or better than interiors. But I quickly realized that we were really all learning at the same rate.

None of us know more than the other. In all realms. Sure, some were more proficient in certain programs but not as good as others. Later in the semester I started to gain self-growth. After our culminate phase we received feedback from the professionals. I felt a sense of accomplishment that I had never felt before. That feedback was exactly what I needed to hear. Yes this whole semester I had fear and worry, but I finally did learn more in this studio than I can say for any class. There was a shift when I thought. But class were too tight, which was I said this quality of work and my emotional state.

Overall, I'm was asked to take this class again, I would only would, because of the amount of self-growth I have had. I can confidently say that this studio has truly prepared me for the future of my career and that I am beyond thankful for.

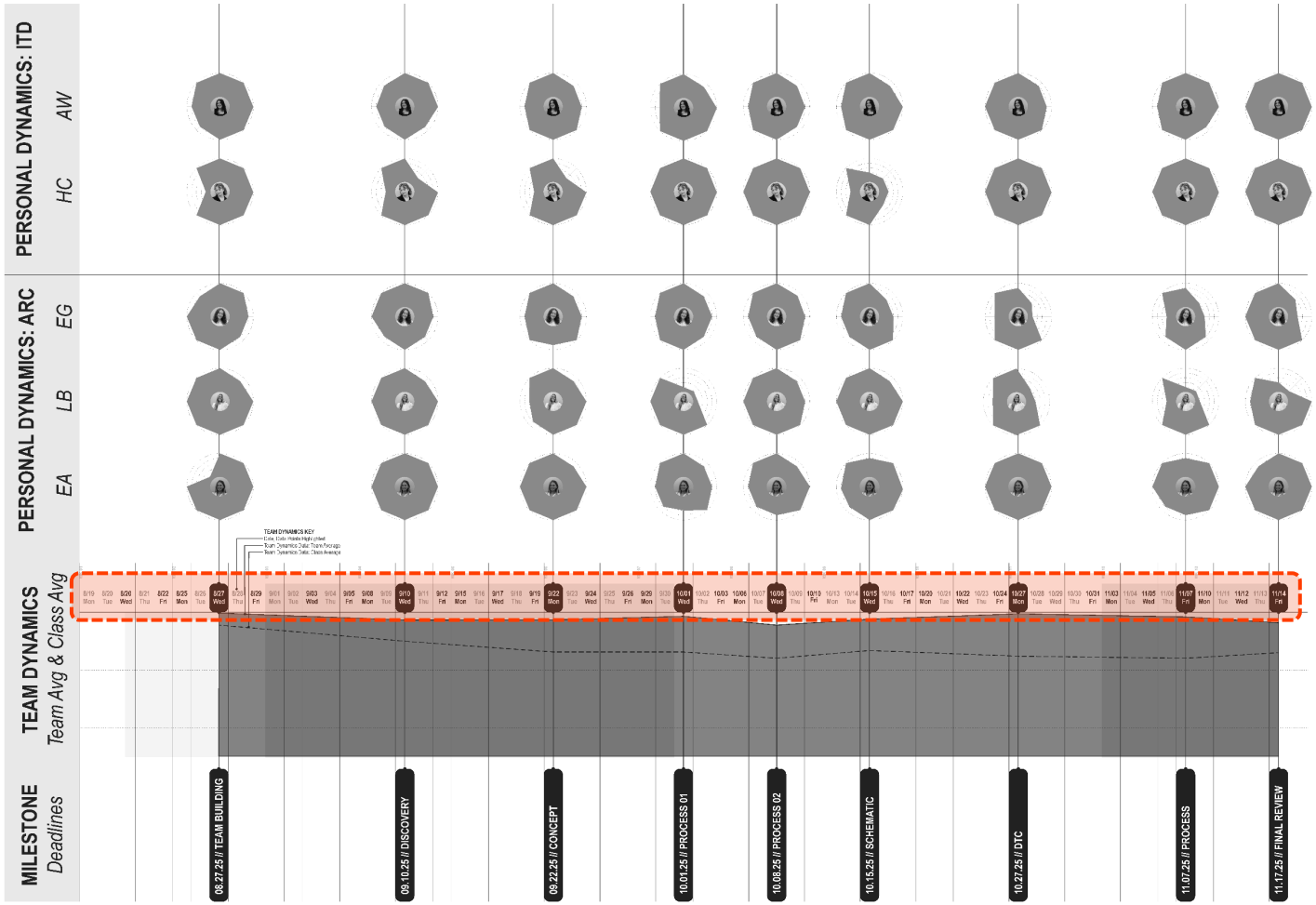
MARGE
ARCHITECTURE
4TH YR, B.ARCH

Throughout this semester my performance followed a very familiar rhythm: inconsistent productivity, uneasy humor, and constant appreciation for my teammates. I often joked about being the "personality" of the group's internal sociological experiment—anything—from a crushed fly to a missing pen went wrong. Surprisingly, that role became an important part of our team dynamic. While my role may have been the most distractive person in the room, I did my best to keep morale steady, keep tension with humor, and show up for my teammates in the ways I knew I could.

One pattern I noticed was that my mindset and motivation always improved when our team was together. I love love my teammates, and their positivity, discipline, and creativity made me want to contribute more meaningfully. Even when I felt overwhelmed by studio culture (which I still openly dislike), I knew myself showing up and being present in discussions and observing how each witness and interior design students approached the same problems in different ways.

Cross-disciplinary collaboration pushed me to understand new perspectives and communication styles. I realized that even if I weren't practicing the most elevating, I contributed by helping the group stay grounded, translating stress into shared laughter, and offering honest feedback when needed. Wearing my "joker" crown, channeling a little Echaba energy, and staying emotionally myself helped me support the emotional side of our research.

This semester taught me that effective teams need more than technical skill—they need balance, communication, and space for different personalities to thrive. Moving forward, I want to strengthen my work habits so my tangible contributions can better match the support my team gave me. Most importantly, I've learned that showing up as authentically and caring deeply about the people you work with can be just as valuable as any drawing or model.



Semester Schedule (Time)

MERGE

COLLABORATION: DATA ANALYTICS

PURPOSE

Unit outline forms of ar... architecture is a highly complex profession that requires collaboration across disciplines. Creating architecture requires architects, interior designers, engineers, landscape architects, and a range of other experts and places both the conceptual and practical conclusions of a project. This collaborative exchange transforms the design process into a dialogue, where creative ideas are further refined through the layering of interdisciplinary perspectives.

Design through cross-disciplinary collaboration enriches the work in ways that individual practice alone cannot achieve. It encourages designers to move beyond single-lens considerations and consider how systems, spaces, and experiences interact. The outcome is not only a stronger design but also a more integrated process, fostering innovation and making buildings. Collaboration becomes a central medium of architectural practice, where the process itself mirrors the with greater depth, coherence, and meaning.

Throughout the semester, students collected data and recorded insights about their team dynamics and their individual roles within the group. They synthesized this information in a collated assemblage, and analysed the patterns and relationships that emerged. Through this process, they identified key themes related to leadership, collaboration, and personal contributions, recognising both strengths and areas for future growth.

In doing so, students developed greater self-awareness as designers and collaborators, applying design thinking to their own development as leaders.

DATA COLLECTION: TEAM DYNAMICS

The Team Dynamics Survey was conducted over 12 fortnightly check-ins throughout the semester, following major project milestones. The data collected from the Personal Dynamics Survey was then used to track changes in team dynamics over time.

TEAM DYNAMICS

1. "Our team communicates clearly and effectively." (Measures quality of team communication.)
2. "Our team is able to work through conflicts/disagreements in a healthy, productive way." (Measures teamwork and level of resolution.)
3. "Everyone on the team understands their role and responsibilities this week." (Measures alignment and task clarity.)
4. "Work is being distributed fairly among team members." (Measures equity and balance within the team.)
5. "Our team values and leverages the input from all disciplines represented." (Measures cross-disciplinary integration and respect.)

DATA COLLECTION: PERSONAL DYNAMICS

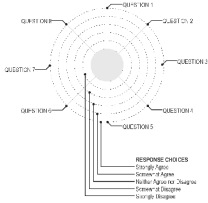
The survey below was distributed to students at the different points throughout the semester, following major project milestones. The data collected from the Personal Dynamics Survey was then used to track changes in team dynamics over time.

PERSONAL DYNAMICS

1. "I am staying on top of my individual project tasks and deadlines this week." (Quantifies personal time management and accountability.)
2. "I have managed my coursework in other classes in a way that supports my ability to contribute meaningfully to the project." (Assesses impact of academic time management on project performance.)
3. "I have managed my academic/non-academic commitments in a way that supports my ability to contribute meaningfully to the project." (Assesses impact of social time management on project performance.)
4. "I am making a conscious effort to understand and consider perspectives outside of my own discipline." (Measures intentionality in cross-disciplinary engagement.)
5. "I am aware of how my behavior and comments/action are impacting team dynamics." (Measures emotional intelligence and self-awareness.)
6. "I am proud of the quality of my work on the project this week." (Measures personal satisfaction with project performance.)
7. "I feel mentally and emotionally balanced in my approach to the project this week." (Measures mental health and burnout.)
8. "I feel I have the challenges me and supports meaningful learning." (Measures personal learning.)

PERSONAL DYNAMICS: DATA CLUSTERS

The Personal Dynamics Interaction gathered from each of the nine surveys throughout the semester is reflected in the Data Clusters below. Each axis of the cluster represents one of the questions and the connecting "rings represent" a student's response to each question at that checkpoint.



OBSERVATIONS & CONCLUSIONS

Students used ChatGPT to develop an 'agent of code-project team' that fed synthesized and evaluated their collective reflections. The report analyzed students' written answers to generative / projective assessment of both individual and team performance. Each 200 word reflection was examined to identify recurring patterns, themes, and shared insights across the collection. Leadership, communication, and professional growth.

The exercise aimed to move beyond individual self-assessment to capture a broader understanding of how the team contributed as a whole, highlighting its strengths, challenges, and areas for development. By articulating collective lessons learned and offering thoughtful recommendations for future work, students practiced critical reflection as an interdisciplinary team skill and applied architectural thinking to enhance both their design process and professional collaboration.

AI PROMPT

You are serving as an objective evaluator synthesizing a set of individual 200-word reflection essays written by members of a cross-disciplinary architecture studio team. Each reflection responds to the following questions:

What comes to mind when you think of your performance and reliability as a team member throughout the semester? What did you learn about working in a cross-disciplinary team, particularly in accommodating perspectives outside of your own discipline? How did your awareness of team dynamics and your own behavior or approach to collective process and outcomes? Consolidate your observations, what insights will you carry forward into future academic or professional projects?

Using the text of all team members' reflections, write a 1,000 word summary and analysis that:

Synthesizes broad consciousness and identifies key patterns or recurring themes across all reflections. Highlights both individual and collective observations about collaboration, leadership, communication, and professional growth. Identifies the team's strengths (what they did well, how they supported each other, where they excelled) and the team's weaknesses or challenges (recurring difficulties, gaps in process, or areas for improvement). Describes cross-disciplinary insights (what team members learned about collaboration, and the design process, and others' actions and recommends ones for how this team could continue to grow and work more effectively in future academic or professional settings.

You have should be objective, professional, and reflective, similar to a post-project report or review written by an experienced design studio lead. Synthesizing any single person's perspective, instead, look for collective meaning and common threads that define the team's experience.

MERGE TEAM REPORT (AI GENERATED)

Over the course of the semester, a team has collectively shown an overall pattern of growth, adaptability, and increasing self-awareness in self-reflections are collaborative dynamics. While each member's experience the process differently, several consistent themes emerge—most among them a progressive appreciation for the complexities of interdisciplinary collaboration, the challenges of managing competing priorities, and the value of creative tension productively worked through collaborative teamwork and design process.

Patterns and Trends in Performance and Mindset

A recurrent pattern across reflections is the shift from early uncertainty to increasing confidence and clarity. Several students described starting the semester with strong organization and energy which later fluctuated as the workload intensified. Others noted feeling uncertain about their contributions at the outset, particularly when navigating perspectives outside of their own discipline. These early doubts gradually diminished as the semester progressed and students recognized their own strengths. Across the board, reflections showed the most deadlines—while initially stressful and the final review—ultimately served as productive motivators, by articulating collective lessons learned and offering thoughtful recommendations for future work, students practiced critical reflection as an interdisciplinary team skill and applied architectural thinking to enhance both their design process and professional collaboration.

Synthesizes broad consciousness and identifies key patterns or recurring themes across all reflections. Highlights both individual and collective observations about collaboration, leadership, communication, and professional growth. Identifies the team's strengths (what they did well, how they supported each other, where they excelled) and the team's weaknesses or challenges (recurring difficulties, gaps in process, or areas for improvement). Describes cross-disciplinary insights (what team members learned about collaboration, and the design process, and others' actions and recommends ones for how this team could continue to grow and work more effectively in future academic or professional settings.

Learning Through Cross-Disciplinary Collaboration

The cross-disciplinary framework was central to the team's development. Architecture and interior design students frequently commented on the differences in terminology, visualization methods, and design priorities that not only created tension or uncertainty. However, these differences quickly became a catalyst for accurate thinking. Multiple reflections emphasized how exposure to unfamiliar approaches enhanced the project. Architecture galaxy might also especially and critical, while interior designers learned to think more concisely about function, clearness and space in a way. Students described learning to translate their ideas more clearly, avoiding assumptions about shared knowledge, and becoming more intentional about communication. Importantly, some of the most written formed disciplinary differences as a barrier by the end of the project. Instead, students saw it as an asset that strengthened the final design. Several highlighted that the collaboration that expertise. Collectively, this learning—especially investing in insight for those who initially felt intimidated by peers—rather discipline.

Team Dynamics and Emotional Intelligence

Across these sessions, reflections also touched on social or emotional intelligence. Students recognized the role of listening, open communication, empathy, and shared positivity. Team errors and individuals struggled particularly—whether through crises, lack of confidence, or fluctuating energy—the teams who were consistent balance. Members described checking in on one another, redistributing work when needed, and maintaining a sense of problem. This consistent form of small support, personal quality

MERGE

COLLABORATION: DATA ANALYTICS

PURPOSE

Unit within forms of a... architecture is a highly complex profession that requires collaboration across disciplines. Creating architecture requires architects, interior designers, engineers, landscape architects, and a range of other experts and draws both the conceptual and practical dimensions of a project. This collaborative exchange transforms the design process into a dialogue, where creative ideas are further refined through the layering of interdisciplinary perspectives.

Design through cross-disciplinary collaboration enriches the work in ways that individual practice alone cannot achieve. It encourages designers to move beyond single-lens considerations and consider how systems, spaces, and experiences intersect. The outcome is not only a stronger design but also a more integrated process, fostering innovation and mutual learning. Collaboration becomes a central medium of architectural practice, where the process itself mirrors the with greater depth, coherence, and meaning.

Throughout the semester, students collected data and recorded insights about their team dynamics and their individual roles within the group. They synthesized this information in a personal reflection, and analyzed the patterns and relationships that emerged. Through this process, they identified key themes related to leadership, collaboration, and personal contribution, recognizing both strengths and areas for future growth.

In doing so, students developed greater self-awareness as designers and collaborators, applying design thinking to their own development as professionals.

DATA COLLECTION: TEAM DYNAMICS

The Team Dynamics Survey was used at the start of the new surveys throughout the semester is reflected in the time series trend graphs below, which utilize the data to develop Team Averages for each collection point, in the Class Averages overlaid for comparison.

TEAM DYNAMICS

1 "Our team communicates clearly and effectively." (Measures quality of team communication.)

2 "Our team is able to work through conflicts/disagreements in a healthy, productive way." (Measures teamwork and level of resolution.)

3 "Everyone on the team understands their role and responsibilities in the space." (Measures alignment and task clarity.)

4 "Work is being distributed fairly among team members." (Measures equity and balance within the team.)

5 "Our team values and leverages input from all disciplines represented." (Measures cross-disciplinary integration and respect.)

DATA COLLECTION: PERSONAL DYNAMICS

The survey below was used to collect data on how different people felt throughout the semester, following major project milestones. The data collected from the Personal Dynamics Survey measures self-awareness, growth, and personal behaviors.

PERSONAL DYNAMICS

1 "I am staying on top of my individual project tasks and deadlines this week." (Quantifies personal time management and accountability.)

2 "I have managed my coursework in other classes in a way that supports my ability to contribute meaningfully to the project." (Assesses impact of academic time management on project performance.)

3 "I have managed my academic commitments in a way that supports my ability to commute meaningfully to the project." (Assesses impact of social time management on project performance.)

4 "I am making a conscious effort to understand and consider perspectives outside of my own discipline." (Measures intentionality in cross-disciplinary engagement.)

5 "I am aware of how my behavior and comments/action are impacting team dynamics." (Measures emotional intelligence and self-awareness.)

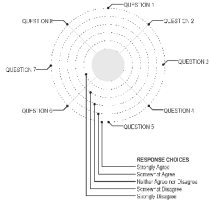
6 "I am proud of the quality of my work on the project this week." (Measures personal contribution with project performance.)

7 "I feel mentally and emotionally balanced in my approach to the project this week." (Measures mental load from external sources.)

8 "I feel this course challenges me and supports meaningful learning." (Measures perceived learning)

PERSONAL DYNAMICS: DATA CLUSTERS

The Personal Dynamics Interaction gathered from each of the time surveys throughout the semester is reflected in the Data Clusters below. Each axis of the cluster represents one of the questions and the connecting rings represent a student average for each question at that checkpoint.



OBSERVATIONS & CONCLUSIONS

Students used ChatGPT to develop an "agent of data-driven team" that fed synthesized and evaluated their collective reflections. The report analyzed students' self-assessments to generate a "projective assessment of both individual and team performance. Each 200 word reflection was examined to identify recurring patterns, themes, and shared insights across the collection. Leadership, communication, and professional growth.

The exercise aimed to move beyond individual self-awareness to create a broader understanding of how the team contributed as a whole, highlighting its strengths, challenges, and areas for development. By analyzing collective lessons learned and offering thoughtful recommendations for future work, students practiced critical reflection as interdisciplinary teamwork and applied collaborative thinking to enhance both their design process and professional collaboration.

AI PROMPT

You are serving as an objective evaluator synthesizing a set of individual 200-word reflection essays written by members of a cross-disciplinary architecture studio team. Each reflection responds to the following questions:

What comes to mind when you think about your performance and reinvestment throughout the semester? What did you learn about... working in a cross-disciplinary team, particularly in accommodating perspectives outside of your own discipline? How did your awareness of team dynamics and your own behavior open the collective process and outcome? Considering all your observations, what insights will you carry forward into future academic or professional projects?

Using the text of all team members' reflections, write a 1,600 word summary and analysis that:

Synthesizes broad consciousness and identifies key patterns or recurring themes across all reflections. Highlights both individual and collective observations about collaboration, leadership, communication, and professional growth. Identifies the team's strengths (what they did well), how they supported each other, areas they excelled, and the team's weaknesses or challenges (coaching difficulties, gaps in process, or areas for improvement). Describes conclusions and insights about teamwork, creative delivery collaboration, and the design process, and offers actionable recommendations for how this team could continue to grow and work more effectively in future academic or professional settings.

You have should be objective, professional, and reflective, similar to a post-project report or analysis of an architecture design studio. Avoid framing any single person's perspective; instead, look for collective meaning and common threads that define the team's experience.

MERGE TEAM REPORT (AI GENERATED)

Over the course of the semester, a team of students developed a cohesive and resilient growth, adaptability, and interactivity, self-awareness in self-reflection are collaborative dynamics one. While each member experienced the process differently, several consistent themes emerged among them a range of appreciation for the complexities of interdisciplinary collaboration, the challenges of managing competing priorities, and the evolution of self-perspective into a wider range of design practices.

Patterns and Trends in Performance and Mindset

A consistent pattern across reflections is the shift from early uncertainty to increasing confidence and clarity. Several students described starting the semester with strong organization and energy which later fluctuated as the workload intensified. Others noted feeling initially isolated or unsure of their place in the studio, yet gradually even comparing themselves to peers from different disciplines. These early doubts gradually diminished as the semester progressed and students recognized their own strengths. Across the board, reflections showed the most deadlines—like the midterm and the final review—intensified stress and anxiety, but also created opportunities for collective problem-solving. Many students described how these moments became the times when they felt most connected to their team members and most engaged in their work. Yet this pace did not correspond to diminished design quality. In fact, many noted that high pressure, clarity, and simultaneously increased the passion. This suggests a team capable of high-level performance, though sometimes at the expense of sustainable habits. Another recurring theme was the role of self-awareness. Students who became more aware of their personal tendencies—whether overthinking, stress, or communication styles—were able to adapt and grow more effectively throughout the semester. Individuals who struggled with these challenges often remained stuck in cycles of self-doubt or frustration. Those who developed greater self-awareness were more likely to seek feedback, communicate their needs, and contribute more confidently to group discussions.

Learning Through Cross-Disciplinary Collaboration

The cross-disciplinary framework was central to the team's development. Architecture and interior design students frequently commented on the differences in terminology, visualization methods, and design priorities that not only created tension or uncertainty. However, these differences quickly became a catalyst for successful thinking. Multiple reflections emphasized how exposure to unfamiliar approaches enhanced the project. Architecture students gained insight into materiality and detail, while interior designers learned to think more broadly about circulation and space. A way Students described learning to translate their ideas more clearly, avoiding assumptions about shared knowledge, and becoming more intentional about communication. Importantly, some of the most valuable moments occurred when disciplinary differences surfaced during the end of the project. Instead, debates could as an asset that strengthened the final design. Several highlighted that the realization that expertise is distributed, not hierarchical—as especially meaningful insight for those who initially felt intimidated by peers from other disciplines.

Team Dynamics and Emotional Intelligence

Across these sessions, reflections also touched on emotional intelligence. Students repeatedly noted the importance of checking in, active listening, and creating space for everyone to contribute. Many described learning to navigate their ideas more clearly, avoiding assumptions about shared knowledge, and becoming more intentional about communication. Importantly, some of the most valuable moments occurred when disciplinary differences surfaced during the end of the project. Instead, debates could as an asset that strengthened the final design. Several highlighted that the realization that expertise is distributed, not hierarchical—as especially meaningful insight for those who initially felt intimidated by peers from other disciplines.

Reflecting on these patterns, I am carrying several insights forward into future academic and professional projects. I have also learned that my perfectionism grows when approaching art class, so I plan to develop strategies that help maintain balance, such as setting task like for a student-specific time for other responsibilities and checking in with myself earlier in the process. I also want to emulate the strengths of the team members I work with in the future. This team, in many clear communication, and shared ownership of the project set a high expectation for what collaboration can and should be moving forward. Overall, this experience has strengthened my self-awareness, my collaborative abilities, and my confidence in navigating open-ended design and making work.

INDIVIDUAL STUDENT REFLECTIONS

EMILY GRISE
ARCHITECTURE
4TH YR, B. ARCH

Throughout the semester, my personal dynamics data revealed clear patterns in how I responded to different phases of the design process. While certain scores remained consistently high, my pulse data responses dipped during the most demanding periods, especially during midterm and final review preparations. Seeing this pattern helped me recognize a tendency of mine. While a major accomplishment approaches, my perception can sometimes, and I unintentionally deprioritize my other courses and personal commitments. These shifts were rarely caused by external pressures, but by my own instinct to focus on perfecting deliverables, often at the expense of maintaining balance between work and life.

I continued the excellence of our team dynamics provided an impactful sense of stability. Working with a very communicative and empathetic group across several terms, rather than with whom we're collaborating on design decisions and working toward additional deadlines. Our shared ambition of intelligence, driven through providing from one another, distinguishes us from other groups. Our collective strengths, rarely contributed to the quality of our process and outcomes. Through this reflection I learned a great deal about being a supportive, caring teammate and became more comfortable taking up of control. The shift in my behavior benefited not only my well-being but also the effectiveness of the team.

Reflecting on these patterns, I am carrying several insights forward into future academic and professional projects. I have also learned that my perfectionism grows when approaching art class, so I plan to develop strategies that help maintain balance, such as setting task like for a student-specific time for other responsibilities and checking in with myself earlier in the process. I also want to emulate the strengths of the team members I work with in the future. This team, in many clear communication, and shared ownership of the project set a high expectation for what collaboration can and should be moving forward. Overall, this experience has strengthened my self-awareness, my collaborative abilities, and my confidence in navigating open-ended design and making work.

LUCY BUELL
ARCHITECTURE
4TH YR, B. ARCH

Throughout this semester, my personal performance followed a compressed, boundary: although the number, energy, and overall motivation gradually declined, the clarity, precision, and craftsmanship of my work continued to increase. Early in the semester, I maintained strong organization of hours, a steady workflow, and a balanced approach to managing tasks. However, as the project expanded in scope and the expectations grew more demanding, my focus narrowed a most entirely to producing genuine moments inside. I have still a sense of "success" caused by external pressures, but by my own instinct to focus in on perfecting deliverables, often at the expense of maintaining balance between work and life.

I continued the excellence of our team dynamics provided an impactful sense of stability. Working with a very communicative and empathetic group across several terms, rather than with whom we're collaborating on design decisions and working toward additional deadlines. Our shared ambition of intelligence, driven through providing from one another, distinguishes us from other groups. Our collective strengths, rarely contributed to the quality of our process and outcomes. Through this reflection I learned a great deal about being a supportive, caring teammate and became more comfortable taking up of control. The shift in my behavior benefited not only my well-being but also the effectiveness of the team.

ELIZA AGNEW
ARCHITECTURE
4TH YR, B.ARCH

Throughout the semester, I sensed balanced emotionally, mentally, and physically. I noticed that around major deadlines, I struggled more to keep up with work in my other classes, though it was never unmanageable. I also received that I often struggled to understand how the group felt about my contributions. I decided it regularly that I was never fully confident that what I brought to the table had the same value as what my teammates produced. One of my biggest challenges coming into this semester was my confidence in my skills, work, and knowledge—especially compared to my fellow architecture students. At the beginning of this journey, I often felt like my ideas weren't good enough or were somehow wrong, and I made me hesitant to participate in group discussions. I would usually agree with others rather than offer my own insights. Over the course of the semester, I slowly started recognizing my strengths. It wasn't until my midterm and final presentation that I finally realized I do, at the end, of what I contributed. At the start of Team Merge's journey, we set the expectation that mistakes were a happen and that we wouldn't place blame on any one person.

Looking back, I think this mindset was the time that we are one unit—not adversaries—despite the inevitable disagreements or miscommunications. Our group also maintained an almost contagious positivity with each other. Whether we felt positive or not, we always spoke about our project and each other up mutually. For me, this helped me feel the good even during stressful moments. I am extremely grateful for my teammates. Another factor that I found my way was knowing before the semester began. For me, this studio would be challenging. Someone I trust advised me not to overwork myself and to set boundaries that would help prevent burnout. The same with the responsibility of keeping up with the coursework and managing the time well, but going to attended to meeting in the end of our week, as I was able. I will carry forward the work ethic and will see that my group has not settled for mine. I think that I realized the most beneficial part of this semester: skills and knowledge can always be learned along the way, but mastering time management is extremely challenging—and I now don't have it... over—but back as a learning area, creativity.

ANGELI WARREN
ARCHITECTURE
4TH YR, B.ARCH

Throughout the semester my performance was "average" and continued to improve. I am proud assignment taught me how to better manage my time, develop my technical skills, and gain the knowledge to apply in all present careers. In addition, I feel a sense we and connected minded when coming from this studio. My main priority was to have successful team together in the quality of my work as the second priority. As I've proved progressed, maintaining healthy team dynamics successfully represented in my personal views and the benefit of my group's success. Lastly, I expressed moderately organized and balanced with my work. I recognize that my mental and emotional health "...doubted in it is good. However, my mental and physical health were consistently around 4/5 - and thriving.

My semester-by-name was to be one we and a hard worker like, also I this whole semester I gained successful skills and technical knowledge from my teammates and other classmates. I work well with others to create a realistic and workable environment. I am eager to get the job done in an orderly and "creepy" way. In addition, my team did the same. Our team dynamics influenced me greatly. We maintained healthy communication and product skills. Our team worked as a cohesive unity to help others better. As a result our personal work was achieved by increase.

In the future, I will maintain healthy team dynamics, ensuring my others and myself to work them to make all demands as needed, and teach others to do the same. I will also maintain organized and effective dead-lines in their outcomes. I even know how to push myself to success in a timely and orderly fashion. I see improve my technical rendering skills and hope to focus on rendering details in the future.

HANNAH COLLINS
ARCHITECTURE
3RD YR, B.ARCH

At the start of the semester, I was overwhelmed but it felt like a lot. I was intimidated by others in my group. I wasn't confident like my classes or skills were good enough compared to others. I was so full that I was in a student's book. When first started the class, quickly noticed a difference between teaching styles and the quality of work accepted from students. This is, and me to flow conventional. I went into the studio believing that the architects were smarter so better than interiors. But I quickly realized that we were really all learning at the same rate.

None of us know more than the other. In all realms. Sure, some were more proficient in certain programs but not as good as others. Later in the semester I started to gain self-growth. After our submittals process we received feedback from the professionals. I felt a sense of accomplishment that I had never felt before. That feedback was exactly what I needed to hear. Yes this whole semester I had tried and error, but I finally did learn more in this studio than I can say for any class. There was a whole lot I thought. But class sizes too high, which was I said this quality of work and my emotional state.

Overall, I'm was asked to take this class again, I will only would, because of the amount of self-growth I have had. I can confidently say that this studio has truly prepared me for the future of my career and that I am beyond thankful for.

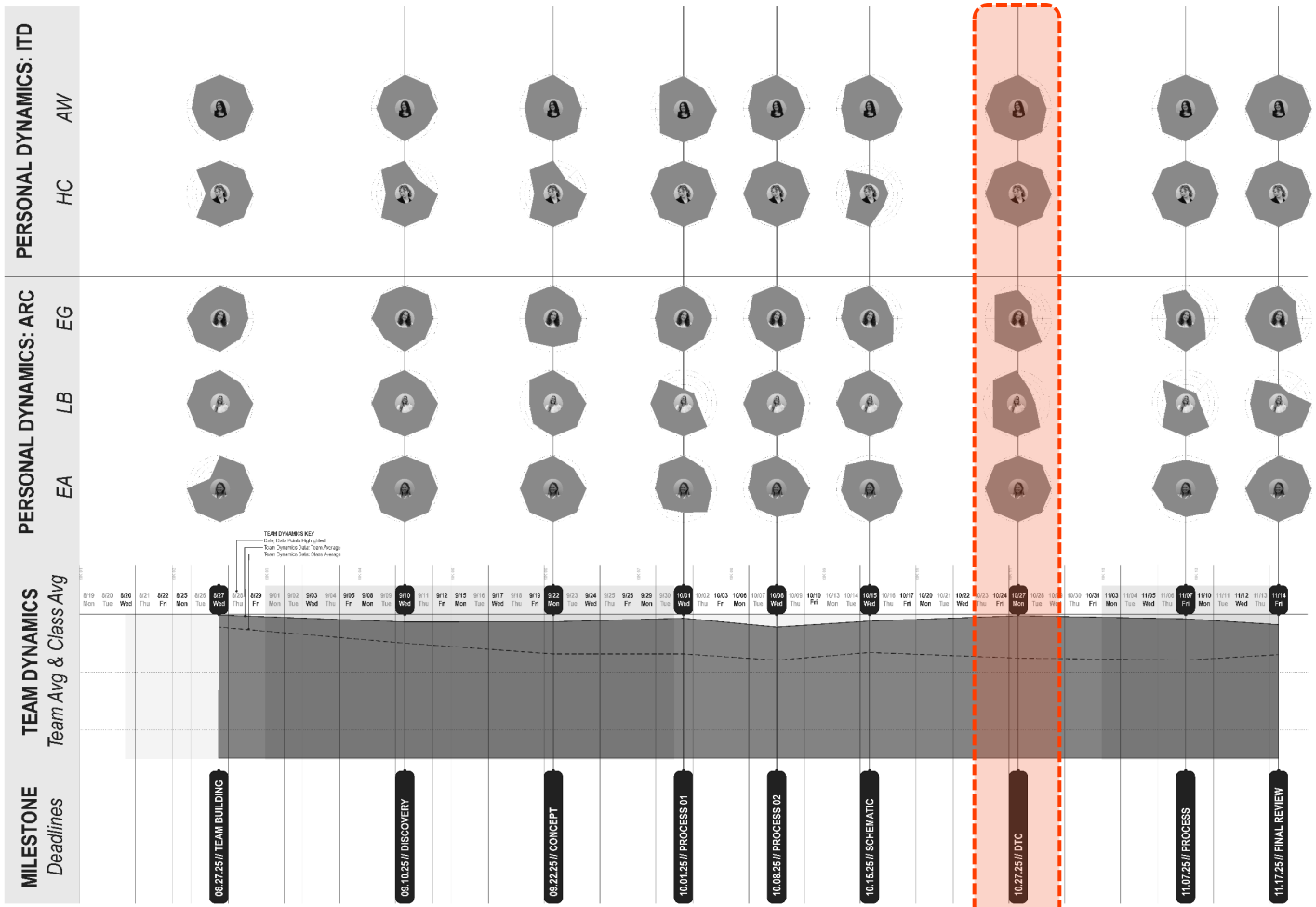
MARGE
ARCHITECTURE
4TH YR, B. ARCH

Throughout this semester my performance followed a very familiar rhythm: inconsistent productivity, uneasy humor, and constant appreciation for my teammates. I often joked about being the "personality hire" on the group's personal sociological experiment, anything—from a crushed file to a missing pen, went wrong. Surprisingly, that role became an important part of our team dynamics. While I may not have been the most productive person in the room, I did my best to keep morale steady, keep tension with humor, and show up for my teammates in the ways I knew I could.

One pattern I noticed was that my mindset and motivation always improved when our team was together. I took love my teammates, and their positivity discipline and creativity made me want to contribute more meaningfully. Even when I'm overwhelmed by studio culture (which I still openly dislike), I learn myself learning greatly by being present in discussions and observing how each achieve and different design challenges approached the same problems in different ways.

Cross-disciplinary collaboration pushed me to understand new perspectives and communication styles. I realized that even if I weren't practicing the most rewarding, I contributed by helping the group stay grounded, translating stress into shared laughter, and offering honest feedback when needed. Hearing my "other selves" channeling a little Echoha energy, and sharing emotionally myself, helped me support the emotional side of our teamwork.

This semester taught me that effective teams need more than technical skill—they need balance, communication, and space for different personalities to thrive. Moving forward, I want to strengthen my work habits so my tangible contributions can better match the support my team gave me. Most importantly, I've learned that showing up, either fully and one my deeply about the people you work with can be just as valuable as any drawing or model.



Team Responses at a Given Data Point

MERGE

COLLABORATION: DATA ANALYTICS

PURPOSE

Unit-wellness forms of ar... architecture is a highly complex profession that requires collaboration across disciplines. Creating architectural wonders as architects, interior designers, engineers, landscape architects, and a range of other experts and stakeholders can be the conceptual and practical stimulators of a project. This collaborative exchange transforms the design process into a dialogue, where creative ideas are further refined through the layering of interdisciplinary perspectives.

Design through cross-disciplinary collaboration enriches the work in ways that individual practice does cannot achieve. It encourages designers to move beyond single-lens considerations and consider how systems, spaces, and experiences intersect. The outcome is not only a stronger design but also a more integrated process, facilitating innovation and reduces barriers. Collaboration becomes a central medium of architectural practice, where the process itself mirrors the with greater depth, resonance, and meaning.

Throughout the semester, studio's collective data and recorded insights about their team dynamics and their individual roles within the group. They synthesized this information in a collaborative assemblage, and analyzed the patterns and relationships that emerged. Through this process, they identified key themes related to leadership, collaboration, and personal contributions, recognizing both strengths and areas for future growth.

In doing so, students developed greater self-awareness as designers and collaborators, applying design thinking to their own development as leaders.

DATA COLLECTION: TEAM DYNAMICS

The Team Dynamics Survey was distributed over the course of the nine surveys throughout the semester is reflected in the time series trend graphs below, which utilize the data to develop Team Averages for each question point, in the Class Averages overlaid for comparison.

TEAM DYNAMICS

1 "Our team communicates clearly and effectively."
(Measures quality of team communication.)

2 "Our team is able to work through conflicts/disagreements in a healthy, productive way."
(Measures teamwork and level of resolution.)

3 "Everyone on the team understands their role and responsibilities in the space."
(Measures alignment and task clarity.)

4 "Work is being distributed fairly among team members."
(Measures equity and balance within the team.)

5 "Our team values and leverages input from all disciplines represented."
(Measures cross-disciplinary integration and respect.)

DATA COLLECTION: PERSONAL DYNAMICS

The survey below was distributed to students at nine different points throughout the semesters, following major project milestones. The data collected from the Personal Dynamics Survey measures self-awareness, growth, and personal behaviors.

PERSONAL DYNAMICS

1 "I am staying on top of my individual project tasks and deadlines this week."
(Quantifies personal time management and accountability.)

2 "I have managed my coursework in other classes in a way that supports my ability to contribute meaningfully to the project."
(Assesses impact of academic time management on project performance.)

3 "I have managed my academic/non-academic commitments in a way that supports my ability to contribute meaningfully to the project."
(Assesses impact of external time management on project performance.)

4 "I am making a conscious effort to understand and consider perspectives outside of my own discipline."
(Measures intentionality in cross-disciplinary engagement.)

5 "I am aware of how my behavior and comments/action are impacting team dynamics."
(Measures emotional intelligence and self-awareness.)

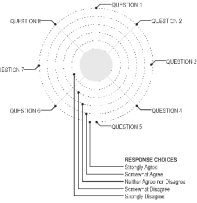
6 "I am proud of the quality of my work on the project this week."
(Measures personal satisfaction with project performance.)

7 "I feel mentally and emotionally balanced in my approach to the project this week."
(Measures mental well-being and burnout.)

8 "I feel I'm overcome challenges me and supports meaningful learning."
(Measures perceived learning)

PERSONAL DYNAMICS: DATA CLUSTERS

The Personal Dynamics Interaction gathered from each of the nine surveys throughout the semester is reflected in the Data Clusters below. Each axis of the diagram represents one of the questions and the corresponding "response" a student assigned to each question at that checkpoint.



OBSERVATIONS & CONCLUSIONS

Students used ChatGPT to develop an "agent of cooperation" team that fed eight responses and evaluated their collective reflections. The report analyzed students' self-and-peer to generate an objective assessment of both individual and team performance. Each 200 word reflection was examined to identify recurring patterns, themes, and shared insights across collaboration, leadership, communication, and professional growth.

The exercise aimed to move beyond instinct, allowing for a more objective and consistent way of identifying team contributions, challenges, and development. By analyzing collective lessons learned and offering thoughtful recommendations for future work, students practiced critical reflection as interdisciplinary teamwork and applied architectural thinking to enhance both their design process and professional collaboration.

AI PROMPT

You are serving as an objective evaluator synthesizing a set of individual 200-word reflection essays written by members of a cross-disciplinary architecture studio team. Each reflection responds to the following questions:

What comes to mind when you think about your performance and contribution throughout the semester? What did you learn about working in a cross-disciplinary team, particularly in accommodating perspectives outside of your own discipline? How did your awareness of team dynamics and your own behavior or space form at different checkpoints? How did you gradually refine and shape the semester progress and adjustments throughout? How was strengths across the board, reflections showed the most deadlines—tasks, individual and the final work—the most consistent, productive discussions in personal well-being, time for other courses, and work-life balance. Yet this overall did not correspond to diminished design quality. In fact, many noted that new perspectives, ideas, and collaboratively improved the process. This suggests a team capable of high-level performance, though sometimes at the expense of sustainable habits. Another recurring theme was the evolution of self-awareness. Students often began with a belief in their own emotional status, confidence cycles, and common collaborative "—" around the overall process. Several individuals reflected on moments of tension—times they struggled to contribute ideas—before they began to be less anxious and more open to the semester unfolded.

Learning Through Cross-Disciplinary Collaboration
The cross-disciplinary framework was central to the team's development. And inclusive and interior design students helped to communicate the differences in technology, visualization methods, and design priorities that not only created tension or uncertainty. However, these differences quickly became a catalyst for successful thinking. Multiple reflections emphasized how exposure to unfamiliar approaches enhanced the project. Architecture students might initially see certain interior designers learned to think more broadly about function, circulation, and space in a way. Students described learning to translate their ideas more directly, avoiding assumptions about shared knowledge, and becoming more intentional about communication. Importantly, some of the reflections framed disciplinary differences as a barrier by the end of the project. Instead, students saw it as an asset that strengthened the final design. Several highlighted that the motivation that expertise—both trained, not hierarchical—especially meaning. Insight for those who initially felt intimidated by peers "other disciplines.

Team Dynamics and Emotional Intelligence
Across these sources, reflections also team comparisons on emotional intelligence. Students repeatedly noted "—" distracting when it healthy communication, empathy, and shared positivity. Team when individuals struggled personally—whether through stress, lack of confidence, or fluctuating energy—the team sometimes provided balance. Members described checking in on one another, redistributing work when needed, and maintaining a sense of problem. This consistent emotional support created a safe "ing" feature of the group and contributed significantly to their creative success. Reflections also revealed a willingness to engage in disagreement productively. Design debates occurred, but students rarely described them as personal conflicts. Instead, they framed disagreements as opportunities to explore different ideas, test assumptions, and communicate rather than conflict. This fostered a collaborative climate where members felt respected and valued. Furthermore, students admitted to moments—like or not measuring up, difficulty maintaining "routines, or anxiety about presenting work. This open respected with encouragement and understanding, which helped individuals grow and innovate, self-awareness in self-reflection and collaborative dynamics. While each member experienced the process differently, several noted themselves—and among their peers—ongoing appreciation for the complexities of interdisciplinary collaboration, the challenges of managing competing priorities, and the value of creative tension previously avoided—a result rather than a negative.

Patterns and Trends in Performance and Mindset
A consistent pattern across reflections is the shift from early uncertainty to increasing confidence and clarity. Several students described starting the semester with strong organization and energy which later fluctuated as the workload intensified. Others noted feeling initially isolated or unsure of their role within the group, but gradually grew more comfortable as they learned how to contribute effectively. These early challenges often led to greater self-awareness. By the end of the semester, many students described feeling more confident in their ability to navigate collaboration, communicate their ideas, and contribute meaningfully to the group's success. Importantly, this growth was not limited to technical skills. Students also emphasized personal development, including improved time management, stronger work ethic, and increased resilience when faced with setbacks. Many reflections ended on a positive note, suggesting that the experience had a lasting impact beyond the immediate project.

Synthesizing the broad conclusions and identifies key patterns and recurring themes across all reflections. By highlighting both individual and collective observations about collaboration, leadership, communication, and professional growth, identifies the team's strengths (what they did well, how they supported each other, where they excelled), identifies the team's weaknesses or challenges (coaching difficulties, gaps in process, or areas for improvement), describes collaborative and meaningful about teamwork, "—" creative design collaboration, and the design process, and offers actionable recommendations for how this team could continue to grow and work more effectively in future academic or professional settings.

You have should be objective, professional, and reflective, similar to a post-project report or analysis written by an experienced design studio lead forming any single person's perspective, "—" bias. Look for collective meaning and common threads that define the team's experience.

MERGE TEAM REPORT (AI GENERATED)

Over the course of the semester, "—" team has collectively shown a strong ability to grow, adapt, and collaborate, self-awareness in self-reflection and collaborative dynamics. While each member experienced the process differently, several noted themselves—and among their peers—ongoing appreciation for the complexities of interdisciplinary collaboration, the challenges of managing competing priorities, and the value of creative tension previously avoided—a result rather than a negative.

Strengths and Weaknesses of the Team
Strong communication and individual awareness. Students consistently described the team as supportive, encouraging, and attentive to interpersonal needs. Adaptability: The group was willing to adjust roles, refine ideas, and rely on strategies, and revise design decisions when necessary. Commitment to quality: Regardless of stress or time pressures, each member was dedicated to later than usual as the workload intensified. Others noted feeling initially isolated or unsure of their role within the group, but gradually grew more comfortable as they learned how to contribute effectively. These early challenges often led to greater self-awareness. By the end of the semester, many students described feeling more confident in their ability to navigate collaboration, communicate their ideas, and contribute meaningfully to the group's success. Importantly, this growth was not limited to technical skills. Students also emphasized personal development, including improved time management, stronger work ethic, and increased resilience when faced with setbacks. Many reflections ended on a positive note, suggesting that the experience had a lasting impact beyond the immediate project. These strengths suggest a team with high potential to overcome challenges and refine their process as it

The workflow also included several recurring challenges. Time management and work-life balance. Many students reported sacrificing sleep, personal time, or other coursework to meet deadlines. The problem was a common in design studios. Highlights a need for more consistent pacing and planning. Uneven confidence and self-advocacy. Some members struggled early in the semester to voice ideas or trust their instincts. Although this improved over time, it indicates a need to foster a more equitable and supportive environment from the start. Communication rhythms. While overall communication was strong, several of noted inconsistency. Moments when coordination lagged—often during transitions between major project phases. Perfectionism and its consequences. A few team members mentioned difficulty refocusing and/or balancing high standards with reasonable time constraints. These challenges do not diminish the team's accomplishments but highlight opportunities for growth.

Lessons Learned and Moving Forward
Collectively, the team identified several lessons that will benefit future academic and professional work. Prioritize clear communication: Regular check-ins, open discussions, and transparency about workload and stress levels can prevent misunderstandings and build trust. Leverage diversity of thought: Cross-disciplinary collaboration is a strength—not a challenge to overcome. Encouraging early and frequent input from all members can lead to more innovative outcomes. Build in time for reflection: Taking moments to pause and reflect on both the process and the product can help teams adjust before issues escalate. Support each other's well-being: Checking in on one another, redistributing work when needed, and maintaining a sense of problem. This consistent emotional support created a safe "ing" feature of the group and contributed significantly to their creative success. Reflections also revealed a willingness to engage in disagreement productively. Design debates occurred, but students rarely described them as personal conflicts. Instead, they framed disagreements as opportunities to explore different ideas, test assumptions, and communicate rather than conflict. This fostered a collaborative climate where members felt respected and valued. Furthermore, students admitted to moments—like or not measuring up, difficulty maintaining "routines, or anxiety about presenting

Report generated on 01/11/25

INDIVIDUAL STUDENT REFLECTIONS

EMILY GRISE
ARCHITECTURE
4TH YR, B. ARCH

Throughout the semester, my personal dynamics data revealed clear patterns in how I responded to different phases of the design process. While certain scores remained consistently high, my productivity responses dipped during the most demanding periods, especially during midterm and final review preparations. Seeing this pattern helped me recognize a tendency of mine. When a major deadline approaches, my perfection-oriented tendencies, and I unintentionally deprioritize my other courses and personal commitments. I have still been aware I caused by external pressures, but by my own inclination to focus on perfecting deliverables, often at the expense of maintaining balance between work and life.

In contrast, the steadiness of our team dynamics provided an impactful sense of stability. Working with a very communicative and empathetic group cannot be underestimated, rather than with reference, the collaborative design decisions and working toward additional deadlines. Our shared ambition of intelligence, when through processing from one another, distinguished us, privileging both communication strengths, really committed to the quality of our process and outcomes. Through these observations I learned a great deal about being a supportive, calling teammate and became more comfortable taking gaps of control. The shift in my behavior benefited not only my well-being but also the effectiveness of the team.

Reflecting on these patterns, I am carrying several insights forward into future academic and professional projects. I have also identified that my perfectionism grows when approaching an unknown, so I plan to develop strategies that help me take smaller, such as setting rules like "in a weekly specific time for other responsibilities and checking in with myself each of in the process. I also want to emulate the strengths of the team in teams I work in in the future. This team, in every, clear communication, and shared ownership of the project set a high expectation for what collaboration can and should be moving forward. Overall, this experience has strengthened my self-awareness, my collaborative abilities, and my confidence in managing myself during challenging design work.

LUCY BUELL
ARCHITECTURE
4TH YR, B. ARCH

Throughout this semester, my personal performance followed a compressed, boundary: although my mindset, energy, and overall motivation gradually declined, the clarity, creativity, and craftsmanship of my work continued to increase. Early in the semester, I maintained strong organization of hours, a steady workflow, and a balanced approach to managing tasks. However, as the project expanded in scope and the expectations grew more demanding, my focus narrowed a most entirely to producing passable, presentable work. I have still been aware I caused by external pressures, but by my own inclination to focus on perfecting deliverables, often at the expense of maintaining, balance between work and life.

In contrast, the steadiness of our team dynamics provided an impactful sense of stability. Working with a very communicative and empathetic group cannot be underestimated, rather than with reference, the collaborative design decisions and working toward additional deadlines. Our shared ambition of intelligence, when through processing from one another, distinguished us, privileging both communication strengths, really committed to the quality of our process and outcomes. Through these observations I learned a great deal about being a supportive, calling teammate and became more comfortable taking gaps of control. The shift in my behavior benefited not only my well-being but also the effectiveness of the team.

Reflecting on these patterns, I am carrying several insights forward into future academic and professional projects. I have also identified that my perfectionism grows when approaching an unknown, so I plan to develop strategies that help me take smaller, such as setting rules like "in a weekly specific time for other responsibilities and checking in with myself each of in the process. I also want to emulate the strengths of the team in teams I work in in the future. This team, in every, clear communication, and shared ownership of the project set a high expectation for what collaboration can and should be moving forward. Overall, this experience has strengthened my self-awareness, my collaborative abilities, and my confidence in managing myself during challenging design work.

ELIZA AGNEW
ARCHITECTURE
4TH YR, B.ARCH

Throughout the semester, I sensed a balanced emotionally, mentally, and physically. I noticed that around mid-point I was struggles more to keep up with work in my other classes, though it was never unmanageable. I also received that I often struggled to understand how the group felt about my contributions. I checked in regularly but was never fully confident that what I brought to the table had the same value as what my teammates produced. One of my biggest challenges coming into this semester was my confidence in my skills, work, and knowledge—especially compared to my fellow architecture students. At the beginning of this journey, I often felt like my ideas weren't good enough or were somehow wrong, and I made me hesitant to contribute in the group discussions. I would usually agree with others rather than offer my own insights. Over the course of the semester, I slowly started recognizing my strengths. It wasn't until my midterm and final presentation that I finally realized I do, at the end, of what I contributed. At the start of Team Merge's journey, we were assigned our first milestone was a Diagram and that we wouldn't have a name or any in person.

Looking back, I think the mindset was the time that we are one until—not adversaries—despite the inevitable disagreements or miscommunications. Our group also maintained an almost contagious positivity with each other. Whether we felt positive or not, we always spoke about our project and each other up mutually, me me, this helped me feel the good even during stressful moments. I am extremely grateful for my teammates. And not likely that of unsure my only class was knowing before the semester began. For this studio would be challenging. Someone I trust advised me not to overwork myself and to set boundaries that would help prevent burnout. This came with the responsibility of keeping up with the coursework and managing the time well, but coming to remember my mental is a matter of self-care, as I cannot do it all. I will carry forward the work ethic and will see that my group has not definitely matters. I think that I realized the most beneficial part of this semester: skills and knowledge can always be learned along the way, but mastering time management is extremely challenging—and I now don't have it... over—but back as to learning are, creativity.

ANGELI WARREN
ARCHITECTURE
4TH YR, B.ARCH

Throughout the semester my performance was "average" and continued to improve. I am proud assignment taught me how to better manage my time, develop my technical skills, and gain the knowledge to apply in all present careers. In addition, I feel a sense we was somewhat minded when coming to this studio. My main priority was to have successful learning—within the quality of my work as the second priority. As I've proved progressed, maintaining healthy brain dynamics successfully remained both my personal wellness and the benefit of my group's success. Today, I expressed moderately organized and balanced with my work "—recognize that my mental and emotional health "—situated in. To go next. However, my mental and physical health

I semester, I plan to apply stronger self management strategies, maintain a more consistent sleep schedule, and set clearer timelines for myself. Additionally, I will continue to practice proactive communication and collaborative leadership. These steps will strengthen my ability to contribute effectively to future design teams while supporting long-term growth, balance, and creativity.

HANNAH COLLINS
ARCHITECTURE
3RD YR, B.ARCH

At the start of the semester, I was overwhelmed but it felt fun aside. I was intimidated by others in my group. I wasn't confident like my issues or skills were group enough compared to others. I was so felt like I was in a smaller's book. When first started the class, quickly noticed a difference between teaching styles and the quality of work accepted from students. This is, and me styles overwhelmed. I went into the studio believing that the architects were smarter or better than interiors. But I quickly realized that we were really all learning at the same pace.

None of us knew more than the other. In all realms. Sure, some were more proficient in certain programs but not as good as others. Later in the semester I started to gain self-growth. After our submittals process we received feedback from the professionals. I felt a sense of accomplishment that I had never felt before. That feedback was exactly what I needed to hear. Yes this whole semester I had fear and worry but I finally did learn more in this studio than I can say for any class. There was a whole lot I thought I'd do cakes were too light, which was I said this quality of work and my emotional state.

Overall, I'm was asked to take this class again, I will only would, because of the amount of self-growth I have had. I can confidently say that this studio has truly prepared me for the future of my career and that I am beyond thankful for.

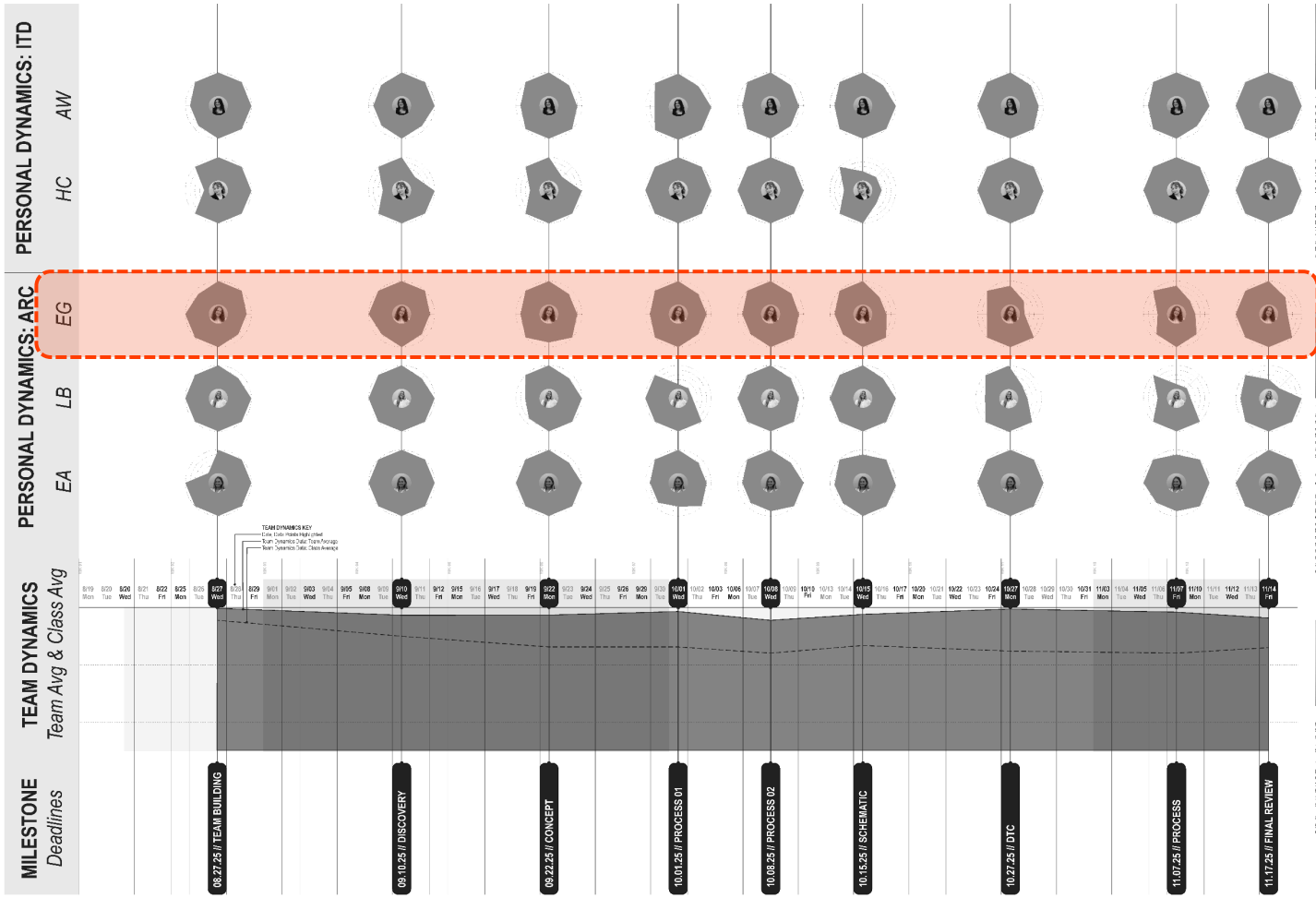
MARGE
ARCHITECTURE
4TH YR, B.ARCH

Throughout this semester my performance followed a very familiar rhythm: inconsistent productivity, uneasy humor, and constant appreciation for my teammates. I've joked about being the "procrastinator" of the group's personal assignments, anything—from a crushed file to a missing pen, went wrong. Surprisingly, that role became an important part of our team dynamic. While I may not have been the most productive person in the room, I did my best to keep morale steady, keep tension with humor, and show up for my teammates in the ways I knew I could.

One pattern I noticed was that my mindset and motivation always improved when our team was together. I think I love my teammates, and their positivity, discipline, and creativity made me want to contribute more meaningfully. Even when I'm overwhelmed by studio culture (which I still openly dislike), I want myself showing up and being present in discussions and sharing how with wellness and interior design students experienced the same problems in different ways.

Cross-disciplinary collaboration pushed me to understand new perspectives and communication styles. I realized that even if I weren't practicing the most interiorly, I contributed by helping the group stay grounded, translating stress into shared laughter, and offering honest feedback when needed. Hearing my "older sisters" channeling a little Barbara energy, and sharing emotionally myself, helped me support the emotional side of our research.

This semester taught me that effective teams need more than technical skill—they need balance, communication, and space for different personalities to thrive. Moving forward, I want to strengthen my work habits so my tangible contributions can better match the support my team gave me. Most importantly, I've learned that showing up, either fully and on my deeply about the people you work with can be just as valuable as any drawing or model.



Personal Dynamics Across Time

MERGE

COLLABORATION: DATA ANALYTICS

PURPOSE

Unit outline forms of ar... architecture is a highly complex profession that requires collaboration across disciplines. Creating architectural spaces architects, interior designers, engineers, landscape architects, and a range of other experts and stakeholders. The conceptual and practical dimensions of a project. This collaborative exchange transforms the design process into a dialogue, where creative ideas are further refined through the layering of interdisciplinary perspectives.

Design through cross-disciplinary collaboration enriches the work in ways that individual practice alone cannot achieve. It encourages designers to move beyond single-lens considerations and consider how systems, spaces, and experiences intersect. The outcome is not only a stronger design but also a more integrated process, fostering innovation and mutual learning. Collaboration becomes a central medium of architectural practice, where the process itself mirrors the with greater depth, coherence, and meaning.

Throughout the semester, studio's collective concerns recorded insights about their team dynamics and their individual roles within the group. They synthesized this information via shared presentations, and analyzed the patterns and relationships that emerged. Through this process, they identified key themes related to leadership, collaboration, and personal contributions, recognizing both strengths and areas for future growth.

In doing so, students developed greater self-awareness as designers and collaborators, applying design thinking to their own development as leaders to...

DATA COLLECTION: TEAM DYNAMICS

The Team Dynamics Survey was distributed over the course of the nine surveys throughout the semester is reflected in the time series trend graphs below, which utilize the data to develop Team Averages for each question point, with the Class Average overlaid for comparison.

TEAM DYNAMICS

1 "Our team communicates clearly and effectively."
(Measures quality of team communication.)

2 "Our team is able to work through conflict/disagreements in a healthy, productive way."
(Measures teamwork and level of resolution.)

3 "Everyone on the team understands their role and responsibilities as a team."
(Measures alignment and task clarity.)

4 "Work is being distributed fairly among team members."
(Measures equity and balance within the team.)

5 "Our team values and integrates input from all disciplines represented."
(Measures cross-disciplinary integration and respect.)

DATA COLLECTION: PERSONAL DYNAMICS

The survey below was distributed to students at nine different points throughout the semesters, following major project milestones. The data collected from the Personal Dynamics Survey measures self-awareness, growth, and personal behaviors.

PERSONAL DYNAMICS

1 "I am staying on top of my individual project tasks and deadlines this week."
(Quantifies personal time management and accountability.)

2 "I have managed my coursework in other classes in a way that supports my ability to contribute meaningfully to the project."
(Assesses impact of academic time management on project performance.)

3 "I have managed my academic/non-academic commitments in a way that supports my ability to contribute meaningfully to the project."
(Assesses impact of external time management on project performance.)

4 "I am making a conscious effort to understand and consider perspectives outside of my own discipline."
(Measures intentionality in cross-disciplinary engagement.)

5 "I am aware of how my behavior and comments/action are impacting team dynamics."
(Measures emotional intelligence and self-awareness.)

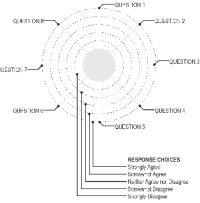
6 "I am proud of the quality of my work on the project this week."
(Measures personal satisfaction with project performance.)

7 "I feel mentally and emotionally balanced in my approach to the project this week."
(Measures mental well-being/burnout.)

8 "I feel this course challenges me and supports meaningful learning."
(Measures perceived learning.)

PERSONAL DYNAMICS: DATA CLUSTERS

The Personal Dynamics Interaction gathered from each of the nine surveys throughout the semester is reflected in the Data Clusters below. Each axis of the cluster represents one of the questions and the corresponding "rings" represent a student's response to each question at that checkpoint.



OBSERVATIONS & CONCLUSIONS

Students used ChatGPT to develop an "agent of cross-project learn" that fed synthesized and evaluated their collective reflections. The report analyzed students' self-driven to generate an objective assessment of both individual and team performance. Each 200 word reflection was examined to identify recurring patterns, themes, and shared insights across collaboration, leadership, communication, and professional growth.

The exercise aimed to move beyond individual self-awareness to capture a broader understanding of how the team contributed as a whole, highlighting its strengths, challenges, and areas for development. By articulating collective lessons learned and offering thoughtful recommendations for future work, students practiced critical reflection as interdisciplinary teamwork and applied architectural thinking to enhance both their design process and professional collaboration.

AI PROMPT

You are serving as an objective evaluator synthesizing a set of individual 200-word reflection essays written by members of a cross-disciplinary architecture studio team. Each reflection responds to the following questions:

What comes to mind for you... rate about your performance and reinvent throughout the semester? What did you... learn about... working in a cross-disciplinary team, particularly in accommodating perspectives outside of your own discipline? How did your awareness of team dynamics and your own behavior or space form at different checkpoints? These were distributed periodically throughout the semester progression and students recognized their own strengths. Across the board, reflections showed the most deadlines—tasks, individual and the final review—that students gravitated to dominance. In particular, working effectively in a team, and work in the balance. Yet this desire did not correspond to diminished design quality. In fact, many noted that their personal... due to, and simultaneously improved the... This suggests a team capable of high-level performance, though sometimes at the expense of sustainable habits. Another recurring theme was the tension between self-awareness. Students demonstrated strength in self-knowledge of problems status, confidence cycles, and common collaborative challenges, pace of process and personal growth. Many identified the team's strengths (what they did well, how they supported each other, where they excelled), identified the team's weaknesses or challenges (coaching difficulties, gaps in process, or areas for improvement), described a concrete tool and insight to share (a moment, a conflict, a key collaboration, and the design process, and others actions and recommendations for how this team could continue to grow and work more effectively in future academic or professional settings.

You have should be objective, professional, and reflective, similar to a post-project report or review of written by an experienced design studio lead. Focusing any single person's perspective, "I" ideas, look for collective meaning and common threads that define the team's experience.

AI PROMPT

You are serving as an objective evaluator synthesizing a set of individual 200-word reflection essays written by members of a cross-disciplinary architecture studio team. Each reflection responds to the following questions:

What comes to mind for you... rate about your performance and reinvent throughout the semester? What did you... learn about... working in a cross-disciplinary team, particularly in accommodating perspectives outside of your own discipline? How did your awareness of team dynamics and your own behavior or space form at different checkpoints? These were distributed periodically throughout the semester progression and students recognized their own strengths. Across the board, reflections showed the most deadlines—tasks, individual and the final review—that students gravitated to dominance. In particular, working effectively in a team, and work in the balance. Yet this desire did not correspond to diminished design quality. In fact, many noted that their personal... due to, and simultaneously improved the... This suggests a team capable of high-level performance, though sometimes at the expense of sustainable habits. Another recurring theme was the tension between self-awareness. Students demonstrated strength in self-knowledge of problems status, confidence cycles, and common collaborative challenges, pace of process and personal growth. Many identified the team's strengths (what they did well, how they supported each other, where they excelled), identified the team's weaknesses or challenges (coaching difficulties, gaps in process, or areas for improvement), described a concrete tool and insight to share (a moment, a conflict, a key collaboration, and the design process, and others actions and recommendations for how this team could continue to grow and work more effectively in future academic or professional settings.

You have should be objective, professional, and reflective, similar to a post-project report or review of written by an experienced design studio lead. Focusing any single person's perspective, "I" ideas, look for collective meaning and common threads that define the team's experience.

MERGE TEAM REPORT (AI GENERATED)

Over the course of the semester, MERGE studio has undergone a noticeable and meaningful growth, adaptability, and intimacy, self-awareness in self-reflection and collaborative dynamics. While each member experienced the process differently, several consistent themes emerged—most strongly a heightened appreciation for the complexities of interdisciplinary collaboration, the challenges of managing competing priorities, and the value of creative flexibility and empathy as fundamental elements of design practice.

Patterns and Trends in Performance and Mindset

A recurrent pattern across reflections is the shift from early uncertainty to increasing confidence and clarity. Several students described starting the semester with strong organization and energy, which later fluctuated as the workload intensified. Others noted feeling initially isolated or unsure of their place in the studio, yet gradually even comparing themselves to peers from different disciplines. These early doubts gradually diminished as the semester progressed and students recognized their own strengths. Across the board, reflections showed the most deadlines—tasks, individual and the final review—that students gravitated to dominance. In particular, working effectively in a team, and work in the balance. Yet this desire did not correspond to diminished design quality. In fact, many noted that their personal... due to, and simultaneously improved the... This suggests a team capable of high-level performance, though sometimes at the expense of sustainable habits. Another recurring theme was the tension between self-awareness. Students demonstrated strength in self-knowledge of problems status, confidence cycles, and common collaborative challenges, pace of process and personal growth. Many identified the team's strengths (what they did well, how they supported each other, where they excelled), identified the team's weaknesses or challenges (coaching difficulties, gaps in process, or areas for improvement), described a concrete tool and insight to share (a moment, a conflict, a key collaboration, and the design process, and others actions and recommendations for how this team could continue to grow and work more effectively in future academic or professional settings.

Learning Through Cross-Disciplinary Collaboration

The cross-disciplinary framework was central to the team's development. Architecture and interior design students frequently commented on the differences in terminology, visualization methods, and design priorities that not only created tension or uncertainty. However, these differences quickly became a catalyst for successful thinking. Multiple reflections emphasized how exposure to unfamiliar approaches enhanced the project. Architecture students might initially see certain interior design decisions as overly concerned with aesthetics. However, after being challenged to translate their ideas more clearly, avoiding assumptions about shared knowledge, and becoming more intentional about communication, "mysterious" elements of the narrative framed disciplinary differences as a barrier by the end of the project. Instead, students saw it as an asset that strengthened the final design. Several highlighted the realization that expertise is distributed, not hierarchical—as especially rewarding. Insight for those who initially felt intimidated by peers "other disciplines.

Team Dynamics and Emotional Intelligence

Almost every response reflected on the team's emotional intelligence. Students recognized the need to "read the room," adapt communication styles, and navigate personalities. Several described learning to balance assertiveness with empathy, particularly when working under pressure. Some students described moments when they had to step back from their own ideas to support a teammate who was struggling, while others learned to speak up more confidently when they felt their contributions were being overlooked. These experiences highlighted the importance of emotional awareness in maintaining a healthy studio culture. Many students also noted that the most challenging moments ultimately led to the strongest growth, as they were forced to move outside their comfort zones and develop new skills in communication, patience, and flexibility.

Reflecting on these patterns, I am carrying several insights forward into future academic and professional projects. I have a better understanding of my perfectionism grows when approaching art class, so I plan to develop strategies that help me establish basic, such as setting aside time for a working specific time for other responsibilities and checking in with myself earlier in the process. I also want to emulate the example of the team leaders I met in the future. This team, in every class communication, and shared ownership of the project set a high expectation for what collaboration can and should be moving forward. Overall, this experience has strengthened my self-awareness, my collaborative abilities, and my confidence in navigating complex design challenges and ongoing work.

Strengths and Weaknesses of the Team

Strong communication and individual awareness. Students consistently described the team as supportive, encouraging, and attentive to interpersonal needs. Accessibility. The group was willing to adjust roles, make compromises on strategies, and revise design decisions when necessary. Commitment to quality. Regardless of stress or time pressures, each member was dedicated to their final product and to the architectural standard. Open communication. Students felt comfortable sharing thoughts, concerns, and creative ideas. Interpersonal dialogue. The team showed a high level of awareness and flexible conflicts as opportunities in between rather than division. Time crisis. Despite fluctuating confidence levels, every team member was able to varied a consistent and integrated final project. These strengths suggest a team with high potential to overcome challenges and produce a successful and sustainable final outcome as a whole.

The workflow also included several recurring challenges. Time management and work-life balance. Many students reported overthinking, deep, consistent time, or other commitments to meet deadlines. The problem, while common in design studios, highlights a need for more consistent pacing and planning. Uneven confidence and self-accuracy. Some members struggled early in the semester to have a clear idea of their tasks. Although this improved over time, it created a need for clearer task discussions early in the project. Communication rhythms. While overall communication was strong, a couple of students mentioned a desire for more consistent check-in meetings to maintain momentum between major project phases. Perfectionism and overcommitment. A few team members described difficulty reducing or limiting their standards with more deadline constraints. These challenges do not diminish the team's accomplishments but highlight opportunities for growth.

Lessons Learned and Moving Forward

Collectively, the team identified several lessons that will benefit future academic and professional work. Prioritize clear communication. Regular check-ins, open discussions, and clear delegation can help avoid bottlenecks and maintain momentum. Leverage each person's strengths. Assigning roles based on individual interests and skills can improve efficiency and overall quality. Plan realistic timelines. Building in buffer time can reduce last-minute stress and allow for more thoughtful decision-making. Maintain a healthy balance. Encouraging breaks and setting boundaries can help prevent burnout and support long-term productivity. Looking forward, the team can build on these insights by establishing earlier deadlines, more structured check-ins, and a shared understanding of each member's working style. Overall, the team's strengths in communication, adaptability, and mutual support provide a strong foundation for continued success in future projects.

Report generated on 04/17/25

INDIVIDUAL STUDENT REFLECTIONS

EMILY GRISE
ARCHITECTURE
4TH YR, B. ARCH

Throughout the semester, my personal dynamics data revealed clear patterns in how I engaged in different phases of the design process. While team cohesion remained consistently high, my individual responses showed that the most demanding periods, especially during midterm and final review preparations. Looking at this pattern helped me to recognize a broader way of thinking. When a major deadline approaches, my attention can intensify, and I unintentionally deprioritize my other courses and responsibilities. I have still always been caused by external pressures, but by my own inclination to focus on perfecting deliverables, often at the expense of maintaining balance between work and life.

I continued the steadiness of our team dynamics provided an impactful sense of stability. Working with a very communicative and empathetic group, sense as a tool, rather than an influence, the collaborative design decisions and working toward additional deadlines. Our shared ambition of intelligence, when through processing from one another, dialog went as a life, and going to each other's strengths. I really contributed to the quality of our process and outcomes. Through this reflection I learned a great deal about being a supportive, calling teammate and became more comfortable letting go of control. The shift in my behavior benefited not only my well-being but also the effectiveness of the team.

Reflecting on these patterns, I am carrying several insights forward into future academic and professional projects. I have also learned that my perfectionism grows when approaching art class, so I plan to develop strategies that help me establish basic, such as setting aside time for a working specific time for other responsibilities and checking in with myself earlier in the process. I also want to emulate the example of the team leaders I met in the future. This team, in every class communication, and shared ownership of the project set a high expectation for what collaboration can and should be moving forward. Overall, this experience has strengthened my self-awareness, my collaborative abilities, and my confidence in navigating complex design challenges and ongoing work.

LUCY BUELL
ARCHITECTURE
4TH YR, B. ARCH

Throughout this semester, my personal performance followed a compressed, boundary: although the midterm, energy, and overall motivation gradually declined, the clarity, creativity, and craftsmanship of my work continued to increase. Early in the semester, I maintained strong organization of hand, a steady workflow, and a balanced approach to managing tasks. However, as the project expanded in scope and the expectations grew more demanding, my focus narrowed a most critical to producing a polished, cohesive final result. While I was still aware of issues, I became more selective about what I addressed, prioritizing the overall design direction and refinement of key moments rather than attempting to resolve every detail. This shift was necessary to meet the deadline, but it also contributed to the development of unhealthy habits, especially a lack of sleep, reduced downtime, and an inconsistent daily structure. I realized that by consistently pushing myself too deeply into a single mindset, I compromised my well-being and weakened my ability to manage time effectively. Amid these personal challenges, our team dynamic emerged as one of the most positive and stabilizing factors of the entire process. Even moments we examples of how I was able to maintain a consistent level of energy, communication, and support for my teammates, even when I was struggling myself. Our ability to work through disagreements openly, especially around design and aesthetic decisions—was especially important. Rather than avoiding tension, we learned how to engage with it productively, using critique and discussion as a way to refine and improve our ideas. This willingness to listen and adjust allowed us to create a cohesive, integrated final project that blended interior design concepts with architectural expression in a seamless way. I am particularly proud of the level of intelligence we put into some of our collaboration. Our ability to communicate clearly, practice empathy, and remain present with other's workloads at a stress were made us a far more efficient and supportive team. This emotional awareness helped us navigate challenges without losing our shared goals or the quality of our final outcome. Looking back, I am carrying forward several meaningful insights. I learned that high-quality design work is "done when" paired with healthy routines, intentional organization, and personal boundaries. I also recognize how essential communication and creative awareness are in both academic and professional environments. Moving forward, I plan to apply stronger self-management strategies, maintain a more consistent class schedule, and set clearer timelines for myself. Additionally, I will continue to practice proactive communication and collaborative leadership. These steps will strengthen my ability to contribute effectively to future design teams while supporting long-term growth, balance, and creativity.

ELIZA AGNEW
ARCHITECTURE
4TH YR, B. ARCH

Throughout the semester, I sometimes balanced emotionally, mentally, and physically. I noticed that around major deadlines, I struggled more to keep up with work in my other classes, though it was never unmanageable. I also realized that I often struggled to understand how the group felt about my contributions. I decided I regularly felt I was never fully confident but what I thought of my tasks or the value and clarity my teammates produced. One of my biggest challenges coming into this semester was my confidence in my skills, work, and knowledge—especially compared to my fellow architecture students. At the beginning of this journey, I often felt like my ideas weren't good enough or were somehow wrong, and I made me hesitant to participate in group discussions. I would usually agree with others rather than offer my own insights. Over the course of the semester, I slowly started recognizing my strengths. It wasn't until my insights from our final presentation that I finally realized I do, at the end, of what contributed. At the start of Team Merge's journey, we were a group of four. Natasha was a Bargens and that we wouldn't have a chance to see any one person.

Looking back, I think the mindset was the time that we are one until—not adversaries—despite the inevitable disagreements or miscommunications. Our group also maintained an almost contagious positivity with each other. Whether we felt positive or not, we always spoke about our project and each other up mutually. For me, this helped me feel the good even during stressful moments. I am extremely grateful for my teammates. Another factor that I found my days was knowing before the semester began. For this studio would be challenging. Someone I trust advised me not to overwork myself and to set boundaries that would help prevent burnout. The same with the responsibility of keeping up with the coursework and managing the time well, but going to remember my mental health is another of our college, so I was clear I will carry forward the work ethic and will see that my group has not centralize more. I think that I realized the most beneficial part of this semester: skills and knowledge can always be learned along the way, but mastering time management is extremely challenging—and I now don't have to... over-rely back on learning any creativity.

ANGELI WARREN
ARCHITECTURE
4TH YR, B. ARCH

Throughout the semester my performance was "average" and continued to improve. I am proud assignment taught me how to better manage my time, develop my technical skills, and gain the knowledge to apply in all present careers. In addition, I feel a sense we were extremely minded when coming to this studio. My main priority was to have successful team by the end of the quality of my work as the second priority. As I've proved progressed, maintaining healthy team dynamics successfully represented in my personal views and the benefit of my group's success. Lastly, I expressed moderately organized and balanced with my work. I recognize that my mental and emotional health "...doubled in. To go well. However my mental and physical health were on a steady ascend to 4th and striving.

My semester-by-name was to be one via and a hard worker like, also I this whole semester I gained successful skills and technical knowledge from my teammates and other classmates. I work well with others to create a realistic and workable environment. I am eager to get the job done in an orderly and "creepy" way. In addition, my team did the same. Our team dynamics influenced me greatly. We maintained healthy communication and project skills. Our team worked as a cooperative unity to help others better. As a result our personal work and overall quality increased.

In the future, I will maintain healthy time dynamics, ensuring my others and myself to work them to make all demands as needed, and teach others to do the same. I will also maintain organized and effective dead-lines in these outcomes. I even know how to push myself to success in a timely and orderly fashion. I see improve my technical rendering skills and hope to focus on rendering details in the future.

HANNAH COLLINS
ARCHITECTURE
3RD YR, B.ARCH

At the start of the semester, I was overwhelmed but it all fell into place. I was interested by others in my group. I wasn't confident like my cousins or others were group amongst compared to others. I was still kind of was in a smaller's block. When first started this class, quickly noticed a difference between teaching styles and the quality of work accepted from students. This is, and me to flow conventional. I went into the studio believing that the architects were smarter or better than interiors. But I quickly realized that we were really all learning at the same rate.

None of us knew more than the other. In all realms. Sure, some were more proficient in certain programs but not as good as others. Later in the semester I started to gain self-growth. After each critique, please we received feedback from the professionals. I felt a sense of accomplishment that I had never felt before. That feedback was exactly what I needed to hear. Yes this whole semester I had fear and worry, but I finally sat down more in the studio than I ever was for any class. There was a shift when I thought. But critics were too high, which was not only the quality of work and my emotional state.

Overall, I'm very glad to take this class again, I can only would, because of the amount of self-growth I have had. I can confidently say that this studio has truly prepared me for the future of my career and that I am beyond thankful for.

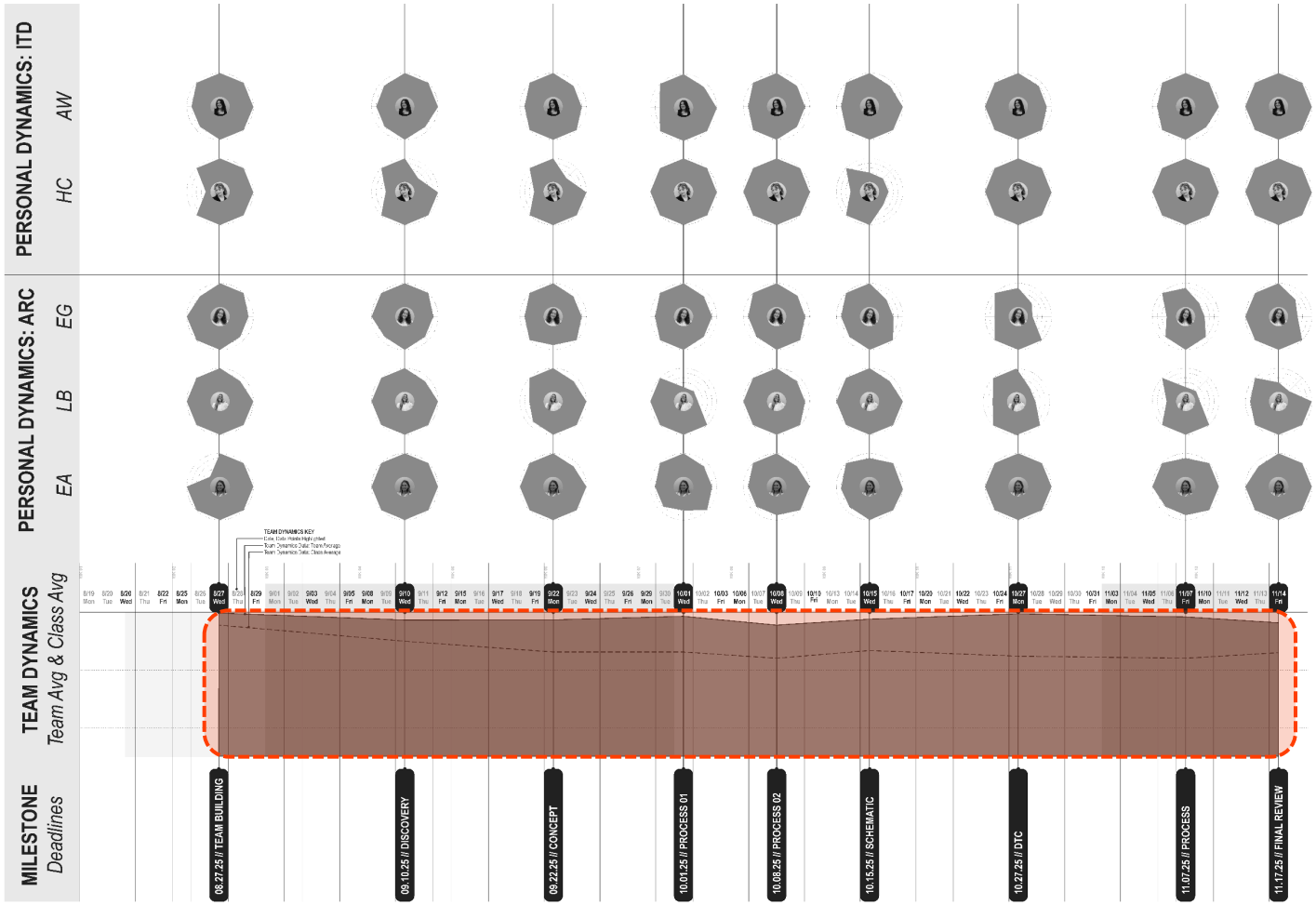
MARGE
ARCHITECTURE
4TH YR, B. ARCH

Throughout this semester my performance followed a very familiar rhythm: inconsistent productivity, uneven hours, and constant appreciation for my teammates. I often joked about being the "procrastinator" of the group's personal associated when anything—from a crushed file to a missing pen, went wrong. Surprisingly, that role became an important part of our team dynamics. While I may not have been the most productive person in the room, I did my best to keep morale steady, keep tension with humor, and show up for my teammates in the ways I knew I could.

One pattern I noticed was that my mindset and motivation always improved when our team was together. I love love my teammates, and their positivity, discipline, and creativity made me want to contribute more meaningfully. Even when I felt overwhelmed by studio culture (which I still openly dislike), I knew myself learning greatly by being present in discussions and observing how each witness and interior design students approached the same problems in different ways.

Cross-disciplinary collaboration pushed me to understand new perspectives and communication styles. I realized that even if I weren't practicing the most interiorly, I contributed by helping the group stay grounded, translating stress into shared laughter, and offering honest feedback when needed. Hearing my "older sisters" channeling a little Barbara energy, and sharing emotionally myself, helped me support the emotional side of our research.

This semester taught me that effective teams need more than technical skill—they need balance, communication, and space for different personalities to thrive. Moving forward, I want to strengthen my work habits so my tangible contributions can be more consistent from the beginning. I also personally, I've learned that showing up matters fully and not my deeply about the people you work with can be just as valuable as any drawing or model.



Team Dynamics Across Time

MERGE

COLLABORATION: DATA ANALYTICS

PURPOSE

Until we think in terms of a _, architecture is a highly complex profession that requires collaboration across disciplines. Creating architecture requires architects, interior designers, engineers, landscape architects, and a range of other experts and draws from the conceptual and practical conundrums of a project. This collaborative exchange transforms the design process into a dialogue, where creative ideas are further refined through the layering of interdisciplinary perspectives.

Design through cross-disciplinary collaboration enriches the work in ways that individual practice alone cannot achieve. It cleverly aligns designers for more balanced design—by considering the considerations of someone from systems, spaces, and experiences—we create a more integrated process, fostering innovation and making buildings. Collaboration becomes a central medium of architectural practice, where the process itself mirrors teamwork with greater depth, intentionality, and meaning.

Throughout the semester, students collected data and recorded insights about their team dynamics and their individual roles within the group. They synthesized this information in a collaborative assemblage, and analyzed the patterns and relationships that emerged. Through this process, they identified key themes related to leadership, collaboration, and personal contributions, recognizing both strengths and areas for future growth.

In doing so, students developed greater self-awareness as designers and collaborators, applying design thinking to their own development and leadership.

DATA COLLECTION: TEAM DYNAMICS

The Team Dynamics Timeline gathered team level data throughout the semester, following major project milestones. The data collected from the Personal Dynamics Survey was used to track collective growth, and personal behaviors.

TEAM DYNAMICS

1 "Our team communicates clearly and effectively." (Measures quality of team communication.)

2 "Our team is able to work through conflicts/disagreements in a healthy, productive way." (Measures teamwork and level of resolution.)

3 "Everyone on the team understands their role and responsibilities as a team." (Measures alignment and task clarity.)

4 "Work is being distributed fairly among team members." (Measures equity and balance within the team.)

5 "Our team values and leverages the unique skills and perspectives of each member." (Measures appreciation of diversity and inclusion.)

DATA COLLECTION: PERSONAL DYNAMICS

The survey below was distributed to students at the different points throughout the semester, following major project milestones. The data collected from the Personal Dynamics Survey was used to track collective growth, and personal behaviors.

PERSONAL DYNAMICS

1 "I am staying on top of my individual project tasks and deadlines this week." (Quantifies personal time management and accountability.)

2 "I have managed my coursework in other classes in a way that supports my ability to contribute meaningfully to the project." (Assesses impact of academic time management on project performance.)

3 "I have managed my academic commitments in a way that supports my ability to contribute meaningfully to the project." (Assesses impact of social time management on project performance.)

4 "I am making a conscious effort to understand and consider perspectives outside of my own discipline." (Measures intentionality in cross-disciplinary engagement.)

5 "I am aware of how my behavior and comments/action are impacting team dynamics." (Measures emotional intelligence and self-awareness.)

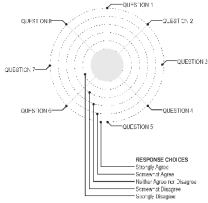
6 "I am proud of the quality of my work on the project this week." (Measures personal contribution with project performance.)

7 "I feel mentally and emotionally balanced in my approach to the project this week." (Measures mental well-being and burnout.)

8 "I feel this course challenges me and supports meaningful learning." (Measures perceived learning.)

PERSONAL DYNAMICS: DATA CLUSTERS

The Personal Dynamics Interaction gathered from each of the time surveys throughout the semester is reflected in the Data Clusters below. Each axis of the cluster represents one of the questions and the corresponding response—a student's response to each question at that checkpoint.



OBSERVATIONS & CONCLUSIONS

Students used ChatGPT to develop an "agent of code-project team" that fed synthesized and evaluated their collective reflections. The report analyzed students' written responses to generate a "projective assessment of both individual and team performance. Each 200 word reflection was examined to identify recurring patterns, themes, and shared insights across the collection. Leadership, communication, and professional growth.

The exercise aimed to move beyond individual self-awareness to capture a broader understanding of how the team contributed as a whole, highlighting its strengths, challenges, and overall development throughout the semester. By articulating collective lessons learned and offering thoughtful recommendations for future work, students practiced critical reflection as an interdisciplinary team work and applied architectural thinking to enhance both their design process and professional collaboration.

AI PROMPT

You are serving as an objective evaluator synthesizing a set of individual 200-word reflection essays written by members of a cross-disciplinary architecture studio team. Each reflection responds to the following questions:

What comes to mind when you think of your performance and relevant moments throughout the semester? What did you learn about working in a cross-disciplinary team, particularly in accommodating perspectives outside of your own discipline? How did your awareness of team dynamics and your own behavior impact the collective process and outcomes? Consolidate your observations, what insights will you carry forward into future academic or professional projects?

Using the text of all team members' reflections, write a 1,000 word summary and analysis that:

Synthesizes broad consciousness and identifies key patterns or recurring themes across all reflections. Highlights both individual and collective observations about collaboration, leadership, communication, and professional growth. Identifies the team's strengths (what they did well, how they supported each other, moments they excelled), identifies the team's weaknesses or challenges (recurring difficulties, gaps in process, or areas for improvement), describes cross-disciplinary insights (what team members learned about collaboration, and the design process, and others actions and recommends areas for how this team could continue to grow and work more effectively in future academic or professional settings.

You have about the objective, professional, and reflective, similar to a post-project report or analysis of an awesome design studio. Avoid framing any single person's perspective, instead, look for collective meaning and common threads that define the team's experience.

MERGE TEAM REPORT (AI GENERATED)

Over the course of the semester, the team has collectively navigated an intensive year-long design studio, adapting to new environments, and overcoming significant challenges. Despite these obstacles, the group has demonstrated remarkable resilience, consistently showing up for one another and for the work. While each member has experienced the process differently, several shared themes emerge—most notably a strong appreciation for the complexities of interdisciplinary collaboration, the challenges of managing competing priorities, and the value of creating a space where vulnerability and open communication can flourish.

Patterns and Trends in Performance and Mindset

A recurring pattern across reflections is the shift from early uncertainty to increasing confidence and clarity. Several students described starting the semester with strong organization and energy, which later transitioned into periods of overwhelm, self-doubt, and burnout. Others spoke to the importance of letting go of perfectionism and embracing a more flexible, iterative approach to design. Many also noted that their relationship to time management changed over the course of the semester. Initially, some students struggled to balance studio work with outside responsibilities, but as the semester progressed, they developed more effective strategies for managing their workloads. Several students also reflected on how their mindset toward failure evolved, learning to see setbacks not as personal shortcomings but as necessary parts of the design process.

Strengths and Weaknesses of the Team

Strong communication and emotional awareness. Students consistently described the team as supportive, encouraging, and attentive to interpersonal needs. Accessibility: The group was willing to adjust plans, make extra time for one-on-one dialogue, and revise design decisions when necessary. Commitment to quality: Regardless of stress or time constraints, each member was dedicated to their final product and to the collective success. Interpersonal strengths: Empathy, self-awareness, and flexible conflict-resolution approaches. In addition to their strengths, students also identified areas for growth. Time management: Many students reported underestimating deep, consistent time, or other commitments to meet deadlines. Another weakness was a tendency to avoid difficult conversations. Students acknowledged the importance of addressing issues early rather than letting frustrations build. Lastly, some members struggled with the balance between individual work and group collaboration. While overall communication was strong, several reflections mentioned moments when coordination lagged—times during team meetings or between major project phases. Perfectionism and self-criticism: Several team members described struggling with overworking and/or underperforming, with standards that were sometimes too high for themselves or their teammates. While these challenges did not derail the team's ability to accomplish its work, they highlight opportunities for growth.

Lessons Learned and Moving Forward

Collectively, the team identified several lessons that will benefit future academic and professional work. Prioritize clear communication: Regular check-ins, open dialogue, and transparency about workload and stress levels are essential. Interdisciplinary work becomes a strength, not a challenge: Rather than viewing unfamiliar terms or methods as frustrations, they can lead to richer, more innovative design outcomes. Time and flexibility are key: Allowing room for iteration, rest, and unexpected challenges can ultimately lead to stronger results. Vulnerability fosters connection: Sharing struggles and asking for support can strengthen relationships and improve the overall team dynamic. Looking ahead, many students expressed a desire to carry these insights into their future work, whether in academic settings or professional practice. Some plan to be more intentional about setting boundaries, while others hope to maintain the level of collaboration they experienced this semester. Overall, the team has grown not only in their technical skills but also in their ability to work together as a community of learners and designers.

Report generated on 04/11/25

INDIVIDUAL STUDENT REFLECTIONS

EMILY GRISE
ARCHITECTURE
4TH YR, B. ARCH

Throughout the semester, my personal dynamics data remained quite stable. In Year 1 I expected to set different phases of the design process. While certain scores remained consistently high, my product responses dipped during the most demanding periods, especially during Material and Tool review processes. Seeing this pattern helped me recognize a tendency of mine. While a major dedication appreciates my perfection and attentiveness, and I unintentionally deprioritize my other courses and personal commitments. I have still been "overly" caused by external pressures, but by my own inputs to focus on perfecting deliverables, often at the expense of maintaining balance between work and life.

In contrast, the steadiness of our team dynamics provided an impactful sense of stability. Working with a very communicative and empathetic group cannot be achieved, rather than with reference. Re-collaborating on design decisions and working towards difficult deadlines. Our shared ambition of intelligence, driven through providing from one another, dividing work equally, and giving constructive criticism greatly contributed to the quality of our process and outcomes. Through these observations I learned a great deal about being a supportive, caring teammate and became more comfortable taking up of control. The shift in my behavior benefited not only my well being but also the effectiveness of the team.

Reflecting on these patterns, I am carrying several insights forward into future academic and professional projects. I have understood that my perfectionism grows when approaching an unknown, so I plan to develop strategies that help me establish basics, such as setting rules like "a sketch by specific time for other responsibilities and checking in with myself each time in the process. I also want to emulate the example of the team dynamics I exhibited in the future. This team, in every clear communication, and shared ownership of this project set a high expectation for what collaboration can and should be moving forward. Overall, this experience has strengthened my self-awareness, my collaborative abilities, and my confidence in managing myself during demanding design work.

LUCY BUELL
ARCHITECTURE
4TH YR, B. ARCH

Throughout this semester, my personal performance followed a compressed, boundary: although my motivation, energy, and overall motivation gradually declined, the clarity, creativity, and craftsmanship of my work continued to increase. Early in the semester, I maintained strong organization of hand-in deliverables and balanced workloads by managing tasks. However, as the project expanded in scope and the expectations grew more demanding, my focus narrowed a most entirely to producing polished work and meeting deadlines. This reliance on accumulation strengthened my skills, but I often continued to the development of unhealthy habits—especially a lack of sleep, reduced downtime, and an inconsistent daily structure. I realized that my remaining myself too closely to the project sometimes compromised my well-being and awareness my ability to manage time effectively. Amid these personal challenges, our team dynamic emerged as one of the most positive and stabilizing factors of the entire process. Their presence left a meaningful impact on my experience and how I approached collaboration moving forward. Despite my own struggles, I was consistently impressed by the dedication, creativity, and thoughtfulness each member brought to the studio. Even during periods when I felt overwhelmed or disengaged, I could rely on my teammates to show up prepared, contribute meaningfully, and support the group's overall progress. Their consistency helped maintain momentum when my own motivation was low, and their willingness to collaborate openly made it easier to ask for help or admit when I was struggling. Working with such a capable and reliable team reinforced the importance of surrounding yourself with people who share a commitment to quality and mutual respect. Looking ahead, I am carrying forward a greater awareness of my own limits and the importance of addressing them before they begin to affect my work. I have learned that I perform best when I maintain a sustainable pace, even if it means sacrificing some perfection in the process. I also recognize the value of collaborating with individuals who bring different strengths and perspectives, and I hope to seek out similar environments in future academic and professional settings. Ultimately, this experience has reinforced the idea that good design is not the result of working harder at all costs, but of working with greater intention, balance, and support.

ELIZA AGNEW
ARCHITECTURE
4TH YR, B. ARCH

Throughout the semester, I sometimes balanced emotionally, mentally, and physically. I noticed that around major deadlines, I struggled more to keep up with work in my other classes, though it was never unmanageable. I also realized that I often struggled to understand how the group felt about my contributions. I checked in regularly, but was never fully confident that what I thought of my tasks matched the same value as what my teammates produced. One of my biggest challenges coming into this semester was my confidence in my skills, work, and knowledge—especially compared to my fellow architecture students. At the beginning of this journey, I often felt like I knew a good concept or were sometimes wrong, or I'd create the best or to satisfaction in the group discussions. I group discussions, I would usually agree with others rather than offer my own insights. Over the course of the semester, I slowly started recognizing my strengths. It wasn't until my nights before our final presentation that I finally believed I'm at the point of what I contributed. At the start of Team Merge's journey, we set the expectation that individual work is the team as that we wouldn't pass a one or any one person.

Looking back, I think the mindset was the time that we are one unit—not as several—despite the inevitable disagreements or miscommunications. Our group also maintained an almost contagious positivity with each other. Whether we felt positive or not, we always spoke about our project and each other up mutually. For me, this helped me feel the good even during stressful moments. I am extremely grateful for my teammates. And not likely that of us and my cognizance was knowing before the semester began. For this studio would be challenging. Someone I trust advised me not to overwork myself and to set boundaries that would help prevent burnout. To some extent, I responsible for stressing up with the coursework and managing the time well, but coming to remember my mental is a section of our design, so I cannot state I will carry forward the work ethic and will love that my group has cost cathartic moments. I think that I realized the most beneficial part of this semester: skills and knowledge can always be learned along the way, but mastering time management is extremely challenging—and I now don't have to over-rub back to learning any creativity.

ANGELI WARREN
ARCHITECTURE
4TH YR, PLEASE

Throughout the semester my performance was average and continued to improve. Each passed assignment taught me how to better manage my time, develop my technical skills, and gain the knowledge to apply in all present careers. In addition, I had a new love and connection mindset when coming to this studio. My main priority was to have a successful team by prioritizing the quality of my work as the second priority. As I've proved progressed, maintaining healthy team dynamics successfully intertwined with personal values and benefits of my group was achieved. Today, I expressed moderately organized and balanced with my work. I recognize that my mental and emotional health "…doubled in it's growth. However, my mental and physical health were constantly around a 4 – and declining.

My semester-by-name was to be one-to and a heart warmer than, also, I this whole semester I gained successful skills and technique in developing from my teammates and other classmates. I work well with others to create a realistic and workable environment. I am eager to get the job done in an orderly and "creepy" way. In addition, my team did the same. Our team dynamics influenced me greatly. We maintained healthy communication and product skills. Our team worked as a cohesive unity to help others better. As a result, our personal work and overall dynamic increased.

In the future, I will maintain healthy team dynamics, ensuring my others and myself to work them to make all demands as needed, and teach others to do the same. I will also maintain organized and effective dead-lines in these outcomes. I even know how to push myself to success in a timely and orderly fashion. I see improves my technical rendering skills and hope to focus on rendering details in the future.

HANNAH COLLINS
ARCHITECTURE
3RD YR, B.ARCH

At the start of the semester, I was overwhelmed but it felt fun also. I was interested by others in my group. I wasn't confident like my cousin or skills were good enough compared to others. I was so keen to work in a master's class. When first started the class, quickly noticed a difference between teaching styles and the quality of work accepted from students. This is, and me styles conversational. I went into the studio believing that the architects were smarter so better than students. But I quickly realised that we were really all learning at the same rate.

None of us know more than the other in all matters. Sure, some were more proficient in certain programs but not as good at others. Later in the semester I started to gain self-growth. After our externally graded review we received feedback from the external critic. I felt a sense of accomplishment that I had never felt before. That feedback was exactly what I needed to hear. Yes this whole semester I had fear and worry, but I finally did learn more in this studio than I can say for any class. There was a whole other thought that critics were some-so better than students. But I quickly realised that we were really all learning at the same rate.

Overall, I'm very glad to take this class again, I can only would, because of the amount of self-growth I have had. I can confidently say that this studio has truly prepared me for the future of my career and that I am beyond thankful for.

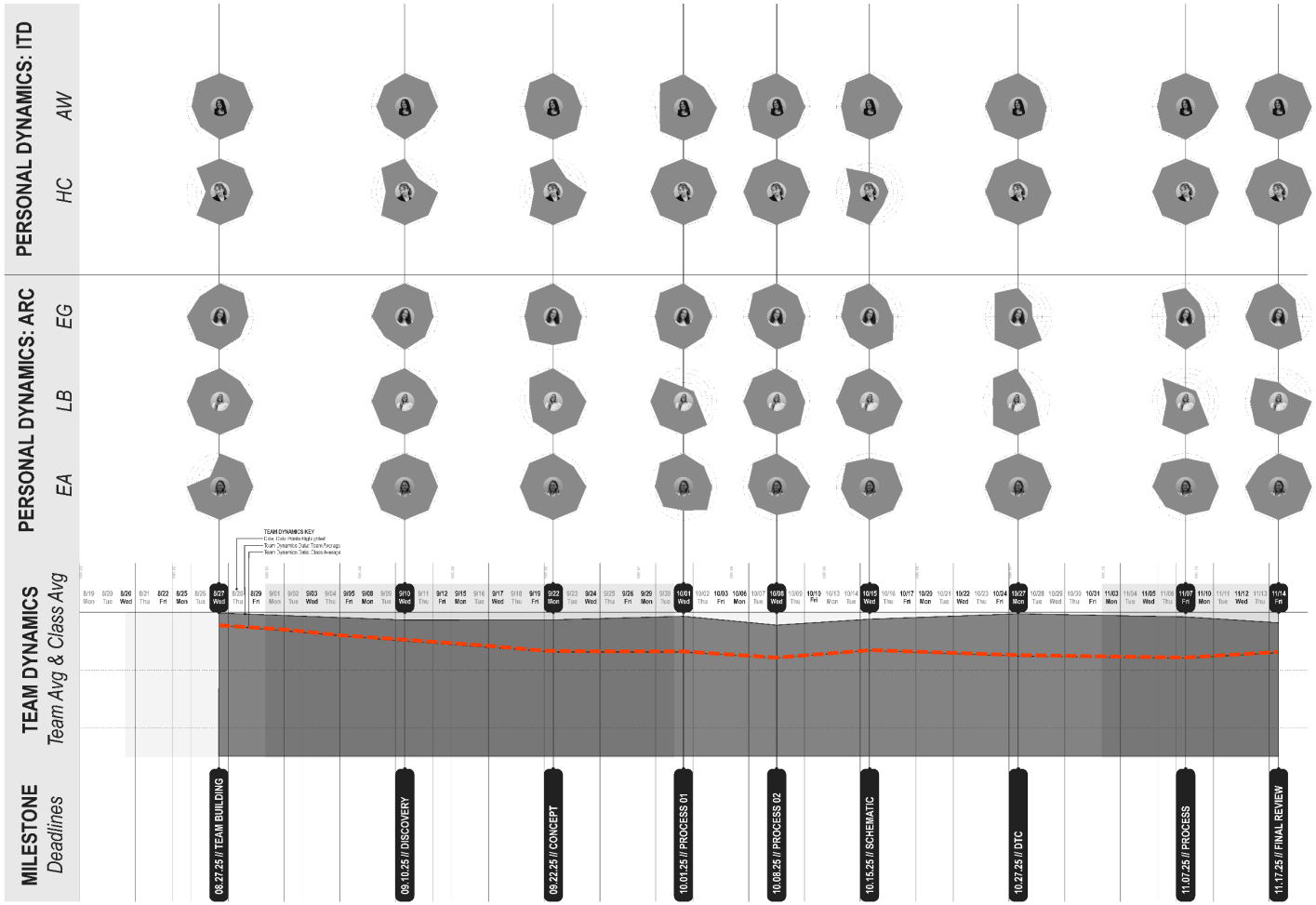
MARGE
ARCHITECTURE
4TH YR, B. ARCH

Throughout this semester my performance followed a very familiar rhythm: inconsistent productivity, uneasy humor, and constant appreciation for my teammates. I often joked about being the "productivity fish" of the group's personal sociological experiment—anything—from a crushed flip to a missing pen went wrong. Surprisingly, that role became an important part of our team dynamics. While I may not have been the most productive person in the room, I did my best to keep morale steady, keep tension with humor, and show up for my teammates in the ways I knew I could.

One pattern I noticed was that my mindset and motivation always improved when our team was together. I love love my teammates, and their positivity, discipline, and creativity made me want to contribute more meaningfully. Even when I felt overwhelmed by studio culture (which I still openly dislike), I tried myself learning quickly by being present in discussions and observing how each member and different design students approached the same problems in different ways.

Cross-disciplinary collaboration pushed me to understand new perspectives and communication styles. I realized that even if I weren't practicing the most elevating, I contributed by helping the group stay grounded, translating stress into shared laughter, and offering honest feedback when needed. Hearing my "older sisters" channeling a little Barbara energy, and sharing emotionally myself, helped me support the emotional side of our teamwork.

This semester taught me that effective teams need more than technical skill—they need balance, communication, and space for different personalities to thrive. Moving forward, I want to strengthen my work habits so my tangible contributions can better match the support my team gave me. Most importantly, I've learned that showing up, either fully and one my deeply about the people you work with can be just as valuable as any drawing or model.



Average Class Dynamics Across Time

MERGE

COLLABORATION: DATA ANALYTICS

PURPOSE

Unit outline forms of ar... architecture is a highly complex profession that requires collaboration across disciplines. Creating architecture requires architects, interior designers, engineers, landscape architects, and a range of other experts and draws both the conceptual and practical dimensions of a project. This collaborative exchange transforms the design process into a dialogue, where creative ideas are further refined through the layering of interdisciplinary perspectives.

Design through cross-disciplinary collaboration enriches the work in ways that individual practice alone cannot achieve. It encourages designers to move beyond a single-lens mindset and consider how systems, spaces, and experiences intersect. The outcome is not only a stronger design but also a more integrated process, fostering innovation and mutual learning. Collaboration becomes a central medium of architectural practice, where the process itself mirrors the complexity, performance, and meaning.

Throughout the semester, students collected data and recorded insights about their team dynamics and their individual roles within the group. They synthesized this information into a visualized ensemble, which analyzed the patterns and relationships that emerged. Through this process, they identified key themes related to leadership, collaboration, and personal contributions, recognizing both strengths and areas for future growth.

In doing so, students developed greater self-awareness as designers and collaborators, applying design thinking to their own development and leadership.

DATA COLLECTION: TEAM DYNAMICS

The Team Dynamics Survey was distributed over the course of the nine surveys throughout the semester as reflected in the time series trend graphs below, which utilize the data to develop Team Averages for each question point, with the Class Averages overlaid for comparison.

TEAM DYNAMICS

1 "Our team communicates clearly and effectively."
(Measures quality of team communication.)

2 "Our team is able to work through conflict/disagreements in a healthy, productive way."
(Measures teamwork and level of resolution.)

3 "Everyone on the team understands their role and responsibilities this week."
(Measures alignment and task clarity.)

4 "Work is being distributed fairly among team members."
(Measures equity and balance within the team.)

5 "Our team values and integrates input from all disciplines represented."
(Measures cross-disciplinary integration and respect.)

DATA COLLECTION: PERSONAL DYNAMICS

The survey below was distributed to students at nine different points throughout the semester, following major project milestones. The data collected from the Personal Dynamics Survey measured self-awareness, growth, and personal behaviors.

PERSONAL DYNAMICS

1 "I am staying on top of my individual project tasks and deadlines this week."
(Quantifies personal time management and accountability.)

2 "I have leveraged my coursework in other classes in a way that supports my ability to contribute meaningfully to the project."
(Assesses impact of academic time management on project performance.)

3 "I have managed my academic/non-academic commitments in a way that supports my ability to contribute meaningfully to the project."
(Assesses impact of social time management on project performance.)

4 "I am making a conscious effort to understand and consider perspectives outside of my own discipline."
(Measures intentionality in cross-disciplinary engagement.)

5 "I am aware of how my behavior and comments/action are impacting team dynamics."
(Measures emotional intelligence and self-awareness.)

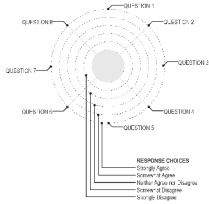
6 "I am proud of the quality of my work on the project this week."
(Measures personal satisfaction with project performance.)

7 "I feel mentally and emotionally balanced in my approach to the project this week."
(Measures mental health and burnout.)

8 "I feel this course challenges me and supports meaningful learning."
(Measures perceived learning.)

PERSONAL DYNAMICS: DATA CLUSTERS

The Personal Dynamics Interaction gathered from each of the nine surveys throughout the semester is reflected in the Data Clusters below. Each axis of the diagram represents one of the questions and the connecting rings represent a student average for each question at that checkpoint.



OBSERVATIONS & CONCLUSIONS

Students used ChatGPT to develop an "agent of data-driven team" that fed survey responses and evaluated their collective reflections. The report analyzed students' self-assessments to generate a "projective assessment of both individual and team performance. Each 200 word reflection was examined to identify recurring patterns, themes, and shared insights across the collection. Leadership, communication, and professional growth.

The exercise aimed to move beyond instinct, allowing students to capture a broader and scientifically driven team consensus on metrics, highlighting the strengths, challenges, and overall development of the semester. By articulating collective lessons learned and offering thoughtful recommendations for future work, students practiced critical reflection on interdisciplinary teamwork and applied architectural thinking to enhance both their design process and professional collaboration.

AI PROMPT

You are serving as an objective evaluator synthesizing a set of individual 200-word reflection essays written by members of a cross-disciplinary architecture studio team. Each reflection responds to the following questions:

What comes to mind when you think of your performance and relevant moments throughout the semester? What did you learn about working in a cross-disciplinary team, particularly in encountering perspectives outside of your own discipline? How did your awareness of team dynamics and your own behavior impact the collective process and outcomes? Considering all your observations, what insights will you carry forward into future academic or professional projects?

Using the text of all team members' reflections, write a 1,000 word summary and analysis that:

Synthesizes broad consciousness and identifies key patterns or recurring themes across all reflections, highlighting both individual and collective observations about collaboration, leadership, communication, and professional growth. Identifies the team's strengths (what they did well, how they supported each other, moments they excelled), identifies the team's weaknesses or challenges (recurring difficulties, gaps in process, or areas for improvement), describes cross-disciplinary insights (what team members learned about collaboration, and the design process, and others actions and recommends areas for how this team could continue to grow and work more effectively in future academic or professional settings.

You have should be objective, professional, and reflective, similar to a post-project report or analysis written for an academic design studio. Avoid favoring any single person's perspective; instead, look for collective meaning and common threads that define the team's experience.

MERGE TEAM REPORT (AI GENERATED)

Over the course of the semester, a team of students embarked on a journey marked by growth, adaptability, and resilience, with each member contributing unique perspectives and skills to the collective effort. While each member's experience was distinct, several recurring themes emerged, highlighting the importance of effective communication, the challenges of managing competing priorities, and the value of cross-disciplinary collaboration. These themes will be explored in greater detail in the following sections.

Patterns and Trends in Performance and Mindset

A consistent pattern across reflections is the shift from early uncertainty to increasing confidence and clarity. Several students described starting the semester with strong organizational and energy, which later fluctuated as the workload intensified. Others noted feeling initially isolated or unsure of their direction in the studio, yet gradually developing a sense of belonging and purpose. These early challenges often served as catalysts for personal growth, pushing individuals to adapt their approaches and develop more effective strategies for managing their time and responsibilities. Across the board, reflections showed that most deadlines—whether midterms and the final review—were met successfully, despite moments of stress and uncertainty. This suggests a resilient and determined group that was willing to persevere through challenges rather than withdraw from them. However, the pressure to maintain high standards also led to periods of self-doubt and burnout, particularly as the semester progressed and expectations increased.

Learning Through Cross-Disciplinary Collaboration

The cross-disciplinary framework was central to the team's development. Architecture and interior design students frequently commented on the differences in terminology, visualization methods, and design priorities that not only created tension or uncertainty. However, these differences quickly became a catalyst for productive thinking. Multiple reflections emphasized how exposure to unfamiliar approaches enriched the project. Architecture students gained insight into materiality and detail, while interior designers learned to think more broadly about circulation and space in a way that extended beyond aesthetics. Learning to translate their ideas more clearly, avoiding assumptions about shared knowledge, and becoming more intentional about communication—rapidly emerged as one of the most important lessons. Many students noted that early in the semester, they struggled to explain their concepts to peers outside their discipline, which at times led to confusion and misalignment. As the project progressed, however, these differences began to function as strengths rather than obstacles. Students started to leverage each other's expertise more effectively, with interior designers contributing a stronger understanding of human experience within the space, and architecture students offering more structured approaches to organization and development. This mutual learning process ultimately led to more cohesive and well-rounded design outcomes.

Team Dynamics and Emotional Intelligence

Across the reflections, a recurring theme was the importance of emotional intelligence. Students frequently noted the difficulty of balancing ambition with empathy, especially when working under pressure. Moments of tension often arose when individuals were passionate about their ideas but struggled to communicate them in a way that was open to feedback rather than defensive. Learning to listen actively, ask questions before critiquing, and remain flexible in discussions were all highlighted as key skills that developed over the course of the semester. Many students also reflected on the importance of emotional awareness within the group. Recognizing when someone was overwhelmed, disengaged, or hesitant to speak up led to more supportive and inclusive working environments. Several students noted that they made a conscious effort to check in on their peers, which helped foster a sense of trust and collaboration that became increasingly important as the project progressed.

Time Management and Workload Challenges

One of the most frequently mentioned challenges was time management, particularly in relation to the overlap between studio work and other coursework. Many students admitted to underestimating the amount of time required for certain tasks, leading to last-minute pushes and late nights. Group work was also affected by scheduling conflicts, with limited overlapping availability making it difficult to meet consistently outside of studio hours. This led to uneven participation in some cases, with certain members taking on more responsibility due to their availability rather than their role. Despite these challenges, many students reported improving their ability to plan ahead and prioritize tasks as the semester progressed. Breaking down large deliverables into smaller, manageable steps and setting internal deadlines were commonly adopted strategies that helped reduce stress and improve overall workflow.

Individual Contributions and Leadership

Reflections on individual contributions varied widely, but many students recognized that they took on more responsibility than they initially expected. Whether through organizing meetings, coordinating deliverables, or simply keeping the group on track, several members found themselves stepping into informal leadership roles. This was often described as challenging but rewarding, as it required balancing assertiveness with collaboration. Some students also reflected on the importance of delegation, noting that trying to do everything themselves was unsustainable and ultimately detrimental to the group's success. Learning to trust others and allow them to contribute in their own way was a key takeaway for many.

Strengths and Areas for Improvement

Overall, the team was characterized by encouragement and understanding, which helped individuals grow and innovate, and self-awareness in both individual and collaborative terms. While each member exhibited the process differently, several consistent themes emerged—dedication to their assigned responsibilities, openness to constructive feedback, and a willingness to engage with challenging problems and diverse perspectives. Ultimately, each member's contribution played a meaningful role in the group's success, and their reflections reveal a shared commitment to learning and improvement.

Strengths and Weaknesses of the Team

Strong communication and emotional awareness. S... clients consistently described the team as supportive, encouraging, and attentive to interpersonal needs. Adaptability: The group was willing to adjust roles, refine concepts, and rework designs, and revise design decisions when necessary. Commitment to quality: Regardless of stress or time pressures, each member was dedicated to their final product, demonstrating a strong work ethic and attention to detail. Team coordination: Despite initial unevenness in leadership and communication, the team developed a more structured approach over time, with improved task delegation and clearer communication channels. Self-awareness: Students consistently identified their own strengths and weaknesses. S... Areas for improvement: Time management: Several students struggled with balancing multiple responsibilities, leading to last-minute pushes and late nights. Another recurring challenge was underestimating the amount of time required for certain tasks, which created stress and affected the quality of some deliverables. Communication gaps: While communication was generally strong, there were moments when misunderstandings or assumptions led to inefficiencies or duplicated efforts. Some members felt that clearer initial discussions could have prevented these issues. Conflict resolution: Disagreements arose, particularly around design decisions, but the team did not always address these conflicts directly or efficiently. Developing more structured ways to handle disagreements—such as setting clear decision-making criteria or designating a final decision-maker—could help avoid unnecessary tension in the future. Overall, the team's strengths outweighed its weaknesses, and most challenges were addressed through collaboration and adaptation. However, recognizing and proactively addressing these areas for improvement could help future teams work more efficiently and reduce unnecessary stress.

Lessons Learned and Moving Forward

Collectively, the team identified several lessons that will benefit future academic and professional work. Proactive communication: Regular check-ins, clear deadlines, and transparency about workload and stress levels are essential. Interdisciplinary work requires deep capacity: Learning across disciplines takes time and effort, and collaboration is most effective when team members are willing to invest in understanding each other's perspectives. Flexibility is key: Rigid plans rarely survive contact with reality; teams that can adapt and revise their approach as needed are more likely to succeed. Quality over quantity: Focusing on a few well-developed ideas is more effective than trying to explore too many at once. Looking forward, the team can apply these insights by establishing clearer communication protocols, setting earlier deadlines for internal reviews, and creating more structured decision-making processes. Additionally, encouraging more frequent check-ins and fostering a culture of open feedback can help address issues before they escalate. By building on the strengths demonstrated this semester and addressing the areas for improvement, the team has the potential to work even more effectively in future collaborations.

Report generated on 12/11/25

INDIVIDUAL STUDENT REFLECTIONS

EMILY GRISE
ARCHITECTURE
4TH YR, B.ARCH

Throughout the semester, my personal dynamics data revealed clear patterns in how I responded to different phases of the design process. While team cohesion remained consistently high, my individual responses showed during the most demanding periods, especially during midterm and final review preparations. Seeing this pattern helped me to recognize a broader tendency in myself. When I face an overwhelming approaches, my perfection set intensifies, and I unintentionally deprioritize my other courses and personal commitments. These shifts were not always caused by external pressures, but by my own inability to focus on perfecting deliverables, often at the expense of maintaining a balance between work and life.

I confirmed the usefulness of our team dynamics projects as an impactful sense of stability. Working with a very communicative and empathetic group, across several others, rather than with whom we are collaborating on design decisions and working toward additional deadlines. Our shared ambition of intelligence, when through processing, knowledge and other, dividing work equally, and giving each other constructive critique, I really committed to the quality of our process and outcomes. Through this experience, I learned a great deal about being a supportive, caring teammate and became more comfortable letting go of control. The shift in my behavior benefited not only my well-being but also the effectiveness of the team.

Reflecting on these patterns, I am carrying several insights forward into future academic and professional projects. I have understood that my perfectionism grows when approaching an overwhelming task. I plan to develop strategies that help me better balance, such as setting more realistic internal goals for other responsibilities and checking in with myself earlier in the process. I also want to emulate the example of the team dynamics I met with in the future. This team, whose clear communication, and shared ownership of the project set a high expectation for what collaboration can and should be. Moving forward, I am confident in managing myself during demanding design work.

ELIZA AGNEW
ARCHITECTURE
4TH YR, B.ARCH

Throughout the semester, I sometimes balanced emotionally, mentally, and physically. I noticed that around major deadlines, I struggled more to keep up with work in my other classes, though it was never unmanageable. I also realized that I often struggled to understand how the group felt about my contributions. I checked in regularly but was never fully confident that what I thought of my tasks matched the same value as what my teammates produced. One of my biggest challenges going into this semester was my confidence in my skills, work, and knowledge—especially compared to my fellow architecture students. At the beginning of this journey, I often felt like I knew a good concept or were somehow wrong or unable to relate to or contribute to the group discussions. I would usually agree with others rather than offer my own insights. Over the course of the semester, I slowly started recognizing my strengths. It wasn't until my midterm and final presentation that I finally realized I do, at the end, of what contributed. At the start of Team Merge's journey, we were a group of five. Natasha was a freshman, so there was no way for us to have a sense of any one person.

Looking back, I think the mindset was the time that we are one unit—no adversaries—despite the inevitable disagreements or miscommunications. Our group also maintained an almost contagious positivity with each other. Whether we felt positive or not, we always spoke about our project and each other up mutually. For me, this helped me feel the good even during stressful moments. I am extremely grateful for my teammates. And not likely that of us and my class was knowing before the semester began. For this studio would be challenging. Someone I trust advised me not to overwork myself and to rest, but I believe that was my self-placed caveat. This came with the responsibility of keeping up with the coursework and managing the time well, but going to attended by meeting in a section of our college, so I was able. I will carry forward the work ethic and will love that my group has not call this. I think that I realized the most beneficial part of this semester: skills and knowledge can always be learned along the way, but mastering time management is extremely challenging—and I now don't have it... over—but back as a learning area, creativity.

HANNAH COLLINS
ARCHITECTURE
3RD YR, B.ARCH

At the start of the semester, I was overwhelmed but it all felt so wild. I was intimidated by others in my group. I wasn't confident like my cousin or skills were good enough compared to others. I was so lost that I was in a master's class. When first started the class, quickly noticed a difference between teaching styles and the quality of work accepted from students. This is, and me, styles conventional. I went into the studio believing that the architects were smarter and better than interiors. But I quickly realized that we were really all learning at the same pace.

None of us knew more than the other. In all realms. Sure, some were more proficient in certain programs but not as good as others. Later in the semester I started to gain self-growth. After our submittals process we received feedback from the professionals. I felt a sense of accomplishment that I had never felt before. That feedback was exactly what I needed to hear. Yes this whole semester I had fear and worry, but I finally did learn more in this studio than I can say for any class. There was a reason I thought I was always so high, which was I liked the quality of work and my emotional state.

Overall, I'll never admit to take this class again, I will only would, because of the amount of self-growth I have had. I can confidently say that this studio has truly prepared me for the future of my career and that I am beyond thankful.

LUCY BUELL
ARCHITECTURE
4TH YR, B.ARCH

Throughout this semester, my personal performance followed a compressed, boundary: although the times, energy, and overall motivation gradually declined, the clarity, precision, and craftsmanship of my work continued to increase. Early in the semester, I maintained strong organization of hours, a steady workflow, and a balanced approach to managing tasks. However, as the project expanded in scope and the expectations grew more consistently, my focus narrowed a most entirely to producing quality work and meeting deadlines. This is a balance accomplishes along these new tasks, but I also contributed to the development of unhealthy habits—especially a lack of sleep, reduced downtime, and an inconsistent daily structure. I realized that by removing myself too closely from the project to maintain a healthier balance, I was actually compromising the well-being and awareness my ability to manage time effectively. Amid these personal challenges, our team dynamic emerged as one of the most positive and strong factors of the entire process. Even moments we overcame by these new, diverse working conversations during stressful periods and showing how to respond to difficulties with understanding and communication. When disagreements arose—particularly around design and aesthetic decisions—we approached them through open discussions and thoughtful compromise rather than conflict. This willingness to listen and adjust allowed us to create a cohesive, integrated final product that blended interior design and spaces with architectural awareness in a seamless way. I realize that my ability to work with others is one of our collaboration. Our ability to communicate clearly, practice empathy, and remain flexible with other's work is what made us a far more efficient and supportive team. This personal awareness helped us navigate challenges without sacrificing our shared goals or the quality of our final outcome. Looking back, I am carrying forward a sense of responsibility. I learned that high-quality design work is far better when paired with healthy routines, intentional organization, and personal boundaries. I also recognize how essential communication and creative awareness are in both academics and professional environments. Moving forward, I plan to apply stronger self-management strategies, maintain a more consistent class schedule, and set clearer deadlines for myself. Additionally, I will continue to practice open, co-communication and collaborative leadership. These steps will strengthen my ability to contribute effectively to future design teams while supporting long-term growth, balance, and creativity.

ANGELI WARREN
ARCHITECTURE
4TH YR, B.ARCH

Throughout the semester my performance was average and continued to improve. Each passed assignment taught me how to better manage my time, develop my technical skills, and gain the knowledge to apply in all present careers. In addition, I had a team who was extremely minded when coming to this studio. My main priority was to have successful team by performance the quality of my work as the second priority. As we progressed progressed, maintaining healthy team dynamics successfully represented in my personal views—and the benefit of my progressive actions. I stay. I expressed moderately organized and balanced with my work. I recognize that my mental and emotional health. I adjusted in it's growth. However my mental and emotional health were constantly around 4/5 and thriving.

My semester-by-name was to be one via and a hard worker like, also I this whole semester I gained successful skills and technical knowledge from my teammates and other classmates. I work well with others to create a realistic and workable environment. I am eager to get the job done in an orderly and timely manner. In addition, my team did the same. Our team dynamics influenced me greatly. We maintained healthy communication and product skills. Our team worked as a cooperated unity to help others better. As a result our personal work and overall quality increased.

In the future, I will maintain healthy time dynamics, ensuring my others and myself to work hard, to make art, demands as needed, and teach others to do the same. I will also maintain organized and effective dead-lines in these outcomes. I even know how to push myself to success in a timely and orderly fashion. I see improves my technical rendering skills and hope to focus on rendering details in the future.

MARGE
ARCHITECTURE
4TH YR, B.ARCH

Throughout this semester my performance followed a very familiar rhythm: inconsistent productivity, uneven human, and constant appreciation for my teammates. I often joked about being the "personality" of the group's personal sociological skills, quickly noticed as a "friendly advisor" leading to jokes and the quality of work accepted from students. This is, and me, styles conventional. I went into the studio believing that the architects were smarter and better than interiors. But I quickly realized that we were really all learning at the same pace.

One outlier I noticed was that my mindset and motivation always improved when our team was together. I think love my teammates, and their positivity discipline and creativity made me want to contribute more meaningfully. Even when I felt overwhelmed by studio culture (even if I still openly dislike), there, myself learning greatly by being present in discussions and observing how each achieve and interior design students approached the same problems in different ways.

Cross-disciplinary collaboration pushed me to understand new perspectives and communication styles. I realized that even if I weren't practicing the most rewarding, I contributed by helping the group stay grounded, translating stress into shared laughter, and offering honest feedback when needed. Wearing my "utter" shoes, channeling a little Barbara energy, and sharing emotionally myself, helped me support the emotional side of our teamwork.

This semester taught me that effective teams need more than technical skill—they need balance, communication, and space for different personalities to thrive. Moving forward, I want to strengthen my work habits so my tangible contributions can better match the support my team gave me. Most importantly, I've learned that showing up, either fully and on my deeply about the people you work with can be just as valuable as any drawing or model.

Personal Reflection

MERGE

COLLABORATION: DATA ANALYTICS

PURPOSE

Unit-wellbe forms of a... architecture is a highly-compose profession that requires collaboration across disciplines. Creating architectu... involves architects, interior designers, engineers, landscape architects, and a range of other experts and draws both the conceptual and practical dimensions of a project. This collaborative exchange transforms the design process into a dialogue, where creative ideas are further refined through the layering of interdisciplinary perspectives.

Design through cross-disciplinary collaboration enriches the work in ways that individual practice alone cannot achieve. It encou... rigor by forcing designers to consider the boundaries and connections between systems, spaces, and experiences. The outcome is not only a stronger design but also a more integrated process, fostering innovation and mutual learning. Collaboration becomes a central medium of architectural practice, where the process itself mirrors the with greater depth, coherence, and meaning.

Throughout the semester, studio's collective data and recorded insights about their team dynamics and their individual roles within the group. They synthesized the information visualized in each time, and analyzed the patterns and relationships that emerged. Through this process, they identified key themes related to leadership, collaboration, and personal contributions, recognizing both strengths and areas for future growth.

In doing so, students developed greater self-awareness as designers and collaborators, applying design thinking to their own development and leadership.

DATA COLLECTION: TEAM DYNAMICS

The Team Dynamics Survey was given to each member of the nine groups throughout the semester, as reflected in the time series trend graphs below, which utilize the data to develop Team Averages for each question point, in the Class Average overlaid for comparison.

TEAM DYNAMICS

1. "Our team communicates clearly and effectively."
   (Measures quality of team communication.)
2. "Our team is able to work through conflicts/disagreements in a healthy, productive way."
   (Measures teamwork and level of resolution.)
3. "Everyone on the team understands their role and responsibilities in the week."
   (Measures alignment and task clarity.)
4. "Work is being distributed fairly among team members."
   (Measures equity and balance within the team.)
5. "Our team values and leverages the unique skills and perspectives of all disciplines represented."
   (Measures cross-disciplinary integration and respect.)

DATA COLLECTION: PERSONAL DYNAMICS

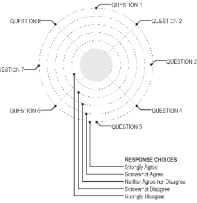
The survey below was given to students at nine different points throughout the semester, following major project milestones. The data collected from the Personal Dynamics Survey measures self-awareness, growth, and personal behaviors.

PERSONAL DYNAMICS

1. "I am staying on top of my individual project tasks and deadlines this week."
   (Quantifies personal time management and accountability.)
2. "I have managed my coursework in other classes in a way that supports my ability to contribute meaningfully to the project."
   (Assesses impact of academic time management on project performance.)
3. "I have managed my academic/non-academic commitments in a way that supports my ability to contribute meaningfully to the project."
   (Assesses impact of social time management on project performance.)
4. "I am making a conscious effort to understand and consider perspectives outside of my own discipline."
   (Measures intentionality in cross-disciplinary engagement.)
5. "I am aware of how my behavior and comments/action are impacting team dynamics."
   (Measures emotional intelligence and self-awareness.)
6. "I am proud of the quality of my work on the project this week."
   (Measures personal satisfaction with project performance.)
7. "I feel mentally and emotionally balanced in my approach to the project this week."
   (Measures mental health and burnout.)
8. "I feel I encounter challenges in me and supports meaningful learning."
   (Measures personal learning.)

PERSONAL DYNAMICS: DATA CLUSTERS

The Personal Dynamics Interaction gathered from each of the nine surveys throughout the semester is reflected in the Data Clusters below. Each dot of the cluster represents one of the questions and the connective lines represent a student response to each question at that checkpoint.



OBSERVATIONS & CONCLUSIONS

Students used ChatGPT to develop an "agent of code-project team" that synthesized and evaluated their reflective reflections. The report analyzed students' self-reflections to generate an objective assessment of both individual and team performance. Each 200 word reflection was examined to identify recurring patterns, themes, and shared insights across the collection, leadership, communication, and professional growth.

The exercise served to move several instructors' observations to a more tangible and accountability of how the team contributed as a whole, highlighting its strengths, challenges, and areas for improvement. The difference in technology's ability to synthesize data, identify collective lessons learned and offer high thoughtful recommendations for future work, students practiced critical reflection on interdisciplinary teamwork and applied architectural thinking to enhance both their design process and professional collaboration.

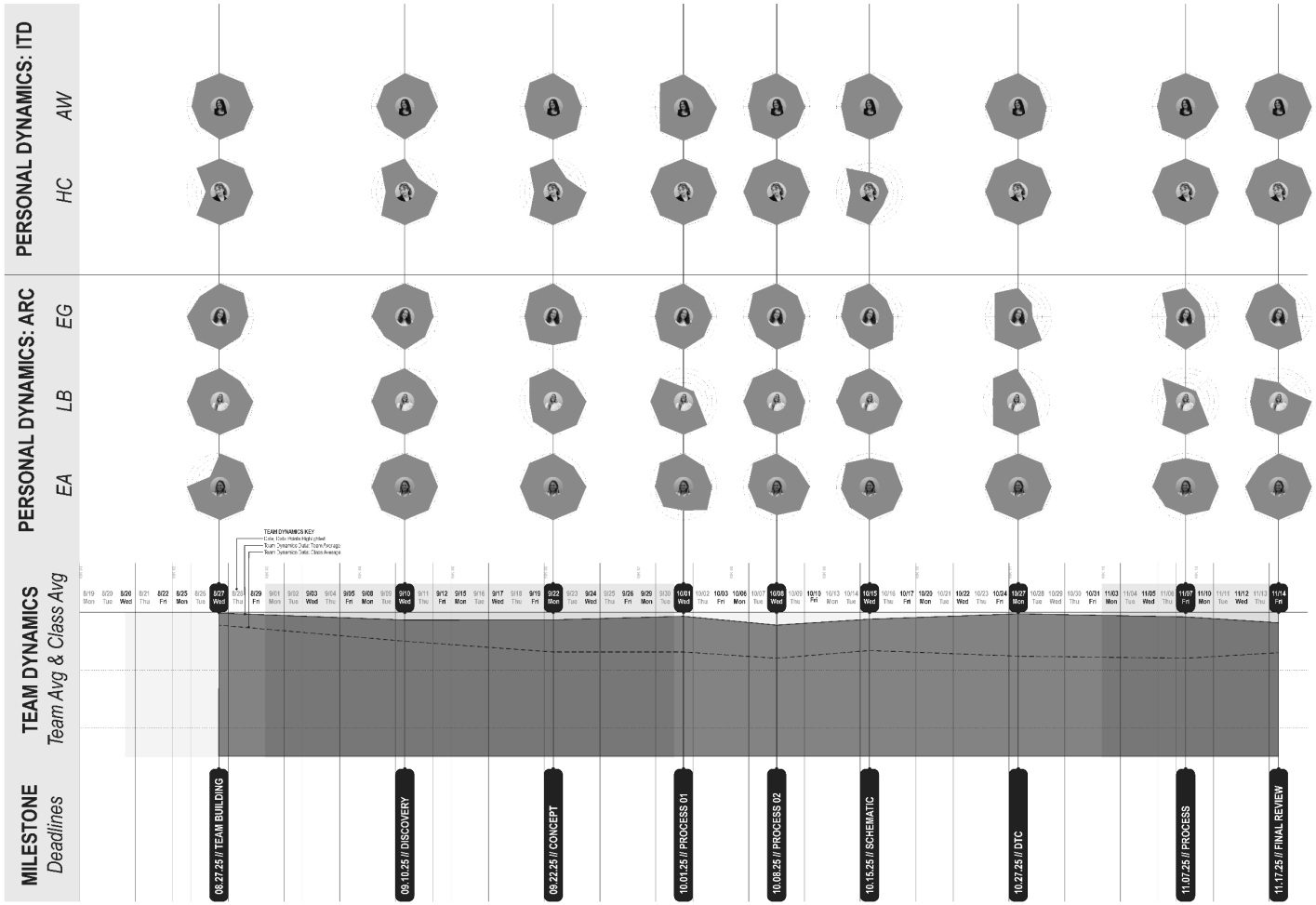
AI PROMPT

You are serving as an objective evaluator synthesizing a set of individual 300-word reflection essays written by members of a cross-disciplinary architecture studio team. Each reflection responds to the following questions:

What patterns or trends do you notice about your performance and mindset throughout the semester? What did you learn about working in a cross-disciplinary team, particularly in understanding perspectives outside of your own discipline? How did your awareness of team dynamics and your own behavior shape the collective process and outcomes? Considering all your observations, what insights will you carry forward into future academic or professional projects?

Using the text of all team members' reflections, write a 1,000-word summary and analysis that:

Synthesizes broad conclusions and identifies key patterns or recurring themes across all reflections, highlights both individual and collective observations about collaboration, leadership, communication, and professional growth, identifies the team's strengths (what they did well, how they supported each other, where they excelled), identifies the team's weaknesses or challenges (recurring difficulties, gaps in process, or areas for improvement), describes lessons learned and insights about teamwork, interdisciplinary collaboration, and the design process, and offers advice and recommendations for how this team could continue to grow and work more effectively in future academic or professional settings. Your tone should be objective, professional, and reflective, similar to a post-project report or evaluation written for an academic design studio. Avoid favoring any single person's perspective; instead, look for collective meaning and common threads that define the team's experience.



MERGE TEAM REPORT (AI GENERATED)

Over the course of the semester, a team has collectively shown an overall growth, adaptability, and resilience, self-awareness in self-reflection and collaborative dynamics. While each member exhibited their own personal styles, they also showed a shared commitment to open communication, flexibility, and a willingness to engage with challenges. Through regular check-ins, peer feedback, and reflective practices, the team has navigated both individual and collective growth, learning to balance autonomy with collaboration, and to support one another through moments of uncertainty and success.

Patterns and Trends in Performance and Mindset

A consistent pattern across reflections is the shift from early uncertainty to increasing confidence and clarity. Several students described starting the semester with strong organization and energy, which later fluctuated as the workload intensified. Others noted feeling calm and collected at the beginning, only to realize that they had underestimated the complexity of the project. Despite these differences, most reflections describe a movement toward greater self-awareness and adaptability, with students learning to recognize their own habits—such as procrastination, overthinking, or perfectionism—and develop strategies to manage them. Many also noted that their mindset became more flexible over time, allowing them to shift from rigid expectations to more realistic and sustainable approaches to their work.

Strengths and Weaknesses of the Team

Strong communication and emotional awareness. Students consistently described the team as supportive, encouraging, and attentive to interpersonal needs. Accessibility: The group was willing to adjust plans, make extra time for one-on-one dialogue, and revise design decisions when necessary. Commitment to quality: Regardless of stress or time pressures, each member was dedicated to their final product and the architectural standard. Open communication: Students felt comfortable sharing their struggles and asking for help. Overall, the team's strengths lie in its emotional intelligence, its willingness to support one another, and its ability to adapt and grow together. Its challenges are not rooted in conflict or dysfunction, but rather in the natural difficulties of balancing ambition with limited time and resources. With greater awareness of its own patterns, the team has the potential to refine its processes and continue developing as a cohesive and effective group.

Lessons Learned and Moving Forward

Reflections on the team's experience reveal several key lessons that will benefit future academic and professional work. Flexibility and adaptability are essential. Many students entered the semester with clear ideas of how they would work, only to find that those plans had to change. Learning to let go of rigid expectations and embrace flexibility will help reduce stress and improve collaboration in future projects. Communication is the foundation of success. Whether it was checking in with teammates, asking for help, or giving feedback, the most successful moments in the semester were those where communication was open and honest. Carrying this forward means not waiting until problems become overwhelming to speak up. Time management and workload balance. Many students struggled with underestimating how much time their work would take, especially when juggling multiple responsibilities. Future projects will require more intentional planning, including breaking down tasks earlier and setting realistic boundaries around rest and personal time. Collaboration can be challenging, but it is also rewarding. Working with people from different backgrounds and disciplines can be difficult, but it also leads to richer ideas and stronger outcomes. Learning to see this as an opportunity rather than an obstacle will be valuable in both academic and professional settings.

Looking ahead, the team has the potential to continue growing into a highly effective group. To do so, members can focus on setting clear expectations early, maintaining consistent communication, and supporting one another through both successes and setbacks. The foundation is already there—what will matter most is how the team chooses to build on it.

Report generated on 01/17/26

INDIVIDUAL STUDENT REFLECTIONS

EMILY GRISE
ARCHITECTURE
4TH YR, B.ARCH

Throughout the semester, my personal dynamics data revealed clear patterns in how I responded to different phases of the design process. While certain areas remained consistently high, my productivity responses declined during the most demanding periods, especially during midterm and final review preparations. Seeing this pattern helped me recognize a broader way of thinking. While a natural occupation appreciates my perfection and intensities, and I unintentionally deprioritize my other courses and personal commitments. These shifts were not caused by external pressures, but by my own instinct to focus on perfecting deliverables, often at the expense of maintaining balance between work and life.

I confirmed the usefulness of our team dynamics protocol as a powerful sense of stability. Working with a very communicative and empathetic group, across an intern, rather than with someone, the collaborating on design decisions and working toward difficult deadlines. Our shared ambition of intelligence, driven through processing from one another, dividing work equally, and playing to each other's strengths, I really contributed to the quality of our process and outcomes. Through this experience, I learned a great deal about being a supportive, caring teammate and became more comfortable letting go of control. The shift in my behavior benefited not only my well-being but also the effectiveness of the team.

Reflecting on these patterns, I am carrying several insights forward into future academic and professional projects. I have also learned that my perfectionism grows when approaching art over, so I plan to develop strategies that help maintain balance, such as setting more realistic boundaries earlier for other responsibilities and checking in with myself earlier in the process. I also want to cultivate the strengths that my team members exhibited in the future. This team, in every case communication, and shared ownership of this project set a high expectation for what collaboration can and should be moving forward. Overall, this experience has strengthened my self-awareness, my collaborative abilities, and my confidence in managing complex design challenges and design work.

ELIZA AGNEW
ARCHITECTURE
4TH YR, B.ARCH

Throughout the semester, I remained balanced emotionally, mentally, and physically. I noticed that around major deadlines, I struggled more to keep up with work in my other classes, though it was never unmanageable. I also realized that I often struggled to understand how the group felt about my contributions. I checked in regularly, but was never fully confident that what I thought of my tasks had the same value as what my teammates produced. One of my biggest takeaways coming into this semester was my confidence in my skills, work, and knowledge—especially compared to my fellow architecture students. At the beginning of this journey, I often felt like my ideas weren't good enough or were somehow wrong, and I made the decision to not participate in group discussions. I would usually agree with others rather than offer my own insights. Over the course of the semester, I slowly started recognizing my strengths. I wasn't afraid of my insights but I did find it important that I finally realized I do, at the end, of what contributed. At the start of Team Merge's journey, we set the expectation that mistakes were allowed as long as we learned from them. I think this mindset helped me grow as a person.

Looking back, I think the mindset was the time that we are one unit—not adversaries—despite the inevitable disagreements or miscommunications. Our group also maintained an almost contagious positivity with each other. Whether we felt positive or not, we always spoke about our project and each other up mutually. For me, this helped me like the good even during stressful moments. I am extremely grateful for my teammates. And not likely that I'll cannot my design class was knowing before the semester began. For me, this studio would be challenging. Someone I trust advised me not to overwork myself and to set boundaries that would help prevent burnout. The same with the responsibility of keeping up with the coursework and managing the time well, but coming to embrace my mentality as a version of an overachiever, I was not able. I will carry forward these skills and will vow that my group has not certainly. I think that I realized the most beneficial part of this semester: skills and knowledge can always be learned along the way, but mastering time management is extremely challenging—and I now don't have it... over-stressed to learning are creativity.

HANNAH COLLINS
ARCHITECTURE
3RD YR, B.ARCH

At the start of the semester, I was overwhelmed but it all felt do-able. I was interested by others in my group. I wasn't confident like my classmates who were good enough compared to mine. I was so full that I was in a student's book. When that came to this class, quickly noticed a difference between my habits and the quality of work accepted from students. This is, and me to flow conventional, I went into the studio believing that the architects were smarter so better than students. But I quickly realized that we were really all learning at the same rate.

None of us know more than the other. In all realms. Sure, some were more proficient in certain programs but not as good as others. Later in the semester I started to gain self-growth. After our submittals phase we received feedback from the professionals. I felt a sense of accomplishment that I had never felt before. That feedback was exactly what I needed to hear. Yes this whole semester I had fear and worry, but I finally did learn more in this studio than I can say for any class. There was a time when I thought that classes were too tight, which was I said this quality of work and my emotional state.

Overall, I'll never admit to take this class again, I can only would, because of the amount of self-growth I have had. I can confidently say that this studio has truly prepared me for the future of my career and that I am beyond thankful for.

LUCY BUELL
ARCHITECTURE
4TH YR, B.ARCH

Throughout this semester, my personal performance followed a compressible, boundary: although my motivation, energy, and overall motivation gradually declined, the quality, creativity, and craftsmanship of my work continued to increase. Early in the semester, I maintained strong organization of hours, a steady workflow, and balanced approach to managing tasks. However, as the project expanded in scope and the expectations grew more demanding, my focus narrowed a most entirely to producing successful work and meeting deadlines. I believe accountability strengthened my output, but I also continued to the development of unhealthy habits—especially a lack of sleep, reduced downtime, and an inconsistent daily structure. I realized that remaining myself too closely to my project sometimes compromised my well-being and awareness my ability to manage time effectively. Amid these personal challenges, our team dynamic emerged as one of the most positive and stabilizing factors of the entire process. Even moments we examples for these team-making conversations during stressful periods and showing how to respond to difficulties with understanding and perseverance. When disagreements arose—particularly around design and aesthetic decisions—we approached them through open discussion and thoughtful compromise rather than conflict. This exposed to listen and adjust allowed us to create a cohesive, integrated final product that blended interior design concepts with architectural expression in a seamless way. One of my strengths in intelligence was at the core of our collaboration. Our ability to communicate clearly, practice empathy, and remain open to each other's workloads and ideas were made us a far more efficient and supportive team. This emotional awareness helped us navigate challenges without losing our shared goals or the quality of our final outcome. Looking back, I am carrying forward several meaningful insights. I learned that high-quality design work is done when paired with healthy routines, intentional organization, and personal boundaries. I also recognized how essential communication and creative awareness are in both academics and professional environments. Moving forward, I plan to apply stronger self-management strategies, maintain a more consistent class schedule, and set clearer timelines for myself. Additionally, I will continue to practice open, co-communication and collaborative leadership. These steps will strengthen my ability to contribute effectively to future design teams while supporting long-term growth, balance, and creativity.

MARGE
ARCHITECTURE
4TH YR, B.ARCH

Throughout this semester, my performance followed a very familiar rhythm: inconsistent productivity, uneven hours, and constant appreciation for my assignments. I often joked about being my "personality trait" or the group's personal apocalypse prophecy—but it created flow to a missing pen, even wrong. Surprisingly, that role became an important part of our team dynamics. While my role may have been the most productive person in the room, I did my best to keep morale steady, keep tension with humor, and show up for my teammates in the ways I knew I could.

One pattern I noticed was that my mindset and motivation always improved when our team was together. I love love my teammates, and their positivity, discipline, and creativity made me want to contribute more meaningfully. Even when I felt overwhelmed by studio culture (which I still openly dislike), I knew myself learning greatly by being present in discussions and observing how each architect and interior design student approached the same problems in different ways.

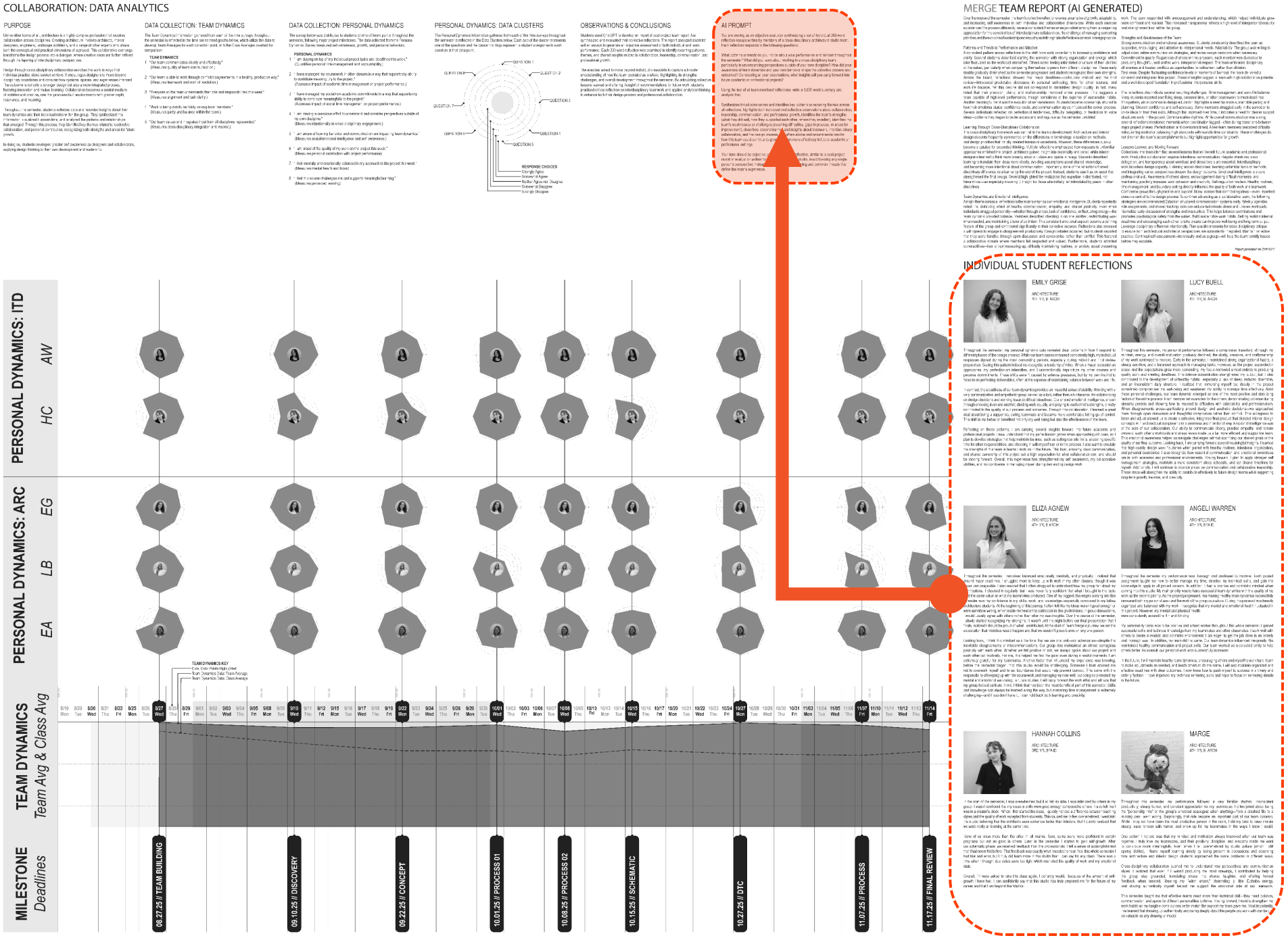
Cross-disciplinary collaboration pushed me to understand new perspectives and communication styles. I realized that even if I weren't practicing the most elevating, I contributed by helping the group stay grounded, translating stress into shared laughter, and offering honest feedback when needed. Hearing my "older sisters" channeling a little Barbara energy, and sharing emotionally myself, helped me support the emotional side of our teamwork.

This semester taught me that effective teams need more than technical skill—they need balance, communication, and space for different personalities to thrive. Moving forward, I want to strengthen my work habits so my tangible contributions can more easily match the support my team gave me. Most importantly, I've learned that showing up matters fully and not my deeply about the people you work with can be just as valuable as any drawing or model.

You are serving as an objective evaluator synthesizing a set of individual 300-word reflection essays written by members of a cross-disciplinary architecture studio team. Each reflection responds to the following questions: What patterns or trends do you notice about your performance and mindset throughout the semester? What did you learn about working in a cross-disciplinary team, particularly in understanding perspectives outside of your own discipline? How did your awareness of team dynamics and your own behavior shape the collective process and outcomes? Considering all your observations, what insights will you carry forward into future academic or professional projects?

Using the text of all team members' reflections, write a 1,000-word summary and analysis that: Synthesizes broad conclusions and identifies key patterns or recurring themes across all reflections, highlights both individual and collective observations about collaboration, leadership, communication, and professional growth, identifies the team's strengths (what they did well, how they supported each other, where they excelled), identifies the team's weaknesses or challenges (recurring difficulties, gaps in process, or areas for improvement), describes lessons learned and insights about teamwork, interdisciplinary collaboration, and the design process, and offers advice and recommendations for how this team could continue to grow and work more effectively in future academic or professional settings. Your tone should be objective, professional, and reflective, similar to a post-project report or evaluation written for an academic design studio. Avoid favoring any single person's perspective; instead, look for collective meaning and common threads that define the team's experience.

AI Prompt for Team Report



You are serving as an objective evaluator synthesizing a set of individual 300-word reflection essays written by members of a cross-disciplinary architecture studio team. Each reflection responds to the following questions: What patterns or trends do you notice about your performance and mindset throughout the semester? What did you learn about working in a cross-disciplinary team, particularly in understanding perspectives outside of your own discipline? How did your awareness of team dynamics and your own behavior shape the collective process and outcomes? Considering all your observations, what insights will you carry forward into future academic or professional projects?

Using the text of all team members' reflections, write a 1,000-word summary and analysis that: Synthesizes broad conclusions and identifies key patterns or recurring themes across all reflections, highlights both individual and collective observations about collaboration, leadership, communication, and professional growth, identifies the team's strengths (what they did well, how they supported each other, where they excelled), identifies the team's weaknesses or challenges (recurring difficulties, gaps in process, or areas for improvement), describes lessons learned and insights about teamwork, interdisciplinary collaboration, and the design process, and offers advice and recommendations for how this team could continue to grow and work more effectively in future academic or professional settings. Your tone should be objective, professional, and reflective, similar to a post-project report or evaluation written for an academic design studio. Avoid favoring any single person's perspective; instead, look for collective meaning and common threads that define the team's experience.

AI Prompt for Team Report

MERGE

COLLABORATION: DATA ANALYTICS

PURPOSE

Use real-time forms of sr., architecture is a highly complex profession that requires collaboration across disciplines. Creating architectural models as artifacts, interior designers, engineers, landscape architects, and a range of other experts and stakeholders. The conceptual and practical complexities of a project. This collaborative exchange transforms the design process into a dialogue, where creative ideas are further refined through the layering of interdisciplinary perspectives.

Design through cross-disciplinary collaboration enriches the work in ways that individual practice alone cannot achieve. It encourages designers to move beyond familiar comfort zones, to think more holistically about how systems, spaces, and experiences intersect. The outcome is not only a stronger design but also a more integrated process, fostering innovation and mutual learning. Collaboration becomes a central medium of architectural practice, where the process itself mirrors the complexity and dynamism of the environments it seeks to shape.

Throughout the semester, students collected data and recorded insights about their team dynamics and their individual roles within the group. They synthesized this information into a collaborative assessment, which analyzed the patterns and interactions that emerged. Through this process, they identified key themes related to leadership, collaboration, and personal contributions, recognizing both strengths and areas for future growth.

In doing so, students developed greater self-awareness as designers and collaborators, applying design thinking to their own development as professionals.

DATA COLLECTION: TEAM DYNAMICS

The Team Dynamics Survey was distributed over the course of the semester, throughout the semester is reflected in the time series trend graphs below, which utilize the data to develop Team Averages for each question point, in the Class Averages overlaid for comparison.

TEAM DYNAMICS

1. "Our team communicates clearly and effectively."
   (Measures quality of team communication.)
2. "Our team is able to work through conflicts/disagreements in a healthy, productive way."
   (Measures teamwork and level of resolution.)
3. "Everyone on the team understands their role and responsibilities in the week."
   (Measures alignment and task clarity.)
4. "Work is being distributed fairly among team members."
   (Measures participation and accountability.)
5. "Our team values and integrates input from all disciplines represented."
   (Measures cross-disciplinary integration and respect.)

DATA COLLECTION: PERSONAL DYNAMICS

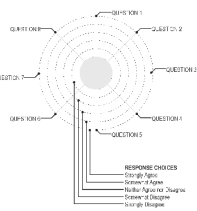
The survey below was distributed over the course of the semester, following major project milestones. The data collected from the Personal Dynamics Survey measures self-awareness, growth, and personal behaviors.

PERSONAL DYNAMICS

1. "I am staying on top of my individual project tasks and deadlines this week."
   (Quantifies personal time management and accountability.)
2. "I have managed my coursework in other classes in a way that supports my ability to contribute meaningfully to the project."
   (Assesses impact of academic time management on project performance.)
3. "I have managed my academic commitments in a way that supports my ability to contribute meaningfully to the project."
   (Assesses impact of social time management on project performance.)
4. "I am making a conscious effort to understand and consider perspectives outside of my own discipline."
   (Measures intentionality in cross-disciplinary engagement.)
5. "I am aware of how my behavior and comments/action are impacting team dynamics."
   (Measures self-perceived intelligence and self-awareness.)
6. "I am proud of the quality of my work on the project this week."
   (Measures personal satisfaction with project performance.)
7. "I feel mentally and emotionally balanced in my approach to the project this week."
   (Measures mental health awareness.)
8. "I feel I encounter challenges in me and supports meaningful learning."
   (Measures personal wellbeing)

PERSONAL DYNAMICS: DATA CLUSTERS

The Personal Dynamics Interaction gathered from each of the time surveys throughout the semester is reflected in the Data Clusters below. Each axis of the cluster represents one of the questions and the connective rings represent a student's response to each question at that checkpoint.



OBSERVATIONS & CONCLUSIONS

Students used ChatGPT to develop an "agent of code-project team" that synthesized and evaluated their collective reflections. The report analyzed students' self-assessments to generate an objective assessment of both individual and team performance. Each 300-word reflection was examined to identify recurring patterns, themes, and shared insights across the collection. Leadership, communication, and professional growth.

The exercise aimed to move beyond individual self-assessment to provide a broader understanding of how the team contributed as a whole, highlighting its strengths, challenges, and areas for improvement. By synthesizing collective lessons learned and offering thoughtful recommendations for future work, students produced a data-driven analysis of interdisciplinary teamwork and applied architectural thinking to enhance both their design process and professional collaboration.

AI PROMPT

You are serving as an objective evaluator synthesizing a set of individual 300-word reflection essays written by members of a cross-disciplinary architecture studio team. Each reflection responds to the following questions:

What patterns or trends do you notice about your performance and mindset throughout the semester? What did you learn about working in a cross-disciplinary team, particularly in understanding perspectives outside of your own discipline? How did your awareness of team dynamics and your own behavior shape the collective process and outcomes? Considering all your observations, what insights will you carry forward into future academic or professional projects?

Using the text of all team members' reflections, write a 1,000-word summary and analysis that: Synthesizes broad conclusions and identifies key patterns or recurring themes across all reflections, highlights both individual and collective observations about collaboration, leadership, communication, and professional growth, identifies the team's strengths (what they did well, how they supported each other, where they excelled), identifies the team's weaknesses or challenges (recurring difficulties, gaps in process, or areas for improvement), describes lessons learned and insights about teamwork, interdisciplinary collaboration, and the design process, and offers advice and recommendations for how this team could continue to grow and work more effectively in future academic or professional settings. Your tone should be objective, professional, and reflective, similar to a post-project report or evaluation written for an academic design studio. Avoid favoring any single person's perspective; instead, look for collective meaning and common threads that define the team's experience.

MERGE TEAM REPORT (AI GENERATED)

One Permanent Semester. A team focused on excellence, consensus and achieving growth, adaptable by and innovation, self-awareness in self-initiative and collaborative teamwork. While each member exceeded over the process differently, several consistent themes emerged—most among them a deepening appreciation for the complexities of interdisciplinary collaboration, the challenges of managing contrasting priorities, and the value of creative tension as a catalyst for collaborative teamwork and design process.

Patterns and Trends in Performance and Mindset

A commonly observed pattern across students was the initial hesitancy and uncertainty in the early stages of the semester. What did you learn about working in a cross-disciplinary team, particularly in understanding perspectives outside of your own discipline? How did your awareness of team dynamics and your own behavior shape the collective process and outcomes? Considering all your observations, what insights will you carry forward into future academic or professional projects?

Using the text of all team members' reflections, write a 1,000-word summary and analysis that: Synthesizes broad conclusions and identifies key patterns or recurring themes across all reflections, highlights both individual and collective observations about collaboration, leadership, communication, and professional growth, identifies the team's strengths (what they did well, how they supported each other, where they excelled), identifies the team's weaknesses or challenges (recurring difficulties, gaps in process, or areas for improvement), describes lessons learned and insights about teamwork, interdisciplinary collaboration, and the design process, and offers advice and recommendations for how this team could continue to grow and work more effectively in future academic or professional settings. Your tone should be objective, professional, and reflective, similar to a post-project report or evaluation written for an academic design studio. Avoid favoring any single person's perspective; instead, look for collective meaning and common threads that define the team's experience.

Synthesizes broad conclusions and identifies key patterns or recurring themes across all reflections, highlights both individual and collective observations about collaboration, leadership, communication, and professional growth, identifies the team's strengths (what they did well, how they supported each other, where they excelled), identifies the team's weaknesses or challenges (recurring difficulties, gaps in process, or areas for improvement), describes lessons learned and insights about teamwork, interdisciplinary collaboration, and the design process, and offers advice and recommendations for how this team could continue to grow and work more effectively in future academic or professional settings. Your tone should be objective, professional, and reflective, similar to a post-project report or evaluation written for an academic design studio. Avoid favoring any single person's perspective; instead, look for collective meaning and common threads that define the team's experience.

INDIVIDUAL STUDENT REFLECTIONS

EMILY GRISE
ARCHITECTURE
4TH YR, B.ARCH

Throughout the semester, my personal dynamics data revealed clear patterns in how I responded to different phases of the design process. While certain aspects remained consistently high, my productivity responses declined during the most demanding periods, especially during midterm and final review preparations. Seeing this pattern helped me recognize a broader reality of mine. When a major deadline approaches, my perception set intensifies, and I unintentionally deprioritize my other courses and personal commitments. While I have still been motivated by external pressures, but by the time I reach the finish line, I've often done so at the cost of maintaining a balance between work and life.

I continued the challenges of our team dynamics provided an impactful sense of stability. Working with a very communicative and empathetic group, across spaces, rather than in isolation, the collaborative design decisions and working toward difficult deadlines. Our shared ambition of intelligence, driven through rigorous discussion, another, dividing work equally, and playing to each other's strengths, I really contributed to the quality of our process and outcomes. Through this collaboration, I learned a great deal about being a supportive, caring teammate and became more comfortable letting go of control. The shift in my behavior benefited not only my well-being but also the effectiveness of the team.

Reflecting on these patterns, I am carrying several insights forward into future academic and professional projects. I have gained clarity on my perfectionism grows when approaching art cases, so I plan to develop strategies that help me maintain balance, such as setting more idle for a working specific time for other responsibilities and checking in with myself earlier in the process. I also want to emulate the strengths of the team I learned from in the future. This team, in many, clear communication, and shared ownership of the project set a high expectation for what collaboration can and should be moving forward. Overall, this experience has strengthened my self-awareness, my collaborative abilities, and my confidence in managing complex design challenges and design work.

ELIZA AGNEW
ARCHITECTURE
4TH YR, B.ARCH

Throughout the semester, I sometimes balanced emotionally, mentally, and physically. I noticed that around most deadlines, I struggled more to keep up with work in my other classes, though it was never unmanageable. I also realized that I often struggled to understand how my group's ideas/ my contributions. I blocked it regularly but was never fully confident that what I thought of to be the same value as what my teammates produced. One of my biggest challenges coming into this semester was my confidence in my skills, work, and knowledge—especially compared to my fellow architecture students. At the beginning of this journey, I often felt like my ideas weren't good enough or were somehow wrong, and I made me hesitant to participate in group discussions. I would usually agree with others rather than offer my own insights. Over the course of the semester, I slowly started recognizing my strengths. It wasn't until my insights that I realized that presentation that I finally realized I do, at the end, of what contributed. At the start of Team Merge's journey, we were unfamiliar that Hoshiko was in Nagano and that we wouldn't have a home or any in person.

Looking back, I think the mindset was the time that we were unified—our adversary—despite the inevitable disagreements or miscommunications. Our group also maintained an almost contagious positivity with each other. Whether we felt positive or not, we always spoke about our project and each other up mutually. For me, this helped me like the good even during stressful moments. I am extremely grateful for my teammates. And not likely that of us and my only class was knowing before the semester began. For me, this studio would be challenging. Someone I trust advised me not to overwork myself and to set boundaries that would help prevent burnout. This came with the responsibility of keeping up with the coursework and managing the time well, but going to attended by meeting in a variety of ways (video, in-person, class). I will carry forward these skills and will see that my group has not centralize more. I think that I realized the most beneficial part of this semester: skills and knowledge can always be learned along the way, but mastering time management is extremely challenging—and I now don't have to over-rely on that as to learning any creativity.

HANNAH COLLINS
ARCHITECTURE
3RD YR, B.ARCH

At the start of the semester, I was overwhelmed but it all felt so daily. I was interested by others in my group. I wasn't confident like my classes or skills were good enough compared to others. I was so felt like I was in a student's body. When I first started this class, I quickly noticed a difference between myself and others and the quality of work accepted from students. This is, and me, often overwhelmed. I went into the studio believing that the architects were smarter or better than me/ess. But I quickly realized that we were really all learning at the same pace.

None of us knew more than the other. In all realms. Sure, some were more proficient in certain programs but not as good as others. Later in the semester I started to gain self-growth. After our culminate phase, we received feedback from the professionals. I felt a sense of accomplishment that I had never felt before. That feedback was exactly what I needed to hear. Yes this whole semester I had fear and worry, but I finally did learn more in this studio than I can say for any class. There was a time when I thought that our ideas were too high, which was not about the quality of work and my emotional state.

Overall, I'll never forget to take this class again, I can only would, because of the amount of self-growth I have had. I can confidently say that this studio has truly prepared me for the future of my career and that I am beyond thankful for.

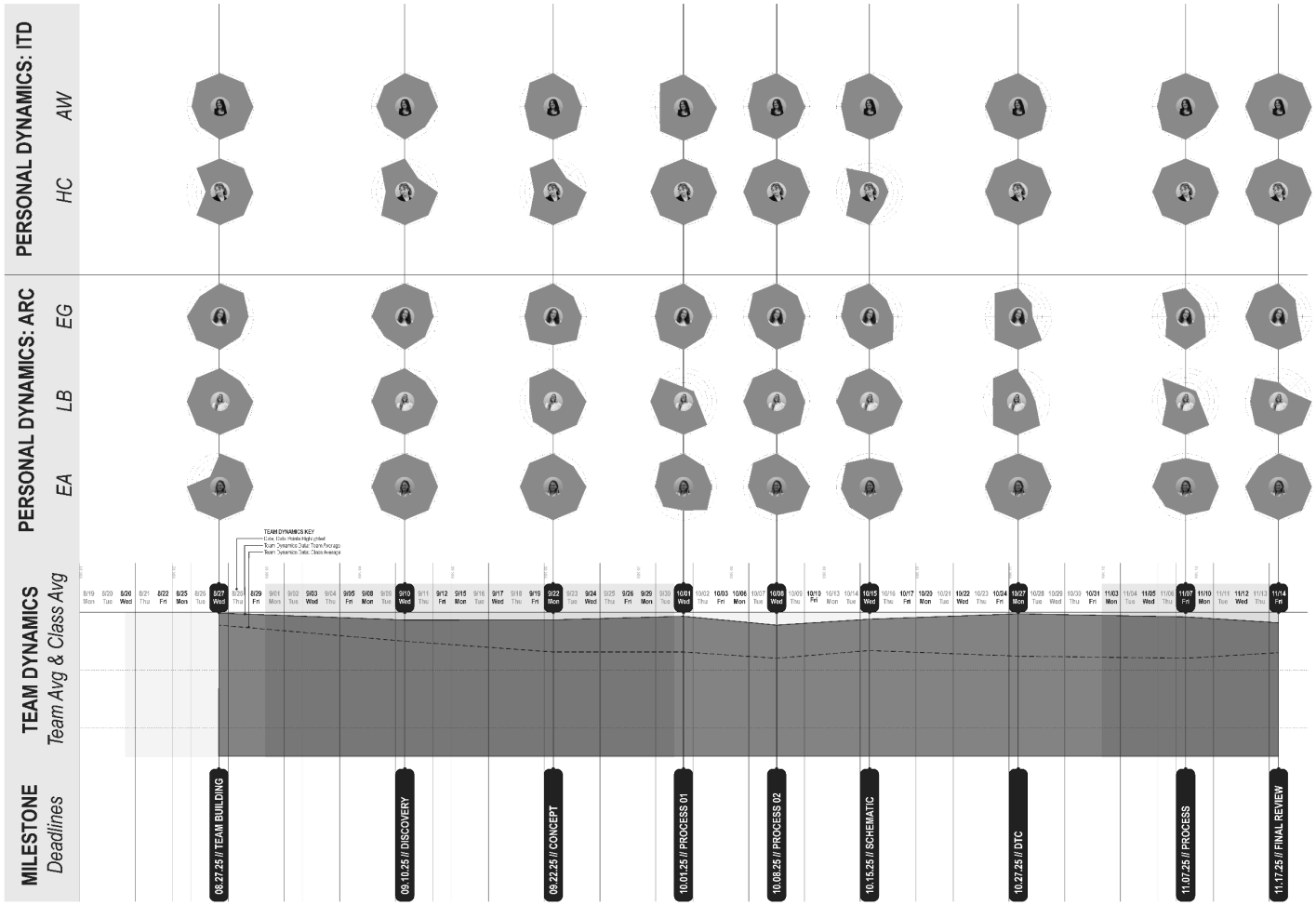
MARGE
ARCHITECTURE
4TH YR, B.ARCH

Throughout this semester, my performance followed a very familiar rhythm: inconsistent productivity, uneasy humor, and constant appreciation for my teammates. I often joked about being the "productivity fish" or the group's personal apocalypse planner, anything—from a crushed file to a missing pen, went wrong. Surprisingly, that role became an important part of our team dynamics. While I may not have been the most productive person in the room, I did my best to keep morale steady, keep tension with humor, and show up for my teammates in the ways I knew I could.

One pattern I noticed was that my mindset and motivation always improved when our team was together. I think I love my teammates, and their positivity, discipline, and creativity made me want to contribute more meaningfully. Even when I felt overwhelmed by studio culture (which I still openly dislike), I never found myself losing sanity by being present in discussions and observing how each member and interdisciplinary designers approached the same problems in different ways.

Cross-disciplinary collaboration pushed me to understand new perspectives and communication styles. I realized that even if I weren't practicing the most elevating, I contributed by helping the group stay grounded, translating stress into shared laughter, and offering honest feedback when needed. Hearing my "older sisters" (friendship is like Echoes energy, and sharing emotionally myself) helped me support the emotional side of our teamwork.

This semester taught me that effective teams need more than technical skill—they need balance, communication, and space for different personalities to thrive. Moving forward, I want to strengthen my work habits so my tangible contributions can better match the support my team gave me. Most importantly, I've learned that showing up matters fully and not my deeply about the people you work with can be just as valuable as any drawing or model.



AI Generated Team Report: Example

Over the course of the semester, the team's collective reflections reveal a narrative of growth, adaptability, and increasing self-awareness in both individual and collaborative dimensions. While each member experienced the process differently, several consistent themes emerge—chief among them a deepening appreciation for the complexities of interdisciplinary collaboration, the challenge of managing competing priorities, and the evolution of leadership and empathy as defining traits of effective teamwork in design practice.

Patterns and Trends in Performance and Mindset
A consistent pattern across reflections is the shift from early uncertainty to increasing confidence and clarity. Several students described starting the semester with strong organization and energy, which later fluctuated as the workload intensified. Others noted feeling intimidated or unsure of their abilities at the outset, particularly when comparing themselves to peers from different disciplines. These early doubts gradually diminished as the semester progressed and students recognized their own strengths. Across the board, reflections showed that major deadlines—particularly mid-crit and the final review—introduced predictable decreases in personal well-being, time for other courses, and work-life balance. Yet this decline did not correspond to diminished design quality; in fact, many noted that their precision, clarity, and craftsmanship improved under pressure. This suggests a team capable of high-level performance, though sometimes at the expense of sustainable habits. Another meaningful trend was the evolution of self-awareness. Students became increasingly attuned to how their emotional states, confidence levels, and communication styles influenced the overall process. Several individuals reflected on perfectionist tendencies, difficulty delegating, or hesitation to voice ideas—patterns they began to better understand and regulate as the semester unfolded.

Learning Through Cross-Disciplinary Collaboration
The cross-disciplinary framework was central to the team's development. Architecture and interior design students frequently commented on the differences in terminology, visualization methods, and design priorities that initially created tension or uncertainty. However, these differences quickly became a catalyst for expanded thinking. Multiple reflections emphasized how exposure to unfamiliar approaches enriched the project: architects gained insight into materiality and detail, while interior designers learned to think more broadly about structure and spatial strategy. Students described learning to translate their ideas more clearly, avoiding assumptions about shared knowledge, and becoming more intentional about communication. Importantly, none of the reflections framed disciplinary difference as a barrier by the end of the project. Instead, students saw it as an asset that strengthened the final design. Several highlighted the realization that expertise is distributed, not hierarchical—an especially meaningful insight for those who initially felt intimidated by peers in other disciplines

Team Dynamics and Emotional Intelligence
A major theme across all reflections is the team's emphasis on emotional intelligence. Students repeatedly noted the stabilizing effect of healthy communication, empathy, and shared positivity. Even when individuals struggled personally—whether through stress, lack of confidence, or fluctuating energy—the team dynamic provided balance. Members described checking in on one another, redistributing work when needed, and maintaining a tone of optimism. This consistent emotional support became a defining feature of the group and contributed significantly to their collective success. Reflections also revealed a willingness to engage in disagreement productively. Design debates occurred, but students reported that they were handled through open discussion and compromise rather than conflict. This fostered a collaborative climate where members felt respected and valued. Furthermore, students admitted vulnerabilities—fear of not measuring up, difficulty maintaining routines, or anxiety about presenting work. The team responded with encouragement and understanding, which helped individuals grow more confident and resilient. This increased transparency reflects a high level of interpersonal maturity and strengthened trust within the group.

Strengths and Weaknesses of the Team
Strong communication and emotional awareness. Students consistently described the team as supportive, encouraging, and attentive to interpersonal needs. Adaptability. The group was willing to adjust roles, refine communication strategies, and revise design decisions when necessary. Commitment to quality. Regardless of stress or time pressure, each member was dedicated to producing thoughtful, well-crafted work. Interpersonal respect. The team embraced disciplinary differences and treated conflicts as opportunities for refinement rather than division. Resilience. Despite fluctuating confidence levels or moments of burnout, the team delivered a coherent and integrated final project. These strengths suggest a team with high collaborative potential and a well-developed foundation in professional interpersonal skills. The reflections also indicate several recurring challenges: Time management and work-life balance. Many students reported sacrificing sleep, personal time, or other coursework to meet deadlines. This pattern, while common in design education, highlights a need for more sustainable pacing and planning. Uneven confidence and self-advocacy. Some members struggled early in the semester to voice ideas or trust their skills. Although this improved over time, it indicates a need for clearer support structures early in the project. Communication rhythms. While overall communication was strong, several reflections mentioned moments when coordination lagged—often during transitions between major project phases. Perfectionism and overcommitment. A few team members described difficulty relinquishing control or balancing high standards with realistic time constraints. These challenges do not diminish the team's accomplishments but highlight opportunities for growth.

Lessons Learned and Moving Forward
Collectively, the team identified several lessons that will benefit future academic and professional work: Productive collaboration requires intentional communication. Regular check-ins, clear delegation, and transparency about workload and stress levels are essential. Interdisciplinary work broadens design capacity. Listening across disciplines, learning unfamiliar tools or methods, and integrating varied perspectives deepen the design outcome. Emotional intelligence is a core professional skill. Awareness of others' stress, encouragement during difficult moments, and maintaining positivity increase team cohesion and creativity. Self-regulation matters. Healthy routines, time management, and boundary-setting directly influence the quality of both work and teamwork. Confidence grows through practice and support. Many learned that contributing ideas—even imperfect ones—is central to the design process. To continue advancing as a collaborative team, the following strategies are recommended: Establish structured communication systems early. Weekly agendas, role assignments, and shared tracking tools can reduce last-minute stress and uneven workloads. Normalize early discussion of strengths and insecurities. This helps balance contributions and promotes psychological safety from the outset. Build sustainable work habits. Setting realistic internal deadlines and encouraging each other to take breaks can improve well-being and long-term output. Leverage disciplinary difference intentionally. Plan specific moments for cross-disciplinary critique to ensure both architectural and interior perspectives are consistently integrated. Maintain reflective practice. Continual self-assessment—individually and as a group—will help the team identify issues before they escalate.

AI Generated Team Report: Example

Over the course of the semester, the team's collective reflections reveal a narrative of growth, adaptability, and increasing self-awareness in both individual and collaborative dimensions. While each member experienced the process differently, several consistent themes emerge—chief among them a deepening appreciation for the complexities of interdisciplinary collaboration, the challenge of managing competing priorities, and the evolution of leadership and empathy as defining traits of effective teamwork in design practice.

Patterns and Trends in Performance and Mindset
A consistent pattern across reflections is the shift from early uncertainty to increasing confidence and clarity. Several students described starting the semester with strong organization and energy, which later fluctuated as the workload intensified. Others noted feeling intimidated or unsure of their abilities at the outset, particularly when comparing themselves to peers from different disciplines. These early doubts gradually diminished as the semester progressed and students recognized their own strengths. Across the board, reflections showed that major deadlines—particularly mid-crit and the final review—introduced predictable decreases in personal well-being, time for other courses, and work-life balance. Yet this decline did not correspond to diminished design quality; in fact, many noted that their precision, clarity, and craftsmanship improved under pressure. This suggests a team capable of high-level performance, though sometimes at the expense of sustainable habits. Another meaningful trend was the evolution of self-awareness. Students became increasingly attuned to how their emotional states, confidence levels, and communication styles influenced the overall process. Several individuals reflected on perfectionist tendencies, difficulty delegating, or hesitation to voice ideas—patterns they began to better understand and regulate as the semester unfolded.

Learning Through Cross-Disciplinary Collaboration
The cross-disciplinary framework was central to the team's development. Architecture and interior design students frequently commented on the differences in terminology, visualization methods, and design priorities that initially created tension or uncertainty. However, these differences quickly became a catalyst for expanded thinking. Multiple reflections emphasized how exposure to unfamiliar approaches enriched the project: architects gained insight into materiality and detail, while interior designers learned to think more broadly about structure and spatial strategy. Students described learning to translate their ideas more clearly, avoiding assumptions about shared knowledge, and becoming more intentional about communication. Importantly, none of the reflections framed disciplinary difference as a barrier by the end of the project. Instead, students saw it as an asset that strengthened the final design. Several highlighted the realization that expertise is distributed, not hierarchical—an especially meaningful insight for those who initially felt intimidated by peers in other disciplines

Team Dynamics and Emotional Intelligence
A major theme across all reflections is the team's emphasis on emotional intelligence. Students repeatedly noted the stabilizing effect of healthy communication, empathy, and shared positivity. Even when individuals struggled personally—whether through stress, lack of confidence, or fluctuating energy—the team dynamic provided balance. Members described checking in on one another, redistributing work when needed, and maintaining a tone of optimism. This consistent emotional support became a defining feature of the group and contributed significantly to their collective success. Reflections also revealed a willingness to engage in disagreement productively. Design debates occurred, but students reported that they were handled through open discussion and compromise rather than conflict. This fostered a collaborative climate where members felt respected and valued. Furthermore, students admitted vulnerabilities—fear of not measuring up, difficulty maintaining routines, or anxiety about presenting work. The team responded with encouragement and understanding, which helped individuals grow more confident and resilient. This increased transparency reflects a high level of interpersonal maturity and strengthened trust within the group.

Strengths and Weaknesses of the Team
Strong communication and emotional awareness. Students consistently described the team as supportive, encouraging, and attentive to interpersonal needs. Adaptability. The group was willing to adjust roles, refine communication strategies, and revise design decisions when necessary. Commitment to quality. Regardless of stress or time pressure, each member was dedicated to producing thoughtful, well-crafted work. Interpersonal respect. The team embraced disciplinary differences and treated conflicts as opportunities for refinement rather than division. Resilience. Despite fluctuating confidence levels or moments of burnout, the team delivered a coherent and integrated final project. These strengths suggest a team with high collaborative potential and a well-developed foundation in professional interpersonal skills. The reflections also indicate several recurring challenges: Time management and work-life balance. Many students reported sacrificing sleep, personal time, or other coursework to meet deadlines. This pattern, while common in design education, highlights a need for more sustainable pacing and planning. Uneven confidence and self-advocacy. Some members struggled early in the semester to voice ideas or trust their skills. Although this improved over time, it indicates a need for clearer support structures early in the project. Communication rhythms. While overall communication was strong, several reflections mentioned moments when coordination lagged—often during transitions between major project phases. Perfectionism and overcommitment. A few team members described difficulty relinquishing control or balancing high standards with realistic time constraints. These challenges do not diminish the team's accomplishments but highlight opportunities for growth.

Lessons Learned and Moving Forward
Collectively, the team identified several lessons that will benefit future academic and professional work: Productive collaboration requires intentional communication. Regular check-ins, clear delegation, and transparency about workload and stress levels are essential. Interdisciplinary work broadens design capacity. Listening across disciplines, learning unfamiliar tools or methods, and integrating varied perspectives deepen the design outcome. Emotional intelligence is a core professional skill. Awareness of others' stress, encouragement during difficult moments, and maintaining positivity increase team cohesion and creativity. Self-regulation matters. Healthy routines, time management, and boundary-setting directly influence the quality of both work and teamwork. Confidence grows through practice and support. Many learned that contributing ideas—even imperfect ones—is central to the design process. To continue advancing as a collaborative team, the following strategies are recommended: Establish structured communication systems early. Weekly agendas, role assignments, and shared tracking tools can reduce last-minute stress and uneven workloads. Normalize early discussion of strengths and insecurities. This helps balance contributions and promotes psychological safety from the outset. Build sustainable work habits. Setting realistic internal deadlines and encouraging each other to take breaks can improve well-being and long-term output. Leverage disciplinary difference intentionally. Plan specific moments for cross-disciplinary critique to ensure both architectural and interior perspectives are consistently integrated. Maintain reflective practice. Continual self-assessment—individually and as a group—will help the team identify issues before they escalate.

While each member experienced the process differently, several consistent themes emerge—chief among them a deepening ***appreciation for the complexities of interdisciplinary collaboration, the challenge of managing competing priorities, and the evolution of leadership and empathy*** *as defining traits of effective teamwork in design practice.*

AI Generated Team Report: Example

Over the course of the semester, the team's collective reflections reveal a narrative of growth, adaptability, and increasing self-awareness in both individual and collaborative dimensions. While each member experienced the process differently, several consistent themes emerge—chief among them a deepening appreciation for the complexities of interdisciplinary collaboration, the challenge of managing competing priorities, and the evolution of leadership and empathy as defining traits of effective teamwork in design practice.

Patterns and Trends in Performance and Mindset
A consistent pattern across reflections is the shift from early uncertainty to increasing confidence and clarity. Several students described starting the semester with strong organization and energy, which later fluctuated as the workload intensified. Others noted feeling intimidated or unsure of their abilities at the outset, particularly when comparing themselves to peers from different disciplines. These early doubts gradually diminished as the semester progressed and students recognized their own strengths. Across the board, reflections showed that major deadlines—particularly mid-crit and the final review—introduced predictable decreases in personal well-being, time for other courses, and work-life balance. Yet this decline did not correspond to diminished design quality; in fact, many noted that their precision, clarity, and craftsmanship improved under pressure. This suggests a team capable of high-level performance, though sometimes at the expense of sustainable habits. Another meaningful trend was the evolution of self-awareness. Students became increasingly attuned to how their emotional states, confidence levels, and communication styles influenced the overall process. Several individuals reflected on perfectionist tendencies, difficulty delegating, or hesitation to voice ideas—patterns they began to better understand and regulate as the semester unfolded.

Learning Through Cross-Disciplinary Collaboration
The cross-disciplinary framework was central to the team's development. Architecture and interior design students frequently commented on the differences in terminology, visualization methods, and design priorities that initially created tension or uncertainty. However, these differences quickly became a catalyst for expanded thinking. Multiple reflections emphasized how exposure to unfamiliar approaches enriched the project: architects gained insight into materiality and detail, while interior designers learned to think more broadly about structure and spatial strategy. Students described learning to translate their ideas more clearly, avoiding assumptions about shared knowledge, and becoming more intentional about communication. Importantly, none of the reflections framed disciplinary difference as a barrier by the end of the project. Instead, students saw it as an asset that strengthened the final design. Several highlighted the realization that expertise is distributed, not hierarchical—an especially meaningful insight for those who initially felt intimidated by peers in other disciplines

Team Dynamics and Emotional Intelligence
A major theme across all reflections is the team's emphasis on emotional intelligence. Students repeatedly noted the stabilizing effect of healthy communication, empathy, and shared positivity. Even when individuals struggled personally—whether through stress, lack of confidence, or fluctuating energy—the team dynamic provided balance. Members described checking in on one another, redistributing work when needed, and maintaining a tone of optimism. This consistent emotional support became a defining feature of the group and contributed significantly to their collective success. Reflections also revealed a willingness to engage in disagreement productively. Design debates occurred, but students reported that they were handled through open discussion and compromise rather than conflict. This fostered a collaborative climate where members felt respected and valued. Furthermore, students admitted vulnerabilities—fear of not measuring up, difficulty maintaining routines, or anxiety about presenting work. The team responded with encouragement and understanding, which helped individuals grow more confident and resilient. This increased transparency reflects a high level of interpersonal maturity and strengthened trust within the group.

Strengths and Weaknesses of the Team
Strong communication and emotional awareness. Students consistently described the team as supportive, encouraging, and attentive to interpersonal needs. Adaptability. The group was willing to adjust roles, refine communication strategies, and revise design decisions when necessary. Commitment to quality. Regardless of stress or time pressure, each member was dedicated to producing thoughtful, well-crafted work. Interpersonal respect. The team embraced disciplinary differences and treated conflicts as opportunities for refinement rather than division. Resilience. Despite fluctuating confidence levels or moments of burnout, the team delivered a coherent and integrated final project. These strengths suggest a team with high collaborative potential and a well-developed foundation in professional interpersonal skills. The reflections also indicate several recurring challenges: Time management and work-life balance. Many students reported sacrificing sleep, personal time, or other coursework to meet deadlines. This pattern, while common in design education, highlights a need for more sustainable pacing and planning. Uneven confidence and self-advocacy. Some members struggled early in the semester to voice ideas or trust their skills. Although this improved over time, it indicates a need for clearer support structures early in the project. Communication rhythms. While overall communication was strong, several reflections mentioned moments when coordination lagged—often during transitions between major project phases. Perfectionism and overcommitment. A few team members described difficulty relinquishing control or balancing high standards with realistic time constraints. These challenges do not diminish the team's accomplishments but highlight opportunities for growth.

Lessons Learned and Moving Forward
Collectively, the team identified several lessons that will benefit future academic and professional work: Productive collaboration requires intentional communication. Regular check-ins, clear delegation, and transparency about workload and stress levels are essential. Interdisciplinary work broadens design capacity. Listening across disciplines, learning unfamiliar tools or methods, and integrating varied perspectives deepen the design outcome. Emotional intelligence is a core professional skill. Awareness of others' stress, encouragement during difficult moments, and maintaining positivity increase team cohesion and creativity. Self-regulation matters. Healthy routines, time management, and boundary-setting directly influence the quality of both work and teamwork. Confidence grows through practice and support. Many learned that contributing ideas—even imperfect ones—is central to the design process. To continue advancing as a collaborative team, the following strategies are recommended: Establish structured communication systems early. Weekly agendas, role assignments, and shared tracking tools can reduce last-minute stress and uneven workloads. Normalize early discussion of strengths and insecurities. This helps balance contributions and promotes psychological safety from the outset. Build sustainable work habits. Setting realistic internal deadlines and encouraging each other to take breaks can improve well-being and long-term output. Leverage disciplinary difference intentionally. Plan specific moments for cross-disciplinary critique to ensure both architectural and interior perspectives are consistently integrated. Maintain reflective practice. Continual self-assessment—individually and as a group—will help the team identify issues before they escalate.

*Even when individuals struggled personally—whether through stress, lack of confidence, or fluctuating energy—the **team dynamic provided balance**.*

*Members described checking in on one another, redistributing work when needed, and **maintaining a tone of optimism**. This **consistent emotional support** became a defining feature of the group and contributed significantly to their collective success.*

AI Generated Team Report: Example

Over the course of the semester, the team's collective reflections reveal a narrative of growth, adaptability, and increasing self-awareness in both individual and collaborative dimensions. While each member experienced the process differently, several consistent themes emerge—chief among them a deepening appreciation for the complexities of interdisciplinary collaboration, the challenge of managing competing priorities, and the evolution of leadership and empathy as defining traits of effective teamwork in design practice.

Patterns and Trends in Performance and Mindset
A consistent pattern across reflections is the shift from early uncertainty to increasing confidence and clarity. Several students described starting the semester with strong organization and energy, which later fluctuated as the workload intensified. Others noted feeling intimidated or unsure of their abilities at the outset, particularly when comparing themselves to peers from different disciplines. These early doubts gradually diminished as the semester progressed and students recognized their own strengths. Across the board, reflections showed that major deadlines—particularly mid-crit and the final review—introduced predictable decreases in personal well-being, time for other courses, and work-life balance. Yet this decline did not correspond to diminished design quality; in fact, many noted that their precision, clarity, and craftsmanship improved under pressure. This suggests a team capable of high-level performance, though sometimes at the expense of sustainable habits. Another meaningful trend was the evolution of self-awareness. Students became increasingly attuned to how their emotional states, confidence levels, and communication styles influenced the overall process. Several individuals reflected on perfectionist tendencies, difficulty delegating, or hesitation to voice ideas—patterns they began to better understand and regulate as the semester unfolded.

Learning Through Cross-Disciplinary Collaboration
The cross-disciplinary framework was central to the team's development. Architecture and interior design students frequently commented on the differences in terminology, visualization methods, and design priorities that initially created tension or uncertainty. However, these differences quickly became a catalyst for expanded thinking. Multiple reflections emphasized how exposure to unfamiliar approaches enriched the project: architects gained insight into materiality and detail, while interior designers learned to think more broadly about structure and spatial strategy. Students described learning to translate their ideas more clearly, avoiding assumptions about shared knowledge, and becoming more intentional about communication. Importantly, none of the reflections framed disciplinary difference as a barrier by the end of the project. Instead, students saw it as an asset that strengthened the final design. Several highlighted the realization that expertise is distributed, not hierarchical—an especially meaningful insight for those who initially felt intimidated by peers in other disciplines

Team Dynamics and Emotional Intelligence
A major theme across all reflections is the team's emphasis on emotional intelligence. Students repeatedly noted the stabilizing effect of healthy communication, empathy, and shared positivity. Even when individuals struggled personally—whether through stress, lack of confidence, or fluctuating energy—the team dynamic provided balance. Members described checking in on one another, redistributing work when needed, and maintaining a tone of optimism. This consistent emotional support became a defining feature of the group and contributed significantly to their collective success. Reflections also revealed a willingness to engage in disagreement productively. Design debates occurred, but students reported that they were handled through open discussion and compromise rather than conflict. This fostered a collaborative climate where members felt respected and valued. Furthermore, students admitted vulnerabilities—fear of not measuring up, difficulty maintaining routines, or anxiety about presenting work. The team responded with encouragement and understanding, which helped individuals grow more confident and resilient. This increased transparency reflects a high level of interpersonal maturity and strengthened trust within the group.

Strengths and Weaknesses of the Team
Strong communication and emotional awareness. Students consistently described the team as supportive, encouraging, and attentive to interpersonal needs. Adaptability. The group was willing to adjust roles, refine communication strategies, and revise design decisions when necessary. Commitment to quality. Regardless of stress or time pressure, each member was dedicated to producing thoughtful, well-crafted work. Interpersonal respect. The team embraced disciplinary differences and treated conflicts as opportunities for refinement rather than division. Resilience. Despite fluctuating confidence levels or moments of burnout, the team delivered a coherent and integrated final project. These strengths suggest a team with high collaborative potential and a well-developed foundation in professional interpersonal skills. The reflections also indicate several recurring challenges: Time management and work-life balance. Many students reported sacrificing sleep, personal time, or other coursework to meet deadlines. This pattern, while common in design education, highlights a need for more sustainable pacing and planning. Uneven confidence and self-advocacy. Some members struggled early in the semester to voice ideas or trust their skills. Although this improved over time, it indicates a need for clearer support structures early in the project. Communication rhythms. While overall communication was strong, several reflections mentioned moments when coordination lagged—often during transitions between major project phases. Perfectionism and overcommitment. A few team members described difficulty relinquishing control or balancing high standards with realistic time constraints. These challenges do not diminish the team's accomplishments but highlight opportunities for growth.

Lessons Learned and Moving Forward
Collectively, the team identified several lessons that will benefit future academic and professional work: Productive collaboration requires intentional communication. Regular check-ins, clear delegation, and transparency about workload and stress levels are essential. Interdisciplinary work broadens design capacity. Listening across disciplines, learning unfamiliar tools or methods, and integrating varied perspectives deepen the design outcome. Emotional intelligence is a core professional skill. Awareness of others' stress, encouragement during difficult moments, and maintaining positivity increase team cohesion and creativity. Self-regulation matters. Healthy routines, time management, and boundary-setting directly influence the quality of both work and teamwork. Confidence grows through practice and support. Many learned that contributing ideas—even imperfect ones—is central to the design process. To continue advancing as a collaborative team, the following strategies are recommended: Establish structured communication systems early. Weekly agendas, role assignments, and shared tracking tools can reduce last-minute stress and uneven workloads. Normalize early discussion of strengths and insecurities. This helps balance contributions and promotes psychological safety from the outset. Build sustainable work habits. Setting realistic internal deadlines and encouraging each other to take breaks can improve well-being and long-term output. Leverage disciplinary difference intentionally. Plan specific moments for cross-disciplinary critique to ensure both architectural and interior perspectives are consistently integrated. Maintain reflective practice. Continual self-assessment—individually and as a group—will help the team identify issues before they escalate.

The reflections also indicate several recurring challenges:

Uneven confidence and self-advocacy.
Some members struggled early in the semester to voice ideas or trust their skills. Although this improved over time, it indicates a need for clearer support structures early in the project.

Communication rhythms
While overall communication was strong, several reflections mentioned moments when coordination lagged—often during transitions between major project phases.

Perfectionism and overcommitment
A few team members described difficulty relinquishing control or balancing high standards with realistic time constraints. These challenges do not diminish the team's accomplishments but highlight opportunities for growth.

AI Generated Team Report: Example

Over the course of the semester, the team's collective reflections reveal a narrative of growth, adaptability, and increasing self-awareness in both individual and collaborative dimensions. While each member experienced the process differently, several consistent themes emerge—chief among them a deepening appreciation for the complexities of interdisciplinary collaboration, the challenge of managing competing priorities, and the evolution of leadership and empathy as defining traits of effective teamwork in design practice.

Patterns and Trends in Performance and Mindset
A consistent pattern across reflections is the shift from early uncertainty to increasing confidence and clarity. Several students described starting the semester with strong organization and energy, which later fluctuated as the workload intensified. Others noted feeling intimidated or unsure of their abilities at the outset, particularly when comparing themselves to peers from different disciplines. These early doubts gradually diminished as the semester progressed and students recognized their own strengths. Across the board, reflections showed that major deadlines—particularly mid-crit and the final review—introduced predictable decreases in personal well-being, time for other courses, and work-life balance. Yet this decline did not correspond to diminished design quality; in fact, many noted that their precision, clarity, and craftsmanship improved under pressure. This suggests a team capable of high-level performance, though sometimes at the expense of sustainable habits. Another meaningful trend was the evolution of self-awareness. Students became increasingly attuned to how their emotional states, confidence levels, and communication styles influenced the overall process. Several individuals reflected on perfectionist tendencies, difficulty delegating, or hesitation to voice ideas—patterns they began to better understand and regulate as the semester unfolded.

Learning Through Cross-Disciplinary Collaboration
The cross-disciplinary framework was central to the team's development. Architecture and interior design students frequently commented on the differences in terminology, visualization methods, and design priorities that initially created tension or uncertainty. However, these differences quickly became a catalyst for expanded thinking. Multiple reflections emphasized how exposure to unfamiliar approaches enriched the project: architects gained insight into materiality and detail, while interior designers learned to think more broadly about structure and spatial strategy. Students described learning to translate their ideas more clearly, avoiding assumptions about shared knowledge, and becoming more intentional about communication. Importantly, none of the reflections framed disciplinary difference as a barrier by the end of the project. Instead, students saw it as an asset that strengthened the final design. Several highlighted the realization that expertise is distributed, not hierarchical—an especially meaningful insight for those who initially felt intimidated by peers in other disciplines

Team Dynamics and Emotional Intelligence
A major theme across all reflections is the team's emphasis on emotional intelligence. Students repeatedly noted the stabilizing effect of healthy communication, empathy, and shared positivity. Even when individuals struggled personally—whether through stress, lack of confidence, or fluctuating energy—the team dynamic provided balance. Members described checking in on one another, redistributing work when needed, and maintaining a tone of optimism. This consistent emotional support became a defining feature of the group and contributed significantly to their collective success. Reflections also revealed a willingness to engage in disagreement productively. Design debates occurred, but students reported that they were handled through open discussion and compromise rather than conflict. This fostered a collaborative climate where members felt respected and valued. Furthermore, students admitted vulnerabilities—fear of not measuring up, difficulty maintaining routines, or anxiety about presenting work. The team responded with encouragement and understanding, which helped individuals grow more confident and resilient. This increased transparency reflects a high level of interpersonal maturity and strengthened trust within the group.

Strengths and Weaknesses of the Team
Strong communication and emotional awareness. Students consistently described the team as supportive, encouraging, and attentive to interpersonal needs. Adaptability. The group was willing to adjust roles, refine communication strategies, and revise design decisions when necessary. Commitment to quality. Regardless of stress or time pressure, each member was dedicated to producing thoughtful, well-crafted work. Interpersonal respect. The team embraced disciplinary differences and treated conflicts as opportunities for refinement rather than division. Resilience. Despite fluctuating confidence levels or moments of burnout, the team delivered a coherent and integrated final project. These strengths suggest a team with high collaborative potential and a well-developed foundation in professional interpersonal skills. The reflections also indicate several recurring challenges: Time management and work-life balance. Many students reported sacrificing sleep, personal time, or other coursework to meet deadlines. This pattern, while common in design education, highlights a need for more sustainable pacing and planning. Uneven confidence and self-advocacy. Some members struggled early in the semester to voice ideas or trust their skills. Although this improved over time, it indicates a need for clearer support structures early in the project. Communication rhythms. While overall communication was strong, several reflections mentioned moments when coordination lagged—often during transitions between major project phases. Perfectionism and overcommitment. A few team members described difficulty relinquishing control or balancing high standards with realistic time constraints. These challenges do not diminish the team's accomplishments but highlight opportunities for growth.

Lessons Learned and Moving Forward
Collectively, the team identified several lessons that will benefit future academic and professional work: Productive collaboration requires intentional communication. Regular check-ins, clear delegation, and transparency about workload and stress levels are essential. Interdisciplinary work broadens design capacity. Listening across disciplines, learning unfamiliar tools or methods, and integrating varied perspectives deepen the design outcome. Emotional intelligence is a core professional skill. Awareness of others' stress, encouragement during difficult moments, and maintaining positivity increase team cohesion and creativity. Self-regulation matters. Healthy routines, time management, and boundary-setting directly influence the quality of both work and teamwork. Confidence grows through practice and support. Many learned that contributing ideas—even imperfect ones—is central to the design process. To continue advancing as a collaborative team, the following strategies are recommended: Establish structured communication systems early. Weekly agendas, role assignments, and shared tracking tools can reduce last-minute stress and uneven workloads. Normalize early discussion of strengths and insecurities. This helps balance contributions and promotes psychological safety from the outset. Build sustainable work habits. Setting realistic internal deadlines and encouraging each other to take breaks can improve well-being and long-term output. Leverage disciplinary difference intentionally. Plan specific moments for cross-disciplinary critique to ensure both architectural and interior perspectives are consistently integrated. Maintain reflective practice. Continual self-assessment—individually and as a group—will help the team identify issues before they escalate.

To continue advancing as a collaborative team, the following strategies are recommended:

Establish structured communication systems early
Weekly agendas, role assignments, and shared tracking tools can reduce last-minute stress and uneven workloads. Normalize early discussion of strengths and insecurities.

Leverage disciplinary difference intentionally
Plan specific moments for cross-disciplinary critique to ensure both architectural and interior perspectives are consistently integrated.

Maintain reflective practice
Continual self-assessment—individually and as a group—will help the team identify issues before they escalate.

Why is this important?

GREEN-HOUSE

Located on one of the last extant floricultural properties in San Francisco, this project seeks to honor the history of the site, which was once home to a traditional greenhouse central to the community. In reimagining the space, the central question is: How to create a new space that addresses the community's evolving needs while preserving the spirit of connection that has defined this place?

Our proposal introduces a new architectural typology—the **"green-house"**. This concept holds three significant meanings:
1. A Tribute to Form: Drawing inspiration from the traditional greenhouse, the new structure recalls the site's agricultural roots.
2. A Connection to Nature: within the building, living space fosters a more integrated relationship between people and the natural environment.
3. Sustainability: The green-house is not only a symbolic form, but an active system that enhances building performance. During the winter, the greenhouse effect naturally help warming the interior. In the summer, the temperature difference between the roof and the shaded ground level promotes natural ventilation.

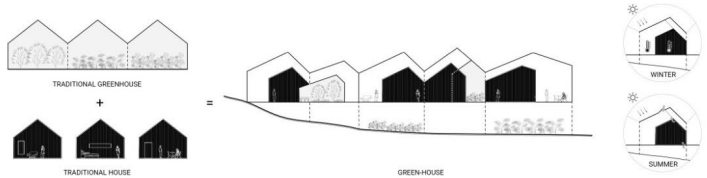
STREET VIEW

VIEW FROM SOUTH ENTRANCE

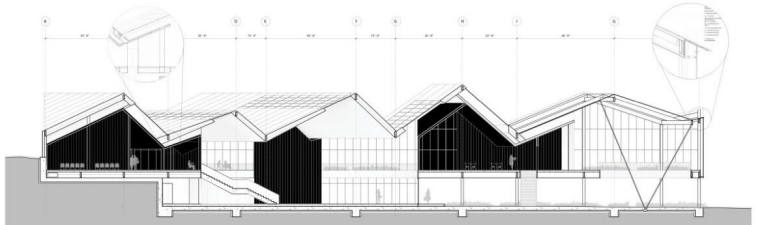
INTERIOR MARKETING SPACE

VIEW FROM GREENHOUSE TO YOUTH CENTER

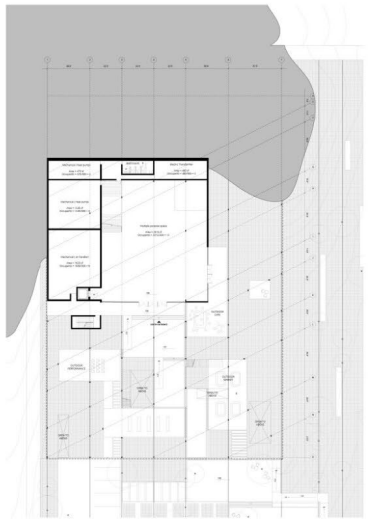
VIEW FROM CULINARY SPACE TO GREENHOUSE



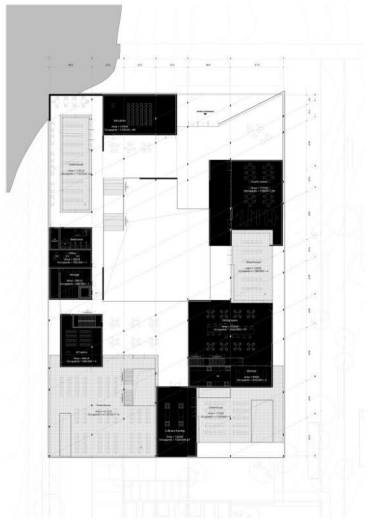
The project reexamines the "greenhouse" typology by juxtaposing two distinct types of spaces: **wooden boxes** (community spaces) and **glass boxes** (urban agriculture spaces). Both are enclosed within a translucent shell constructed from solid corrugated polycarbonate, forming a double-layered skin for the building.
During winter, this double-layered structure creates a greenhouse effect between the outer shell and the internal boxes, preheating the air within the building. In summer, the temperature difference between the roof and the shaded ground level promotes natural ventilation, enhancing the building's environmental performance.



The distinct glass boxes create varying temperature and humidity conditions tailored to different plants, while the wooden boxes offer flexible spaces of various sizes for communal and educational programs. The intersections between the glass and wooden boxes establish visual and physical connections, bridging urban dwellers with the practice of urban agriculture.



GROUND FLOOR PLAN



SECOND FLOOR PLAN

VELLUM

breeze stage pavilion

CONCEPT

This proposal aims to create a striking wooden installation designed to enhance the festival experience both aesthetically and functionally. Made from prefabricated wooden panels, Vellum optimizes material use and reduces processing and assembly time, while maintaining strong structural integrity.
The frame supports a dynamic curtain that mimics natural sounds, blending into the environment. Reflective materials and complementary colors guide attendees and highlight festival focal points. The modular design includes two stages and a bar, adaptable to various events and audience needs, creating a harmonious connection between architecture and nature.

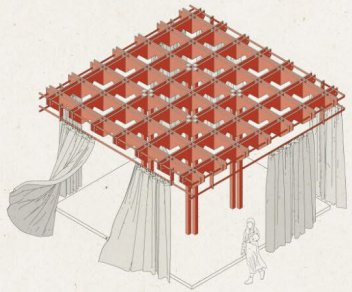
ADAPTABILITY

The two stages are variations of the same construction system, designed to suit different audience placements and performance types. Their adaptable design makes them suitable for a wide range of concerts and shows: centrally oriented, with a radial audience or unidirectional, from a single perspective.
The structure itself adapts to the terrain, allowing young trees to cross it or building around them.

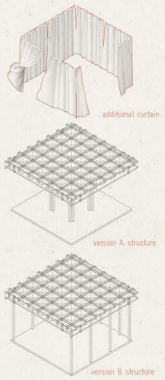
SUSTENABILITY

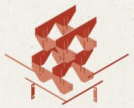
Vellum focuses on sustainability by using recycled, moisture-resistant and fireproof treated plywood modules. Prefabricated panels cut from large 1220x2440x18mm boards minimize waste and optimize resource efficiency. Modular furniture, including seating and bar components, ensures eco-friendly, durable spaces for festival attendees.

Cabinets are made from simple plywood, designed for quick assembly and reuse due to short-term use.



isometric axonometry
stage with central support
radial audience scenario





D.01: structural joint of plywood element and wooden stick with support bracket

D.02: connection of prefabricated elements - perimeter pillars scenario

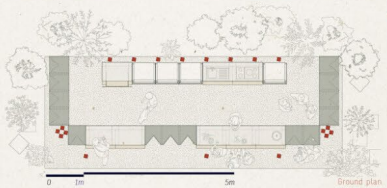
D.03: connection of prefabricated elements - group of central pillars scenario

1.0 Structural modules
- 3 types of cutting joint grooves on the same support
580x60cm board (or shorter)

Frontal view
both scenarios

Bar area - frontal view perspective

- interior perspective



Ground plan

Stage area - A scenario

- B scenario

MODULARITY

Seating Elements & Additional furniture

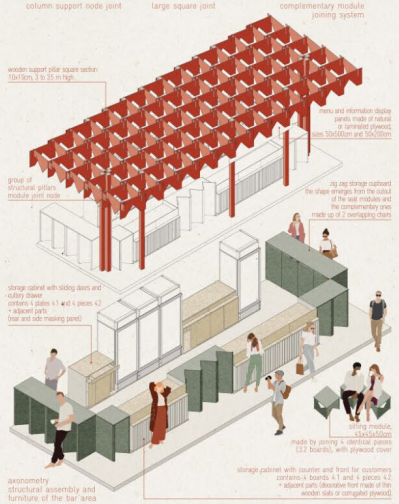
The seating modules can be configured as individual chairs or assembled into more complex setups, such as the main bar counter or a DJ booth area. This versatility ensures that the furniture can meet various functional requirements throughout the festival.
The bar area is a central gathering point, offering essential services through its own structure. Part of the same modular family, it attracts people and enhances the festival experience.

2.1 & 2.2 modules

column support node joint

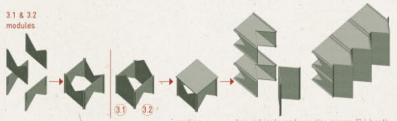
large square joint

complementary module
joining system



axonometry
structural assembly and
furniture of the bar area

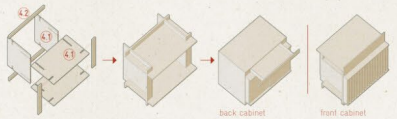
3.1 & 3.2 modules



seating
furniture

bar cabinets and counter space /DJ booth
or other speech or presentation lectern

4.1 & 4.2 modules



back cabinet

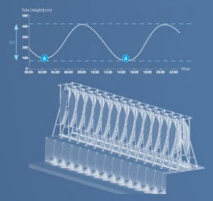
front cabinet

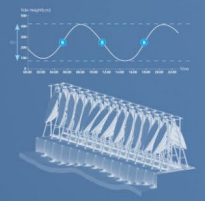
SEASIDE PAVILION

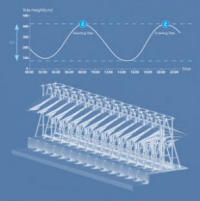
This is a seaside pavilion located by the roadside of a circular island route, which island residents and tourists pass through. It serves as a place for gatherings and sea-watching. The installation consists of 140 blades that can open and close under the influence of tides, creating a slow and sequential dance of wings.

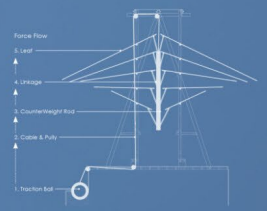
Corresponding to the tidal moments of the Zhoushan Sea, during the day, the wings remain closed. The installation forms a permeable structure measuring 3x33x10 meters. In the morning and evening when the tide rises, driven by floating buoys, the wings gradually open, creating a romantic and magical scene.This is the image we want to present: a person sitting in the pavilion, watching the sunrise and sunset over the sea, surrounded by white wings, waves, and the glow of twilight, all coming together like a painting.

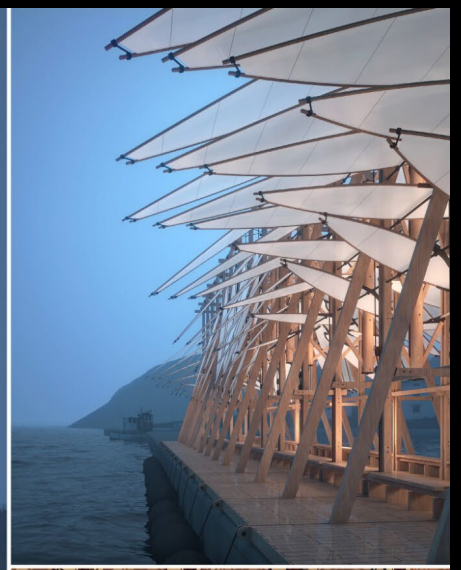
The wings' material is elastic fabric membrane, allowing ventilation and reducing wind resistance. The power system consists of floating buoys, ropes, pulleys, and counterweight bars, among other components.

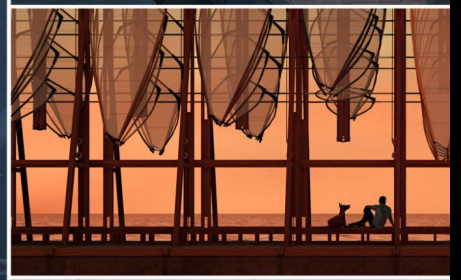


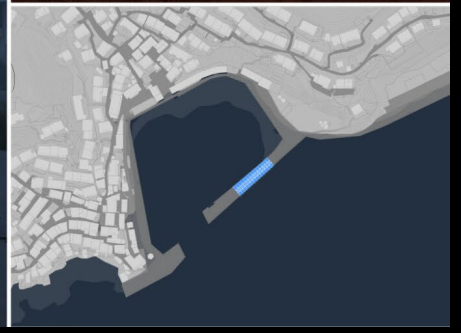










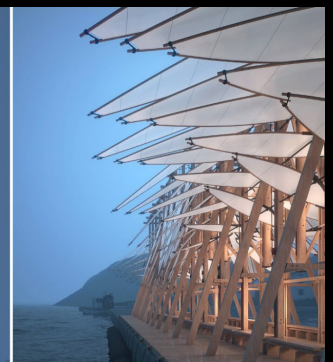


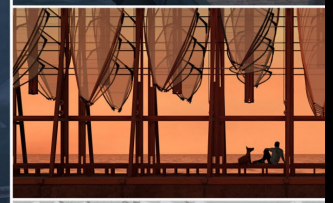
SEASIDE PAVILION

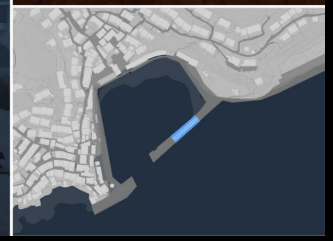
This is a seaside pavilion located by the roadside of a circular island route, which island residents and tourists pass through. It serves as a place for gatherings and sea-watching. The installation consists of 140 blades that can open and close under the influence of tides, creating a slow and sequential dance of wings.

Corresponding to the tidal moments of the Zhoushan Sea, during the day, the wings remain closed. The installation forms a permeable structure measuring 3x33x10 meters. In the morning and evening when the tide rises, driven by floating buoys, the wings gradually open, creating a romantic and magical scene.This is the image we want to present: a person sitting in the pavilion, watching the sunrise and sunset over the sea, surrounded by white wings, waves, and the glow of twilight, all coming together like a painting.

The wings' material is elastic fabric membrane, allowing ventilation and reducing wind resistance. The power system consists of floating buoys, ropes, pulleys, and counterweight bars, among other components.







MERGE

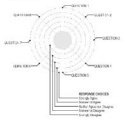
COLLABORATION: DATA ANALYTICS

PURPOSE

DATA COLLECTION: TEAM DYNAMICS

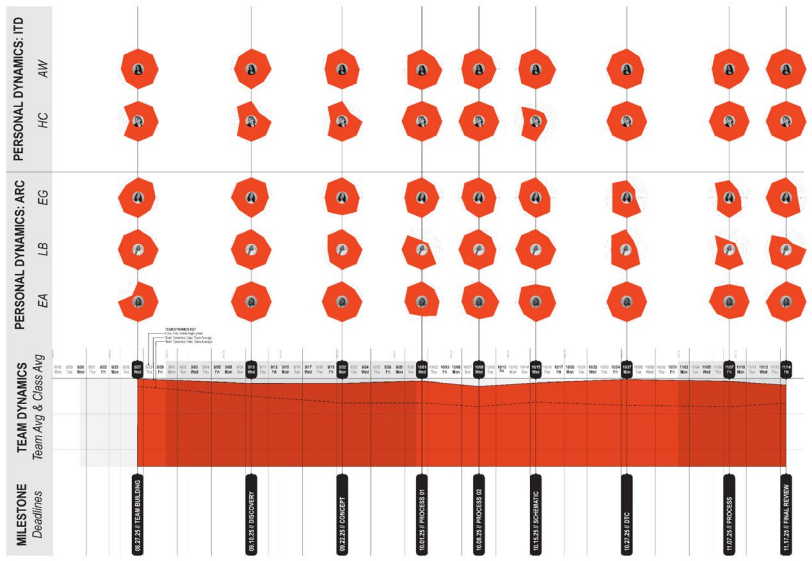
DATA COLLECTION: PERSONAL DYNAMICS

PERSONAL DYNAMICS: DATA CLUSTERS



OBSERVATIONS & CONCLUSIONS

AI PROMPT



MERGE TEAM REPORT (AI GENERATED)

INDIVIDUAL STUDENT REFLECTIONS

EMILY GRISE

LUCY BURILL

ELIDA AGNEW

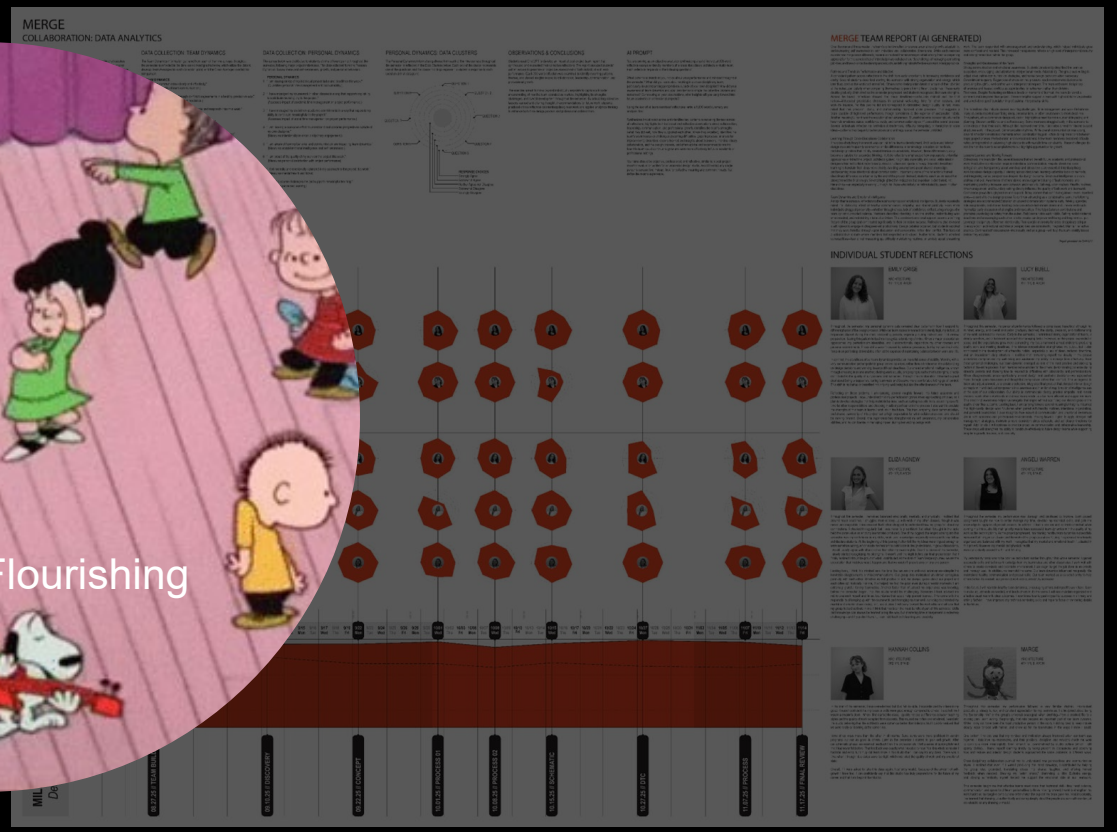
ANGELI WARREN

HANNAH COLLINS

MARGE

SEASIDE PAVILION
This is a seaside pavilion located by the roadside of a circular island route, which island residents and tourists pass through. It serves as a place for gatherings and sea-watching. The installation consists of 140 blades that can open and close under the influence of tides, creating a slow and sequential dance of wings.
Corresponding to the tidal moments of the Zhoushan Sea, during the day, the wings remain closed. The installation forms a permeable structure measuring 8x33x10 meters. In the morning and evening when the tide rises, driven by floating buoys, the wings gradually open, creating a romantic and magical scene.This is the image we want to present: a person sitting in the pavilion, watching the sunrise and sunset over the sea, surrounded by white wings, waves, and the glow of twilight, all coming together like a painting.
The wings' material is elastic fabric membrane, allowing ventilation and reducing wind resistance. The power system consists of floating buoys, ropes, pulleys, and counterweight bars, among other components.

Student Flourishing


MERGE
COLLABORATION: DATA ANALYTICS
MERGE TEAM REPORT (AI GENERATED)
INDIVIDUAL STUDENT REFLECTIONS

Questions?

AI & DATA INTEGRATION
FOR CROSS-DISCIPLINARY COLLABORATION

IDS Methodology & Process
IDS Iteration 1
IDS Iteration 2
Workshop
Discussion

AI & DATA INTEGRATION

FOR CROSS-DISCIPLINARY COLLABORATION

WORKSHOP

1 GOALS

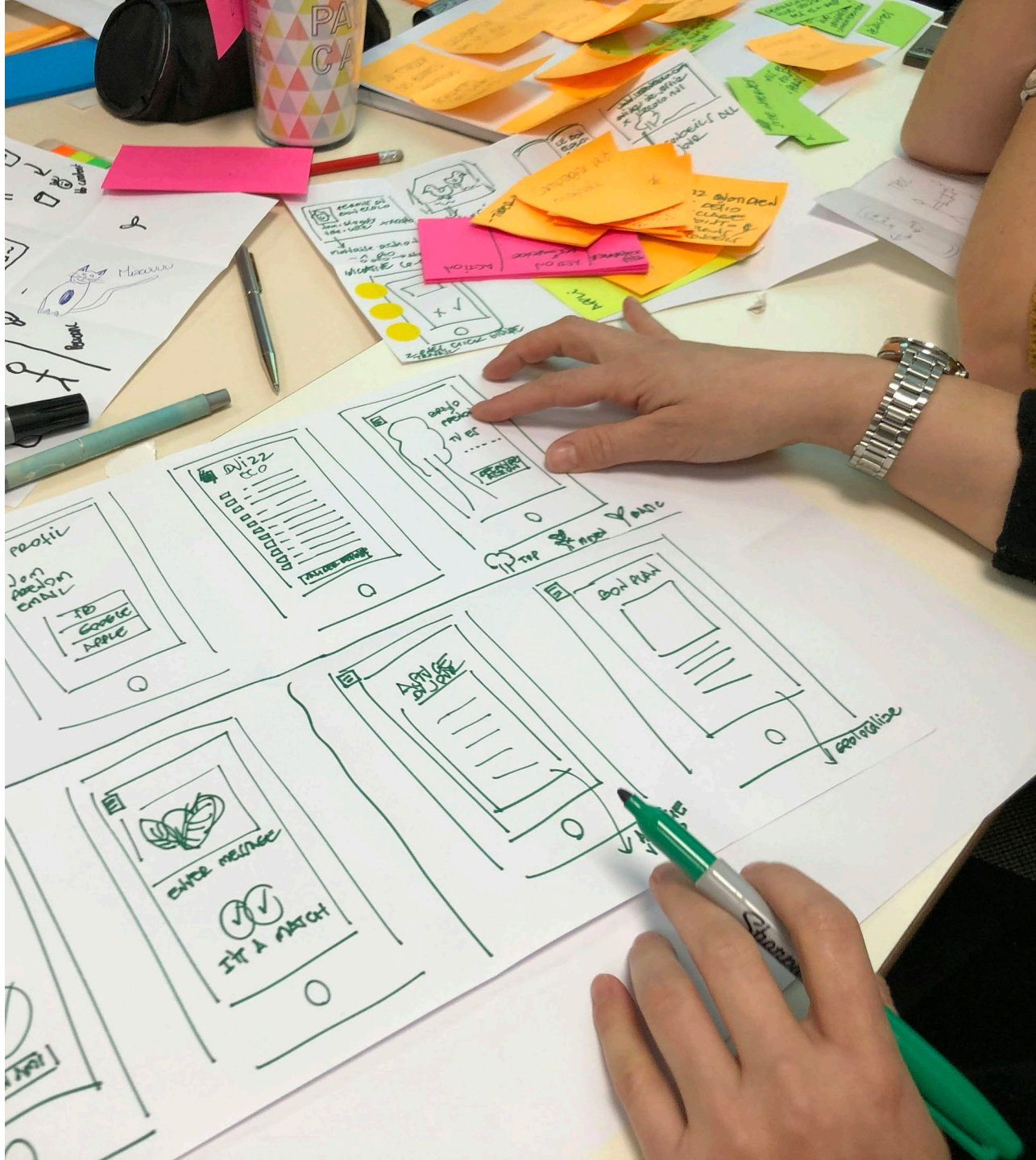
Consider how leveraging AI, Data Collection, and Data Visualization could improve one of the courses you teach in the following areas:

Student outcomes

Pedagogy and/or methodology

Scholarship development

[5 Minutes]



2 DESCRIBE

Briefly describe your improvement goals to the rest of your table in the context of:

Leveraging AI

Data Collection

Data Visualization

[2 Minutes Each]

3 FEEDBACK

Provide feedback to each other.
Consider the following topics:

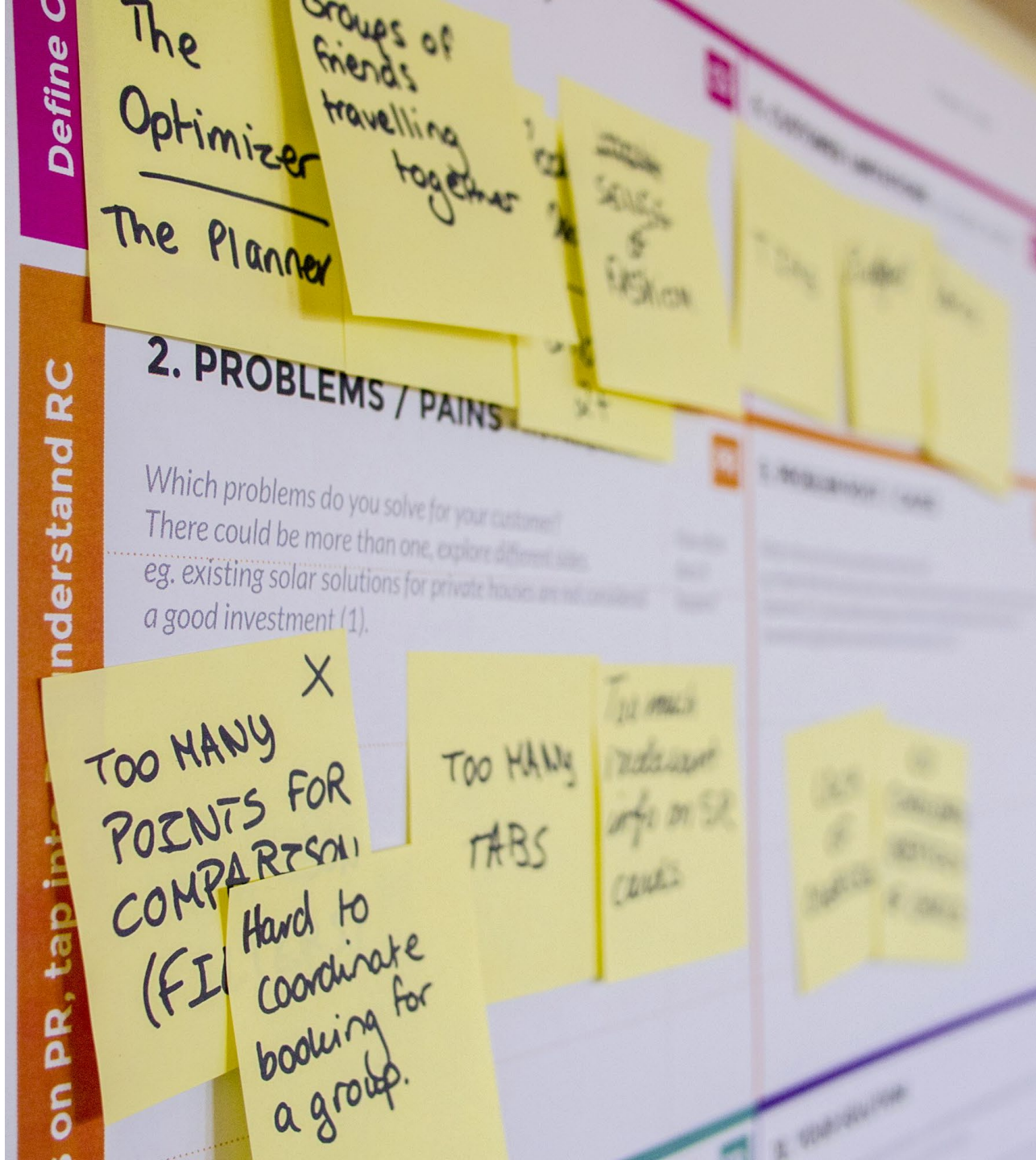
Types of data needed

Student perceptions

Data visualization in support of desired outcomes

Conclusions drawn from the data over time

[2 Minutes Each]



4 SHARE

Select 1 person from the table to share with the room about their course improvement plan.

Briefly describe course improvement ideas

Share the group’s feedback & suggestions

Initial implementation ideas

[3 Minutes Each]

AI & DATA INTEGRATION
FOR CROSS-DISCIPLINARY COLLABORATION