

STUDIO-BASED LEARNING

1. What is Studio-Based Learning?

Studio-based learning (SBL) is an inquiry, apprenticeship model that follows problem-based learnings but **allows a more pervasive person-centered approach**. SBL can be referred as learn-by-doing (student-centered approach) with high degree of interaction, collaboration, and feedback that would benefit to student learning.

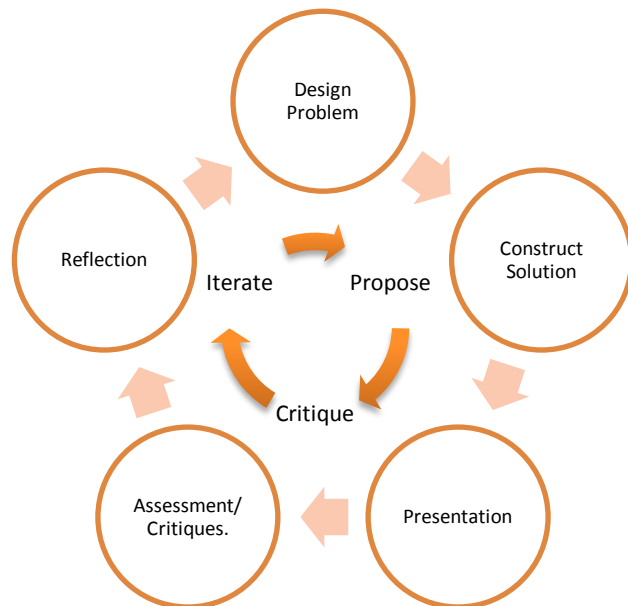
*“In studio-based learning, learners not just **learning about** subject matter but **learning to be...**”*

2. Why Studio-Based Learning?

- Highly engaging for students.
- Enable Students to integrate, reflect on and apply their learning.
- Foster creativity through collaboration and team-work.
- Encourages dispositional attributes such as risk-taking and curiosity, and such generic skill as communication, problem-solving, team-work, project management and independent learning.



3. How to implement Studio-Based Learning?



The key to studio-based learning is that students have to create something (a learning artifact) that puts together skills and knowledge. This “object,” whether it’s a work of art, a three-dimensional model, or an explanation of a solution to a problem, should require students to combine a number of skills they are learning in the course, allowing them to apply, analyze, evaluate and finally create (see Bloom’s Taxonomy).

The learning activity should also be connected to a specific course competency. You don’t have to give students step-by-step instructions on how to create the final product, but they should be given clear instructions on the expectations for their final product. The goal of studio-based learning is to allow students to plan this process for themselves with the knowledge they have gained already from the course. Your role as a teacher will be to help guide students as they are working on their projects.

Taken from <http://www.vaniercollege.qc.ca/pdo/files/2015/02/H15-TT06-Studio-based-Learning.pdf>

FUNDAMENTAL OF STUDIO-BASED LEARNING ACTIVITIES

1st Activity

Students construct their own artifacts (e.g, design source code, visual description, etc.)

2nd Activity

Students present their artifacts for review by invited external experts (jurists). This session commonly called design critiques or design crits.

The uniqueness of SBL compared with other pedagogical approaches.

DESIGN CRITIQUE

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require **PHYSICAL SPACES** or **VIRTUE SPACES** for learning.

Primary concepts that drive studio-based learning include:

- Students work like apprentices in a common space under the tutelage of a “master.”
- Students interact when needed with each other on their designs.
- Students undergo periodic critiques, known as “crits,” of their designs, projects, or products.
 - Crits are for gaining knowledge about your work. They occur student-to-master first and then evolve self-learning crits between peers.
- It is driven by the pragmatic. The idea is to get your hands in your work, get it done, revise it to perfect it, and self-evaluate the results.
- Final work or products are presented publicly.

4. Roles

Instructors/Lecturer	Students
<ul style="list-style-type: none"> • Mentor • Jury • Facilitator • Guide • Assessor • Sample model 	<ul style="list-style-type: none"> • As participants • As investigator • As presenter • As activist • As collaborator or team member • As thinker • Take ownership on own learning

5. Instructional Materials

- Field trips/ field experiences
- Shared, well resourced, physical space
- Expert lectures and panel discussion;
- Pin up sessions
- Desk critique sessions
- Formal juries
- Consultation during class work time
- A propose-critique-iterate stance

6. Assessments

Output (what is being assessed)	Assessment types (how it is being assessed)					
	Tutorial crit (or studio crit)	Crit panel (or jury, review)	Exquisite (or charette, design exam)	Exhibition (or 'pin' up review)	Portfolio review	Reflective journal review
Project proposal	X				X	X
Models	X	X	X	X	X	X
Drawings	X	X	X	X	X	X
Presentation		X				
Portfolio		X		X	X	
Reflective journal	X	X		X		X
Other						
	HIGH << direct student engagement in assessment process >> LOW					

You can use technologies not only to support these assessment methods but also to enhance the flexibility of learning for students, to enable them to manage their own learning more effectively and to support their development and integration of graduate capabilities in preparation for their professional careers—[e-Portfolio tools](#), [wikis](#) and [blogs](#) have proven particularly valuable for studio-based learning.

Criteria of Assessment Design

- The context of learning reflects the conditions under which the assessable performance will occur.
- The assessment process is seamlessly integrated with the learning activity.
- Students are required to be effective performers with acquired knowledge and to craft polished performances or products.
- The learning and assessment activities require significant student time and effort in collaboration with others.
- The assessment tasks involve complex, ill-structured challenges that require judgement and a full array of skills.
- The assessment provides multiple indicators of learning.
- The assessment achieves validity and reliability with appropriate criteria for scoring varied products.

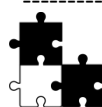
7. References

- Bray, B. (2012, June 9). Studio-Based Learning (Interview: Pat Donohue). Retrieved July 26, 2017, from Rethinking learning by Barbara Bray, creative learning strategies: <https://barbarabray.net/2012/06/09/studio-based-learning-interview-pat-donohue/>
- Hendrix, D., Myneni, L., Narayanan, H., & Ross, M. (2010). Implementing Studio-Based Learning in CS2. SIGCSE '10 Proceedings of the 41st ACM technical symposium on Computer science education (pp. 505-509). Wisconsin, USA: SIGCSE ACM Special Interest Group on Computer Science Education.



Scan for SBL video

<https://www.youtube.com/watch?v=XQri9SHrz1o>



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