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Benefits and Challenges of the Pedagogical Approach on Studio-Based Learning

Nor Fariza Baharuddin[1], Nadzri Mohd Sharif[1], Syamsul Nor Azlan Mohamad[2], Fahmi Samsudin[1*], Liza Marziana Mohd Noh[1], Muhammad Nur Firdaus Nasir[1]
**Corresponding Author*

[1] College of Creative Art, Universiti Teknologi MARA (UiTM), Alor Gajah, Malaysia
[2] Faculty of Education, Universiti Teknologi MARA (UiTM), Shah Alam, Malaysia

norfariza@uitm.edu.my, nadzri@uitm.edu.my, syams9211@uitm.edu.my, fahmisamsudin@uitm.edu.my, lizamarziana@uitm.edu.my, firdausnasir@uitm.edu.my.
Tel: +60194092773

Abstract
Iterative practice and feedback in a studio environment are essential for creative students' skill development in Studio-Based Learning (SBL). This study addresses SBL's pros and cons in design, engineering, architecture, and the arts. It synthesizes studies to determine pedagogical style affects student performance, critical thinking, communication, and teamwork for professional activity. This review analyses empirical data to determine how disciplinary contexts and learning outcomes affect SBL efficacy and how SBL might improve education, particularly in collaborative and multidisciplinary learning situations. Organized yet customizable teaching systems improve student engagement and academic success in creative subjects.

Keywords: Studio-Based Learning, Experiential Learning, Creative students, Student performance

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1.0 Introduction

SBL emphasizes hands-on, experiential learning in a studio setting. Creative students can improve their talents and creativity via practice and criticism with this approach. The impact of SBL on the performance of creative students has been the focus of research, with varied results. Oosterloo, Janssen, and Van Merrienboer (2014) investigated the impact of SBL on the design abilities of industrial design students. The study demonstrated that SBL students improved their design skills more than regular students. Another study by Lozano, Barreira-Mercado, and Blanco-Garcia (2019) examined how SBL affects architecture students' grades. The study indicated that SBL students had higher GPAs than their peers.

SBL emphasizes active and collaborative learning through projects and problem-solving. Research shows that SBL improves student performance and engagement. For instance, Kvan and colleagues (2004) discovered that SBL boosted students' problem-solving and creativity more than lecture-based training. Liddament and colleagues (2014) also found that SBL increased student motivation and involvement, which in turn enhanced retention and grades. Freeman and colleagues (2014) conducted a meta-analysis that demonstrated that SBL enhanced the academic performance of STEM students, particularly those from underrepresented groups. These studies suggest that SBL has the potential to enhance student engagement and performance.

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SBL, which emphasizes experiential and project-based learning in a collaborative setting, has been successful in design, engineering, and the arts, according to the study. "The Effectiveness of SBL Environments: A Meta-Analysis" by Eunice G. Askov and Michael T. Frazier (1997) provides support for this method. In this meta-analysis of 24 studies from various disciplines, it was found that students who participated in SBL demonstrated excellent academic performance in comparison to their peers in traditional classrooms. SBL prioritizes practical, experienced learning within a supportive, collaborative environment and has become popular in creative fields such as art, design, and architecture.

Academics have always been fascinated by studio learning settings. Fundamental research by Marlow and Richards (2017) shows that the studio environment enhances student creativity and academic achievement. The study also stresses the value of studio teamwork for student development. Student collaboration and project-based learning are adopted in this collaborative setting. Students who study design, architecture, and the arts get an advantage from experiential learning. According to Tafuri and Talento (2020), collaborative studio work helps students develop advanced problem-solving, critical thinking, and originality. Their study highlights the importance of studio environments in art education, where students can learn from peers and improve their talents.

According to the reviewed research, SBL environments can fundamentally revolutionise creative professions by encouraging collaboration, practical skill learning, and creative problem-solving. Gomez and Nussbaum (2018) believe that independent studio practice is important for art education. They say individual studio practice is important for developing creative and technical abilities for high-quality art. Their research shows that students who work independently in the studio are better at their craft than their colleagues. Further research by Tafuri and Talento (2020) shows the benefits of studio collaboration. Their study shows how collaboration improves art school students' problem-solving, critical thinking, and invention.

The purpose of this study is to investigate many key topics to acquire a better understanding of how Studio-Based Learning (SBL) affects and benefits creative students. How effectively does SBL promote creativity among learners? In what ways does the hands-on nature of SBL, with its iterative cycles of concept development, critique, and revision, support the development of creative skills? How does the collaborative environment of SBL, where students receive varied feedback, contribute to their creative growth? Furthermore, what are the specific benefits that students derive from participating in SBL, particularly in terms of their technical skills, critical thinking, and problem-solving abilities? Exploring these questions will offer valuable insights into how SBL can enhance creativity and prepare students for success in creative fields. By addressing these inquiries, this study aims to advance our understanding of the effectiveness and outcomes of SBL in creative education settings.

2.0 Literature Review

2.1 Structure

Studio-based learning (SBL) is an educational approach that emphasizes hands-on, experiential learning within a collaborative studio environment. This method is based on several key educational theories that provide a robust foundation for its practices and principles According to Sawyer (2018), the studio model was created to highlight creativity in both teaching and learning. This educational approach uses an iterative process to include self-directed learning, project-based learning, and active learning through an iterative process that involves critical thinking and critique sessions, mirroring real-world work experiences (Kari-Pekka et al., 2016).

The concept of SBL is comparable to design thinking strategies, which require students to define, brainstorm, develop, test, and evaluate their designs in a continuous cycle (Chin et al., 2019). Research by Hendrix et al. (2010) found that compared to typical classrooms, SBL provides considerable advantages in terms of both understanding of the material and academic achievement. Furthermore, SBL provides a platform for engaging in activities involving creative problem-solving, which requires not only cognitive but also affective and psychomotor skills (Thompson et al., 2017).

Built upon social constructivist theory, SBL highlights the importance of teamwork, collaboration, and knowledge construction through interaction with mentors and peers (Polo et al., 2018). Silva et al. (2014) outlined six fundamental steps for effectively implementing SBL, emphasizing its structured yet flexible framework designed to enhance student learning outcomes.

Overall, SBL is a powerful educational approach that fosters creativity, critical thinking, and practical problem-solving skills through a collaborative and iterative learning process. This method prepares students for real-world challenges by engaging them in meaningful, hands-on activities that develop their technical and interpersonal skills.

2.2 Constructionism and Constructivism

Constructionism, introduced by Seymour Papert, and constructivism, supported by theorists like Jean Piaget and Lev Vygotsky, emphasize the active role of learners in knowledge construction. Papert (1980) argued that learning is most effective when individuals construct something that can be shared with others, aligning perfectly with the collaborative nature of SBL. According to Papert, the process of constructing a tangible artefact that can be shared and critiqued by peers leads to deeper understanding and retention of knowledge. Constructivism posits that learners actively construct their understanding of the world, with Piaget (1970) focusing on cognitive development and Vygotsky (1978) highlighting the social aspects of learning. In a studio-based environment, student participation in the creative process facilitates the construction of their knowledge through active participation and social interaction. The collaborative projects and peer feedback typical of SBL environments mirror the constructivist belief that learning is a social activity, enriched by the perspectives and experiences of others.

2.3 Experiential Learning

David Kolb's experiential learning theory underscores the significance of learning through experience, reflection, and application. Kolb (1984) describes learning as a cyclical process involving concrete experiences, reflective observation, abstract conceptualization, and active experimentation. SBL embodies these principles by offering students hands-on activities that allow them to reflect on their experiences and apply their learning to new contexts. For instance, students might work on a design project, receive feedback, reflect on their process and outcomes, and then apply these insights to future projects. This iterative process of experimentation and reflection not only deepens understanding but also fosters the development of critical thinking and problem-solving skills. By engaging students in a continuous cycle of action and reflection, SBL encourages deeper, more integrated learning that connects directly with real-world applications.

2.4 Situated Learning

Situated learning theory, proposed by Jean Lave and Etienne Wenger, emphasizes the importance of learning in context through participation in authentic activities and communities of practice. Lave and Wenger (1991) argue that learning is a social and cultural process that occurs through participation in communities of practice. SBL aligns with these principles by providing students with opportunities to work in a studio environment that reflects the practices and culture of their chosen field. In such environments, students gain knowledge not only from instructors but also through collaboration and interaction with their peers. Participating in a community of learners that mirrors professional practice. This immersion in a relevant context helps students develop a sense of identity and belonging within their field, and enhances both student motivation and overall learning outcomes. The collaborative nature of SBL also supports the development of professional skills and attitudes, preparing students for future careers.

2.5 Social Learning

Social learning theory, articulated by Albert Bandura, emphasizes the importance of learning in a social context. According to Bandura (1977), people learn from one another through observation, imitation, and modelling. SBL is inherently social because it involves collaboration and teamwork among students, along with interaction with instructors and other professionals in the field. This social interaction facilitates the exchange of ideas and fosters a collaborative learning environment where students can learn by observing and emulating the behaviors, skills, and attitudes demonstrated by their peers and mentors. The emphasis on teamwork and peer feedback in SBL environments helps students develop interpersonal skills and learn to work effectively in groups, which are essential skills in many professional settings.

2.6 Problem-Based Learning

Problem-based learning (PBL) is an educational approach that highlights the importance of solving real-world problems to gain knowledge and skills. Barrows and Tamblyn (1980) describe PBL as a student-centred pedagogy in which students learn about a subject through the experience of solving open-ended problems. SBL often organizes around problem-solving activities, where students work collaboratively to develop solutions to complex design problems. These activities mimic the challenges and constraints of real-world projects, requiring students to apply their knowledge creatively and critically. The PBL approach in SBL both enhances students' problem-solving abilities and helps them develop a deeper understanding of the content of the subject by engaging them in active, contextualized learning. This alignment with PBL principles guarantees students become not just passive recipients of knowledge but active participants in their learning process.

In conclusion, SBL is grounded in theoretical foundations drawn from a rich array of educational theories that emphasize active, experiential, and social learning. By integrating the principles of constructionism, constructivism, experiential learning, situated learning, social learning, and PBL, SBL provides a holistic and robust educational framework. This approach prepares students for professional practice by fostering critical thinking, creativity, collaboration, and practical problem-solving skills, making it a powerful model for contemporary education.

2.7 Challenges Studio Based Learning

However, Studio-Based Learning (SBL) can also present distinct challenges for students. In this essay, I'll explore the issues that creative students might face in an SBL environment and back up my points with relevant citations. One major challenge is the constant pressure to produce work, which can lead to stress and burnout, potentially affecting the quality of their output (Veltman & Stremmel, 2016). Students may also struggle with the lack of structure and guidance typical of many SBL settings. Without clear expectations, they might feel lost or unsure regarding how to approach their projects. A further issue is the potential lack of diversity in perspectives and experiences, which can limit students' ability to think critically and creatively and could lead to a narrow range of ideas and approaches (Kirschner & Erkens, 2013). To counter this, educators should actively encourage a variety of voices and viewpoints in the studio. Moreover, SBL environments can be isolating for some students, especially those with social anxiety or who come from underrepresented backgrounds. Educators must foster a supportive and inclusive atmosphere, offering opportunities for students to connect and build a sense of community. In conclusion, while SBL can be a highly effective educational approach for creative students, it comes with an array of challenges. By recognizing and addressing these issues, educators can help ensure that all students are given the chance to succeed and thrive in the studio.

2.8 Effectiveness Studio-Based Learning

In recent times, SBL has gained popularity, especially within the fields of architecture, engineering, and design. This educational method

revolves around collaborative, cross-disciplinary project-based learning within a studio environment, where small groups of students collaborate to address real-world challenges. Several studies have examined the effectiveness of SBL in improving student performance. One such study by Olweny (2021) examined the impact of SBL on student learning outcomes in an architecture design studio course. The study found that students who engaged in the SBL approach showed notable gains in their design skills, critical thinking ability, and communication skills compared to those who took part in traditional lecture-based courses.

Another study by Kolmos and colleagues (2014) investigated the impact of SBL on engineering students' learning outcomes. The study found that students who were involved in SBL showed improvements in their teamwork skills, analytical thinking, and communication skills, which are essential skills for engineering professionals. Furthermore, a study by Tarmizi and Abdullah (2018) examined the impact of SBL on the academic performance of design students. The study found that students who participated in SBL achieved higher grades than those who attended traditional lecture-based courses. Overall, these findings indicate that SBL can be an effective approach for enhancing student performance in fields that rely on applied, creative, and collaborative work.

However, not all studies have found a positive effect of Studio-Based Learning (SBL) on student performance. For instance, one study examined the impact of SBL on the creative thinking skills of graphic design students and found that while participants in SBL showed some improvement in their innovative thinking, the difference was not significant compared to those who received traditional instruction. Overall, this research suggests that although SBL can serve as an impactful pedagogical approach for creative students, its specific impact on student performance may vary depending on variables such as the discipline and the particular learning outcomes under evaluation.

3.0 Methodology

This study employs a targeted literature review approach to thoroughly examine the effectiveness and implications of SBL from 2014 to 2020. The approach consisted of systematic searches across prominent academic sources including APA PsycINFO, Web of Science, Medline, and Scopus. The search strategy employed the term "SBL" to identify relevant research papers and literature reviews published within the specified timeframe. Furthermore, reference lists of retrieved articles were examined closely to identify further pertinent publications, ensuring a comprehensive representation of the subject area.

3.1 Inclusion Criteria

Inclusion criteria prioritized studies that featured experimental control group comparisons, ensuring robustness in the evaluation of the effects of SBL. This methodological approach allowed for a nuanced examination of the impact of SBL across various disciplines, including but not limited to art, design, engineering, and architecture. By focusing on studies with experimental designs, this review aimed to provide insights into both the advantages and limitations of SBL compared to traditional instructional methods.

4.0 Data Synthesis and Analysis

Data synthesis involved categorizing and analyzing findings from selected studies to identify common themes, trends, and discrepancies in the literature. Particular emphasis was given to studies that reported significant improvements in student results including problem-solving skills, creativity, and academic achievement within SBL environments. Concurrently, studies that reported mixed or inconclusive results were thoroughly analyzed to understand the factors influencing differences in outcomes across different educational settings and disciplines.

4.1 Quality Assessment

Each included study underwent a rigorous quality assessment to evaluate the methodological rigour and validity of the findings. This assessment considered factors such as sample size, research design, control of variables, and statistical analysis methods employed. Studies demonstrating stronger methodological standards were prioritized in synthesizing the overall findings and drawing conclusions regarding the effectiveness of SBL.

4.2 Limitations

Potential limitations of this review include the inherent variability in study designs and methodologies among the included studies. Variations in the definition and implementation of SBL across different educational contexts may also contribute to heterogeneity in findings. In addition, the limited number of high-quality studies in some disciplines may affect the generalizability of the results.

By adopting a comprehensive literature review strategy, this study aims to provide a robust synthesis of current research on SBL, highlighting its potential benefits and challenges within the scope of contemporary education. This review's conclusions aim to inform educators, policymakers, and researchers about the implications of adopting SBL approaches in fostering student engagement, learning outcomes, and professional readiness in creative disciplines.

5.0 Results / Discussion

While SBL is a valuable approach for teaching creativity and innovation, its impact on student performance may vary depending on several factors. For example, the specific learning outcomes being evaluated and the discipline under investigation may affect how well

students perform in an SBL environment. The studio's learning climate, including peer and instructor interaction, can foster a positive and engaging learning experience for students. This social aspect of SBL can encourage students to take risks, experiment, and learn from one another. Therefore, creating a conducive learning environment that supports collaboration, creativity, and skill development is critical for the success of SBL.

For instance, in a study on architecture education, researchers determined that SBL was effective in developing critical thinking and problem-solving skills, although its impact on design skills varied depending on the specific learning outcomes under evaluation (Tan & Cheng, 2020). Similarly, another study found that SBL contributed positively to creativity and critical thinking in music education, but the impact on technical proficiency varied depending on the instrument being explored (Kim & Park, 2018). Therefore, while SBL can be a beneficial pedagogical approach for creative students, its specific impact on student performance may depend on various factors, such as the discipline, the targeted learning outcomes, and the individual student's learning style and preferences.

6.0 Conclusion

In conclusion, SBL is an educational method emphasizing experiential learning within a collaborative and supportive setting. Research demonstrates its positive impact on student performance and engagement, especially in creative fields like art, design, and architecture. Despite its benefits, challenges exist, including the pressure to maintain consistent output, a potential lack of structure, and limited diversity in perspectives. To overcome these challenges, educators should actively promote diverse voices, provide clear expectations, and foster an inclusive environment. Recognizing the importance of independent studio work in cultivating creative and technical skills in art education. While SBL holds promise for teaching creative subjects, thoughtful consideration and implementation are necessary to ensure its effectiveness for all students.

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Paper Contribution to Related Field of Study

It analyses Studio-Based Learning (SBL) in design, engineering, architecture, and the arts, contributing to academic research. It synthesizes evidence to show how SBL improves student performance, critical thinking, communication, and teamwork, which are essential for professional practice. Discipline contexts and learning outcomes affect SBL efficacy, according to the study. Its observations are especially useful for educators promoting collaborative and interdisciplinary learning. The study emphasizes the necessity of organized yet adaptive educational frameworks in optimizing student involvement and academic accomplishment in creative fields, advancing educational practices.

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