**Education, Design and Practice – Understanding skills in a Complex World**

**Paper / Proposal Title:**
Practice Pedagogy: Teaching Techniques And Approaches That Improve Students’ Intrinsic Motivation To Learn In Studio-Based Disciplines

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**Abstract (300 words):**

A studio represents a learning space most frequently used within creative disciplines. Role of the instructor is very much different in studios compared to other traditional learning models. Often considered informal and unstructured, studio setting imposes a greater responsibility on the instructor to develop appropriate teaching methodologies and engage in frequent self-assessment in order to improve students’ learning experience. One of the main objectives of this study was to gain understanding about particular studio teaching techniques that would have a positive impact on students’ intrinsic motivation. Intrinsic motivation has been identified as students natural desire to engage and learn and as such is an essential predictor of students’ achievement. This implies that successful students are not only motivated to succeed through extrinsic motivators such as grades or recognition, but instead they are naturally curious and interested in learning because of the passion they have developed for the discipline. More specifically, the paper presents a framework constructed of teaching practices identified as successful through the research conducted at the American University of Sharjah, College of Architecture, Art and Design. The research was executed first through a survey distributed to 700 students used to identify instructors successful in teaching and promoting students’ intrinsic motivation. The findings are derived from the data collected through qualitative interviews with ten instructors recognized through
surveys for their excellence in teaching. The recommendations of this study provide evidence of the value of one’s ability to model intrinsically motivated behaviors, develop non-conventional teaching approaches, establish a relaxed social setting and build positive relationships with their students while purposefully dismissing external motivators. The significance of the study is evident in the fact that findings can be implemented within any kind of studio-based teaching environment. The framework is presented along with the recommendations on how to apply it within any type of a collaborative, project-based learning environment.

**Keywords:** Studio Teaching, Studio Pedagogy, Design Education, Experiential Learning, Self-Determination Theory, Intrinsic Motivation, Caring in Education

Film that I would like to present is available here:

- **Author(s) Biography (200 words each):**

  Zinka Bejtic is a Canadian educator, filmmaker and a visual artist whose work explores contemporary phenomena through a variety of time-based and installation media such as experimental film, video art and sound. Recognized for excellence in teaching over last twenty years and with a PhD in educational psychology Zinka is dedicated to researching and advancing studio-based pedagogy through identification and contextualization of specific studio teaching practices that enhance students’ learning experience. The aim of her research is to help educators in creative disciplines become aware of approaches, motivation techniques and ways cultivate positive studio environment and to empower students’ creative but also personal development. Zinka is currently working on developing instructional video content that would serve to educate and offer insight into relevant topics through practical examples and case studies. Zinka serves as an Associate Dean of the College of Architecture, Art and Design at the American University of Sharjah where she teaches experimental film and digital media courses.

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