Do you currently signpost students to additional 1:1 technical support?

Often | 50%

Sometimes (at least 1 student per studio session) | 50%

Rarely | 0%

I have never signposted students to additional 1:1 support | 0%

Treemap | Bar
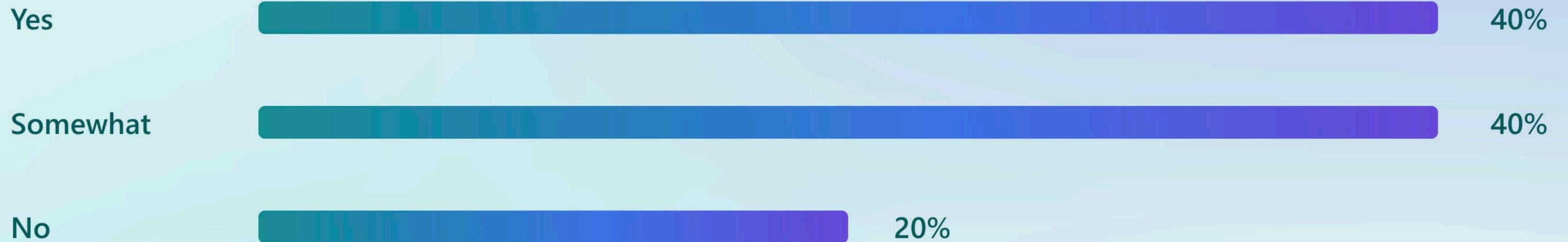
Would you feel confident signposting students to 3D workshops (digital, wood, metal, ceramics): how to access and use them appropriately, including preparing documents and...

Yes   40%

Somewhat   40%

No   20%

Treemap | Bar

Is there anything else you would like to share about how you currently support students with technical or digital questions? (Optional)

"I would love to know more about what resources are available, on I don't feel lileni am poaching people or things."

"I have wondered in the past whether a digital sign-up process could be beneficial. If we could book sessions with the students during their tutorials perhaps more would attend? Certainly there have been instances where I have nudged a student in the direction of tech-

Is there anything else you would like to share about how you currently support students with technical or digital questions? (Optional)

nical support and a week later no action has been taken on their behalf. "

"I very often send them to specialist support sessions, as the tutorial sessions are so short as they are and the focus should be on design not technical skills.... "

"If it is something quick, I usually try to answer, but mostly refer to Gaby and extra technical support available. "
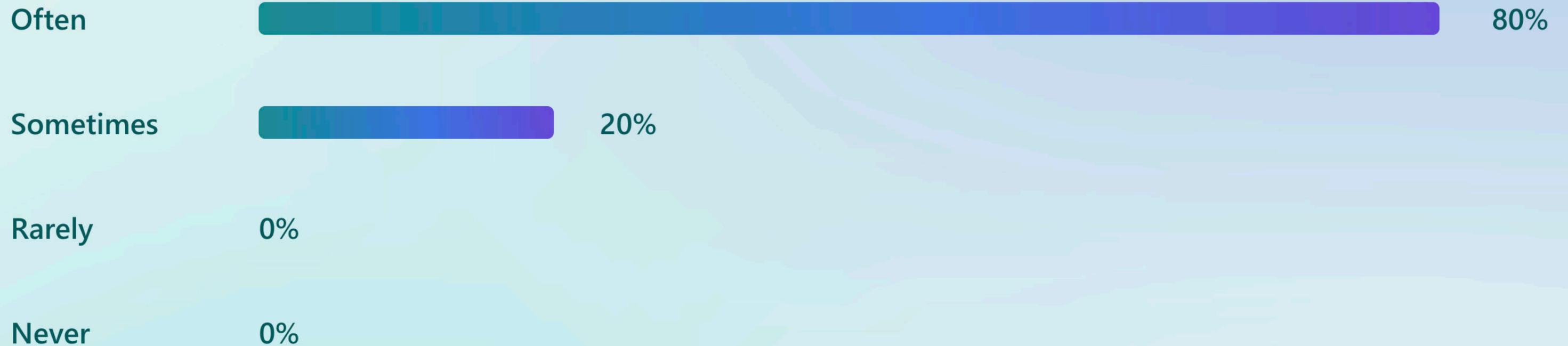
Do students' levels of technical or digital skills ever make it difficult to focus on design development during tutorials?

Often ▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓ 80%
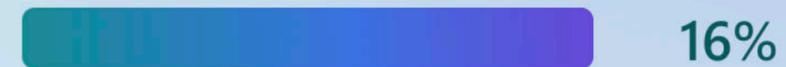
Sometimes ▓▓▓▓▓▓ 20%

Rarely 0%

Never 0%

Treemap | Bar

When this happens, how does it usually affect tutorials? (Select all that apply)

Time is spent resolving technical issues rather than discussing design
16%

Students struggle to translate ideas into drawings or models
32%

Tutorials become more task-focused than concept-focused
25%

It limits how far design discussions can be developed
25%

When this happens, how does it usually affect tutorials? (Select all that apply)
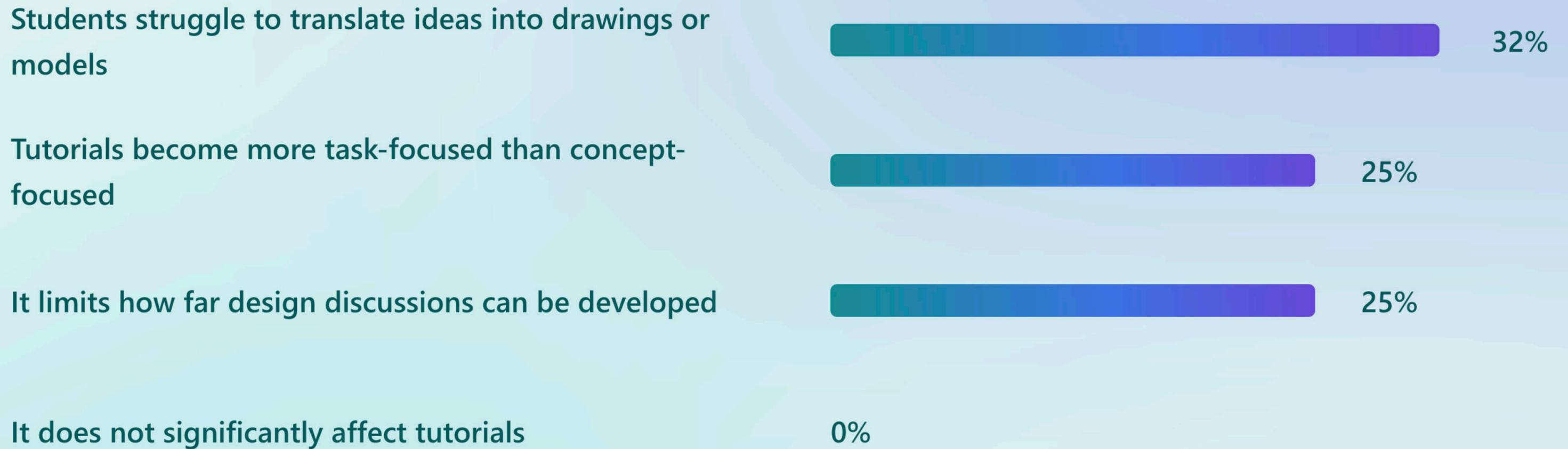
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25%

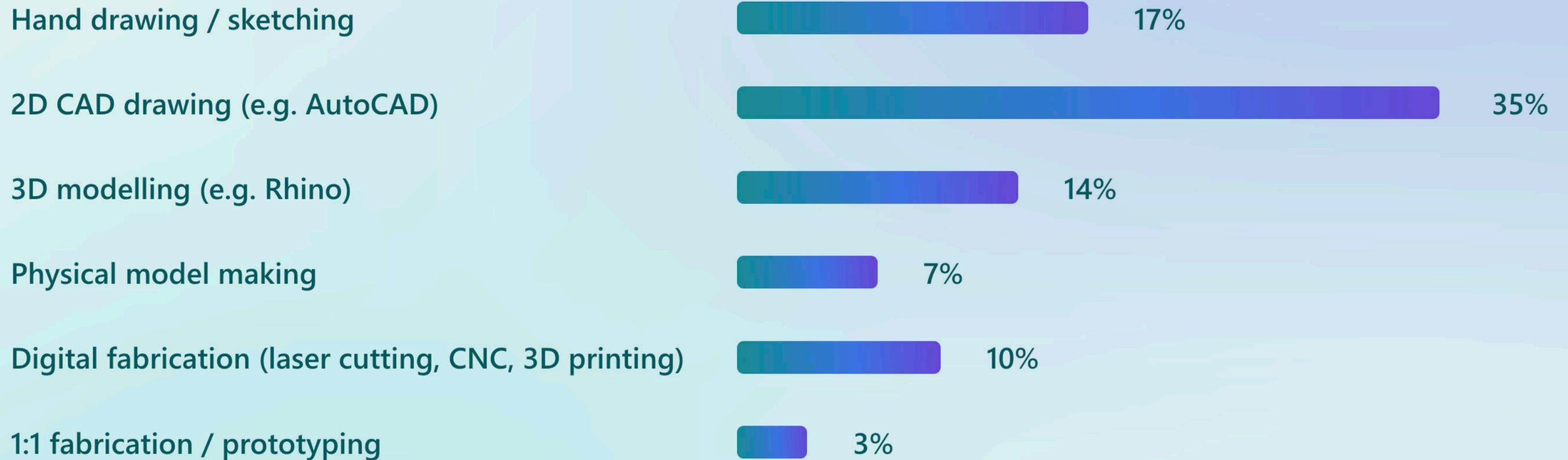It limits how far design discussions can be developed
25%

It does not significantly affect tutorials
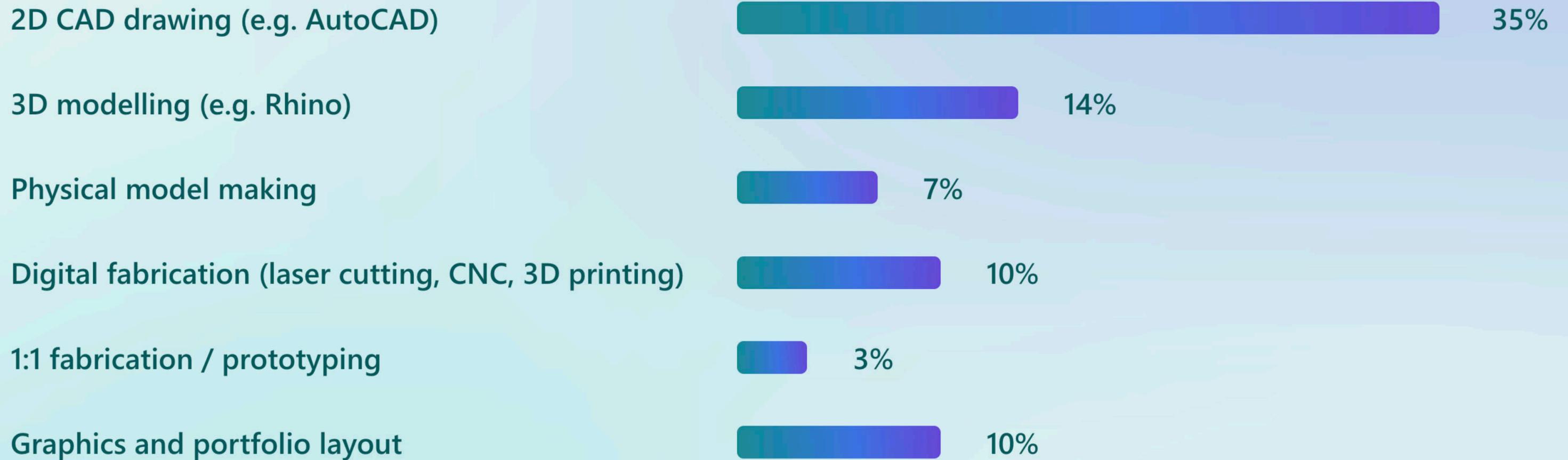0%

Which technical areas most commonly act as a barrier to students' design development? (Select up to three)

Hand drawing / sketching	17%
2D CAD drawing (e.g. AutoCAD)	35%
3D modelling (e.g. Rhino)	14%
Physical model making	7%
Digital fabrication (laser cutting, CNC, 3D printing)	10%
1:1 fabrication / prototyping	3%

If these needs change over the course of a project or term, could you briefly describe how they evolve over time? ...

"Earlier stages are often only talking about technical hand drawings. Their portfolio is often left until then last minute and then L03-5 (particularly communication) are severely let down. "

"We discuss and review the sequencing of skills learning frequently. I don't think we can improve things much by delaying their CAD learning for example. All these skills are needed to be learnt concurrently. It is for us as

If these needs change over the course of a project or term, could you briefly describe how they evolve over time? …

teachers to manage the focus of the tutorial."

"In general, the students need to work out their ideas by hand in 2D and 3D first so that they are then in a position to push the software and expand their proficiency in the software to achieve the formal ideas that they sketch and draw. The detail of their analogue ideas is usually diminished due to their low proficiency in the software. Analogue 2D and 3D skills also need to be improved for this reason."
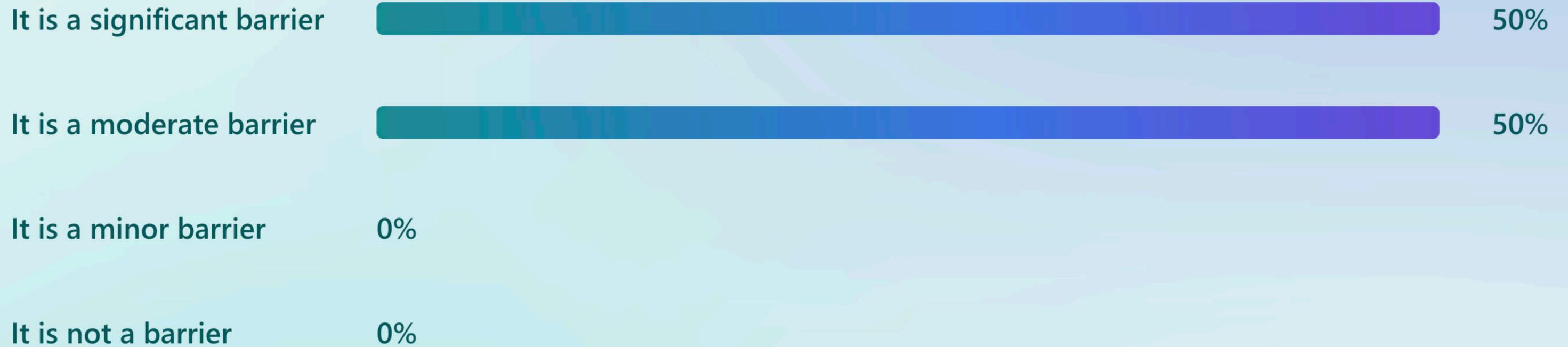
To what extent do these technical gaps limit the progression of students' design work?

It is a significant barrier — 50%

It is a moderate barrier — 50%

It is a minor barrier — 0%

It is not a barrier — 0%

Treemap | Bar

Is there anything else you would like to share about how technical or digital skills impact students' design development in your experience? (Optional)

"I don't know anything about AutoCAD, or Rhino I only use vectorworks and SketchUp, which might make it harder... but also means I can't realistically have discussions about it. So maybe not a bad thing! I wouldn't mind being signposted to some basic support or tutorials on either, myself."

"It may be exposure, undersatanding that they have access to these different spaces and they are able to use

Is there anything else you would like to share about how technical or digital skills impact students' design development in your experience? (Optional)

"It may be exposure, undersatanding that they have access to these different spaces and they are able to use them"

"I believe the barrier (above) is only temporary."

"The students need to understand how to confidently use analogue technical scale drawing skills to as well as become more confident with sketching ideas freehand on which the technical drawings are based to increase

Is there anything else you would like to share about how technical or digital skills impact students' design development in your experience? (Optional)

"I believe the barrier (above) is only temporary."

"The students need to understand how to confidently use analogue technical scale drawing skills to as well as become more confident with sketching ideas freehand on which the technical drawings are based to increase their confidence and will to push digital 2D and 3D."

"To be honest there's so much support available, majority are just not utilising it very well... "

At which points in the academic year would additional in-studio technical support be most useful?

Early in projects (skill-building)   0%

At several points throughout a project   90%

Before submissions   0%

Other   10%

Treemap | Bar

Are there moments where you have noticed students struggling to engage or progress, but where it has been difficult to provide the time or type of...

"Yes, but it is partly/mostly through their lack of engagement..."

"Absolutely. Almost invariably a student will come to tutorials with a list of challenges using CAD. Typically we have 20 minutes per head and so absolutely no time to work through this whilst pushing the conceptual work. A HUGE problem is students coming to tutorials without drawings - many struggle with sheeting up out of CAD. "

Are there moments where you have noticed students struggling to engage or progress, but where it has been difficult to provide the time or type of...

"When they start using AutoCAD, it can be slow for many of them. Physical modelling and making could be encouraged more as a tool, as this starts to drop off as they learn 3D modelling."

"During the interim stages of a given project. They struggle to cope with time management and the realisation of how much time it takes to draft ideas well enough to match the complexity of the ideas that they have in their minds."
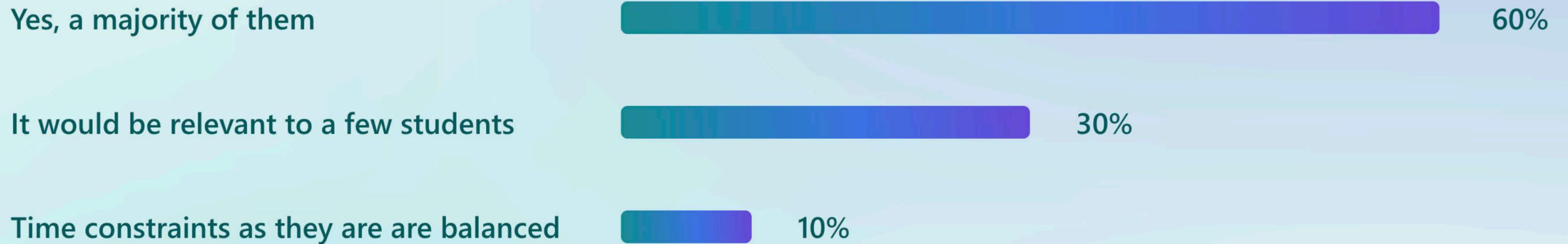
Wordcloud | All responses

< 14 of 16 >

Would students benefit from having more time, or an additional perspective, during studio tutorials?

Yes, a majority of them   60%

It would be relevant to a few students   30%

Time constraints as they are are balanced   10%

Treemap | Bar

In your experience, what situations tend to make additional time or support helpful for students? (Select all that apply)

Limited time within tutorials ████████████████████ 18%

Different learning or working rhythms ████████████ 12%

Managing multiple deadlines ████████████ 12%

Balancing study with work or other commitments ████████████ 12%

In your experience, what situations tend to make additional time or support helpful for students? (Select all that apply)
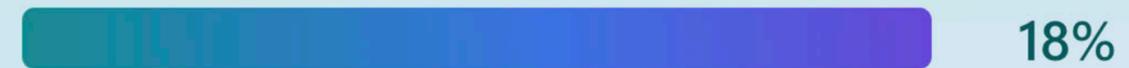
Balancing study with work or other commitments — 12%
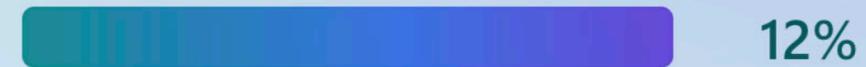
Needing more time to translate design ideas into drawings or models — 21%

Feeling less confident asking for help — 18%

Other — 6%