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Article:	**Design Studio Teaching: Creative Method in Era of 2021**
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ABSTRACT

In every part of the world, all educational institutions were forced to shut down and closed during the first wave of COVID 19 virus between March 2020 to December 2020. After this, it has been realized that we all must learn and live with this virus. The educational institutions started the courses 1st on online medium and then later adopted hybrid teaching methods. Here in Pakistan the same way was adopted till up to the fourth wave of Virus from November 2020 to August 2021. But the online teaching-learning method was proved successful in theoretical subjects and therefore facing lots of issues in Studio/Lab work subjects that's why universities were reluctant to start studio courses. In this paper, the author conducted fieldwork from different Leading Design Universities as the unit of analysis and gathered information that how they converted their design studio subjects into an online system without compromising Quality of work of Different subjects such as Weaving, Knitting, Embroidery, sewing, etc. In this paper, the author presented best procedures and methods of converting Embroidery Studio Subjects into digitally and obtained outcomes of Learning.

Key Words: Design, Textile, Studio, Education

Introduction:

The development of value-added textile Products are supported by industry, companies where Designers also played key role because of their development and making new concepts for the world which is known as creative content in the products. The developmental process of such value-added products is engineered by professional designers and developers which linked back towards their education and Universities. In Pakistan there are different level of education started to Primary, Secondary, Higher secondary and the University. Multiple disciplines are available for students on every level either belongs to Secondary level or University such as science, medical, Design, Engineering etc. The formal sector of Design Education started from higher secondary up to university level. The design education plays a vital role in country's product developmental process.

Pakistan is a country that belongs to the third world country with its size of economy around 300 BN US\$(PBS, GoP, 2021). From the beginning of the country since 1947, the dominant industry which has significant impact on economy is Textile sector which is fragmented into 5 major sectors known as Yarn, Cotton cloth, Home Textiles, Readymade garments and Knitwear. In fiscal year 2020-2021 where whole world's large scale manufacturing sector is in trouble due to lock downs, shutdowns due to pandemic disease named as COVID-19, businesses not functioning well or not operating on its full capacity. In Contrary to these circumstances the textile industry of Pakistan shows growth of around 9% where major products are from three value added categories known as Knit wear, Ready-made Garments and Home textiles (Fiscal Report, PBS, 2021).

With respect to the connection between education and the performance of entrepreneurs, most studying analyses on education learnings revealed an inspiring or diverse outcomes (Lorz et al., 2011) claimed that the educational exercise and guidance for Karlan and Valdivia (2006) individuals who had implored to set up their industry had a beneficial impact on their results. Furthermore, Peterman and Kennedy (2003) also found that the business determination of the candidate have a remarkable turn due to the education curriculum and modulus. According to Do Paco et al. (2011) profitable entrepreneurship expertise can be evolved and flourished due to the education. Most of the entrepreneurs have a firm believe that to succeed they trust their instinct, but as soon as they have unearthed coaching courses, innovative possibilities can be developed for their professional achievement, and have discovered teaching skills (Wu and Jung, 2008). The major cause of a company's failure is due to lacking skill (Dowling 2003, Zimmerer and Scarborough 2003). According to Lazear (2005), people with diverse work experience and education acquire a distinct expertise, which are likely to become entrepreneurs and progress better in business than others.

Interestingly, in East Asia and Europe the interpretation of innovation and creativity is distinct in different industries. Researcher in Europe have divided the industry in two different categories: artistic approach activities known as the "central creative industry" and media, architectural forums and design-based industries known as the "partial creative industry" (O'Connor) 2007). The researchers in the Asian sector, have a different opinion they describe the creativity and innovative industry in a more comprehensive way (Keane 2007, Cheng

2006). For example, the industry of salon and parlors, events in parks and industry of furniture design are considered as the China industry of creativity (Cheng 2006). All the qualities and attributes does not always validate for the industry of creativity, but some also involve the production and manufacturing industry. The enhanced and valuable work is derived from the experimental innovations is deeply connected with the creative industry (see, for example, Lange and Bürkner 2013 on the music industry in Berlin). Moreover, they facilitate the customer marketplace with unique and innovative services. The Creative industry is a necessary part of the innovation network playing its key role in the social and economic method of embracing and maintaining unique specific concepts and ideas. Secondly, A very comprehensive knowledge and professional diversity in skills for television and film industry is required in creative products (Turok 2003).

A review of literature speaking the execution of design teaching tells numerous reliable refrains. Urgings for the inherent scholastic worth of purposefully ways of eloquent contain proclamations that design action (a) advances students' aptitudes to solve real-world, imprecise difficulties; (b) offers chances for the progress of solid/iconic manners of perception; and (c) matures nonverbal alleged and statement (Cross, 1982) over and done with numerous approaches of creation, together with delineating and demonstrating, or prototyping. Reboy (1989) specified that engineered design can well make scholars for difficulties in maturity of assignments and other more diligently simulated actual world circumstances. The tenacious supremacy of technical and logical discerning in teaching and the necessity for harmonizing these with other styles of intellectual doings are quoted as both difficulties to, and justifications in favor of, combining features of design discerning into instructional design. (Cassim, 2013; Cross, 1982).

One of skill based Creative education exits in Pakistan is design Education that enables the students or learners to be skilled in product development. Multiple evidence is available which suggests that skill-based design education in Pakistan played a significant role in country's product development quantitatively and qualitatively. According to Higher Education Commission of Pakistan there are multiple Instructions or universities that are giving formal design education at bachelor and master level.

The education setup is considered as one of the major sectors badly affected by the COVID 19 virus around the globe. The educational institutions around the world took immediate measures to handle the crisis and adopted hybrid teaching methods to secure the student's future. Similarly, in Pakistan this hybrid teaching method has been adopted from March 2020 onwards to the date.

Initially, the hybrid teaching-learning method was proved successful in theoretical subjects but at the same time universities were reluctant to start Design Studio / Lab Work courses online. Firstly, collaborative studio work is not possible in this scenario. Secondly, the digital infrastructure is at its nascent stage so not widely accessible to the large section of student body.

Objective of the study

- To Examine the Current Practices of Online Design Teachings in Pakistan

- To develop methods of Design Studio Practice Teaching for conferment of learning outcomes during current era 2021

Problem:

Learning Outcomes Compromised which resulted Less Skills amongst students due to long break/stoppage of academic activities due to COVID-19.

Methodology.

By keeping in view the circumstances and the author took Research philosophy as positivity and Realism for conducting research in qualitative manner through involving into the situation on real manner. Qualitative Research approach is chosen because of knowing the outcomes in subjective manner without containing numbers is Design Studio outcomes. The population size of the universities offering Bachelor Design degree Programs in Pakistan are 12 and in order to save time and cost the author use non probability sampling technique that is purpose and convenient sampling. The author belongs from Lahore city of Pakistan, therefore Universities are selected from Lahore. Consequently as a sample size three universities are taken from Lahore with one subject from each university by choosing one subject Embroidery which is offering same in each university. Due to Data Protection act names of Universities are discussed and given arbitrary known as XYZ, ABC and 123 because of keeping safe their unique curriculum and design exercises. The Number of students in each university of Subject are 30, so author took all students as unit of analysis. The both types of data primary and secondary were chosen in form of lesson plans/exercises as secondary and student's outcome as Primary which further able or help to draw conclusion on the Basis of their leaning goals. The details are discussed below in terms of data type, tools and methods which was adopted by the authors.

Data Type:

Lesson Plans Previous or current practices of subject Embroidery

<u>Subject to be understudied: Textile Embroidery</u>

Level: 2nd and 3rd year of BS Degree
Objective of the Course:

- To Familiarize the students' hands on experience with Textile Embroidery methods and techniques
- To understand use of different material handlings and their usage during process of

   Embroidery

Strategy for conducting studio course

Tools and Methods for study:

- Blended model / hybrid model as a means of studio activities
- Network structured & virtual communication
- Adoption of online modalities
- Integration of online and off-line learning tools
- Face to face meetings, discussions, reviewing and revision
- Redesigning of Design studio Course
- Preparation of resource materials
- Conducting online session
- Interactive discussions (guidelines for online interaction / classes)
- Facilitating students after the online sessions

Research Study and Findings.

The Outcomes and Finding Based on Best Learning outcomes of the Students and results.

The proposed methodology for conducting Lecture online represent important elements.

Planning Phase	**Execution Phase**
Design Studio; **Textile Embroidery** 1- Planning of Course Objectives 2-Planning of Course Contents 3-Weekly Distribution & Lesson Plans 4-Assignment Handouts 5-Instructions 6-Resource materials 7-Evaluation Criteria 8-Submission format 9-Final Exam	Online Platform; **Microsoft** **Teams/Zoom/Black Board** 1- Understanding of Microsoft Teams/Black Board/Zoom and sharing of tutorials with students 2-Sharing of Online Classes Guidelines with students 3-Uploading the content & resource Materials prior to the class 4-Conducting recorded online classes 5-Discussions and step wise practice of assigned task 6-Review of progress / discussions 7-Question & answer session 8-Assignment Submissions 9-Sharing of recorded sessions with students for reference

Outcomes from the Leading three universities ABC ,123 and XYZ

- Online Studio Classes (Recorded)

- Students divided into two groups (15 in each group)

- Conducted twice a week

- Duration; 4-7 hours

In the first phase students were given a task and demo as shown in fig 1 (a and b) than they started practicing by recalling teachers guidelines such as how to hold needle and take thread out for specific technique as shown in Fig 2(a and b). Sideways giving demo step by step each and every students were asked to open up their cameras and confirmed their involvement in the lecture/class. Some of the students faced difficulties in their understanding which were addressed by teacher through one more channel or class scheduled side wise, in which teacher gave one to one tutorials and demos for proper learning outcome.

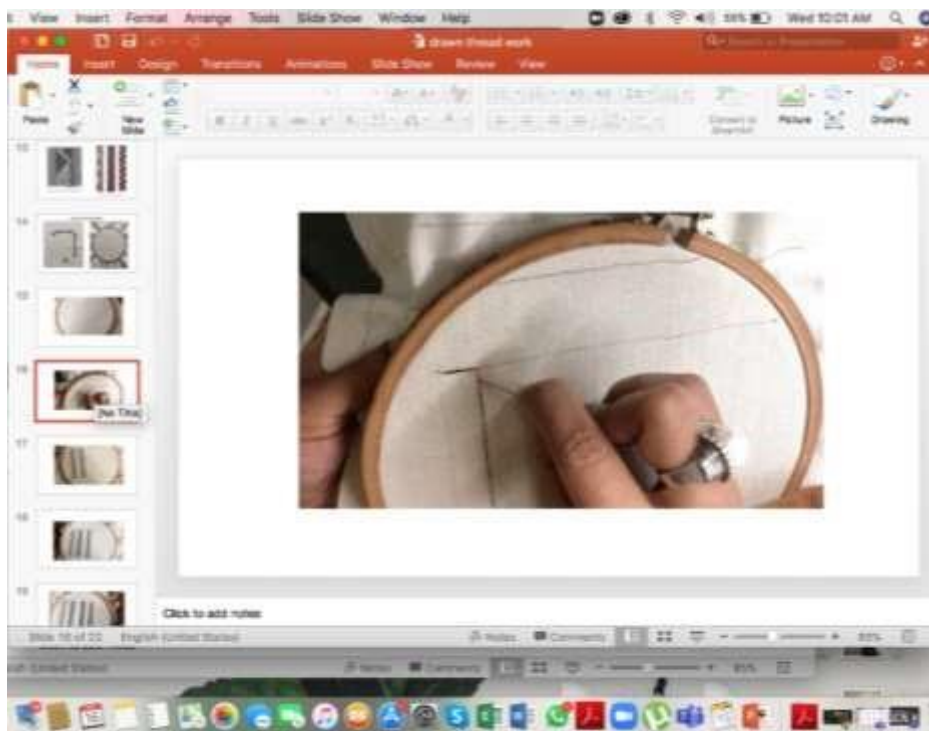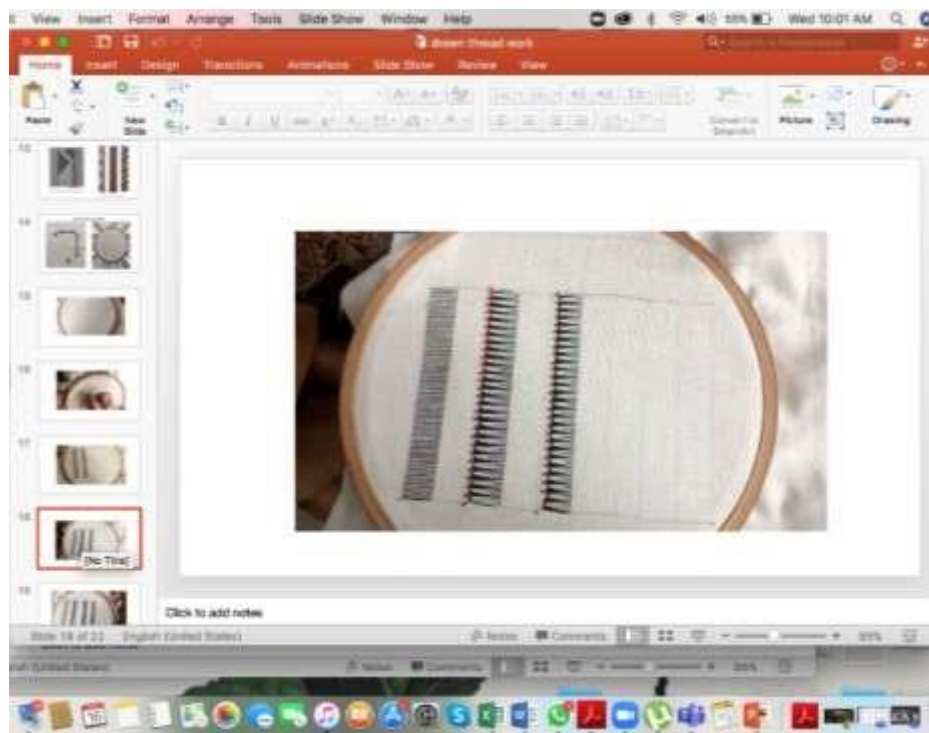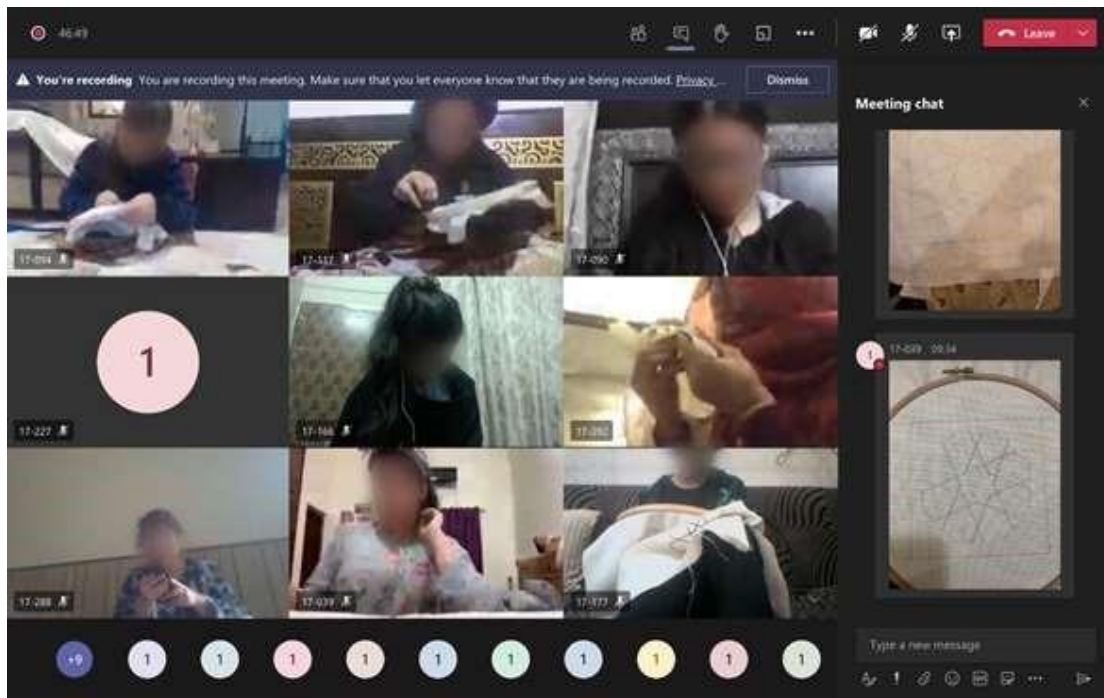Step Wise Video Demonstration to Student's Outcome on Microsoft Teams

Fig:1(a)

Fig:1(b)


Fig: 2 (a)

Fig :2(b)

Student's outcome

There-fore after giving demonstrations by teacher the student's outcome showed good result according to their Learning Goals. The replication of the technique needs more attention and also proper 100 % involvement of teacher and student too. The significance of proper internet facility cannot be denied. Because in order to learn step by step the connection speed and availability is mandatory from both student and teacher side. The technique was given tarkashi and once class and content ended up the submissions of the students which is showing in fig 3(ab,c). The submission folder(online) on their respective medium(Channel) on given time period represents satisfactorily level of learning.

Fig:3(a)
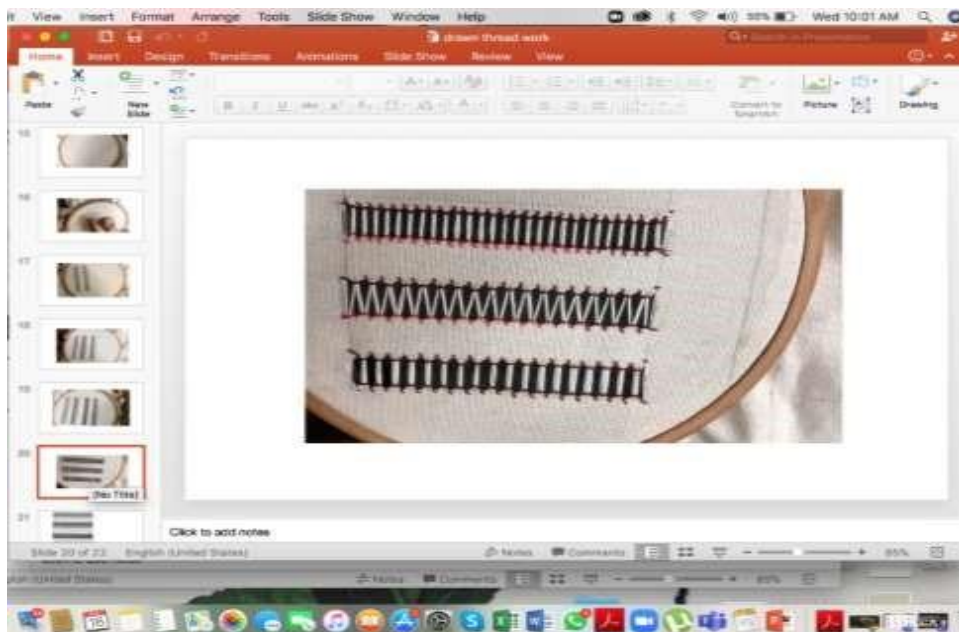
Student's outcome, Fig 3(b)
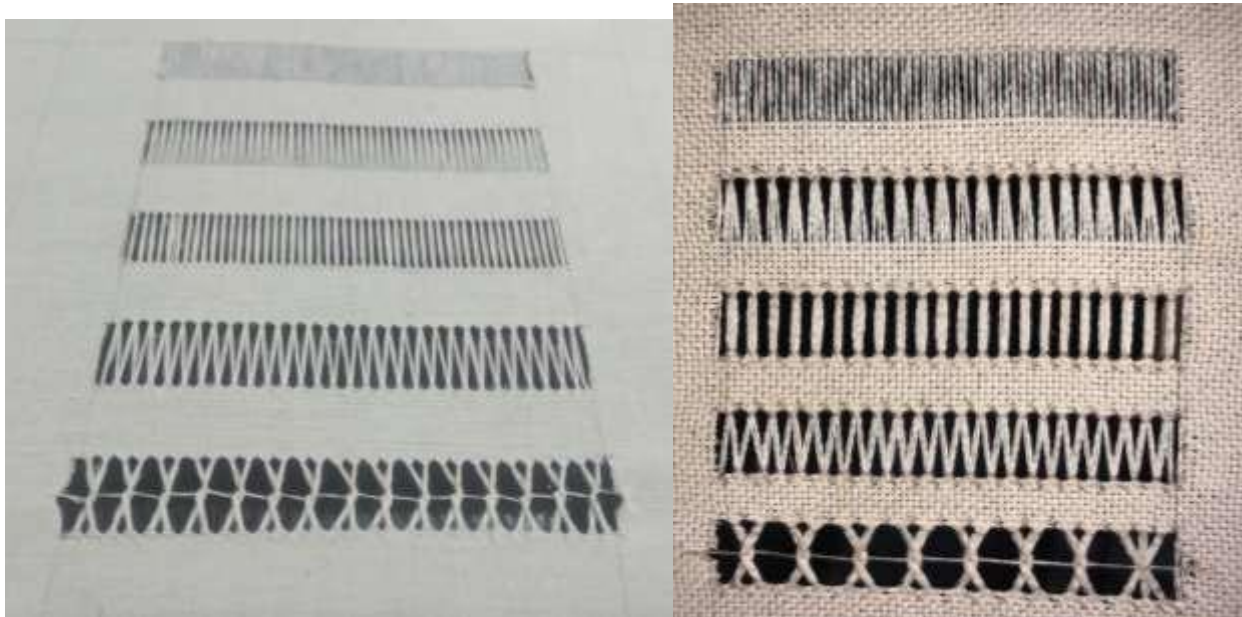
Student's outcome
Fig:3(c)

The students marking criteria of the Task was based on the following check list which was already informed to the students earlier. The Medium of submission can be Zoom, Blackboard USA and Microsoft Teams.

- Learning Outcome (How much student learn about technique, is he/she able to explain the important segment of lesson or technique)

- Understanding of technique (how well students is equipped with the technique, is he/she can do or replicate the technique with respect to its end uses by keeping in view the notion of the technique)

- Planning & Execution (how well organized about planning and its execution, is he/she able to plan with respect material understanding, formation, idea etc.)

- Final Sampling (how well sample was developed by the student. Is sample according to given task or not, aesthetics, functionality of the sample with respect to not available of loosen threads etc. in case student's sample needed to evaluate physically teachers given the option of courier delivery by following SOPs of Covid-19).

Conclusion

The shift in Design Studio Subjects from on campus to online model has reinforced the experience of both the faculty and students resulted out of necessity and has been quite a challenge and good need of their adaptation by other universities as well.

The adoption of technology has made us able to communicate, discuss and use online resources at the same time. Even then these circumstances have highlighted the need to reflect on teaching methods and **"*how we teach*". The quality of deliverables not compromised and remain intact even during online live caption mode of teaching.** The methods and proposed technique discussed in the paper of one subject can be base study for other design studio subjects by keeping in view goals and objectives of the subject. No doubt this new mode of teaching and learning opens up new ways and opportunities for learning and education. It is one of effective mode or medium of learning in terms of time, cost and convenience.

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