The Studio Component

The biggest change to FYW courses is the requirement of a digital literacy studio component. At Storrs, this is a distinct one-credit component led by faculty other than the instructor of record for the seminar, and, in this arrangement, the studio section takes place in a different space (the studio) and at a different time from the three-credit portion of the course. **For regional campuses and ECE sections, however, these two parts are combined into one four-credit course which includes the digital literacy component.** Most ECE sections will not make use of a separate studio space for this work. The "studio" in these cases will simply be the classroom itself. At this point, we're asking ECE and regional campus faculty to **map out a portion of the course (perhaps every fourth class session) dedicated to studio pedagogy**—a time and space where students work collaboratively to explore and test digital tools critically, ethically, and with attention to accessibility and rhetorical impact.

Studio Pedagogy Resources

Those who attended the 2019 ECE English Summer Institute might remember Steph Ceraso, whose work on sound was central to our audio-featured day. Her work is a great resource for linking theory to practical pedagogy. You'll find a link below to a webtext she and Matthew Pavesich put together with a professional designer that explores some implications of shifting a writing course into something closer to a studio model. See, too, two links to briefer overviews, including the UConn FYW page.

- Matthew Pavesich, "The (Design) Studio Approach to Teaching Writing." Here. [Studio pedagogy briefly described.]
- Steph Ceraso and Matthew Pavesich with Designer Jeremy Boggs, "Learning as Coordination: Postpedagogy and Design." Here. [A more extensive and fascinating article (with photos).]
- The UConn FYW page on Studio Pedagogy. Here.

Guidelines for Individual Studio Sessions

Each studio session attends to at least some elements of:

- **introducing or working with a specific technology or tool**
  - considering affordances and constraints (genre or mode considerations)
  - seeing examples of this tool in use

- **workshopping with the technology/tool toward some end**
  - defining a problem or context
  - setting parameters and goals
  - allowing some room for play and experiment

- **collaboration and/or sharing**
  - teams or shared prototypes

- **rhetorical work**
  - defining audience
  - possibly some user testing

- **reflection and underscoring of terms or concepts in use**
  - ethical considerations and accessibility
  - discussion of next steps (even if imagined or forecasted)
  - reflection on efficacy

The new FYW courses do not simply add multimodal composition to the curriculum. Rather, they foreground studio pedagogy and writing/composing to address problems and audiences. **The Studio Component,** in this way, necessitates multimodal composition. It is more a *doing* than an outcome, which helps and connects with "moves."

Let's sketch some models. See examples in the Studio Modules and Prototypes folder.

Studio Throughout	Uses studio approach throughout the entire course with no distinction. Allows for an immersion in design orientation—collaboration, problem-solving, public. We may evolve to this.	May disable too much of what works in writing courses. May not scale to HS classes. May need rooms/spaces and technologies that are not available.
Studio w/ Tools Emphasis	Studio sessions are geared toward engagement with a specific technology or tool (Audacity, Piktochart, Google Maps, etc.). Very swappable and probably the easiest to initiate or do well. Emphasis on DIY learning.	Can seem like "how to" sessions—practical over reflective or rhetorical. May feel disconnected from course, generic.
Studio w/ Design Emphasis	More focus on Universal Design, accessibility, interface, UX, prototypes, etc. Adds some needed ethical components.	Design ideology tends toward the corporate or neoliberal.
Studio w/ Rhetorical Emphasis	More focus on public engagement, inclusivity, performance. Could include "re-mediating" or study of specific contexts.	Maybe the most common way to add multimodal composition but can seem secondary.

Some Examples from Each Category

Studio w/ Tools Emphasis

Using Infographics	Using Canva or Piktochart; read Infographic on Infographics; produce something quick; share and discuss
Burr Mall Exercise (Photography)	Students go to Burr Mall to photograph the area in at least two ways. Use Google Form to organize the collecting and curating of photos. Discuss.
Audio Reader Response	Respond to reading as an audio text. Pre-class reading. In class, students first learn Audacity basics. Then, in groups, they disperse to develop an audio text that provides their feedback on the article *via sound*.
Take a Walk in Hartford Workshop	Mapping, photography, sound collecting, observing, etc.
✛**Corpus Analysis**	
✛**Mindfully Integrating Technology in the Classroom**	Another meta workshop
Swift Playgrounds or Other Coding Basics	
The Audio Trailer Project	

Studio w/ Design Emphasis

Design Principles Workshop	A kind of meta workshop on design. Could review IDEO steps—5 or 6 steps toward a design goal and then render a current project in this design schema. Collaborate to generate questions and ideas, draw, tell stories, "make tangible" objects, and test.
Accessibility Workshop: Captioning (and/or transcribing)	What gets included in captions? Verbatim vs. non-verbatim Transcripts. Audio description. (See "Accessibility Is not for Experts")
✛Teaching with Mobile Technologies	
✛Usability Testing (Peer Review as Usability Testing)	Introducing students to UX. Can set up peer review alternatives for the course.

Studio w/ Rhetorical Emphasis

Interview or Profile	Pre-class: I have some texts to support ethical (and practical) interviewing. In class: develop 3 questions, ask and record responses, summarize and present, discuss. (I have a worksheet or plan for this.)
✣Antiracist Digital Remix	
Review a Campaign or Institution's/ Organization's Profile	Begin with example. Maybe include a list of possible targets or sites. In teams, explore weaknesses and possibilities and propose/sketch a new or revised campaign or profile.
✣Assessing Multimedia Designs	Another meta workshop, this might be a place to establish "rules" or rubrics for upcoming multimodal work. How might multimodal composition be assessed?
✣Teaching (with) Video Games	
Memes as Visual Rhetoric	
✣Wayfinding	Teaches accessibility; offers a kind of technical writing practice; deeply rhetorical; problem-solving
Data Viz	

Note: ✣ = DMAC = Digital Media and Composition materials. That is, I got these ideas from the OSU institute, and there are accompanying materials such as readings, activities, etc.