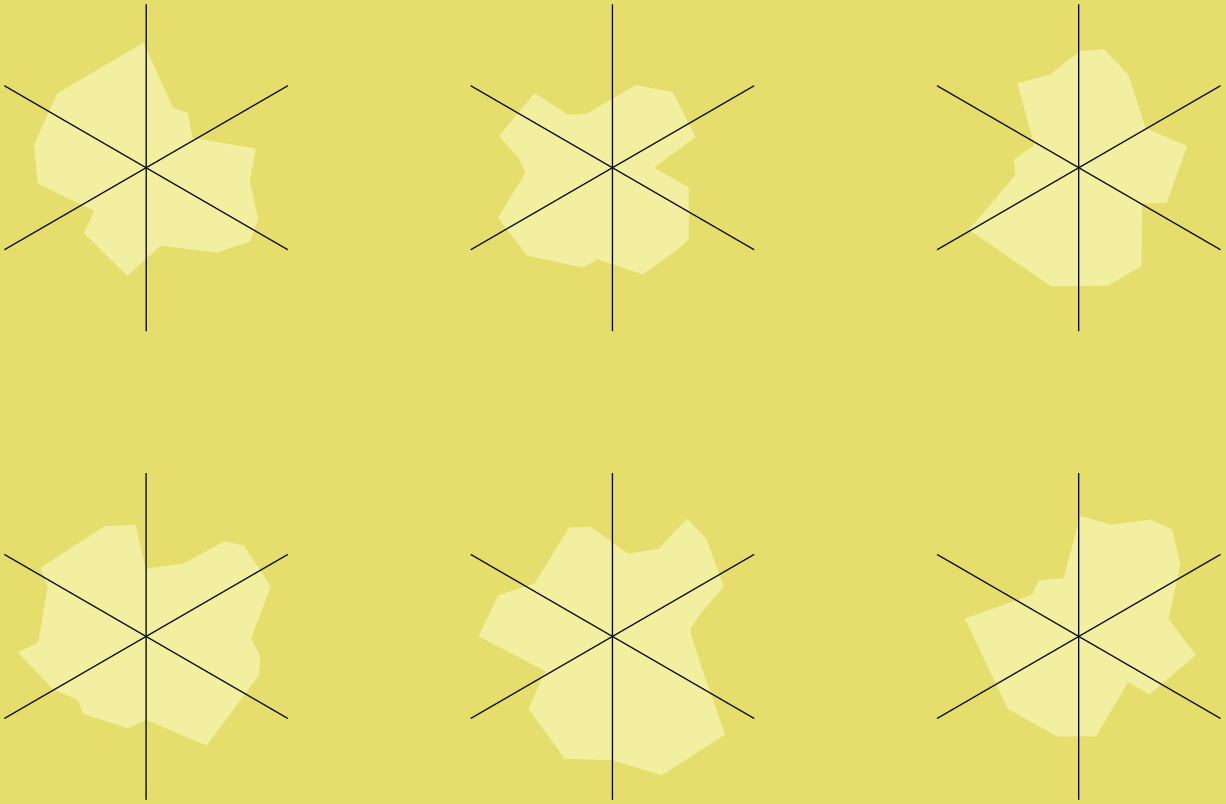
COMPILOT



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Supporting studio education using a competency-based educational framework

Doctoral thesis and master work

Supervisor — Koós Pál egyetemi tanár

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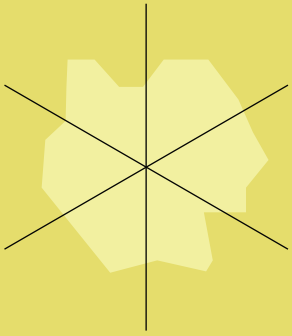

Abstract

My doctoral research examines the support of studio education in Hungarian higher art education through the development of a competency-based framework. Following the methodology of educational design research, over twelve iterative cycles, I developed and tested an educational framework called 'Compilot', which integrates self-assessment, formalised student goal-setting, and various forms of reflection. The research revealed structural contradictions in studio education: its project-outcome-focused approach tends to marginalise awareness of learning processes, which proves problematic in an era of increasingly diverse individual study paths. The developed framework effectively compensates for these shortcomings by providing an explicit structure for competency development, supporting self-directed learning, and increasing student awareness. The research findings confirm that this hybrid approach—which integrates the advantages of project-based learning with the structured nature of competency-based frameworks—effectively supports design education while preserving the creative freedom and experiential quality inherent to studio-based teaching.

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1 — FUNDAMENTAL THESIS

The enhancement of studio education effectiveness can be achieved not by the simple application of today's widespread educational paradigms, but by developing a hybrid approach that integrates the benefits of project-based learning with the structured nature of a competency-based framework, while also ensuring flexible support for individual learning paths and fostering student awareness.

2 — THE STRUCTURAL PARADOX OF STUDIO EDUCATION

The outcome-focused approach of studio education creates a structural paradox with supporting student development, as the emphasis on results pushes reflection and awareness of learning processes into the background and does not automatically ensure coherent development for students following diverse educational paths.

3 — FLEXIBLE ADAPTIVITY AS A KEY DESIGN PRINCIPLE

The implicit, blended learning outcomes and the cyclically recurring, diversity-rich content typical of studio education call for a more flexible, adaptive approach than traditional taxonomy-based planning.

4 — THE NEED FOR THE CONSCIOUS INTEGRATION OF DIFFERENT FORMS OF LEARNING

Due to the nature of projects in studio education, the conscious management of non-formal and informal learning situations is critically important for achieving an organically coherent learning path.

5 — THE INCOMPATIBILITY OF ASYNCHRONOUS DEVELOPMENT AND BINARY ASSESSMENT

Current competence-based assessment systems, which are binary and tied to courses, are unable to handle asynchronous development and support individual learning paths, since a system built on achievement of course-level outcomes cannot flexibly adapt to program-level objectives.

6 — REINTERPRETING THE BAUHAUS PARADIGM

The significance of the Bauhaus educational model lies not in the radical transformation of workshop-centered teaching methods, but in embracing group diversity and integrating a multidisciplinary, holistic outlook.

7 — THE SUPPORTIVE NATURE OF THE COMPETENCE-BASED FRAMEWORK

The structural shortcomings of studio education—such as the opacity of implicit learning processes, integration challenges arising from diverse individual learning paths, and the lack of feedback on individual development—can be effectively compensated for by a framework that combines formalized self-assessment, OKR-based goal setting, and various forms of structured reflection.