

ABSTRACT

It has been suggested in recent years that student studio culture has experienced significant changes, and that contemporary design students generally spend less time in studio than their predecessors. In order to preserve the value and legacy of the studio in landscape architecture education, it is important to identify what factors students consider in determining their use of the studio. To address this question, the authors conducted a survey of students at accredited North American graduate and undergraduate landscape architecture programs to identify and correlate social, spatial, pedagogical, temporal, and access factors that contribute to a student's decision to stay or leave the academic design studio. Several important findings resulted from the survey, including the existence of different motivating factors for studio use by traditional and non-traditional students. Technology access and instructor feedback during desk critiques, along with temporal factors, such as approaching deadlines, are critical factors for being present in the studio for the majority of students. The survey results also show that student ownership of individual space in the studio and the fostering of a sense of community are highly correlated to students' decision to stay in studio. Because the study takes a student-centric perspective, it provides instructors and administrators with the likely consequences that may arise from social, spatial, pedagogical, temporal, and accessibility factors related to planning the studio environment.