

Baby steps. Architecture without Stabilisers

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This paper will explore the practice of risk taking in design studio from both the perspective of the tutor and the student. For both parties must opt into the agreement to practice risk within a project to succeed in producing an aspired outcome.

Whatever that may be.

- *How can we work with risk within the design studio in a positive way to broaden creativity and build on the hidden potential students may have in order to develop as individuals beyond the scope that we as academics may set in more predetermined briefs?*
- *How can we as academics practice safe risk taking within the studio brief?*
- *How can risk taking be achieved or supported while remaining within predefined and standardised learnt outcomes?*

In this paper, the authors will discover and discuss three projects engaging with the notion of risk in this context. Analysing and evaluating in particular projects involving three tools for architectural communication; model making, digital media and 2d drawing. The authors will describe projects, which from the outset embrace the risk and the outcomes that came about both throughout the “soft play” of the inquiry and the final product. Evidencing performance can be enhanced through the encouragement of autonomous learning; the results of each project set the context for further employment of “risk taking” within the learning curriculum embedded in the design studio. Empowering the student through knowledge base and awareness and reducing concern over failed performance.