

Participatory Design Methodology as an Extension of Service-Learning Pedagogy in Architecture Design Studio.

Participatory design methodology employed as an extension of service-learning pedagogy serves to reinforce one another naturally in an academic curriculum. Service-learning provide students the interconnectedness between their classroom learning, their personal voice and the community that they serve through reflection. The service learning pedagogy also provides the opportunity for students to utilise participatory design methodology for accessing community service. This methodology provides a framework for students to follow through from research to implementation of the service-learning project.

This paper shall explore the utilisation of the participatory design methodology in architecture design studio service-learning projects both in local and overseas settings. In both context, a careful balance of meeting academic goals as well the needs of the community need to be achieved. In the case of service-learning pedagogy, it is acknowledged that students and the community are engaged in a sharing process of learning. Similarly in participatory design methodology, students and the community are involved in an active collaborative and iterative process to provide solutions for unmet community needs. The processes of both service-learning and participatory design allow students to engage learning with the community in a reciprocal form that benefit all involved. The guiding principles of participatory design will be shared, methods and toolkits used will be examined to understand the value of co-creation of architectural design with the community. Finally, a look at students' learning outcomes where they construct their knowledge and skills through service-learning and participatory design in a real-world environment.

Keywords: *participatory design methodology, service-learning pedagogy, design studio pedagogy, community engagement, collaborative, iterative design process, co-creation*