

Research Article

BU-SKETCH Season 2: Supporting Dynamic Creativity and Showcasing Artistic Potentials

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ABSTRACT

Bicol University Supports Kids Enhanced Their Crafty Hands, a.k.a. **BU-SKETCH**, is a developmental extension program offered by the Bicol University Institute of Design and Architecture (BUIDeA) in collaboration with the United Architects of the Philippines, Daraga-Cagsawa Chapter (UAP-DCC). A creative platform countenances collaboration by facilitating cross-disciplinary engagements. Furthermore, it emphasizes the function of art as a connector of academic and professional activities, inspiring participants to look into novel views and creative methods. The study utilizes a qualitative research design in assessing the methodologies employed in organizing the BU-SKETCH Season 2, examining the experiences of student participants in developing their artistic abilities and evaluating the broader influences on the academic and professional landscape. Likewise, the study uses action research cycle by Lewin, which follows a continuous manner of planning, action, observation, and reflection that ensures an iterative enhancement in the BU-SKETCH project. The data collection methods comprise in-depth interviews, and surveys with faculty organizers, collaborators, and stakeholders. Additionally, observational and thematic analysis was conducted to identify the artistic growth among the participants and the impact of the activities. Coalescing the creativity and fun approach in artistic sketching and rendering with the planning and designing in the architectural context, the BU-SKETCH S2 delivers a distinctive experience-based learning that bridges the gap between art and architecture. Similarly, the findings of the study shall add to the continuing refinement of BU-SKETCH Project, thus highlighting the role of action research framework in sustaining dynamism and art-driven educational initiatives.

Keywords: Art and Architecture; Action Research; Collaboration; Experience-based learning; Extension Program

1. INTRODUCTION

The idea that art may help solve issues in science, technology, engineering, and math has just recently gained attention and support. Arts has the ability communicating to people that benefit science (Levy, 2024). Moreover, in pedagogy, art integration lets varied learners see the relation between the content and its application (NSTA, 2012, para. 1). Unlike in Architecture, art have long worked together in fostering creativity in expressing ideas and solving problems. Distinguishing the value of this connection, then advocating architecture through the arts in a way that kids will perceive it as a playful, engaging, age-appropriate, and process-focused form of art. The Bicol University Supports Kids Enhanced Their Crafty Hands or BU-SKETCH was formed as an extension program of Bicol University Institute of Design and Architecture (BUIDeA) in collaboration with the United Architects of the Philippines, Daraga-Cagsawa Chapter (UAP-DCC). Now in its season 2, BU-SKETCH continues to progress as an innovative platform that enables cross-disciplinary collaboration while underlining the significant function of art in linking academic and professional pursuits. It also hopes to fit with the motto, "*Artists of Today, Architects of Tomorrow.*" Subsequently, its objectives intended for the program's recipient are (a) to support them (especially those who are financially indigent) with the art materials needed to keep honing their skills and (b) to develop sensible demeanors that are necessary in life, such as self-confidence and tenacity. Additionally, its hands-on workshop serves as an avenue for knowledge sharing, mentoring and community building among involved faculty, architects and students. Generally, the extension program is led by the principle of action research, using Kurt Lewin's Action Research Cycle.

BU-SKETCH emphasizes art-integrated education among young learners that largely supports several United Nations Sustainable Development Goals (SDGs). However, SDG 4-Quality Education directly aligns it to the specific goal that is strengthening the efforts of preserving and conserving cultural heritage through arts. According to Zaidel (2018), in the past decades, a significant contributions made by arts has defined human culture, that resulted to what is meant by "culture." Moreover,

according to Kapferer (2014), for brands that also highlight their past, art has evolved into a means of elevating luxury to the forefront of contemporaneity.

Drawing support to the latter statement to what Bautista, Moreno-Núñez, Bull, Amsah, & Koh (2018) emphasizing education in arts is significant and has been consistently acknowledged since time immemorial by classical philosophers like Plato, Pythagoras, and Aristotle. Furthermore,

Art education is vital and is integral part of the societies' cultural heritage (Gadsden, 2008). Likewise, several research already provided support in the belief that art engagement truly contributes to the improvement of learning in all academic courses; arts also improves the process of learning and is the forces of all other forces as mentioned by (Curtis & Fallin, 2014). Moreover, arts offers other benefits like improved self-esteem, emotional expression, appreciation of diversity and the likes according to (Magsamen & Battro, 2011).

In Figure 1, BU-SKETCH offered three different series of art workshops, ranging from basic pencil rendering through intermediate pen rendering to advance watercolor rendering. Each sessions has a dedicated resource speaker coming from the pool of artist-architects of UAP-DCC. The workshops are not only for developing the participant's artistic abilities but also for building self-confidence through the mall venues, where they concurrently display their talents and at the same time raise their confidence in front of the public. This in turn benefits the mall itself because they too can promote their products through advertising and potential buyers of their tenants.



Figure 1. The BU-SKETCH's venues for the pencil, pen and watercolor rendering at SM City Legazpi, Ayala Malls and Gaisano / Pacific Mall, respectively (from left to right)

Despite championing in advocating architecture through the arts in a way that kids will perceive it as a playful, engaging, age-appropriate, and process-focused form of art, there's still remain a need to systematically gauge the methodologies employed in organizing and implementing the BU-SKETCH extension program in order to increase its long-term effectivity and sustainability. Thus, this study aims to assess the approaches used by the program in terms of participant engagement, instructional styles and program sustainability. Looking at this lens, the study seeks to determine the strengths, challenges and areas for improvement to contribute to the continual improvement of BU-SKETCH as it evolved into impactful avenue for dynamism and creativity learning program.

2. MATERIALS AND METHODS

The study utilizes a qualitative research methods guided by Kurt Lewin's action research cycle in assessing the BU-SKETCH S2 methods in their organization and implementation. The program followed three-part, all-day seminar-workshop scheme that follows the acronym "ART" that stands for Aptitude Test, Rendering, and Training.

The Aptitude Test phase involves 30 participants undergoing pre-sketching test to identify their baseline skills. In addition, informed consent was secured during the student participant's profiling. The Review phase involves evaluating the programs' strengths, weaknesses and opportunities towards sustainable program implementation, this involves semi-structured interviews, observational analysis and document reviews. The repetitive action research cycle permits the continual enhancement of the program. The Training phase consisted of three hands-on sessions that formally commenced on November 19, 2022 with Pencil rendering session, followed by Pen Rendering on February 25, 2023, and watercolor rendering on March 25, 2023. Each sessions incorporated practical but creative exercises, dynamic artworks presentations and enriching feedbacks. The conduct of the culminating mural painting activity as part of "Brigada Eskwela" at Anislag National High School on June 3, 2023 marked its official conclusion.

The study fully observed voluntary participation, informed consent and confidentiality all throughout.

3. RESULTS AND DISCUSSIONS

The official premiere of BU-SKETCH's second season took place on November 19, 2022, in SM City Legazpi. It is still in its second season even though the first season ended in 2018–2019 and the subsequent season began in 2019–2020, primarily due to the pandemic, which led to the suspension of the whole season. However, during pandemic, the facilitators made it possible to employ the plan, act, observe and reflect on the organization and implementation program that leads to continual improvement of the program.

BU-SKETCH S2 offers an upgrade version of the previous season. In table 1, shows the modified action research cycle, that incorporated two more phase – (1) implement and (2) Collaborate and improve. Moreover, its implementation was planned and demonstrated careful collaboration with the partner industries and collaborators. Applying some of the best and most effective practices from the first season paved the way for the second season's flow to be even more fluid. Likewise, it was made sure that the suggestions made in the first season's final report were included, which led to a more substantial and carefully thought-out extension program.

Table 1. BU-SKETCH S2 – Modified Action Research Cycle

SKETCH Elements	Phase	Description	Modified Action Research Cycle
<i>S – Series of Sessions</i>	Plan	Structured plans of BU-SKETCH S2 starts with objectives, identifying steamed speakers and organizing logistics	Planning: The pandemic paved the way in structuring the program's objectives that led to a more adaptive, well-planned and coordinated events and sessions
<i>K- Knowledge Acquisition</i>	Act	Instructional materials (IM) and expert-led demonstrations during the training sessions that engage students in active learning	Action: The actual implementation of BU-SKETCH S2 on November 22, 2022
<i>E- Experienced-based Learning</i>	Observe	Presentation of the new learnings gained during the hands-on exercises given to participants plus the given real-time feedback	Observation: The engagement and learning of student's participants as monitored by the architects-facilitators
<i>T- Technology Transfer</i>	<i>Implement</i>	Participants are provided with IM and some useful tips and strategies to independently apply their skills and ensuring knowledge transfer	Implementation: The transfer of knowledge into practical application
<i>C- Collaboration</i>	<i>Collaborate and Improve</i>	Collaboration of BUIDeA with UAP-DCC, and other linkages / partners contributes to the refinement of the program.	Refinement: The incorporation of feedback for the continuous improvement of the program
<i>H- Homework</i>	Reflect	Take-home exercises are given to reinforce learning. Outputs are	Reflection: The evaluation and assessment of progress made by

reviewed in subsequent sessions to evaluate retention and application. the students' participants through feedback

The ART Phases: Aptitude Test + Review + Training

Aptitude Test or Pre-Sketching Phase was given to 30 students-participants prior to formal lecture of the 1st session, which is Pen Rendering. The purpose is to gather a baseline data of the participants. Likewise, profiling the participants was done and ensuring their respective informed consent. Furthermore, the test resulted to diverse artworks in terms of style, techniques and approaches. Although, the study observed the limited time allotted during these phases, which in a way hinders the participants to finished their sketches. In Table 2, shows the details and reviews on the training sessions in which the study examined the notable activities and remarks happened.

Table 2. Assessment of the Pencil, Pen and Watercolor Rendering Sessions

	Pencil Rendering	Pen Rendering	Watercolor Rendering
Attendees	30 student participants; BUIDeA Facilitator Faculty & selected Students; UAP-DCC members; Mall Administrators as invited guest	30 student participants; BUIDeA Facilitator, Faculty & selected Students; UAP-DCC members; Mall Administrators as invited guest	30 student participants; BUIDeA Facilitator, Faculty & selected Students; UAP-DCC members; Mall Administrators as invited guest
Notable Activities	1. Distribution of Art Materials, T-shirts and other Supplies 2. Getting to know more about the participants 3. Assigning seating arrangements based on GAD safe workplace 4. Smooth facilitation even if there is a typhoon signal 5. Active participation prior, during and after the program	1. Started and ended on the scheduled time 2. Allowing the participants to sit on their preferred place, which in turn generated a more lively and candid discussion and output presentations 3. Flexible facilitation of the program	1. Started a bit late but ended up just in time 2. Distribution of watercolor materials and loot bag with simple snacks inside 3. The participants was arranged strategically around the resource speaker to generally optimized the lecture 4. Flexible facilitation of the program allowing some audio advertisement of the mall taglines
Notable Remarks	1. The venue was conducive for learning even though there was a poor sound system 2. The resource speaker provided substantial lecture and comments	1. The venue was slightly not conducive for learning however it has a good sound system 2. The resource speaker provided a comprehensive lecture with insightful tips and techniques	1. The venue was good and conducive for learning because it was a bit secluded from the mall goers and the sound system was great. 2. The resource speaker provided a plenty of sample works

3. The overall activity session was a success

3. The overall activity session was a success

during his lecture and gave some insightful tips

3. The overall activity was a success

Sustainability

Uses plastic bottles and food containers

Use of water dispenser and personal tumblers

Use of water dispenser and personal tumblers and reusable cutlery

4. CONCLUSION

BU-SKETCH Season 2, as an extension program of BUIDeA, continues to serve as a creative platform that merges art and architecture through structured, experience-based learning. This study assessed the methodologies employed in organizing and implementing the program, highlighting its structured approach—progressive workshops, instructional material development, expert-led training, and collaborative learning. The use of the modified action research cycle ensured continuous improvement by integrating planning, implementation, observation, and reflection at each stage. Findings suggest that the systematic methodology of BU-SKETCH S2 effectively enhances participants' artistic skills while fostering confidence, responsibility, and collaboration. The program's structured sessions, interactive discussions, and take-home assignments contributed to skill reinforcement and personal growth. Furthermore, the incorporation of sustainability practices, such as responsible waste management during sessions, underscores the program's commitment to environmental consciousness—an aspect that could be further explored in future implementations. Beyond skill development, BU-SKETCH also plays a role in promoting interdisciplinary engagement and cultural enrichment through mural painting activities, which transform public spaces into sources of inspiration and artistic expression. The program methodology, which includes expert mentorship and collaborative activities, not only benefits student participants but also provides professional growth opportunities for facilitators and resource speakers. By continuously refining its approach through feedback and iterative improvements, BU-SKETCH demonstrates the potential of structured action research in sustaining effective art-driven educational initiatives. Future iterations of the program can build upon these findings to further enhance learning methodologies, expand interdisciplinary collaborations, and explore long-term impacts on participants' artistic and professional development.

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