

Approaches to pedagogical innovation: workshop developed in an Erasmus Teaching Program in higher education



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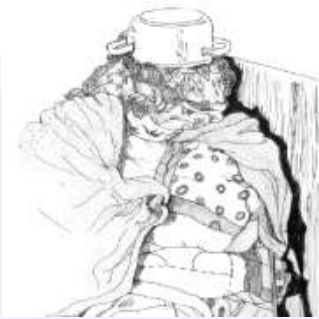


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DRAWING

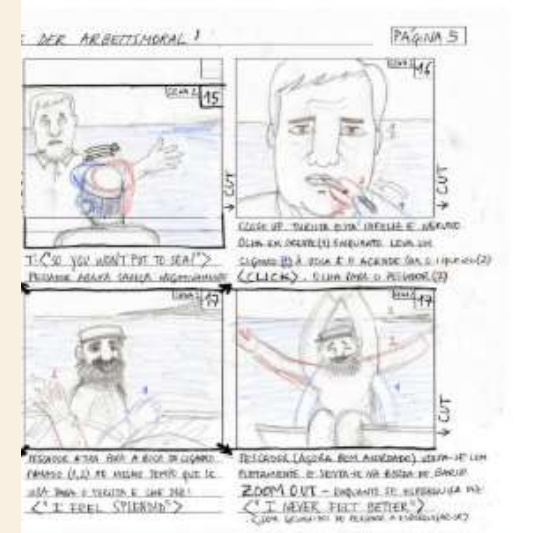
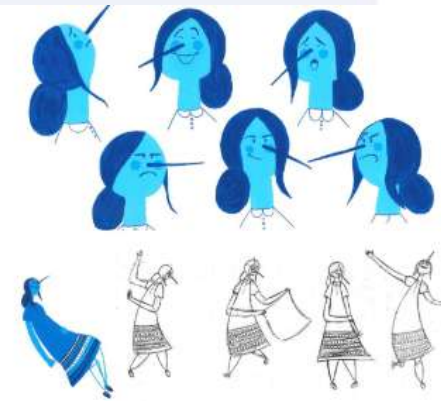
graphic design, industrial design, and audiovisual design

master in illustration and animation

master in digital design

master in design and product development

PhD in design and digital technologies



**Why did we organize this mobility
program and workshop?**

“academic exchange and international cooperation”^[1]

“collaboration on teaching programs”^[3,4]

“curricular innovation”^[5]

“development of study programs and teaching methods”^[5]

“dissemination of best practices in teaching, research, and learning”^[5]

“student-centered teaching”^[3]

“increased student engagement”^[3]

“development of directly applicable classroom techniques”^[3]

PEDAGOGICAL PRACTICES IN TEACHING DRAWING

PEDAGOGICAL PROJECT ON STUDENT LEARNING

INNOVATIVE METHODOLOGIES

“thinking of drawing as part of a design process, interconnected with the conception of ideas, communication among the various professionals involved in the process, as well as its relationship with users”

Zimmermann and Coutinho (2020) [10]

WORKSHOP

**University of Saint-Étienne School of
Art and Design (ESADSE)**

February 9th and 13th, 2026



practical character design workshop



PRACTICE TO BE IMPLEMENTED	LEARNING OBJECTIVES
Present a challenge to be interpreted through drawing	Foster imagination and creativity through drawing Develop analysis of a specific topic
Encourage the practice and exploration of drawing, cutting, and collage	Promote free and capable exploration through practice Develop exploratory practical exercises
Present new questions and steps to be addressed through drawing that encourage research into themes	Encourage students to take the initiative as independent learners to research and solve the problems presented Promote research on a specific topic
Present examples as guiding elements for the drawRaising students' awareness to be developed	Provide a broader understanding of the subject Encourage research and the search for references
Give students space to ask their own questions	Enable students to manage their own autonomy in their projects Allow students to voice their questions for discussion
Promote collaborative and group work	Share their doubts and questions Foster a sense of trust and well-being among students through collaborative sharing and peer support Promote motivation and inclusion for everyone
Create an opportunity for a group drawing exhibition	Provide insight into the group's overall work Create a discussion around the various ideas presented
Collect feedback through an anonymous questionnaire	Create an opportunity to voice students' criticisms Provide an opportunity to indicate perceived difficulty levels Make available the option to be heard and offer suggestions for improvement



Fig. 1 Images showing drawings created by the students from ESADSE, based on the oral description provided.

Introductory Exercise

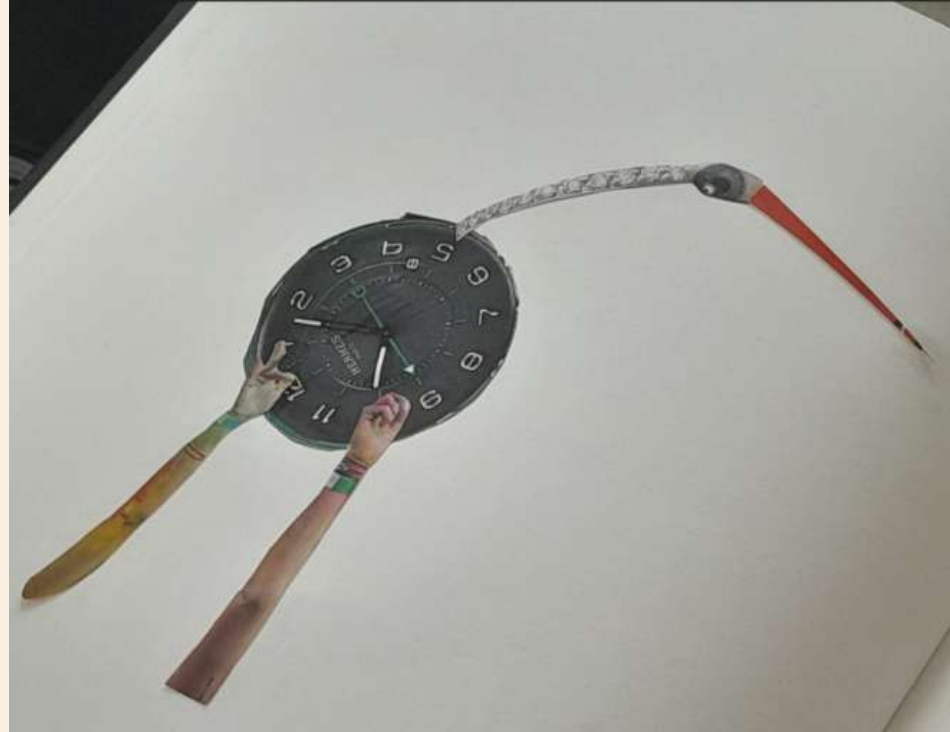
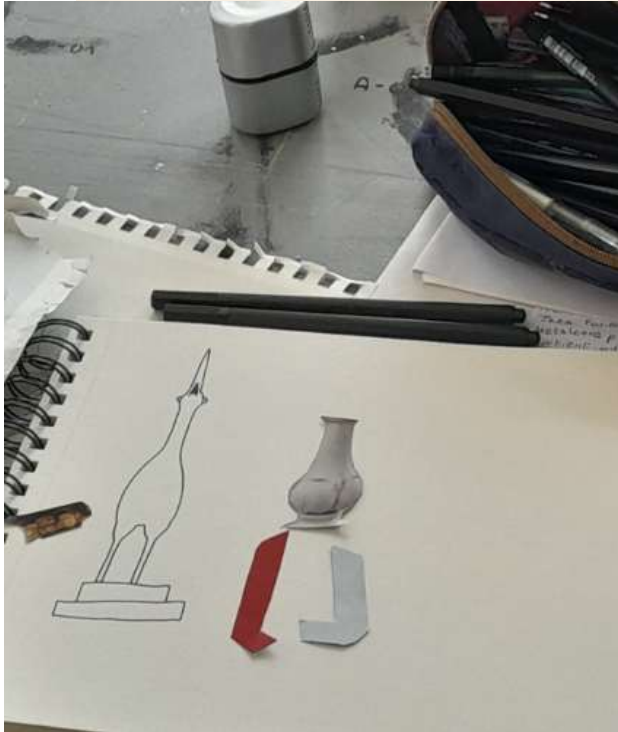


Fig. 2 Images showing drawings created by the students from ESADSE, with different collages based on the shapes of the previous sketches.

Development of Silhouettes



Fig. 3 Images showing drawings created by the students from ESADSE, with traditional drawing and other textured paper, with the work of the students displayed on the floor of all the silhouettes created.

Development of Character Design



Fig. 4 Images showing drawings created by the students from ESADSE, with development of expression, final looks of different characters, and Character Development.

Expressions and Different Poses

86%

Students expressed high satisfaction with what they learned

93%

The level of difficulty was calibrated to their skills

100%

Instructors' explanations were clear

71%

Students found the materials and methodology engaging

79%

Expressed a desire to continue developing their characters beyond the workshop

8. Si oui, pouvez-vous expliquer comment vous comptiez vous y prendre ?

6 Respostas

ID ↑	Nome	Respostas
1	anonymous	Je vais essayer de le refaire en 3D et peut être une animation
2	anonymous	Peut être en étudiant un peu plus la façon dont le chara-design fonctionne
3	anonymous	Le faire dans différents style, du cubisme au cartoon, ...
4	anonymous	Plusieurs poses
5	anonymous	Je peux m'inspirer de tout objet qui m'entoure pour créer des personnages, chose que j'ai trouvé très pertinente
6	anonymous	Trouver de nouvelles variantes de personnages, l'implanter dans un décor et le faire interagir avec d'autres personnages

9. Qu'avez-vous le plus apprécié dans cet atelier ?

10 Respostas

ID ↑	Nome	Respostas
1	anonymous	Faire le perso final et chercher une forme au personnage
2	anonymous	Les différents rendus de chacun, cela montrait que chacun réfléchissait différemment c'était intéressant
3	anonymous	L'aspect Chara-design que l'on ne travaille pas forcément habituellement
4	anonymous	La diversité des langues
5	anonymous	Création de personnages
6	anonymous	La dernière étape
7	anonymous	J'ai trouvé le côté ludique très motivant
8	anonymous	Expérimenter
9	anonymous	Le rendu avec toutes les propositions différentes
10	anonymous	La création du personnage par le collage

Future Developments

Transition to a Blended Intensive Program (BIP)

Bridge the gap between creative expression and the requirements of professional design, while giving students the opportunity to reflect on their creative work through a variety of drawing exercises

Deepen students' drawing practice through a character-driven storytelling project, while maintaining the agile, collaborative nature of international mobility

Future iterations will challenge students to evolve from experimental studies to a more structured design process, where drawing serves as the foundational skill for creativity, ideation, and communication

Specific outputs – such as animation, video games, branding, or mascot design – will enable students to explore the various dimensions of character creation, professional design processes, and the impact of characters on society

The approach adopted focused particularly on a practical, *student-centered learning process*, with a drawing problem to be solved serving as the starting point. Creativity and the imaginative process were explored through defined stages, beginning with the creation of a character design based on a real object that was only revealed later. The defined practices were implemented with the primary goal of providing students with an experiential, collaborative, discussion-based, and sharing-oriented learning experience, and to assist them in this creative process.

The results show that the students were able to develop this creative and critical reflection process, as documented during the final presentation and in the feedback provided by the students in the questionnaire.

The aim is to continue this project by expanding the workshop into a Blended Intensive Program. This program will continue to promote interaction among higher education institutions, recognizing that the extended timeframe will allow for a deeper exploration of other contents and will continue to provide teaching staff with a platform for pedagogical reflection, with ongoing analysis of the application and impact of teaching practices on the learning process.

ACKNOWLEDGEMENTS

This work is funded by national funds through FCT – Fundação para a Ciência e a Tecnologia, I.P., under the project/support UIDB/04057/2025, <https://doi.org/10.54499/UID/04057/2025>

The authors would like to thank to ESADSE, its International Relations Department, Apolline Sauvignet; the teachers, Marie-Aurore Stiker-Metral; and all students that participate in the workshop.

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The background is a collage of various images showing students engaged in different activities. At the top, a student is seen working on a project. Below that, a large group of students is smiling for a group photo. In the bottom right, a student is working on a project. The central text is overlaid on a semi-transparent orange rectangle.

THANK YOU SO MUCH