This paper explores teaching and learning in new media using a studio format. Computers have been used in schools and colleges for more than two decades and there is an abundance of descriptive work on artists’ practices with computers. Yet, publications on the pedagogy of digital technology for pre-service education are limited. In light of new possibilities offered through imaging software such as optical colors, layering, and virtual canvas together with characteristics such as transitory nature, immediacy of outcome, and automation are central to computer literacy (Manovich, 2002), if these concepts were embedded in an image-making course for pre-service teachers using the computer as the medium, what kind of learning would occur? What kinds of course instruction best offers the kind of learning that leads to the exploration of forms and possibilities in virtual space? 32 graduate students ranging in age from 24-45 participated in the course and subjects were 11 male, 21 female; and included Caucasian, African American, Latino, and Asian; and appeared to be of diverse socio-economic backgrounds. This investigation identified three distinguished levels of learning that occurred as the result of implication of studio curriculum. This study also recognized new tools for teaching visual
software and raised implications for pedagogical approaches to enhance digital curriculum in pre-service programs. The study identified a trend among the participants as to proficiency in multimedia involved some understanding of authoring languages. It is my hope that the presentation of this study may facilitate further understanding of the nature of learning in technology and new media.