

Proposed Syllabus for M.Arch in Architecture Education

Visvesvaraya Technological University (VTU), Belagavi

Proposed by: Wadiyar Centre for Architecture

Semester 03

DISSERTATION

Course Code	MAED381	CIE Marks	100
Teaching Hours	00:15:00	SEE Marks	100
Total Hours of Pedagogy	15*16 = 240	Total Marks	200
Credits	15	Exam Hours	—

Course Learning Objectives:

The course aims

1. To encourage students to be active in the field of research and pedagogical discourse.
2. To encourage students to identify gaps in architecture education.
3. To develop curiosity and perseverance to follow through a line of enquiry.

Brief:

The dissertation should demonstrate the cumulative knowledge gathered by the student semesters with the focus being given on research activities. Students should engage in a process to identify the strength and gap in the field of architecture education. Focussing on research as a practise, students should produce a research document addressing their observations and outlining way forward for the practice of education.

The student should be aided to raise questions that are core to academic disciplines and develop a research structure that methodically analyse the problem. The study can be aided using primary and secondary research techniques.

Deliverables:

The final outcome of the semester should be a research document of 8000 to 10,000 words with illustrations and other information required to defend the proposal. The document should be self-explanatory with contents, list of illustrations, bibliography, appendix and any other additional information.

Assessment:

Students should be given a critical feedback at significant stages of the dissertation to strengthen the enquiry and structure of the research. Dissertation document will be considered for evaluation by the jurors. Students can support their document with illustrations, sheets and audio visual presentations.

Suggested Learning Resources:

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Course Outcome [CO]:

On completing the Course the student will be able to:

1. Raise questions to address the gap in architecture education.
2. Structure research effectively to address the question at hand.
3. Productively engage with allied subjects and other disciplines in relation to architecture academia.

Program Outcome [PO]:

On completion of the program the student will be able to:

1. Design course work considering curriculum demands, student abilities and educational contexts.
2. Contribute to the development of new knowledge and practices that shape architecture by actively participating in research activities.
3. Critique and interpret an architectural curriculum to maximize learning potential.
4. Address the changing educational needs of the architectural community and collaborate with academicians around the globe.
5. Develop inquisitiveness, reflection, determination and collaborative mentality to address changing educational needs of the architectural community.

	PO1	PO2	PO3	PO4	PO5
CO1	Low	High	High	High	High
CO2	Medium	High	High	Medium	High
CO3	High	High	High	High	High

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Educational Leadership			
Course Code	MAED352	CIE Marks	50
Teaching Hours	03:00:0	SEE Marks	50
Total Hours of Pedagogy	03* 16 = 48	Total Marks	100
Credits	03	Exam Hours	—
Course Learning Objectives: The aim of the course is to: <ul style="list-style-type: none">• Introduce students to the theories of leadership in education.• Introduce students to roles and responsibilities of an educational leader.• Develop awareness on the importance of ethical decision making and communication. Note: Assignments for each module should be designed with respect to competency development in Architecture education. It is recommended that the assignments involve the application of theories while the test or exams can evaluate the deeper understanding of the content itself.			
Module 1			
Introduction to Leadership in Education: Leadership vs Management, Evolution of educational leadership			
Module 2			
Theories of Leadership: Transformational, Instructional, Servant and Distributed Leadership. Hierarchy and Decision making. Strategic Planning.			
Module 3			
Leadership ethics, Decision making models. Inclusivity Theories. Communication and Interpersonal skill.			
Module 4			
Leadership and Diversity Inclusion – Culture, Gender, Language and ability difference. Anti bias Education. Policy environment and decision making structures.			
Module 5			
Managing Change: Theories of change, Resistance, Innovation adoption Model. Technology and Leadership – Managing online learning environments. Leadership Simulation.			

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Suggested Learning Resources:

1. Bush, T. (2011). *Theories of Educational Leadership and Management* (4th ed.). SAGE.
2. Fullan, M. (2014). *The Principal: Three Keys to Maximizing Impact*. Jossey-Bass.
3. Northouse, P. G. (2021). *Leadership: Theory and Practice* (9th ed.). SAGE.
4. Leithwood, K., & Riehl, C. (2005). *What We Know About Successful School Leadership*. National College for School Leadership.
5. Owens, R. G., & Valesky, T. C. (2014). *Organizational Behavior in Education: Leadership and School Reform* (11th ed.). Pearson.

Course Outcome [CO]:

On completion of the course the student will be able to:

1. Critically review the kind of leader they are and design classroom learning environment.
2. Structure their responsibilities within an institution for efficiency.
3. Design support mechanisms for students and colleagues.

Program Outcome [PO]:

On completion of the program the student will be able to:

1. Design course work considering curriculum demands, student abilities and educational contexts.
2. Contribute to the development of new knowledge and practices that shape architecture by actively participating in research activities.
3. Critique and interpret an architectural curriculum to maximize learning potential.
4. Address the changing educational needs of the architectural community and collaborate with academicians around the globe.
5. Develop inquisitiveness, reflection, determination and collaborative mentality to address changing educational needs of the architectural community.

	PO1	PO2	PO3	PO4	PO5
CO1	High	Low	Medium	High	High
CO2	Medium	0	Low	0	High
CO3	High	0	Medium	High	High

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AI for Educators			
[Professional Elective Course]			
Course Code	MAED353A	CIE Marks	100
Teaching Hours	02:00:01	SEE Marks	--
Total Hours of Pedagogy	03*16 = 48	Total Marks	100
Credits	02	Exam Hours	--
Course Learning Objectives: The objective of the course is to: <ul style="list-style-type: none">• Introduce students to the technological advancements of the digital age.• Help in organising their work with the help of Generative AI. Note: Exercises should be crafted to encourage the application of the knowledge with respect to competency development of Architecture educators.			
Module 1: Introduction to AI: AI vs Automation vs Algorithms. Overview of AI applications in education. Machine Learning, Large Language Models, Data and biases in AI			
Module 2: AI for content generation: Adaptive learning platforms. Gamification and personalised learning through AI. Egs: Khanmigo, Edpuzzle			
Module 3: Automated grading tools, AI based formative assessments, Realtime feedback systems. Egs: ScribeSense, Socratic			
Module 4: AI in educational administration – Automating attendance, schedule and documentation. Predictive Analysis for Student Performance.			
Module 5: Algorithmic bias in education. Intellectual property and authorship. Privacy and data security. AI and critical thinking in classroom. Frameworks for AI education: UNESCO and OECD guidelines. Egs: Detect GPT, Flip.			
Suggested Learning Sources: <ol style="list-style-type: none">1. Holmes, W., Bialik, M., & Fadel, C. (2019). <i>Artificial Intelligence in Education: Promises and Implications for Teaching and Learning</i>. Center for Curriculum Redesign.2. Luckin, R. (2018). <i>Machine Learning and Human Intelligence: The Future of Education for the 21st Century</i>. UCL IOE Press.3. Selwyn, N. (2019). <i>Should Robots Replace Teachers? AI and the Future of Education</i>. Polity Press.			

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4. Eynon, R., & Young, T. (2021). *AI and Education: A Critical Introduction*. Routledge.
5. OECD. (2021). *AI and the Future of Skills, Volume 1: Capabilities and Assessments*. OECD Publishing.
6. UNESCO. (2021). *AI and Education: Guidance for Policymakers*. UNESCO.

Course Outcome [CO]:

On completion of the course the student will be able to:

1. Adopt ethical practices while using AI tools in education.
2. Enhance their teaching and learning methods with the help of AI

Program Outcome [PO]:

On completion of the program the student will be able to:

1. Design course work considering curriculum demands, student abilities and educational contexts.
2. Contribute to the development of new knowledge and practices that shape architecture by actively participating in research activities.
3. Critique and interpret an architectural curriculum to maximize learning potential.
4. Address the changing educational needs of the architectural community and collaborate with academicians around the globe.
5. Develop inquisitiveness, reflection, determination and collaborative mentality to address changing educational needs of the architectural community.

	PO1	PO2	PO3	PO4	PO5
CO1	High	Low	Low	Low	Low
CO2	High	Medium	Medium	High	Low

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Reflective Teaching Practices			
[Professional Elective Course]			
Course Code	MAED353B	CIE Marks	100
Teaching Hours	02:00:01	SEE Marks	--
Total Hours of Pedagogy	03*16 = 48	Total Marks	100
Credits	02	Exam Hours	--
Course Learning Objectives: The objective of the course is to enable students to: <ul style="list-style-type: none">• Critically analyse their own teaching methods and classroom behaviour.• Engage in professional development through reflective practices. Note: Exercises should be crafted to encourage the application of the knowledge with respect to competency development of Architecture educators.			
Brief: With the help of Cognitivist and Constructivist approach the classroom environment can be divided as follows: Track 1: Teacher Student relation and teaching and learning strategies. Track 2: Self Reflection and its role in crafting efficient classroom environment. Frameworks for Discussion: Dewey, Schon, Kolb. Students can document their study with the help of journalling, blogs or with the help of portfolio of works. The discussions in classroom should engage with: Lesson Planning and Execution, Assessment Strategy, Classroom Management, Inclusion and Student Diversity.			
Suggested Learning Sources: <ol style="list-style-type: none">1. Brookfield, S. D. (2017). <i>Becoming a critically reflective teacher</i> (2nd ed.). Jossey-Bass.2. Schön, D. A. (1983). <i>The reflective practitioner: How professionals think in action</i>. Basic Books.3. Zeichner, K. M., & Liston, D. P. (2013). <i>Reflective teaching: An introduction</i>. Routledge.4. Farrell, T. S. C. (2019). <i>Reflective practice in ESL teacher development groups: From practices to principles</i>. Palgrave Macmillan.5. Ghaye, T. (2011). <i>Teaching and learning through reflective practice: A practical guide for positive action</i> (2nd ed.). Routledge.			

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Course Outcome [CO]:

On completion of the course the student will be able to:

1. Critically analyse their teaching methods
2. Design strategies for effective classroom management.
3. Demonstrate reflective thinking that can aid in their personal and professional growth.

Program Outcome [PO]:

On completion of the program the student will be able to:

1. Design course work considering curriculum demands, student abilities and educational contexts.
2. Contribute to the development of new knowledge and practices that shape architecture by actively participating in research activities.
3. Critique and interpret an architectural curriculum to maximize learning potential.
4. Address the changing educational needs of the architectural community and collaborate with academicians around the globe.
5. Develop inquisitiveness, reflection, determination and collaborative mentality to address changing educational needs of the architectural community.

	PO1	PO2	PO3	PO4	PO5
CO1	High	Medium	High	High	High
CO2	High	Medium	High	High	High
CO3	High	Medium	High	High	High