1. **Title of the module**

ARCH6000 (AR600) – Architectural Pedagogy

1. **School or partner institution which will be responsible for management of the module**

Kent School of Architecture

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

30 (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn and Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

MArch (Master in Architecture)

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to demonstrate:**
	1. A knowledge of the cultural, social and intellectual histories, theories and technologies that influence the design of buildings
	2. A knowledge of the influence of history and theory on the spatial, social, and technological aspects of architecture
	3. A knowledge of how theories, practices and technologies of the arts influence architectural design
	4. A critical understanding of how knowledge is advanced through research to produce clear, logically argued and original written work relating to architectural culture, theory and design.
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to demonstrate:**
	1. Problem solving skills, professional judgment, and ability to take the initiative and make appropriate decisions in complex and unpredictable circumstances
	2. Independent thought about the subject and ability to rationalise the principal directions taken
	3. An ability to communicate effectively and well, using a range of communication skills.
	4. An ability to formulate a research proposal with its appropriate methodology.
	5. An ability to communicate and discuss cultural context topics effectively.
	6. An ability to synthesise information from a number of sources in order to gain a coherent understanding of theory and practice.
	7. An ability to argue rationally and to draw independent conclusions based on a rigorous, analytical and critical approach to data, demonstration and argument.
	8. An ability to evaluate research and a variety of types of information and evidence critically.
3. **A synopsis of the curriculum**

One of the Stage 5 optional modules, this module aims to provide students with a formal programme in teaching architectural design and communication. Students will develop a good understanding of architectural pedagogy, first through practical experience in first year undergraduate studio teaching and second through research in higher education. The focus is on teaching and learning models specific to architecture, such as studio-based tutorials and design reviews. The module is taught through a combination of lectures/seminars, tutorials, and review sessions. Teaching and assessment of this module is divided into two components: 1) theory of architectural education 2) teaching practice. For the theory component students produce an academic essay based on a topic in architectural education. Through these essays students will explore a particular area of architectural education in greater depth. Students will choose a topic in consultation with the module convenor and will develop their research over the course of the term. Feedback is provided during seminars/tutorials and formative review sessions. During the reviews students will present their research and receive feedback from a panel of critics. The lectures/seminars will introduce students to (a) educational theories and models of architectural education (b) research methodologies in education and (c) practical pedagogical methods used in studio teaching. For the practical component, stage 5 students take on the role of Teaching Assistants in autumn and spring terms under the supervision of a dedicated studio tutor and the module convenor.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Cohen, L. M., L. (1994). *Research Methods in Education*. London: Routledge.
Gelernter (1988) "Reconciling Lectures and Studios." Journal of Architectural Education 41(2): 46-52.
Groat & Wang. (2002). *Architectural Research Methods* (Second ed.) (Chichester: Wiley)
Hejduk, J. (1988) *Education of an Architect*. New York City: Irwin S. Chanin School of Architecture of the Cooper Union, Rizzoli.
Jones, C. (1981). *Design Methods – Seeds of Human Futures*. Chichester: John Wiley & Sons.
Kock, A. (2002). *The Redesign of Studio Culture. A Report of the AIAS Studio Culture Force*. Washington D.C: American Institute of Architecture Students
Lawson, B. (2006). *How Designers think: The design process demystified*. Oxford: Architectural Press
Perry, E. (1995) "Design Thinking: the studio as a laboratory of architectural design research." Architectural Research Quarterly 1(4): 16 - 21.
Schön, D. A., (2003). *The reflective practitioner: How professionals think in action*. London: Ashgate
Sheil, B. (2005). *Design through Making*. Chichester: Wiley.

1. **Learning and teaching methods**

Total Contact Hours: 150 hours (this includes both tutorial time with the convenor/tutors and time spent by the student in the role of Teaching Assistant)
Private Study Hours: 150 hours
Total Hours: 300 hours

1. **Assessment methods**

13.1 Main assessment methods

13.1 Main assessment methods

Essay (Theory) (50%)
Diary and Written Reflection (Practice) (50%)
Both of the above assessed components must be passed

13.2 Reassessment methods

Like for like

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* | *9.7* | *9.8* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lectures/Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Project presentations | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Teaching practice | **X** | **X** | **X** |  | **X** | **X** | **X** |  | **X** |  | **X** | **X** |
| Teaching observation feedback | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Essay: Theory | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Diary and Reflection: Practice | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Lectures, seminar teaching and tutorials will continue to draw on international source materials for historical and contemporary examples and theories of pedagogy in architecture and design.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
|  |  |  |  |  |
|  |  |  |  |  |

Revised FSO Jan 2018