**Prelude**

“A great architect is not made by way of a brain nearly so much as he is made by way of a cultivated, enriched heart.”

“I cannot teach anybody anything; I can only make them think.”

The above are famous quotes by architect Frank Lloyd Wright and philosopher Socrates.

*Student should be guided about conscious inspiration.*

**Keywords**

Pedagogy, Learning, Facilitation, Cognition, Competent, Globalization, Blooms Taxonomy

**Introduction**

This article aims in outlining the learning intervention through Learning by Teaching in order to understand Architecture as a Creative, Productive, Innovative and Responsible Practice.

**AIM as Perspective**

Aims to foster lateral and critical thinking of the students by developing the capability of students to significantly improve the built environment by addressing the interrelated environmental, technical, and cultural issues that underlie the organization of built form.

**Objectives as Process**

The artistic sensitivity of the students should to be stimulated through creative powers which are essential for the competent practice of architecture. Intellectual growth and capacity also requires strengthening up, to develop design ideas and materialize those ideas into practical design and building solutions while utilizing up to date information technology in architectural and allied fields. Help them acquire individual capabilities and knowledge thereby enabling the student to efficiently play multiple roles within the society and compete with their counterparts.

**Outcome as Product**

Be proficient to communicate a technological expression that integrates architectural education with technique of application in construction industry. Be capable to apply, creativity, innovations and develop potential in design development towards appropriate technology.
Develop a commitment to quality with ethical values, timelessness in architecture with continuous improvement.

ARCHITECTURE AND ARCHITECTURAL EDUCATION
Architecture is where form, space, place, time, experience, context, art, technology and society are integrated. Architectural education from its inception is to ensure a sensible, sustainable and sensitive habitat and harmonious existence with nature and environment.
The students of architecture should be cultured not only with technical acquaintance but should be equipped with soft skills, design aids and moral and ethical values in order to become a proficient architect.

**NEW POSSIBILITIES**

The sphere of architecture is diverse and includes knowledge from various structures within it. To an extent they may be independent domains of knowledge, but they come together in a building and interact in the architectural process.

This profession will mark its footprint on future key areas like changes in technology, globalization, sustainability, societal change needs, economic crisis, etc., which needs to be thought of as an approach based design wherein scenarios are generated explaining the process which responds to the user and the environment. Architecture demonstrates excellence in education and practice but research skills are less recognized which needs attention.

**APPROACH TO TEACHING**

Architecture Education today is beyond the rankings because architectural design can be derived and evolved from anything from anywhere. Traditional teaching was a linear method of teaching. The term architectural design or teaching design means different things to different people. Each teacher is unique in the way he/she approaches the design or teaches design based on his/her set of ideologies and beliefs which is distinct from others.

The need for new approaches and alternative thinking in imparting architectural education in a pedagogical manner of the design studio will provide us the best opportunity to shape the quality of architectural education as well as the profession in the near future.

**WHAT IS PEDAGOGY?**

Pedagogy in architecture is both theory and practice of education. Pedagogy is also learning by making hands on. It is a strategy where the study and practice of how best teaching and learning process happens with all the available resources and technology to meet the future needs. It is to **TEACH** and to **LEARN** through facilitation.

**PEDAGOGY PROCESS**

The plan of action should involve preparation, presentation, association, generalization and application. The objective of Blooms Taxonomy is that any Teaching Learning Pedagogy should incorporate the 3 major domains Cognitive, Affective, and Psychomotor.

**COGNITION** is Intellectual Development where the following parameters are to be used

- **Knowledge** – The student should remember or recall whatever has been learnt
- **Understanding** – He/she should be able to explain what he/she has learnt
- **Application** – Should explore or discover ways to apply the learning to their own work
- **Analysis** – He/she should decipher the learning components into smaller simpler components for further synthesis
Design TEACHING LEARNING Pedagogy

Need, Nature & Scope

Prof. G. JAYALAKSHMI, Dean

Crescent School of Architecture, B.S. Abdur Rahman University, Vandalur, Chennai -48

- **Synthesis** – Should be able to summarize or combine the entire process of learning through process

**TYPES OF LEARNING**

The complex and flexible nature of studio education can be seen to accommodate three types of learning:

- **Learning about design** (the development of knowledge);
- **Learning to design** (the development and application of skills) (Schon, 1984); and,
- **Learning to become an architect** (the transformative pedagogy in which learning is identified as changing as a person) (Dutton, 1987).

**NEW MODEL – What does it mean?**

Today's teaching learning process should be towards a student centric approach, teachers to be trained to facilitate the students, use of media and technology is a strong tool to enhance the teaching learning process in a faster pace. Application of knowledge towards societal benefits can search recognition for architectural education. Moral and ethical values are also vital to be integrated as part of contemporary design pedagogy.

**FURTHER WRITINGS**

The full paper will further focus on enumerating the design process, prime objectives of the facilitator, behavioral pattern of students and teachers, learning environment, and different types of instructional strategies that can be adopted to enhance the need, nature and scope of design education for today's context.