საქართველოს ტექნიკური უნივერსიტეტი
GEORGIAN TECHNICAL UNIVERSITY

Master's Educational Program

Name of the program

არქიტექტურათმცოდნეობა
Architecture Criticism

Faculty

არქიტექტურის, ურბანისტიკის და დიზაინის ფაკულტეტი
Faculty of Architecture, Urban Planning and Design

Program Supervisor

Associate Professor Maia Davitaia

Qualification to award

ხელოვნებათმცოდნეობის მაგისტრი *მიენიჭება საგანმანათლებლო პროგრამის არანაკლებ 120 კრედიტის შესრულების შემთხვევაში* Master of Art *In case of implementation of no less than 120 credits of the educational program*

The language of teaching

Georgian

Precondition for admission to the program

A person with a an academic degree Bachelor or equivalent degree has the right to study in a master's degree, Which will be based on the results of the Masters Exams (General Masters Exam and exam / exams defined by GT). Examination issues / tests will be placed on the website of the GTU Teaching Department http://www.gtu.ge/study/index.php At least one month before the exams start. Enrollment in the program without passing the master's exams is possible in accordance with Georgian legislation.

Description of the program

The program is designed according to ECTS system, 1 credit is equal to 25 hours, which means contact and independent work hours. Credit distribution is presented in the subject load of the program.   Educational Program continues 2 Years (4 semesters) and ends graduate master's degree thesis. One semester consists of 20 weeks, 15 study weeks (educational studies), exam 4 week (Final and additional exams), also one midterm exam week.

The program consists of 120 credits and includes teaching component (teaching courses) - 75 credits and research component (Master's research project / prospectus 5 credits, theoretical / experimental research /Colloquim-10 credits, completion and defense of qualification work 30 credits) - 45 credits. During the academic year, the master accumulates 60 credits, 30 credits in the semester.

In the program study component the student's learning outcome evaluation level includes midterm and final assessment. Each form and component of evaluation from the overall point of the evaluation (100 point) defined has the specific part in the final assessment, particularly, final exam 40 points (minimum positive point for final evaluation is 20), and maximum point of the interim assessment - 60. In addition, intermediate assessment includes 2 components: intermediate exam and current activity assessment (testing, practical / theoretical performing homework, activity on the seminar and etc.). Midterm exam assessment necessary component is, maximum 30, minimum positive assessment 15. The maximum assessment of current activity is 30, minimum total positive assessment - 15 points.

Evaluation of the research component happens once, with the final assessment. Maximum assessment 100 points, minimum positive assessment 51. Main part of finally work is research component, which represents independent graduate research. Qualification work is evaluated by 100 points and it is necessary to presented in public, which evaluates the examination commission comprising 5-7 members.

The Master program "Architectural studies" is in compliance with the provision of Master Degree studies, by the Technical University of Georgia.
Georgian Technical University's Regulations on Master's Degree is available at the University website, address:
http://gtu.ge/Study-Dep/Files/Pdf/mag_debuleba_2017_SD.pdf
The Masters Educational Program Rule of evaluation of the component is given at the university website:
http://gtu.ge/Study-Dep/Files/Pdf/mag_deb_dan4_80217_SD.pdf

The purpose of the program

The Student will:
- study the two most important directions of the world's present architecture: Neomodernism and Regionalism, master the latest languages and dialects of architecture, analyze, distinguish and arrange all the artifacts that make up the neomodernism and regional action mechanisms;
- study the development of the modernism phases based on the visual-graphic material, the current state of urbanism, gain information on the latest trends in architecture, attend lectures on the current state of neomodernizm - poststructuralism and get acquainted with the Dutch figure of modernism - Rem Koolhaas work, urbanism modernism of the present situation, problems and solutions in major cities;
- develop the ability to explore the trends of today's world architecture, identify the directions, deviation form norms and dialects, generate sharp critical assessment, quick and operational analysis, acquire complex and varied factual material and clearly understand the content of the current processes;
- gain strong theoretical knowledge of modern artistic and cultural values to have adequate orientation in terms of globalization "dialogue of cultures, in the intensive process of dialogue of cultures to integrate Georgian culture and conduct the relevant policy, will be able to assess national cultural values, make critical analysis on the basis of the gained knowledge.

Learning Outcomes and Competences (General and Sectoral)

Knowledge and understanding
After completion of the course the students will have:
profound and systematic knowledge in the world of modern artistic cultural values to make adequate orientation, enabling to elaborate original ideas and the ways of solving separate problems; have the ability of perception of architectural-planning space and ethnic cultural environment.

Ability to use knowledge in practice
After completion of the course the students will have:

the ability to act in new, unforeseen and multidisciplinary environment; the ability to search for the original ways of solving complex problems in the field of architecture studies, including the latest methods and approaches in performing research independently.

Making judgments
After completion of the course the students will have:
The ability to make grounded judgment on the basis of critical analysis of complex and incomplete information (among them the latest researches); the ability of analytical and reasonable judgment; the ability to get, process and analyze the new information; the ability to use comparative analysis in the process of discussing architectural works; the ability to elaborate the skill of comparative analysis and the ability to comprehend philosophic discourse; the ability of critical assessment of the selected building or project.

Communication Skill
After completion of the course the student will be able:
To write laconically, clearly and observing grammatical rules. To evade complex language and compose logical, coherent written construction; to make a detailed written report on ideas, existing problems and the ways of solving them; to gain experience in writing and description of visual-graphical material; to communicate in native and foreign languages; to deliver the information to the specialists and non-specialists in native and foreign languages; to conduct public speeches; to express clearly ideas on the selected building, or project analysis, generalization and problem solution.

Ability to learn
After completion of the course the student will be able to: conduct studies independently, to apprehend the peculiarities of the learning process and the high level on strategic planning. To define own learning direction in order to enhance professional knowledge and experience.

Values
After completion of the course the student will be able to: make own contribution in establishing new values, evaluating own or other people's attitude towards values. Observe professional values, ethic and moral norms; analyze historical-cultural values.

Methods of achieving learning outcomes (teaching and learning)

☒ Lecture ☒ Seminar (work in group) ☒ Practical ☒ Laboratory ☒ practice ☒ Course paper / project ☒

Master's paper ☒ Consultation ☒ Independent work

Based on the specific course of study in the learning process, the relevant below listed activities of the teaching-learning methods are used, which are reflected in the relevant training courses (syllabus):
1. Discussion / debate are one of the most common activities of interactive teaching. Discussion process increases the quality and activity of students' engagement. Discussion can be turned into arguments and this process is not limited to the questions asked by the teacher. It develops the ability of the student to reason and justify their opinion.
2. Cooperative learning is a learning strategy when each member of the group is obliged not only to examine himself but also to help his/her team-mate to study the subject better. Each member of the group works on the problem, until all of them master the issue.
3. Collaborative work – By using this activity, teaching implies division of the students' group and assignment of teaching tasks to them. The group members individually work on the issue and in parallel share their opinions with other members of the group. Due to the set objective, it is possible to divide the functions among the members during the group's working process.

This strategy provides all students maximum engagement in the learning process.

4. Problem based learning is an activity which uses a specific problem as the initial stages of obtaining new knowledge and integration process.

5. Case study - the teacher will discuss concrete cases with the students, and study the issue thoroughly. For example, in the safety of engineering, it can be a case of a particular accident or disaster, in the political science - concrete, for example, the Karabakh problem (Armenia-Azerbaijan conflict) analysis and etc.

6. Brain storming – this activity implies to form and promote radically different opinion, idea on concrete issue/problem. This activity contributes to the development of a creative approach to the problem. Its application is effective in case of a large number of students and consists of several main stages:
   - Problem / issue determination in a creative perspective;
   - In a certain period of time, without criticism, note the ideas expressed by the listeners (mainly on the board);
   - Determination of assessment criteria to determine the establish the conformity of the idea with the aim of the research;
   - Assessment of selected ideas with predetermined criteria;
   - By process of elimination, distinguish those ideas that are most relevant to the issue.
   - Demonstration of the highest evaluation idea as the best way to solve the set problem.

7. Role and situational games – games that are fulfilled according to predefined scenario allow students to look at the issue differently. It helps them to develop an alternative viewpoint. Like discussions, these games also formulate the student's ability to express and protect his/her position independently.

8. Implication. It is quite effective in terms of achieving the result. In many cases, it is better to provide the students with audio and visual materials simultaneously. The study material can be demonstrated by both the teacher and the student. This activity helps us to demonstrate different levels of learning material, to specify what students will have to do independently; at the same time, this strategy visually reflects the essence of the topic/ problem. Demonstration may be simple.

9. Induction is such a form of transmitting any knowledge when the process of thinking in the course of the study is directed towards generalization, in other words when delivering the material the process is going from concrete to general.

10. Deduction is such a form of transmitting any knowledge, which based on general knowledge represents logical process of discovering new knowledge in other words, the process is going from general to concrete.

11. Analysis helps us to divide the study material into constituent parts. This will simplify the detailed coverage of individual issues within a difficult problem.

12. The synthesis implies the composition of one whole by grouping individual issues. This activity contributes to the development of the problem to be seen as a whole.

13. Verbal or orally transmitted. Narration, talking and so forth belong to this activity. In this process the teacher orally transmittes and explaines study material and the students actively perceive and learn it through listening, remembering and thinking.

14. The script implies the following activities: making extracts, records, notes, theses, abstract or essay and other.

15. Explanation is based on the discussion on the issue. The teacher gives a concrete example from the material, which is discussed in detail within the given topic.

16. Action-oriented training requires active involvement of the teacher and student in the

teaching process, where the practical interpretation of theoretical material is of special significance.

17. Project planning and presentation. When working on the project, the student uses the acquired knowledge and skills to solve the real problem. This increases students' motivation and responsibility. Working on the project includes planning, surveying, practical activity and the performance of the results in accordance with the selected issue. The project will be deemed implemented if its results are presented in a clear and convincing way. It can be performed individually, in couples or in groups; also within a subject or within a few subjects (integration of the subjects); after completion, the project can be presented to a big audience.

Student knowledge assessment system

Grading system is based on a 100-point scale.

Positive grades:
- **(A)** - Excellent - the rating of 91-100 points;
- **(B)** – Very good - - the rating of 81-90 points
- **(C)** - Good - the rating of 71-80 points
- **(D)** - Satisfactory - the rating of 61-70 points
- **(E)** - Enough - the rating of 51-60 points

Negative grades:
- **(FX)** - Did not pass - 41-50 points of rating, which means that the student needs more work to pass and is given the right to take the exam once more with independent work;
- **(F)** – Failed - 40 points and less, which means that the work carried out by the student is not enough and he/she has to learn the subject from the beginning.

Field of employment

- · Architectural practices,
- · Architecture criticism and journalism,
- · Scientific-research and pedagogic activities in architecture

Opportunity to continue learning

Doctoral Educational Programs

Human and material resources necessary for the implementation of the program

The program is provided with appropriate human and material resources. For more information see attached syllabus.

Number of attached syllables: 21

Program Study Load

№	Course Title	Precondition of admit	ECTS Credits			
			I Year		II Year	
			Semester			
			I	II	III	IV
1	**Elective (Foreign language) 1**					
1.1	Business Communication (English)	does not have	5			

1.2	Business Communication (French)	does not have				
1.3	Business Communication (German)	does not have				
1.4	Business Communication (Russian)	does not have				
2	**Elective (Foreign language) 2**					
2.1	Theory and Practice of Specialized Translation (English)	does not have				
2.2	Theory and Practice of Specialized Translation (Franch)	does not have		5		
2.3	Theory and Practice of Specialized Translation (German)	does not have				
2.4	Theory and Practice of specialized Translation (Russian)	does not have				
3	Management of Entrepreneurial and Technological Innovations	does not have	5			
4	Journalism -1	does not have	4			
5	Neomodernism and Regionalism – 1: Critique of Early Modernism, Cross-cultural Referencies, Post-structuralism	does not have	5			
6	Critique in Architecture – 1: Research Methods for Individual Objects/Parts	does not have	5			
7	Nationality in XIXth -XXth century Georgian Architecture	does not have	6			
8	Journalism -2	Journalism -1		3		
9	Neomodernism and Regionalism– 2: Urban Pattern of Neomodern	Neomodernism and Regionalism – 1: Critique of Early Moderni. Cross-cultural Referencies, Post-structural.		6		
10	Critique in Architecture – 2: Research Methods for Buildings	does not have		5		
11	Instruments of Current Architecture - 1	does not have		6		
12	Instruments of Current Architecture - 2	Instruments of Current Architecture - 1			5	
13	Neomodernism and Regionalism– 3: Global Reach of Regionalism	Neomodernism and Regional.– 2: Urban Pattern of Neomodern			5	
14	Critique in Architecture – 3: Research Methods for Ensembles/Complexes	does not have			5	
15	Signs and Codes in Architecture	does not have			5	
	Per semester		20	20	20	
	Total:			60		
	Research Component:					
1	Master Research Project / Prospectus	does not have		5		
2	Theoretical / experimental research / colloquium	Master Research Proj./Prospectus			10	
3	Accomplishment and Defense of Master's Thesis	All mandatory study and research				30

		component					
		Total per semester:	30	30	30	30
		Total per year:	60		60	
		Total:	120			

Map of learning outcomes

№	Course Title	Knowledge and understanding	Ability to use knowledge in practice	Making judgments	communication skill	ability to learn	Values
1	Business Communication (English)	+	+		+	+	+
	Business Communication (French)	+	+		+	+	+
	Business Communication (German)	+	+		+	+	+
	Business Communication (Russian)	+	+		+	+	+
2	Theory and Practice of Specialized Translation (English)	+	+	+	+		
	Theory and Practice of Specialized Translation (Franch)	+	+	+	+		
	Theory and Practice of Specialized Translation (German)	+	+	+	+		
	Theory and Practice of specialized Translation (Russian)	+	+	+	+		
3	Management of Entrepreneurial and Technological Innovations	+	+			+	
4	Journalism -1	+	+	+	+	+	+
5	Neomodernism and Regionalism – 1: Critique of Early Modernism, Cross-cultural Referencies, Post-structuralism	+	+	+	+		
6	Critique in Architecture – 1: Research Methods for Individual Objects/Parts	+	+	+	+		
7	Nationality in XIXth -XXth century Georgian Architecture	+		+	+		+
8	Journalism -2	+	+	+	+	+	+
9	Neomodernism and Regionalism– 2: Urban Pattern of Neomodern	+	+	+	+		
10	Critique in Architecture – 2: Research Methods for Buildings	+	+	+	+		

11	Instruments of Current Architecture - 1	+	+	+	+			
12	Instruments of Current Architecture - 2	+	+	+	+			
13	Neomodernism and Regionalism– 3: Global Reach of Regionalism	+	+	+	+			
14	Critique in Architecture – 3: Research Methods for Ensembles/Complexes	+	+	+	+			
15	Signs and Codes in Architecture	+	+	+	+			
	Research Component:							
1	Master Research Project / Prospectus	+	+	+	+	+	+	
2	Theoretical / experimental research / colloquium	+	+	+	+	+	+	
3	Accomplishment and Defense of Master's Thesis	+	+	+	+	+	+	

Program curriculum

№	Course code	Course Title	ESTS credits / hours	Lecture	Seminar (work in the group)	Practical classes:	Laboratory	Practice	Course paper / project	Mid-semester exam	Final exam	Independent work
1	LEH12412G1	Business Communication (English)	5/125			45				2	2	76
	LEH12212G1	Business Communication (French)	5/125			45				2	2	76
	LEH12612G1	Business Communication (German)	5/125			45				2	2	76
	LEH12812G1	Business Communication (Russian)	5/125			45				2	2	76
2	LEH12512G1	Theory and Practice of Specialized Translation (English)	5/125	15		30				2	2	76
	LEH12312G1	Theory and Practice of Specialized Translation (Franch)	5/125	15		30				2	2	76
	LEH12712G1	Theory and Practice of Specialized Translation (German)	5/125	15		30				2	2	76
	LEH12912G1	Theory and Practice of specialized Translation (Russian)	5/125	15		30				2	2	76
3	BUA36402G1	Management of Entrepreneurial and Technological Innovations	5/125	15			30			1	2	77
4	JOI17212G1	Journalism -1	4/100	15	15					2	2	66
5	HEL25606G1	Neomodernism and Regionalism – 1: Critique of Early Modernism, Cross-cultural Referencies, Post-structuralism	5/125	15	15	15				1	1	78

№	Code	Title										
6	HEL25906G1	Critique in Architecture – 1: Research Methods for Individual Objects/Parts	5/125		30	15				1	1	78
7	HEL26206G1	Nationality in XIXth -XXth century Georgian Architecture	6/150	10	5			45		1	1	88
8	JOI17312G1	Journalism -2	3/75	15	15					2	2	41
9	HEL25706G1	Neomodernism and Regionalism– 2: Urban Pattern of Neomodern	6/150	15	30	15				1	1	88
10	HEL26006G1	Critique in Architecture – 2: Research Methods for Buildings	5/125		30	15				1	1	78
11	HEL26406G1	Instruments of Current Architecture - 1	6/150	30					30	1	1	88
12	HEL26506G1	Instruments of Current Architecture - 2	5/125	15					30	1	1	78
13	HEL25806G1	Neomodernism and Regionalism– 3: Global Reach of Regionalism	5/125	15	15	15				1	1	78
14	HEL26106G1	Critique in Architecture – 3: Research Methods for Ensembles/Complexes	5/125		30	15				1	1	78
15	HEL26306G1	Signs and Codes in Architecture	5/125	15	30					1	1	78

Program Supervisor   Maia Davitaia

Faculty of Architecture, Urban Planning and Design
Head of Quality Assurance Service   Nino Khabeishvili

Dean of the Faculty   Nino Imnadze

Approved by
Faculty of Architecture, Urban Planning and Design
At the meeting of Faculty Board
06.04.2012
Chairman of the Faculty Board

Agreed with
Quality Assurance Service of GTU   Irma Inashvili

Modified by
Faculty of Architecture, Urban Planning and Design
At the meeting of Faculty Board (N30)
29.03.2018
Chairman of the Faculty Board   Nino Imnadze