
Report On Faculty Development Session On "Generative AI In Architecture Education: A Study To Integrate AI In 2nd Year Design Studio"

1 message

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**BRIEF REPORT ON
FACULTY DEVELOPMENT SESSION
on
"GENERATIVE AI IN ARCHITECTURE EDUCATION: A STUDY TO INTEGRATE AI IN 2ND
YEAR DESIGN STUDIO"**

organized by
**FACULTY OF ARCHITECTURE, PLANNING & DESIGN
INTEGRAL INSTITUTE OF PROFESSIONAL STUDIES & RESEARCH (IIPS&R)
PHASE-III, INTEGRAL UNIVERSITY, LUCKNOW**

Date: 06 July 2026**Time:** 11:00 AM – 12:00 PM**Resource Person:** Ar. Samiya Tazeen, Assistant Professor

A Faculty Development Session on "Generative AI in Architecture Education" was organised on 06 July 2026 from 11:00 AM to 12:00 PM for the faculty members of the Faculty of Architecture, Planning & Design. The session focused on exploring the appropriate, ethical and responsible integration of Generative AI into architectural education, particularly within the 2nd Year Design Studio.

The session introduced a range of AI and digital tools, including ChatGPT, Perplexity, DeepSeek, Gemini, Copilot, Autodesk Forma, Climate Consultant, OpenArt, PromeAI, DreamStudio and Lucidchart. Their potential applications across different stages of the architectural design process were discussed, including problem understanding, research, case-study identification, requirement formulation, site analysis, documentation, zoning, form development, visualisation and presentation preparation. The session also highlighted that different AI tools have different capabilities and limitations and should therefore be selected according to the specific task.

A key focus was placed on the ethical and responsible use of AI in education. It was emphasised that AI should function as a supporting or virtual assistant, helping students and teachers save time, improve productivity and explore alternatives, rather than replacing human creativity, critical thinking or professional judgement. Since AI-generated information may contain errors or inaccuracies, all outputs must be critically evaluated and verified through authentic sources before academic or professional use.

The session specifically discussed where AI can and cannot be appropriately integrated into the architectural design process. AI can support initial research, case-study exploration, information gathering, idea generation and visualisation. However, students should refer to authoritative sources for area standards, building standards and planning requirements, including Neufert, Time-Saver Standards and the National Building Code (NBC). Similarly, AI-based assistance for bubble diagrams, flowcharts and zoning should be introduced only after students have understood the underlying concepts through conventional classroom teaching. During form development, text-to-image AI tools may be used to explore alternatives and enhance visualisation, while the final design concept and decisions must remain rooted in the student's own design thinking, creativity and understanding.

The session also emphasised the changing role of faculty members in AI-enabled design education. Teachers have an important responsibility to guide students regarding appropriate AI use, source verification, academic integrity and responsible digital practices. The objective is not to replace conventional studio pedagogy but to integrate AI in a manner that strengthens learning, research, creativity and problem-solving while preserving independent thinking.

The presentation was followed by an interactive question-and-answer and discussion session, during which faculty members actively participated and shared their views and experiences. Discussions included the availability of AI tools for different stages of architectural design, the need and appropriate extent of AI integration in design studios, prompt writing, and the use of AI in other design disciplines. It was informed that a detailed Excel sheet categorising

AI tools according to different stages of the architectural design process had been prepared and would be shared with faculty members for future reference.

Faculty members from the Fashion Design Department also discussed possible applications of AI in fashion education, including concept generation, mood-board development, pattern exploration, trend analysis, visualisation and presentation. The discussion further explored how AI could assist faculty members in developing innovative teaching methods, classroom activities, assignments, presentations and learning resources to enhance student engagement.

The discussion on prompt writing highlighted the importance of providing clear objectives, adequate context, specific requirements and appropriate constraints to obtain more relevant and useful AI-generated outputs. Faculty members were encouraged to develop AI literacy not merely as a technical skill but as an important component of responsible contemporary design education.

Overall, the session was informative, interactive and well received by the participating faculty members. It provided practical insights into the opportunities and limitations of Generative AI in architectural education and reinforced the principle that AI should remain a supporting tool rather than a substitute for human creativity, critical thinking, learning and professional judgement.

The session contributes to the University's commitment to the Sustainable Development Goals (SDGs), particularly SDG 4 – Quality Education, by promoting innovative, technology-enabled and skill-oriented teaching and learning; and SDG 9 – Industry, Innovation and Infrastructure, by developing awareness and competencies related to emerging digital technologies and innovation in the design profession. The emphasis on ethical and responsible use of AI also supports the development of digitally literate, adaptable and professionally responsible future designers.

Some glimpses of the session are as follows:



Thanks and Warm Regards,

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