

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	ARCHITECTURE		
<b>ACADEMIC UNIT</b>	ARCHITECTURE		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	APY 101	<b>SEMESTER</b>	1
<b>COURSE TITLE</b>	ARCHITECTURAL DESIGN I		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures - Theory, Laboratory Exercises-Design Practice-Project		6+6	12
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	General background		
<b>PREREQUISITE COURSES:</b>	-----		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>	<a href="http://ecourse.uoi.gr/course/view.php?id=1391">http://ecourse.uoi.gr/course/view.php?id=1391</a>		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>
<p>Architectural design constitutes the core of architectural studies. In it, architectural questions are addressed in a way synthesising the individual knowledge and skills that students acquire along the other courses. Architectural design may be epistemologically defined as a decision-making process negotiating the possible synthesis of the conflicting requirements of aesthetics, function and technique. This specificity identifies a distinct identity, characterising architecture as an independent mental process, distinct from both art and science. At the same time, architectural design produces the spatial and social configuration of human desires (in other words, human representations of needs) in their correlation with nature. Therefore, ekistics, in general, are identified as the spatial configuration of human culture(s).</p> <p>This, hands-on, laboratory design course is based on the direct dialogue and interrelation of theory and practice, in the sense of applied reasoning and critical acting. Students are expected to follow a primarily analytical path, in order to construct a conscious architectural 'language'. During the semester, they are asked to understand and resituate architectural questions. Eventually,</p>

towards the end of the term, they are met with a more straightforward compositional tasks. The overall theme of the course, along the different exercises and lectures, is human dwelling as a cultural practice and an architectural problem.

### **Aims and Objectives:**

On a theoretical and an applied level, the course aims and objectives are defined as follows:

a. theory of architectural design: The aim is to introduce students in architectural speech (written and designed) through their familiarity with basic diachronic components of architectural thinking (with emphasis on the 20th and the 21st century). Theory provides students with a systematic, though equally open, manner of understanding architecture as a distinct and complex field of activity. Architecture theory is presented with reference both to the objective dimensions of architectural space (geometry, materiality, etc.) and subjective (perception, affect, social and cultural context, etc.). In this sense, theory is not simply seen as the teaching of universally valid architectural 'laws', but as a process where each student seeks to create its own personal 'representation' of the architectural cosmos while exploring the conditions of its future responsible as well as creative initiative.

b. design practice: = through a series of step-by-step exercises, students are invited to work on fundamental concepts, such as those mentioned in the theoretical entity of the course. It is considered crucial that, before students facing integrated architectural problems, should acquire a basic efficiency in their ability to understand and properly organize a creative approach. During this term, students have to deal with the proper use of design codes and systems, the drafting of proposals that may be placed accurately within the architectural community, the clear presentation and support of their ideas, the ability to review the work of others, the ability to operate both in groups and individually, the productive use of available resources and the appropriate organization of workloads and the available time.

These two modules of the course are treated on the basis of promoting the unity of theoretical and applied architectural thinking and practice.

### **Method:**

The course invests on the cultivation of both, group and individual participation, in a creative interaction with the teaching team. Lectures, screenings, textual references and design case studies act as triggers for discussion, practice and experimentation. The relevant exercises climax in their complexity and the multiplicity of the factors at hand. Students' empirical knowledge is triggered together with the latter being informed in a more formal way.

### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

*Search for, analysis and synthesis of data and information, with the use of the necessary technology  
Adapting to new situations  
Decision-making*

*Project planning and management  
Respect for difference and multiculturalism  
Respect for the natural environment  
Showing social, professional and ethical responsibility and*

<i>Working independently</i>	<i>sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	.....
<i>Production of new research ideas</i>	<i>Others...</i>
	.....

1. *Search for, analysis and synthesis of data and information, with the use of the necessary technology*
2. *Adapting to new situations*
3. *Decision-making*
4. *Working independently*
5. *Team work*
6. *Production of new research ideas*
7. *Working in an interdisciplinary environment*
8. *Showing social, professional and ethical responsibility and sensitivity to gender issues*
9. *Criticism and self-criticism*
10. *Production of free, creative and inductive thinking*

### **(3) SYLLABUS**

- i. Course and Teaching Group Presentation.  
Projection-discussion: *Architectural Studies*  
First exercise: Announcement, elaboration and discussion.
- ii. Lecture: *What is (the) Architecture?*  
Second exercise: Announcement, preparation and supervision.
- iii. Lecture: *Form-Function-Materiality*  
Seminar - Essay Study  
Discussion about the second exercise
- iv. Lecture: *The phenomenon of Human habitation.*  
Seminar - Study Essay: *Le Corbusier, A Small House*  
Announcement of the third exercise.
- v. Elaboration and Supervision of the third exercise.  
Projection - Discussion
- vi. Presentation and critique of the third exercise.  
Lecture: *Ideas and Concepts*
- vii. Lecture: *Compositional Structure and Analysis of Space, examples.*  
Announcement of the fourth exercise.
- viii. Elaboration and Supervision of the fourth exercise.
- ix. Lecture: *Function-Use-Programme-Event / Flexibility and Multiplicity*  
Presentation and Critique of the fourth exercise.

- x. Lecture: *Perception and Affect*  
Announcement of the Final Exercise.
- xi. Lecture: *Limits*  
Seminar - Study Essay  
Elaboration and Supervision of the fifth exercise
- xii. Lecture: *Architecture and City*  
Elaboration and Supervision of the fifth exercise
- xiii. Final Presentation and Critique. Review of the Course.

#### (4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;"><b>DELIVERY</b></p> <p style="text-align: center;"><i>Face-to-face, Distance learning, etc.</i></p>	Face to face.																					
<p style="text-align: center;"><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b></p> <p style="text-align: center;"><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<ul style="list-style-type: none"> <li>• e-class: use of an electronic platform for continuous documentation, management of the educational material and communication of the teaching team members with students.</li> <li>• Weekly feedback via email.</li> <li>• Group function in social networks for continuous posting , updates, and other material information and discussion in real time regarding issues arising at the interval time between class meetings.</li> <li>• Provision of School website and social media use to post educational material aimed at opening the course also to the wider community.</li> </ul>																					
<p style="text-align: center;"><b>TEACHING METHODS</b></p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>lectures</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Seminars (essays, projections)</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Design practice</td> <td style="text-align: center;">80</td> </tr> <tr> <td>Project development</td> <td style="text-align: center;">100</td> </tr> <tr> <td>Presentation-critique</td> <td style="text-align: center;">30</td> </tr> <tr> <td>independent study</td> <td style="text-align: center;">20</td> </tr> <tr> <td>Bibliographic Study</td> <td style="text-align: center;">10</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Course total (25 hours workload per credit unit)</td> <td style="text-align: center;"><b>300</b></td> </tr> </tbody> </table>		<i>Activity</i>	<i>Semester workload</i>	lectures	30	Seminars (essays, projections)	30	Design practice	80	Project development	100	Presentation-critique	30	independent study	20	Bibliographic Study	10			Course total (25 hours workload per credit unit)	<b>300</b>
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<p style="text-align: center;"><b>STUDENT PERFORMANCE EVALUATION</b></p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination,</i></p>	<p>I. Semestrial Interim Task (exercises) presentation (70%):</p> <ul style="list-style-type: none"> <li>• Evaluation Language: Greek</li> <li>• Evaluation method: Continuous formative assessment-evaluation</li> </ul>																					

public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

## II. Public Presentation / Final Work Support (30%):

- Evaluation Language: Greek
- Evaluation method: conclusive evaluation and problem solving.

The methods and the evaluation criteria are presented and explained at the introductory presentation of the course and are accessible through the electronic e-class platform of the course.

### (5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Tzonos, P., 1996. *Architectural Design. What is this; The temptation of a theory.* Athens: Papatotiriou.
- Hertzberger, H. 2002. *Courses for Students of Architecture.* Athens: University Press NTUA.
- Davies, C. 2011. *Thinking about Architecture: an introduction to architectural theory.* London: Laurence King Publishing.
- Hanlon, D. 2009. *Compositions in Architecture, Hoboken NJ: Wiley.*
- Boudon, Ph. et.al., 1994. *Enseigner la conception architecturale: Cours d 'architecturologie.* Paris: Ed. De La Villette.
- Angelil, M., 2003. *INCHOATE: An experiment in architectural education, Zurich: ETH DARCH, distribution by Actar-Barcelona.*
- Zavoleas, G.. 2013. *The machine and the Network as building standards in architecture, Athens: futura.*
- Le Corbusier, 1923 [2004 - first Greek translation]. *For An Architecture (translation).* P. Tournikiotis, Athens: Pendulum.
- Fatouros, D., 2003. *Persistence of Architecture, Athens: Kastaniotis.*
- Tournikiotis, P., 2006. *Architecture in Modern Era, Athens: futura.*
- Antonakaki, S., 2010. *Thresholds: 100 + 7 Chorografimata, Athens: futura.*

- Related academic journals:

- DOMES, *International Architecture Review*