

3. Outline of courses on the programme of study

This unit presents the concise outlines of courses that are taught on the programme of studies, whether these are offered by the academic unit responsible for the PS or by other units. The outline of each course determines the form, purpose, learning outcomes and the course syllabus and specifies the implementation of the teaching and learning process and the way in which student performance is evaluated. The course outline constitutes the basis upon which the course teacher develops his/her teaching method so that, independently of the teacher or teachers, the basic specifications are fulfilled and the learning outcomes are achieved (see also Appendix C).

The outline of each course includes information as on the following indicative form (examples of outlines can be found on the HQA website):

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF ARCHITECTURE		
ACADEMIC UNIT	DEPARTMENT OF ARCHITECTURE		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	APY 102	SEMESTER	1st
COURSE TITLE	HISTORY OF ART AND ARCHITECTURE I		
INDEPENDENT TEACHING ACTIVITIES <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>	WEEKLY TEACHING HOURS	CREDITS	
LECTURES AND EXERCISES	3	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	GENERAL BACKGROUND		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES. TUTORIALS IN ENGLISH ARE OFFERED.		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes

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.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

This course is a basic introduction in the history of Western art and architecture. It surveys fundamental terms of art history and architecture and presents a short timeline of developments in art and architecture in Europe from the Renaissance to the present. Special emphasis is placed on changes and transitions in style that occur during the 20th century.

Upon successful completion of the course the expected learning outcomes are as follows:

- students should have understood the scientific scope of art history
- should have knowledge of the terminology used
- should be able to recognize the basic characteristics of style in European art from the Renaissance to the present
- should know the main methodologies used by art and architectural historians and should be able to apply them for the analysis of art works and buildings
- should have learnt to observe while walking in an urban space
- should have understood what modern art and architecture is and what led to its formation.

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	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision-making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment
Production of new research ideas	Others...

Work independently
Team work
Ability to research using international sources
Production of free, creative and critical thinking

(3) SYLLABUS

- Timeline of European art from the Renaissance to the present
- Terminology for art history

- Presentation of methodological approaches to art creation used by historians of art and architecture
- Presentation of case-based analysis of art works following the main art historical “schools of thought”
- Modern art and architecture: basic principles and systems of creation.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face, lecture hall	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>		
TEACHING METHODS <i>The manner and methods of teaching are described in detail. 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. 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>	Activity	Semester workload
	Lectures	39
	Study and analysis of bibliography	20
	Exercises	20
	Team work for the processing of information offered during lectures	20
	City tours for practicing architectural looking / excursions for educational purposes	26
	Course total (25 study hours per ECTS)	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure 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, 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.</i>	Two essays (in Greek or English) analyzing a work of art and a building or monument (35 + 35 %) and written evaluation (in Greek or English) (30%) with multiple choice questionnaires. The questions are based on theoretical issues discussed during classes, excursions and city tours and on relevant bibliography.	

(5) ATTACHED BIBLIOGRAPHY

- Άνταλ Φρέντερικ, *Μελέτες Ιστορίας της Τέχνης*, μτφρ. Ανδρέας Παππάς, προλ. Νίκος Χατζηνικολάου, Ηράκλειο: Πανεπιστημιακές Εκδόσεις Κρήτης, 1999
- Δασκαλοθανάσης Νίκος, *Ο καλλιτέχνης ως ιστορικό υποκείμενο από τον 19^ο στον 21^ο αιώνα*, Αθήνα: Εκδόσεις Άγρα, 2004
- E. H. Gombrich, *Ιστορία της Τέχνης*, Αθήνα: Μορφωτικό Ίδρυμα Εθνικής Τραπέζης, 1994

- H. W. Janson, *History of art: a survey of the major visual arts from the dawn of history to the present day*, New York : H. N. Abrams, 1977
- John Berger, *Η εικόνα και το βλέμμα*, Αθήνα: Οδυσσέας, 1993
- Arnold Hauser, *Κοινωνική ιστορία της τέχνης*, τόμοι 4, Αθήνα: Κάλβος, 1969-1980
- Erwin Panofsky, *Μελέτες εικονολογίας: ουμανιστικά θέματα στην τέχνη της Αναγέννησης*, Αθήνα: Νεφέλη 1991
- E-course: Φιλοσοφική Σχολή, Τμήμα Ιστορίας-Αρχαιολογίας, Εισαγωγή στην ιστορία και θεωρία της τέχνης
- *The Dictionary of arts*, τόμοι 34, Νέα Υόρκη : Grove, 1996
- *The Concise Oxford Dictionary of Art Terms*, Νέα Υόρκη: Oxford University Press, 2001
- *The Thames and Hudson Dictionary of Art Terms*, Λονδίνο: Thames and Hudson, 1988
- *Λεξικό τέχνης και καλλιτεχνών*, Αθήνα: Νεφέλη, 1997-1998
- *Ομάδες, κινήματα, τάσεις της σύγχρονης τέχνης μετά το 1945*, Αθήνα: Εξάντας 1991

APPENDIX B

Guide to Writing Course Learning Outcomes

According to Ministerial Decision no. Φ5/89656/B3/13-8-2007 (*Government Gazette* 1466/B'/13-8-2007), "Learning outcomes are the totality of knowledge, competences and skills that students or pupils must know or understand or be able to do after the successful completion of a specific educational procedure, long- or short-term. Learning outcomes are each clearly defined by the teachers or those responsible for each autonomous component of the education process and activity of the programme of study and are analytically described in the Study Guide of each HEI, according to the provisions of articles 2 and 3 of this decision."

Learning outcomes (LOs) are measurable and are statements of what a student is expected to be competent at doing when he or she completes a course or a unit of a course or a complete programme of studies. This measurable competence of the student differentiates the LOs from the relatively undefined goals and targets of each course, which were previously used in the description of each course.

During the development of the programme of study each course typically has 4-7 LOs. According to the Bloom (1984) taxonomy, LOs may be grouped into six categories (*knowledge, comprehension, application, analysis, synthesis and evaluation*).

LOs help teachers inform students of what is expected of them. They also make clear what knowledge, competences and skills a student should expect to acquire with the completion of a semester course or a lecture for a thematic unit in the course. At the same time they help teachers design their educational material better, as well as to select the appropriate teaching strategy (lectures, tutorials, seminars, individual and team work, practice exercises, laboratory exercises, etc.). Finally, they help teachers agree amongst each other on the design of certain educational activities in order to achieve the expected learning outcomes.

Learning outcomes offer transparency to higher education systems and qualifications. They are linked to the level of studies, the design of the programme, teaching, learning and quality assurance.

When the courses of a programme of study are expressed in learning outcomes it is much easier to make precise judgements as there is greater transparency in the procedure for student performance evaluation. Learning outcomes thus improve the transparency of qualifications and make the judgement on academic recognition easier and more precise.

An important aspect of learning outcomes is the design of the appropriate forms of student performance evaluation, so that the teaching staff and Institute can ascertain that the learning outcomes have been achieved. More specifically, for each learning outcome that is designed and published, it is necessary to design and publish its evaluation criteria too.

During the development of the programme of study each course typically has 4-7 LOs. According to the Bloom (1984) taxonomy, LOs may be grouped into six categories (*knowledge, comprehension, application, analysis, synthesis and evaluation*).

Taxonomy of learning outcomes according to Bloom

Level	Result	Sample of verbs used in the writing of learning outcomes
1.	knowledge: student can recall data or information	describe, combine, define, recognise, choose, select, declare, etc.
2.	comprehension: interpretation of problems, expressing a problem using different words	distinguish, explain, appreciate, generalise, conclude, etc.
3.	application: use of a concept in a new context	add, calculate, change, classify, discover, examine, produce, etc.
4.	analysis: student can break something down into components and understand their organisational structure	combine, design, develop, differentiate, divide, etc.
5.	synthesis: creation of a new structure from different components	create, compose, explain, organise, propose, reconstruct, reorganise, revise, etc.
6.	evaluation: student can make judgements	compare, conclude, judge, determine, criticise, moderate, support, etc.

It should be noted that many teachers have grouped the above 6 levels into 3 categories:

1.- **knowledge**

2.- a combination of comprehension and application (**skill**)

3.- problem solving by transferring existing knowledge and acquired skills to new situations (**competence**)

The distinction of learning activities into knowledge, skills and competences assists in the clear structuring of descriptors and the easier categorisation of the levels of qualifications.

The term “**knowledge**” means the results of the absorption of knowledge through learning. Knowledge is the body of information, principles, theories and practices relating to a field of study or work. Knowledge is characterised as **theoretical and / or objective**.

The term “**skills**” means the ability to apply knowledge and use expertise in order to solve problems. Skills are described as cognitive (use of logical, intuitive and creative thinking) and practical (relating to manual dexterity and the use of methods, materials, tools and instruments).

The term “**competences**” means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. Competence is described in terms of **responsibility and autonomy**.

Sources:

European Qualifications Framework:

http://ec.europa.eu/eqf/compare_en.htm

Tuning Educational Structures in Europe:

<http://www.unideusto.org/tuningeu/>

Support Guide for drafting, implementing and evaluating learning outcomes

<http://www.aneca.es/eng/Press-service/News/2013/ANECA-launches-the-Support-Guide-for-drafting-implementing-and-evaluating-learning-outcomes>

Learning Outcomes in Quality Assurance and Accreditation Principles, recommendations and practice [http://ecahe.eu/w/images/b/ba/Publication-](http://ecahe.eu/w/images/b/ba/Publication-Learning_Outcomes_in_Quality_Assurance_and_Accreditation.pdf)

[Learning Outcomes in Quality Assurance and Accreditation.pdf](http://ecahe.eu/w/images/b/ba/Publication-Learning_Outcomes_in_Quality_Assurance_and_Accreditation.pdf)