

## COURSE OUTLINE

### 1. GENERAL

<b>SCHOOL</b>	ARCHITECTURE		
<b>ACADEMIC UNIT</b>	ARCHITECTURE		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	APY 401	<b>SEMESTER</b>	4
<b>COURSE TITLE</b>	ARCHITECTURAL DESIGN IV		
<b>INDEPENDENT TEACHING ACTIVITIES</b> 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	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
Lectures - Theory, Laboratory Exercises-Design Practice-Project	6+6	12	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> general background, special background, specialized general knowledge, skills development	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>			

### 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>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p><b>General framework:</b></p> <p>Architectural design constitutes the core of architectural studies. Thus, architectural questions are addressed in a way composing the individual knowledge and skills that students acquire along the other courses.</p> <p>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 culture (mental and material) within the context of sustainable political, social and economic development. Thus, the horizon of architectural studies, in all its</p>

polyvalence, is recognised as the basis for the more specific agenda of the present course.

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'. Following the same analytical pedagogy with the first semester, students are asked to understand and reiterate architectural questions and to be able to argue for and against specific design positions. The thematic topics structuring the two entities of the course (theory and design) are common while being organised with reference to the central question of human cultural practice.

#### **Aims and Objectives:**

The narrative dimension of the work of architecture, the conceptual background and its definition via specific formal strategies, summarizes the focus of the 2<sup>nd</sup> year of studies (Architectural Design 3 & 4).

The work of architecture is examined both in terms of its programmatic and functional framework, and as through its geometrical principles and the conceptual background that they bear.

Still, it is hypothesised that the narrative character of a project is not a value per se. On the contrary, it stems, at least on a great degree, from the spatial, social and environmental context within which it is being situated, thus informing the relative design positions and decisions.

The analysis of the existing urban fabric, its historical evolution, its identity and the character of a city are also considered as central issues for the design of a public building, in the very center of a city, that directly refers to it, such as a museum for the city of Ioannina.

At the same time, the very concept of the Museum at a social and value level it is also worth mentioning while designing a building loaded with concepts such as memory, history, education and contemporary cultural life.

The exploration of the above at a theoretical and compositional level is the main scope of the course of Architectural Design 4.

#### **Method:**

The course invests on the cultivation of both individual participation and team work, in a creative interaction with the faculty.

Lectures, audio & visual presentations, bibliographical references and design case studies, both built and projects, act as triggers for discussion, practice and experimentation.

The course's exercises are gradually advancing in their complexity, while developing both theoretically and hands-on continuously reminding that the material dimension of any architectural work is generated on a theoretical ground posed both by the architect and the society.

#### **Outcome:**

Students successfully following the course are expected to be able to:

- recognise the most prevalent architectural movements and trends of the 20<sup>th</sup> and 21<sup>st</sup> centuries.
- contextualise the above conceptually and paradigmatically through reference to specific examples of projects.
- understand the strategies and technics they used in order to convey and implement their theoretical positions in their design work.
- perceive the narrative dimension as a negotiation field between the projected new edifice and its

urban surroundings.

**Skills:**

Students should be able to:

- consciously address small scale design problems by means of specific design strategies able to negotiate the essential programmatic, functional and ergonomic given with the narrative dimensions and the axiological principles informing the project.
- prepare analytical diagrammes regarding the spatial-urban context of their project as well as their fundamental aims, directions and strategic choices.
- carry out a coherent and concise design project on the level of an advanced early study.
- present their ideas and design proposals in a suitable, complete and efficient way.

**Regarding their stance**, students should:

- realise the way to structure an architectural proposal and the importance of architectural practice in the formation of personal and collective notions about architecture and design.
- master the role of a concept in the implementation of a certain design project and as a vehicle conveying its principles and axioms in the context of everyday life.
- develop a critical understanding of design problems in their interrelation to their social, urban and environmental context.

**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?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
	<i>Respect for difference and multiculturalism</i>
<i>Adapting to new situations</i>	<i>Respect for the natural environment</i>
<i>Decision-making</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Working independently</i>	<i>Criticism and self-criticism</i>
<i>Team work</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an international environment</i>	.....
<i>Working in an interdisciplinary environment</i>	<i>Others...</i>
<i>Production of new research ideas</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. Working in an interdisciplinary environment
- 7. Showing social, professional and ethical responsibility and sensitivity to gender issues
- 8. Criticism and self-criticism
- 9. Production of free, creative and inductive thinking

### 3. SYLLABUS

- Course and Faculty Presentation  
Introduction lecture: Michel Foucault, “Des espaces autres (1967), Hétérotopies.”  
Collective reading and discussion
- Lecture: Ioannina historic center evolution  
Topic presentation, site presentation, site visit  
Exercise 1: Mapping, diagrams and collages presenting perceptions of Ioannina city
- Presentation: The role of presentation of the architectural study in urban analysis and new mapping tools. (Lecture by invited speaker)  
evaluation and self-evaluation criteria of (student) work  
Presentation and commenting on 1st exercise
- 1st exercise evaluation  
Lecture: “Fundamentals, Variations on Museums”  
2nd exercise : Team, draft, physical model of a city section
- Video-Discussion: MAXXI of Rome: Fundamental issues and forms  
3rd exercise: Preliminary forms, volumes and program (scale 1/500)
- Collective reading and discussion: Italo Calvino, “The invisible cities”  
Completion of 2nd exercise.  
Desk crits for 3rd exercise
- Presentation of a city museum project (Lecture by invited speaker)  
3rd exercise evaluation: Preliminary forms, volumes and program (scale 1/500)
- Lecture: “Bernard Tschumi and conceptual design”  
4th exercise: Scale 1/200
- Lecture - presentation: Museological study. (Lecture by invited speaker).
- 4th exercise, elaboration and desk crits.
- 4th exercise, elaboration and desk crits.
- 4th exercise, elaboration and desk crits.
- Lecture – composition of presentation boards
- 4th exercise, elaboration and last desk crits.
- Project final review and evaluation. Course’s summary.

### 4. TEACHING & LEARNING METHODS - EVALUATION

<b>DELIVERY</b> Face-to-face, Distance learning, etc.	Face to face.	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> Use of ICT in teaching, laboratory education, communication with students	<ul style="list-style-type: none"> <li>• Weekly feedback via email.</li> <li>• Closed group in social networks for news, updates and real time discussion regarding issues arising between class meetings.</li> <li>• Provision of School official website and social media use to post educational material aimed at opening the course also to the wider community.</li> </ul>	
<b>TEACHING METHODS</b> The manner and methods of teaching	<b>Activity</b>	<b>Semester Workload</b>
	lectures	20

<p>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.</p> <p>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</p>	Seminars (essays, projections)	5
	Design practice	85
	Project development	130
	Presentation-critique	30
	independent study	15
	Bibliographic Study	15
	<b>Course total (25 hours workload per credit unit)</b>	<b>300</b>
<p><b>STUDENT PERFORMANCE EVALUATION</b></p> <p>Description of the evaluation procedure</p> <p>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</p> <p>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</p>	<p>I. Interim exercises evaluation (40%):</p> <ul style="list-style-type: none"> <li>• Evaluation Language: Greek</li> <li>• Evaluation method: Continuous formative assessment-evaluation</li> </ul> <p>II. Final review / Public presentation (60%):</p> <ul style="list-style-type: none"> <li>• Evaluation Language: Greek</li> <li>• Evaluation method: conclusive evaluation and problem solving.</li> </ul> <p>The methods and the evaluation criteria are presented and explained during the third week, and are clearly described in the handouts distributed to the students.</p>	

## 5. ATTACHED BIBLIOGRAPHY

**Basic:**

- Herman Hertzberger, *Lessons for Students in Architecture*, 010 Publishers, Rotterdam, 1991, ISBN 978-90-6450-562-1
- Michel Foucault, *Eterotopias kai alla keimena [Heterotopias and other texts]*, Plethron, Athens, 2012, ISBN 13 9789603482307
- Italo Calvino, *Aorates Poleis [Invisible Cities]*, Odysseus Editions, Athens, 1982
- Aesopos, Y. & Simeoforidis Y. (eds), *I sygchroni (elliniki) poli [The contemporary (greek) city]*, Metapolis Press, Athens, 2001
- B. Tschumi, *Event Cities*, MIT Press, London, 1999
- Rem Koolhaas, *Delirious New York*, The Monacelli Press, Italy 1994, ISBN 1-885254-00-8
- Michel de Certrau, *Epinoontas tin kathimerini praktiki, I polytropi techni tou pratein [Inventing everyday practice, The multipurpose art of acting]*, Smili, Athens, 2010, ISBN 978-960-7793-98-0
- Kenneth Frampton, *Modern Architecture: a critical history*, Thames & Hudson Pub., 1980.

**Suggested:**

- Fatouros Dimitris, *Lessons on Systematic Architectural Theory*, Paraterertes, Thessaloniki, 1984
- Fatouros Dimitris, *'A speck of time: Narrations for the recent Greek Architecture'*, 1st ed., Kastaniotis, Athens, 2008.
- Fatouros Dimitris, *I epimoni tis Architektonikis [The insistence of architecture]*, Athens, 2003.
- Monroe C. Beardsley, *Istoria ton Aesthitikon Theorion [History of Aesthetic Theories]*, Nefeli, Athens, 1989, ISBN 960.211.039.2
- Lefas Pavlos, *Architektoniki kai katoikisi, Apo ton Heidegger ston Koolhaas [Architecture and Dwelling, from Heidegger to Koolhaas]*, Plethron, Athens, 2008
- Paul Valery, *"Eupalinos ou l' architecte"*, Paris 1921, Reprint: Agra, Athens, 2005.
- Kotionis Zisis, *Morfopoiitiki-somatika energimata sto topio [Form-making – body actions in the landscape]*, Thessaly University Press, Volos, 2007.
- el Croquis vol. 109/110, *Herzog and de Meuron*, 2002.
- Angéilil Marc, *Incohate an experiment in architectural education*, ETH, Zurich 2003, ISBN 3.9522718.0.2

**Relevant scientific journals:**

- el Croquis
- DOMES, International Review of Architecture
- Architektonika Themata [Architecture in Greece]