

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	POLYTECHNIC		
<b>ACADEMIC UNIT</b>	ARCHITECTURE		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	ARC_EΣ500	<b>SEMESTER</b>	7th
<b>COURSE TITLE</b>	INTERIOR DESIGN LABORATORY - MUSEUMS AND EXHIBITIONS		
<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>
		6	8
<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> <i>general background, special background, specialised general knowledge, skills development</i>	specialised general knowledge, skills development		
<b>PREREQUISITE COURSES:</b>			
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek, English		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	yes		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.upatras.gr/courses/ARCH536/">https://eclass.upatras.gr/courses/ARCH536/</a>		

### (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*

The course aims to introduce students to the study of the design and organization of space as the common point of reference for architecture and museology, and provide critical understanding of how we relate the layout of space with the layout of objects, to realize specific effects, express intended messages or create a richer spatial experience (see 'Syllabus' below).

On successful completion of the course, students will be able to:

- Have knowledge and critical understanding of the ways museums organize space and their collections to create for visitors different kinds of experiences.
- Critically analyze how we design and organize museum space in response to specific aims, including visitors' active participation and meaning making, and reflect on how we select design alternatives, including by experimenting and testing spatial hypotheses.
- Be familiar with the relevant literature and methods of comparative analysis of museums
- Have knowledge of and use techniques of spatial analysis.
- Demonstrate active understanding of the interdisciplinary nature of the field of museology, and

combine knowledge, on the one hand by being aware of the relation between museology and architecture, and other knowledge fields involved in the study and creation of museums, such as history, archaeology, art history, and on the other, by acquiring experience through the contact with architects and other museum professionals as well as visits to museums/exhibitions.

- Develop the ability to think critically, document, formulate and present arguments in relation to the organization and functioning of existing buildings as well as to the evaluation and formulation of design proposals.
- Develop the ability for independent learning, in parallel with teamwork through the combination of different teaching methods used in the course.
- Collaborate with co-students to conduct independent research and potentially fieldwork in order to produce original thinking and research into aspects of the course; Or to analyze, evaluate and propose alternative solutions to real cases of museums with regards to design, interpretation and communication, in response to specific requirements.

**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>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and 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>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>

- Search for, analysis and synthesis of data and information with the use of the necessary technology
- Adapting to new situations
- Decision-making
- Working independently
- Team work
- Working in an interdisciplinary environment
- Showing social, professional and ethical responsibility
- Respect for difference and multiculturalism
- Criticism and self-criticism
- Production of free, creative and inductive thinking
- Communication skills
- Capacity for critical thinking

**(3) SYLLABUS**

How does architecture affect our experience of museums and how does it relate to the ‘art of exhibiting’? How some museums create a sense of personal exploration, and others have an intensely didactic character, how the visit in some museums is transformed to a spatial experience and in others to a social event?

The course introduces students to strategic and practical issues in the architectural-spatial design of museums and exhibitions, on the triple scale of the exhibit, the display, and the building. The aim is to show how the design and organization of space constructs connections between galleries, between objects, and between visitors, and contributes to the distinctive spatial, intellectual and social character of the museum. It analyzes key issues in spatial design – such as the relations of access and visibility, and their effects on visitors’ experience: the way in which they explore and use the museum, ‘read’ the display, and become aware of each other. Through case studies, practical exercises, and a project, the course seeks on the one hand, to contribute to a deeper theoretical understanding of the way museums and galleries organize space and their collections to create different *informational* and *social* experiences for their audiences; and on the other, to provide practical knowledge on techniques of configuration analysis of museum and building layouts in general.

## TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;"><b>DELIVERY</b> <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> <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use of open access software for configurational analysis. Use of ICT in teaching, laboratory education and communication with students. Support of learning through the e-learning platform e-class.															
<p style="text-align: center;"><b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <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%;"> <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</td> <td style="text-align: center;">20</td> </tr> <tr> <td>Presentations - Discussions</td> <td style="text-align: center;">40</td> </tr> <tr> <td>Introductory exercises - Practical exercises/Individual and group class assignments</td> <td style="text-align: center;">25</td> </tr> <tr> <td>Independent study - Bibliographical research - Project</td> <td style="text-align: center;">85</td> </tr> <tr> <td><i>Course total</i> (25 hours = 1 ECTS)</td> <td style="text-align: center;"><b>200</b></td> </tr> </tbody> </table>		<i>Activity</i>	<i>Semester workload</i>	Lectures	30	Seminars	20	Presentations - Discussions	40	Introductory exercises - Practical exercises/Individual and group class assignments	25	Independent study - Bibliographical research - Project	85	<i>Course total</i> (25 hours = 1 ECTS)	<b>200</b>
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<p style="text-align: center;"><b>STUDENT PERFORMANCE EVALUATION</b> <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, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Language of evaluation Greek, English</p> <p>Project/written document, midterm and final presentation</p> <p>Co-assessment of participation in the class assignments, lectures, seminars, mid-term presentations, and final project presentation</p> <p>The evaluation procedure and criteria are presented to students in the first lecture. In parallel, they are available on the webpage of the course throughout the semester.</p>															

### (4) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

- Αΐσωπος, Γ., 2009. Το Νέο Μουσείο της Ακρόπολης: Επανακατασκευάζοντας το συλλογικό. Στο: Bernard Tschumi Architects (επιμ.), *Το Νέο Μουσείο Ακρόπολης*. Νέα Υόρκη: Rizzoli/Skira, σσ. 56-65.
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- Yalowitz, S.S. and Bronnenkant, K., 2009. Timing and tracking: Unlocking visitor behavior, *Visitor Studies*, 12 (1), pp.47-64.