

COURSE OUTLINE

1. GENERAL

SCHOOL	ENGINEERING		
DEPARTMENT	ARCHITECTURE		
LEVEL OF COURSE	UNDERGRADUATE		
COURSE CODE	ARC_0300	SEMESTER OF STUDIES	THIRD
COURSE TITLE	ARCHITECTURAL DESIGN 3		
INDEPENDENT TEACHING ACTIVITIES	TEACHING HOURS PER WEEK	ECTS CREDITS	
Lectures	1	12	
Laboratory Work (Project)	7		
COURSE TYPE	Field of Practice (Architectural Design) and Skills Development (Architectural Analysis and Representation)		
PREREQUISITE COURSES:	Architectural Design 1 (1st semester)		
TEACHING AND ASSESSMENT LANGUAGE:	Greek.		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBPAGE (URL)	https://patrasdesigngroup.wixsite.com/as3-1718 https://eclass.upatras.gr/courses/ARCH418		

2. LEARNING OUTCOMES

Learning outcomes
<p>Upon successful completion of the course, students acquire:</p> <ul style="list-style-type: none"> - Understanding the complexity of architectural design They understand the variety and interaction of parameters involved in the design of original architectural interventions in the city. More specifically, they gain knowledge and understanding of the multifaceted approach to architecture regarding the essential issue of collective housing, combined with shared-use programs in the urban environment. - Basic scientific and technical knowledge of architectural problem-solving Students have sufficient basic knowledge: <ol style="list-style-type: none"> a. of building solutions for a large-scale structure with standardization rules, in order to accommodate a large number of inhabitants; b. of how to shape the relationships and interdependencies between the building and its immediate urban context; c. of its material and constructional resolution; and, d. of how the proposal is positioned as an architectural work within its historical and cultural context. - Historical knowledge and understanding of the framework (context) They also have knowledge of historical precedents, through the analysis of exemplary housing complexes from the 20th century. They understand how their creators addressed the issue of communal living, evaluating simultaneously the parameters of the environment, and the cultural, social, and value context of their time. They examine how they utilized their own references (historically famous examples or anonymous traditions), and how and why they revisited and updated the typology of collective housing. They learn to examine references comparatively. This

understanding is supported by theoretical and scientific material of an appropriate level (2nd year of undergraduate studies), which equips students with both theoretical and practical (technical and artistic) knowledge. It brings them into direct and multifaceted contact with contemporary perspectives on architecture in general and more specifically on residential architecture in Greece, the Mediterranean, and internationally

- **Synthesis and Creative Application of Knowledge**

Students are capable of applying the knowledge they have acquired by synthesizing it into design proposals. These proposals address residential buildings in the urban context, incorporating design methods and experimentation with physical constructions. They practice a creative and innovative approach to solving architectural problems.

- **Formulation of Central Concepts and Arguments Through Design**

Students are able to formulate a coherent central idea and develop it through design in a consistent and thorough manner. They are also able to present it in a complete and coherent way using the fundamental tools of architectural design (drawings, models, images, etc.). They have practiced a comprehensive method of architectural engagement, learning to express design arguments, develop and support them, and resolve architectural problems effectively.

- **Research, Observation, and Interpretation**

Students cultivate the ability to observe, through field or other research, the existing built or natural environment in a systematic and creative way. They learn to gather, record, and evaluate data and interpret it using mappings, diagrams, analytical and detailed drawings—tools that support their architectural interventions in context such as the city.

During the Semester, Students Develop Core Cognitive and Practical Skills Such As:

- Identifying the key architectural problems posed both by the specific design brief and by their own conceptual framework and principles.
- Using intuitive thinking and creative experimentation to approach the design subject with architectural skill and innovation.
- Communicating through the tools available to architects, which allow them to present their research (both bibliographical and design-based), their ideas, and their studies comprehensively. This includes design skills, model-making and material experimentation, all forms of visual representation, as well as the development of oral and written expression that complements the design work.
- Conducting research and acquiring new knowledge related to their design subject—knowledge that will support their progression through subsequent stages of their studies (Architectural Design courses 5–9, Diploma Thesis, etc.) with a high degree of autonomy.

General Abilities

Through the course, students develop broader competencies, such as:

- Research, analysis, and synthesis of data and information, utilizing the necessary technologies.
- Project planning and management. They acquire the ability to manage the resources available to them effectively within the relatively limited time frame.
- Decision-making. They develop the capacity to prioritize complex problems and parameters involved in the conceptual structuring of their project and to take responsibility for their choices and decisions.
- Independent work. They cultivate the ability to take individual initiative in guiding their research

and advancing their development in the field of Architectural Design.

- Adaptability to new situations, and promotion of free, creative, and inductive thinking.
- Critical and self-critical thinking. They acquire the ability to think critically—forming judgments and raising questions about social, ethical, and value-related issues relevant to the subject matter. They learn to formulate a conceptual framework and system of principles, which they use to inform and justify their design decisions.
- Finally, they cultivate a spirit of healthy and creative competition and a desire for distinction and excellence, which motivates their further development

3. COURSE CONTENT

The course focuses on the design of collective housing, along with the parallel development of shared-use programs and mixed-use schemes with vertical organization in an urban context. Throughout the semester, the typology of contemporary housing is analyzed in relation to the design of residential complexes and apartment buildings. The course teaches the fundamental principles of building programming (typology) for modern urban housing.

Key issues explored include the relationship between housing complexes and apartment buildings and the urban environment, the coexistence of private, shared, and public spaces, and their impact on the architecture of collective living.

The course aims to familiarize students with the main methodological tools for analysis, synthesis, and representation that are required for addressing a complex building design problem in the development of an urban or suburban fabric. A core objective of the course is the recognition and interpretation of the environment through design.

Fundamental research topics include:

- The articulation of building volumes,
- Circulation and spatial organization,
- The layout of typical housing units,
- The relationships between public and private spaces.

The design project focuses on a residential complex with additional mixed uses (such as office spaces, workshops, retail shops, recreational areas, etc.) located in the center of the city of Patras, on a prominent site facing a central public space. The program will be largely defined by each individual student.

This is a studio-based course, and attendance of at least eight weekly sessions is required.

4. TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING METHOD	Seminars and Lectures
	On a weekly (approximately) basis, instructors introduce topics, critical questions, theoretical knowledge and perspectives, and analytical critiques of case studies through lectures attended by all students or

	<p>through group-level seminars (studio) led by each instructor.</p> <p>Individual Advising and Critique</p> <p>The entire student cohort is organized into smaller groups (studios), typically consisting of 15–18 students under the supervision of one instructor. Each student has the opportunity to receive weekly guidance and feedback from their instructor. Through individual advising, a one-on-one dialogue and critique is developed between the student and the instructor, which plays a key role in the advancement of each student's design project. Regular attendance and active participation in the studio is essential.</p> <p>Presentations: Interim and Final</p> <p>During the semester, 2–3 presentations are organized (including the presentation of introductory exercises, a midterm presentation of project development, and the final presentation). These presentations offer students the opportunity to curate and organize their work, critically reflect on it, receive feedback from instructors and peers, gain direction for improvement, and be evaluated.</p> <p>The presentations also provide valuable opportunities for the exchange of knowledge and experience, and allow for broader discussions around the thematic concerns of the semester's project. The presentations are public, helping students develop their communication skills as future architects. The highlight of the semester is the final presentation, during which instructors and external critics evaluate the overall outcome of each student's effort based on their portfolio and oral presentation.</p> <p>Portfolio</p> <p>Each student develops a portfolio over the course of the semester. The portfolio is a visual essay, an archive and means of communication, as well as a summary of the creative evolution of the design project. It showcases the student's design and representational skills, narrating the entire design process in a coherent and structured manner.</p>	
<p>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</p>	<p>Specialized architectural design software for drafting and modeling (in two and three dimensions) and digital image processing.</p> <p>Student posts on the course's site.</p> <p>Support learning through the e-class platform.</p>	
<p>TEACHING ORGANIZATION</p>	<p><i>Activity</i></p>	<p><i>Work-load during semester</i></p>

	Lectures and seminars	13
	Design Workshops, Analysis of reference works, Site visit and analysis, Introductory exercises and presentations,	91
	Core project development, Autonomous study	196
	Course Total (25 hrs of work-load per ECTS unit)	300
STUDENT ASSESSMENT	<p>Student evaluation is based on the development of analytical thinking, comprehension and assimilation of concepts, creativity, design and compositional skills, as well as participation in the educational process. The evaluation is based on the following components with their corresponding weightings:</p> <ul style="list-style-type: none"> • Participation in the studio: 40% • Development and improvement of design skills: 20% • Participation in interim presentations: 20% • Completeness and quality of the portfolio and participation in the final presentation: 20% 	

5. RECOMMENDED LITERATURE

Books:

- Γιάννης Αίσωπος, Γιώργος Σημαιοφορίδης (Επιμ.), Η σύγχρονη (ελληνική) πόλη, Αθήνα: Metropolis, 2001.
- Πάνος Δραγώνας, Άννα Σκιαδά (Επιμ.), Made in Athens, Αθήνα: ΥΠΕΚΑ, 2012.
- Νίκος Καλογήρου (Επιμ.), Σύγχρονες ελληνικές κατοικίες, Θεσσαλονίκη: Μαλλιάρης Παιδεία.
- Παύλος Λέφας, Αρχιτεκτονική και κατοίκηση. Από τον Heidegger στον Koolhaas, Αθήνα: Πλέθρον, 2008.
- Stephan Buerger, Δήμητρα Κατσώτα, Γεώργιος Πανέτσος (Επιμ.), MESA102X Μεταξουργείο, Αθήνα: Δομές, 2006.
- Richard Woditsch, Plural – Public and Private Spaces of the Polykatoikia in Athens, Βερολίνο: TU Berlin, 2009 (Διδακτορική διατριβή).
Η κατοικία στην Ελλάδα από τον 20ο στον 21ο αιώνα, Αθήνα ΕΙΑ, 2009.