

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	POLYTECHNIC		
<b>ACADEMIC UNIT</b>	ARCHITECTURE		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	ARC_E1804	<b>SEMESTER</b>	8th
<b>COURSE TITLE</b>	TOPICS IN MUSEOLOGY 2		
<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>	
	3	4	
<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		
<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/ARCH594/">https://eclass.upatras.gr/courses/ARCH594/</a>		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b> <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>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, so as to develop critical understanding of current museum thinking and key policy debates, in relation to the changing social and cultural contexts, and creatively integrate these into their professional settings (see 'Syllabus' below).</p> <p>On successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>- Have knowledge and critical understanding of the ways museums organize space and their collections to create different informational and social experiences for visitors.</li> <li>- Develop practical knowledge of strategic aspects of exhibition organization and design.</li> <li>- Discuss and formulate judgments about the ways in which spatial design affects visitor experience at the level of the building, the display and the exhibit, and constructs connections between galleries, between objects, and between visitors;</li> <li>- Be familiar with the relevant literature and methods of comparative analysis of museums.</li> <li>- Demonstrate active understanding of the interdisciplinary nature of the field of museology, and</li> </ul>

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 themes and questions discussed in the course.
- 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.

**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 do some museums create a sense of personal exploration, and others have an intensely didactic character, and how is the visit in some museums transformed into a spatial experience and in others into a social event? How can spatial design alternatives be compared from the point of view of their effects on key dimensions of experience? What are the challenges of different types of exhibitions? How can the organization of galleries support the communication of knowledge/curatorial messages when these take the form of digital experiences?

Taking these questions as a starting point, the course examines strategic and practical issues in the architectural-spatial design of museums and exhibitions, on the scale of the exhibit, the display, and the building. Through case studies, practical exercises, and a project, the course aims on the one hand, to contribute to a deeper theoretical understanding of the ways in which architects and curators organize space and their collections to create for visitors different kinds of experiences; and on the other, to provide practical knowledge of key aspects of organization and design of exhibitions, and the development of museological and museographical proposals.

**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>	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></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>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	27
	Seminars – Practical exercises	10
	Presentations - Discussions	23
	Independent study - Bibliographical research – Final project	40
<p><i>Course total</i> (25 hours = 1ECTS)</p>	<b>100</b>	
<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, 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:*

- Αίσωπος, 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.
- Dornie D., 2007. *Exhibition design*. London: Laurence King Publishing.
- Hillier, B. and Tzortzi, K. 2012. Space syntax: η γλώσσα του μουσειακού χώρου. Στο: Sh. Macdonald (επιμ.), *Μουσείο και Μουσειακές Σπουδές. Ένας πλήρης οδηγός*. Αθήνα: Πολιτιστικό Ίδρυμα Ομίλου Πειραιώς, σσ. 395–420.
- Hughes, Ph., 2010. *Exhibition design*. London: Laurence King.
- Lord, B. and Lord, G.D. (eds.), 2002. *The manual of museum exhibitions*, Walnut Creek: AltaMira Press.
- Pallasmaa, J., 2014. Museum as an Embodied Experience. In: Nina Levent and Alvaro Pascual-Leone, eds. *The Multisensory Museum*. Lanham: Rowman & Littlefield, pp. 238-250.
- Πεπονής, Γ., 1997. *Χωρογραφίες*. Αθήνα: Εκδόσεις Αλεξάνδρεια.
- Peronis, J. (ed.), 2024. *Museum Configurations. An inquiry into the design of spatial syntaxes*. London: Routledge.
- Πετρίδου, Β. και Πάγκαλος, Π. (επιμ.), *Μνήμη-Μουσείο-Πόλη. Η αρχιτεκτονική των μουσείων του Δ.Φατούρου*. Πάτρα: Πανεπιστήμιο Πατρών.
- Postiglione, G., 2018. *Εκθέτοντας αρχιτεκτονική: Τρία παράδοξα, ΔΟΜΕΣ*, τεύχος 146: Εκθέσεις αρχιτεκτονικής/Αρχιτεκτονική Εκθέσεων, σσ. 52-55.
- Psarra, S., 2009. *Architecture and narrative. The formation of space and cultural meaning*. London: Routledge.
- Serota, N., 1999. *Εμπειρία ή ερμηνεία: το δίλημμα των μουσείων μοντέρνας τέχνης*. Αθήνα: Εκδόσεις Άγρα.
- Shehade, M., & Stylianos-Lambert, T. (eds.) 2023. *Museums and Technologies of Presence*. London: Routledge.
- Staniszewski, M.A., 2001. *The power of display*. Cambridge, MA: MIT Press.
- Τζώνος, Π., 2013. *Μουσείο και Μουσειακή Έκθεση*. Θεσσαλονίκη: Εντευκτήριο.
- Τζώρτζη, Κ., 2013. *Ο χώρος στο μουσείο: η αρχιτεκτονική συναντά τη μουσειολογία*. Αθήνα: Πολιτιστικό Ίδρυμα Ομίλου Πειραιώς.
- Tzortzi, K. and Fatah, A., 2025. *Understanding Museum Architecture for Digital Experiences*. Athens: Papailiou

