Syllabus

Course Description

Course Title	Interior Architecture and Temporary Installations
Course Code	56007
Course Title Additional	
Scientific-Disciplinary Sector	CEAR-09/C
Language	Italian
Degree Course	Master 2nd level EDENSPACES - Designing Educational Landscapes: A Dialogue Between Pedagogy, Architecture, Design and Nature"
Other Degree Courses (Loaned)	
Lecturers	dr. Bruna Sigillo, Bruna.Sigillo@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/45727
Teaching Assistant	
Semester	All semesters
Course Year/s	-
CP	3
Teaching Hours	18
Lab Hours	0
Individual Study Hours	57
Planned Office Hours	0
Contents Summary	Waiting for teacher info
Course Topics	The "Interior Architecture" course aims to provide the basic tools for understanding the meanings of architectural interiors, aiming to develop the critical capacity and sensitivity necessary to understand the generative role of the Interior in architectural dynamics. The lessons will be structured around the following themes:

	1| Interiority, internality, poetics. Definition of the discipline of Interior Architecture. Humans at the center of the project (anthropometry, proxemics, sensoriality). Hermeneutic circularity in the design phases. 2| Interiority, internality, pedagogy in learning spaces. 3| ENCLOSURE | MARGIN | INFRARED. Archetypes of the limit. Spatial themes: Interior/Exterior; Form of the enclosure and its content. 4| ACCESSING | ENTERING | WELCOMING. Access; The threshold. 5| PATHS. Crossing space. Perception through the senses: visual and tactile experience. Being in space: appropriation and contemplation. 6|ENVIRONMENT |SCOPE. Object/phenomenon relationship. Components of the scope: the role of furnishings in defining space (total integration/movable systems) Workshop activities: Case study analysis sheets The course aims to develop: - an awareness of the reciprocal hermeneutic relationship between the interior, the furnishings, and the entire architectural complex of a building, including the relationship between artificial and natural space. - the ability to understand the connections between formal constructions and the possible declinations of living, - the ability to adapt a space, whether public or private, to the human scale, both physical and cultural, - the ability to understand the spatial role of even non-permanent and fixed elements within architectural space, whether small or large.
Keywords	Small-scale architectural design, spatial phenomenology, educational space, project scales, hermeneutic circularity of the compositional process, architecture as a cultural device, project curation, educational landscapes, architecture and pedagogy.
Recommended Prerequisites	Familiarity with the basic concepts of space, form, and function in architecture. No specific technical skills are required.
Propaedeutic Courses	

Teaching Format	The course is taught in blended mode: - Online dialogical lessons with presentations and analysis of case studies - In-person discussions and discussions during the school sessions
Mandatory Attendance	See master's regulations.
Specific Educational Objectives and Learning Outcomes	Waiting for teacher info
Specific Educational Objectives and Learning Outcomes (additional info.)	The course also aims to develop: - an awareness of the reciprocal hermeneutic relationship between the interior, the furnishings, and the entire architectural complex of a building, including the relationship between artificial and natural spaces. - the ability to understand the connections between formal constructions and the possible declinations of living. - the ability to adapt both public and private spaces to human scale, both physical and cultural. - the ability to understand the spatial role of even non-permanent and fixed elements within architectural space, whether small or large.
Assessment	Written report (maximum 10,000 characters) applying the principles explored in the course to the thesis project under development, or analysis of a case study relevant to your project.
Evaluation Criteria	Theoretical understanding (40%) Mastery of the course's key concepts: principles of small-scale architectural design, design method, and phenomenological dimension Analytical ability (40%) Quality of critical analysis of the chosen case study, ability to identify and discuss design choices, coherent argumentation, and appropriate use of architectural language Reflexivity and originality (20%) Ability to connect the course content with one's professional field, originality of perspective, and depth of reflection on the relationship between architecture and pedagogy

Required Readings	Cafiero, G., Il valore dell'interno tra contemplazione e partecipazione, B. di M., Napoli 2002. Cafiero G., Abitare i luoghi della formazione, «FAmagazine», 37, 2016, p. 19. Cornoldi, A., Architettura dei luoghi domestici. Il progetto del confort, Jaca Book, Milano 1994. Giardiello, Paolo, "L'insegnamento tra arredamento e design: dizionario minimo sulle discipline dell'interno architettonico" in Area, n. 79+, aprile 2005. Norberg-Schulz, Christian L'abitare. L'insediamento, lo spazio urbano, la casa, Electa, Milano 1984. Faiferr,i M., Bartocci, S., Innovative Learning Spaces, List, Trento 2018 Mondaini G.,Spazio e formazione, Edilstampa, Roma, 2018. Paloma F., Embodiment & School, Pensa Multimedia, Napoli 2020 Weyland B., Sigillo B.,Dwelling Schools. Between pedagogy and architecture, Peter Lang, Oxford, 2025. Weyland B., Stadler-Altmann U., Galletti A., Prey K., Scuole in movimento. Progettare insieme tra pedagogia, architettura e design, FrancoAngeli, Milano 2019. Weyland B., Prey K., Ridisegnare la scuola tra didattica archietttura e design, Guerini, Milano 2020.
Supplementary Readings	
Further Information	
Sustainable Development Goals (SDGs)	Quality education, Sustainable cities and communities, Reduced inequalities, Industry, innovation and infrastructure