Syllabus

Kursbeschreibung

Titel der Lehrveranstaltung	Principles of Architectural Design
Code der Lehrveranstaltung	56005
Zusätzlicher Titel der Lehrveranstaltung	
Wissenschaftlich-disziplinärer Bereich	CEAR-09/A
Sprache	Italienisch
Studiengang	Weiterbildender Master (Aufbaustufe) "EDENSPACES - Gestaltung von Lernlandschaften zwischen Pädagogik, Architektur, Design und Natur"
Andere Studiengänge (gem. Lehrveranstaltung)	
Dozenten/Dozentinnen	Prof. Alessandro Luigini, Alessandro.Luigini@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/36064 dr. Simona Galateo, Simona.Galateo@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/49107
Wissensch. Mitarbeiter/Mitarbeiterin	
Semester	Alle Semester
Studienjahr/e	-
KP	3
Vorlesungsstunden	12 h (Dr. Galateo Simona) 6 h (Prof. Luigini Alessandro)
Laboratoriumsstunden	0
Stunden für individuelles Studium	57
Vorgesehene Sprechzeiten	0

Inhaltsangabe	The course explores the fundamental principles of architectural design as cultural practice and pedagogical instrument. Through the analysis of contemporary case studies and an in-depth examination of design methodology, the course aims to provide the tools for understanding how architecture can function as an educational device across different scales: from building to public space, from landscape to temporary installations. The relationship between form, space and pedagogy will be examined in depth, alongside the role of drawing as a decisional instrument in the design process. Particular attention will be devoted to the curatorial dimension of contemporary architecture and to the compositional foundations that guide design choices.
Themen der Lehrveranstaltung	Part I - Alessandro Luigini Design Methodology: From Drawing to Built Form - Drawing as an instrument of thought and decision-making: sketch, plan, section, model as modes of design exploration - Foundations of architectural form: space, proportion, matter, relationship as constitutive elements of compositional choices - From concept to realised project: the design process through concrete examples of competitions and projects Part II - Simona Galateo Architecture as Cultural Practice across Multiple Scales - Principles of architectural design applied to educational environments: space, light, matter, relationship as foundational elements of pedagogical space - Scales of architectural intervention: from school building to educational public space, from designed landscape to micro-architectures and temporary installations - The curatorial dimension of the project: the architect as cultural mediator, orchestrator of processes, narrator of spaces - Case studies of contemporary projects: innovative school architectures, urban regenerations with educational value, landscapes as learning environments, public spaces becoming educational
Stichwörter	Architectural design, educational space, scales of the project, compositional method, drawing and design process, architecture as cultural device, project curation, educational landscapes, design process, form and pedagogy
Empfohlene	Familiarity with the basic concepts of space, form and function in

Voraussetzungen	architecture. No specific technical competencies are required.
Propädeutische Lehrveranstaltungen	
Unterrichtsform	The course is conducted in blended mode: - Dialogic online lessons with presentation and analysis of case studies - Moments of discussion and exchange in presence during the schools
Anwesenheitspflicht	See master's degree regulations
Spezifische Bildungsziele und erwartete Lernergebnisse	Upon completion of the course, participants will be able to: 1. Recognise and apply the fundamental principles of architectural design (space, light, matter, proportion, relationship) in educational contexts 2. Understand how architecture functions as a pedagogical instrument across different scales, from building to landscape 3. Critically analyse contemporary projects, identifying the compositional and spatial choices that characterise them 4. Understand the role of drawing as an instrument of thought and decision-making in the design process 5. Recognise the curatorial dimension of contemporary architectural work as orchestration of processes and spatial narratives 6. Develop a critical vision of the relationship between architectural form and pedagogical intentionality 7. Understand the design method through analysis of actual processes, from concept to realisation
Spezifisches Bildungsziel und erwartete Lernergebnisse (zusätzliche Informationen)	The course further aims to develop: - Critical reading capacities of architectural space as a system of physical, functional and symbolic relationships - Awareness of the different scales of architectural intervention in the educational sphere - Understanding of the decision-making process leading from design idea to built form - Sensitivity towards architecture as cultural practice as well as technical discipline
Art der Prüfung	Written report (maximum 10,000 characters) applying the principles explored in the course to the thesis project under development or analysing a case study relevant to one's own

	project.
Bewertungskriterien	Theoretical Understanding (40%) Mastery of the course's key concepts: principles of architectural design, scales of intervention, design method, curatorial dimension, form-pedagogy relationship Analytical Capacity (40%) Quality of critical analysis of the chosen case study, ability to identify and discuss design choices, argumentative coherence, appropriate use of architectural language Reflexivity and Originality (20%) Ability to connect course content with one's professional sphere, originality of viewpoint, depth of reflection on the architecture-pedagogy relationship
Pflichtliteratur	Weyland B., Galateo S. (eds.) (2023). Atelier Scuola. Pedagogia architettura e design in dialogo. Parma: edizioni Junior Galateo S. (ed.) (2024). Il diritto alla Natura / The Right to Nature. Barcelona: Actar Publishers Sennett R. (2018). Building and Dwelling: Ethics for the City. London: Allen Lane Hertzberger H. (2000). Space and Learning. Rotterdam: 010 Publishers A selection of essays and articles will be provided during the course.
Weiterführende Literatur	Van Eyck A. (1962). "The Child, the City and the Artist". Forum, n. 3
Weitere Informationen	The course forms an integral part of the EDENSPACES Master's educational pathway and dialogues with the programme's other courses, particularly with "Transformative Strategies for Educational Environments" and "Educational Landscape Design".

Ziele für nachhaltige Entwicklung (SDGs)	Hochwertige Bildung, Geschlechter-Gleichheit, Nachhaltiger Konsum und Produktion, Nachhaltige Städte und Gemeinden, Weniger Ungleichheiten