

# Syllabus

## *Course Description*

Course Title	Principles of Architectural Design
Course Code	56005
Course Title Additional	
Scientific-Disciplinary Sector	CEAR-09/A
Language	Italian
Degree Course	Master 2nd level EDENSPACES - Designing Educational Landscapes: A Dialogue Between Pedagogy, Architecture, Design and Nature"
Other Degree Courses (Loaned)	
Lecturers	Prof. Alessandro Luigini, Alessandro.Luigini@unibz.it <a href="https://www.unibz.it/en/faculties/education/academic-staff/person/36064">https://www.unibz.it/en/faculties/education/academic-staff/person/36064</a> dr. Simona Galateo, Simona.Galateo@unibz.it <a href="https://www.unibz.it/en/faculties/education/academic-staff/person/49107">https://www.unibz.it/en/faculties/education/academic-staff/person/49107</a>
Teaching Assistant	
Semester	All semesters
Course Year/s	-
CP	3
Teaching Hours	12 h (Dr. Galateo Simona) 6 h (Prof. Luigini Alessandro)
Lab Hours	0
Individual Study Hours	57
Planned Office Hours	0
Contents Summary	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

	<p>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.</p>
<b>Course Topics</b>	<p>Part I - Alessandro Luigini</p> <p>Design Methodology: From Drawing to Built Form</p> <ul style="list-style-type: none"> <li>- Drawing as an instrument of thought and decision-making: sketch, plan, section, model as modes of design exploration</li> <li>- Foundations of architectural form: space, proportion, matter, relationship as constitutive elements of compositional choices</li> <li>- From concept to realised project: the design process through concrete examples of competitions and projects</li> </ul> <p>Part II - Simona Galateo</p> <p>Architecture as Cultural Practice across Multiple Scales</p> <ul style="list-style-type: none"> <li>- Principles of architectural design applied to educational environments: space, light, matter, relationship as foundational elements of pedagogical space</li> <li>- Scales of architectural intervention: from school building to educational public space, from designed landscape to micro-architectures and temporary installations</li> <li>- The curatorial dimension of the project: the architect as cultural mediator, orchestrator of processes, narrator of spaces</li> <li>- Case studies of contemporary projects: innovative school architectures, urban regenerations with educational value, landscapes as learning environments, public spaces becoming educational</li> </ul>
<b>Keywords</b>	<p>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</p>
<b>Recommended Prerequisites</b>	<p>Familiarity with the basic concepts of space, form and function in architecture. No specific technical competencies are required.</p>
<b>Propaedeutic Courses</b>	
<b>Teaching Format</b>	<p>The course is conducted in blended mode:</p> <ul style="list-style-type: none"> <li>- Dialogic online lessons with presentation and analysis of case</li> </ul>

	<p>studies</p> <ul style="list-style-type: none"> <li>- Moments of discussion and exchange in presence during the schools</li> </ul>
<b>Mandatory Attendance</b>	See master's degree regulations
<b>Specific Educational Objectives and Learning Outcomes</b>	<p>Upon completion of the course, participants will be able to:</p> <ol style="list-style-type: none"> <li>1. Recognise and apply the fundamental principles of architectural design (space, light, matter, proportion, relationship) in educational contexts</li> <li>2. Understand how architecture functions as a pedagogical instrument across different scales, from building to landscape</li> <li>3. Critically analyse contemporary projects, identifying the compositional and spatial choices that characterise them</li> <li>4. Understand the role of drawing as an instrument of thought and decision-making in the design process</li> <li>5. Recognise the curatorial dimension of contemporary architectural work as orchestration of processes and spatial narratives</li> <li>6. Develop a critical vision of the relationship between architectural form and pedagogical intentionality</li> <li>7. Understand the design method through analysis of actual processes, from concept to realisation</li> </ol>
<b>Specific Educational Objectives and Learning Outcomes (additional info.)</b>	<p>The course further aims to develop:</p> <ul style="list-style-type: none"> <li>- Critical reading capacities of architectural space as a system of physical, functional and symbolic relationships</li> <li>- Awareness of the different scales of architectural intervention in the educational sphere</li> <li>- Understanding of the decision-making process leading from design idea to built form</li> <li>- Sensitivity towards architecture as cultural practice as well as technical discipline</li> </ul>
<b>Assessment</b>	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.
<b>Evaluation Criteria</b>	<p>Theoretical Understanding (40%)</p> <p>Mastery of the course's key concepts: principles of architectural design, scales of intervention, design method, curatorial dimension, form-pedagogy relationship</p>

	<p>Analytical Capacity (40%)</p> <p>Quality of critical analysis of the chosen case study, ability to identify and discuss design choices, argumentative coherence, appropriate use of architectural language</p> <p>Reflexivity and Originality (20%)</p> <p>Ability to connect course content with one's professional sphere, originality of viewpoint, depth of reflection on the architecture-pedagogy relationship</p>
<b>Required Readings</b>	<p>Weyland B., Galateo S. (eds.) (2023). <i>Atelier Scuola. Pedagogia architettura e design in dialogo</i>. Parma: edizioni Junior</p> <p>Galateo S. (ed.) (2024). <i>Il diritto alla Natura / The Right to Nature</i>. Barcelona: Actar Publishers</p> <p>Sennett R. (2018). <i>Building and Dwelling: Ethics for the City</i>. London: Allen Lane</p> <p>Hertzberger H. (2000). <i>Space and Learning</i>. Rotterdam: 010 Publishers</p> <p>A selection of essays and articles will be provided during the course.</p>
<b>Supplementary Readings</b>	<p>Van Eyck A. (1962). "The Child, the City and the Artist". <i>Forum</i>, n. 3</p>
<b>Further Information</b>	<p>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".</p>
<b>Sustainable Development Goals (SDGs)</b>	<p>Quality education, Gender equality, Responsible consumption and production, Sustainable cities and communities, Reduced inequalities</p>