COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Agricultural Sciences		
ACADEMIC UNIT	Biosystems & Agricultural Engineering		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**BAE_310**	**SEMESTER**	**3RD**
COURSE TITLE	**COMPUTER ASSISTED TECHNICAL DRAWING**		

INDEPENDENT TEACHING ACTIVITIES *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*	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	2	
Tutorials	0	
Laboratory	3	
TOTAL	**5**	**5**
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Background General Knowledge Skills development
PREREQUISITE COURSES:	There are no prerequisite courses.
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek .-For Erasmus students in English
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

(2) LEARNING OUTCOMES

Learning outcomes

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.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

• Acquisition of knowledge for the principles of technical design

• Learning and using design software

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?

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 international environment
Working in an interdisciplinary environment
Production of new research ideas
Project planning and management
Respect for difference and multiculturalism
Respect for the natural environment
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking
……
Others…
…….

Search, analysis and synthesis of data and information, using the necessary technologies

Decision making
Autonomous work
Teamwork
Production of new research ideas
Respect for the natural environment
Promoting free, creative and inductive thinking

(3) SYLLABUS

- Apeikónisi trisdiástaton schimáton se dýo diastáseis – Chrísi orgánon schedíasis – Vasikés archés schediasmoú.
- Chrísi trigónou gia schediasmó – Schediasmós geometrikón schimáton.
- Chrísi diavíti – Schediasmós geometrikón schimáton.
- Perigrafí kátopsis – Schediasmós kátopsis (molývi).
- Schediasmós ypó klímaka – Schediasmós kátopsis se 1/50 (molývi).
- Schediasmós kátopsis ypó klímaka 1/100 (meláni).
- Schediasmó kátopsis ypó klímaka (meláni).
- Perigrafí tomís – Schediasmós tomís.
- Schediasmós kátopsis – tomís 1:100 (molývi).
- Schediasmó kátopsis – tomís ypó klímaka (molývi).
- Schediasmós kátopsis – tomís ypó klímaka (meláni).
- Schediasmós kátopsis – tomís ypó klímaka (meláni).
- Schediasmós leptoméreias.

CAD

- Chrísi ilektronikoú ypologistí
- Emváthynsi sto schediastikó prógramma CAD
- Vasikés archés schedíasis se CAD (schetikés kai apólytes syntetagménes, dekadiká, diagrafí, zoom, save, print)
- Entolés schedíasis se CAD (line, rectangular, circle, object snap, move, copy, offset, hatch, trim, explode, divide, join, text, dimlinear, ddim)

Show more
1030/5000

- Display of 3D shapes in two dimensions - Use of drawing tools - Basic design principles.
- Using a triangle for design - Designing geometric shapes.
- Use of diabetes - Design of geometric shapes.
- Floor plan description - Floor plan design (pencil).
- Scale drawing - Floor plan drawing in 1/50 (pencil).
- Floor plan design at 1/100 scale (ink).
- Scale floor plan design (ink).
- Section description - Section design.
- Plan of plan - section 1: 100 (pencil).
- Layout plan - section in scale (pencil).
- Floor plan design - section under scale (ink).
- Floor plan design - section under scale (ink).
- Detail design.

CAD

- Computer use

• Deepening in the CAD design program
• Basic design principles in CAD (relevant and absolute coordinates, decimal, delete, zoom, save, print)
• Design commands in CAD (line, rectangular, circle, object snap, move, copy, offset, hatch, trim, explode, divide, join, text, dimlinear, ddim)

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face teaching, Experiential activities, Laboratory training
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	• Use of ICT (power point) in Teaching • Use of ICT (power point) in Laboratory Training • Use of ICT in Communication with students (Learning process support through the electronic platform e-class).
TEACHING METHODS *The manner and methods of teaching are described in detail.* *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.* *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*	***Activity*** / ***Semester workload*** Lectures: 26 Laboratory: 39 UNGUIDED STUDY: 20 Study hours. Literature survey'EXAMS: 40 Course total: ***125***
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *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* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	1. The laboratories participate by 30% in the final grade. In order to be examined in theory, the student must have completed all the laboratories and have been successfully examined in them. 2. The main assessment criteria focus on understanding and correlating the knowledge that students gain from the course with other knowledge. Particular emphasis is placed on whether they have developed the ability to apply this knowledge to crop selection and to assess the impact of these changes on the environment. Emphasis is also placed on demonstrating critical ability and justifying the choices they make in each problem. 3. Evaluation is dynamic. It mainly involves problem solving. is done orally or in writing or with a combination of the two, with or without pre-examination on the basic principles of the course, with or without exculpatory advances and with other test or inventive methods, depending on the composition of the dynamics and the needs of the audience. 4. The above are done in the Greek language. For foreign language students (eg Erasmus students) conducted in English

(5) ATTACHED BIBLIOGRAPHY

- *1. Κάππος Γ., (2017). Δουλέψτε με το AUTOCAD 2017, Αθήνα: Κλειδάριθμος.*
- *2. Κάππος Γ., (2008). 3Δ Τοπογραφικά και Αρχιτεκτονικά Παραδείγματα στο AUTOCAD, Αθήνα: Κλειδάριθμος.*
- *3. Μουρούτσος Σ., Μαλλιάρης Γ., (2016) Τεχνικό Σχέδιο, 3η Έκδοση, Αθήνα: Τσότρας.*

- *4. Σαράφης Η., Τσεμπεκλής Σ., Καζανίδης Ο. (2016) Τεχνικό Σχέδιο με AUTOCAD σε Απλά Αυτοτελή Μαθήματα,*