

## LANDSCAPE ARCHITECTURE

### 1. GENERAL

<b>SCHOOL</b>	AGRICULTURAL SCIENCES		
<b>ACADEMIC UNIT</b>	CROP SCIENCE		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	CRS_802	<b>SEMESTER OF STUDIES</b>	8 <sup>th</sup>
<b>COURSE TITLE</b>	Landscape Architecture		
<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>
	Lectures	2	
	Tutorials	1	
	Lab exercises	2	
	Total	5	5
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Specialized general knowledge, skills development		
<b>PREREQUISITE COURSES:</b>	Typically, there are no prerequisite courses		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek. Teaching may be performed in English in case foreign students attend the course.		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes (English)		
<b>COURSE WEBPAGE (URL)</b>			

### 2. LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>
<p>The aim of the course is to provide basic knowledge about gardens and landscape design. And the end of this course students will be able to:</p> <p>Make design compositions based on repetition, contrast, dominance, rhythm, harmony and unity of the designed landscapes</p> <p>Be able to recall and incorporate in the design, a multitude of elements from hard and soft materials in relation to the principles of bioclimatic design.</p> <p>To manage the construction and maintenance of parks and gardens, safely for the technical staff and users themselves.</p>
<p><b>General Competences</b></p> <p><i>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></p> <p><i>Search for, analysis and synthesis of data and Project planning and management</i></p>

<i>information, with the use of the necessary technology</i>	<i>Respect for difference and multiculturalism</i>
<i>Adapting to new situations</i>	<i>Respect for the natural environment</i>
<i>Decision-making</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Working independently</i>	<i>Criticism and self-criticism</i>
<i>Team work</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an international environment</i>	<i>.....</i>
<i>Working in an interdisciplinary environment</i>	<i>Others...</i>
<i>Production of new research ideas</i>	<i>.....</i>

- Information/data search using technology tools
- Decision making
- Autonomous (Independent) work
- Team work
- Project planning and management
- Respect for the environment
- Adaptation to environmental changes under optimum, suboptimum and extreme conditions.
- Production of new research ideas
- Promotion of free, creative and inductive thinking

**3. SYLLABUS**

<p>Lectures</p> <ol style="list-style-type: none"> <li>1. Historical development of gardens, horticulture and landscape architecture.</li> <li>2. Definitions of landscape, landscape architecture, hard and soft materials, Goals and work of planning. Thermal comfort.</li> <li>3. Analysis of the objective bases of Aesthetics: line, texture, form, color.</li> <li>4. Analysis of the principles of design: Repetition, Contrast, Dominance, Rhythm, Harmony, Unity.</li> <li>5. Analysis of functional characteristics of open spaces: the Boundary, the Connection Area, the Intermediate Space, the Pole of Attraction, the Continuity.</li> <li>6. Lecture on site analysis, Master Plan</li> <li>7. Bioclimatic Design of open spaces</li> <li>8. Lecture on Lawns</li> <li>9. Lecture on Rock Gardens</li> <li>10. Lecture on Planted Roofs, Green walls.</li> <li>11. Lecture on Parks</li> <li>12. Lecture on Lighting and irrigation of open spaces</li> <li>13. Budget – PRS prices, tender documents.</li> </ol> <p>Laboratory exercises</p> <ol style="list-style-type: none"> <li>1. Studio: Design with line drawing equipment: Mapping of plot or open space. Domestication with plan design of hard materials and a variety of plants, individually, in rows of trees, clumps of flowers, etc. Choice of scale. Construction of a memorandum with the study data and pre-measurement.</li> <li>2. Step by Step Designing a Large Garden Theme. Mapping, site analysis, Master plan, planting plan.</li> <li>3. Execution by the students of small constructions on the farm site and sowing of turf.</li> <li>4. Introduction to designing with Autocad.1. Floor plans.</li> <li>5. Design with Autocad. 2. Import textures.</li> <li>6. Design with Autocad. 3. Introduction of 2D and 3D plants.</li> </ol>
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**4. TEACHING AND LEARNING METHODS - EVALUATION**

<b>DELIVERY</b>	Lectures in the class and in the laboratory (face to face)
<i>Face-to-face, Distance learning, etc.</i>	

<p><b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of Information and Communication Technologies (ICTs) (e.g. PowerPoint) in teaching. Direct communication with the students (face to face and by e-mail), Support of the learning process and uploading of the educational material to the electronic platform (e-class): <a href="https://eclass.upatras.gr">https://eclass.upatras.gr</a></p>													
<p><b>TEACHING METHODS</b> <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 nondirected study according to the principles of the ECTS</i></p>	<table border="1"> <thead> <tr> <th data-bbox="683 405 1090 439"><b>Activity</b></th> <th data-bbox="1106 405 1404 439"><b>Semester workload</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="683 443 1090 528">Lectures (2 conduct hours per week x 13 weeks)</td> <td data-bbox="1106 443 1404 528">26</td> </tr> <tr> <td data-bbox="683 533 1090 618">Seminars (1 conduct hours per week x 13 weeks)</td> <td data-bbox="1106 533 1404 618">13</td> </tr> <tr> <td data-bbox="683 622 1090 707">Laboratory practice, fieldwork (2 conduct hours per week x 6 weeks)</td> <td data-bbox="1106 622 1404 707">12</td> </tr> <tr> <td data-bbox="683 712 1090 842">Hours for private study of the student and preparation for mid-term or/and final examination / Final examination</td> <td data-bbox="1106 712 1404 842">74</td> </tr> <tr> <td data-bbox="683 846 1090 965"><b>Total number of hours for the Course (25 hours of work-load per ECTS credit)</b></td> <td data-bbox="1106 846 1404 965"><b>125 hours (total student work-load)</b></td> </tr> </tbody> </table>	<b>Activity</b>	<b>Semester workload</b>	Lectures (2 conduct hours per week x 13 weeks)	26	Seminars (1 conduct hours per week x 13 weeks)	13	Laboratory practice, fieldwork (2 conduct hours per week x 6 weeks)	12	Hours for private study of the student and preparation for mid-term or/and final examination / Final examination	74	<b>Total number of hours for the Course (25 hours of work-load per ECTS credit)</b>	<b>125 hours (total student work-load)</b>	
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<p><b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i> <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>Student performance evaluation will be explained to the students at the beginning of the course/beginning of the semester.</p> <ol style="list-style-type: none"> <li>1. Mandatory final written examination for lectures / theoretical part of the course, comprises 60% of the final mark of the student.</li> <li>2. Mandatory final written examination for the transferred laboratory skills of the course, comprises 40% of the final mark of the student.</li> </ol> <p>Minimum pass mark: 5 (full scale: 0-10)</p> <ol style="list-style-type: none"> <li>1. The above mentioned process will be taking place in Greek and for foreign students (eg ERASMUS students) in English. Examination will be based on full length questions and / or multiple choice questions.</li> <li>2. Oral examination could take place if permitted by the legal/regulatory framework under which the student is affiliated (or enrolled) to the department. If permitted, oral examination will take place simultaneously with written exams.</li> </ol>													

## 5. ATTACHED BIBLIOGRAPHY

<p><i>Proposed literature (indicative and not restrictive):</i></p> <ol style="list-style-type: none"> <li>1. Κοτσίρης Γιώργος. 2007. Περιβαλλοντικός σχεδιασμός Ι. ΘΕΡΜΙΚΗ ΑΝΕΣΗ. Εκδόσεις ΙΩΝ.</li> <li>2. Σπιτάλας Νίκος. 2016. Περιβαλλοντική Αισθητική – Αρχιτεκτονική. ΑΦΟΙ ΚΥΡΙΑΚΙΔΗ ΕΚΔΟΣΕΙΣ Α.Ε</li> <li>3. Τσαλικίδης Ι. 2008. ΑΡΧΙΤΕΚΤΟΝΙΚΗ ΤΟΠΙΟΥ, Εισαγωγή στη Θεωρία και στην Εφαρμογή,. Εκδόσεις Επίκεντρο.</li> </ol> <p><i>Proposed research journals for further reading (indicative and not restrictive):</i></p>
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California Landscape Design Magazine. Association of Professional Landscape Designers.  
<http://apldca.org/about-apld/>