

## COURSE OUTLINE

### 1. GENERAL INFORMATION

<b>FACULTY/SCHOOL</b>	School of Plant Sciences		
<b>DEPARTMENT</b>	Department of Crop Science		
<b>LEVEL OF STUDY</b>	Postgraduate		
<b>COURSE UNIT CODE</b>	120107	<b>Semester:</b>	S-1
<b>COURSE TITLE</b>	Theory of Contemporary Landscape Architecture		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>in case credits are awarded for separate components/parts of the course, e.g. in lectures, laboratory exercises, etc. If credits are awarded for the entire course, give the weekly teaching hours and the total credits</i>	<b>WEEKLY TEACHING HOURS</b>	<b>ECTS</b>	
Lectures	3	3	
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail under section 4</i>			
<b>COURSE TYPE</b> <i>Background knowledge, Scientific expertise, General Knowledge, Skills Development</i>	Scientific expertise		
<b>PREREQUISITE COURSES:</b>			
<b>LANGUAGE OF INSTRUCTION:</b>	Greek		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE WEBSITE (URL)</b>			

### 2. LEARNING OUTCOMES

<p><b>Learning Outcomes</b> The course learning outcomes, specific knowledge, skills and competences of an appropriate (certain) level, which students will acquire upon successful completion of the course, are described in detail. It is necessary to consult:</p> <p><b>APPENDIX A</b></p> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each level of study, in accordance with the European Higher Education Qualifications' Framework.</li> <li>• Descriptive indicators for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and</li> </ul> <p><b>APPENDIX B</b></p> <ul style="list-style-type: none"> <li>• Guidelines for writing Learning Outcomes</li> </ul>
<p>At the completion of the course, students will have immersed themselves in contemporary Landscape Architecture and its relationship with the arts. They will have gained the theoretical background for designing large urban spaces and engaged with the work of the most significant representatives of contemporary Landscape Architecture design. Upon completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• understand and comprehend the concepts of contemporary horticulture and landscape architecture,</li> <li>• recognize new trends and techniques in the design of outdoor spaces and landscapes,</li> <li>• understand current issues, especially regarding climate change, that affect contemporary landscape design,</li> <li>• combine and analyze the different elements of the landscape,</li> </ul>

- evaluate, synthesize, and support their own design proposals based on different trends and styles of landscape design.

### General Competences

Taking into consideration the general competences that students/graduates must acquire (as those are described in the Diploma Supplement and are mentioned below), at which of the following does the course attendance aim?

Search for, analysis and synthesis of data and information by the use of appropriate technologies,	Project planning and management
Adapting to new situations	Respect for diversity and multiculturalism
Decision-making	Environmental awareness
Individual/Independent work	Social, professional and ethical responsibility and sensitivity to gender issues
Group/Team work	Critical thinking
Working in an international environment	Development of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Introduction of innovative research	(Other.....citizenship, spiritual freedom, social awareness, altruism etc.)
	.....

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 Environmental awareness  
 Critical thinking  
 Development of free, creative and inductive thinking

### 3. COURSE CONTENT

The theoretical background of modern Landscape Architecture is developed and evaluated, along with its relation to the modern and postmodern movements in Architecture and the Arts (Frank Lloyd Wright, Walter Gropius, Richard Neutra, Mies Van der Rohe, Le Corbusier, Alvar Aalto, Louis Kahn, Pikionis, Aris Konstantinidis). An introduction to the theoretical background of designing large urban spaces is presented (Thomas Hayton Mawson, Frederic Law Olmsted). The most significant representatives of modern Landscape Architecture design are analyzed, and a critical review of their implemented projects is conducted. Synthetic principles of abstract art and their application in Landscape Architecture (1930-1950) are discussed, exploring new forms and structures in the design of modern landscapes (Gabriel Guevrekian, Fletcher Steele, Christopher Tunnard, Thomas Church). The search for modern expression in Landscape Architecture during the period 1950-1960 is examined, featuring figures like Daniel Kiley, Garrett Eckbo, and James Rose. Alternative trends in Landscape Architecture during Modernism, including Roberto Burle Marx and Louis Barragan, are explored. An ecological approach to Landscape Architecture is presented through the work of Ian McHarg and Lawrence Halprin. The minimalist approach and the postmodern movement in Landscape Architecture (Isamu Noguchi, Hideo Sasaki, Peter Walker, Martha Schwartz) are discussed. The concept and significance of "place" in Landscape Architecture are explored through the works of Michael Van Valkenburgh, Laurie Olin, and Georges Hargreaves. Special emphasis is given to the search for contemporary expression in Landscape Architecture, as well as new approaches to 21<sup>st</sup>-century landscape design. The future of Landscape Architecture in the 21st century is discussed, including emerging trends in design (Ken Smith Workshop, Field Operations, Kathryn Gustafson, Peter Wirtz, Jilles Clement, Fernando Caruncho).

### 4. TEACHING METHODS--ASSESSMENT

#### MODES OF DELIVERY

Face-to-face, in-class lecturing, distance teaching and distance learning etc.

The teaching of the coursetakes place in-person, in a well-equipped classroom or studio, complete with the necessary audiovisual equipment for conducting lectures and presentations, as well as drafting tables and computers. These computers have suitable design software installed to assist in teaching the course. Additionally, teaching can also

	be conducted remotely through video conferencing.												
<p><b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b>  <i>Use of ICT in teaching, Laboratory Education, Communication with students</i></p>	<p>Slide Presentations in PowerPoint format are used for teaching purposes.  Video projection.  Communication with students is facilitated through email.  The learning process is supported through the digital platform Microsoft Teams.  Access to online databases is provided for research purposes.</p>												
<p><b>COURSE DESIGN</b>  <i>Description of teaching techniques, practices and methods:  Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, Internship, Art Workshop, Interactive teaching, Educational visits, projects, Essay writing, Artistic creativity, etc.</i></p> <p><i>The study hours for each learning activity as well as the hours of self-directed study are given following the principles of the ECTS.</i></p>	<table border="1"> <thead> <tr> <th>Activity/ Method</th> <th>Semester workload</th> </tr> </thead> <tbody> <tr> <td>10 Lectures</td> <td>30 hours</td> </tr> <tr> <td>Search for case studies</td> <td>25 hours</td> </tr> <tr> <td>Individual and group assignments at home</td> <td>15 hours</td> </tr> <tr> <td>Presentation of student's work</td> <td>5 hours</td> </tr> <tr> <td><b>Total of Course (25 hours of workload per ECTS)</b></td> <td><b>75 hours</b></td> </tr> </tbody> </table>	Activity/ Method	Semester workload	10 Lectures	30 hours	Search for case studies	25 hours	Individual and group assignments at home	15 hours	Presentation of student's work	5 hours	<b>Total of Course (25 hours of workload per ECTS)</b>	<b>75 hours</b>
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<p><b>STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS</b>  <i>Detailed description of the evaluation procedures:</i></p> <p><i>Language of evaluation, assessment methods, formative or summative (conclusive), multiple choice tests, short- answer questions, open-ended questions, problem solving, written work, essay/report, oral exam, presentation, laboratory work, other.....etc.</i></p> <p><i>Specifically defined evaluation criteria are stated, as well as if and where they are accessible by the students.</i></p>	<p>The evaluation language is Greek (and English if required). The assessment is done through examinations and the creation of design proposals.</p>												

## 5. SUGGESTED BIBLIOGRAPHY:

- *Suggested Bibliography:*

M. (1977). An Introduction to Landscape Architecture. New York: Elsevier.

X., Σεκλιζιώτης, Σ., Σκοτίδα,, Κ. (1999). Στοιχεία Αρχιτεκτονικής Τοπίου. 1ος κύκλος ΤΕΕ του τομέα «Γεωπονίας, Τροφίμων και Περιβάλλοντος», Κατεύθυνση Φυτοτεχνικών Επιχειρήσεων-Αρχιτεκτονικής Τοπίου. Αθήνα: Παιδαγωγικό Ινστιτούτο.

B. (1998). The Landscape Approach. Philadelphia: University of Pennsylvania Press

W. H. (1991). Roberto Burle Marx : The Unnatural Art of the Garden. — New York: he Museum of Modern Art, 1991. — 79 p., ill. — ISBN 0870701975 ; ISBN 0810960966

g, I. (1992). Design with Nature. New York: Willey

l. (1994). Modern Landscape Architecture. A Critical Review. MIT Press

*- Related Scientific Journals:*

- Landscape Architecture Europe
- Landscape (Landscape Institute, UK)
- Landscape Architecture Magazine (ASLA)
- Topos Magazine,
- Garten + Landschaft
- Journal of LandscapeArchitecture (JoLA)
- Landezine (Landscape Architecture Platform)
- Landscape Australia
- Anthos