

## COURSE OUTLINE

### (1) GENERAL

|                                                                                                                                                                                                                                                                       |                                          |                              |                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|------------------------------|-----------------------|
| <b>SCHOOL</b>                                                                                                                                                                                                                                                         | School of Fine Arts                      |                              |                       |
| <b>ACADEMIC UNIT</b>                                                                                                                                                                                                                                                  | Department of Fine Arts and Art Sciences |                              |                       |
| <b>LEVEL OF STUDIES</b>                                                                                                                                                                                                                                               | Undergraduate                            |                              |                       |
| <b>COURSE CODE</b>                                                                                                                                                                                                                                                    | <b>ETEΠ405</b>                           | <b>SEMESTER</b>              | <b>4<sup>th</sup></b> |
| <b>COURSE TITLE</b>                                                                                                                                                                                                                                                   | Art Installations Studio I               |                              |                       |
| <b>INDEPENDENT TEACHING ACTIVITIES</b><br><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>        |
|                                                                                                                                                                                                                                                                       |                                          | 3                            | 3 ECTS                |
|                                                                                                                                                                                                                                                                       |                                          |                              |                       |
|                                                                                                                                                                                                                                                                       |                                          |                              |                       |
| <i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>                                                                                                                                              |                                          |                              |                       |
| <b>COURSE TYPE</b><br><i>general background, special background, specialised general knowledge, skills development</i>                                                                                                                                                | <i>Special background</i>                |                              |                       |
| <b>PREREQUISITE COURSES:</b>                                                                                                                                                                                                                                          |                                          |                              |                       |
| <b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>                                                                                                                                                                                                                      | Greek                                    |                              |                       |
| <b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>                                                                                                                                                                                                                      | Yes (English)                            |                              |                       |
| <b>COURSE WEBSITE (URL)</b>                                                                                                                                                                                                                                           |                                          |                              |                       |

### (2) LEARNING OUTCOMES

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                             |                                        |                                   |                                                    |                        |                                            |  |                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|----------------------------------------|-----------------------------------|----------------------------------------------------|------------------------|--------------------------------------------|--|--------------------------------------------------------------------|
| <b>Learning outcomes</b><br><i>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.</i><br><i>Consult Appendix A</i> <ul style="list-style-type: none"><li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li><li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li><li>• <i>Guidelines for writing Learning Outcomes</i></li></ul>                                                          |                                                                                                             |                                        |                                   |                                                    |                        |                                            |  |                                                                    |
| <p>The aim of the course is for the student to understand the basic concepts and principles of installations and to become familiar with various techniques.</p> <p>By the end of the semester, the student will be able to:</p> <ul style="list-style-type: none"><li>• Develop the ability to manage space</li><li>• Become familiar with the language of installations, that is, the combination of different expressive media to create a new, autonomous visual proposal.</li></ul>                                                                                                                                                                                                                                                  |                                                                                                             |                                        |                                   |                                                    |                        |                                            |  |                                                                    |
| <b>General Competences</b><br><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> <table><tr><td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td><td><i>Project planning and management</i></td></tr><tr><td><i>Adapting to new situations</i></td><td><i>Respect for difference and multiculturalism</i></td></tr><tr><td><i>Decision-making</i></td><td><i>Respect for the natural environment</i></td></tr><tr><td></td><td><i>Showing social, professional and ethical responsibility and</i></td></tr></table> | <i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> | <i>Project planning and management</i> | <i>Adapting to new situations</i> | <i>Respect for difference and multiculturalism</i> | <i>Decision-making</i> | <i>Respect for the natural environment</i> |  | <i>Showing social, professional and ethical responsibility and</i> |
| <i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <i>Project planning and management</i>                                                                      |                                        |                                   |                                                    |                        |                                            |  |                                                                    |
| <i>Adapting to new situations</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <i>Respect for difference and multiculturalism</i>                                                          |                                        |                                   |                                                    |                        |                                            |  |                                                                    |
| <i>Decision-making</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <i>Respect for the natural environment</i>                                                                  |                                        |                                   |                                                    |                        |                                            |  |                                                                    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <i>Showing social, professional and ethical responsibility and</i>                                          |                                        |                                   |                                                    |                        |                                            |  |                                                                    |

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

### (3) SYLLABUS

The semester lasts 13 weeks.

Classes are held weekly and each one lasts 3 hours.

During the first 3 weeks, an introduction is given to the concept of installations, along with familiarization with the media and techniques used in them. Students attend screenings and presentations of works by well-known artists, as well as lectures by contemporary Greek artists who engage with spatial practices in their work.

In the fourth week, the assignment topics that students will work on throughout the semester are given. There are two assignments.

In the first assignment, students are asked to explore the concept of “shelter,” a theme shared with the Painting VI workshop, as part of a collaboration between the studios.

The second assignment is on a free topic chosen by the students in consultation with the tutor.

During the following three weeks (5th–6th–7th), students present their proposals and explore the methods by which they will realize their projects. These proposals are presented openly in the studio in the presence of all students. This phase includes an exchange of ideas among all participants regarding the implementation of the works, with supervision by the tutor.

In the 8th week, students make an early presentation of their work in the form of models, photographs, videos, etc., showing the approach they have chosen to present their topic.

Over the next four weeks of the semester, students develop their projects both inside and outside the studio. The tutor supports and guides the progress of the assignments.

In the final class (13th week), the completed projects are presented before the students and the instructor.

#### (4) TEACHING and LEARNING METHODS - EVALUATION

| <b>DELIVERY</b><br><i>Face-to-face, Distance learning, etc.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Face to face in the studio                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |          |                   |                                 |                             |           |    |             |    |  |  |  |  |  |  |  |  |  |  |  |  |              |                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------------------|---------------------------------|-----------------------------|-----------|----|-------------|----|--|--|--|--|--|--|--|--|--|--|--|--|--------------|-------------------------|
| <b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b><br><i>Use of ICT in teaching, laboratory education, communication with students</i>                                                                                                                                                                                                                                                                                                                                                                                             | Use of ITC in teaching and communication with students.<br>Learning support through the platform e-course and other media.                                                                                                                                                                                                                                                                                                                                                                                                                       |          |                   |                                 |                             |           |    |             |    |  |  |  |  |  |  |  |  |  |  |  |  |              |                         |
| <b>TEACHING METHODS</b><br><i>The manner and methods of teaching are described in detail.</i><br><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><br><i>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</i>                         | <table border="1"> <thead> <tr> <th>Activity</th><th>Semester workload</th></tr> </thead> <tbody> <tr> <td>Lectures/presentations/seminars</td><td>4 lecturesx1 hour = 4 hours</td></tr> <tr> <td>tutorials</td><td>16</td></tr> <tr> <td>Studio work</td><td>50</td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td>Course total</td><td><b>75 hours, 3 ECTS</b></td></tr> </tbody> </table> | Activity | Semester workload | Lectures/presentations/seminars | 4 lecturesx1 hour = 4 hours | tutorials | 16 | Studio work | 50 |  |  |  |  |  |  |  |  |  |  |  |  | Course total | <b>75 hours, 3 ECTS</b> |
| Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Semester workload                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |          |                   |                                 |                             |           |    |             |    |  |  |  |  |  |  |  |  |  |  |  |  |              |                         |
| Lectures/presentations/seminars                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 4 lecturesx1 hour = 4 hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |                   |                                 |                             |           |    |             |    |  |  |  |  |  |  |  |  |  |  |  |  |              |                         |
| tutorials                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 16                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |          |                   |                                 |                             |           |    |             |    |  |  |  |  |  |  |  |  |  |  |  |  |              |                         |
| Studio work                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 50                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |          |                   |                                 |                             |           |    |             |    |  |  |  |  |  |  |  |  |  |  |  |  |              |                         |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |          |                   |                                 |                             |           |    |             |    |  |  |  |  |  |  |  |  |  |  |  |  |              |                         |
| Course total                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>75 hours, 3 ECTS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |          |                   |                                 |                             |           |    |             |    |  |  |  |  |  |  |  |  |  |  |  |  |              |                         |
| <b>STUDENT PERFORMANCE EVALUATION</b><br><i>Description of the evaluation procedure</i><br><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><br><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i> | <ul style="list-style-type: none"> <li>● <b>Monitoring the development/progress</b> of the student's artistic skills through the assignments completed during the semester</li> <li>● <b>Public Presentation:</b> exhibition of the works and defense of the produced artistic project at the end of the semester (in the presence of all students and course instructors)</li> </ul>                                                                                                                                                            |          |                   |                                 |                             |           |    |             |    |  |  |  |  |  |  |  |  |  |  |  |  |              |                         |

## **(5) ATTACHED BIBLIOGRAPHY**

*- Suggested bibliography:*

- Art Since 1960, new edition, Michael Archer, Εκδ. Thames & Hudson, Word of Art.
- New Art in the 60s and 70s, Redefining reality, Anne Rorimer, Εκδ. Thames & Hudson, Word of Art.
- Sculpture Today, Judith Collins, Εκδ. Phaidon.
- Aporia in Architecture: What Now?, Mantzou P.

*- Related academic journals:*