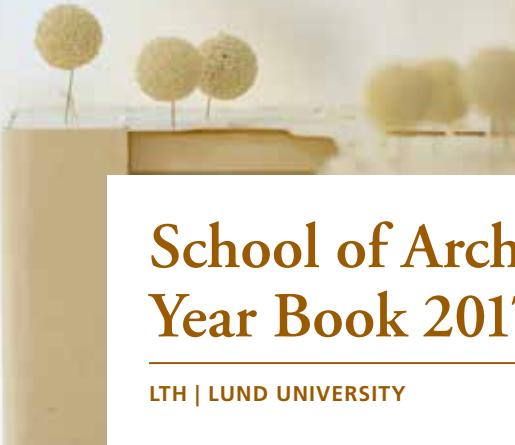




LUND
UNIVERSITY



School of Architecture Year Book 2017–18

LTH | LUND UNIVERSITY



School of Architecture
Year Book 2017–18

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Introduction

This yearbook resumes an old tradition where the School of Architecture briefly describes the business during the last academic year. The purpose is largely the same as for the School of Architecture Spring Exhibition – to show what's going on at the School, both for current students and for the outside world.

The School of Architecture at Lund University, within the Faculty of Engineering (LTH), offers three academic programmes. The five-year Architecture programme leads to an architectural degree. During the academic year 2017/2018, 57 (46 % men, 54 % women) students graduated with a degree, while 71 students (44 % men, 56 % women) started the programme during the autumn semester of 2017.

The School also offers two international Master's programmes.

The Master's Programme in Architecture (MARK), with three different specializations, Advanced Architectural Design, Spatial Experiments and Urban Shelter – Human Space, admitted 19 students (7 men, 12 women) in 2017, while 12 MARK students graduated with a master's degree.

The Master's Programme in Sustainable Urban Design (SUDes) admitted 29 students in 2017 (11 men, 18 women), while 13 SUDes students graduated with a master's degree during the academic year.

The degree project is the final and concluding part of the degree programme as well as of the master's programmes. A total of 76 degree projects in architecture were presented during the school year 2017/18, as well as 25 master theses in the MARK and 25 degree projects in SUDes.

The School experiences a high application pressure. For the five-year degree programme, the application pressure is between 6 and 7 first-time applicants per place of education. The two master programmes also receive considerably more applications than the places offered.

Approximately one third of the students within the five-year degree programme are admitted via a quota group with alternative selection, the so-called Arkitektprovet. The remaining two thirds of places are admitted via secondary school grades and the Swedish national university aptitude test.

Students within all three programmes at the School are able to choose among a wide range of courses. During the academic year 2017/18, 32 courses were given in year 1–3 and 35 courses in year 4–5, the latter ones also open for students from the master's programmes. The School is proud to offer a wide course selection, with courses taught by engaged, knowledgeable professors with extensive experience from architecture and academia.

The School aims for and consistently works for a high student satisfaction. Most courses at the School of Architecture are subject to student evaluations through the LTH course evaluation system CEQ.

During the academic year 2017/18, the School intensified its collaboration with other parts of LTH, in particular with the related areas of Civil Engineering

and Surveying and Land Management. A joint mini-symposium with business representatives was arranged for the new students in September, and a workshop focused on professional collaboration across disciplines was arranged for third-year students, aimed at enhancing students' understanding of their future profession. The collaboration has been much appreciated by both students and professors.

In addition to studies, the School's students are engaged in the activities of the School of Architecture through study councils, the A-section, Feminist architectural students, the introduction activities of the first week and the Market Committee, to name a few examples.

Each year, the School of Architecture receives exchange students from all over the world, most being fourth- and fifth-year students. Over the past academic year, we received 40 students. In return, we sent out 30 of our own degree students for exchange studies abroad during one or two terms. Most the School's outgoing exchange students study at universities across Europe, but some go as far as Australia and North America.

The School also yearly sees some students go abroad for international internships, most able to do so through the School's course Workplace-based architectural education in international offices. During the year 2017/18, 9 of 32 students on the course chose to intern abroad.

The School of Architecture regularly conducts various activities and exhibitions where the architect students contribute. In February 2018, the second-year students at the course Architectural Design Process and Prototypes participated with furniture at Stockholm Furniture Fair. To strengthen the School's participation in external activities and exhibitions, the new elective course Exhibition design was set up in the academic year 2017/18. In May 2018, a number of our students exhibited master's thesis works at the traditional design-oriented educational exhibition at the Form Design Center in Malmö.

Two Symposia on architecture and urban design have been arranged during the year. In September 2017, the twelfth SUDes symposium was held on the theme In the Making and the sixteenth Lund Architecture Symposium, LAS, followed it in March 2018 on the theme Expanding Architecture.

The academic year ends in May/June with the Spring Exhibition, when 400 students exhibit their projects.

A number of students have received awards and scholarships during the past year. The Scholarship in memory of Sara Birnbaum was awarded to Emilia Fehniger. Lunds byggmästarklubb's scholarship for best degree project was awarded to Ingrid Thufvesson for "Vilja – multi-family and proactive planning".

Christer Malmström

Head of the School of Architecture in Lund

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Photo: Charlotte Carlberg Bärg



Autumn Courses



Photo: Kenneth Ruona

YEAR 1

AAHA60 – The Architect's Tools

9 CREDITS

Students: 69

Course responsible teachers: Nina Falk Aronsen, Monika Jonson, Andreea Marcu, Jesús Mateo

Other teacher: Martin Svansjö

AIM

The course is a base for the four basic courses during the student's first two years, this course aims to give him or her step-by-step the basic knowledge and ability that is required to follow the education, especially the Basic Courses in architecture. The aim of the course also is to introduce architectural design and the communication of architectural design by means of correct drawing, model building techniques, sketching and terms.

CONTENTS

The course aims to introduce students to the means architects use to give form to and communicate architectural ideas. It focuses on drawing techniques, to teach each student to draw correctly and clearly, but the course also trains the creative process of architectural design. The students also learn fundamental uses of e.g. methods of sketching, building models, drawing and collating illustrations. Each student trains in the various uses of other architectural means and works through different exercises in making drawings that can creatively and forcefully depict an architectural idea, and mediate it accurately and clearly. From other exercises students learn to build models, and to perceive how models can realize and communicate an idea in three dimensions.

Having successfully done some such exercises, a student then designs a small uncomplicated building that harmonizes with its surroundings spatially, in form and in its inherent ideas, and then presents it in drawings and models to demonstrate his or her command of the studied techniques of drawing and modelling.

Teaching proceeds in lectures, projects, exercises, seminars, study trips, workshops and written work. The main emphasis is on teaching students to consider and present what they have learned in the form of drawings, models, sketches, images, texts and other relevant media. At the end of each term each student's work is assembled in a portfolio that is used in a pedagogic discussion with him or her.

The course is given annually for first-year students, and is an introduction to the following four basic architectural courses in the first two years. First-year students study so that they can acquire the basic knowledge they will need to follow the following Basic course together with the second-year students. Students work in one of four studios (Q, X, Y & Z) but follow a common schedule.

LEARNING OUTCOMES**Knowledge and understanding**

For a passing grade the students must individually, but with support from a teacher know:

- to use simpler terms and concepts of architecture and building technology and explain their significance.
- to understand and use basic drawing symbols and lines.
- understand and describe the meaning of different kinds of architectural representations.

Competence and skills

For a passing grade the students must individually, but with support from a teacher know:

- to design a small uncomplicated building that with given preconditions including a spatial and architectural context expresses the chosen architectural idea.
- show an ability to use sketch and model as creative tools of investigation in the design process.
- to present for his or her fellow students and their teachers his or her project in a clear and orderly manner both orally and in correctly made drawings and models and make such a presentation to mediate the architectural ideas embodied in the project.
- to use the architect's tools to make drawings by hand, carefully made, with correct architectural symbols and lines.
- to compile several drawings, pictures and text, digitally and by hand into a general presentation.
- to make a scale model.
- to use the workshop's machines in a secure way.

Judgement and approach

For a passing grade the students must individually, but with support from a teacher know:

- to see quality of drawing (sharpness, quality and performance of lines) skills in an own drawing
- to understand the importance of that a drawing, a scale model, picture, text and a presentation communicates
- to understand the importance of the relation between the expressed intention (architectural idea) and the concrete design

**YEAR 1**

AAHA01 – Architecture – Basic Course A

9 CREDITS

Atelje Q: Students: 18 | Course responsible teacher: Andreea Marcu
Other teachers: Niels Pettersson, Liina Pikk, Sergi Serrat

Atelje X: Students: 17 | Course responsible teacher: Nina Falk Aronsen
Other teachers: Hans Ahrland, Daniel Persson, Liina Pikk.

Atelje Y: Students: 18 | Course responsible teacher: Jesús Mateo
Other teachers: Johan Bång, Niels Pettersson, Lina Pikk

Atelje Z: Students: 17 | Course responsible teacher: Monika Jonson
Other teachers: Thomas Hellquist, Lina Pikk

AIM

One of four basic courses during the student's first two years, this course aims to give him or her step-by-step a basic knowledge and ability to use an architect's equipment and understand the arts of giving architectural form and perceiving spatial conditions, and how individual buildings and towns are technically built and used.

The student learns how with these means to give form to buildings or built environments in a spatial context by working and investigating creatively, to take account of various factors in expressing architectural ideas; and to use drawings, sketches, models, written texts and images to communicate with others.

This course (Course A) emphasizes the architecture of residential apartments and how it relates to those who live in them.

CONTENTS

Teaching proceeds in lectures, projects, exercises, seminars, study trips, workshops and written work. The main emphasis is on teaching students to consider and present what they have learned in the form of drawings, models, sketches, images, texts and

other relevant media. At the end of each term each student's work is assembled in a portfolio that is used in a pedagogic discussion with him or her.

The project work and exercises of this course include theory, analysis and applied gestalt of a dwelling in a known context, in which its spatial qualities – movement within it, the proportions of its rooms, its light, functions, dimensions and social aspects – are investigated. In addition, students are taught how to use computers and other technical means, including artistic techniques.

LEARNING OUTCOMES**Knowledge and understanding**

For a passing grade the students must individually, but with support from a teacher:

- describe and analyze a dwelling's architectural qualities, giving particular attention to the interplay between its aesthetic, spatial and functional aspects and, in his or her individual project, balance these aspects against one another in giving form to the object of the project
- choose and present building materials and its architectural effects from the points of view of sustainability, its character and expression and its significance for those who experience it.

Competence and skills

For a passing grade the students must individually, but with support from a teacher:

- design a dwelling that, in a given spatial and architectural context, expresses an architectural idea.
- in both a discussion of existing dwellings and a presentation of his or her own project make use of the relevant architectural terms and concepts.
- present a dwelling orally and in drawings and models for his or her fellow students and their teachers to mediate its architectural ideas clearly, correctly and in good order.

Judgement and approach

For a passing grade the students must individually, but with support from a teacher:

- compare and evaluate various dwellings with special respect to their architectural values and the values placed on them by various groups of users in various situations.
- following given instructions, independently seek for knowledge and resolutions in a design process.



Photo: Charlotte Carlberg Bärg

YEAR 1

ATHA01 – The Theory and History of Architecture I

7 CREDITS

Students: 68

Course responsible teacher: Mats Hultman

Other teachers: Thomas Hellquist, Martin Svansjö, Sandra Kopljär, Tomas Tägil, Nina Falk Aronsen and Paul Eriksson

AIM

The course aims to introduce an overview and awareness of the fundamental questions of architecture's theoretical and historical foundations; what an architect does, what architecture is, and how it can be examined, analyzed and described. It also aims to train the ability to see and graphically describe an existing building. As the first in a series, the course will also convey the importance of an active and critical attitude towards architectural practice and architecture as a discipline.

CONTENTS

The course provides a basic orientation in the subject material – related to a timeline; where we will examine key architectural works, and investigate the associated body of architectural thinking; thereby providing an historical overview. The subsequent courses in architectural theory and history will make reference to the timeline identified in the initial course. At the same time contemporary architecture is introduced

as a series of lectures and exercises: The course involves the study of selected key works; individual architectural works, building types and urban environments. The course examines fundamental questions with regard to the role and profession of the architect. We will in addition examine the evolution of the architectural profession. The fundamental tenets of architecture are described and discussed; with reference to both historical and current approaches. Analytical methods that can be used in the applied architecture courses, are introduced, practiced and discussed. The course includes lectures, seminars, practical exercises and writing tasks.

LEARNING OUTCOMES

Knowledge and understanding

To be formally approved, the student must demonstrate that he/she:

- Is able to explain some main features of architectural and urban history.
- Is able to describe some basic methods of investigation, analysis and description of architecture and places.
- Has basic knowledge about searching literature and referencing.

Competence and skills

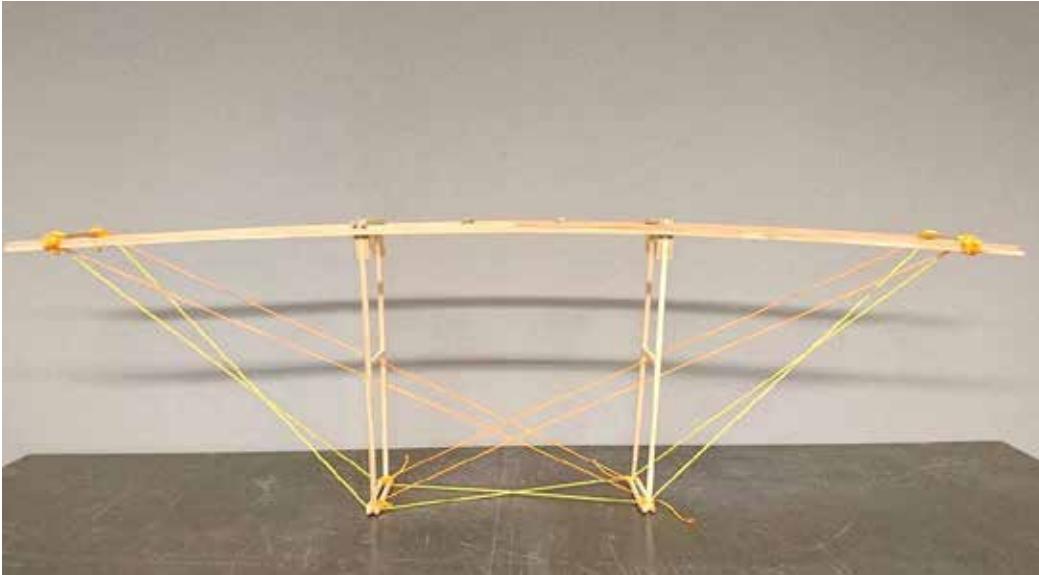
To be formally approved, the student must demonstrate that he/she:

- Is able to perform basic architectural analysis.
- Is able to make a simple presentation, using the basic methods of architecture analysis, to describe an architectural work or site.

Judgement and approach

To be formally approved, the student must demonstrate that he/she:

- Is able to demonstrate a basic awareness of architecture and the architectural profession's historical and theoretical context.



YEAR 1

VBKA05 – Architectural Design

3 CREDITS

Students: 68

Course responsible teacher: Annika Mårtensson

Other teachers: Eva Frühwald Hansson

AIM

The aim of the course is to show how the construction of the frame system interacts with the possibilities of creating good architecture.

CONTENTS

- Loads, system thinking
- Load bearing systems, structural elements form and function
- Forces, stability, deformation
- Strength, stiffness, stress and strain
- Structural systems of wood, concrete, steel, and masonry
- Foundation

LEARNING OUTCOMES

Knowledge and understanding

For a passing grade the students must:

- understand the forces which are acting on a building
- be able to describe the function of the most common structural systems
- be able to describe the function of the most common load-bearing elements
- understand how load-bearing system and dimensions are affected by the materials strength and stiffness properties
- be able to describe different types of foundations
- understand how different lateral bracing methods work

Competence and skills

For a passing grade the students must:

- be able to realise how the technology of a building may be used to create good architecture

Judgement and approach

For a passing grade the students must:

- be able to realise how the technology of a building may be used to create good architecture

YEAR 1

AADA01 – Digital Tools 1

2 CREDITS

Students: 69

Course responsible teacher: John Ross

Other teachers: Gediminas Kirdeikis, Ludvig Hofsten, Malka Logi m fl.

AIM

The course aims to introduce digital tools for image processing, and thereby enable and facilitate the presentation of architectural projects.

CONTENTS

The course introduces basic digital tools for image processing, imaging and layout, through lectures and guided exercises. Tutorials are selected to be relevant to architectural presentations.

LEARNING OUTCOMES

Knowledge and understanding

To be formally approved, the student must demonstrate that he/she:

- Is able to describe and employ basic features of digital tools for image processing and presentation.

Competence and skills

For a passing grade the students must individually, but with support from a teacher know:

- Understands and has a capability to work with the basic methods of digital imaging and digital layout work in programs such as Adobe Photoshop, Illustrator and InDesign.
 - Is able to work with photographs and illustrations, as part of a digital presentation of architectural projects.
 - Is able to compile a simple but communicative, graphic presentation with a combination of images, text and drawings.

Judgement and approach

To be formally approved, the student must demonstrate that he/she:

- Is able to demonstrate a critical approach to different presentation methods and techniques in image processing and presentation.

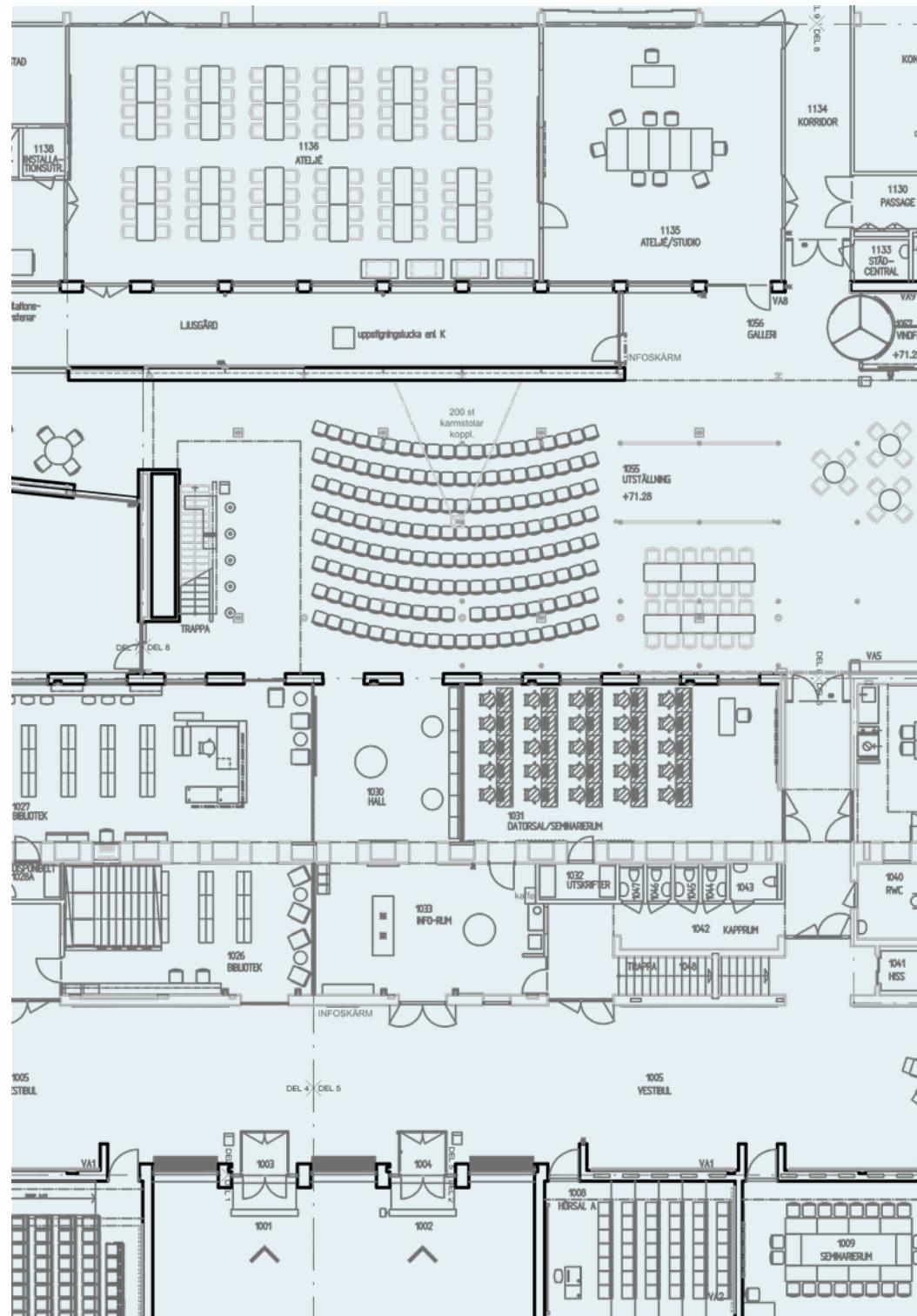




Photo: Kjell Carlson

YEAR 2

AAHA55 – Architectural Design Process and Prototypes

9 CREDITS

Students: 61

Course responsible teacher: Lars-Henrik Ståhl

Other teachers: Marit Lindberg, Stefano Santilli, Thomas Hellquist, Johan Suneson, Helle Robertsson, Martin Svansjö

AIM

The aim of the course is to introduce experimental working processes related to spatial contexts in the field of architecture, interiors and furniture. Further, the course aims to train the creative ability of the students, in a process where each individual student finds her own way to creative design, at the same time as the realisation, in full scale, of a furniture prototype trains the ability of materially and technically carrying through a design concept.

CONTENTS

The tasks of the course takes its point of departure in transgressive assignments. Through the means of creative assignments, experiments, analyses and transformations of given conditions, a spatial context is formulated. This spatial context acts

as the starting point for an aesthetically driven, creative and experimental design process, resulting in a full scale furniture prototype. Working in small scale enables the students to carry through their ideas to the material realisation of an object.

LEARNING OUTCOMES**Knowledge and understanding**

For a passing grade the students must:

- Show an understanding of creative processes

Competence and skills

For a passing grade the students must:

- Design a piece of furniture as a result of an aesthetical, creative and experimental process
- Present his or hers design process to teachers and students.

Judgement and approach

For a passing grade the students must:

- Compare and evaluate different kinds of furniture, considering its architectonic qualities and its relationship to an architectonic idea
- From given instructions, independently demonstrate an active and creative engagement with the process of design

YEAR 2

AAHA05 – Architecture – Basic Course A2

9 CREDITS

Atelje Q: Students: 15 | Course responsible teacher: Andreea Marcu
Other teachers: Niels Pettersson, Liina Pikk

Atelje X: Students: 16 | Course responsible teacher: Nina Falk Aronsen
Other teachers: Hans Ahrland, Daniel Persson, Liina Pikk

Atelje Y: Students: 15 | Course responsible teacher: Jesús Mateo
Other teachers: Johan Bång, Niels Pettersson, Lina Pikk

Atelje Z: Students: 16 | Course responsible teacher: Monika Jonson
Other teachers: Thomas Hellquist, Lina Pikk

AIM

One of four basic courses during the student's first two years, this course aims to give him or her step-by-step a basic knowledge and ability to use an architect's equipment and understand the arts of giving architectural form and perceiving spatial conditions, and how individual buildings and towns are technically built and used.

The student learns how with these means to give form to buildings or built environments in a spatial context by working and investigating creatively, to take account of various factors in expressing architectural ideas; and to use drawings, sketches, models, written texts and images to communicate with others.

This course (Course A) emphasizes the architecture of residential apartments and how it relates to those who live in them.

CONTENTS

Teaching proceeds in lectures, projects, exercises, seminars, study trips, workshops and written work. The main emphasis is on teaching students to consider and present what they have learned in the form of drawings, models, sketches, images, texts and other relevant media. At the end of each term each student's work is assembled in a portfolio that is used in a pedagogic discussion with him or her.

The project work and exercises of this course include theory, analysis and applied gestalt of a dwelling in a known context, in which its spatial qualities—movement within it, the proportions of its rooms, its light, functions, dimensions and social aspects—are investigated. In addition, students are taught how to use computers and other technical means, including artistic techniques.

LEARNING OUTCOMES**Knowledge and understanding**

For a passing grade the students must individually, but with support from a teacher:

- describe and analyze a dwelling's architectural qualities, giving particular attention to the interplay between its aesthetic, spatial and functional aspects and, in his or her individual project, balance these aspects against one another in giving form to the object of the project
- choose and present building materials and its architectural effects from the points of view of sustainability, its character and expression and its significance for those who experience it.

Competence and skills

For a passing grade the students must individually, but with support from a teacher:

- design a dwelling that, in a given spatial and architectural context, expresses an architectural idea.
- in both a discussion of existing dwellings and a presentation of his or her own project make use of the relevant architectural terms and concepts.
- present a dwelling orally and in drawings and models for his or her fellow students and their teachers to mediate its architectural ideas clearly, correctly and in good order.

Judgement and approach

For a passing grade the students must individually, but with support from a teacher:

- compare and evaluate various dwellings with special respect to their architectural values and the values placed on them by various groups of users in various situations.
- following given instructions, independently seek for knowledge and resolutions in a design process.

**YEAR 2**

ATHA15 – The Theory and History of Architecture III

7 CREDITS

Students: 61

Course responsible teacher: Mats Hultman

Other teachers: Thomas Hellquist, Anna Wahlöö, Kerstin Barup and Tomas Tägil

AIM

The course aims to provide an overview of the workings of monumental (canonical) architecture, theory and history from antiquity to modern times, emphasizing Swedish and Western architectural history as well as elements from the other parts of the world. The course focuses on the relationship between form, technique, intended function, and cultural beliefs. The aim is to provide students with an historical frame of reference, which is intended to facilitate creative activities in restoration work, and furthermore; to aid and promote wider discussion and cultural contacts internationally. The course will sharpen the capacity of the student for critical reflection on architectural issues.

CONTENTS

The course presents traditional architectural history seen in the light of; social, technological and cultural conditions. In addition, a number of key architectural theories in the history of Western architecture are presented. The course investigates architecture history in a series of lectures, seminars, exercises, and writing tasks.

LEARNING OUTCOMES

Knowledge and understanding

To be formally approved, the student must demonstrate that he/she:

- Is fully able to explain the main features of architectural and urban history.
- Is able to explain the application of different architectural fundamentals and building historical development of the historic architecture.
- Is able to demonstrate their knowledge of key architectural theorists and their work.
- Is able to demonstrate their understanding of our architectural heritage.

Competence and skills

To be formally approved, the student must demonstrate that he/she:

- Is able to explain, discuss and reflect on how fundamental architectural tenets have been used in historical architecture.
- Has the ability to understand the historical and theoretical background of selected architectural works.

Judgement and approach

To be formally approved, the student must demonstrate that he/she:

- Is able to demonstrate an understanding of an historical-theoretical contextualization of architecture and related writings.



Photo: Kjell Carlsson

YEAR 2

VBMA10 – Building Technology and Building Physics

3 CREDITS

Students: 60

Course responsible teacher: Hans Bagge

AIM

The aim of the course is to give knowledge about the requirements of the building envelope and the design of building elements.

CONTENTS

- The building envelope and performance requirements
- Heat and moisture transport in building parts
- The design of roofs, outer walls, windows, doors
- Fire safety

LEARNING OUTCOMES

Knowledge and understanding

For a passing grade the student must:

- be able to describe all parts of the building envelope and their functions
- be able to describe the heat transport through all kind of building parts

Competence and skills

For a passing grade the student must:

- be able to describe how all building parts may be joined together in order to create an energy efficient building with a good indoor climate

JUDGEMENT AND APPROACH

For a passing grade the student must:

- be able to use the technological possibilities in order to create a sustainable building

YEAR 2

AADA10 – Digital Tools 3

2 CREDITS

Students: 62

Course responsible teacher: John Ross

Other teacher: Gediminas Kirdeikis

AIM

The course aims to introduce digital tools used for intermediate 3d modelling and sketching, to support the design and presentation of architectural projects.

CONTENTS

This course introduces more advanced digital tools for sketching and modelling through lectures and guided exercises. Tutorials are selected to be relevant to a more advanced level of design and visualization of architecture.

LEARNING OUTCOMES**Knowledge and understanding**

To be formally approved, the student must demonstrate that he/she:

- Is able to understand and explain the similarities and dissimilarities between differing digital tools for 3D sketching and modelling.

Competence and skills

To be formally approved, the student must demonstrate that he/she:

- Understands and has a capability to work with the basic methods of intermediate digital 3-D sketching and modelling in programs like Rhino.
- Is able to produce 3d renderings and work with textures, materials, colour and lighting, as part of a digital presentation of an architectural project.

Judgement and approach

To be formally approved, the student must demonstrate that he/she:

- Is able to demonstrate a critical approach to various methods and techniques in 3D sketching and modelling.

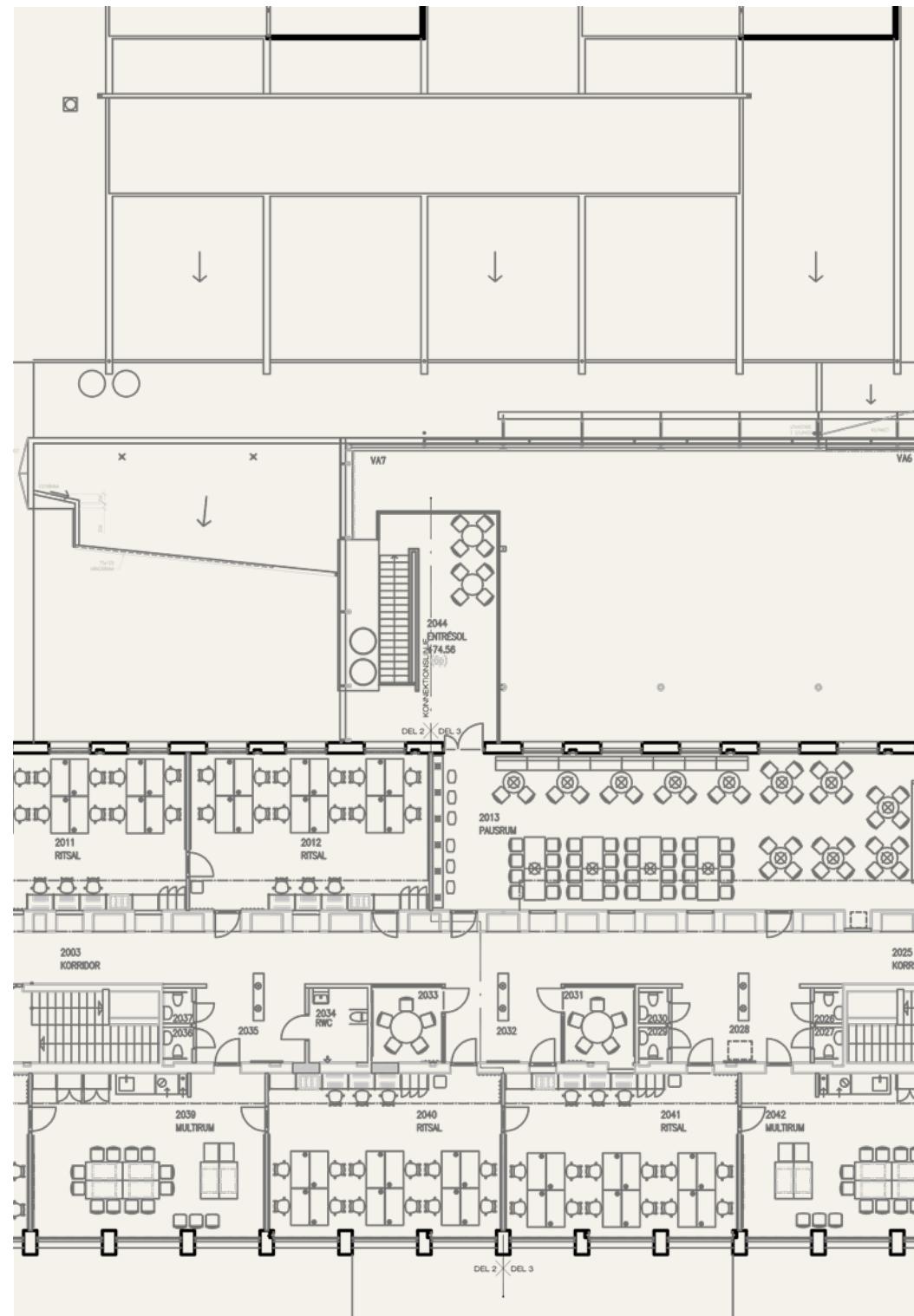




Photo: Ida Fia Svenningsson



Photo: Kjell Carlsson

YEAR 2

AAHA65 – Exhibition Design (Elective)

3 CREDITS

Students: 23

Course responsible teacher: Marit Lindberg

Other teachers: Martin Svansjö, Petra Lilja

AIM

The ability to create successful exhibitions and presentations are a vital aspect of a professional architect's practice. The aim of the course is to provide a deeper understanding of all common elements in the creation of an exhibition. Emphasis will be placed on developing the exhibition concept and to understand how the event communicates to the target audience and how it works visually, spatially and conceptually.

CONTENTS

- Selection and analysis of the exhibition site conditions.
- Staging and dramatization of the exhibition space including control of environmental factors as people flow, lighting and acoustics, and the purpose of the exhibition.
- Marketing strategies through the production of printed materials, digital marketing and contact with the press and other media.

The course is organized in three stages:

- The first phase includes a series of lectures and short workshops led by professionals in the field, such as artists, architects, etc.
- In the second stage, students work in groups to plan, construct on site and advertise the exhibition.
- In the third stage, students work individually and in groups to analyze and critically reflect on the outcome of the working process.

LEARNING OUTCOMES

Knowledge and understanding

For a passing grade the students:

- should be able to demonstrate knowledge of the operations involved in the production of an exhibition

Competence and skills

For a passing grade the students:

- should, with help from tutors, be able to coordinate, plan and carry out the operations involved in the production of an exhibition.

Judgement and approach

For a passing grade the students:

- should demonstrate ability to critically reflect on the exhibition's working process and the relationship between exhibition design and its content.

YEAR 3

ASBF05 – The Fundamentals of Urban Design

9 CREDITS

Students: 56

Course responsible teacher: Sandra Kopljær

Other teachers: Fredrik Torisson, Daniel Wasden, Paulina de la Fuente Prieto, Jonna Ekholm

AIM

The aim of the course is to deepen the students' knowledge about the fundamental issues, processes, theories and methods relating to urban design and planning. It aims to increase their awareness of strategic urban development and sustainable urban design. A further aim of this course is to support the students' urban design skills and their understanding of the influence of the urban environment on people's well-being.

CONTENTS

The course has its focus on the theories, processes, actors and elements involved in urban planning. The course provides the students with the opportunity to deepen their knowledge and methods for the analysis of urban space as well as training their ability to reflect regarding urban environments and structures. The course provides the students with the opportunity to test various roles in urban planning. The tuition is carried out in the form of lectures, study visits, studio assignments, workshops and a written assignment. The course is conducted in an innovative spirit regarding the development of tuition and examinations.

LEARNING OUTCOMES**Knowledge and understanding**

For a passing grade the students must:

- show knowledge about the importance of urban design to achieve long-term sustainable urban environments;
- be well acquainted with the roles, processes and methods related to urban design and planning;
- have gained insight into the importance of the physical environment for people's well-being and
- show awareness of contemporary urban design discussions.



Photo: Ida Eva Svenningsson

Competence and skills

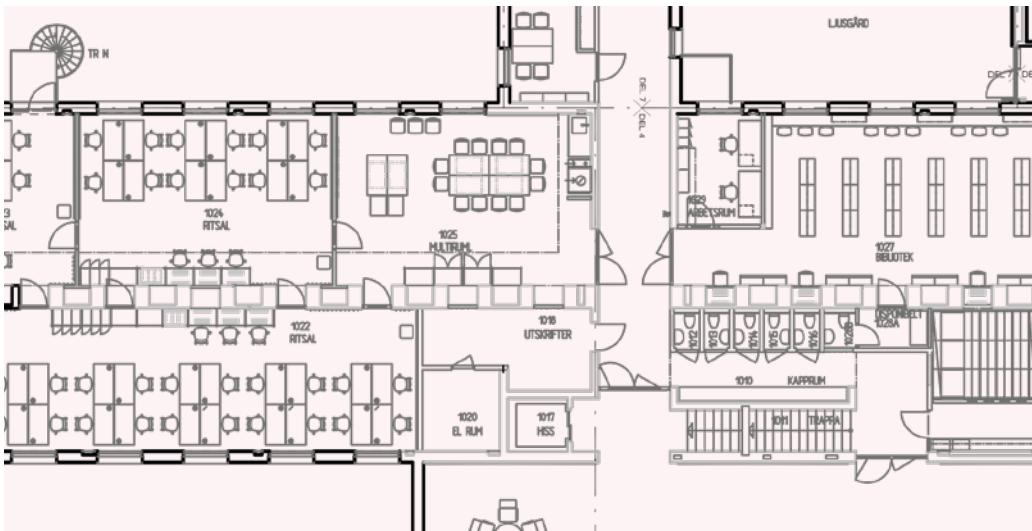
For a passing grade the students must:

- demonstrate the ability to analyse urban space and urban contexts;
- demonstrate the ability, orally and in writing, to reflect critically over contemporary urban design issues and strategies;
- demonstrate the ability in a group to design and visualise proposals for the alteration of urban environments based on mutually formulated criteria for long-term sustainable urban design and
- demonstrate the ability both orally, visually and in writing to communicate ones standpoints and proposals.

Judgement and approach

For a passing grade the students must:

- demonstrate a critical, independent and creative approach regarding the possibilities of urban design for creating long-term sustainable urban environments and contexts,
- take into account relevant scientific, societal, aesthetic and ethical aspects in ones reasoning with regard to urban design.



YEAR 3

AAHF10 – Sustainable Architectural Design

9 CREDITS

Students: 54

Course responsible teachers: Christer Malmström, Marie-Claude Dubois

Other teacher: Marie-France Stendahl

AIM

The aim of the course is to support the students' ability to architecturally design building, existing or new, which from theoretical and practical point of view bring together aspects concerning form, technique and sustainability.

CONTENTS

Main focus of the course is the forming of a building from artistic, technical and social/society related aspects. Major attention is paid to the design of a small or medium sized building with an in advance established programme. Relations to townscape/landscape are focused as well as construction, energy efficiency and long range sustainable aspects on the building level. The teaching treats actual competencies within the field, potential future developments and the role of architecture within this context. Instructions are given concerning the practical application of knowledge in the architectural design and the relation to the site. Teaching is based on exercises executed individually and in groups, through seminars, lectures, visits and tutorial reviews.

LEARNING OUTCOMES

Knowledge and understanding

For a passing grade the students must

- demonstrate insight and ability to describe established and scientific knowledge within the field.
 - onstrate insight and ability to describe the relation between architectural form and aspects concerning technique and society.

Competence and skills

For a passing grade the students must:

- demonstrate skill in complex architectural design.
 - demonstrate ability in detailed scale (drawing) to represent the different parts of a building.
 - demonstrate ability to include aspects concerning sustainability in a building.
 - demonstrate ability to communicate the project in text, drawings and images.

Judgement and approach

For a passing grade the students must

- demonstrate ability to analyze and strategically elaborate adequate initial values.
 - demonstrate ability to judge sustainability in terms of social, technical and economical aspects and how these interacts in the building design.
 - demonstrate ability in critical evaluation of own work in the design process.

YEAR 3

ATHF01 – The Theory and History of Architecture V

7 CREDITS

Students: 57

Course responsible teacher: Mats Hultman

Other teachers: Nina Falk Aronsen, Thomas Hellquist, Anna Wahlöö and Tomas Tägil

AIM

The course aims to enhance the participant's ability to reflect upon architectural issues from a critical viewpoint, and also provide an analytical approach to the architectural profession, as well as increasing the student's awareness of how architectural heritage is significant to the profession of the architect. The students will also practice their ability for independent reasoning through the practice of writing. The intention is that students acquire the "conceptual tools" needed in order to take part in the architectural debate, and in addition be able to carry out research. Topics such as tectonics, aesthetics, conservation, renewal, and their respective relationships will be introduced. The course includes discussions about the challenges for contemporary architecture and the architectural profession.

CONTENTS

The course presents traditional architectural history seen in the light of; social, technological and cultural conditions. In addition, a number of key architectural theories in the history of Western architecture are presented. Guest lecturers will investigate contemporary architecture and reflect upon the architectural profession.

LEARNING OUTCOMES**Knowledge and understanding**

To be formally approved, the student must demonstrate that he/she:

- Is able to describe key features of architectural theory and history, especially with Rome as case.
- Is able to explain, discuss and reflect on the value of important works from the history of architecture.
- Is able when working from a given text or architectural artefact; to define and identify relevant aspects of architectural theory



Photo: Tomas Tägil

Competence and skills

To be formally approved, the student must demonstrate that he/she:

- Is, through writing, able to offer a coherent theoretical analysis of an individually selected architectural work or text.
- Is able to discuss from a standpoint of knowledge, issues of; restoration, transformation, renewal and refinement.

Judgement and approach

To be formally approved, the student must demonstrate that he/she:

- Is able to demonstrate an ability to make qualitative assessments of a given architectural example, in relation to its historical, cultural and theoretical origins.
- Is able to formulate basic meta-theoretical questions on the topic of architecture as a phenomenon and as a profession.



Photo: Kennet Ruona

YEAR 3

AAHF01 – Sustainable Technology in the Built Environment

3 CREDITS

Students: 52

Course responsible teacher: Marie-Claude Dubois

Other teacher: Iason Bournas

AIM

This course will support students' ability to critically examine contemporary building design from a sustainable societal perspective, at the same time as providing means and methods of action for the future.

CONTENTS

The course is complementary to the courses The Fundamentals of Urban Design and Sustainable Architectural Design. Lectures and seminars convey knowledge of the city's infrastructure and the building's technical installations and construction, all from a sustainability perspective. A final statement in the form of text, and schematic diagrams of the given problems are performed in groups. Parallel to the other assignments runs the study of the literature.

LEARNING OUTCOMES**Knowledge and understanding**

For a passing grade the students must:

- demonstrate an understanding of how architecture is associated with the ambition for a sustainable society (from a technical point of view),
- be able to describe the current systems and solutions which are applied on the urban scale and within each building,
- be able to describe the availability of different kinds of energy in relation to the selected energy solution.

Competence and skills

For a passing grade the students must:

- demonstrate an ability to visualize, graphically and in text, the possible choices of system solutions.
- demonstrate an ability to describe the chosen solutions from their technical aspects.

Judgement and approach

For a passing grade the students must:

- demonstrate analytical skills to critically review the practice and theory of prevailing views of how sustainability issues are discussed in society and building,
- demonstrate the ability to weigh the different input values in a specific situation to a sustainable solution.



Photo: Pixabay

YEAR 3

AADA20 – Digital Tools 5

2 CREDITS

Students: 53

Course responsible teacher: John Ross

Other teachers: Gediminas Kirdeikis, Karl Allemyr, Albin Karlsson

AIM

The course aims at acquiring a depth of knowledge and developing additional skills in managing CAD, and to introduce object-based CAD and 3D modelling using CAD tools. Furthermore, the course will introduce ICT (construction information and communication technology) and BIM (Building Information Modelling).

CONTENTS

This course aims at acquiring additional depth of knowledge of CAD, and introduces object-based CAD and 3D modelling in CAD through lectures and guided exercises. Tutorials are selected to be relevant for architecture and planning presentations.

LEARNING OUTCOMES**Knowledge and understanding**

To be formally approved, the student must demonstrate that he/she:

- Is able to describe basic features of BIM and ICT Cad applications.

Competence and skills

To be formally approved, the student must demonstrate that he/she::

- Understands and has a capability to work with the basic methods for 3D modelling using CAD tools.
- Is able to compile a simple but communicative, drawing using BIM and/or ICT CAD applications.

Judgement and approach

To be formally approved, the student must demonstrate that he/she:

- Is able to demonstrate a critical approach to different presentation and design methods and technical solutions in design and planning.

YEAR 3

AFOF25 – Building a Graphic Vocabulary and Portfolio (Elective)

3 CREDITS

Students: 42

Course responsible teacher: Tomas Tägil

Other teacher: Marianna Prieto

AIM

- Develop the ability to constructive reflexion regarding aesthetic and graphical quality in their own as well as others production.
- To gain knowledge of significant characteristics in graphic design communication.

CONTENTS

- Training in traditional and experimental techniques of presentation.
- Layout principals and balance between text and image.
- Text analysis and image analysis of own compositions.
- With the help of earlier skills from this course about visualisation techniques, the work is concentrated to documentation of the student's own working process.

The course will be presented in two parts:

- The first one is based on a series of lectures by professional architects. They will show their respective methods in communicating with their clients, visually and verbally.
- In the other part the students work with their own material, with intense guidance from teachers. (architects and graphic designers).

LEARNING OUTCOMES**Knowledge and understanding**

For a passing grade the students must:

- be able to establish graphic relations between image and text.

Competence and skills

For a passing grade the students must:

- be able to design their own portfolio.
- be able to use both traditional and digital presentation techniques in their graphic production.



YEAR 4

AAHF40 – Architectural Education at Workplace

30 CREDITS

Students: ?

Course responsible teacher: Tomas Tägil

AIM

The work experience is to provide the student a basic understanding of the requirements and possibilities of architecture within the branch of architecture which the organisation selected represents. The student is to be given the opportunity to gain insight into how actual problems and tasks with which an architect is confronted can be dealt with in a professional way and into the knowledge this requires.

CONTENTS

The course consists of the following two parts:

Workplace training part, 24 credit points

The student is to be given the opportunity to gain insight into how actual problems and tasks with which an architect is confronted can be dealt with in a professional way and into the knowledge this requires. The course involves close contact with an organization engaged in architectural work and the student's taking part actively in as many aspects of the day-to-day work there as possible. This external organization is to provide the student an advisor available throughout the period in question. The advisor is to invest the time needed to support the student's work.

Requirements for credit: 16 weeks of full-time work at the external organization.

Theoretical reflections/paper and seminar, 6 credit points

This second part of the course involves the student's writing a critical and theoretically oriented paper based on the experience gained and the observations made during the practical work carried out. The paper can be written as a report dealing with the architectural profession generally, the on-the-job experience amassed and critical reflections concerning the project.

LEARNING OUTCOMES

Knowledge and understanding

For a passing grade the student must after completed course individually and independently with support by an extern tutor be able to:

- describe and analyse the architect's professional role in relation to the surrounding society, the own office and the education.

Competence and skills

For a passing grade the student must after completed course individually and independently with support by an extern tutor be able to:

- professional handle some real problems and situations which an architect used to be confronted to and use appropriate knowledge this demands
- apply knowledge as learnt within the education in real projects at a professional work-place
- present architectural proposals to others in drawings, models, written text and pictures
- synthesize own ideas of architectural proposals with demands made by the work place / organisation or / and surrounding society

Judgement and approach

For a passing grade the student must after completed course individually and independently with support by an extern tutor be able to:

- cooperate with professional architects or other professional actors within the architect's professional field in order to realize assignments given by the work place / organisation
- write a reflecting, theoretical and empirical paper dealing with professional issues and relate these to own experience
- participate actively in all daily routines of a work place and be able to act in a group of colleagues, clients and other actors in the society
- reflect over differences and similarities between profession and education.

**YEAR 4**

AAHN02 – Advanced Architectural Design I

15 CREDITS

Students: 46

Course responsible teacher: Christer Malmström

Other teachers: Maria Rasmussen, Alex van de Beld, Wiktor Bergh

AIM

This course will support the student's ability to by an experimental way to explore architectural possibilities for the design of the building/buildings in a contextual framework tied to both the site and community. Artistically-based exercises confronts both the design tools as building possibilities and limitations. The course will give the student the ability to challenge the prevailing paradigm in the field of architecture by new future aspects.

CONTENTS

The course aims to provide students with the means to develop a future-related architecture in the context of the dense city through the application of an exploratory laboratory work. Established hypotheses tested in a cyclic process to the results

obtained with only the target is known. Continuous assessment will lead the design process on. Greater interaction with others, or adjacent disciplines included. International expertise involved in crucial moments. Teaching is in the form of projects where work is discussed from their practical and theoretical aspects. Architecture's relationship with the architect and engineer, tool highlighted as potential building provider capacity to achieve results. Supervision is provided regarding the practical application of knowledge in the architectural design of the building. Instruction is through individual and group exercises, seminars, lectures, visits and briefings. Concomitantly performed literature studies.

LEARNING OUTCOMES**Knowledge and understanding**

For a passing grade the student must:

- demonstrate an understanding of the architectural design mixture potential to contribute to the development of society, as-built property, which long term quality improvement aspects were considered in.

Competence and skills

For a passing grade the student must:

- demonstrate skills in advanced and complex composite architectural design,
- demonstrate the ability to include adequate contiguous information in the design process,
- demonstrate the ability to transform a conceptual idea to a concrete architectural form;
- demonstrate ability in words, drawings and pictures to communicate their project.

Judgement and approach

For a passing grade the student must:

- demonstrate the ability to analyze and process the appropriate strategic input values,
- demonstrate the ability to take an open approach to known and established aspects of the buildings and the urban room design and spatial context,
- demonstrate the ability to assess the value of concepts and results to a man tied to perspective,
- demonstrate the ability to critically evaluate one's own performance during the design process.



Photo: Ida Fria Svenningsson

YEAR 4

AAHN25 – Advanced Architectural Design I, Theory

7,5 CREDITS

Students: 46

Course responsible teacher: Christer Malmström

Other teachers: Maria Rasmussen, Alex van de Beld, Wiktor Bergh

AIM

This course will stimulate students' ability to, in the data subject is inside the architecture's core area, and by the new future-related aspects based on adequate theories, challenge existing paradigms and beliefs about architecture. This course will support the student's ability to reflect and discuss an experimental exploration of architecture's potential as an aid to the course "Advanced Architectural Design I".

CONTENTS

The course presents theoretical tools to develop a future-related architecture. Through studies of relevant theories and critical review of examples illustrated and extended the problems tackled in the project section. Teaching such as lectures, seminars, study tours and literature studies. Teaching is preferably in a group but individual exercises may occur.

LEARNING OUTCOMES**Knowledge and understanding**

For a passing grade the student must:

- demonstrate analytical skills to critically examine the practice and theory of current arkitektursyn and be able to explain how this relates to future-oriented theories of society and construction,
- demonstrate knowledge and insight about the theory and method for the analysis of the building in the city.

Competence and skills

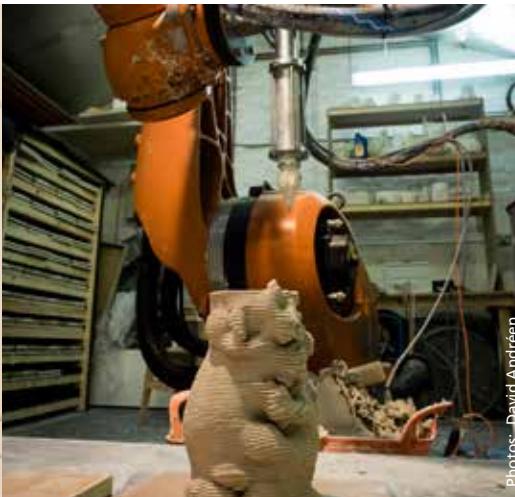
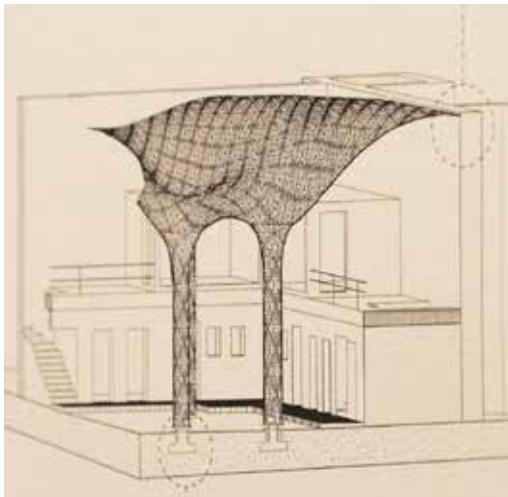
For a passing grade the student must:

- demonstrate the ability to describe, interpret and discuss theoretical foundations, objectives, resources and concepts in architectural design,
- demonstrate the ability to conduct in-depth analyzes of buildings with respect to their structural and design-related characteristics in relation to the city,
- demonstrate the ability in words and pictures to communicate a theoretical content.

Judgement and approach

For a passing grade the student must:

- demonstrate the ability to critically analyze and process the appropriate theory,
- demonstrate the ability to discuss approaches to known and established aspects of the buildings and the urban room design,
- demonstrate the ability to assess the value of concepts and results to a man tied to perspective,
- demonstrate the ability to critically evaluate one's own performance, which has been conducted in a parallel design process.



Photos: David Andréén

YEAR 4

ASEN01 – Spatial Experiments I

15 CREDITS

Students: 34

Course responsible teacher: David Andréén

Other teachers: Ana Goidea, Tina-Henriette Kristiansen, Henrik Malm, Olof Jansson, Gediminas Kirdeikis

AIM

The aim of this course is to develop the student's ability to experimentally explore architecture's capabilities in a contextual framework which is on the one hand local and site specific, and on the other responding to global trends and developments. The student will develop their competence in acting outside of the conventional boundaries of architectural practice in culturally or physically unfamiliar environments. They will learn to engage new processes and methods in architecture, driven by technological and cultural change, and find meaningful ways of applying these in specific design contexts. The student will also develop their ability to communicate their work in an international context, both visually and verbally.

CONTENTS

The course trains architectural and analytical ability through an experimental design approach, based on scientific as well as artistic thought. Advanced digital tools for design as well as fabrication are used and engaged with in the course, and an active engagement with the biological and physical sciences is encouraged. The students work on projects situated in foreign contexts, with the emphasis on learning from the particular conditions encountered in these environments, and finding innovative

design logics by taking them out of familiar situations and preconceptions. The student is encouraged to take an experimental approach to design, focusing on an idea or hypothesis and pursuing this idea as far as possible in order to test and develop it, while given the freedom to partially suspend unrelated considerations. The course includes lectures and mandatory presentations, as well as continuous tutorials and supervision in the design studio. A theoretical course of 7.5 credits is linked to the course, which provides input in the form of literature studies, seminars, a study trip (not mandatory), and specific knowledge regarding interdisciplinary work flows.

LEARNING OUTCOMES**Knowledge and understanding**

For a passing grade the student must:

- demonstrate an understanding of the possibility to contribute to the development of society, as-built property, with consideration of long term quality improvement aspects, by means of architectural design.

Competence and skills

For a passing grade the student must:

- demonstrate skills in advanced and complex composite architectural design,
- demonstrate the ability to include adequate contiguous information in the design process,
- demonstrate the ability to transform the experimentally explored to concrete architectural form;
- demonstrate advanced ability in words, drawings and pictures to communicate their project.

Judgement and approach

For a passing grade the student must:

- demonstrate the ability to analyze and process the appropriate strategic input values,
- demonstrate the ability to take an open approach to known and established aspects of the buildings and the urban room design,
- demonstrate the ability to assess the value of concepts and results in relation to a human perspective,
- demonstrate the ability to critically evaluate one's own performance during the design process.



YEAR 4

ASEN10 – Spatial Experiments I, Theory

7,5 CREDITS

Students: 34

Course responsible teacher: David Andréen

AIM

This course aims to develop the students' ability to engage with interdisciplinary knowledge, practice, and expertise, particularly from the areas of biology, engineering and the physical sciences, and their application in the field of architecture. This course will support the students' ability to collaborate across disciplines and to identify experimental potential in the intersection of form and function as an aid to the course "Spatial Experiments I". The course also aims to develop the student's ability to communicate and discuss theoretical concepts, both orally and in written form.

CONTENTS

The course presents theoretical tools to use knowledge and discoveries in other scientific fields to further the performance of buildings, and to further the adoption of cutting edge science in architecture. Learning takes place through studies of principles and examples, which are implemented in the design processes, both to test the concepts and to develop the design conceptually and functionally. Teaching as lectures, seminars, writing assignments, workshops, study tours and literature studies. Teaching can be in both group and individual form.

LEARNING OUTCOMES

Knowledge and understanding

For a passing grade the student must:

- demonstrate knowledge and understanding of particular scientific knowledge, practice or expertise within a chosen area,
- demonstrate knowledge and insight about the theory and method for implementation, within the field of architecture, of scientific facts and discoveries in other disciplines.

Competence and skills

For a passing grade the student must:

- demonstrate the ability to describe, interpret and discuss theoretical foundations, objectives, resources and concepts in the field of experimental architectural design,
- demonstrate the ability to conduct in-depth analysis of built structures with respect to their functional and design-related properties,
- demonstrate the ability to communicate, using words and pictures, a theoretical content in a professional manner, with the clarity required for interdisciplinary contexts.

Judgement and approach

For a passing grade the student must:

- demonstrate analytical skills to critically evaluate scientific knowledge and theory related to forward-looking aspects of society and construction
- demonstrate the ability to assess the relevance and value of concepts in architectural applications
- demonstrate the ability to critically evaluate one's own performance, which has been conducted in a parallel design process.

**YEAR 4**

ABVN16 – Cultural Heritage Buildings

15 CREDITS

Students: 16

Course responsible teacher: Ingela Pålsson Skarin

Other teachers: Thomas Hellquist, Frans Liliedahl, Sibylla Wiegert, Jenny Bille Kirsten

AIM

The aim of the course is that each student shall acquire competence in rebuilding and/or adding to buildings, or in building new ones, in an already existing, sensitive built-up area. He or she shall also be able to discuss and analyze qualities in renewal; to become competent in preserving and renewing a culture-historical built-up area; and in planning.

CONTENTS

The course addresses buildings of culture-historic value. The course gives knowledge and understanding of, and training in, design having to do with encounters between new and old architecture. The course also focuses on the function, design, material, administration and renewal of buildings. It gives training in how to adapt buildings to contemporary requirements for functions, technical equipment, design and access by physically-handicapped persons. It also examines relevant Swedish legislation, and Swedish demands for care in rebuilding, as well as rebuilding processes.

The course includes: preliminary investigations; modern methods of surveying and estimating damage; capacity analysis and culture-historical evaluation; sketches and reference studies; impact analyses and proposals for remedies; descriptions of buildings, detailed drawings; sample of colours and materials; presentations using modern methods of projection; current Swedish legislation on changes to existing buildings; and international codes and organization.

LEARNING OUTCOMES**Knowledge and understanding**

For a passing grade the student must:

- understand and apply central concepts in communicating and discussing developmental and design ideas in the restoration and renewal of culture-historical buildings
- understand and analyze functional and technical conditions, and the culture-historical values, of such buildings as a basis for planning their renewal
- develop a project for the restoration and/or renewal of sensitive architecture
- applying in his or her project knowledge of traditional building materials and the skills of artisans

Competence and skills

For a passing grade the student must:

- be able to make impact studies of proposals for change that take account of culture-historical, technical and functional values
- develop his or her projects that take account of technical, aesthetical and functional values
- use modern techniques of presentation
- present proposals for change and renewal
- ought to be skilled in thinking critically; in independently resolving problems; in arguing convincingly; and working alone and in groups
- be able to investigate and understand the functional, technical and aesthetical qualities of culture-historical buildings or built-up areas
- be creative, for example in thinking in an innovative way

Judgement and approach

For a passing grade the student must:

- be able to apply the Swedish authorities demands for care when altering and/or renewing a building or an entire built-up environment
- in taking a holistic view of a building and the process of changing it, take into account health, environmental, climatic, safety and access considerations

An architect's restoration work requires careful preliminary study and great detail in planning, and in its designs it should avoid superficial trends and tendencies.

YEAR 4

ABVN11 – Cultural Heritage Buildings, Theory

7,5 CREDITS

Students: 16

Course responsible teacher: Ingela Pålsson Skarin

Other teachers: Thomas Hellquist, Christel Knappe

AIM

The aim of the course is that each student shall acquire competence in rebuilding and/or adding to buildings, or in building new ones, in an already existing, sensitive built-up area. He or she shall also be able to discuss and analyze qualities in renewal; to become competent in preserving and renewing a culture-historical built-up area throughout the whole process.

CONTENTS

The course addresses buildings of culture-historic value. The course gives knowledge and understanding of design having to do with encounters between new and old architecture. The course also focuses on the function, design, material, administration and renewal of buildings, contemporary requirements for functions, technical equipment, design and access by physically-handicapped persons. It also examines relevant Swedish legislation, and Swedish demands for care in rebuilding, as well as rebuilding processes.

The course includes: preliminary investigations; modern methods of surveying and estimating damage; capacity analysis and culture-historical evaluation; reference studies; impact analyses and proposals for remedies; descriptions of buildings, current Swedish legislation on changes to existing buildings; and international codex' and organizations are studied.

LEARNING OUTCOMES**Knowledge and understanding**

For a passing grade the student must:

- understand and apply central concepts in communicating and discussing developmental and design ideas in the restoration and renewal of culture-historical buildings
- understand and analyze functional and technical conditions, and the culture-historical values, of such buildings as a basis for planning their renewal

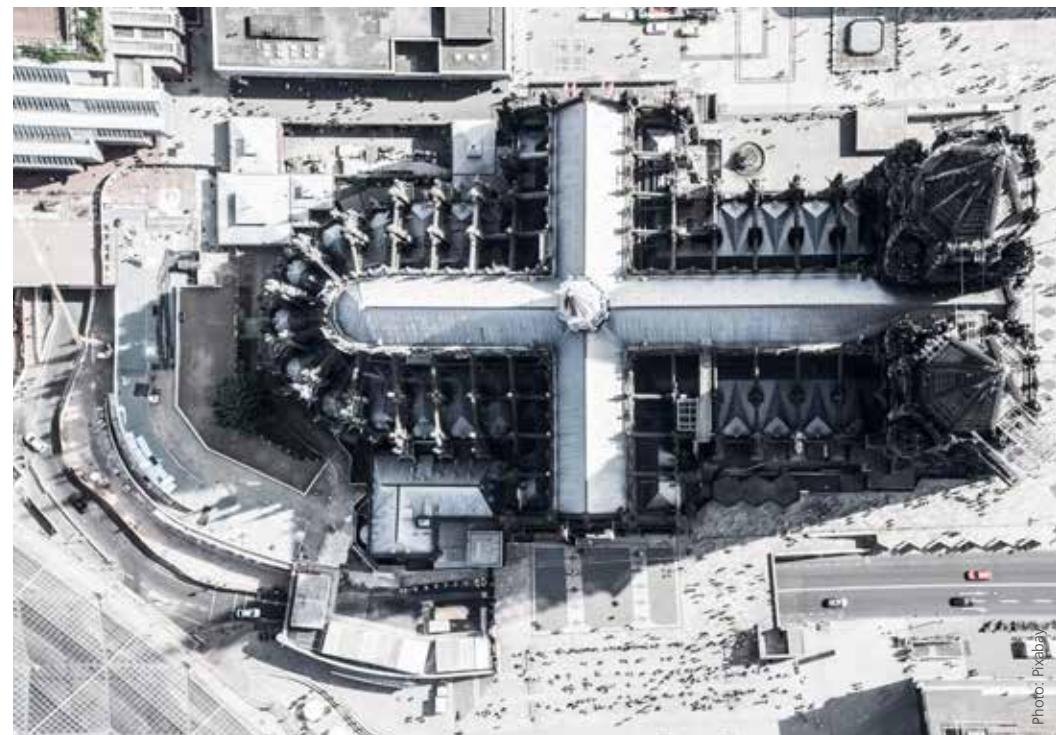


Photo: Pixabay

Competence and skills

For a passing grade the student must:

- be able to make impact studies of proposals for change that take account of culture-historical, technical and functional values
- ought to be skilled in thinking critically; in independently resolving problems and in arguing convincingly
- be able to investigate and understand the functional, technical and aesthetical qualities of culture-historical buildings or built-up areas

Judgement and approach

For a passing grade the student must:

- be able to apply the Swedish authorities demands for care when altering and/or renewing a building or an entire built-up environment
- in taking a holistic view of a building and the process of changing it, take into account health, environmental, climatic, safety and access considerations

An architect's restoration work requires careful preliminary study and great detail in planning, and in its designs it should avoid superficial trends and tendencies.



Photo: SUDES

YEAR 4

ASBN02 – Sustainable Urban Recycling

15 CREDITS

Students: 37

Course responsible teacher: Peter Siöström

Other teachers: Louise Lövenstierne, Henrik Johannesson, Liina Pikk

AIM

The aim of this course is to develop the students' skills in designing strategic visions for sustainable built environments with reference to current international trends relating to processes of urban transformation. This is primarily achieved by the students carrying out an advanced design assignment parallel with them being stimulated to describe, analyse and evaluate urban environments, structures, contexts and development strategies from artistic, humanist, socio-economic and ecological perspectives.

CONTENTS

This course is composed of a qualified urban design assignment at a comprehensive level with selected parts at a more detailed level. The theme of the course is sustainable urban design and the main task is a design assignment where an area faced with change is transformed into an integrated district with mixed functions. This task is carried out according to a thematic structure and starts off with a series of analyses of the project area and other existing urban spaces. During the second phase a number of weekly sketches are carried out around various themes, and a strategy for urban development is formulated. During the final phase the transformation of the area in question is developed based on the analyses and the strategy. A study tour is included in the course to expand the students' frames of reference and develop

their ability to discuss and analyse urban space, contexts and structures. Support for the design assignment work is provided by the knowledge and theoretical content included in the parallel course ASBN06 Urban Recycling – Theory and Methods. It is also appropriate to study these courses together with course ASBN45 Urban Quality and Urban Form, where the focus is on artistically advanced urban design and which aims to inspire and develop the student's creative design ability.

LEARNING OUTCOMES

Knowledge and understanding

For a passing grade the student must:

- be able to demonstrate in-depth knowledge about the importance of urban design for generating long-term sustainable urban contexts and environments;
- have acquired insight into the role of urban design as a driving force in urban processes of transformation;
- be able to demonstrate an understanding of the importance of urban design for peoples' living conditions and have acquired insight into individuals and groups varied experiences of urban environments.

Competence and skills

For a passing grade the student must:

- be able to develop independently a strategy for the sustainable re-development of an existing urban area based on qualified analyses;
- be able to demonstrate the ability to critically and independently integrate knowledge and theoretical points of departure with sustainable urban design as a creative solution to problem solving;
- be able to demonstrate advanced skills with regard to individual, creative and artistic urban design at different levels;
- be able to demonstrate the ability to communicate design proposals, both orally and visually.

Judgement and approach

For a passing grade the student must:

- be able to demonstrate an independent and creative approach to sustainable urban design;
- be able to demonstrate the ability to balance scientific, socio-economic, humanistic and artistic aspects when evaluating the potential of existing urban areas with regard to long-term sustainability.



Photo: SUEs

YEAR 4

ASBN06 – Urban Recycling – Theory and Methods

7,5 CREDITS

Students: 37

Course responsible teacher: Peter Siöström

Other teacher: Louise Lövenstierne

AIM

The aim of this course is to develop the students' knowledge about the theoretical premises for sustainable urban design. A further aim of the course is to expand the students' frames of reference and enhance their ability with regard to critical reflection around current international trends involving urban processes of transformation. In addition, the course sets out to enhance the students' ability to analyse urban space and structures with regard to sustainability. This is primarily accomplished through qualified analyses of urban space and structures with the aid of recognized tools for theoretical analysis.

CONTENTS

This course provides a theoretical and method oriented complement to course ASBN02 Sustainable Urban Recycling. Its content deals primarily with the theoretical premises for sustainable urban development. Tuition is mainly in the form of lectures

and seminars. The students are also provided with an orientation and training in the use of the recognised tools and methods for analysing and visualising urban contexts. This work is carried out and presented in the form of assignments closely related to the design task in course ASBN02 Sustainable Urban Recycling.

LEARNING OUTCOMES**Knowledge and understanding**

For a passing grade the student must:

- demonstrate in-depth knowledge about the theoretical premises for sustainable urban design;
- understand the necessity and character of the interplay between the built environment, urban green spaces, urban structure and communications in order to design sustainable urban environments;
- demonstrate awareness about the impact of urban environments on people's wellbeing and a responsible attitude towards the professional role of urban designers;
- demonstrate knowledge about various methods for the analysis of existing urban space and urban structures.

Competence and skills

For a passing grade the student must:

- demonstrate the ability to describe, interpret, and discuss theoretical premises, objectives, tools and concepts within the field of sustainable urban design;
- demonstrate the ability to carry out in-depth analyses of urban districts with regard to their structural and socio-economic relationship to surrounding areas and the town or city as a whole, with the aid of recognised visual, theoretical and computer based methods;
- demonstrate the ability to formulate a sustainable development strategy for a confined urban area, with a point of departure in in-depth analyses.

Judgement and approach

For a passing grade the student must:

- be able to demonstrate a critical, independent and creative approach to theoretical and methodological points of departure for sustainable urban design;
- be able to demonstrate insight into the potential and the limitations of theoretical models as an aid for urban design;
- be able to demonstrate insight into the necessity of anchoring urban design processes in societal conditions.

**YEAR 4**

ASBN31 – Sustainable Urban Dynamics

15 CREDITS

Students: 34

Course responsible teacher: Peter Siöström

Other teachers: Andreas Olsson, Daniel Wasden, Yaroslava Korchagina, Jakob Norén

AIM

The aim of this course is to develop the students' skills in designing strategic visions for sustainable built environments. This is primarily achieved by the students analysing a selected urban area that is subjected to the pressure of change, and proposing a strategy for renewal in addition to demonstrating this strategy in the form of an advanced design proposal.

CONTENTS

The course is comprised of a qualified urban design assignment at a comprehensive level. The theme of the course is strategic urban development and the predominant part of the course is a design task where the student independently analyses a specific urban area that is being subjected to the pressure of change and proposes a strategy for its renewal, in addition to displaying this strategy in the form of an

advanced design proposal. The analytical and strategic components of the course are supported by the knowledge content of course ASBN41 Urban Dynamics – Theories and Tendencies, which is studied parallel with this course.

LEARNING OUTCOMES**Knowledge and understanding**

For a passing grade the student must:

- be able to demonstrate an in-depth insight into the possibilities of strategic urban development with regard to initiating and implementing long-term sustainable processes of change;
- be able to demonstrate an understanding of the complexity of the implementation process and its dependence on local, regional and national factors;
- be able to demonstrate an insight into how political, economic, geographical and cultural factors can influence the implementation of an urban development project formulated independently;
- be able to demonstrate an in-depth understanding of the possibilities of urban design with regard to improving people's terms of life.

Competence and skills

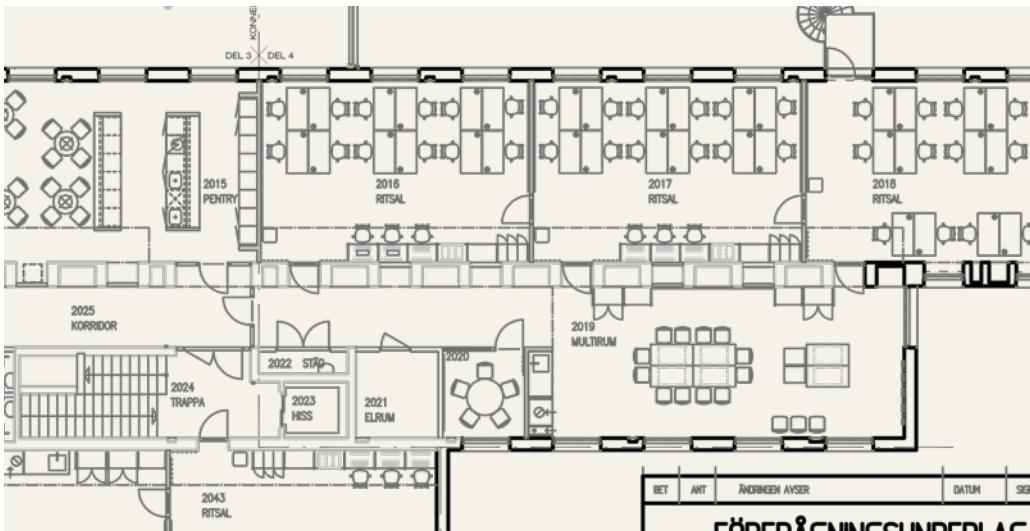
For a passing grade the student must:

- be able to demonstrate the ability to individually develop a strategy for the sustainable renewal of an existing urban environment based on qualified analyses of contextual, cultural, social and economic factors;
- be able to demonstrate advanced skills in individual, creative and artistic urban design at various levels;
- be able to demonstrate a qualified ability when communicating a design proposal, both visually and orally

Judgement and approach

For a passing grade the student must:

- be able to demonstrate insight with regard to the responsible role of the urban planner as a designer of urban structures;
- be able to demonstrate the ability to evaluate the existing prerequisites for urban change with respect to social, cultural and economic interests;
- be able to demonstrate the ability to identify ones need of further knowledge and development of competence.

**YEAR 4**

ASBN41 – Urban Dynamics – Theories and Tendencies

7,5 CREDITS

Students: 34

Course responsible teacher: Peter Siöström

Other teacher: Andreas Olsson

AIM

The aim of the course is to enhance the student's orientation regarding current trends in the theory and practice of urban design. The aim is also to make the student become well acquainted with current research on sustainable urban development. In addition, this course sets out to discuss urban theories and relate these to various design strategies from a questioning and analytical perspective.

CONTENTS

The focus of this course is on sustainable urban design and its content deepens and poses issues on current and historical trends and theories. The course provides students the opportunity to deepen their knowledge of current research within the broad field known as sustainable urban development. Tuition takes place primarily in the form of lectures, seminars and written assignments. The knowledge content provided by this course create a foundation for the work with visions and strategies in course ASBN31 Sustainable Urban Dynamics, which is studied parallel with this course.

LEARNING OUTCOMES**Knowledge and understanding**

For a passing grade the student must:

- be able to demonstrate an understanding the international urban development's dependence on cultural, socio-economic and ideological factors;
- be able to demonstrate in-depth knowledge of current international trends in the theory and practice of urban design;
- be well-acquainted with current research on sustainable urban development.

Competence and skills

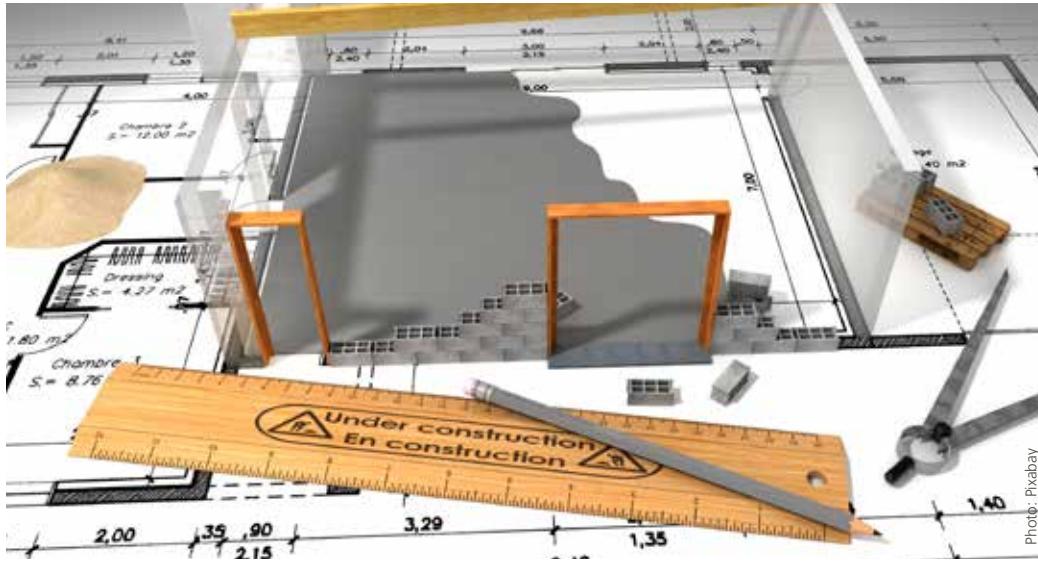
For a passing grade the student must:

- demonstrate the ability to discuss urban theories in a questioning and analytical manner, both verbally and in writing, and relate these to different design strategies;
- demonstrate the ability to carry out independently a study within the theme of sustainable urban design based on lectures and assigned literature.

Judgement and approach

For a passing grade the student must:

- be able to demonstrate an analytical, critical, independent and creative approach to urban theories and ideologies;
- be able to demonstrate insight into the opportunities provided by urban design to influence peoples' psychological, economic, social and cultural welfare



YEAR 4

AAHN15 – The Creative Tools of Architecture I

7,5 CREDITS

Students: 21

Course responsible teacher: John Ross

Other teachers: Gediminas Kirdeikis, Ana Goidea, Jesper Wallgren, Fredrik Schleiman-Jensen

AIM

The course aims to provide students with training and knowledge of various tools in the architectural profession. Analog and digital aids are side by side with elements focused on presentation and rhetoric. The course provides students the opportunity to work out practical and analytical tools to discuss.

CONTENTS

The focus may vary from semester to semester. The course provides the student the opportunity to in team and independently, read and try out various tools in practice. Each stage is followed up by a critical review of outcome versus tool. The course consists of lectures, seminars, theoretical and practical exercises and focused intense moments (workshops).

LEARNING OUTCOMES

Knowledge and understanding

For a passing grade the student must:

- Show knowledge of the potential of different tools in architectural design.
- Show understanding of the relationship between the architect's tools and the result of the architecture project.

Competence and skills

For a passing grade the student must:

- Show ability to handle various tools in architectural design.
- Demonstrate the ability to modify the architecture project in a creative way by using various tools.

Judgement and approach

For a passing grade the student must:

- Demonstrate the ability to select tools in relation to the architectural creation.
- Show a critical attitude to how the tools affect the architectural project.

YEAR 4

AAKN20 – Architecture in Material and Detail I

7,5 CREDITS

Students: 45

Course responsible teacher: Tomas Tägil

Other teacher: Bernt Nilsson

AIM

The aim of the course is to provide in depth knowledge about architecture as a dialogue between building design, materials and construction. The students will study tectonic meanings in architecture through looking at a construction as a whole including symbolic, representative and other values. They will train the process of shaping architecture through aesthetic processing of material and construction. The aim is also to provide deep knowledge and understanding about materials and technologies from different periods of architecture to be able to interpret and apply in modern work.

CONTENTS

The course is directed to the modern building tectonics. The work includes both analysis and development of the built environment. The course is based on earlier basic knowledge and provides more complex, broader and deeper studies in materials, details and advanced structures of architecture.

LEARNING OUTCOMES**Knowledge and understanding**

For a passing grade the student must:

- be able to explain the correlation between architecture, materials and construction in buildings from different periods and apply this knowledge in a modern building context
- show good knowledge in the artistic design process in architecture as detail and as a whole
- understand advanced construction from an architect's perspective
- have a good knowledge about materials and constructions from different periods.



Photo: Tomas Tägil

Competence and skills

For a passing grade the student must:

- be able to analyze existing buildings from a tectonic point of view
- be able to collect knowledge to design and outline a building with focus on materials and details
- be able to design a building from a tectonic and spatial point of view and present this in model and text
- be able to present his/her workprocess and results orally, in writing and visually.

Judgement and approach

For a passing grade the student must:

- present a critical, independent and creative approach in the work process where artistic, materials and details are included
- be able to assess architecture from a holistic perspective



YEAR 4

AAMN01 – Human Environmental Frames – Building scale/Urban scale

7,5 CREDITS

Students: 20

Course responsible teacher: Thorbjorn Laike

Other teacher: Niklas Nihlén

AIM

Light and colour are two factors that play an decisive role for the experience of space. How light and colour are used in the built environment could often be vital for the experience. The interplay between material, light and colour is also of great importance for the experience.

The course aims at giving awarness about the relationship between light colour and space. Furthermore, the aim is to give visual and tactile experience of the interplay between light colour and material. Finally an aim is to apply the new knowledge and experience in real situations.

CONTENTS

Structure and content: The course consist mainly of lectures, practical assignments, study visits, own work and supervision.

LEARNING OUTCOMES

Knowledge and understanding

For a passing grade the student must:

- show knowledge about the interplay between light, colour and material.
- show good knowledge about how light and colour influence the experience and should also have knowledge about the underlying causes.

Competence and skills

For a passing grade the student must:

- independently be able to apply the knowledge and experiences from the course in a practical design assignment.
- be able to visually present the work in an understandable way.
- be able to discuss the interplay between light, colour and material.

Judgement and approach

For a passing grade the student must:

- be able to discuss his or her own and other students work, orally and applying a critical perspective based on the received knowledge and experience about the interplay between light, colour and material.
- be able to critically and in a constructive way examine and discuss different approaches to light, colour and material and also how different ways of presentation affect the experience.



Photo: Pixabay

YEAR 4

ABFF01 – An Outline of Scandinavian Architecture and Urbanism I

7,5 CREDITS

Students: 5

Course responsible teacher: Andreas Olsson

Other teacher: Henrik Johannesson

AIM

The course aims to give the student an understanding of and a basic knowledge of the form, traditions and development of Scandinavian architecture.

CONTENTS

The course focuses on recent Scandinavian architecture and urbanism that is represented by its key objects and -architects. Its first part comprises lectures and seminars, together with excursions in Scandinavia; its second part the students' own studies and the preparation of an exercise on analyzing a significant Scandinavian building.

LEARNING OUTCOMES

Knowledge and understanding

For a passing grade the student must have a basic knowledge of the ideas, character and styles of Scandinavian architecture and urbanistic history and present architectural and planning discussions.

- understand and be able to apply central concepts in communicating and discussing developmental and formation ideas of architecture and urbanism.

Competence and skills

For a passing grade the student must develop his or her critical thinking.

- be able to argue convincingly
- work alone and in groups
- understand and review functional, technical and aesthetic qualities in Scandinavian architecture and urbanism
- analyze both in graphic and in text different qualities in Scandinavian architecture

Judgement and approach

For a passing grade the student must:

- show an ability to understand and discuss qualities in Scandinavian architecture and urbanism,
- be able to evaluate and analyze architectural qualities in existing Scandinavian architecture.

YEAR 4

AEBF20 – Building Integrated Solar Energy Systems

7,5 CREDITS

Students: 1

Course responsible teacher: Henrik Davidsson

AIM

The aim of the course is to show how active solar energy systems can be integrated in and co-operate with the main energy system of buildings. The course gives an overview of both solar electrical (photovoltaic) and thermal systems. The course will provide an understanding on how solar thermal collectors and PV-systems can be integrated into buildings for production of heat and electricity. An important part of the course is to teach the students how to use simulation programs for investigating the performance and optimization of the solar energy system. Tools will be taught to perform a pre-study of the installation of a solar thermal system in a building.

CONTENTS

The course will focus on basic knowledge of solar energy concepts. Also, the main types of technologies regarding solar heating and electricity will be addressed. Simple hand calculations will be taught regarding the estimation of solar radiation on facades and roofs. The course will provide the simulation tools in order to design and optimize solar thermal and electrical energy systems. Important aspects of architectural integration of the systems that can influence architectural design decisions will be discussed.

LEARNING OUTCOMES**Knowledge and understanding**

For a passing grade the students must:

- Show understanding of basic solar energy terms such as direct vs diffuse solar radiation, collector vs absorber, monocrystalline solar cells, inverter, etc.;
- Understand the basic design of solar thermal and electrical systems installed in buildings as well as the basic characteristics of the main components of solar energy systems such as solar thermal collectors, solar cells, storage tanks, etc;
- Show deep understanding of the potential savings of a solar thermal and electrical system in buildings;



- Understand important aspects of architectural integration of the systems in buildings;
- Understand how a solar collector can be tested to obtain important key figures for the collector.

Competence and skills

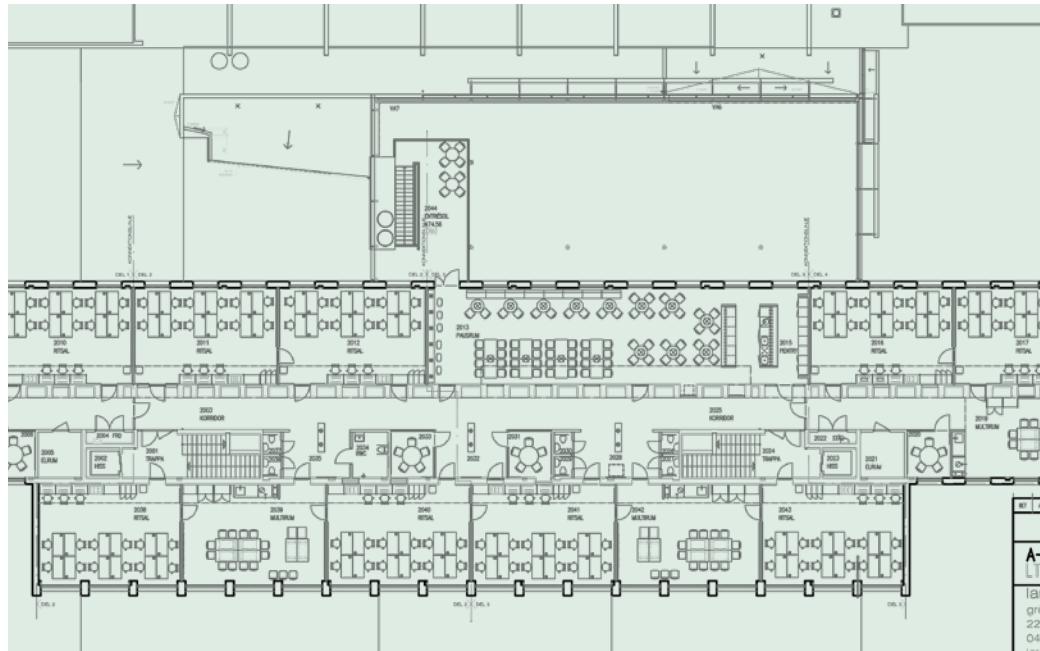
For a passing grade the students must:

- Show the ability to communicate verbally and graphically an architectural solar concept, using the appropriate vocabulary concerning the basic design of solar energy systems, the main components and connection to the existing energy system of the building;
- Show the ability to carry out basic hand estimates and use basic simulation tools for both solar thermal and electrical systems and to estimate solar energy potential on building facades and roof for solar thermal and electrical systems;
- Show the ability to perform a basic pre-study of the installation of a solar thermal or electrical system in a building;
- Be able to make a principal design for a solar thermal system and a solar electricity system.

Judgement and approach

For a passing grade the students must:

- Show the ability to discuss the potential energy savings of solar energy systems in buildings, as well as important aspects of architectural integration of the systems that can influence architectural design decisions;
- Be able to discuss the difference, benefits and drawbacks for different techniques e.g. flat plate versus vacuum tube solar collectors;
- Be aware of current research trends and challenges in the field of solar energy.



YEAR 4

AFON25 – Performing Theories

7,5 CREDITS

Students: 11

Course responsible teachers: Mattias Kärrholm, Lars-Henrik Ståhl

Other teacher: Fredrik Torisson

AIM

The aim of the course is to deepen the students' knowledge about architecture theory and architecture related theories and their relation to the built environment.

The aim of the course is also to increase the students ability to perform, and in action investigate, theoretical issues in their own design.

The course aims to prepare students for research in architecture with a special emphasis on practice based research on architectural theory basis.

CONTENTS

The course has its focus on deeper understanding of architecture theories and aesthetics by practise, as well as by theoretical studies. The content of the course is thematically organised, i.e. for each course, a new theme is selected. The succession of themes improves the course, while the critical and reflective design process constitute the sustainable kernel of the course.

The tuition is carried out in the form of lectures, seminars, practice oriented assignments, fieldtrips, workshops and individual thesis work. The course is conducted in an innovative spirit regarding the development of tuition and examinations.

LEARNING OUTCOMES

Knowledge and understanding

For a passing grade the student must:

- be able to analyse theoretical issues and their meaning in the design of the built environment.
- be well acquainted with the main outlines architecture theory.
- present a personal and well performed design process according to the specific theme of the course.
- oriented in contemporary as well as historical architecture theory.

Competence and skills

For a passing grade the student must:

- demonstrate the ability to interpret, analyse and question architecture theory
- demonstrate the ability to analyse artistic, architectonic and urban contexts, from backgrounds given by art- and och architecture theory.
- demonstrate the ability, personal as well as group wise, present and visualise design and redesign of different architectonical contexts.
- demonstrate the ability, orally, visually and in writing, communicate standpoints and proposals

Judgement and approach

For a passing grade the student must:

- demonstrate a critical, independent and creative approach regarding the possibilities of different theories inherent possibilities to contribute to attractive and sustainable environments.
- take into account relevant scientific, societal, aesthetic and ethical aspects in ones reasoning with regard to the design of environments as well as objects and details.



Illustration: Atanaska Foteva

YEAR 4

ASBN36 – Urban Process

7,5 CREDITS

Students: 20

Course responsible teacher: Peter Siöström

Other teachers: Sonja Andersson, Anders Svensson, David Wasden

AIM

The aim of the course is to deepen the students' knowledge about the implementation of projects fostering sustainable urban development and to enhance their ability to reflect critically about processes of urban change. This course also aims to deepen the students' insight and ability to analyse critically the actors, driving forces and control mechanisms associated with urban design. This is primarily achieved by the qualified analysis of projects that have been implemented.

CONTENTS

The content of the course lies primarily in the charting and analysis of the actors, factors and events that influence current urban development projects. The students are also provided with an overview of the control mechanisms that influence Swedish and to a certain extent international urban design and planning processes.

LEARNING OUTCOMES**Knowledge and understanding**

For a passing grade the student must:

- be able to demonstrate knowledge about the problem issues and methods relating to strategic urban development;
- be aware of the character of the interplay of the actors involved in urban development;
- be able to demonstrate knowledge of the control mechanisms in the form of legislation, plans and national interests that influence possible urban development strategies.

Competence and skills

For a passing grade the student must:

- be able to demonstrate the ability to critically analyse and discuss the societal, social and economic forces that generate the prerequisites for urban development;
- be able to demonstrate the ability to critically analyse and discuss the control mechanisms that regulate urban development, such as planning and environmental legislation, ownership and economic incitements.

Judgement and approach

For a passing grade the student must:

- be able to demonstrate an analytical, critical, independent and creative approach to the processes of urban change;
- be able to demonstrate an insight as to the need for anchoring urban design processes in societal contexts.



Photo: Pixabay

YEAR 4

ASBN45 – Urban Quality and Urban Form

7,5 CREDITS

Students: 39

Course responsible teacher: Andreas Olsson

Other teacher: Moohammed Wasim Yahia

AIM

The aim of the this course is to develop the student's ability to understand, analyse and evaluate artistic aspects and means of expression related to urban design. In a questioning and creative manner, the course also aims to develop the students' ability, both orally and in writing, to integrate theoretical knowledge and a humanistic perspective in their reflections around the design related aspects of urban environments. A further aim of the course is to expand the students' frames of reference relating to urban design projects.

CONTENTS

The focus of this course is on artistically qualified urban design and its content deepens the discussion and takes up problems concerning the relationship between urban form and urban qualities. The cases dealt with concern the various means of expression pertaining to urban design, such as the town paving, greenery, building volumes, the design of squares and other urban elements. The course gives the students the opportunity to expand their references as to qualified urban design projects and come into contact with leading artistic practitioners in this field. Tuition is in the form of lectures, seminars and individual thesis work. The course's focus on

artistically advanced urban design is aimed at inspiring and developing the student's creative design ability and thereby providing support for the design assignment in course ASBN02 Sustainable Urban Recycling.

LEARNING OUTCOMES**Knowledge and understanding**

For a passing grade the student must:

- be able to demonstrate an understanding of the importance of urban design for peoples' ways of living as well as insight into individuals' and groups' varied experiences of urban environments;
- be able to demonstrate a deep insight into the artistic aspects of urban design and be oriented as to how contextual circumstances, such as climate, cultural heritage, landscape elements or topography can generate a point of departure for qualified design.

Competence and skills

For a passing grade the student must:

- be able to demonstrate the ability, both orally and in writing, to conduct qualified dialogues concerning the artistic and humanistic aspects of urban design; estimate and value the physical environment's influence on social life
- be able to demonstrate the ability in writing to describe, analyse and conduct a qualified discussion about issues concerned with urban design and urban qualities based on course lectures and assigned literature;
- be able to demonstrate the ability to critically scrutinise a given text with regard to subject, content, form, structure and general presentation.
- individually and written make researches into optional subject in urban design
- individually and written evaluate and make conclusions on optional subject in urban design

Judgement and approach

For a passing grade the student must:

- be able to demonstrate the ability to make qualified evaluations concerning urban quality and urban form;
- be able to demonstrate insight into the artistic aspects of urban design;
- be able to demonstrate insight into the effects of the urban environment on peoples' well-being and a responsible approach to the professional role of the urban designer.



Photo: Charlotte Carlberg Bärg



Spring Courses



Photo: Kenneth Ruona

YEAR 1

AAHA10 – Architecture Basic Course B1

18 CREDITS

Course responsible teacher: Aronsen/Jonson/Marcu/Mateo

Atelje Q: Students: 18 | Course responsible teacher: Andreea Marcu

Other teachers: Sergi Serrat

Atelje X: Students: 16 | Course responsible teacher: Nina Falk Aronsen

Other teachers: Martin Svansjö, Daniel Persson

Atelje Y: Students: 17 | Course responsible teacher: Jesús Mateo

Other teachers: Johan Bång

Atelje Z: Students: 15 | Course responsible teacher: Monika Jonson

Other teachers: René Anderssen, Thomas Hellquist

AIM

One of four basic courses during the student's first two years, this course aims to give him or her step-by-step a basic knowledge and ability to use an architect's equipment and understand the arts of giving architectural form and perceiving spatial conditions, and how individual buildings and towns are technically built and used.

The student learns how with these means to give form to buildings and built environments in a spatial context by working and investigating creatively, to take account of various factors in expressing architectural ideas; and to use drawings, sketches, models, written texts and images to communicate with others.

In this course (B) emphasis is given to the architecture of dwellings, its relationships to those who live in them and their surroundings.

CONTENTS

Teaching is mediated through lectures, project and other exercises, seminars, study trips, workshops and written work. The greatest emphasis is on teaching students to work on and present tasks in the form of drawings, models, sketches, illustrations, writing and other relevant media. At the end of each term each student's tangible material will be assembled in what is called a portfolio that is used as the basis for an individual pedagogical discussion with him or her.

The projects and exercises of the course focus on giving form to dwellings and houses and their immediate surroundings. The student shall investigate the relationships between a dwelling and its location and spatial context and the building's design and its functional, cultural and aesthetical qualities. The course includes various forms of support, among them digital presentation and modelling and various

artistic techniques. The contents of the course can vary between the three studios in which it is taught.

LEARNING OUTCOMES

Knowledge and understanding

For a passing grade the student must individually, but with support from a teacher:

- describe the fundamental conditions for giving form to dwellings.
- describe and analyse the architectural qualities of a dwelling, with particular emphasis on the interplay between its aesthetical, spatial, functional, technical and ecological aspects which he or she must be able to balance against one another in a project he or she has created.
- choose and present something constructed and the material from which it is made and, from the points of view of its endurance, expression and significance for those that experience it, discuss its architectural qualities and those of its design.
- understand and describe the meaning of a plan, a section, an elevation and a site plan drawing.

Competence and skills

For a passing grade the student must individually, but with support from a teacher:

- while taking account of pre-determined spatial and architectural conditions, design a small dwelling and its surroundings in a way that expresses an architectural idea.
- use relevant architectural terms and concepts in both discussing and presenting his or her own project.
- with the help of drawings and models give an oral presentation of a smaller dwelling for his or her fellow students and their teachers. The presentation shall in a clear, well-ordered and graphically deliberate manner mediate the dwelling's architectural ideas in a way that is expressive, well developed and precise.

Judgement and approach

For a passing grade the student must individually, but with support from a teacher::

- compare and evaluate different dwellings and their surroundings with particular reference to both their architectural values and their values to different groups of users in different situations.
- demonstrate a creative attitude to specified tasks.
- alter an existing project during the design process

YEAR 1

VBMA05 – Building Materials

3 CREDITS

Students: 64

Course responsible teachers: Maria Fredriksson, Katja Fridh

AIM

The aim of the course is to give basic knowledge about the properties of most building materials.

CONTENTS

The course focus mainly on:

- density and porosity
- heat and moisture related properties
- durability and service life in different environments
- the manufacture and micro structure of the most common building materials

The students perform two student experiments in groups of max four students.

LEARNING OUTCOMES**Knowledge and understanding**

For a passing grade the student must:

- For a passing grade the students must:
- be able to identify the most common building materials
- know the design, manufacture and operation of the most common building materials
- understand the relationship between a material's microstructure and its properties
- know the environmental impact of some building materials

Competence and skills

For a passing grade the student must:

- be able to identify important demands in various environments and how these affect the materials
- be able to perform laboratory experiments and evaluate its results

YEAR 1

AADA05 – Digital Tools 2

2 CREDITS

Students: 65

Course responsible teacher: John Ross

Other teachers: Gediminas Kirdeikis, Albin Karlsson, Anton Johansson, Malka Logo

AIM

The course aims to introduce digital tools for simple 3D sketching and modelling, in order to be able to support the design and presentation of architectural projects.

CONTENTS

The course introduces basic digital tools for sketching and modelling through lectures and guided exercises. Tutorials are selected to be relevant to architectural design and presentations.

LEARNING OUTCOMES**Knowledge and understanding**

To be formally approved, the student must demonstrate that he/she:

- Is able to describe basic features of digital tools for 3D sketching and modelling.

Competence and skills

To be formally approved, the student must demonstrate that he/she:

- Understands and has a capability to work with the basic methods of digital 3-D sketching, and 3-d modelling in programs such as Sketch Up.
- Is able to use 3D-modelling in order to produce presentation material for an architectural project, such as drawings, illustrations and perspectives.

Judgement and approach

To be formally approved, the student must demonstrate that he/she:

- Is able to demonstrate a critical approach to various methods and techniques in 3D sketching and modelling.

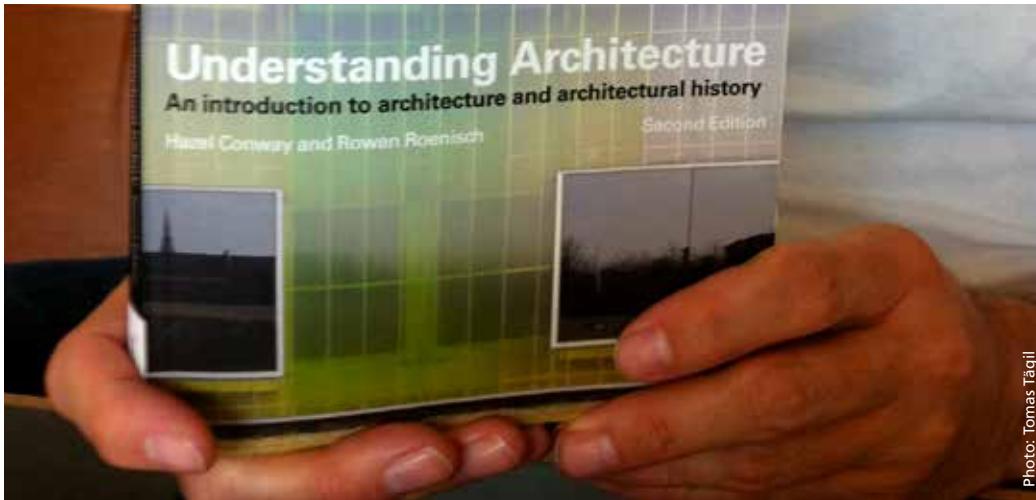


Photo: Tomas Tägil

YEAR 1

ATHA05 – The Theory and History of Architecture II (Year 1)

7 CREDITS

Students: 65

Course responsible teachers: Mats Hultman, Fredrik Torisson

Other teachers: Nina Falk Aronen, Tomas Tägil

AIM

The course aims to provide an overview of the physical properties, history, use, construction, preservation and renewal of housing and built environment in general – these studies being related to the body of architectural thought and of built precedent. The course will also enhance the participant's capacity for critical reflection on architectural issues, and the architectural profession in general. Students will practice their ability to deal with architectural theory and the history of architectural reasoning. The challenges of design in contemporary architecture will be presented by guest lecturers.

CONTENTS

The course presents the history, as well as contemporary issues, of housing and everyday built environment, through the study of artefacts, sites, architectural theory and associated social factors, technology and culture. The course also introduces contemporary architecture in a series of lectures and exercises, seminars and writing tasks. The capacity of the individual student for objective reflection will be developed through discussion, writing and the study of architectural theory.

LEARNING OUTCOMES**Knowledge and understanding**

To be formally approved, the student must demonstrate that he/she:

- Is able to explain the main features of the history of residential architecture.
- Is able to describe – in depth; selected fundamental methods of investigation, analysis and means of describing domestic architecture and the built environment.

Competence and skills

To be formally approved, the student must demonstrate that he/she:

- Is able to master basic methods of investigation, analysis and description of domestic architecture and everyday buildings.
- Is able to write a fluent text covering the above mentioned topics.

Judgement and approach

To be formally approved, the student must demonstrate that he/she:

- Is able to demonstrate an ability to make simple qualitative assessments from specific architectural examples.

YEAR 2

AAHF15 – Architecture Basic Course B2

18 CREDITS

Atelje Q: Students: 15 | Course responsible teacher: Andreea Marcu
Other teachers: Niels Pettersson, Sergi Serrat

Atelje X: Students: 16 | Course responsible teacher: Nina Falk Aronsen
Other teachers: Martin Svansjö, Daniel Persson

Atelje Y: Students: 16 | Course responsible teacher: Jesús Mateo
Other teacher: Johan Bång

Atelje Z: Students: 15 | Course responsible teacher: Monika Jonson
Other teachers: René Anderssen, Thomas Hellquist

AIM

One of four basic courses during the student's first two years, this course aims to give him or her step-by-step a basic knowledge and ability to use an architect's equipment and understand the arts of giving architectural form and perceiving spatial conditions, and how individual buildings and towns are technically built and used.

The student learns how with these means to give form to buildings and built environments in a spatial context by working and investigating creatively, to take account of various factors in expressing architectural ideas; and to use drawings, sketches, models, written texts and images to communicate with others.

In this course (B) emphasis is given to the architecture of dwellings, its relationships to those who live in them and their surroundings.

CONTENTS

Teaching is mediated through lectures, project and other exercises, seminars, study trips, workshops and written work. The greatest emphasis is on teaching students to work on and present tasks in the form of drawings, models, sketches, illustrations, writing and other relevant media. At the end of each term each student's tangible material will be assembled in what is called a portfolio that is used as the basis for an individual pedagogical discussion with him or her.

The projects and exercises of the course focus on giving form to dwellings and houses and their immediate surroundings. The student shall investigate the relationships between a dwelling and its location and spatial context and the building's design and its functional, cultural and aesthetical qualities. The course includes various forms of support, among them digital presentation and modelling and various artistic techniques. The contents of the course can vary between the three studios in which it is taught.

LEARNING OUTCOMES**Knowledge and understanding**

For a passing grade the student must individually, but with support from a teacher:

- describe the fundamental conditions for giving form to dwellings.
- describe and analyse the architectural qualities of a dwelling, with particular emphasis on the interplay between its aesthetical, spatial, functional, technical and ecological aspects which he or she must be able to balance against one another in a project he or she has created.
- choose and present something constructed and the material from which it is made and, from the points of view of its endurance, expression and significance for those that experience it, discuss its architectural qualities and those of its design.

Competence and skills

For a passing grade the student must individually, but with support from a teacher:

- while taking account of pre-determined spatial and architectural conditions, design a small dwelling and its surroundings in a way that expresses an architectural idea.
- use relevant architectural terms and concepts in both discussing and presenting his or her own project.
- with the help of drawings and models give an oral presentation of a smaller dwelling for his or her fellow students and their teachers. The presentation shall in a clear, well-ordered and graphically deliberate manner mediate the dwelling's architectural ideas in a way that is expressive, well developed and precise. The student shall make use of different techniques of drawing and demonstrate the use of one of them that reflects the student's personal ambition thus to communicate his or her project.

Judgement and approach

For a passing grade the student must individually, but with support from a teacher:

- compare and evaluate different dwellings and their surroundings with particular reference to both their architectural values and their values to different groups of users in different situations.
- demonstrate a creative attitude to specified tasks.
- create and develop a project by evaluating different resolutions to it and choosing one of them.



Photo: Pixabay

YEAR 2

ATHA10 – The Theory and History of Architecture IV (Year 2)

7 CREDITS

Students: 58

Course responsible teachers: Mats Hultman, Fredrik Torisson

Other teachers: Nina Falk Aronsen, Tomas Tägil

AIM

The course aims to bring together the knowledge and skills acquired in the previous courses in architectural theory and history, preparing the students for the task of studying the inherent relationships of society, culture, technology, urban planning and architectural design – the city of Rome serving as a case study example. The course also seeks to advance the student's ability to discuss and debate well defined aspects of architecture theory and architectural phenomena. The course includes a series of lectures given by visiting academics and professionals – with associated seminars and exercises.

CONTENTS

The course consists of research followed by a trip to Italy. After the field trip, the student is required to write an essay which discusses a specifically identified architectural work or a place in Rome – in relation to its associated historical and theoretical background. The course begins with lectures and seminars that provide a backdrop

to the historic and architectural development, and relationship between Rome and Scandinavia. In the subsequent study trip to Italy (Rome) various architectural aspects of the study of the historic environment are discussed. Attendance is mandatory at various lectures, seminars, and a field course to Italy (Rome). There is a formal requirement to write an essay. Each student is required to pass all stages of the overall course and in addition, to maintain the formally stated overall level of attendance.

LEARNING OUTCOMES**Knowledge and understanding**

To be formally approved, the student must demonstrate that he/she:

- Is able to explain, discuss and reflect upon how different architectural basic concepts have been used within the field of architecture.
- Is able to define and identify the principal aspects of architectural theory, within a given text or relating to a work of architecture but also relate the aspects to different contexts within the field of architecture.

Competence and skills

To be formally approved, the student must demonstrate that he/she:

- Is able to discuss his or hers own project and its core concepts while making use of theory.
- Is able to offer a reflective and informed criticism, written and debated; of an individually selected text or work of architecture, or his or hers own project.

Judgement and approach

To be formally approved, the student must demonstrate that he/she:

- Is able to demonstrate an ability to make advanced and theoretically grounded qualitative assessments of specific architectural works – while demonstrating an understanding of any related historical, cultural background.
- Is able to formulate meta-theoretical questions relating to architecture and the architectural profession.



Photo: Pixabay

YEAR 2

ABKA01 – Energy and Building Services

3 CREDITS

Students: 60

Course responsible teacher: Birgitta Nordquist

AIM

The aim of the course is to give knowledge about how to create energy efficient buildings with a good indoor climate.

CONTENTS

- Indoor climate factors; thermal, hygienical, acoustics
- Energy use in the society
- Energy use in various kinds of buildings
- All parts of an energy balance
- Ventilation systems for buildings
- Heating systems for buildings
- Cooling systems for buildings
- Tap water and sewage systems

LEARNING OUTCOMES**Knowledge and understanding**

For a passing grade the student must:

- be able to describe indoor climate factors
- be able to describe the building services systems
- be able to describe the factors that affect the energy demand for a building and identify possible measures for reducing the energy need in new and existing buildings
- understand the significance of the outdoor climate and the activities which affect the energy balance and the indoor climate

Competence and skills

For a passing grade the student must:

- be able to make an energy balance for a building
- be able to estimate the energy demand for a building and the indoor temperature as well.

Judgement and approach

For a passing grade the student must:

- be able to analyse and judge information about the energy use, the design and the indoor climate of a building in a critical way
- be able to judge the significance of the design of the building on the energy use and the indoor climate

YEAR 2

AADA15 – Digital Tools 4

2 CREDITS

Students: 62

Course responsible teacher: John Ross

Other teachers: Laura Katre, Gediminas Kirdeikis, Malka Logo, Clara Sandell

AIM

The course aims to introduce digital tools for 2D drawing of architectural projects.

CONTENTS

This course introduces digital tools for 2D drawing of architectural projects in CAD programmes through lectures and guided exercises. Tutorials are selected to be relevant to architectural presentations.

LEARNING OUTCOMES**Knowledge and understanding**

To be formally approved, the student must demonstrate that he/she:

- Is able to describe basic features of 2D cad applications

Competence and skills

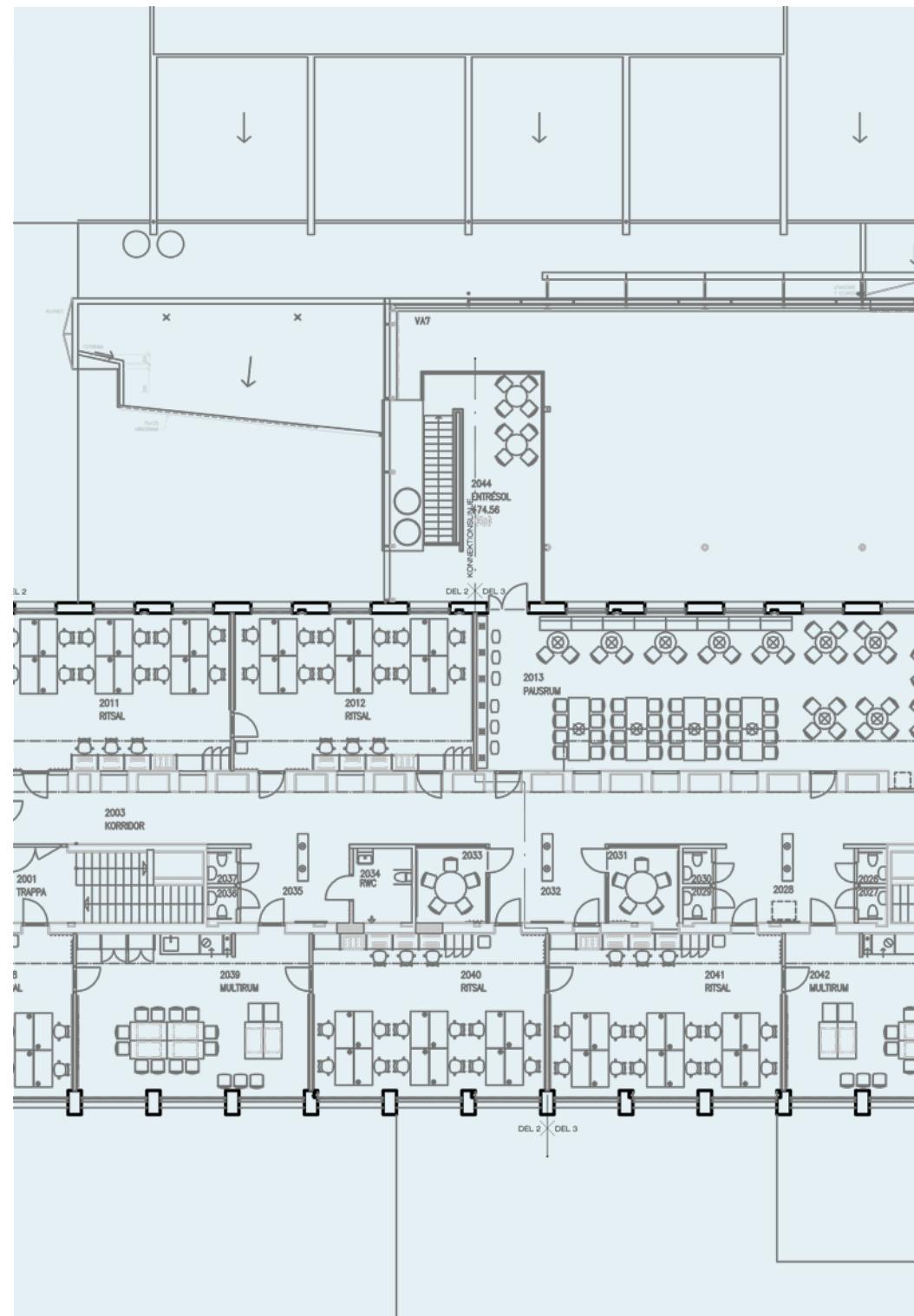
To be formally approved, the student must demonstrate that he/she:

- Understands and has a capability to work with the basic methods for 2D drawing using CAD applications
- Is able to compile a simple but communicative, 2d drawing using CAD.

Judgement and approach

To be formally approved, the student must demonstrate that he/she:

- Is able to demonstrate a critical approach to different presentation methods and techniques in drawing and presentation.



YEAR 3

VBEA05 – The Construction Process, Basic Course

5 CREDITS

Students: 46

Course responsible teacher: Anne Landin

AIM

The subject aims at imparting the students with knowledge and understanding of the players, regulations and processes that must be observed with planning and administration of a building or construction process.

CONTENTS

In general the subject focuses on the construction process as a whole. Specific focus will be on project planning techniques, scheduling, cost control, forms of contract, financing and quality management.

LEARNING OUTCOMES

Knowledge and understanding

For a passing grade the student must:

- Describe the different stages in building processes from the construction perspective.
- Identify and define the key players in different stages of the construction process.
- Understand the construction processes connection to companies and society's economy.
- Describe the rules and regulations that affect the different stages of construction
- Explain the quality process and safety working environment in the construction process.

Competence and skills

For a passing grade the student must:

- Apply basic methods for planning, financial analysis and organising a construction project.

Judgement and approach

For a passing grade the student must:

- Formulate and evaluate the relevant aspects of construction process.

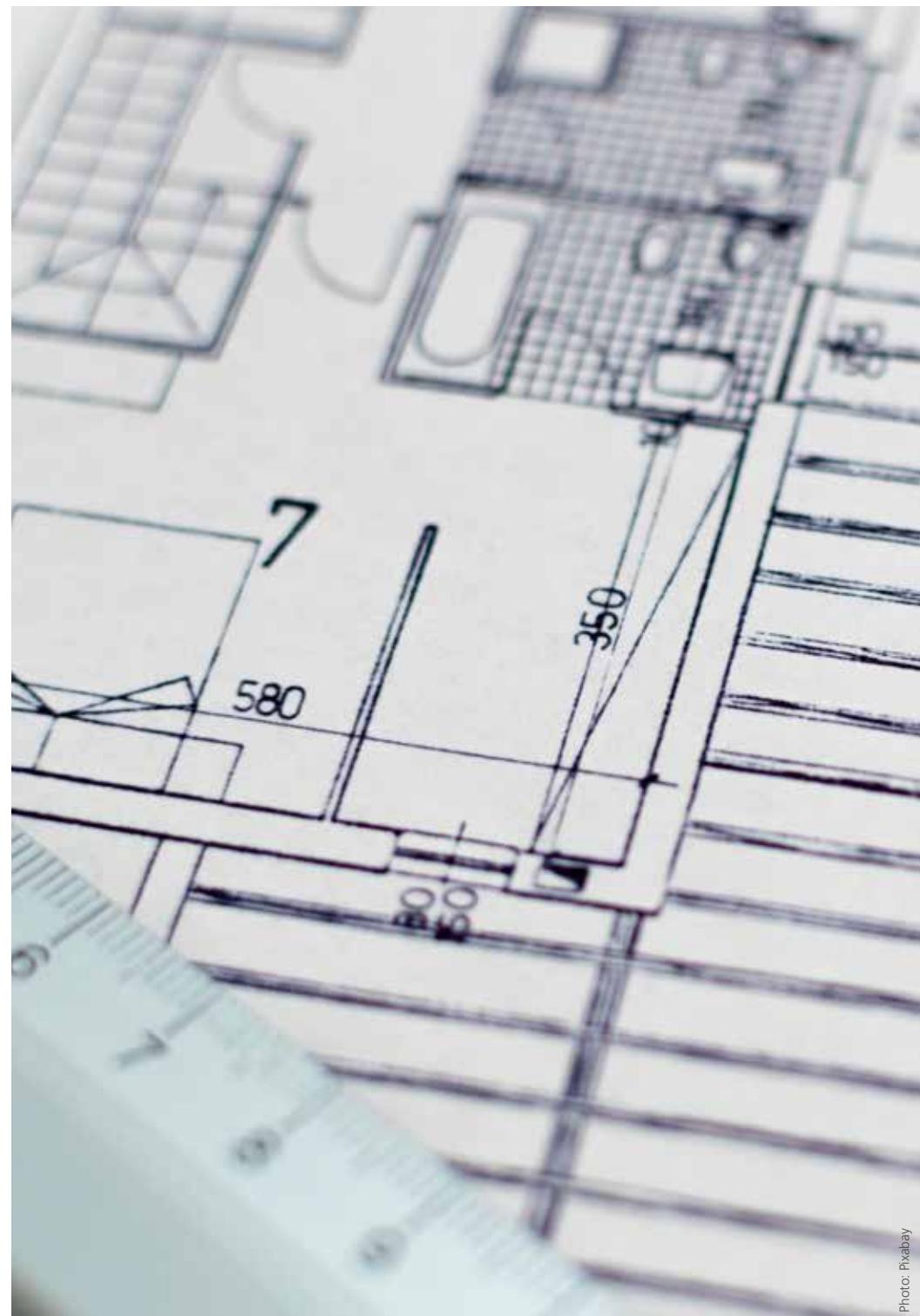




Photo: Tomas Tagil

YEAR 3

ATHF05 – The Theory and History of Architecture VI

5 CREDITS

Students: 46

Course responsible teachers: Mats Hultman, Fredrik Torisson

Other teacher: Thomas Hellquist

AIM

The course aims to provide an overview of the history of built environment: Housing, the application of specific theory, aspects of preservation and renewal of buildings. The aim is to provide students with an historical frame of reference. The course will also enhance the participant's ability to critically reflect upon architectural issues, and the architectural profession in general. Students will also practice their ability to independently consider the topics of architectural history and theory. The course includes guest lecturers, who will examine contemporary architecture and review the status of the architectural profession.

CONTENTS

The course presents the history, as well as contemporary issues, of dwellings and settlements, through the study of objects, environments, and theories, seen in relation to social, technological and cultural conditions. The course also introduces contemporary architecture in a series of lectures and exercises. The course includes lectures, seminars, practical exercises and essays. The capacity of the individual student for objective reflection will be developed through discussion, writing and the study of architectural theory.

LEARNING OUTCOMES

Knowledge and understanding

To be formally approved, the student must demonstrate that he/she:

- Is able to explain the main features of the residential architecture's history.
- Has developed the capacity to describe basic methods of investigation, analysis and description of residential architecture and everyday buildings

Competence and skills

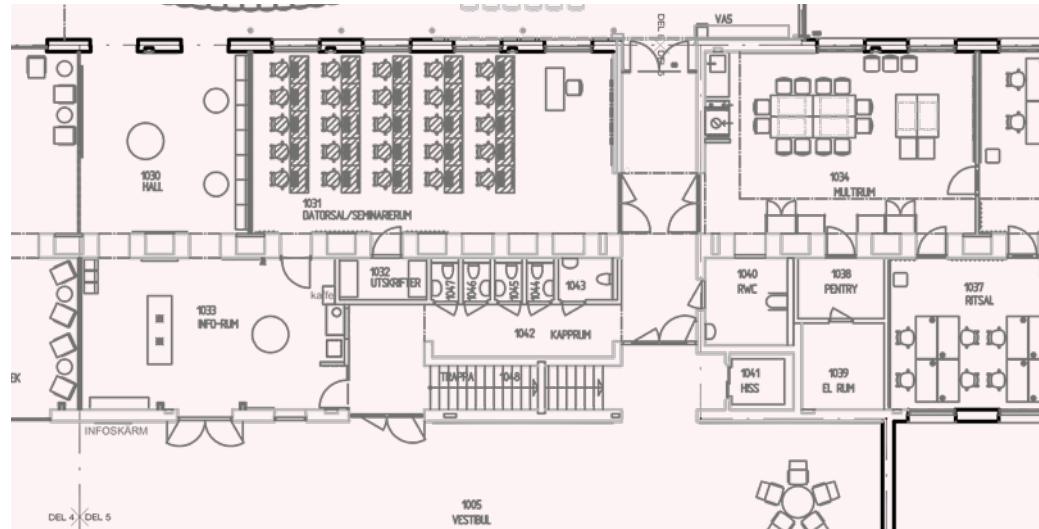
To be formally approved, the student must demonstrate that he/she:

- Is able to master some basic methods of investigation, analysis and is able to provide a coherent description of domestic architecture and the fabric of the built environment.
- Is able to write a text that describes and evaluates an architectural object or location in relation to a theory and with reference to historical context.

Judgement and approach

To be formally approved, the student must demonstrate that he/she:

- Is able to demonstrate an ability to make theoretical quality assessments of specific architectural examples.
- Is able to demonstrate the acquisition of a deeper understanding of the theoretical-historical contextualization of architecture and written work.



YEAR 3

AADA25 – Digital Tools 6

2 CREDITS

Students: 46

Course responsible teacher: John Ross

Other teachers: Gediminas Kirdeikis, Tomas Ramstrand, Albin Karlsson

AIM

The course aims to introduce digital tools for visualization, rendering and animation, and enhances skills in 3D-modelling, image processing and presentation of architectural projects using digital tools.

CONTENTS

This course introduces digital tools for visualization, rendering and animation. In addition, the aim is to deliver further training and enhance skills in 3D-modelling, imaging, photography and layout – through lectures and guided exercises. Tutorials are selected to be relevant to architectural presentations.

LEARNING OUTCOMES

Knowledge and understanding

To be formally approved – the student must demonstrate that he/she:

- Understands and is able to explain the similarities and differences between digital tools for visualization, rendering and presentation.
 - Is able to describe the fundamental features of graphic design.

Competence and skills

To be formally approved – the student must demonstrate that he/she:

- Understands and has a capability to work with the basic methods of digital visualization and rendering.
 - Is able to work with 3D models, photographs and artwork, when creating architectural presentations.
 - Has the capacity to compile an advanced communicative, graphic presentation with a consciously tailored combination of images, text and drawings.

Judgement and approach

To be formally approved – the student must demonstrate that he/she:

- Is able to demonstrate a critical approach to different presentation methods and techniques in image processing, visualization, rendering and presentation.
 - Is able to compare and evaluate different graphic design solutions for architectural presentations.

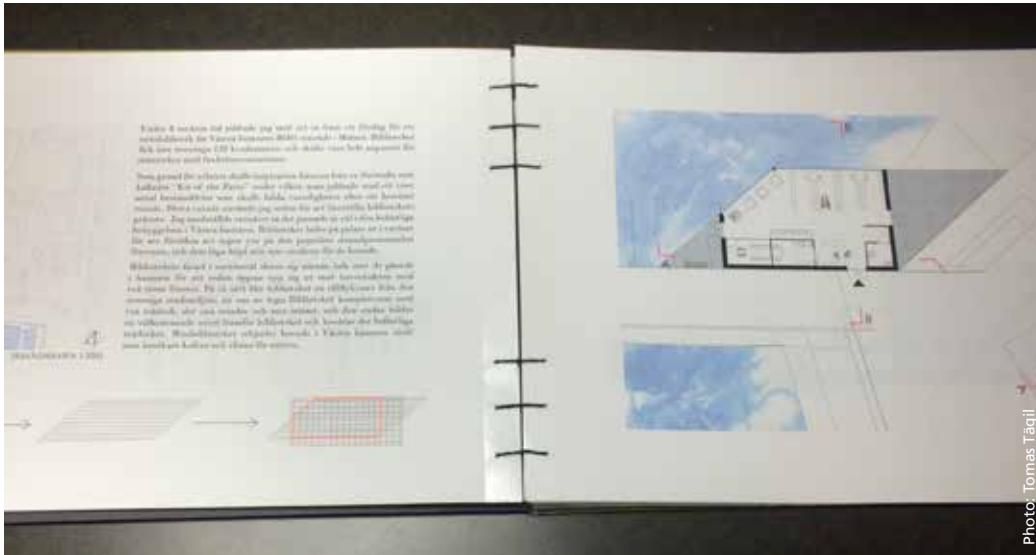


Photo: Tomas Tägil

YEAR 3

AAHF35 – Documentation and Communication

3 CREDITS

Students: 49

Course responsible teachers: Mattias Kärrholm, Fredrik Torisson

AIM

The course aims to train the student's ability to document and communicate the student's own architectural project in a critical, reflective and evaluative way.

CONTENTS

The student's ability to document and communicate their own architectural project is trained through workshops, seminars and supervision. The project is compiled in a report which is discussed at the examination.

LEARNING OUTCOMES

Knowledge and understanding

For a passing grade the student must:

- through a written report demonstrate knowledge of the prerequisites, visual and written presentation as well as spatial and functional impact of an architectural project.

Competence and skills

For a passing grade the student must:

- show the ability to identify, analyse and critically relate to contexts and background knowledge relevant to an architectural project;
- show the ability in a report on an architecture project to document and communicate the project's background, contexts and process, as well as architectural choices and qualities;
- show the ability to, verbally and in a dialog with critics, discuss the background, question of inquiry, ideas, knowledge and arguments of an architectural project.

Judgement and approach

For a passing grade the student must:

- show the ability to critically and constructively examine, discuss and evaluate another students' architectural report regarding its questions of inquiry, content and presentation.



Photo: Pixabay

YEAR 3

AAHF20 – Architecture – In Time and Space

15 CREDITS

Students: 17

Course responsible teacher: Tomas Tägil

Other teachers: Mattias Andreasson, Eeva Ovaska

AIM

The aim is to, through designing in complex contextual contexts characterized by different time footprints, provide knowledge of architecture spatial characteristics and develop their ability to design architecture in specific physical and socially complex situations. Special focus is devoted to environments of historical value and how they can be further developed in the present and over time.

CONTENTS

This course provides basic information about the historic buildings and cultural sites as well as how these are discussed and evaluated in practice and theory. Adequate methods are introduced and in applied design task the students are trained in how these buildings and environments can be protected, cared for and changed over time and in their future context.

The design task – the dominant element – is situated in an urban or landscape context. The project work should invite to a critical examination of the architectural foundations and to encourage an experimental approach, where innovative and pioneering solutions are tested.

Students are supervised on a weekly basis and at interim briefings and trained to communicate architecture in a structured and insightful way, in words and pictures. The design task is supported by lectures, workshops, literature and seminars. Final examinations are held at a public briefing where invited external critics are involved.

LEARNING OUTCOMES**Knowledge and understanding**

For a passing grade the student must:

- demonstrate in-depth knowledge of techniques and theoretical foundations in the field of architecture and the built environment with special focus on cultural values.

Competence and skills

For a passing grade the student must:

- demonstrate skills to, in a project consciously relating to the cultural values, shape, preserve or renew environments and buildings.
- demonstrate the ability to identify and deal with fundamental issues in the areas of architecture and community building.
- demonstrate an ability to, with adequate architectural synthesis method, critically, independently and creatively implement design tasks in the course program.
- demonstrate the ability to present their architectural project so that it communicates in a professionally acceptable manner.

Judgement and approach

For a passing grade the student must:

- to assess the value for their project of different types of background information.
- demonstrate the ability to critically evaluate their own work results during and after the design process.



Photo: Pixabay

YEAR 3**AAHF25 – Architecture – In Context****15 CREDITS**

Students: 13

Course responsible teacher: Christer Malmström

Other teacher: Maria Rasmussen

AIM

The aim is to, through designing in complex contextual contexts characterized by different time footprints, provide knowledge of architecture spatial characteristics and develop their ability to design architecture in specific physical and socially complex situations. Special focus is devoted to the contextual dimension, understood both as tangible and intangible contexts, and how it affect the built environment.

CONTENTS

This course provides basic information about the built environment's various contexts, and how these are discussed and evaluated in practice and theory. Adequate methods are introduced and in an applied design task the students are trained in how buildings/environments can utilize, develop and renew existing physical, cultural and social contexts in the built environment.

The design task – the dominant element – is situated in an urban or landscape context. The project work should invite to a critical examination of the architectural foundations and to encourage an experimental approach, where innovative and pioneering solutions are tested.

Students are supervised on a weekly basis and at interim briefings and trained to communicate architecture in a structured and insightful way, in words and pictures. The design task is supported by lectures, workshops, literature and seminars. Final examinations are held at a public briefing where invited external critics are involved.

LEARNING OUTCOMES**Knowledge and understanding**

For a passing grade the student must:

- demonstrate in-depth knowledge of techniques and theoretical foundations in the field of architecture and the built environment with special focus on various contexts.

Competence and skills

For a passing grade the student must:

- demonstrate skills to, in a project consciously relating to various contexts, design, plan or renew environments and buildings.
- demonstrate the ability to identify and deal with fundamental issues in the areas of architecture and community building.
- demonstrate an ability to, with adequate architectural synthesis method, critically, independently and creatively implement design tasks in the course program.
- demonstrate the ability to present their architectural project so that it communicates in a professionally acceptable manner.

Judgement and approach

For a passing grade the student must:

- to assess the value for their project of different types of background information.
- demonstrate the ability to critically evaluate their own work results during and after the design process.

YEAR 3

AAHF30 – Architecture – In the Contemporary

15 CREDITS

Students: 20

Course responsible teacher: John Ross

Other teachers: Gediminas Kirdeikis, Ana Goidea

AIM

The aim is to, through designing in complex contextual contexts characterized by different time footprints, provide knowledge of architecture spatial characteristics and develop their ability to design architecture in specific physical and socially complex situations. Special focus is devoted to contemporary and future issues that may develop architecture in new directions.

CONTENTS

This course provides basic information about the contemporary construction and future challenges and how these are discussed and evaluated in practice and theory. Adequate methods are introduced and in an applied design task the students are trained in how buildings/environments can add, update and revise existing built structures both in the short and the longer term.

The design task – the dominant element – is situated in an urban or landscape context. The project work should invite to a critical examination of the architectural foundations and to encourage an experimental approach, where innovative and pioneering solutions are tested.

Students are supervised on a weekly basis and at interim briefings and trained to communicate architecture in a structured and insightful way, in words and pictures. The design task is supported by lectures, workshops, literature and seminars. Final examinations are held at a public briefing where invited external critics are involved.

LEARNING OUTCOMES**Knowledge and understanding**

For a passing grade the student must:

- demonstrate in-depth knowledge of techniques and theoretical foundations in the field of architecture and the built environment with special focus on contemporary and future issues.

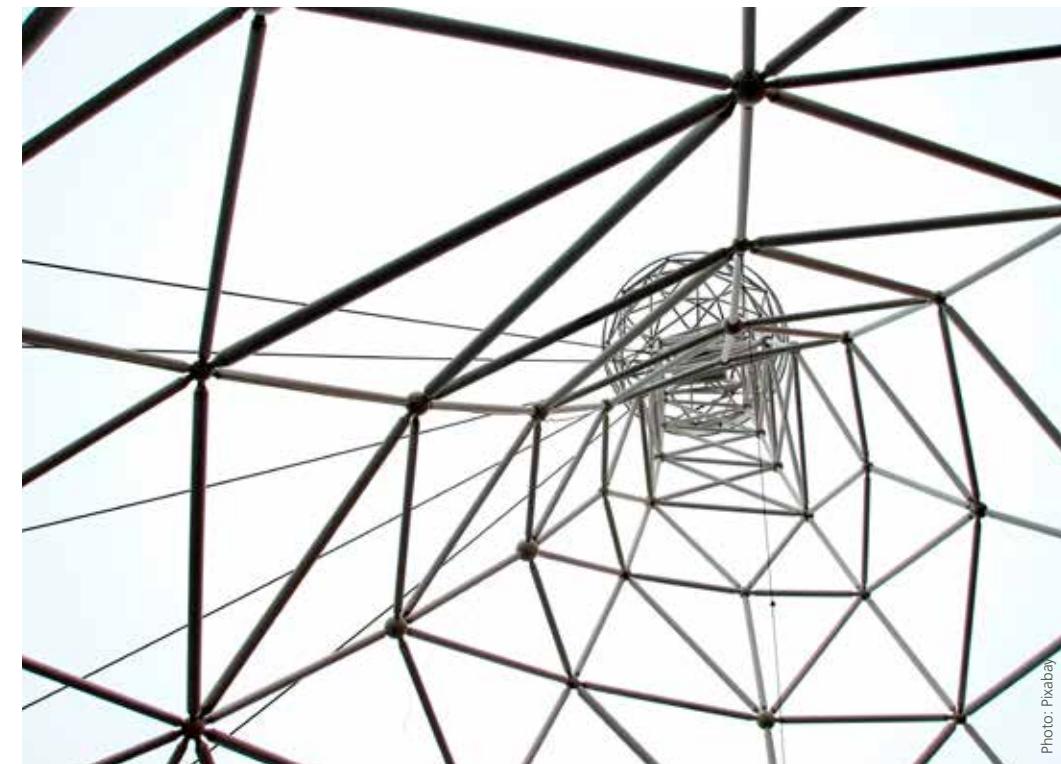


Photo: Pixabay

Competence and skills

For a passing grade the student must:

- demonstrate skills to, in a project consciously relating to contemporary and future issues, design, plan or renew environments and buildings.
- demonstrate the ability to identify and deal with fundamental issues in the areas of architecture and community building.
- demonstrate an ability to, with adequate architectural synthesis method, critically, independently and creatively implement design tasks in the course program.
- demonstrate the ability to present their architectural project so that it communicates in a professionally acceptable manner.

Judgement and approach

For a passing grade the student must:

- to assess the value for their project of different types of background information.
- demonstrate the ability to critically evaluate their own work results during and after the design process.



Photo: Ida Fia Svennbergsson

YEAR 4

AAHN06 – Advanced Architectural Design II

15 CREDITS

Students: 27

Course responsible teacher: Christer Malmström

Other teachers: Andreea Marcu, Jesús Mateo, Liina Pikk, Alex van de Beld

AIM

The aim of this course is to develop the student's knowledge about time-related aspects of architecture (as it unfolds at different spatial scales) and mediate this knowledge both in a theoretical and a practical way. In a questioning and creative manner, the course also aims to develop the students' understanding of how the temporal aspects of architecture relates to other architectural issues, as well as to a societal context. In terms of subject, the course will focus on theories and research that look at time-space from a perspective of architecture. During the course, students will be given the possibility of working with an own interventional project, and through this work explore both theoretical and methodological aspects of architecture, urbanity and landscape from a time-space perspective. The course aims to prepare students for research in architecture with a special emphasis on arts and humanities and social issues.

CONTENTS

The aim of the course is to provide students' the tools to develop a future related architecture through an experimental and laboratory way of working. Hypothesis is tried out and examined in respect to the results in a cyclic procedure where only the final aim is known. A continuous evaluation leads the design process further on.

Close interaction with other and adjacent disciplines are included. Internationally recognized competence participates in crucial moments. Teaching is given in the form of projects where the outcomes are discussed in its theoretical and practical aspects. The relation between architecture and architects, engineers and entrepreneurs potential to realize the result is examined. Instructions are given concerning the practical application of knowledge in the architectural design. Teaching is based on exercises executed individually and in groups, through seminars, lectures, visits and tutorial reviews. In parallel literature studies is carried out.

LEARNING OUTCOMES**Knowledge and understanding**

For a passing grade the student must:

- demonstrate insight of the potential of architectural design in developing society, in its built reality, where long term quality raising aspects have been taken into consideration.

Competence and skills

For a passing grade the student must:

- demonstrate skill in advanced and complex architectural design,
- demonstrate ability to include adjacent adequate information in the design process,
- demonstrate ability in transforming a conceptual idea to a tangible architectural proposal,
- demonstrate ability to communicate the project in text, drawings and images.

Judgement and approach

For a passing grade the student must:

- demonstrate ability to analyze and strategically elaborate adequate initial values,
- demonstrate ability in having an open minded approach to known and established aspects related to the forming of buildings and urban spaces,
- demonstrate ability to judge the value of the concept and the final result in respect to a human viewpoint,
- demonstrate ability in critical evaluation of own work in the design process.

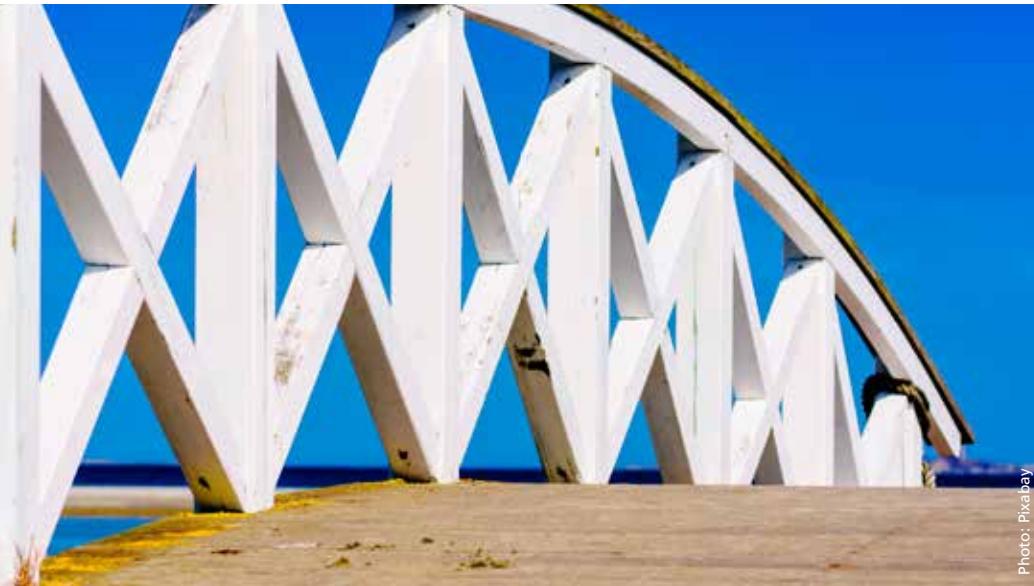


Photo: Pixabay

YEAR 4

AAHN10 – Integrated Design: Architectural Design – Structural Design

7,5 CREDITS

Students: 27

Course responsible teacher: Christer Malmström

Other teachers: Göran Sandberg, Alex van de Beld, Gediminas Kirdeikis

AIM

The aim of the course is to establish a common frame of concepts relating to structures, optimisation and architectural expressions, in the interaction between engineers and architects in the final part of their studies.

Further, the aim of the course is to show that structural mechanics concepts and architectural expressions are related by our way of understanding, one by a natural science organization, the other by intuitive understanding.

CONTENTS

The course starts with a series of lectures and discussions about structural concepts and a general description of the relation between structural mechanics/engineering and architecture. Further, structural elements are discussed, as well as how these contribute to give different expressions and how the structural design concepts vary with the expression.

The course is organized as a project course where both architectural students and engineering students contribute with their own future field of expertise. The projects are defined so that spatial qualities meet structural challenges. The literature constitutes a foundation for discussion in seminars concerning the interfacing and negotiation of spatial expression and structural design.

LEARNING OUTCOMES**Knowledge and understanding**

For a passing grade the student must:

- Be able to explain the general behaviour of various types of structures.
- Be able to develop the relation between structural design and architecture.
- Be able to take an active part in an architect – structural engineer discussion about expression and function in a building.

Competence and skills

For a passing grade the student must:

For architectural students:

- Be able to develop ideas about form into structures in a dialogue between architect and structural engineer.

For engineering students:

- Be able to formulate and analyse structures, from conceptual sketches to complete projects.
- Be able to develop structural mechanics principles in relation to form issues.
- Be able to use advanced computational computer codes in conceptual projects.

Judgement and approach

For a passing grade the student must:

- Have insight into that a fruitful cooperation between architect and structural engineer is obtained by a dialogue, and not by sequential work.
- Be able to take an active part in a cooperation between architect and engineer.
- Present a proposal for a structure and describe how the proposal is a consequence of cooperation

**YEAR 4**

ASEN05 – Spatial Experiments II

15 CREDITS

Students: 10

Course responsible teacher: David Andréén

Other teacher: Ana Goidea

AIM

The aim of this course is to develop the student's ability to experimentally explore architecture's capabilities in a contextual framework which is on the one hand local and site specific, and on the other responding to global trends and developments. The student will develop their competence in acting outside of the conventional boundaries of architectural practice. They will learn to engage new processes and methods in architecture, driven by technological and cultural change, and find meaningful ways of applying these in specific design contexts. The student will also develop their ability to communicate their work in an international context, both visually and verbally.

CONTENTS

The course trains architectural and analytical ability through an experimental design approach, based on scientific as well as artistic thought. Advanced digital tools for design as well as fabrication are used and engaged with in the course, with a special consideration for ways in which these have the potential to alter the design process and the role of the architect or designer. The student is encouraged to take an experimental approach to design, focusing on an idea or hypothesis and pursuing this idea as far as possible in order to test and develop it, while given the freedom

to partially suspend unrelated considerations. The course includes lectures and mandatory presentations, as well as continuous tutorials and supervision in the design studio. A theoretical course of 7.5 credits is linked to the course, which provides input in the form of literature studies, seminars, a study trip (not mandatory), and specific knowledge regarding digital processes in architecture.

LEARNING OUTCOMES**Knowledge and understanding**

For a passing grade the student must:

- demonstrate an understanding of the potential of architectural design to contribute to the development of society, as-built environment, with the consideration of long term quality improvement aspects.

Competence and skills

For a passing grade the student must:

- demonstrate skills in advanced and complex composite architectural design,
- demonstrate the ability to include adequate contiguous information in the design process,
- demonstrate the ability to transform the experimentally explored to concrete architectural form;
- demonstrate ability in words, drawings and images to communicate their project.

Judgement and approach

For a passing grade the student must:

- For a passing grade the student must:
- demonstrate the ability to analyze and process the appropriate strategic input values,
- demonstrate the ability to take an open approach to known and established aspects of building design and urban design,
- demonstrate the ability to assess the value of concepts and results in relation to a human perspective,
- demonstrate the ability to critically evaluate one's own performance during the design process.



Photo: David Andréen

YEAR 4

ASEN15 – Spatial Experiments II, Theory

7,5 CREDITS

Students: 10

Course responsible teacher: David Andréen

AIM

This course aims to provide the student with a thorough understanding for the emerging field of digital architecture, and how digital tools for design and fabrication are reshaping the design processes used in the profession, now and in the future. The aim is to enable the students to use this knowledge and understanding to further their own design work in the course "Spatial Experiments II". The course aims to develop the student's ability to communicate and discuss theoretical concepts, both orally and in written form.

CONTENTS

The course investigates the ways in which digital tools – for both design and fabrication – are being implemented in the world of architecture, how they are influencing the built environment, and how they can change the design process. The students study design precedent at academic and professional level, and relate these to their own work. The student presents the course as a written report, and through the integration of theoretical concepts in the design work carried out in the associated course "Spatial Experiments II". Teaching as lectures, seminars, workshops, study tours, literature studies, and individual and group tutorials.

LEARNING OUTCOMES**Knowledge and understanding**

For a passing grade the student must:

- demonstrate knowledge and understanding of current design practice within the field of digital design
- demonstrate knowledge of emerging digital technologies and their potential influence on society

Competence and skills

For a passing grade the student must:

- demonstrate the ability to describe, interpret and discuss theoretical foundations, objectives, resources and concepts in the field of digital architectural design.
- demonstrate the ability to apply digital tools and processes in practical design applications
- demonstrate the ability to communicate, using words and text, a theoretical content in a professional manner.

Judgement and approach

For a passing grade the student must:

- demonstrate analytical skills to critically evaluate scientific knowledge and theory related to forward-looking aspects of society and construction
- demonstrate the ability to assess the relevance and value of concepts in architectural applications
- demonstrate the ability to critically evaluate one's own performance, which has been conducted in a parallel design process.



Photo: Pixabay

YEAR 4

ABVN02 – Modernistic Architecture – Renewal

15 CREDITS

Students: 27

Course responsible teacher: Ingela Pålsson Skarin

Other teachers: Thomas Hellquist, Kurt Johansson, Agneta Hahne, Frans Liliedahl, Lars Tykesson, Maud Karlström, Sibylla Wiegert, Joakim Faritzon

AIM

The course aims to ensure that each student attains a competent knowledge of building and re-building modern buildings; to develop competence in preserving and renewing the cultural inheritance they represent through the whole project; and competently to plan work.

CONTENTS

Considering culturally and historically valuable modernistic buildings, the course gives knowledge of, training in and an understanding of design to be applied at a point where new and old architecture meet. It focuses especially on the function, design and material of buildings, and their maintenance and renewal. Training is given in adapting a building to contemporary demands regarding function, technical equipment, form and access by physically-handicapped persons. Relevant Swedish legislation is considered, together with formal demands for care and procedures in rebuilding work.

The continuation of the advanced course contains the following:

- programme sketches and reference studies
- administrative system documents, impact analysis, proposals for measures
- descriptions of buildings, detailed drawing, tests of materials and colours
- presentations in modern methods of planning projects.

LEARNING OUTCOMES

Knowledge and understanding

For a passing grade the student must:

- understand and be able to apply central concepts in communicating and discussing ideas of design development in the restoration and renewal of buildings representing the cultural inheritance of modernism
- understand and analyze functional and technical conditions, and cultural-historical values, as the foundation for renewing and developing plans, and for restoring and renewing the cultural inheritance of architectural modernism

Competence and skills

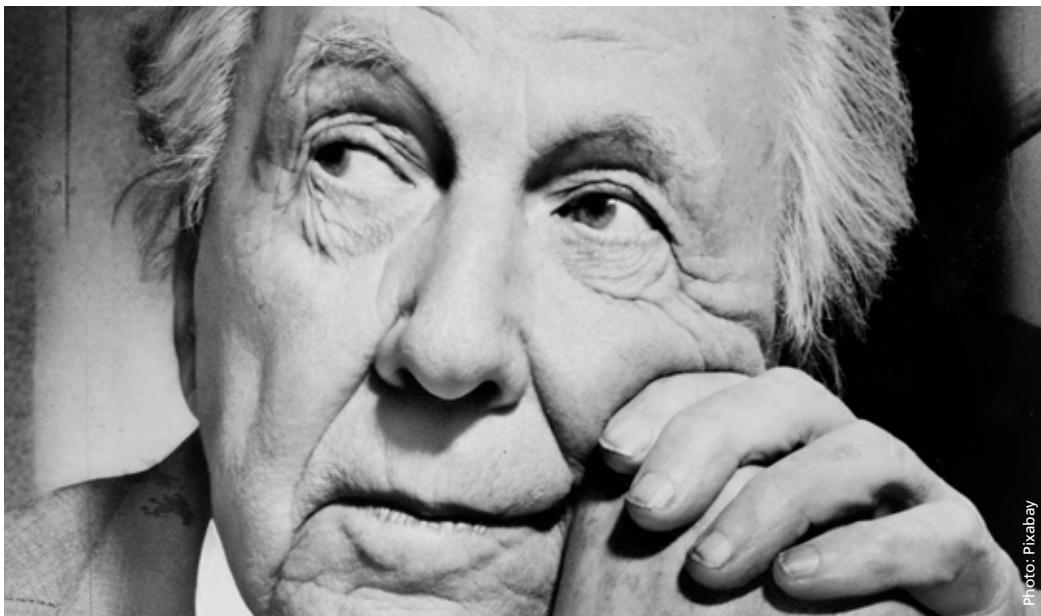
For a passing grade the student must:

- be able to develop a project using references to technical, aesthetic and functional qualities
- use modern techniques to present visions of proposed changes and renewal
- develop skills in critical thinking, independently resolving problems; convincingly arguing; and working alone and in groups
- be able to investigate and understand the functional, technical and aesthetical qualities of a modern building and/or built-up environment
- develop a creative ability and skills in thinking in an innovative way

Judgement and approach

For a passing grade the student must:

- be able to apply the Swedish authorities' demands for care when altering or renewing a building and/or an entire built-up environment is to be changed or renewed
- be able to apply a holistic perception of a building and the process of changing it that includes but is not limited to health, climate, safety, access and environmental considerations

**YEAR 4**

ABVN06 – Modernistic Architecture – Renewal, Theory

7,5 CREDITS

Students: 27

Course responsible teacher: Ingela Pålsson Skarin

Other teachers: Thomas Hellquist, Uffe Ljernulf

AIM

The course aims to ensure that each student attains a competent knowledge of building and re-building modern buildings; be able to discuss and analyse their renovation qualities.

CONTENTS

Considering culturally and historically valuable modernistic buildings, the course gives knowledge of, training in and an understanding of design to be applied at a point where new and old architecture meet. It focuses especially on the function, design and material of buildings, and their maintenance and renewal. Relevant Swedish legislation is considered, together with formal demands for care and procedures in rebuilding work.

The continuation of the advanced course contains the following:

- preliminary investigation, modern methods of gauging and estimating damage
- analysis of capacity and cultural-historical evaluations
- programme sketches and reference studies
- international organizations and international charters.

LEARNING OUTCOMES**Knowledge and understanding**

For a passing grade the student must:

- understand and be able to apply central concepts in communicating and discussing ideas of design development in the restoration and renewal of buildings representing the cultural inheritance of modernism

Competence and skills

For a passing grade the student must:

- be able to make, by reference to cultural-historical, technical and functional values, an impact study of a proposal to alter a modern building
- be able to investigate and understand the functional, technical and aesthetical qualities of a modern building and/or built-up environment

Judgement and approach

For a passing grade the student must:

- be able to discuss the Swedish authorities' demands for care when altering or renewing a building and/or an entire built-up environment is to be changed or renewed
- be able to apply a holistic perception of a building and the process of changing it that includes but is not limited to health, climate, safety, access and environmental considerations

An architect's restoration work requires careful preliminary study and great detail in planning; central to it are the qualities of sustainable constructions that can be renewed. Restoration work should also avoid superficial trends and tendencies.



Photo: Pixabay

YEAR 4

ASBN16 – Sustainable Urban Landscape

15 CREDITS

Students: 31

Course responsible teacher: Peter Siöström

Other teacher: Louise Lövenstierne

AIM

The aim of this course is to deepen the student's knowledge and understanding for landscape components as a point of departure and object for design measures. A further objective of the course is to help the student become well familiar with planning strategies for sustainable built environments in rural and semi-rural zones. In addition, the aim is to develop advanced skills on the part of the student in the design of long-term sustainable environments taking into account cultural environments and their surroundings.

CONTENTS

The focus of this course is on the design of the cultural and natural landscape. The predominant part of the course is a design assignment where the students propose new buildings in or adjacent to a large continuous landscape space. In the initial phase the overall environmental objectives for building development in the area are surveyed and problems are defined. The project area is studied and analysed with regard to the existing situation and current developments underway. Based on this analysis, an overall strategy for future building development is formulated, and during the next stage a smaller area is studied in more detail. At different stages themes dealing with sustainable landscape development are dealt with. The end result of the course is a proposal for an in-depth comprehensive plan for the entire space studied, in addition to a detail study in the form of buildings and possible landscape components. Support for the design assignment work is provided by the knowledge and theoretical content included in the parallel course ASBN11 The New Urban Landscape – Theory and Methods.

LEARNING OUTCOMES**Knowledge and understanding**

For a passing grade the student must:

- be able to demonstrate knowledge about goals, concepts and methods with regard to strategic sustainable development of urban landscapes and city regions;
- be able to display an understanding of the recreational value of the cultural and natural landscape;
- be able to develop and value aims, notions and methods within the urban landscape;
- be able to analyse the urban landscape and the interplay with surrounding areas and the city as a whole;
- be able to identify and describe strategies for sustainable development in city and region;
- be able to analyse and describe existing urban landscapes.

Competence and skills

For a passing grade the student must:

- be able to demonstrate the ability to analyse the built environment with regard to its interaction with surrounding areas of nature and landscape space as a whole;
- be able to demonstrate the ability to develop a strategy for sustainable urban and regional development at different planning levels;
- be able to demonstrate advanced skills in designing building and landscape components at different levels, from the regional to the local;
- be able to demonstrate the ability to communicate one's project in a qualified manner, both orally and visually.

Judgement and approach

For a passing grade the student must:

- be able to display insight regarding the importance of the natural environment as a component for generating identity;
- be able to display insight regarding the importance of the natural environment for peoples' physical and psychological well-being;
- be able to demonstrate the ability to balance the relevant scientific, societal, aesthetic and ethical aspects in one's assessments while maintaining an overall perspective.

**YEAR 4**

ASBN11 – Sustainable Urban Landscape – Theory and Method

7,5 CREDITS

Students: 31

Course responsible teacher: Peter Siöström

Other teacher: Louise Lövenstierne

AIM

The course sets out to develop the students' knowledge of the theoretical premises for sustainable design in rural and urban contexts as well as in transition zones. A further aim is to expand the students' knowledge about the prerequisites and problem structures related to landscape design and knowledge about methods for qualified landscape analysis. In addition, the objective is to enhance the students' ability to reflect critically about current trends with regard to rural development, and the landscape as a resource for recreation and outdoor life in a regional perspective.

CONTENTS

This course is an in-depth theoretical and method-oriented complement to course ASBN15 Sustainable Urban Landscape. It deals primarily with the theoretical premises for sustainable design related to the natural and cultural landscapes. Tuition is mainly in the form of lectures and seminars. The students are also given an orientation and training in the use of recognised tools and methods for analysing and visualising the landscape.

LEARNING OUTCOMES**Knowledge and understanding**

For a passing grade the student must:

- be able to demonstrate in-depth knowledge about the ecological and cultural prerequisites for sustainable design in urban areas, in transition zones and in the landscape;
- be able to demonstrate an understanding of the necessity and character of the interplay between buildings, the landscape and infrastructure in order to generate the premises for the development of sustainable buildings inside and outside urban areas.

Competence and skills

For a passing grade the student must:

- be able to demonstrate the ability to analyse, interpret and discuss the theoretical premises for planning in various kinds of cultural and natural landscapes;
- be able to demonstrate the ability, both orally and in writing, to discuss strategies for landscape development in a critical and reflective manner;
- be able to demonstrate the ability to carry out qualified analyses of landscapes with regard to relevant aspects, such as biotopes, geological conditions and heritage values.

Judgement and approach

For a passing grade the student must:

- be able to demonstrate a critical, independent and creative approach to theoretical and methodological premises for sustainable landscape design;
- be able to demonstrate insight into the potential and limitations of theoretical analysis models as an aid to design related to the natural and cultural environments;
- be able to demonstrate insight into the necessity of basing landscape transformation processes in ecological and societal circumstances.

**YEAR 4**

ABAN11 – Urban Shelter

15 CREDITS

Students: 15

Course responsible teacher: Johnny Åstrand

Other teachers: Laura Liuke, Maria Rasmussen, Erik Johansson

AIM

The main aim of the course is to give deeper understanding of urban shelter design in an international perspective with focus on the urban poor. The course also aims to develop and synthesize knowledge from previous courses by linking concepts and theories in architecture and planning to the current discourse on development and urban shelter.

CONTENTS

The course deals with urban shelter design in an international perspective with focus on the conditions of the urban poor. How should architects work with urban shelter design now and in the future? The focus of the course is on the design of a housing area in a country in Africa, Asia or Latin America, where a field study will be carried out.

Sub-themes include use of public space, issues of safety and security, gender and physical planning, urban segregation, energy use and passive climatization of buildings and urban space, slum-upgrading, finance for low-income housing, organized self-help housing and the role of the architect in an international perspective.

The course is divided into three phases:

- 1 Preliminary studies (Lund).
- 2 Field study.
- 3 Applications and design (Lund).

Field studies of approximately four weeks will be done in a city in Africa, Asia or Latin America in cooperation with local authorities, companies and universities.

The design exercise includes planning a neighbourhood and designing a building. Presentation will be designs with descriptions and a short illustrated paper.

LEARNING OUTCOMES**Knowledge and understanding**

For a passing grade the student must in writing, and with reference to relevant literature:

- identify the most important factors shaping urban shelter design internationally
- analyse the role of the architect in complex international situations and processes
- propose criteria for the design of shelter and neighbourhoods that promote sustainable development.

Competence and skills

For a passing grade the student must in writing, and with reference to relevant literature:

- describe urban shelter design from a problem-oriented perspective in drawings, and with reference to course literature:
- design a high-density neighbourhood based on concepts and theories in urban shelter and urban planning
- design a functional, comfortable and aesthetic building within a neighbourhood

Judgement and approach

For a passing grade the student must in writing, and with reference to relevant literature:

- discuss actively the role of the architect in an international perspective
- dare to test new work areas, and even to work internationally.

**YEAR 4**

ABAN06 – Urban Shelter, Theory

7,5 CREDITS

Students: 15

Course responsible teacher: Johnny Åstrand

Other teachers: Laura Liuke, Maria Rasmussen, Erik Johansson

AIM

The aim of the course is to give deeper understanding of urban development, -design and -shelter design in an international perspective with focus on the urban poor. The course aims to develop and synthesize knowledge from previous courses by linking concepts and theories in architecture and planning to the current discourse on development and urban shelter.

CONTENTS

The course deals with urban shelter design in an international perspective with focus on the conditions of the urban poor. How should architects work with urban shelter design now and in the future? The focus of the course is on theory and literature studies.

The course presents the historical development of urban housing design and discusses the formal and informal sectors, planned new construction, site and services, self-help housing, spontaneous settlements and improvement of slum areas. The process of urban shelter design in countries with different cultures, climates, socio-economic conditions, architecture and built environments is discussed.

The course aims to deepen knowledge and understanding of the theme and developments during recent decades through literature, lectures, seminars and a paper written by the students.

LEARNING OUTCOMES**Knowledge and understanding**

For a passing grade the student must in writing, and with reference to relevant literature:

- describe the development of urban shelter design during recent decades
- identify the most important factors shaping urban shelter design internationally
- analyse the role of the architect in complex international situations and processes
- propose criteria for the design of shelter and neighborhoods that promote sustainable development.

Competence and skills

For a passing grade the student must in writing, and with reference to relevant literature:

- describe and analyze urban shelter design from a problem-oriented perspective.

Judgement and approach

For a passing grade the student must:

- discuss actively the role of the architect in an international perspective
- dare to test new work areas, and even to work internationally.



Photo: Pixabay

YEAR 4

ABAN15 – Climate Smart Architecture and Urban Design

7,5 CREDITS

Students: 18

Course responsible teachers: Erik Johansson, Catharina Sternudd

Other teachers: Marie-Claude Dubois, Moohammed Wasim Yahia

AIM

The aim of the course is to give students the possibility to explore how an adequate building and urban design can minimize negative impact on the climate. It also aims at supporting students' learning on how the built environment in different climates is affected by the microclimate, vegetation, orientation etc. Moreover the aim is to support the students' learning on how building and urban design affect energy use and daylight in buildings. Moreover the aim is to highlight the impact of people's attitude and behaviour towards climate and energy issues.

CONTENTS

The course deals with the relation between the built environment and climate issues on micro and macro level as well as their relation to energy use. Through creative assignments, it highlights and develops ways to enhance microclimate as well as the potential of renewable energy use such as solar heating and electricity. The course

also deals with energy use and daylight conditions in buildings. Using architectural tools, the students will also investigate how innovative and creative urban design solutions can contribute to minimized energy use and prevent negative climate impact

LEARNING OUTCOMES**Knowledge and understanding**

For a passing grade the student must:

- show in-depth understanding of the impact of building and urban design on energy use and climate impact;
- demonstrate knowledge on how the built environment affects wind, solar radiation, temperature conditions and thermal comfort in urban environments;
- demonstrate knowledge about factors which affect thermal comfort, daylighting and energy use for lighting in buildings;
- be aware of how a climate smart design of buildings can minimize the need for heating and cooling and facilitate maximum use of renewable energy;
- be able to formulate criteria for climate conscious and sustainable architecture and urban design

Competence and skills

For a passing grade the student must:

- show the ability to transform knowledge about climate smart architecture and urban design into creative architectonic and urban design which results in a reduction in negative environmental impact;
- show the ability to use tools and models for climate conscious urban design as well as to achieve thermal comfort, low energy use and adequate daylight conditions indoors;
- show the ability to formulate criteria for a climate conscious and sustainable architectonic and urban design.

Judgement and approach

For a passing grade the student must:

- demonstrate a critical, independent, creative and innovative attitude to questions regarding climate, energy and architectonic and urban design;
- demonstrate an understanding of how architecture and urban design can support people's sustainable everyday choices about energy use and transport.



Photo: Pixabay

YEAR 4

ABVN20 – Architecture in Material and Detail II

7,5 CREDITS

Students: 18

Course responsible teacher: Kerstin Barup

AIM

The aim of the course is to provide in depth knowledge about architecture as a dialogue between building design, materials and construction. The students will study tectonic meanings in architecture through looking at a construction as a whole including symbolic, representative and other values. They will train the process of shaping architecture through aesthetic processing of material and construction. The aim is also to provide deep knowledge and understanding about materials and technologies from different periods of architecture to be able to interpret and apply in modern work.

CONTENTS

The course is directed to preindustrial building in material, technology and details. The work includes both analysis and development of the built environment. The course is based on earlier basic knowledge and provides more complex, broader and deeper studies in materials, details and advanced structures of architecture.

LEARNING OUTCOMES**Knowledge and understanding**

For a passing grade the student must:

- be able to explain the correlation between architecture, materials and construction in buildings from different periods and apply this knowledge in a modern building context
- show good knowledge in the artistic design process in architecture as detail and as a whole
- understand advanced construction from an architect's perspective
- have a good knowledge about materials and constructions from different periods

Competence and skills

For a passing grade the student must:

- be able to analyze existing buildings from a tectonic point of view
- be able to collect knowledge to outline a building with focus on materials and details
- be able to design a building from a tectonic and space point of view and present this in model and text
- be able to present his/her workprocess and results orally, in writing and visually

Judgement and approach

For a passing grade the student must:

- present a critical, independent and creative approach in the work process where artistic, materials and details are included
- be able to assess architecture from a holistic perspective

**YEAR 4**

AFON20 – Interior Architecture and Furniture Design

7,5 CREDITS

Students: 22

Course responsible teacher: Lars-Henrik Ståhl

Other teachers: Helle Robertsson, Thomas Eklund

AIM

The aim of the course is to, from a holistic perspective, highlight the conditions for furniture design and production, and enable students to practice their own ability to design furniture.

CONTENTS

The course is a specialization within the field of interior and furniture design. The course includes a basic introduction to key concepts and traditions in the design of rooms, textiles, interiors and furniture, which is reflected in the course's practical applications. The course introduces the concepts of rooms, furnishings and furniture as well as its history, mainly based on design-oriented aspects and practical exercises.

LEARNING OUTCOMES**Knowledge and understanding**

For a passing grade the student must:

- demonstrate a broader knowledge and understanding of furniture design and furniture production.

Competence and skills

For a passing grade the student must:

- under supervision be able to produce a prototype of a particular piece of furniture.
- be able to make rapid and sufficiently accurate sketches of the interior of a room.
- in sketches and models be able to present the process from concept to furniture.

Judgement and approach

For a passing grade the student must:

- in his/her own furniture project demonstrate the ability to choose materials and construction that supports the architectural idea.
- demonstrate the ability to critically assess the results of an investigation he/she has made of the characteristics of a given space and to communicate and motive in an effective way the observations she/he has made

YEAR 4

AFON30 – Architecture as Temporal Landscapes

7.5 CREDITS

Students: 21

Course responsible teachers: Mattias Kärrholm, Gunnar Sandin

Other teachers: Jesper Magnusson, Paulina de la Fuente Prieto, Johan Wirdelöv

AIM

The aim of this course is to develop the student's knowledge about time-related aspects of architecture (as it unfolds at different spatial scales) and mediate this knowledge both in a theoretical and a practical way. In a questioning and creative manner, the course also aims to develop the students' understanding of how the temporal aspects of architecture relate to other architectural issues, as well as to a societal context. In terms of subject, the course will focus on theories and research that look at time-space from a perspective of architecture. During the course, students will be given the possibility of working with an own interventional project, and through this work explore both theoretical and methodological aspects of architecture, urbanity and landscape from a time-space perspective. The course aims to prepare students for research in architecture with a special emphasis on arts and humanities and social issues.

CONTENTS

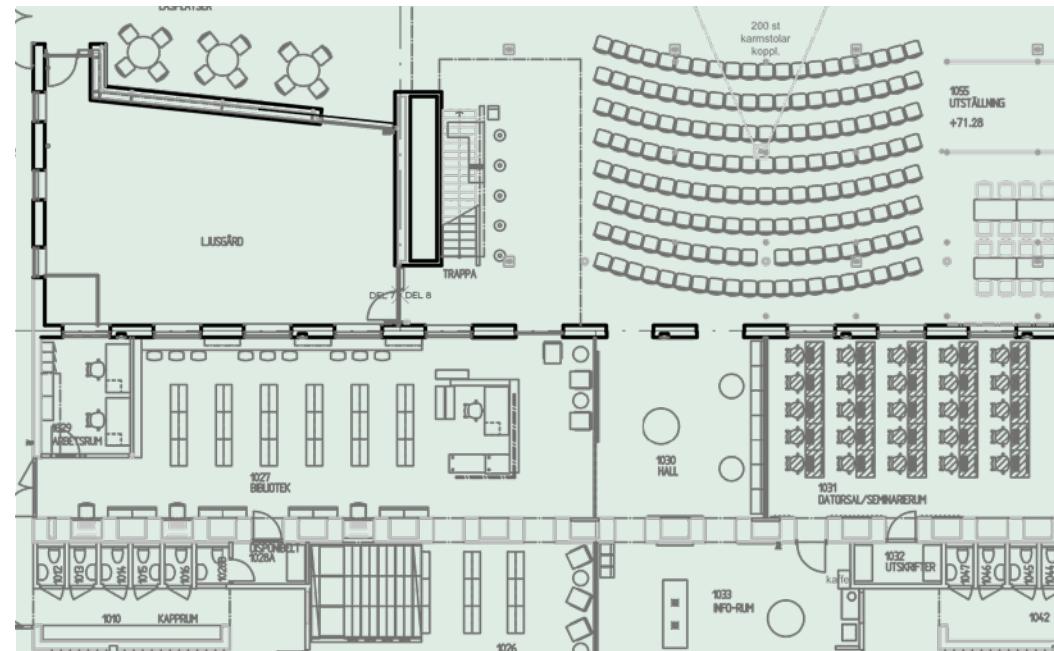
In the course, students are given the opportunity to work with an intervention project of their own, and through this work explore theoretical and methodological aspects of architecture, urbanity and landscape from a time-space perspective. Through practical work and theoretical studies, the course is meant to give a deeper knowledge about the societal role of architecture. The course will be given in the form of lectures, theoretical and practical seminars, assignments and workshops, and involves the work with an intervention project executed as a design- and/or research project.

LEARNING OUTCOMES

Knowledge and understanding

For a passing grade the student must:

- be able to demonstrate and understand of contemporary time and space theory and how these theories relate to the design of the built environment.
 - be able to demonstrate designs based on the theme of the course.



Competence and skills

For a passing grade the student must:

- be able to demonstrate the ability to analyse and problemize architecture and urbanism from a spatial and temporal perspective.
 - be able to demonstrate the ability to, both individually and in group, make architectural design solutions that could problemize and shed light on societal aspects and change.
 - be able to demonstrate an ability to analyse artistic, architectural and urban situations and contexts based on spatial and temporal theories and discourses.
 - be able to demonstrate the ability to, both orally, in writing and through visualisation communicate opinions and suggestions.

Judgement and approach

For a passing grade the student must:

- be able to demonstrate a critical, independent and creative approach to the ways in which theoretical issues and different perspectives on time and space can contribute to the development of both architectural issues and a sustainable environments.
 - be able to demonstrate an approach where scientific, societal, aesthetical and ethical aspects are interwoven in arguments and judgments about the design of the built and material environment.



Photo: Pixabay

YEAR 4

ASBN26 – Landscape Architecture and Gardens

7,5 CREDITS

Students: 23

Course responsible teacher: Peter Siöström

Other teachers: Henrik Johannesson, Daniel Wasden

AIM

The aim of the course is to develop the student's knowledge about the importance of the landscape, the urban green structure and the garden for living environments, and their understanding for the connection between theory and practice, and to relate this in the form of an individually written essay assignment.

CONTENTS

The focus of this course is on artistically qualified landscape design. The course deals with various aspects of the landscape and gardens, such as the history of garden design, the transformation of the cultural landscape, the urban landscape and the importance of the natural environment for peoples' well being. The course provides the students with the opportunity of broadening their references related to artistically advanced design projects and coming into contact with leading practitioners in the field of landscape design. Tuition is in the form of lectures, study tours and individual essay assignments.

LEARNING OUTCOMES**Knowledge and understanding**

For a passing grade the student must:

- be able to display in-depth knowledge about the design related components of the landscape as well as intimate knowledge of qualified instances of landscape related design.

Competence and skills

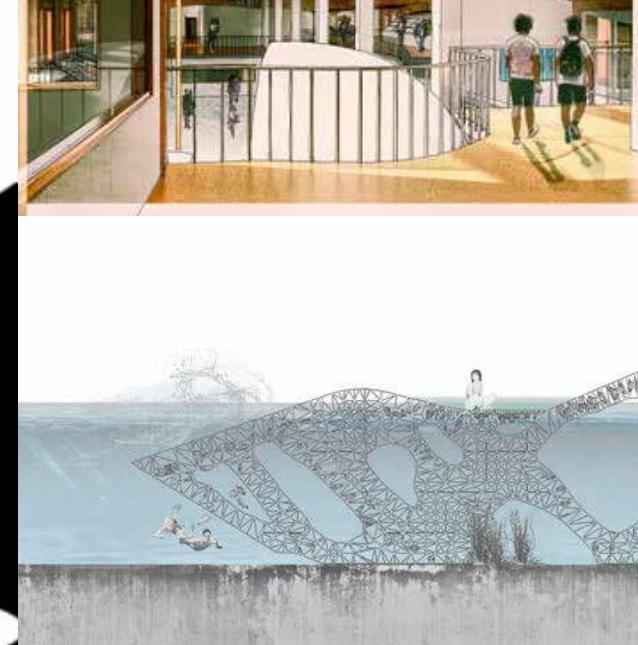
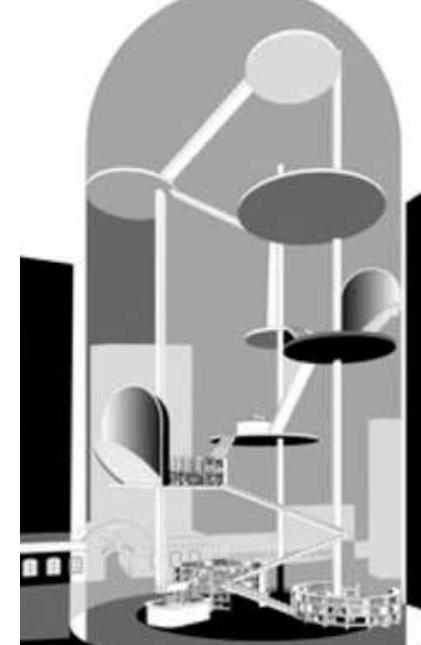
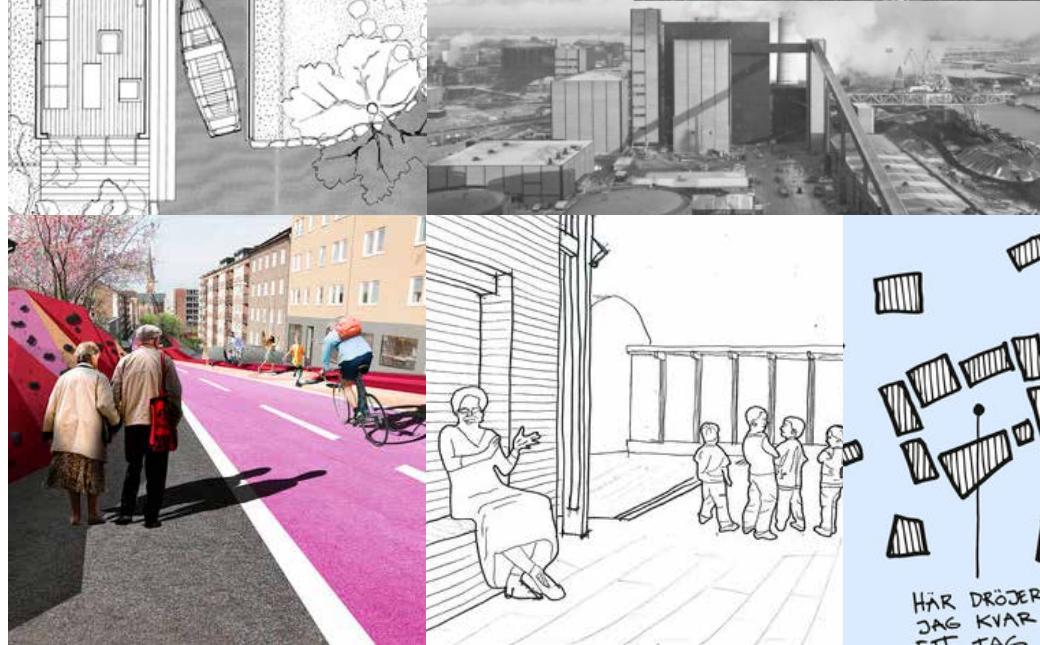
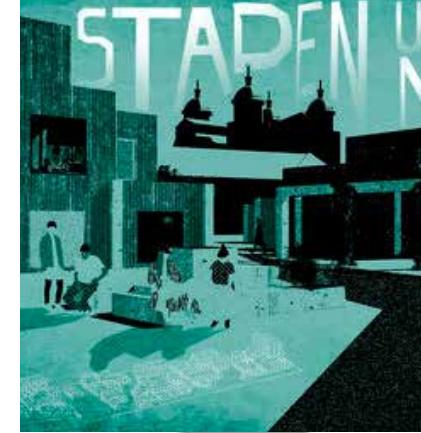
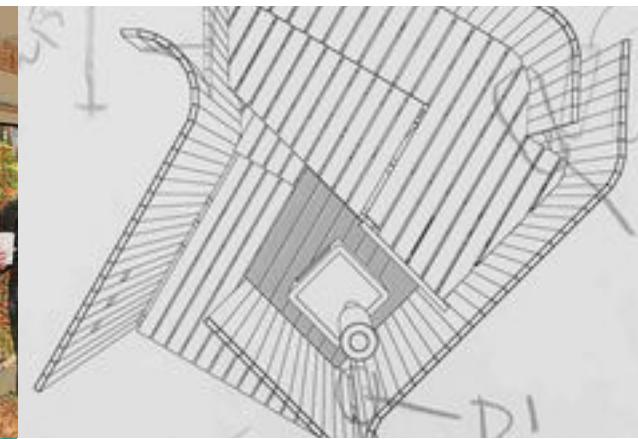
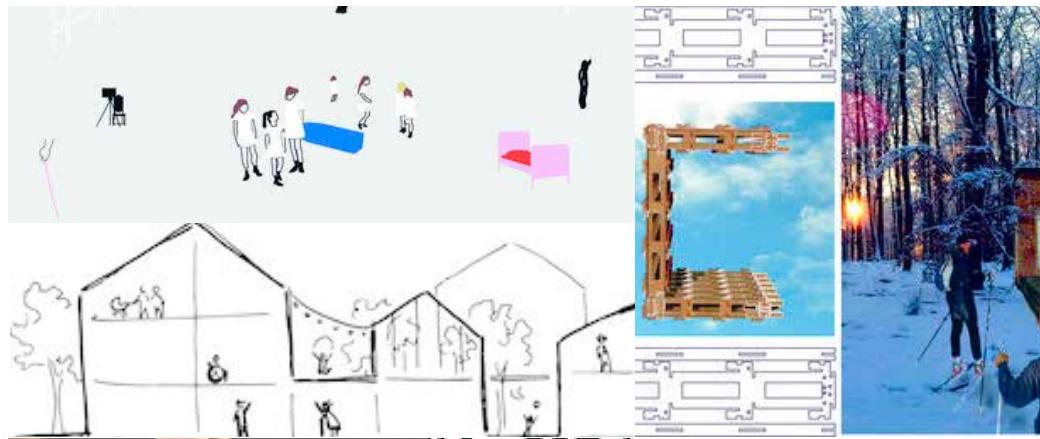
For a passing grade the student must:

- be able to demonstrate the ability to argue orally and qualitatively about the artistic and humanistic aspects of landscape design;
- be able to demonstrate the ability in writing to describe, analyse, and carry out an in-depth discussion around a chosen theme concerned with design related to the landscape, green structures and the built environment based on lectures and appropriate literature.

Judgement and approach

For a passing grade the student must:

- be able to demonstrate a respectful and reverent approach to the role of designer both in and of the cultural and natural landscape;
- be able to demonstrate the ability to evaluate and assess the humanistic, ecological and cultural consequences of new building developments in sensitive natural landscapes.



Degree Projects 2017–18

AAHM01, Degree Project in Architecture

Students: 72

SEPTEMBER

Student: Bång Johan	Thesis: Sjöbladsväg 39.
Examinor: Tomas Tägil	Supervisor: Jesús Mateo
Student: Elgenstierna Carl / Thorstensson Carin	Thesis: Marknaden i Centrum
Examinor: Johnny Åstrand	Supervisor: Laura Liuke
Student: Fredriksson Mikaela	Thesis: The Poetics of Light
Examinor: Lars-Henrik Ståhl	Supervisor: Marit Lindberg
Student: Hedlund Lotti	Thesis: Rum för ceremonier
Examinor: Christer Malmström	Supervisor: Tomas Tägil
Student: Ingvarsson Emma	Thesis: Rum för återhämtning i hemmet
Examinor: Christer Malmström	Supervisor: Maria Rasmussen
Student: Jakubowski Martin	Thesis: Transformationens poetik
Examinor: Tomas Tägil	Supervisor: Ingegård Johansson, Erik Wikerstål
Student: Koolmeister David	Thesis: Strömskogen
Examinor: Tomas Tägil	Supervisor: Ingegård Johansson
Student: Thorstensson Carin / Elgenstierna Carl	Thesis: Marknaden i Centrum
Examinor: Johnny Åstrand	Supervisor: Laura Liuke
Student: Vannerus Hindmarsch Emma	Thesis: Rum för ceremonier
Examinor: Christer Malmström	Supervisor: Tomas Tägil
Student: Westfelt Miranda	Thesis: Saturnushuset. Om det som förändras och vad som förankras
Examinor: Mattias Kärholm	Supervisor: Paulina Prieto de la Fuente

NOVEMBER

Student: Almskoug Kajsa	Thesis: Grannskapsfabriken
Examinor: Johnny Åstrand	Supervisor: Maria Rasmussen
Student: Andersson Anton	Thesis: Ekebacken
Examinor: Tomas Tägil	Supervisor: Nina Falk Aronsen
Student: Andersson Jenny	Thesis: Ny simhall i Linköping
Examinor: Catharina Sternudd	Supervisor: Jesús Mateo
Student: Borhaven Axel	Thesis: "Walindi Point"
Examinor: Kerstin Barup	Supervisor: Johnny Åstrand
Student: Bossuyt Jon	Thesis: All arkitektur är temporär
Examinor: Catharina Sternudd	Supervisor: Nina Falk Aronsen
Student: Petersson Isabelle	Thesis: Älvstrandens badpark
Examinor: Christer Malmström	Supervisor: Emma Nilsson
Student: Rosenqvist Henrik	Thesis: Skissa med ljus
Examinor: Mats Hultman	Supervisor: Marie-Claude Dubois, John Ross
Student: Svensson Malin	Thesis: Publika rum som fristad
Examinor: Emma Nilsson	Supervisor: Nina Falk Aronsen

FEBRUARI

Student: Andersson Johan	Thesis: Designing architecture for reuse and recycling
Examinor: Marie-Claude Dubois	Supervisor: Jouri Kanters
Student: Andersson Marie	Thesis: Moderum-Parkrum
Examinor: Christer Malmström	Supervisor: Ingegård Johansson, Anna Hoffman

Student: Anton Lundblad
Thesis: MALI's New Contemporary Art Wing
Examinor: Christer Malmström
Supervisor: Tomas Tägil

Student: Appelgren Erik
Thesis: Kulturhuset 2019
Examinor: Lars-Henrik Ståhl
Supervisor: David Andréen

Student: Arvidsson Maria
Thesis: Förändringens Föreställningar
Examinor: Ingela Pålsson Skarin
Supervisor: Maria Rasmussen

Student: Brandt My
Thesis: Consistency
Examinor: David Andréen
Supervisor: John Ross

Student: Buhl Lasse
Thesis: Kvarteret Galten – kulturella rum i Lund
Examinor: Tomas Tägil
Supervisor: Ingegård Johansson

Student: Ceginskas Lindström Vera
Thesis: Magasinet på Hullkajen – en studie i atmosfärer & rum
Examinor: Tomas Tägil
Supervisor: Thomas Hellquist

Student: Elmlund Måns
Thesis: Fri (i) Staden
Examinor: Tomas Tägil
Supervisor: Ingegård Johansson

Student: Froste Marcus / Grubb Lisa
Thesis: Ett reservat för modernismen – rumsliga relationer i Östra Sorgenfri
Examinor: Christer Malmström
Supervisor: Bernt Nilsson

Student: Grubb Lisa / Froste Marcus
Thesis: Ett reservat för modernismen
Examinor: Christer Malmström
Supervisor: Bernt Nilsson

Student: Gustafsson Julia
Thesis: A master thesis investigation in cultivation of land not yet urbanized
Examinor: Christer Malmström
Supervisor: Bernt Nilsson

Student: Linse Maja
Thesis: Nya gröna rum – ett digitalt perspektiv på designprocessen
Examinor: Christer Malmström
Supervisor: David Andréen

Student: Lönnaeus Fredrika
Thesis: Omslutande teater
Examinor: Mattias Kärholm
Supervisor: Maria Rasmussen

Student: Malmqvist Micaela
Thesis: Saltsjövidden
Examinor: Emma Nilsson
Supervisor: Tomas Tägil

Student: Paulsson Amanda
Thesis: Skogsbad
Examinor: Christer Malmström
Supervisor: Tomas Tägil

Student: Pettersson Niels
Thesis: Det unheimlige och hemmet
Examinor: Lars-Henrik Ståhl
Supervisor: Nina Falk Aronsen

Student: Rosén Kim
Thesis: Naturen i (bo)staden
Examinor: Christer Malmström
Supervisor: Bernt Nilsson

Student: Sahlström Negash Hanna
Thesis: Möllevångstorget
Examinor: Catharina Sternudd
Supervisor: Mattias Kärholm

Student: Sthen Tove
Thesis: PLATS
Examinor: Mattias Kärholm
Supervisor: Fredrik Thorisson

Student: Ylander Rasmus
Thesis: Steninge trädalats
Examinor: Ingela Pålsson Skarin
Supervisor: Mattias Kärholm

MAJ

Student: Algotsson Linnea / Carlsson Sanna
Thesis: NABO
Examinor: Christer Malmström
Supervisor: Bernt Nilsson

Student: Almkvist Jansson August
Thesis: Arkitektur genom praktik
Examinor: Emma Nilsson
Supervisor: Paulina Prieto de la Fuente

Student: Andersson Johan
Thesis: Designing architecture for reuse and recycling
Examinor: Marie-Claude Dubois
Supervisor: Jouri Kanters

Student: Bjerkborn Eric
Thesis: Att skapa rum med rymdteknik
Examinor: Christer Malmström
Supervisor: Marie-Claude Dubois

Student: Bocz, György Engelkott
Thesis: Straw, wood, clay and some rabbit skin ... The evaluation of renewable based low-tech-high-knowledge housing solutions.
Examinor: Marie-Claude Dubois
Supervisor: Tomas Tägil

AAHM01, Degree Project in Architecture

Student:	Carlsson Sanna / Algotsson Linnea
Thesis:	NABO
Examiner:	Christer Malmström
Supervisor:	Bernt Nilsson
Student:	Daun, Elin / Sabak, Joanna (MARK)
Thesis:	(S)ink: Using the potential of emergent 3d printing in dynamic architecture
Examiner:	David Andréén
Supervisor:	Christer Malmström, Ana Goidea
Student:	Egnell Robin
Thesis:	Transformation av Kooperativa För bundets centrallager i Halmstad
Examiner:	Ingela Pålsson Skarin
Supervisor:	Laura Liuke
Student:	Ellebrant Johannes
Thesis:	Rörsjöskolan – Zenith
Examiner:	Tomas Tägil
Supervisor:	Thomas Hellquist
Student:	Ellmark Martin
Thesis:	Billigt och bra?
Examiner:	Christer Malmström
Supervisor:	Jouri Kanters
Student:	Falk David
Thesis:	Staden utanför muren
Examiner:	Tomas Tägil
Supervisor:	Ingegård Johansson
Student:	Grahm Nadja
Thesis:	Bananpiren genom olika skolor
Examiner:	Emma Nilsson
Supervisor:	Christer Malmström
Student:	Grimshorn Kristoffer
Thesis:	Rum i Bäcke
Examiner:	Christer Malmström
Supervisor:	Bernt Nilsson
Student:	Gråhed Sara
Thesis:	Orrefors glasbruk Folkhögskola
Examiner:	Christer Malmström
Supervisor:	Maria Rasmussen
Student:	Hansson Catharina
Thesis:	In the Meantime
Examiner:	Johnny Åstrand
Supervisor:	Maria Rasmussen, Thorbjörn Laike
Student:	Hansson, Cecilia / Bernmark, Johan (MARK)
Thesis:	Integration genom interaktion – mötet mellan människor
Examiner:	David Andréén
Supervisor:	Maria Rasmussen, Ana Goidea
Student:	Heijel Tove
Thesis:	I stadens periferi
Examiner:	Mattias Kärholm
Supervisor:	Emma Nilsson

Student:	Hellsten Jonathan
Thesis:	Growing – How can we develop buildings that hold the qualities of the forest
Examiner:	David Andréén
Supervisor:	John Ross
Student:	Hidemark Tove
Thesis:	Gröndal
Examiner:	Kerstin Barup
Supervisor:	Nina Falk Aronsen
Student:	Hjelm Sofia
Thesis:	Rum för väntran
Examiner:	Catharina Sternudd
Supervisor:	Tomas Tägil
Student:	Logo Malka
Thesis:	Whispers of Mostar – How can technology in architecture help mitigate contested terrain?
Examiner:	John Ross
Supervisor:	Ana Godeia
Student:	Svensson Löttiger Axel
Thesis:	På andra sidan fjället – Huså landskapshotell
Examiner:	Tomas Tägil
Supervisor:	Thomas Hellquist
Student:	Mettman Emanuel
Thesis:	Öda 10
Examiner:	Christer Malmström
Supervisor:	Monika Jonson
Student:	Näsling Tim
Thesis:	Architectural sound
Examiner:	Kerstin Barup
Supervisor:	Christer Malmström
Student:	Olofsson Felicia
Thesis:	Dåtidens framtid – Södervärns vattentorn
Examiner:	Kerstin Barup
Supervisor:	Monika Jonson
Student:	Ruder Felix
Thesis:	Econef Vocational School
Examiner:	Johnny Åstrand
Supervisor:	Maria Rasmussen, Gedeminas Kirdeikis
Student:	Rådahl Amanda
Thesis:	Tankar kring färg och arkitektur
Examiner:	Lars-Henrik Ståhl
Supervisor:	Nina Falk Aronsen, Niklas Nihlén
Student:	Sjöström Maria
Thesis:	Om ett hus liv
Examiner:	Catharina Sternudd
Supervisor:	Mattias Kärholm, Nina Falk Aronsen

AAHM01, Degree Project in Architecture

Student:	Svahn Oskar
Thesis:	Södervärn – från trafikapparat till stadsrum
Examiner:	Tomas Tägil
Supervisor:	Ingegård Johansson
Student:	Svärd Alex
Thesis:	Hallaleden
Examiner:	Tomas Tägil
Supervisor:	Bernt Nilsson

Student:	Söderlund Emil
Thesis:	Rydebäcks kallbadhus
Examiner:	Christer Malmström
Supervisor:	Bernt Nilsson

Student:	Söderlund Oliver
Thesis:	de*tail
Examiner:	Tomas Tägil
Supervisor:	Emma Nilsson, Eva Ovaska

Student:	Thornblad Elinor
Thesis:	Den byggda miljöns påverkan på fysisk aktivitet
Examiner:	Catharina Sternudd
Supervisor:	Laura Liuke

Student:	Wallin Oskar
Thesis:	Kring stenarna – en lägerskola i tegel
Examiner:	Tomas Tägil
Supervisor:	Ingegård Johansson

Student:	WALLIN Petter
Thesis:	MINE-HAHA: en studie i arkitektur, kropp och makt
Examiner:	Lars-Henrik Ståhl
Supervisor:	Emma Nilsson

JUNI	
Student:	Bengtsson Klara
Thesis:	Saturnusfabriken
Examiner:	Tomas Tägil
Supervisor:	Ingegård Johansson

Student:	Broman Anna
Thesis:	På delad mark i Sege Park
Examiner:	Christer Malmström
Supervisor:	Ingegård Johansson

Student:	Pikk Liina
Thesis:	MOFF: Museum of Finnish Form
Examiner:	Christer Malmström
Supervisor:	Jesus Mateo

AAHM10, Degree Project within Master Programme in Architecture

Students: 24

Student:	Andersson, Evelina
Thesis:	Senior Housing för abandoned seniors in Manila
Examiner:	Johnny Åstrand
Supervisor:	Maria Rasmussen

SEPTEMBRE	
Student:	Mahoney, Kyle
Thesis:	The Question' Imperfection and the Dream
Examiner:	Christer Malmström
Supervisor:	Bernt Nilsson

Student:	Pociute, Sigita
Thesis:	inSIGHT
Examiner:	Lars-Henrik Ståhl
Supervisor:	David Andréén

FEBRARI	
Student:	Jachimowska Monika
Thesis:	Enduring community
Examiner:	Christer Malmström
Supervisor:	Maria Rasmussen

Student:	Mieszczański Karolina
Thesis:	Today's architecture
Examiner:	Christer Malmström
Supervisor:	Maria Rasmussen

AAHM10, Degree Project within Master Programme in Architecture

MAJ

Student:	Alwan, Shadi	Student:	Liu, Yang
Thesis:	Shamsam Mountain Gallery	Thesis:	Renovated Community Centre with Chinese Historical Play Stage
Examiner:	Christer Malmström	Examiner:	Christer Malmström
Supervisor:	Bernt Nilsson	Supervisor:	Bernt Nilsson
Student:	Bernmark, Johan / Hansson, Cecilia (TAARK)	Student:	Patterson, Morgan
Thesis:	Integration genom interaktion – mötet mellan männskor	Thesis:	Desert Growth Project
Examiner:	David Andréén	Examiner:	Christer Malmström
Supervisor:	Maria Rasmussen, Ana Goidea	Supervisor:	David Andréén
Student:	Björkqvist, Oscar	Student:	Pilack, Sylwia
Thesis:	Housing – Malmö	Thesis:	When the Vikings go rouge again
Examiner:	Johnny Åstrand	Examiner:	Christer Malmström
Supervisor:	Maria Rasmussen	Supervisor:	John Ross
Student:	Croll, Alexander	Student:	Sabak, Joanna / Daun, Elin (TAARK)
Thesis:	Wild Architecture	Thesis:	(S)link: Using the potential of emergent 3d printing in dynamic architecture
Examiner:	Christer Malmström	Examiner:	David Andréén
Supervisor:	Bernt Nilsson	Supervisor:	Christer Malmström, Ana Goidea
Student:	Drapisz, Martyna	Student:	Sævarsson, Hlynur Dadi
Thesis:	Bridge Museum	Thesis:	Icelandic Northern Light Rooms
Examiner:	Christer Malmström	Examiner:	Christer Malmström
Supervisor:	Maria Rasmussen	Supervisor:	Bernt Nilsson
Student:	Dunski, Olaf	Student:	Varlamova, Tamara
Thesis:	The Tale of Two Houses	Thesis:	A play for play
Examiner:	Christer Malmström	Examiner:	Christer Malmström
Supervisor:	Kerstin Barup	Supervisor:	Laura Liuke
Student:	Gulyas, Brigitta	Student:	Wigström, Mikaela
Thesis:	Nurtury – Architecture and Nature	Thesis:	Akerselva – The Right Side of the Brain
Examiner:	David Andréén	Examiner:	Christer Malmström
Supervisor:	Christer Malmström, Ana Goidea	Supervisor:	Maria Rasmussen
Student:	Karlsson, Henrik	Student:	Von Heideken, Astrid
Thesis:	Bridging the agricultural gap	Thesis:	Future AI Design
Examiner:	Christer Malmström	Examiner:	David Andréén
Supervisor:	Bernt Nilsson	Supervisor:	John Ross
Student:	Koedoot, Lydia	Student:	Zenkeviciute, Agne
Thesis:	Kitine High Secondary School – Design proposal for a resilient model school in Nepal	Thesis:	Informed Design of Fishing Culture Centre in Mumbai
Examiner:	Christer Malmström	Examiner:	David Andréén
Supervisor:	Maria Rasmussen	Supervisor:	John Ross
Student:	Lipinska, Monika	Student:	
Thesis:	Lunar Light House	Thesis:	
Examiner:	David Andréén	Examiner:	
Supervisor:	Christer Malmström, Ana Goidea	Supervisor:	

ASBM01, Degree Project in Sustainable Urban Design

Students: 25

MAJ

Student:	Abdellaahy, Asmaa	Student:	Wallström Viktor / Brandt Johnson, Viktor
Thesis:	OPEN THE GATES	Thesis:	MITIGATING URBAN HEAT ISLAND EFFECTS
Examiner:	Peter Siöström	Examiner:	Peter Siöström
Supervisor:	Johnny Åstrand	Supervisor:	Andreas Olsson
Student:	Brandt Johnson, Viktor / Wallström Viktor	Student:	Zugarová Klára
Thesis:	MITIGATING URBAN HEAT ISLAND EFFECTS	Thesis:	FROM LETHARGY TO PROSPERITY
Examiner:	Peter Siöström	Examiner:	Peter Siöström
Supervisor:	Andreas Olsson	Supervisor:	Andreas Olsson, Katerina Vondrova
Student:	Korcahgina, Yaroslava	Student:	Negru Ana-Maria
Thesis:	LUND SYDVÄSTRA	Thesis:	BRAILA, THE TALE OF A CITY (RE) DEFINED BY WATER
Examiner:	Peter Siöström	Examiner:	Peter Siöström
Supervisor:	Andreas Olsson	Supervisor:	Andreas Olsson
Student:	Rodriguez, Margarita	Student:	Roncato Juraszek, Sonjaly
Thesis:	A ROOM FOR WATER	Thesis:	(IN)VISIBLE RIVERS
Examiner:	Peter Siöström	Examiner:	Peter Siöström
Supervisor:	Louise Lövenstierne	Supervisor:	Andreas Olsson
Student:	Srinivasan Heena	Student:	Sundberg Fanny
Thesis:	RELAUNCHING ANNELUND	Thesis:	IMPRINT/IMPRESSION
Examiner:	Peter Siöström	Examiner:	Peter Siöström
Supervisor:	Andreas Olsson, Jonna Ekholm	Supervisor:	Andreas Olsson, Daniel Wasden
Student:	Timba, Suzete	Student:	
Thesis:	THE ARCHITECT'S ROLE IN THE DEVELOPMENT OF AFRICAN CITIES	Thesis:	
Examiner:	Peter Siöström	Examiner:	
Supervisor:	Louise Lövenstierne	Supervisor:	

Arkitektprogrammet LTH

Läsåret 2017–2018

ÅK 1

HT term 1

VT term 2

ÅK 2

HT term 3

VT term 4

ÅK 3

HT term 5

AAHA60
Arkitekten redskap

AAHA10
Arkitektur, baskurs
B (åk1)

AAHA55
Gestaltningsprocess
och prototyp

AAHF15
Arkitektur, baskurs
B (åk2)

ASBF05
Stadsbyggandets
grunder

9hp

AAHA01 Arkitektur,
baskurs A (åk1)

18hp

AAHA05 Arkitektur,
baskurs A (åk2)

9hp

VBKA05
Arkitekturteknik 1
3hp

VBMA05
Arkitekturteknik 2
3hp

VBMA10
Arkitekturteknik 3
3hp

ABKA01
Arkitekturteknik 4
3hp

AAHF01
Arkitekturteknik 5
3hp

3hp

AAHA01 Arkitektur,
baskurs A (åk1)

ATHA05 Arkitek-
turens teori och
historia II (åk1)

ATHA15 Arkitek-
turens teori och
historia III

ATHA10 Arkitek-
turens teori och
historia II (åk2)

ATHF01 Arkitek-
turens teori och
historia V

7hp

7hp

7hp

7hp

7hp

AADA01 Digitala
verktyg 1
2hp

AADA05 Digitala
verktyg 2
2hp

AADA10 Digitala
verktyg 3
2hp

AADA15 Digitala
verktyg 4
2hp

AADA20 Digitala
verktyg 5
2hp

2hp

HÄR hittar man kursplaner för alla kurser: kurser.lth.se/lot/?val=program

För 2017/18 gäller samma kursplaner som för 2016/17.

ÅK 3

ÅK 4

VT term 6

ÅK 4

HT term 7

VT term 8

ÅK 5

HT term 9

VT term 10

Arkitektur

Gestaltning
alt.obl. kurser

AAHF20 Arkitektur
– *I tid och rum*

AAHF25 Arkitektur
– *I kontext*

AAHF30 Arkitektur
– *I samtid*

15hp

AAHF35 Doku-
mentation och
kommunikation

VBEA05 Byggprocessen

5hp

ATHF05 Arkitek-
turens teori och
historia VI

5hp

AADA25 Digitala
verktyg 6
2hp

Arkitektur

Fördjupningskurs
gestaltning

15hp

Arkitektur
kopplad teorikurs

7,5hp

Valfri kurs

7,5hp

Arkitektur

Fördjupningskurs
gestaltning

15hp

Arkitektur
kopplad teorikurs

7,5hp

Valfri kurs

7,5hp

Arkitektur

Fördjupningskurs
gestaltning

15hp

Arkitektur
kopplad teorikurs

7,5hp

Valfri kurs

Arkitektur Examensarbete

30hp

KANDIDATEXAMEN

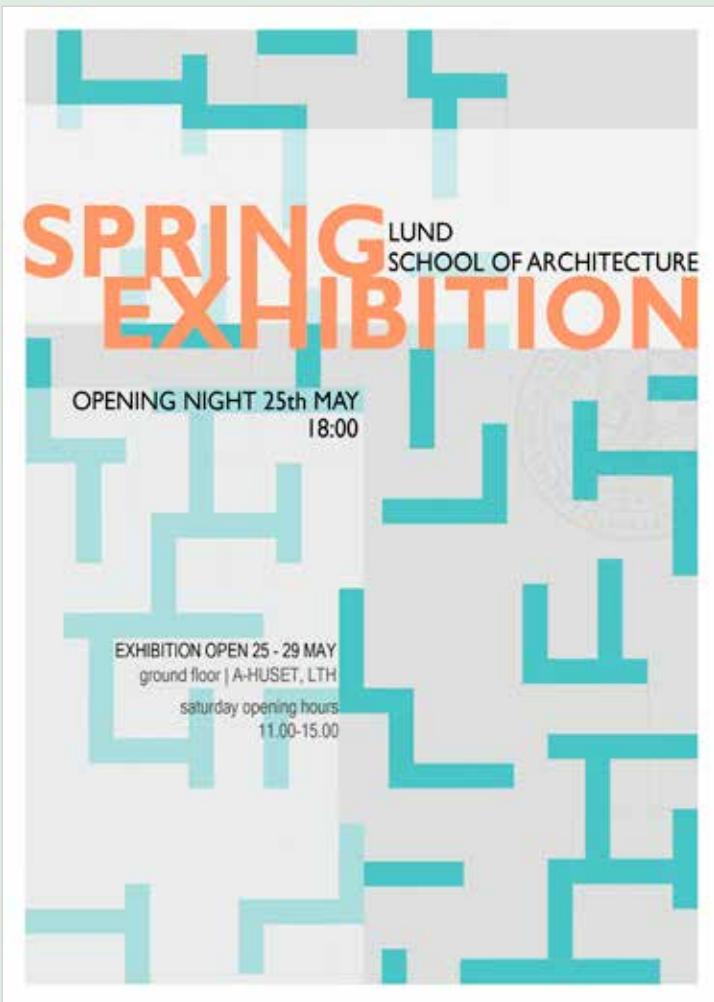
180 hp

Termin 7, 8, 9 kan bytas mot AAHF40
Arbetsplatsförlagd arkitektutbildning

30hp

ARKITEKTEXAMEN

300 hp



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