

**FACULTY OF ARCHITECTURE**  
**STUDY PROGRAM**  
**MSc IN ARCHITECTURE – WITH SPECIALIZATIONS**

**Year I**

Semester I			Hour / Week		
No.	O/E	Course	L	E*	ECTS
VII-1	O	Architectural Design 7 – Vertical Farms	2	2	6
VII-2	O	Architectural Design 8 – Educational Buildings	2	2	6
VII-3	O	Preservation of Architectural Heritage	2	1	4
VII-4	O	Sustainable Urban Planning 1	2	1	4
VII-5	O	Research Methodology in Architecture	2	1	4
VII-6	E-S	Financial Mathematics and Statistics	2	0	3
VII-7	E-S	Legislation & Management in Construction and Urbanism	2	0	3
VII-8	E-AD	Interior Architecture	2	0	3
VII-9	E-AD	Architectural Barriers	2	0	3
VII-10	E-CH	Architecture as Political Expression and Interpretation	2	0	3
VII-11	E-CH	Architectural Discourses	2	0	3
VII-12	E-USP	Theory / History of Urbanism	2	0	3
VII-13	E-USP	Community Based Planning	2	0	3
VII-14	E-AT	Creative Industry	2	0	3
VII-15	E-AT	Architecture and narrative in photography and film	2	0	3
					30

Semester II			Hour / Week		
No.	O/E	Course	L	E*	ECTS
VIII-1	O	Architectural Design 9 – Sports and Recreation Buildings	2	2	6
VIII-2	O	Sustainable Urban Planning 2	2	1	4
VIII-3	O	Restoration Theory and Practice	2	1	4
VIII-4	O	Building Envelope and Facade	2	1	4
VIII-5	O	BIM – Building Information Modelling	2	1	4
VIII-6	E-AD	Design STUDIO – Health Facilities	2	3	8
VIII-7	E-AD	Design STUDIO - Centers for Research and Laboratories	2	3	8
VIII-8	E-AD	Design STUDIO - Design Strategies	2	3	8
					30

**Year II**

Semester III – SPECIALIZATION GENERAL / SUSTAINABLE ARCHITECTURAL DESIGN [S]			Hour / Week		
No.	O/E	Course	L	E*	ECTS
IX-1-Q	O	STUDIO – Sustainable Architecture	2	2	6
IX-2-Q	O	STUDIO – Preventive Treatment of Buildings	2	2	6
IX-3-Q	O	Computational Design Lab	2	2	6
IX-4-Q	O	Organic Superstructures in Design	2	1	4
IX-5-Q	O	Buildings Environmental Impact	2	1	4
IX-6-Q	E-AT	Visual Aspect of Buildings Performance	2	1	4
IX-7-Q	E-AD	Integrated Design – Cultural Facilities	2	1	4
IX-8-Q	E-CH	Modern Heritage	2	1	4

IX-9-Q	E-USP	Urban Sustainability	2	1	4
					30

Semester III – SPECIALIZATION ARCHITECTURAL DESIGN [AD]			Hour / Week		
No.	O/E	Course	L	E*	ECTS
IX-1-P	O	Architectural Design – Cultural Facilities	2	2	6
IX-2-P	O	Architectural Design - Multimodal Terminals	2	2	6
IX-3-P	O	Architectural Design - MultiMedia	2	2	6
IX-4-P	O	Architectural Design - Multifunctional Buildings	2	1	4
IX-5-P	O	Architectural Design - Residential Superstructures	2	1	4
IX-6-P	E-AT	Digital Interpretation of Design Functions	2	1	4
IX-7-P	E-USP	Public Sphere in the Urban Context	2	1	4
IX-8-P	E-CH	Interdisciplinary Eclectics in Architectural Design	2	1	4
IX-9-P	E-S	Organic Superstructures in Design	2	1	4
					30

Semester III – SPECIALIZATION URBANISM AND SPATIAL PLANNING [USP]			Hour / Week		
No.	O/E	Course	L	E*	ECTS
IX-1-U	O	Strategic Spatial Planning - Studio	2	2	6
IX-2-U	O	Urban Design - Studio	2	2	6
IX-3-U	O	Rural Development and Tourism Planning - Studio	2	2	6
IX-4-U	O	Landscape Planning	2	1	4
IX-5-U	O	Urban Research Methodology	2	1	4
IX-6-U	E-AT	GIS in Spatial Planning	2	1	4
IX-7-U	E-AD	Housing and Urban Development Studies	2	1	4
IX-8-U	E-CH	Urban Regeneration	2	1	4
IX-9-U	E-S	Sustainable Urban Mobility	2	1	4
					30

Semester III – SPECIALIZATION CULTURAL HERITAGE [CH]			Hour / Week		
No.	O/E	Course	L	E*	ECTS
IX-1-T	O	Kosovo Cultural Heritage	2	1	4
IX-2-T	O	Anthropology of Architecture: Memory, Identity	2	1	4
IX-3-T	O	Urban conservation	2	2	6
IX-4-T	O	STUDIO: Adaptive Reuse	2	2	6
IX-5-T	O	STUDIO: Modern Heritage	2	2	6
IX-6-T	E-AT	Digitalization of Cultural Heritage	2	1	4
IX-7-T	E-AD	Designing in a Cultural Context	2	1	4
IX-8-T	E-USP	Planning and Cultural Tourism	2	1	4
IX-9-T	E-CH	Preventive Preservation	2	1	4
					30

Semester III – SPECIALIZATION ARCHITECTURE AND TECHNOLOGY [AT]			Hour / Week		
No.	O/E	Course	L	E*	ECTS
IX-1-A	O	Computer Design Lab	2	2	6
IX-2-A	O	Interdisciplinary Design	2	2	6
IX-3-A	O	Development of Parametric Design in Architecture	2	2	6
IX-4-A	O	Sustainable Architecture and Software	2	1	4
IX-5-A	O	Software and Web Applications	2	1	4
IX-6-A	E-USP	Smart Cities	2	1	4
IX-7-A	E-AD	Kinetic Interactive Design	2	1	4
IX-8-A	E-CH	Interpolation in Architecture	2	1	4

IX-9-A	E-S	Space and daily life	2	1	4
					30

Semester IV			Hour / Week		
No.	O/E	Course	L	U	ECTS
1	O	Diploma Work (MSc)**	/	/	30
					30

*\*\* The Student Graduates with a MSc with specialization with 120 ECTS credits*

Note:

- (E\*) are practical or laboratory exercises organized in groups according to the UP Statute and Regulations in force (ref: Regulation 2/486 of 11/09/2019, Section 16 - item 2, table No.7 and Article 17 - item 2, table No.10)

## Short descriptions of Courses within the MSc Program of Architecture

<b>Course title:</b>	<b>ARCHITECTURAL DESIGN 7 – VERTICAL FARMS</b>
<b>Teacher:</b>	Prof.Ass.Dr. Arta Xhambazi
<b>Status:</b>	Compulsory
<b>ECTS:</b>	6
<b>Course Description</b>	The course of Architectural Design 7: Vertical Farm, discusses and studies the theme of designing the Vertical Farm, with primary objective to research topics as: urban farming, vertical farming, industrial farm, farm housing, roof-top community farming, vertical farm hybrid, and megastructures of urban-sky farming. The course is held once a week and is a creative course with direct interactive design process participation. The primary role of the course is to research, explore, analyze, the typologies of the Vertical Farms, with a research accent to the: production zones, animal husbandry, agricultural parks, agriculture, urban farms, vertical gardens, vegetation The typology of multifunctional structures will be set for each academic year according to current trends in collaboration with students and international academic references.
<b>Course Goals:</b>	The aim of the course is to initiate creative thinking, use the basic principles of theory and architectural organic design, involving symbiotic engagement of technology, IT, biomimicry, bio products and principles of the biophilia architectural design. The main objectives are subject of different approaches to solve architectural design problems, separating the creative processes, as an approach to identify and solve the diversity of contemporary problems in Architecture and bio-products farming
<b>Expected Learning Outcomes:</b>	After completing the course, students should have understood, and mastered the basic principles of the design- Vertical Farm: <ul style="list-style-type: none"> <li>- Students have developed the skills and techniques in designing, and applying different design concepts in Vertical Farm;</li> <li>- Students have developed the necessary skills for designing multifunctional Vertical Farm;</li> <li>- Students have developed skills and techniques to describe, define and articulate the advanced design process.</li> </ul>
<b>Teaching Methods:</b>	Teaching has the character of interactive discussions, engaging in discussion all students and community participants. Also, course aim to encourage working in group, with concrete steps in the form of design projects, case studies, seminars, exercises and site visits. The course is held by Ex cathedra lectures, project analysis, case studies, close supervision of works during exercises. Lectures, and exercises during class use different visual techniques and tools, one project work for group of 2 students, with independent class work, and individual homework.
<b>Assessment Methods:</b>	Evaluation methods and eligibility criteria for course: <ul style="list-style-type: none"> <li>- Student attendance and activity assessment 10%</li> <li>- Mandatory intermediary evaluation 10%</li> </ul>

	<ul style="list-style-type: none"> <li>- Portfolio of graphic works, rated with positive mark over the semester, are a condition for obtaining of ECTS - and entry to the final exam 50%</li> <li>- Final exam, written test 30%</li> </ul>
<b>Primary Literature:</b>	<ol style="list-style-type: none"> <li>1. Bujar Bajçinovci, Sustainable Architectural Design – principles, in the Albanian Language, 4 (3), JOSHA, 2017. DOI: 10.17160/josha.4.3.306</li> <li>2. Bujar Bajçinovci, The Vertical Farm, Architectural Design – principles, in the Albanian Language, 4 (5), JOSHA, 2017. DOI: 10.17160/josha.4.5.354</li> </ol> <p>Bujar Bajçinovci, The Vertical Farm – Part 2, Architectural Design principles, in the Albanian Language, 5 (6), JOSHA, 2018. DOI: 10.17160/josha.5.6.450</p>
<b>Additional Literature:</b>	<ol style="list-style-type: none"> <li>1. Dickson Despommier, The Vertical Farm: Feeding the World in the 21st Century. Picador, 2011. New York, USA.</li> </ol>

<b>Course title:</b>	<b>DESIGN 8 - EDUCATIONAL BUILDINGS</b>
<b>Teacher:</b>	Prof.Asoc.Dr. Vlora Navakazi
<b>Status:</b>	Compulsory
<b>ECTS:</b>	6
<b>Course Description</b>	The course consists of main thematic sections of the educational facilities. Historical view on educational thoughts and architectural development of school buildings, aspect of urban-architectural and environmental planning of school buildings, spatial content and organizational functional groups of the school; analysis of types and new aspects of school buildings.
<b>Course Goals:</b>	Development of general and specific competencies, knowledge and skills. The semester task is the focus of the subject, as a connection between the architectural design in one side and the urban conditions and technical requirements in the other side for the construction of school buildings. Through lectures and exercises, the student is equipped with basics of the designing methodology of the spatial and functional groups of the school building developed through context, form, function, technology and materialization.
<b>Expected Learning Outcomes:</b>	Upon completion of this course the student will have the opportunity to: <ul style="list-style-type: none"> <li>- Integrate knowledge from several previous professional-design subjects,</li> <li>- Possess the basics of conceptual and urban-architectural design;</li> <li>- Apply architectural design methodologies;</li> <li>- Develop individual creative approaches to problem solving;</li> <li>- Apply problem analysis;</li> <li>- Explore and use traditional and contemporary materials and technologies in the architectural design;</li> </ul>
<b>Teaching Methods:</b>	Lectures in the multimedia method of analytical commentary and comparison; Organized exercises in a group project, individual assignments covered with corrections and consultations.
<b>Assessment Methods:</b>	By submitting and evaluating the individual / group work, the student obtain official confirmation for completion of the subject. Evaluation Methods and

	Passing Criteria: class attendance and activity in exercises (10%), essay (15%), Colloquium (15%); individual graphic project or group project (2-3 students) (55%); Final exam (5%).
<b>Primary Literature:</b>	<ol style="list-style-type: none"> <li>1. Auf-Franić, H., Osnovne škole, Zagreb, Golden marketing – Tehnička knjiga; 2004.</li> <li>2. Bajbutović, Z., Arhitektura školske zgrade, Sarajevo, „Svjetlost“ OOUR Zavod za udžbenike i nastavna sredstva; 1983.</li> <li>3. Baylon, M., Školske zgrade, Beograd, Građevinska knjiga; 1972.</li> <li>4. Dudek, M., Architecture of Schools: The New learning environments, Oxford, Architectural Press; 2000.</li> <li>5. Summary of lectures, “Educational Facilities”, Prof.Ass.Dr. Vlora Navakazi</li> </ol>
<b>Additional Literature:</b>	<ol style="list-style-type: none"> <li>6. Budde, F. &amp; Theil, H. W., Schulen – Handbuch Für Die Planung Und Durchführung Von Schulbauten, München, Verlag Georg D. W. Callwey; 1969.</li> <li>7. Ford, A. Designing the Sustainable School, The Images Publishing Group Pty LTB, Australia, 2007</li> </ol>

<b>Course title:</b>	<b>PRESERVATION OF ARCHITECTURAL HERITAGE</b>
<b>Teacher:</b>	Prof.Ass.Dr. Florina Jerliu
<b>Status:</b>	Compulsory
<b>ECTS:</b>	4
<b>Course Description:</b>	The course is designed to enable students to understand notions and concepts related to architectural heritage, as well as the importance and principles of its preservation in the historical and geographical context. The course provides a general overview of issues related to the concepts of preservation, categories and documentation of the cultural heritage, together with the principles, methods and techniques of preservation. Due to the ever-increasing need for intervention in the built environment, the scientific documentation of architectural heritage (reconnaissance, research, survey) will be taught in this course as a segment of practical work that advances the students to work in the future on the conservation-restoration intervention, optimum presentation, as well as the sustainable use of architectural heritage.
<b>Course Goals:</b>	The aim of the course is for students to get acquainted with academic concepts and debates in the field of cultural heritage in general, and the architectural heritage and urban landscapes more specifically; create sensitivity in the identification and absorption of data ‘in situ’, analysis of monuments, as well as in the observation and compilation of graphic, visual and descriptive documentation of architectural heritage.
<b>Expected Learning Outcomes:</b>	<p>Upon completion of this course the student will be able to:</p> <ul style="list-style-type: none"> <li>– develop sensitivity for applying the principles of protection to buildings and sites</li> <li>– Identify and reference international doctrinal heritage documents (UNESCO conventions and international charter, ICOMOS, EC, etc.)</li> </ul>

	<ul style="list-style-type: none"> <li>– be trained for research work and practice of surveying and documentation, under the joint supervision course educators and cultural heritage institutions in Kosovo;</li> </ul>
<b>Teaching Methods:</b>	Thematic lectures, discussions, study visits, field work (reconnaissance, survey), semester assignments (compilation of technical documentation of the existing situation with damage analysis and construction phases). The technical documentation is to be made available to heritage institutions of Kosovo.
<b>Assessment Methods:</b>	Student attendance and active classroom engagement 10%, Assignments and student presentations 50%, Assessment by tests 20% or Final Exam 40%
<b>Primary Literature:</b>	<p>F.Jerliu (2016) Mbrojtja e Trashëgimisë Ndërtimore. Historia, konceptet, definicionet, metodat dhe teknikat e mbrojtjes. Libri Shkollor, Prishtinë</p> <p>J. Jokilehto (1999). A History of Architectural Conservation, Butterworth-Heinemann, UK</p> <p>R. Thornes, J. Bold. Eds. (1998). Documenting the Cultural Heritage, Getty Information Institute.</p> <p>ICOMOS (2004). International Charters. Conservation and Restoration, 2nd edition</p>
<b>Additional Literature:</b>	<p>Miles Glendinning (2013). The Conservation Movement: A History of Architectural Preservation. Antiquity to modernity, Routledge</p> <p>Bernard M. Feilden (1982). Conservation of Historic Buildings. Third edition. Architectural Press, Oxford</p> <p>E. Riza (2002) Teoria dhe praktika e restaurimit të monumenteve të arkitekturës. Instituti I Monumenteve të Kulturës, Tiranë,</p> <p>A. Meksi (2004) Restaurimi i monumenteve të arkitekturës, Uegen, Tiranë</p>

<b>Course title:</b>	<b>SUSTAINABLE URBAN PLANNING 1</b>
<b>Teacher:</b>	Prof.Ass.Dr. Dukagjin Hasimja
<b>Status:</b>	Compulsory
<b>ECTS:</b>	4
<b>Mesimdhësi:</b>	
<b>Course Description</b>	<p>The course consists of two modules:</p> <p>M.1: Planning theory, planning role and ethical planning issues The purpose of this module is to understand the social role of planning. Understanding contemporary planning theories, planning procedures, and ethical issues that accompany planning. The module contains classic and contemporary planning theories. Concentration will be on the tasks, process and planning outcomes.</p> <p>M.2: Sustainable urban development The purpose of this module is to understand and evaluate multiple forms of urban transformation. In particular, social consequences will be dealt with regarding behavior, well-being, distribution, and the environmental and economic consequences of such transformations.</p>

<b>Course Goals:</b>	<i>Students should know, understand and define the city, sustainable urban planning, theories and basic methods in urban planning, legal context, and ethical planning issues</i>
<b>Expected Learning Outcomes:</b>	<i>Knowing the theories and methods of urban planning. Understanding the concept of sustainable city development by including cultural heritage and urban regeneration. Understanding the city as a place where the basic functions of social and economic human life are developed and gaining insight into governance structures, urban management and decision-making processes.</i>
<b>Teaching Methods:</b>	Lecture and discussion at the end of each module, Research project - group work and research seminar - individual work
<b>Assessment Methods:</b>	<ul style="list-style-type: none"> <li>• Research Project and Seminar I 25%</li> <li>• Seminars II 25%</li> <li>• Final exam 30%</li> <li>• Regular attendance of 20%</li> </ul>
<b>Primary Literature:</b>	<p>1. Richard T. Le Gates and Frederic Stout: The City Reader, Routledge, Third Edition 2003</p> <ul style="list-style-type: none"> <li>• Stephen M. Wheeler, Timothy Beatley (2014) Sustainable Urban Development Reader Routledge London NY</li> <li>• <a href="#">Robert Riddell</a> (2004), Sustainable Urban Planning: Tipping the Balance 1st Edition. Blackwell publishing</li> <li>• Peter Calthorpe (2011) Urbanism in the Age of Climate, Island Press London</li> </ul>
<b>Additional Literature:</b>	1. Forbes Davidson: Strategic Planning Course materials for Kosova Institute for Spatial Planning, IHS Rotterdam, 2003-2006

<b>Course title:</b>	<b>RESEARCH METHODOLOGY IN ARCHITECTURE</b>
<b>Teacher</b>	Prof.Dr. Violeta Nushi
<b>Status:</b>	Compulsory
<b>ECTS:</b>	4
<b>Course Description:</b>	The course Methodology of Research in Architecture is a core professional subject that aims to enable and practice student academic research that will support the work in the field of scientific and professional research of architecture. Particular topics will be learned about methods, techniques, instruments and mechanisms that serve to find, analyze, interpret and recommend solutions to various hypothetical problems in the field of architecture. Likewise, the forms and ways of promoting the results of academic research will be taught.
<b>Course Goals:</b>	<p>Knowledge of the theoretical framework of academic research, problem definition, research questions and research methods in academic work:</p> <ul style="list-style-type: none"> <li>• The acquisition of knowledge on the basic concepts of the philosophy of science;</li> </ul>



	<ul style="list-style-type: none"> <li>• Development of critical and analytical skills;</li> <li>• Developing Skill Skills;</li> <li>• Clarity in presentation and communication of design and research;</li> <li>• Accountability in Acadian writing and communication skills.</li> </ul>
<b>Expected Learning Outcomes</b>	<p>After finishing the course students will be able to:</p> <ul style="list-style-type: none"> <li>• What is a theoretical framework</li> <li>• Create a theoretical framework to support its research</li> <li>• Identify a number of authors that write upon general idea of its theoretical framework</li> <li>• Draft an academic report in wich it is describet that what are the main research question wich need to be answered in its research project and what are the adequate methods for answering.</li> <li>• Explain the values and ethical matters linked with architectural activities.</li> </ul>
<b>Teaching Methods:</b>	<p>Seminars and Lectures:</p> <ul style="list-style-type: none"> <li>• Discussing the role of theories in the practice of design and planning</li> <li>• Clarifying the ways in which theories are translated into practise in different fields ( especially in social sciences, physics , planning and design practices)</li> <li>• Clarifying the role and the importance of design for planning practices and further.</li> <li>• Promoting the active engagement of students into discussions, simulations and dissemination of research activists.</li> </ul>
<b>Assessment Methods</b>	Formative and summative evaluation of students.
<b>Primary Literature:</b>	1) Linda N. Groat, David Wang (2013), Architectural Research Methods), John Wiley & Sons, Inc, Hoboken, New Jersey
<b>Additional Literature</b>	<p>1) Zelenika, R. “Metodologija i tehnologija israde znanstvenog i strucnog djela”, Rijeka, 1999</p> <p>2) Fellows, R. F. &amp; Liu, A., “Reseach Method for Construction”, Oxford, 2008.</p>

<b>Course title:</b>	<b>FINANACIAL MATHEMATICS AND STATISTICS</b>
<b>Teacher:</b>	Prof.Dr. Fevzi Berisha
<b>Status:</b>	Elective
<b>ECTS:</b>	3
<b>Course Description</b>	<p>The subject concentrates on the accomplishment of knowledge from the field of Mathematics which can be used to facilitate the knowledge from other subjects and can be applied in solving problems from the field of architecture. Differential equation with separated variables, homogeneous equation, linear equation. Measuring simple interest Computation of compound interest Deposits and rent Preliminary Deposit Deposits Depressive periodic deposition Variable periodic deposits Periodic rental anticipative Rents periodic discursive. Return of the loan Calculating installments when loan and annuity are known Calculating the first installment when the loan is</p>

	known Calculating any installment with the help of annuity Calculation of the Paid Loan Draw up the amortization plan. Meaning, significance, methods and object of statistics. Organization of statistics. Definition of elements of statistical analysis. Stages of statistical study. Understanding and the Importance of Descriptive Statistics. Average. Dispersion. Median. Correlation and regression.										
<b>Course Goals:</b>	At the end of this course students will be able to use and to understand concepts of higher Mathematics with the aim to use this knowledge as an aide in other subjects which use mathematical apparatus.										
<b>Expected Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>✓ Obtain theoretical knowledge from the content of the subject of hydrates for students studying architecture and engineering.</li> <li>✓ Know different methods for solving problems from the field of hydro using known mathematical apparatus.</li> <li>✓ Gain knowledge and get accustomed to use efficient methods in solving different problems from the field of engineering.</li> <li>✓ Be able to apply obtained knowledge of Mathematics as facilitating factor for the attainment of the knowledge from other subjects, as planned by the studying program of architecture and engineering</li> </ul>										
<b>Teaching Methods:</b>	Frontal and individual with lectures and exercises.										
<b>Assessment Methods:</b>	The final assessment is based on the overall engagement of the student during the whole semester, in accordance with the following: <table border="1" style="margin-left: 20px;"> <tr> <td>First assessment</td> <td>Second Assessment</td> <td>Attendance</td> <td>Activities</td> <td>Final Exam</td> </tr> <tr> <td>20%</td> <td>20%</td> <td>5%</td> <td>10%</td> <td>45%</td> </tr> </table>	First assessment	Second Assessment	Attendance	Activities	Final Exam	20%	20%	5%	10%	45%
First assessment	Second Assessment	Attendance	Activities	Final Exam							
20%	20%	5%	10%	45%							
<b>Primary Literature:</b>	<ol style="list-style-type: none"> <li>1. Ajet Ahmeti – Matematika për ekonomistë, Prishtinë 2012.</li> <li>2. Harshbarger/Reynaolds- Mathematical applications- for the management,life and social sciences, Boston, New York,</li> <li>3. Alexs Himonas , Alan Howard - Calculus Ideas and applications, USA, 2003.</li> </ol>										
<b>Additional Literature:</b>	<ol style="list-style-type: none"> <li>1. N.L.Braha: “Bazat e Statistikës”, Universiteti i Prishtinës, Prishtinë, 2006</li> <li>2. Robert D.Mason, Douglas A. Lind &amp;William .Marshall: “Statistical Techniques in Business and Economics”, Tenth Edition, McGraw-Hill International Edition, 2000,</li> </ol>										

<b>Course title:</b>	<b>LEGISLATION &amp; MANAGEMENT IN CONSTRUCITON AND URBANISM</b>
<b>Teacher:</b>	Prof.Ass.Dr. Mimoza Dugolli
<b>Status:</b>	Elective
<b>ECTS:</b>	3
<b>Course Description</b>	This module addresses subdivisions of laws and sub-legal acts in the field of urban planning and construction, as well as laws and other sub-legal acts of areas that have direct or indirect impact on urban planning and construction.
<b>Course Goals:</b>	The purpose of this course is to enable students to understand the legislative parameters that determine: the setting of minimum requirements for public health protection, safety parameters and general welfare through the necessary

	resistance to the structure of emergency spaces, balance and stability, sanitation, management construction waste, adequate lighting and ventilation, energy efficiency and energy saving measures, and fire and life security of fire and other hazards attributable to the construction environment, as well as to provide safety for firefighters and other emergency responders.
<b>Expected Learning Outcomes:</b>	Upon completion of this course, students will be able to interpret the laws and regulations in force related to the development of direct and indirect urban and construction activities. Understand them and use it, to carry out their activities as young architects.
<b>The importance of the course</b>	The importance of this subject lies in the fact that through the legislation are defined the main requirements for defining zones/areas for construction, design, construction and use of construction materials, professional supervision and procedures for building permits, building permits and construction inspections. It also regulates design and construction conditions regarding public safety and environmental protection in Kosovo.
<b>Teaching Methods:</b>	Teaching will be realized through lectures, exercises, group tasks.
<b>Assessment Methods:</b>	The passing rate of the course is 60%. Student attendance 10%; Individual assignments performed in class 15%; Homework performed at home 15%; Evaluation by 60% tests; Final Exam 100%.
<b>Primary Literature:</b>	Lectures prepared by the professor; Legislation in force related to the field of construction and urbanist. P.S. Gahlot, B.M. Dhir “Engineering construction planning & management” 2nd edition Barbara J. Jacskon “Construction management Jump start”, 2nd edition.
<b>Additional Literature:</b>	Other laws related to the field of construction and urbanism, S. C. Basu Roy “Modern Concept of Total Quality Control and Management for Construction”; Arvind K Sagar Gaurav K Sagar “Construction Technology and Management”; M.K. Gupta “Practical Handbook on Building Construction”.

<b>Course title:</b>	<b>INTERIOR ARCHITECTURE</b>
<b>Teacher:</b>	Prof.Ass.Dr. Arta Xhambazi
<b>Status:</b>	Elective
<b>ECTS:</b>	3
<b>Course Description</b>	The course summarizes the theoretical knowledge learned in the previous years of architecture studies and elaborates them from the perspective of designing interior spaces. Through the explanation of essential concepts in a logical and sensitive way, the course addresses the process of designing internal spaces from the first contact to the client, to the presentation of the project and beyond it.

	Conceptualization of the idea is elaborated by elaborating the concept of movement, three dimensionality, construction, material, color and lighting.
<b>Course Goals:</b>	Treatment of the history and contemporary theory of architecture from the point of view of interior architecture. Explanation of the design process of interior spaces since the design of the design program to the visual presentation of the project. Review the importance of project presentation at different stages of the project. Presenting opportunities for further development, through worksheets of well-known creators, using photography as a means of explaining and inspiring.
<b>Expected Learning Outcomes:</b>	At the end of the course the student is able to: <ul style="list-style-type: none"> <li>– Review and analyze architectural components in other works of interior architecture as a prerequisite for launching their own activity;</li> <li>– Recognize the contemporary design styles and trends of interior spaces</li> <li>– Understand and realize the design program</li> <li>– Design interior spaces</li> </ul>
<b>Teaching Methods:</b>	Lectures, case studies and topics that interactively interact with the students. The semestral work is supervised during exercises as well as individual work at home.
<b>Assessment Methods:</b>	Regular attendance of lectures and exercises is mandatory. Credits are obtained by verifying attendance and activity during lessons, with the semestral project evaluated positively as well as the positively assessed exam.
<b>Primary Literature:</b>	Designing Interiors, 2nd ed., Rosemary Kilmer& Otie Kilmer, John Wiley & Sons, 2014 Interior Design: Conceptual Basis, Anthony Sully, Springer International Publishing, 2015 The Fundamentals of Interior Architecture, John Coles/Naomi House, AVA Publishing SA, 2007
<b>Additional Literature:</b>	The Fundamentals of Interior Design, Simon Dodsworth, AVA Publishing SA, 2009 Drawing for Interior Design, 2nd ed, Drew Plunkett, Laurence King Publishing Ltd, 2014 Lighting for Interior Design, Malcolm Innes, Laurence King Publishing, 2014

<b>Course title:</b>	<b>ARCHITECTURAL BARRIERS</b>
<b>Teacher:</b>	Dr.sc. Rozafa Basha
<b>Status:</b>	Elective
<b>ECTS:</b>	3
<b>Course Description</b>	In a growing and aging society, where the need for sustainable (both social and environmental) design solutions is critical, Inclusive Design Approaches (including Universal Design) have been accepted globally as a means of meeting existing and future needs. Universal Design is a way of thinking, requiring the designer to consider the consequences of design, and placing the needs of all people at the very heart of the process.

	The theoretical and practical part of the module will introduce students to the notions of architectural barriers and accessibility in the built environment. It will also introduce Inclusive Design Approaches for creating barrier free environment. In particular, Universal Design philosophy will be discussed with its social, economic, legislative perspective.
<b>Course Goals:</b>	The aim of the course is to introduce students with the notions of architectural barriers, accessibility in the built environment and Inclusive Design Approaches for creating barrier free environment.
<b>Expected Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>- Be familiar with, and have a practical understanding of Universal Design as it is applied in architectural design;</li> <li>- Have a complete understanding of the legislative requirements for barrier free built environment;</li> <li>- Have a complete understanding of social benefits of barrier free built environment;</li> <li>- Be aware of the development and application of new research concepts and advances in the field;</li> <li>- Have applied, demonstrated or translated a Universal Design approach into concrete design projects;</li> </ul>
<b>Teaching Methods:</b>	Ex - catedra lectures, short design workshops, site visits and seminar discussions. Some modules of the course will be taught through interactive discussions and problem based learning techniques.
<b>Assessment Methods:</b>	Attendance – 5%; Seminar - 20%; Colloquium 1 - 15%; Colloquium 2 - 15%; Delivery and presentation of graphic project 45 %; Students not passing colloquiums are required to enter the exam at the end of the term.
<b>Primary Literature:</b>	<ol style="list-style-type: none"> <li>1. Presier W., Smith K., Universal Design Handbook, Mc Graw Hill, 2004</li> <li>2. Lebbon C., Clarkson J., Coleman R., &amp; Keates E., Inclusive Design: Design for the Whole Population, Springer Verlag, 2003</li> <li>3. Keates, S. L., Clarkson J., Countering Design Exclusion, An Introduction to Inclusive Design, Springer Verlag, 2004</li> </ol>
<b>Additional Literature:</b>	<ol style="list-style-type: none"> <li>4. Imrie R., Accessible Housing: Quality, Disability and Design, Routledge, 2005</li> <li>5. Steinfeld E., Maisel J., Universal Design : Creating Inclusive Enviroments, Wiley, 2012</li> </ol>

<b>Course title:</b>	<b>ARCHITECTURE AS POLITICAL EXPRESSION AND INTERPRETATION</b>
<b>Teacher:</b>	Prof.Ass.Dr. Teuta Jashari Kajtazi
<b>Course Status:</b>	Elective
<b>ECTS Credits:</b>	3
<b>Course Description</b>	Since there is a structural relationship between the social and political sides in society, architecture is one that emphasizes the power of this relationship, precisely with the monumental architecture that is shaped by certain political powers. In this regard, the subject shows the possibilities of interpreting various social policies, societies and certain periods through architecture.

<b>Course Goals:</b>	Expression of the identity of a society or nation, representation outside of the country's borders, preservation of identity, all through architectural expression.
<b>Expected Learning Outcomes:</b>	Recognition of the concept of architectural identity, the expression of national identity through architecture, political and social interpretation through diplomatic representation, as well as the recognition of different forms of interpretation and reinterpretation of structures designed and constructed at a particular time and of special importance for a society or community.
<b>Teaching Methods:</b>	Lectures / Theoretical and practical lessons Semester assignments of students are as follows: - Group work (not more than three participants) - Semester assignment includes research, theoretical and interpretative theories of political expression through architecture
<b>Assessment Methods:</b>	Semester assignment_50% Semester Presentations_40% Regular attendance and activity_10% Total_100% - As seen above, the assessment in the subject is done through the success achieved in the semester assignment and task-related presentations, which will be done three times during the semester (thus following the progress of the seminar work)
<b>Primary Literature:</b>	Power and Architecture: The Construction of Capitals and the Politics of Space; <i>Michael Minkenberg</i> , 2014 Behind the national identity; Political and social activity through architecture; Liberal Socialism in Kosovo; <i>Teuta Jashari-Kajtazi</i> , 2016 <a href="http://repositum.tuwien.ac.at/obvutwhs/download/pdf/1747161?originalFilename=true">http://repositum.tuwien.ac.at/obvutwhs/download/pdf/1747161?originalFilename=true</a>
<b>Additional Literature:</b>	The Architecture of Community; <i>Leon Krier</i> , 2009

<b>Course title:</b>	<b>ARCHITECTURAL DISCOURSES</b>
<b>Teachers:</b>	Prof.Ass.Dr. Florina Jerliu
<b>Status:</b>	Elective
<b>ECTS:</b>	3
<b>Course Description:</b>	The course deals with the main themes of architecture such as tectonics, use, and space, which remain central to the discipline of architecture of the two milleniums. Rapid development today brings forth new materials and technologies; in addition environmental and social challenges are also increasing. This makes the daily reality of life vital for studying architectural discourses. The course informs students about phenomena, notions and discussions in architecture discipline in the form of a trilogic conversation between discursive texts: thesis (source text), antithesis (reflective text) and synthesis (philosophical text). Basic texts, which are central to understanding of the scope of the debate in architecture, are written by architects and critics and philosophers, and are likewise manifested as an architectural work as architectural manifesto.

<b>Course Goals:</b>	The purpose of the course is to teach the students to set their role against new challenges and opportunities within the discipline of Architecture. As the debate focuses on how the structure, space, form, material, program, and context have been transformed, to address these issues, students become active in this transformation, by learning to generate architectural concept from a certain theoretical position.
<b>Expected Learning Outcomes:</b>	Upon completion of this course the student will be able to: <ul style="list-style-type: none"> <li>– develop and enhance the skills of debate and knowledge on dialectics in architecture</li> <li>– create a critical judgment framework for the idea, basic concepts and architectural production in the context,</li> <li>– develop the ability to argue and present in a structured way their proposals, ideas and projects.</li> <li>– develop skills in articulation, theoretical referencing and academic writing</li> </ul>
<b>Teaching Methods:</b>	Interactive lectures, discussions, individual and group homework, presentations of student work.
<b>Assessment Methods:</b>	Student attendance and active classroom engagement 10%, Assignments and student presentations 60%, Assessment from tests 15% or Final Exam 30%
<b>Primary Literature:</b>	C.G. Crysler (2003). Writing Spaces. Discourses of Architecture, Urbanism, and the Built Environment 1960-2000, Routledge K. Smith (2012). Introducing Architectural Theory: Debating A discipline, Routledge, New York, NY E. Ots, (2010) Decoding Theoryspeak, Routledge, New York, NY Hanno-Walter Kruft (1996) History of Architectural Theory, from Vitruvius to the present, 1 edition, Princeton Architectural Press K. Michael Hays (Ed.) (200) Architecture Theory since 1968, The MIT Press
<b>Additional Literature:</b>	F.Jerliu (2005) Lecture notes: Teoria dhe Kriticizmi në Arkitekturë, UP/WUS Hilde Heynen (2000) Architecture and modernity, A Critique, The MIT Press; Revised edition Ch. Jencs , K.Kropf (2006). Theories and manifestoes of contemporary architecture, second edition, Academy Press H. Pai, H. Pae (2002). The Portfolio and the Diagram: Architecture, Discourse, and Modernity in America, MIT Press

<b>Course title:</b>	<b>THEORY/HISTORY OF URBANISM</b>
<b>Teacher:</b>	Dr.Sc. Ilir Gjinolli
<b>Status:</b>	Elective
<b>ECTS:</b>	3
<b>Course Description</b>	What is the city and how did it originate? What are its functions and what goals does it accomplish? What are the forms of development and growth, and what are the schools that dictated and contributed to the city's development ideas?

	Population movements, gender and multi-cultural spaces, globalization processes and emerging economies shape our cities every day by making some of the cities strong points in the global communications network. What are the current urban and suburban social movements and what are the urban policies that will guide the development of a healthy and inclusive city in the future
<b>Course Goals:</b>	<i>Theoretical knowledge and understanding of cities in the historical, cultural and socio-economic perspective through lectures and research and critical work.</i>
<b>Expected Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• <i>Recognizing the history of city development</i></li> <li>• <i>Familiarization with the schools that developed theories and critical thinking about the development of cities</i></li> <li>• <i>The importance and knowledge of the complexity of cities</i></li> </ul> <i>Acquisition of basic concepts</i>
<b>Teaching Methods:</b>	<ul style="list-style-type: none"> <li>• Lecture and discussion at the end of each module,</li> <li>• Research seminar - individual work</li> </ul>
<b>Assessment Methods:</b>	<ul style="list-style-type: none"> <li>• Research seminar 50%</li> <li>• Final exam 40%</li> <li>• Regular attendance of 10%</li> </ul>
<b>Primary Literature:</b>	<ol style="list-style-type: none"> <li>1. Key concepts in Urban Studies”, Mark Gottdenier and Leslie Budd, Sage Publication/London</li> <li>2. “The city reader”, Richard T. LeGates and Frederic Stout</li> <li>3. “Sociologija Grada”, Sreten Vujovic</li> <li>4. “The city in History”, Lewis Mumford</li> <li>5. “The city cultures reader”, Malcom Miles, Tim Hall and Iain Borden – Routledge/London</li> <li>5. “The art of city making”, Charles Landry, Earthscan/London</li> <li>6. “Writings in Urbanism”, edited by Douglas Kelbaugh and Kit Krangel Mccullough</li> <li>6. “European Cities and Towns 400-2000”, Peter Clark, Oxford/London</li> <li>7. “Cities and Society”, edited by Nancy Kleniewsky, Blackwell Publishing</li> <li>8. “Encyclopedia of Urban Studies” edited by Ray Hutchison, Sage Publications</li> <li>9. “Cities And Cultures”, Malcom Miles, Routledge/ London and New York.</li> </ol>
<b>Additional Literature:</b>	<ol style="list-style-type: none"> <li>10. “Understanding the City” edited by John Eade and Christofer Mele, Blackwell Publications</li> <li>11. “Imagining Cities”, Sallie Westwood and John Williams, Routledge/ London and New York.</li> </ol>

<b>Course Title:</b>	<b>COMMUNITY BASED PLANNING</b>
<b>Teacher:</b>	Prof.Ass.Dr. Dukagjin Hasimja
<b>Status:</b>	Elective
<b>ECTS:</b>	3



<b>Course Description:</b>	Planning with community today is a process that includes people and different community and professional organizations who would enrich the process itself with specific knowledge about a certain context be it for cultural norms, regulations, laws and other public issues with certain interest. This right to participate is guaranteed by international charts and by laws in different countries. The course includes theory / instruments and examples on how the community could be involved and mobilized in planning processes and development of the cities.
<b>Course Goals:</b>	The aim of the course is to prepare students for inclusive planning and bottom – up initiatives that produce the cities and also prepare them how to lead and develop the planning process with different groups of interests/ stakeholders in different levels of planning and development.
<b>Expected Learning Outcomes:</b>	Practical development of students to work with communities through different instruments, urban activism and mobilisation
<b>Teaching Methods:</b>	Thematic lectures Exercizes: Participatory process using different methodologies Presentations/ Discussions
<b>Assesments Methods:</b>	Formativ and summatic evaluation Semester project/ seminar/ presentation 60% Semsetral tests (2) 40% (orthe exame) Totali 100%
<b>Primary Literature:</b>	<ol style="list-style-type: none"> <li>1. Whyte, William – The social Life of Small Urban Spaces,</li> <li>2. Wates, Nick – The Community Planning Handbook</li> <li>3. Flanigan, w. 1993. “Contemporary Theories of Urbanism and Community”, pp. 13-44, in <i>Contemporary Urban Sociology</i></li> <li>4. Sarkissian, Wendy and Hurford Dianna – <i>Creative Community Planning:</i></li> <li>5. Elliot, Brayan – <i>Constructing Community – Lexington books</i></li> <li>6. Etingoff, Kimberly – <i>Urban Land Use – Community-based Planning, CRC Press</i></li> </ol>
<b>Additional Literature:</b>	<ol style="list-style-type: none"> <li>1. Knox, Paul-Pinch, Steven, <i>Urban Social Geography, An Introduction</i>, Prentice Hall</li> <li>2. Whitzman Caroline, <i>The Handbook of Community Safety, Gender AND Violence Prevention: Practical Planning Tool</i></li> <li>3. Kageyama, Peter – <i>For the Love of Cities</i>,</li> <li>4. Landry, Charles -<i>The Creative City: A Toolkit for Urban Innovators and The Art of City Making</i></li> <li>5. Gehl, Jan – <i>Cities for People</i>,</li> <li>6. Gehl Jan – <i>Hoë to study Public Life</i>,</li> <li>7. PPS – <i>Hoë to turn a place around</i>, Neë York</li> <li>8. Giesecking, Jack Jen - <i>People, Place and Space Reader</i>, Routledge Press</li> <li>9. Low Seta – <i>Spatializing Culture</i>, Routledge Press, 2016</li> <li>10. Mitchell, Don – <i>The right to the city: Social Justice and the Fight for Public Space</i>, The Guilford Press, New York-London</li> </ol>

<b>Course title:</b>	<b>CREATIVE INDUSTRY</b>
<b>Teacher:</b>	Prof.Asoc.Dr. Arta Basha Jakupi
<b>Status:</b>	Elective
<b>ECTS:</b>	3
<b>Course Description</b>	New creative industries are empowering new modes of collaborative consumption, creation and reuse of media. This often relies on successful collaborations between cross-trained artists, designers and technologists as well as critical reflection on distribution, participation, interaction and audience. This course is designed to prepare engineers and scientists to work in these contexts. By the end of the course, students will be able to think critically across several media theory paradigms; formulate the intent of their creative work; articulate relationships to art/design practice and theory; and respond insightfully to creative outcomes. The goal is not just to make creative media rich outcomes but also to think critically about their production.
<b>Course Goals:</b>	The aim of the course is to focus on the shifting and contested field of the cultural and creative industries; the struggles (as represented by key authors) to articulate and re-articulate them to notions of culture, and to economy, technology and individuals. Its objective is to enable students to develop a nuanced understanding of the cultural and creative industries, both conceptually and empirically, and in organizational, spatial and historical terms.
<b>Expected Learning Outcomes:</b>	<p>Upon completion of this course a student should:</p> <ul style="list-style-type: none"> <li>▪ Be able to describe of the history and domain of new media</li> <li>▪ Be able to enumerate relevant prior works that relate to personal projects</li> <li>▪ Be able to critically reflect on the role of digital media in arts-technology exploration</li> <li>▪ Be able to critically reflect on the personal media outcomes based on the relationship to prior work</li> </ul> <p>Students will become both critical consumers and producers of media experiences. They will:</p> <ul style="list-style-type: none"> <li>▪ Be able to articulate the intent (critical thinking, goal, provocation) and effect (response, reflection, action) of new media outcomes;</li> <li>▪ Demonstrate the ability to capture, compose, analyze, research, critique and reflect on media outcomes;</li> <li>▪ Demonstrate the ability to develop at least one media prototype which successfully matches intent with desired effect.</li> </ul>
<b>Teaching Methods:</b>	Lectures, field work, case study analysis, seminar work and study work. The research is conducted in thematic groups, while the project is individual or in groups.
<b>Assessment Methods:</b>	<p><i>Creative Projects:</i> Students will prepare independent and collaborative creative projects with their peers. Each of these creative projects will directly connect to the topics introduced in the module.</p> <p><i>Exhibition and presentation:</i> Students will showcase their final outcome as an open exhibition of creative works.</p>

<b>Primary Literature:</b>	Caves, R., 2000. <i>Creative industries: contracts between art and commerce</i> . Cambridge MA: Harvard University Press.
<b>Additional Literature:</b>	Flew, T., 2012. <i>Creative industries</i> . London: Sage. Florida, R., 2012. <i>The rise of the creative class, revisited</i> . New York: Basic. Hesmondhalgh, D., 2013. <i>Cultural industries</i> . 3 <sup>rd</sup> ed. London: Sage. Jenkins, H., 2006. <i>Convergence culture: where old and new media collide</i> . NYU Press. Ross, A., 2009. <i>Nice work if you can get it: life and labor in precarious times</i> . NYU Press.

<b>Course title:</b>	<b>ARCHITECTURE AND NARRATION IN PHOTOGRAPHY AND FILM</b>
<b>Teacher:</b>	Prof.Asoc.Dr. Arta Basha Jakupi
<b>Status:</b>	Elective
<b>ECTS:</b>	3
<b>Course Description</b>	Throughout the evolution of visual media, we are able to see, hear, and share the lived experiences of dwellers around the world and witness our changing lifestyles, changing cities, and changing attitudes about the increasingly urban world we live in. Paintings, photography and films can document this transformation of our built and living environment and also envision how it might be.
<b>Course Goals:</b>	The aim of this course is to explore and interpret the relationship of architecture with painting, photography and films by analyzing the work of artists and directors whose work is related to architecture.
<b>Expected Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>▪ By the end of the course, students are expected to:</li> <li>▪ - identify the role and relationship of architecture with paintings, photography and films;</li> <li>▪ - compare and contrast different visual medias that represent architecture, identify advantages and disadvantages of using painting, photography or film to represent architecture;</li> <li>▪ - describe the role of evolution of visual medias in architecture;</li> <li>▪ - give examples how visual medias represented the past;</li> <li>▪ - demonstrate how visual medias envisioned architecture and if it had any effect in the real life;</li> <li>▪ - develop a critical perspective of the use of architecture and visual medias;</li> </ul>
<b>Teaching Methods:</b>	Lectures, field work, case study analysis, seminar work and study work. The research is conducted in thematic groups, while the project is individual or in groups.
<b>Assessment Methods:</b>	The assessment will be based on evaluating the research paper, formulating and developing arguments, the performance throughout the course of the semester, including attendance in the classroom, attendance when visiting arts or watching films, involvement in the discussions, team work, dedication.
<b>Primary Literature:</b>	BRUNO, G. <i>Public intimacy: Architecture and the visual arts</i> . Cambridge (Massachusetts): MIT, 2007.

<b>Additional Literature:</b>	<p>ALBRECHT, D. <i>Designing dreams: Modern architecture in the movies</i>. London: Thames and Hudson, 1987.</p> <p>BARBER, S. <i>Projected cities: Cinema and urban space</i>. London: Reaktion Books, 2002.</p> <p>COVERT, N. <i>Architecture on screen</i>. Boston: G.K. Hall, 1994.</p> <p>FITZMAURICE, T. &amp; SHIEL, M. <i>Cinema and the city: Film and urban societies in a global context</i>. Oxford: Blackwell Publishers, 2001.</p> <p><a href="#">Peter Brunette</a> &amp; <a href="#">David Wills</a>. <i>Deconstruction and the Visual Arts: Art, Media, Architecture (Cambridge Studies in New Art History and Criticism) Hardcover – October 29, 1993</i></p>
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<b>Course title:</b>	<b>ARCHITECTURAL DESIGN 9 - SPORTS AND RECREATIONAL FACILITIES</b>
<b>Teacher:</b>	Prof.Asoc.Dr. Vlora Navakazi
<b>Status:</b>	Compulsory
<b>ECTS:</b>	6
<b>Course Description</b>	<p>The course examines recreational-sports facilities. Content of the notions and planning of the network structure of physical education facilities, recreation and sports, open facilities (open stadiums and swimming pools) and closed facilities (indoor gyms and swimming pools) as well as aspects of architectural forms of development trends physical education facilities, recreation and sports (EFRS).</p> <p>Knowledge on specifics, characteristics, program contents and design methods. Apart from the historical development, layout and network distribution of these objects, students will also be familiar with the specific features of functional solutions and constructive requirements for each specified type of sports facilities.</p>
<b>Course Goals:</b>	The purpose of the course is to inform students about design, spatial organization and the technology of the building covered in this subject.
<b>Expected Learning Outcomes:</b>	<p>Upon completion of this course the student will have the opportunity to:</p> <ul style="list-style-type: none"> <li>- Possess the basics of conceptual and urban-architectural design;</li> <li>- Apply architectural design methodologies;</li> <li>- Develop individual creative approaches to problem solving;</li> <li>- Apply problem analysis;</li> <li>- Explore and use traditional and contemporary materials and technologies in the architectural design;</li> </ul>
<b>Teaching Methods:</b>	Lectures, multimedia method of presentation, analytical interpretation and comparison through the materialization tools like projector, laptop, table; organized group work exercises (2 to 3 students); site visits, supervised individual assignments.
<b>Assessment Methods:</b>	By submitting and evaluating the individual / group work, the student obtain official confirmation for completion of the subject. Evaluation Methods and Passing Criteria: class attendance and activity in exercises (10%), essay (15%), Colloquium (15%); individual graphic project or group project (2-3 students) (55%); Final exam (5%).

<b>Primary Literature:</b>	<ol style="list-style-type: none"> <li>1. Ramsley, Sleeper, Architectural Graphic Standard (ninth edition), Āiley, AIA, Neë York, 1994</li> <li>2. Adler, D., METRIC HANDBOOK – Planning and Design Data (second edition), Architectural Press, OXFORD, 2000</li> <li>3. Baiche, B. Walliman, N., Neufert-Architects' Data (third edition), Oxford, 2000</li> <li>4. Rod Sheard, SPORTS ARCHITECTURE:, Spon Press, London&amp;NY, 2001.</li> <li>5. Ilić, S., Sportski objekti, BEOGRAD, 1998</li> <li>6. Summary of lectures, “Sports and Recreational Facilities”, Prof.Ass.Dr. Vlora Navakazi</li> </ol>
<b>Additional Literature:</b>	<ol style="list-style-type: none"> <li>1. Architectural Review 1244/2000. - OI Australija</li> <li>2. Baumeister 8/1992. - OI Barcelona</li> <li>3. l'ARCA 122/998. - SPORTS FACILITIES</li> <li>4. AW - architectur+wettbewerb 188/2001. - Buildings for sport and leisure</li> </ol>

<b>Course title:</b>	<b>SUSTAINABLE URBAN PLANNING 2</b>
<b>Teacher:</b>	Prof.Ass.Dr. Dukagjin Hasimja
<b>Status:</b>	Compulsory
<b>ECTS:</b>	4

<b>Course Description</b>	<p>In the planning studio, the core of teaching activities is work on a project of students under teacher supervision. The students, in cooperation with the teachers, will choose a city in Kosovo as the site of the project development. Project work is carried out in groups of 4-6 students supported by teachers and supported by lectures, teachers' guidance and special workshops. Project location and problems should be identified and approved by the teachers no later than 2 weeks after the start of the semester</p> <p>Work on the project will be developed through three phases:</p> <ul style="list-style-type: none"> <li>• Defining problems,</li> <li>• problem analysis and</li> <li>• Proposals for the development plan</li> </ul>
<b>Course Goals:</b>	<i>Candidates will be enabled to participate effectively in the process of drafting an urban development plan for the entire city.</i>
<b>Expected Learning Outcomes:</b>	<p><i>Candidates have developed their skills and techniques of research, communication and action in urban planning</i></p> <p><i>Candidates have gained knowledge and planning skills at the urban level. Participants will be able to participate in drafting urban development plan for the entire city.</i></p> <p><i>Have developed communication skills in the urban planning process - presenting communication as a process of visual design, oral, written in combination with the aim of developing communicative thinking</i></p>
<b>Teaching Methods:</b>	Practical work in a project supported by lectures and discussions and tutorial leadership
<b>Assessment Methods:</b>	<ul style="list-style-type: none"> <li>• Projects 70%</li> <li>• Final exam 30%</li> </ul>

<b>Primary Literature:</b>	<p>2. Antonia Layard, Simin Davoudi and Susan Batty: Planning for a sustainable future, SPON Press, First Edition, 2001</p> <ul style="list-style-type: none"> <li>• Stephen M. Wheeler, Timothy Beatley (2014) Sustainable Urban Development Reader, Reutledge London NY</li> <li>• <a href="#">Robert Riddell</a> (2004), Sustainable Urban Planning: Tipping the Balance 1st Edition. Blackwell publishing</li> <li>• Peter Calthorpe (2011) Urbanism in the Age of Climate, Island Press London</li> </ul>
<b>Additional Literature:</b>	1. Forbes Davidson: Strategic Planning Course materials for Kosova Institute for Spatial Planning, IHS Rotterdam, 2003-2006

<b>Course title:</b>	<b>RESTORATION THEORY AND PRACTICE</b>
<b>Teacher</b>	Prof. Ass. Dr. Florina Jerliu
<b>Status:</b>	Compulsory
<b>ECTS:</b>	4

<b>Course Description:</b>	The course is designed to enable students to get acquainted with theories and approaches to restoration and urban conservation as well as conservation and restoration practices in the world and in Kosovo. The practical component of the course involves the design of a restoration project that will enable students to determine the right type and level of intervention, optimum presentation and sustainable use of the heritage built under contemporary conditions. The restoration project requires as a prerequisite the drafting of the technical documentation of the existing state of the monument/site, therefore, this subject as a prerequisite has the successful completion of all the obligations of the Preservation of Architectural Heritage.
<b>Course Goals:</b>	The aim of the course is for students to acquire basic knowledge in reading the cultural environment, to be able to valorize and describe the authenticity test according based on European standards and UNESCO practices. In terms of theoretical transfer into practice of restoration, the course aims at enabling students to apply scientific and professional principles, measures and techniques of restoration, needed to create an architectural design culture for historic buildings and sites, in line with contemporary trends and the needs for sustainable use of the built heritage.
<b>Expected Learning Outcomes:</b>	<p>Upon completion of this course the student will be able to:</p> <ul style="list-style-type: none"> <li>– develop sensitivity for application of principles and scale of intervention during the design of the restoration project</li> <li>– create a restoration-based approach by harmonizing the allowed intervention levels with the building / site utilization requirements</li> <li>– foster creativity and innovation in sustainable architectural recreation through the "modest" intervention through significant and conceptual approach, as a condition for protection and preservation</li> </ul>

	of authenticity / integrity and enhancement of the values of cultural heritage.
<b>Teaching Methods:</b>	Thematic lectures, discussions, workshops with invited lecturers, field visits, restoration project as a semester assignment. A copy of the documentation of the restoration project is made available to the Ministry of Culture, Youth and Sports of Kosovo.
<b>Assessment Methods:</b>	Student attendance and active classroom engagement 10%, Assignments and student presentations 60%, Assessment by tests 15% or Final Exam 30%
<b>Primary Literature:</b>	F.Jerliu (2016). Mbrojtja e Trashëgimisë Ndërtimore. Historia, konceptet, definicionet, metodat dhe teknikat e mbrojtjes. Libri Shkollor, Prishtinë F.Jerliu (2017). Trashëgimia Kulturore e Kosovës. Konceptet dhe Kontekstet e Mbrojtjes, Prishtinë Francesco Bandarin, Ron van Oers (2012). The Historic Urban Landscape. Managing Heritage in an Urban Century, First Edition. wiley & Blackwell, UK Erica Avrami, Et.al. Eds (2000). Values and Heritage Conservation. Research Report. The Getty Conservation Institute, Los Angeles Charles Bloszies (2012). Old Buildings New Designs, Princeton Architectural Press
<b>Additional Literature:</b>	F.Jerliu/MKRS (2017). Strategjia Kombëtare për Trashëgiminë Kulturore 2017-2027 Robert Pickard (2002). European cultural heritage (Volume II). A review of policies and practice, Council of Europe. ICOMOS (2004). International Charters. Conservation and Restoration, 2nd edition

<b>Course title:</b>	<b>BUILDING ENVELOPE AND FACADE</b>
<b>Teacher:</b>	Prof.Dr. Violeta Nushi
<b>Status:</b>	Compulsory
<b>ECTS:</b>	4
<b>Course Description:</b>	This course is an intensive introduction to the discipline of architectural constructions and relevant knowledge towards understanding the concept, elements and completeness of the construction of the envelope of architectural objects in general and the façade in particular. The course is developed through theoretical and practical lessons, the content of which is initially done by the topics of historical development, the theory and practice of wrappers, constructive systems and details and other accessories of the facade and facade wrap.

<b>Course Goals:</b>	This course aims to provide an overview of the broad field of sustainable construction and efficient solution of the building envelope, in architectural, construction and energy performance. The course will provide a deeper understanding of the definition and knowledge about the design of the wrapper elements in context and cost-effective and effective performance. This approach will assist the country in controlling expenditure on natural resources and energy, by using advanced techniques and materials for the new or old buildings' facade / facade, for typology of objects: many residential, administrative, shopping centers, hospitals, schools, etc.
<b>Expected Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>- to get acquainted with the main content of the architectural design and their implementation in order to enable them to design and propose the constructive element of the envelope and façade of the buildings according to architectural and construction implementation plans.</li> <li>- to be notified of the applicability of standards and building codes</li> <li>- to be able to think constructively when designing the implementation plans for the wrapper and the façade of the buildings.</li> </ul>
<b>Teaching Methods:</b>	Lectures / Theoretical Lectures Practical Exercises – drawing graphs and diagrams, eventually models of architectural and constructive elements, according to teaching units.
<b>Assessment Methods:</b>	Regular attendance (10%); Assessment of exercises (40%) Final exam (60%); Total (average percentage) 100%. Students have the right to undergo the exam only if they achieve a positive evaluation
<b>Primary Literature:</b>	<ol style="list-style-type: none"> <li>1. Nushi, V. Handouts and Materials (@electronic version) after each lecture held during the courses</li> <li>2. Watts, A. Facades, Technical Review. 2007 RIBA Publishing. Published by RIBA Publishing, London, UK.</li> <li>3. Hegger, M., Fuchs, M., Stark, T., Zeumer, M. Energy Manual, Sustainable Architecture. 2008 English translation of the 1<sup>st</sup> German edition, Birkhauser Verlag AG, Basel, Switzerland.</li> <li>4. Kibert, Ch. J. Sustainable Construction, Green Building Design and Delivery. 2013 Jon Wiley &amp; Sons, Inc. New Jersey, USA.</li> </ol>
<b>Additional Literature:</b>	<ol style="list-style-type: none"> <li>1. Szokolay, S. Introduction to Architectural Science. 2008 Third Edition, Architectural Press (Elsevier).</li> <li>2. <a href="https://www.iea.org/countries/">https://www.iea.org/countries/</a>, Technology Roadmap, Energy Efficient building envelopes. 2013, OECD/IEA, Paris, France.</li> <li>3. <a href="https://www.wbdg.org/guides-specifications/building-envelope-design-guide/building-envelope-design-guide-introduction#evol">https://www.wbdg.org/guides-specifications/building-envelope-design-guide/building-envelope-design-guide-introduction#evol</a></li> </ol>

<b>Course title:</b>	<b>BIM - Building Information Modelling</b>
<b>Teacher:</b>	Prof.Asoc.Dr. Arta Basha Jakupi
<b>Status:</b>	Compulsory
<b>ECTS:</b>	4



<b>Course Description</b>	Building Information Modelling (BIM) is a process that involves the generation and management of the information about a facility. BIM allows for great integration and collaboration among different building professionals of various disciplines to explore digitally, and can be used throughout the entire building process from design stage through construction stage and even post construction building management.
<b>Course Goals:</b>	This course will provide the student with multiple learning opportunities to expand their engineering knowledge and experience. We will focus on both the technical and professional areas of engineering.
<b>Expected Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>▪ - demonstrate knowledge of BIM processes and benefits;</li> <li>▪ - to equip students with the practical 3D BIM Architectural Modelling</li> <li>▪ - demonstrate skills and technical knowledge to start and support a project using BIM;</li> <li>▪ - compare and contrast the knowledge of various architectural and technology components</li> <li>▪ - develop building and infrastructure vocabulary to be able to describe a building, its components, and its systems, including the architectural, MEP (mechanical, electrical, plumbing), and structural components.</li> <li>▪ - describe evolution and development of BIM from its origination to today.</li> <li>▪ - be able to compare, including advantages and disadvantages of BIM vs. 2D and 3D CAD</li> <li>▪ - explain the challenges and roadblocks still facing the use of BIM.</li> </ul>
<b>Teaching Methods:</b>	Lectures, field work, case study analysis, seminar work and study work. The research is conducted in thematic groups, while the project is individual or in groups.
<b>Assessment Methods:</b>	This is a web-enhanced course which will provide problem assignments, solutions and laboratory experiments, techniques and solutions.
<b>Primary Literature:</b>	Eastman Ch., et al(2011) BIM Handbook: A Guide to Building Information Modeling for Owners, Managers, Designers, Engineers and Contractors, Wiley
<b>Additional Literature:</b>	Kensek, Karen and Noble, Douglas (2014). Building Information Modeling: BIM in Current and Future Practice, Wiley. Cranbourne Ch., et al (2016) Implementing Virtual Design and Construction using BIM: Current and future practices, Routledge Kensek M. K., (2014) Building Information Modeling, Routledge

<b>Course title:</b>	<b>DESIGN STUDIO - HEALTH FACILITIES</b>
<b>Teacher:</b>	Prof.Asoc.Dr. Vlora Navakazi
<b>Status:</b>	Elective
<b>ECTS:</b>	8
<b>Course Description</b>	The content of the methodology, classification, historical development of health, network planning, location and program objectives in the design of health facilities. Hospitals, types, capacity, function, nets, location, structure

	and their organization. Polyclinics, contemporary construction concept, urbanization, construction system, dimensions and flexibility.
<b>Course Goals:</b>	The purpose of this course is to understand the knowledge of health facilities, organizational elements, design standards in the wider urban context and in the narrow context of the facility itself, as well as their ability on approaching the design problem of these objects.
<b>Expected Learning Outcomes:</b>	Upon completion of this course the student will have the opportunity to: <ul style="list-style-type: none"> <li>- Possess the basics of conceptual and urban-architectural design;</li> <li>- Apply architectural design methodologies;</li> <li>- Develop individual creative approaches to problem solving;</li> <li>- Apply problem analysis;</li> <li>- Explore and use traditional and contemporary materials and technologies in the architectural design;</li> </ul>
<b>Teaching Methods:</b>	Lectures, multimedia method of presentation, analytical interpretation and comparison through the materialization tools like projector, laptop, table; organized group work exercises (2 to 3 students); site visits, supervised individual assignments.
<b>Assessment Methods:</b>	By submitting and evaluating the individual / group work, the student obtain official confirmation for completion of the subject. Evaluation Methods and Passing Criteria: class attendance and activity in exercises (10%), essay (15%), Colloquium (15%); individual graphic project or group project (2-3 students) (55%); Final exam (5%).
<b>Primary Literature:</b>	<ol style="list-style-type: none"> <li>1. Adler, D., Metric Handbook – Planning and Design Data (second edition), Architectural Press, Oxford, 2000;</li> <li>2. Baiche, B. Walliman, N., Neufert-Architects' Data (third edition), Oxford, 2000; Ferster Marmot, A.</li> <li>3. Nesmith, E.L., “Health care architecture design for future”, AIA, 1995;</li> <li>4. “HOSPITALS design and development”, The AP:London</li> <li>5. Summary of lectures, "health facilities", Dr.sc.Vlora Navakazi</li> </ol>
<b>Additional Literature:</b>	<ol style="list-style-type: none"> <li>6. HEALTH CARE ARCHITECTURE designs for the future/E.L.Nesmith</li> <li>7. Juračić, D., Zgrade za zdravstvo, Arhitektonski fakultet Sveučilište u Zagrebu, 2002.</li> </ol>

<b>Course title:</b>	<b>DESIGN STUDIO – RESEARCH CENTERS AND LABORATORIES</b>
<b>Teacher:</b>	Prof.Asoc.Dr. Vlora Navakazi
<b>Status:</b>	Elective
<b>ECTS:</b>	8

<b>Course Description</b>	<p>The course of Architectural Design Studio: Research Centers and Laboratories, discusses and studies the theme of designing the Research Centers and Laboratories, with primary objective to research topics as: Research Centers, science parks, laboratories, radio and tv broadcasting. The course is held once a week and is a creative course with direct interactive design process participation. The primary role of the course is to research, explore, analyze, the typologies of: research centers, evaluation of air and land pollution, Criminal Forensic, CGI Imagery, Institute of Public Health, and sustainable recycling technologies. The typology of multifunctional structures will be set for each academic year according to current trends in collaboration with students and international academic references. Key features aim to synthesize the typology of the Research Centers and Laboratories, interrelation of academic institutions with Research Centers and Laboratories, e-city development, and smart city supply services.</p>
<b>Course Goals:</b>	<p>The aim of the course is to initiate creative thinking, use the basic principles of theory and advanced architectural design, involving symbiotic engagement of technology, research centers and laboratories, IT, biomimicry, and parametric architectural design.</p> <p>The main objectives are subject of different approaches to solve architectural design problems, separating the creative processes, as an approach to identify and solve the diversity of contemporary problems in Architecture and science research.</p>
<b>Expected Learning Outcomes:</b>	<p>After completing the course, students should have understood, and mastered the basic principles of the design-Research Centers and Laboratories:</p> <ul style="list-style-type: none"> <li>- Students have developed the skills and techniques;</li> <li>- Students have developed the necessary skills for designing multifunctional Research Centers and Laboratories;</li> <li>- Students have developed skills and techniques to describe, define and articulate the advanced design process.</li> </ul>
<b>Teaching Methods:</b>	<p>Teaching has the character of interactive discussions, engaging in discussion all students, academia and community participants. Also, course aim to encourage working in group, with concrete steps in the form of design projects, case studies, seminars, exercises and site visits. The course is held by Ex cathedra lectures, project analysis, case studies, close supervision of works during exercises. Lectures, and exercises during class use different visual techniques and tools. One project work per student, with independent class work, and individual homework.</p>
<b>Assessment Methods:</b>	<p>Evaluation methods and eligibility criteria for course:</p> <ul style="list-style-type: none"> <li>- Student attendance and activity assessment 15%</li> <li>- Mandatory intermediary evaluation 15%</li> <li>- Portfolio of graphic works, rated with positive mark over the semester, are a condition for obtaining of ECTS - and entry to the final exam 40%</li> <li>- Final exam, written test 30%</li> </ul>

<b>Primary Literature:</b>	<p>3. Bujar Bajçinovci, Sustainable Architectural Design, 4 (3), JOSHA, 2017.</p> <p>4. Bujar Bajçinovci, Research Centers and Laboratories, Architectural Design – principles, in the Albanian Language, 4 (5), JOSHA, 2017. DOI: 10.17160/josha.4.5.355</p> <p>5. Bujar Bajçinovci, Research Centers and Laboratories-Part 2, Architectural Design – principles, in the Albanian Language, 5 (3), JOSHA, 2018. DOI: 10.17160/josha.5.3.414</p>
<b>Additional Literature:</b>	<p>2. Amaresh Chakrabarti, Udo Lindemann, Eds. Impact of Design Research on Industrial Practice. (2016). Springer International Publishing Switzerland.</p>

<b>Course title:</b>	<b>DESIGN STUDIO - DESIGN STRATEGIES</b>
<b>Teacher:</b>	Prof.Ass.Dr. Arta Xhambazi
<b>Status:</b>	Elective
<b>ECTS:</b>	8
<b>Course Description</b>	<p>The course presents selected examples of complex design tasks and their specifications and gives an overview of current design methods. Starting from a discussion of selected examples of different types of buildings, the subject provides an introduction to the analysis and specification of complex programs, as well as an overview of contemporary design methods. The construction typology and related theories are not discussed as an authoritative encyclopedia of norms and regulations, but they are conceived as a knowledge base for program innovations and new design methods, preparing students for a critical assessment of contradictory design constraints.</p>
<b>Course Goals:</b>	<p>The course aims at offering critical education about dealing with the conditions and requirements of contradictions of construction projects; training and methods for analyzes and development of functional programs for specific construction typologies, namely training on design competencies; training to contribute to the critical discourse of architectural principles.</p>
<b>Expected Learning Outcomes:</b>	<p>After completing the course the student is able to:</p> <ul style="list-style-type: none"> <li>– recognize the development of architecture discipline related to theoretical concepts and theoretical methods for architecture and design,</li> <li>– critically reflect on various scientific-research approaches in the discipline of architecture, in a context of diverse relationships between architecture, city and society</li> <li>– demonstrate sufficient knowledge of the design process as well as can argue and reflect on the relationship between analysis, conceptualization, design methods / strategies and project.</li> <li>– position the project within a particular theoretical, historical, social or contextual framework.</li> </ul>
<b>Teaching Methods:</b>	<p>Lecture, fieldwork, archival research, case study analysis, seminar work and studio work. The research is conducted in thematic groups, while the project is individual or in groups.</p>

<b>Assessment Methods:</b>	Assessment grounds on the overall performance within the studio, which is determined by the quality of work, dedication, teamwork, efforts and improvements throughout the semester. Concrete aspects for evaluation are: research work, argument formulation, conversion of argument into concept, architectural project, presentation.
<b>Primary Literature:</b>	<p>Baker, G.H. (1996). Design Strategies in Architecture: an approach to the analysis of form. (2nd ed.). London and New York: Routledge</p> <p>Bielefeld, B. &amp; El Khouli, S. (2007) Basic Design Ideas. Basel, Boston, Berlin: Birkhäuser.</p> <p>Foqué, R. (2010). Building Knowledge in Architecture. Brussels: University Press Antwerp</p> <p>Groat, L., &amp; Wang, D. (2013). Architectural Research Methods (2nd ed.). New York: John Wiley &amp; Sons.</p> <p>Jormakka, K. (2008). Basics Design Methods. Basel, Boston, Berlin: Birkhäuser.</p> <p>Moneo, R. (2004). Theoretical Anxiety and Design Strategies: in the Work of Eight Contemporary Architects. Cambridge and London: The MIT Press</p>
<b>Additional Literature:</b>	<p>Geiser, R. (Ed.). (2008). Explorations in Architecture: Teaching Design Research. Birkhäuser: Basel, Boston, Berlin.</p> <p>Plowright, Ph. (2014). Revealing Architectural Design: Methods, Frameworks and Tools. New York, NY: Routledge</p> <p>Schumacher, P. (2012). The Autopoiesis of Architecture, Volume II: A New Agenda for Architecture. West Sussex, United Kingdom: John Wiley &amp; Sons Ltd</p>

<b>Course title:</b>	<b>STUDIO – SUSTAINABLE ARCHITECTURE</b>
<b>Teacher:</b>	Prof.Dr. Violeta Nushi
<b>Status:</b>	Compulsory
<b>ECTS:</b>	6
<b>Course Description</b>	The course of Studio: Sustainable Architecture, discusses and studies of the architecture field that seeks to minimize the negative environmental impact of the building by efficiency and moderation in the use of materials, energy and development space and the ecosystem at large. The course introduces the basics of sustainable architecture and construction, through data of case studies and definitions for human physiology, climatology and building physics; traditional architecture methods and techniques; architecture and building technology and materials; energy sources and renewable energy; energy consumption in buildings; transport and urban fabric; environmental (green) technology in built environment; and environmental impact and life-cycle analysis.
<b>Course Goals:</b>	The goals of the course (module): To provide students with an overview of the broad field of sustainable architecture and construction; to analyze the environmental impact of architecture and construction developments in built environment; to highlight various aspects of sustainability and integrate them towards sustainable architecture and construction.

<b>Expected Learning Outcomes:</b>	Upon completion of this course, students should be able that in the field of sustainable architecture and construction issue know: what is sustainable development in build environment, its definition, characteristics, objectives; methods and scientific meaning vs. design method and their implementation; to use theoretical information to design a model of collected data that characterizes a sustainable architecture and construction
<b>Teaching Methods:</b>	Teaching has the character of interactive discussions, engaging in discussion all students, academia and community participants. As well course aim to encourage working in group, with concrete steps in the form of design projects, case studies, seminars, exercises and site visits. Lectures, and exercises during class use different visual techniques and tools. One project work per student, with independent class work, and individual homework.
<b>Assessment Methods:</b>	Evaluation methods and eligibility criteria for course: <ul style="list-style-type: none"> <li>- Student attendance and activity assessment 15%</li> <li>- Mandatory intermediary evaluation 15%</li> <li>- Portfolio of graphic works, rated with positive mark over the semester, are a condition for obtaining of ECTS - and entry to the final exam 40%</li> <li>- Final exam, written test 30%</li> </ul>
<b>Primary Literature:</b>	<ol style="list-style-type: none"> <li>1. Prepared Lectures from Prof. Dr. V. Nushi</li> <li>2. Kibert, Ch. J., "Sustainable Construction: Green Building Designs and Delivery, 2007</li> <li>3. Williamson, T., Radford, A., Bennetts, H., 'Understanding Sustainable Architecture', 2003</li> <li>4. Williams, D.E.; Orr, D.W., "Sustainable Design: Ecology, Architecture and Planning", 2007</li> </ol>
<b>Additional Literature:</b>	<ol style="list-style-type: none"> <li>1. McLennan, J. F., "The Philosophy of Sustainable Design", 2004</li> </ol>

<b>Course title:</b>	<b>STUDIO- PREVENTIVE TREATMENT OF BUILDINGS</b>
<b>Teacher:</b>	Prof.Dr. Violeta Nushi
<b>Status:</b>	Compulsory
<b>ECTS:</b>	6
<b>Course Description:</b>	The course addresses basic approaches, principles and practices of preventive treatment of built structures, focusing on historic buildings. Inventive structural consolidation of buildings is the primary step in the process of actions that relate to conservation-restoration works, and therefore good knowledge of structural performance optimization is essential to the protection and lifespan of buildings. The course is designed to inform students about the challenges of scientific and inventive intervention in historic buildings through techniques and materials for preventative treatment, with the aim of qualifying, evaluating and effectively mitigating the risks and structural damages in historic buildings. Students will get acquainted with a comprehensive and systematic approach of preventive

	conservation, the justification of preventive conservation in the world and in particular in Kosovo, recommended practices, deterioration agents, control and monitoring, as well as get trained in the preparation of a project for preventive treatment of building.
<b>Course Goals:</b>	The purpose of the course is to instructs students how to identify and mitigate external and internal damages in buildings and to trained in determining the degree and type of preventive treatment. In addition, students are instructed to make a firm and fast decision for maintenance, control and monitoring, and structural consolidation, depending on the identified degree of risk in the building.
<b>Expected Learning Outcomes:</b>	Upon completion of this course the student will be able to: <ul style="list-style-type: none"> <li>– apply types of preventive treatment depending on the degree of damage to the building</li> <li>– create a proposal-based approach for consolidation and monitoring measures depending on the purpose and use of the building</li> <li>– develop the sense of immediate intervention in the conditions of rapid deterioration of the building in risky or emergency situations</li> </ul>
<b>Teaching Methods:</b>	Thematic lectures, discussions, workshops with invited lecturers, site visits, project of preventive intervention of the building as a semester assignment.
<b>Assessment Methods:</b>	Student attendance and active engagement in classroom 10%; Semester assignments and student presentations 60%; Assessment by tests 15% or Final Exam 30%
<b>Primary Literature:</b>	Chris Caple (2000). Conservation Skills: Judgement, Method and Decision Making, Routledge Michael Forsyth Ed. (2008). Materials & skills for historic building conservation, Blackwell Publishing Ltd HeritageCare (2017). General methodology for the preventive conservation of cultural heritage buildings, InterregSudoe
<b>Additional Literature:</b>	Eric May, Mark Jones (2006). Conservation Science: Heritage Materials, RSC Paperbacks D. A. Scott, Et.al. Eds. (1994). Ancient & Historic Metals.Conservation and Scientific Research, The Getty Conservation Institute M. Hosseini, I. Karapanagiotis Eds. (2018). Advanced Materials for the Conservation of Stone, Springer C.V. Horie (1990).Materials for Conservation. Organic consolidants, adhesives and coatings, Butterworths L. Uzielli Ed. (2009). Wood science for conservation of cultural heritage, Firenze University Press

<b>Course title:</b>	<b>COMPUTATIONAL LAB DESIGN</b>
<b>Teacher:</b>	Prof.Asoc.Dr. Arta Basha Jakupi
<b>Status:</b>	Compulsory
<b>ECTS:</b>	6

<b>Course Description</b>	This subject introduces a computational or generative approach to design using shape grammars. Shape grammars were one of the first, and remain one of the few, computational design systems that are wholly visual, rather than textual or numerical. They provide a powerful means for design analysis and synthesis, for design exploration, and for generating novel design solutions. The basics of shape grammars will be introduced through lectures and through in-class, by-hand exercises with simple, abstract shape grammars. A range of applications from stylistic analysis to creative design will be explored. Computer programs for shape grammars will be presented. Readings will supplement lectures.
<b>Course Goals:</b>	Beyond that application of digital tools and techniques, the school's computational design efforts work to rethink the relationship between formal description, systematic building, performance analysis and industrial production. Computational design is explored as a means for capturing and encoding these discrete dimensions of design into a synthetic project of building design, engineering, fabrication and inhabitation.
<b>Expected Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>- Have acquired knowledge and expertise in computational design and digital fabrication in relation to the design of buildings and architecture in general. Courses cover programming for computational design and digital fabrication using cutting edge CNC tools (3D printers, Laser Cutters etc.)</li> <li>- Have developed a critical awareness of specific design methodologies, current applications and emerging advances in the field of computational design and digital fabrication.</li> <li>- Be able to acknowledge and identify the effect of these methodologies and applications in the production of the built environment.</li> <li>- Demonstrate an ability to use research to create and interpret knowledge.</li> <li>- Show originality in the application of analysis and research knowledge in the field of computational design and digital fabrication through design projects.</li> </ul>
<b>Teaching Methods:</b>	Lectures, field work, case study analysis, seminar work and study work. The research is conducted in thematic groups, while the project is individual or in groups.
<b>Assessment Methods:</b>	This is a web-enhanced course which will provide problem assignments, solutions and laboratory experiments, techniques and solutions.
<b>Primary Literature:</b>	T. W. Knight, (1994) Transformations in Design (Cambridge University Press, Cambridge)
<b>Additional Literature:</b>	Menges A. & Ahlquist S., (2011) Computational Design Thinking: Computation Design Thinking, Wiley Leach N. & Yuan F.P., (2018) Computational Design, Tongji University Press Co Wassim J., (2013) Parametric Design for Architecture, Laurence King Publishing

<b>Course title:</b>	<b>ORGANIC SUPERSTRUCTURES IN DESIGN</b>
<b>Teacher:</b>	Prof.Dr. Violeta Nushi
<b>Status:</b>	Compulsory



<b>ECTS:</b>	<b>4</b>
<b>Course Description</b>	The overview of the designs of the most eminent contemporary architects indicates the shift from the basic forms of conception and materialization of architecture, to more complex, irregular structures and the tendency of creation of non-standard and dynamic forms. Although the formal expressions of these projects serve as inspiration of young students and architects, the course argues that these changes are not only technical and technological issues, but also methodological, scientific and intellectual issues that come as a result of recent technological developments, scientific arguments and philosophical influence. Under these circumstances and with computer mediation, the concept of space has changed and deliberately shifted from "making" to "finding" form in architecture, a concept closely related to the construction process.
<b>Course Goals:</b>	Discussion of generic morphogenetic concepts (topology, parametric design, isomorphic surfaces, metamorphic and evolutionary architecture) as well as algorithmic architecture; exploration of the possibilities of using these models for the design process of the architectural form.
<b>Expected Learning Outcomes:</b>	Upon completion of the course the student: <ul style="list-style-type: none"> <li>– Understands that beyond the formal expression of organic superstructures there are both computer and combinatorial features that can be considered as extensions human thought.</li> <li>– Differentiates the concepts and functions of morphogenetic and algorithmic models</li> <li>– Analyzes the generative processes of contemporary architectural precedents</li> <li>– Develops conceptual thinking at a higher level of complexity, within the framework of contemporary theories</li> </ul>
<b>Teaching Methods:</b>	Lectures, seminars, realization of seminars. During the lectures and seminar work the student is expected to study given material in advance so that lectures and work in the seminar will be actively followed.
<b>Assessment Methods:</b>	Discussion on seminars, presentation and defense of seminar work.
<b>Primary Literature:</b>	<p>Carpó, M.ed. (2013). The Digital Turn in Architecture 1992–2012, United Kingdom, Chichester: John Wiley &amp; Sons</p> <p>Kolarević, B. (Ed.). (2003). Architecture in the Digital Age: Design and Manufacturing. New York &amp; London: Spon Press.</p> <p>Moussavi, F. (2009). The Function of Form. Barcelona Spain and Cambridge, Massachusetts: ACTAR and Harvard University Graduate School of Design.</p> <p>Terzidis, K. (2003). Expressive Form: A conceptual approach to computational design. London and New York: Spon Press.</p> <p>Terzidis, K. (2006). Algorithmic Architecture. Burlington, Massachusetts: Architectural Press.</p> <p>Exuberance: New Virtuosity In Contemporary Architecture. Architectural Design. (80/2), (March/April, 2010), Wiley.</p> <p>The New Structuralism: Design, Engineering and Architectural Technologies. Architectural Design. 80(4), (July/August, 2010), Wiley</p>

	Mathematics of Space. Architectural Design. 81(4), (July/August 2011), Wiley
<b>Additional Literature:</b>	Agkathidis, A. Generative Design: Form-finding Techniques in Architecture (Form + Technique) (2015). England, London: Lorence King Publishing Ltd. Nesbitt, K. (Ed.). (1996). Theorizing a New Agenda for Architecture: An Anthology of Architectural Theory 1965-1995. New York: Princeton Architectural Press. Sykes, A. K. (Ed.). (2010). Constructing A New Agenda: Architectural Theory 1993-2009. New York: Princeton Architectural Press.

<b>Course title:</b>	<b>BUILDINGS ENVIRONMENTAL IMPACT</b>
<b>Teacher:</b>	Prof.Ass.Dr. Mimoza Dugolli
<b>Status:</b>	Compulsory
<b>ECTS:</b>	4
<b>Mesimdhënesi:</b>	
<b>Course Description</b>	Recently, climate change and global warming has become the hottest topics around the world. Construction of new buildings and/or management of existing buildings should have to adjust to react to such global environmental issues. This course will provide information about the approach which reduces the adverse effects of buildings on the environment, whilst providing quality built environments. ISO defines ‘environment’ as the surroundings in which an organization operates, including air, water, land, natural resources, flora, fauna, humans, and their interrelation. Surroundings in this context extend from within an organization to the global system. An environmental impact is any change to the environment, whether adverse or beneficial, wholly or partially resulting from an organization’s activities, products or services. A significant environmental aspect is an environmental aspect that has or can have a significant environmental impact. This course addresses items for which there is good evidence of the environmental problems they cause, and for which reasonably objective performance criteria can be defined.
<b>Course Goals:</b>	The aim of this course is that students fundamentally understand: <ul style="list-style-type: none"> <li>• How can be increased safety, improve hygiene and the quality of indoor environments, and hence the health and well-being of occupants;</li> <li>• How to minimize pollution of external environments;</li> <li>• Promote and encourage energy efficient buildings, systems and equipment,</li> <li>• How to reduce the unsustainable consumption of increasingly scarce resources such as water and timber;</li> <li>• How to improve waste management and encourage recycling and reuse of materials.</li> <li>• How to provide recognition for buildings where the quality has been enhanced and environmental impacts have been reduced;</li> <li>• How to enable developers and building operators to respond to user demands for better quality buildings that have less impact on the environment; and</li> <li>• How to help stimulate the market for more sustainable buildings.</li> </ul>

<b>Expected Learning Outcomes:</b>	<p>Upon completion of this course students will be able to:</p> <ul style="list-style-type: none"> <li>• Determine the extent to which environmental aspects associated with the site are significant and can be addressed in the assessment. Site Aspects include: location and design of the building; emissions from the site; and site management.</li> <li>• Similar to site issues, materials use issues will be similar for all types of buildings, although the size of the building will have significance. Materials Aspects include: selection of materials; efficient use of materials; and waste disposal and recycling.</li> <li>• Assess Water Use include quality and features that improve utilization and reduce effluent, i.e.: water quality; water conservation; and effluent discharges.</li> <li>• Address indoor issues that impact on the health, comfort or well-being of the occupants, as well as aspects of performance that improve quality and functionality. Not included are the technical performance aspects of specialist premises, such as acoustic qualities of concert venues, stage lighting, or air quality in clean rooms. Indoor Environmental Quality (IEQ) includes: safety; hygiene; indoor air quality and ventilation; thermal comfort; lighting; acoustics and noise; and building amenities.</li> <li>• Innovation that demonstrates performance gains, such as through improved efficiency and/or improvements in the built environment.</li> </ul>
<b>The importance of the course</b>	<p>The importance of this course is not only that students learn to assess the actual performance of a building, but also because it gives a guidance on potential performance, that is, the best performance that can be obtained from the building given the prevailing levels of occupancy and nature of use, with minimal environmental impact.</p>
<b>Teaching Methods:</b>	<p>Teaching will be realized through lectures, exercises, group tasks, on-site visits.</p>
<b>Assessment Methods:</b>	<p>The passing rate of the course is 60%.  Student attendance 10%;  Individual assignments performed in class 15%;  Homework performed at home 15%;  Evaluation by 60% tests;  Final Exam 100%.</p>
<b>Primary Literature:</b>	<p>Lectures from the profesor,  <a href="#">Thomas Carpenter</a> “Environment, Construction and Sustainable Development” 1st Edition,  <a href="#">Chris Magwood</a> “Making Better Buildings: A Comparative Guide to Sustainable Construction for Homeowners and Contractors”</p>
<b>Additional Literature:</b>	<p><a href="#">Construction Industry Research &amp; Information Association</a> “Environmental Impact of Building and Construction Materials”: SP116 (Special Publication)</p>

<b>Course title:</b>	<b>VISUAL ASPECT OF BUILDINGS PERFORMANCE</b>
<b>Teacher:</b>	Prof.Asoc.Dr. Arta Basha Jakupi
<b>Status:</b>	Elective
<b>ECTS:</b>	4
<b>Course Description</b>	Developments in technology are providing methods to simulate and visually represent buildings performance, identifying the impact of environment, design and construction changes on a building's performance and improving current design practices, where uncertainties about various design elements can be simulated and studied from the design inception. Building Information Modeling (BIM) allows users to visually represent and analyze buildings performance.
<b>Course Goals:</b>	The aim of this course is to use BIM to visually represent and analyze the aspects that influence the performance of the buildings including energy consumption, heating, cooling, lighting, design, construction and other equipment. As a critical part of this course, students will be encouraged to analyze any discrepancies between the results of the BIM 3D model of a real building and the actual energy consumption of that building.
<b>Expected Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>▪ By the end of the course, students are expected to: <ul style="list-style-type: none"> <li>- create and use 3D models to analyze buildings performance;</li> <li>- demonstrate skills and technical knowledge to visually represent and analyze the performance of the buildings using BIM;</li> <li>- identify building performance analysis that can be made using BIM;</li> <li>- explain the challenges and roadblocks still facing while using BIM for buildings performance analysis;</li> <li>- be able to compare the advantages and disadvantages of using BIM for representing and analyzing buildings performance;</li> <li>- contrast the models completed in class and actual buildings performance on real-world projects;</li> </ul> </li> </ul>
<b>Teaching Methods:</b>	Lectures, field work, case study analysis, seminar work and study work. The research is conducted in thematic groups, while the project is individual.
<b>Assessment Methods:</b>	The assessment will be based on evaluating the final project, critical thinking, the performance throughout the course of the semester, including attendance in the classroom, involvement in the discussions, team work, dedication.
<b>Primary Literature:</b>	Azhar, S., Brown, J., and Farooqui, R., "BIM-based Sustainability Analysis: An Evaluation of Building Performance Analysis Software" Proceedings of the 45th ASC Annual Conference, Gainesville, Florida, 2009
<b>Additional Literature:</b>	<ul style="list-style-type: none"> <li>- Bazjanac, V. (2008). IFC BIM-based methodology for semiautomatic building energy performance simulation. In L. Rischmoller (ed.), CIB W78, Proc. 25th conf., Improving the management of construction projects through IT adoption, Santiago, CL: 292-299. Universidad de Talca.</li> <li>- Kumar, S. (2008). Interoperability between building information models (BIM) and energy analysis programs, master thesis, university of southern California.</li> </ul>

	- Kam-din Andy Wong, Kwan-wah Francis Wong, Abid Nadeem (2011) Building information modelling for tertiary construction education in Hong Kong, Journal of Information Technology in Construction (ITcon), Vol. 16,
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<b>Course title:</b>	<b>INTEGRATED DESIGN – CULTURAL FACILITIES</b>
<b>Teacher:</b>	Prof.Asoc.Dr. Vlora Navakazi
<b>Status:</b>	Elective
<b>ECTS:</b>	4

<b>Course Description</b>	Achieving knowledge on specifics, characteristics, program contents and design methods of cultural objects. Content of methodology, classification and historical development of cultural objects, stage building (theater and opera), concert halls, centers for cultural activities, libraries, exhibitions, museums and galleries, cinemas, multifunctional cultural buildings, etc. Besides the historical development, layout and distribution network of these facilities, students will also be familiar with the specific features of functional solutions and constructive requirements for cultural objects.
<b>Course Goals:</b>	Knowledge about the needs, the theoretical basis and the ability to participate in planning, programming, architectural design of cultural building projects as well as basic achievements in the work of the integrated project.
<b>Expected Learning Outcomes:</b>	Upon completion of this course the student will have the opportunity to: <ul style="list-style-type: none"> <li>- Recognize the importance of design to the culture facilities as the need of living;</li> <li>- Possess the basics of conceptual urb-architectural design</li> <li>- Implement methodologies of architectural design;</li> <li>- Develop a creative individual approach to problem solving;</li> <li>- Achieve basic working knowledge of for the integrated project</li> <li>- Explore and use traditional and contemporary materials and technologies in the architectural design;</li> </ul>
<b>Teaching Methods:</b>	Lectures, multimedia method of presentation, analytical interpretation and comparison through the materialization tools like projector, laptop, table; organized group work exercises (2 to 3 students); site visits, supervised individual assignments.
<b>Assessment Methods:</b>	By submitting and evaluating the individual / group work, the student obtain official confirmation for commplition of the subject. Evaluation Methods and Passing Criteria: class attendance and activity in exercises (10%), essay (15%), Colloquium (15%); individual graphic project or group project (2-3 students) (55%); Final exam (5%).
<b>Primary Literature:</b>	<ol style="list-style-type: none"> <li>1. Ramsley, Sleeper, Architectural Graphic Standard (ninth edition), Wiley, AIA, New York, 1994</li> <li>2. Adler, D., METRIC HANDBOOK – Planning and Design Data (second edition), Architectural Press, OXFORD, 2000.</li> <li>3. Baiche, B. Walliman, N., Neufert-Architects' Data (third edition), Oxford, 2000.</li> </ol>

	<p>4. B.Daja&amp;I.Sukaj, PROJEKTIMI ARK. I GOD. SOC –KULTURORE, Tiranë</p> <p>5. Thompson, Godfrey, Planing and Design of Library Buildings, Butterworth Architecture, 1989;</p> <p>6. Von Naredi-Rainer, Paul, Museum Buildings A design Manual, Birkhauser, 2004;</p> <p>7. Summary of lectures, “Cultural Facilities”, Dr.sc.Vlora Navakazi</p>
<b>Additional Literature:</b>	<p>8. PHILIP JODIDO, ‘New Forms – Architecture in 1990’, Taschen</p> <p>9. CONTEMPORARY JAPANESE ARCHITECTURE, Taschen</p> <p>10. THE PHAIDON ATLAS OF CONTEMPORARY WORLD ARCHITECTURE</p>

<b>Course title:</b>	<b>MODERN HERITAGE</b>
<b>Teacher:</b>	Prof.Ass.Dr. Teuta Jashari Kajtazi
<b>Course Status:</b>	Elective
<b>ECTS Credits:</b>	4
<b>Course Description</b>	The conservation or protection of the modern heritage (the late 19th and 20th century) is of equal importance to the preservation of the ancient architectural heritage. The way in which the historical context (in this case modern) is interpreted, helps understand this architectural heritage and the values it carries within.
<b>Course Goals:</b>	Presentation of the Modern Heritage Program, a joint program between ICOMOS (International Council on Monuments and Sites) and DOCOMOMO (Working Party for the Documentation and Conservation of Buildings, sites and neighbors of the Modern Movement) for identification, documentation and promotion of the construction heritage of the 19th and 20th centuries. Recognition of modern architectural structures introduced to the modern heritage group (Keep it Modern-Getty Foundation).
<b>Expected Learning Outcomes:</b>	Recognition of the various intervention cases in the structures that belong to the modern heritage, including methods applied especially in the preservation and increasing the durability of the materials used in modern architecture. Also, get familiar with the possibility of intervention in order to increase the values of sustainability and energy efficiency in modern heritage buildings as the most important principles in contemporary architecture.
<b>Teaching Methods:</b>	Lectures / Theoretical and practical lessons Semester assignments of students are as follows: - Group work (not more that three participants) - Semester assignment includes research, theoretical and conceptual proposals for intervention in particular case.
<b>Assessment Methods:</b>	Semester assignment_50% Semester Presentations_40% Regular attendance and activity_10% Total_100% - As seen above, the assessment in the subject is done through the success achieved in the semester assignment and task-related presentations, which will

	be done three times during the semester (thus following the progress of the seminar)
<b>Primary Literature:</b>	The modern movement in architecture: selections from the DOCOMOMO registers; <i>Dennis Sharp &amp; Catherine Cooke</i> , 2000 Docomomo International 1988-2012: Key Papers in Modern Architectural Heritage Conservation; <i>Ana Tostoes and Liu Kecheng</i> , 2013 <i>Teuta Jashari-Kajtazi</i> , Lectures and Presentations, which will be distributed after each lectured unit
<b>Additional Literature:</b>	Back from Utopia: The Challenge of the Modern Movement; <i>Hubert-Jan Henket, Hilde Heynen</i> , 2002 100 Buildings 1900-2000; <i>Thom Mayne and Eui-Sung Yi</i> , 2017

<b>Course title:</b>	<b>URBAN SUSTAINABILITY</b>
<b>Teacher:</b>	Prof.Ass.Dr. Dukagjin Hasimja
<b>Course Status:</b>	Zgjedhore
<b>ECTS Credits:</b>	3
<b>Course Description</b>	The course addresses issues related to the dynamic, developmental and transformative processes of urban settlements. Urban areas are complex and dynamic systems, reflecting different physical, social, environmental as well as economic processes, and these urban areas are often the generator of many changes. Urban regeneration is the product of the interaction of many aspects, both the need and the response to the opportunities that are present in a degraded / abandoned area at a particular place and moment. This course combines theoretical and practical treatment in varying degrees of city interventions. Through analytical forms of urban problems and various examples, the aim is to provide the student with the ability to 'diagnose' urban problems and the risks they pose for different urban areas, as well as to provide them with the necessary knowledge on the different measures to be undertaken to eliminate various problems.
<b>Course Goals:</b>	The main goal of the course is to explain concepts of urban regeneration closely related to integrated urban development and to describe the specific processes, methods and instruments associated with them.
<b>Expected Learning Outcomes:</b>	Students will be able to demonstrate their skills in selecting, combining, presenting, analyzing, and interpreting data related to urban regeneration projects or programs, and be able to critically analyze an existing urban and rural situation as well as propose solutions; Students will be able to respond to long-term policies and strategies with specific aspects of urban regeneration;
<b>Teaching Methods:</b>	Lectures, seminars, debates and visits to various urban areas. The various theoretical and practical aspects will be largely interactive, and a continuous interaction between students and the course steering group will be targeted. By the end of the course students will have an appropriate understanding and ability to develop integrated urban regeneration projects and strategies.

<b>Assessment Methods:</b>	Course attendance and Active Participation 10% Workshops 20% The project 40% Theoretical exam 30% of the final grade
<b>Primary Literature:</b>	1. Juljan Veleshnja, Leksione të Rivitalizimit Urban, Projektim Urbanistik 3 2. Peter Roberts, Hugh Sykes, Urban regeneration: A handbook, publication: February 11, 2000 3. Henry Sanof, Community participation methods in design and planning, publication: december 6, 1999 4. Ilka & Andreas Ruby, Urban Transformation, 2008, Ruby press, Berlin,
<b>Additional Literature:</b>	1. Andrew Smith, Events and Urban Regeneration: The Strategic Use of Events to Revitalise Cities, Publisher: Routledge; 1 edition (March 15, 2012), 2. A. Gospodini, C. A. Brebbia, E. Tiezzi, The Sustainable City V: Urban Regeneration and Sustainability, Publisher: WIT Press, 2008, 3. Journal of Urban Regeneration and Renewal - Publisher: Julie Kerry, First Published: 2007,

<b>Course title:</b>	<b>DESIGN – CULTURAL FACILITIES</b>
<b>Teacher:</b>	Prof.Asoc.Dr. Vlora Navakazi
<b>Status:</b>	Compulsory
<b>ECTS:</b>	6
<b>Course Description</b>	Achieving knowledge on specifics, characteristics, program contents and design methods of cultural objects. Content of methodology, classification and historical development of cultural objects, stage building (theater and opera), concert halls, centers for cultural activities, libraries, exhibitions, museums and galleries, cinemas, multifunctional cultural buildings, etc. Besides the historical development, layout and distribution network of these facilities, students will also be familiar with the specific features of functional solutions and constructive requirements for cultural objects.
<b>Course Goals:</b>	Knowledge about the needs, the theoretical basis and the ability to participate in planning, programming, architectural design of cultural building projects as well as basic achievements in the work of the integrated project.
<b>Expected Learning Outcomes:</b>	Upon completion of this course the student will have the opportunity to: <ul style="list-style-type: none"> <li>- Recognize the importance of design to the culture facilities as the need of living;</li> <li>- Possess the basics of conceptual urb-architectural design</li> <li>- Implement methodologies of architectural design;</li> <li>- Develop a creative individual approach to problem solving;</li> <li>- Achieve basic working knowledge of for the integrated project</li> <li>- Explore and use traditional and contemporary materials and technologies in the architectural design;</li> </ul>
<b>Teaching Methods:</b>	Lectures, multimedia method of presentation, analytical interpretation and comparison through the materialization tools like projector, laptop, table;



	organized group work exercises (2 to 3 students); site visits, supervised individual assignments.
<b>Assessment Methods:</b>	By submitting and evaluating the individual / group work, the student obtain official confirmation for completion of the subject. Evaluation Methods and Passing Criteria: class attendance and activity in exercises (10%), essay (15%), Colloquium (15%); individual graphic project or group project (2-3 students) (55%); Final exam (5%).
<b>Primary Literature:</b>	<ol style="list-style-type: none"> <li>1. Ramsley, Sleeper, Architectural Graphic Standard (ninth edition), Wiley, AIA, New York, 1994</li> <li>2. Adler, D., METRIC HANDBOOK – Planning and Design Data (second edition), Architectural Press, OXFORD, 2000.</li> <li>3. Baiche, B. Walliman, N., Neufert-Architects' Data (third edition), Oxford, 2000.</li> <li>4. B.Daja&amp;I.Sukaj, PROJEKTIMI ARK. I GOD. SOC –KULTURORE, Tiranë</li> <li>5. Thompson, Godfrey, Planing and Design of Library Buildings, Butterworth Architecture, 1989;</li> <li>6. Von Naredi-Rainer, Paul, Museum Buildings A design Manual, Birkhauser, 2004;</li> <li>7. Summary of lectures, “Cultural Facilities”, Dr.sc.Vlora Navakazi</li> </ol>
<b>Additional Literature:</b>	<ol style="list-style-type: none"> <li>8. PHILIP JODIDO, ‘New Forms – Architecture in 1990’, Taschen</li> <li>9. CONTEMPORARY JAPANESE ARCHITECTURE, Taschen</li> <li>10. THE PHAIDON ATLAS OF CONTEMPORARY WORLD ARCHITECTURE</li> </ol>

<b>Course title:</b>	<b>ARCHITECTURAL DESIGN – MULTIMODAL TERMINALS</b>
<b>Teacher:</b>	Prof.Ass.Dr. Arta Xhambazi
<b>Status:</b>	Compulsory
<b>ECTS:</b>	6
<b>Course Description</b>	<p>The course of Architectural Design: Multimodal Terminals, discusses and studies the theme of designing the Multi-Modal Terminals, with primary academic objective to research topics, as: Public transport, Airports, Aerodrome, Railway stations, Bus stations, Tram stations, and Metro services. The course is held once a week and is a creative course with direct and interactive design process participation. The primary role of the course is to research, explore, analyze, the typologies of the Integrated Public Transport. The typology of multifunctional structures will be set for each academic year according to current trends in collaboration with students and international academic references.</p>

<b>Course Goals:</b>	<p>The aim of the course is to initiate creative thinking, use the advanced principles of theory and practice of architectural design, involving integrated-symbiotic engagement of technology on public and multimodal transport, with advanced design techniques of post-digital era of parametric architecture.</p> <p>The main objectives are subject of different approaches to solve advanced architectural design problems, separating the creative design processes, as an approach to identify and solve the diversity of future millennia Architecture. Also, the course specifically elaborates the concepts of futuristic modes of transport which will transform travel, climate change, energy efficiency, smart city, and environment</p>
<b>Expected Learning Outcomes:</b>	<p>After completing the course, students should have understood, and mastered the advanced principles of the architectural design- Multimodal Terminals:</p> <ul style="list-style-type: none"> <li>- Students have developed the skills and techniques in design;</li> <li>- Students have developed the necessary skills for designing multifunctional transport terminals;</li> <li>- Students have developed skills and techniques to describe, define and articulate the advanced design process.</li> </ul>
<b>Teaching Methods:</b>	<p>Teaching has the character of interactive discussions, engaging in discussion all students, academia and community participants. Also, course aim to encourage working in group, with concrete research in the form of design project, case studies, seminars, exercises and site visits. The course is held by Ex cathedra lectures, project analysis, close supervision of design work during exercises. Lectures, and exercises during class use different visual techniques, software, and tools. One project work for group of 2 students, with independent class work, and individual homework.</p>
<b>Assessment Methods:</b>	<p>Evaluation methods and eligibility criteria for course:</p> <ul style="list-style-type: none"> <li>- Student attendance and activity assessment 15%</li> <li>- Mandatory intermediary evaluation 25%</li> <li>- Portfolio of graphic works, rated with positive mark over the semester, are a condition for obtaining of ECTS - and entry to the final exam 40%</li> <li>- Final exam, written test 20%</li> </ul>
<b>Primary Literature:</b>	<p>6. Bujar Bajçinovci, Sustainable Architectural Design – principles, in the Albanian Language, 4 (3), JOSHA, 2017. DOI: 10.17160/josha.4.3.306</p> <p>Bujar Bajçinovci, Airports - Planning and Design, Architectural Design – principles, 4 (3), JOSHA, 2017. DOI: 10.17160/josha.4.3.307</p>
<b>Additional Literature:</b>	<p>3. Eugene McCann and Kevin Ward, Editors. Mobile Urbanism, Cities and Policymaking in the Global Age. (2011). University of Minnesota Press Minneapolis London.</p> <p>4. Markus Hesse. The City as a Terminal. (2008). Ashgate Publishing Limited, Hampshire, England.</p>

<b>Course title:</b>	<b>ARCHITECTURAL DESIGN – MULTIMEDIA</b>
<b>Teacher:</b>	Prof.Asoc.Dr. Vlora Navakazi
<b>Status:</b>	Compulsory
<b>ECTS:</b>	6
<b>Course Description</b>	The course of Architectural Design: Multimedia Building Design, discusses and studies the theme of designing the Multimedia Buildings. Multimedia technologies are able to provide a new dimension to architecture, they change our concept of physical space and dilute it, in the new virtual world, giving occupants new ways of interacting with the building. The course is held once a week and is a creative course with direct and interactive design process participation. The primary role of the course is to research, explore, and analyze, the typologies of the Multimedia Building Design. Multimedia technologies are able to modify the layout of cities and towns, since the distance among different urban spaces, and different areas of the city, is no longer a limiting factor of people interaction. The typology of multifunctional structures will be set for each academic year according to current trends in collaboration with students and international academic references.
<b>Course Goals:</b>	The aim of the course is to initiate creative thinking, use the advanced principles of theory and practice of architectural design, involving integrated-symbiotic engagement of technology on mass media and data streaming, with advanced design techniques of post-digital era of parametric architecture. The main objectives are subject of different approaches to solve advanced architectural design problems, separating the creative design processes, as an approach to identify and solve the diversity of future millennia Architecture. The course emphasizes the advanced creative process as a creative approach to identify and promote contemporary guidelines of the global mass media and data streaming.
<b>Expected Learning Outcomes:</b>	After completing the course, students should have understood, and mastered the advanced principles of the design- Multimedia Building Design: <ul style="list-style-type: none"> <li>- Students have developed the skills and techniques in design;</li> <li>- Students have developed the necessary skills for designing multifunctional Multimedia Building Design;</li> <li>- Students have developed skills and techniques to describe, define and articulate the advanced design process.</li> </ul>
<b>Teaching Methods:</b>	Teaching has the character of interactive discussions, engaging in discussion all students, academia and community participants. Also, course aim to encourage working in group, with concrete research in the form of design project, case studies, seminars, exercises and site visits. The course is held by Ex cathedra lectures, project analysis, close supervision of design work during exercises. Lectures, and exercises during class use different visual techniques, software, and tools. One individual project work per student, with independent class work, and individual homework.

<b>Assessment Methods:</b>	Evaluation methods and eligibility criteria for course: <ul style="list-style-type: none"> <li>- Student attendance and activity assessment 20%</li> <li>- Mandatory intermediary evaluation 30%</li> <li>- Portfolio of graphic works, rated with positive mark over the semester, are a condition for obtaining of ECTS - and entry to the final exam 30%</li> <li>- Final exam, written test 20%</li> </ul>
<b>Primary Literature:</b>	<p>7. Bujar Bajçinovci, Sustainable Architectural Design – principles, in the Albanian Language, 4 (3), JOSHA, 2017. DOI: 10.17160/josha.4.3.306</p> <p>8. Bujar Bajçinovci, Multimedia Studios, Architectural Design – principles, in the Albanian Language, 6 (5), JOSHA, 2019. DOI: 10.17160/josha.6.5.560</p>
<b>Additional Literature:</b>	5. Batty,M.,Torrens M.P.(2005).Modelling&prediction in acomplex world. Elsevier.

<b>Course title:</b>	<b>DESIGN - MULTIFUNCTIONAL BUILDINGS</b>
<b>Teacher:</b>	Prof.Asoc.Dr. Vlora Navakazi
<b>Status:</b>	Compulsory
<b>ECTS:</b>	4
<b>Course Description</b>	<p>Contemporary cities are distributed in a very dynamic way, and the development of modern structures follows the trends of efficient space management manifested in the form of multifunctional buildings. Currently, more and more complex objects are shaped by special social, economic and political circumstances that require proper use of research methods in architecture, analysis, decision-making and design.</p> <p>Thus, the course provides guidance on more complex architectural design projects. Students develop integrated design skills by negotiating complex issues of the program, site and form in a particular context.</p>
<b>Course Goals:</b>	The course emphasizes how concepts and architectural ideas translate into constructed environments that transform the public sphere through multifunctional buildings. It faces challenging social, political and spatial issues that dominate certain contexts; presents a set of tools and methods for analyzing and designing the built environment; encourages students to take individual position as architects based on the choice and use of instruments and methods in analysis and practice;
<b>Expected Learning Outcomes:</b>	<p>After completion of the course the student is able to:</p> <ul style="list-style-type: none"> <li>– understand the new design paradigms on the basis of profound knowledge in the history of the field of design theory.</li> <li>– differentiate the diversity of approaches within the built environment analysis that come from different perspectives</li> <li>– use different instruments and methods to analyze different layers from a given situation.</li> <li>– develop innovative and creative approaches to analysis, and also synthesizes analytical findings in concrete architectural questions.</li> </ul>

	– conceive an architectural intervention based on the results of deep, individual and collective analysis of a particular context
<b>Teaching Methods:</b>	Lectures, case study analysis, field work, seminar work, and conventional exercises.
<b>Assessment Methods:</b>	Intermediate review and a final presentation that takes into account: (a) the consistency of research, (b) the ability to acquire new tools and methods for architectural and design analysis, and (c) coherence between research and intervention strategy resulting from the study.
<b>Primary Literature:</b>	Kliment S.A. (2004). Building Type Basics for Retail and Mixed-Use Facilities. New Jersey: John Wiley & Sons Rowe, P. G. (1987). Design Thinking. Cambridge, Massachusetts and London, England: The MIT Press Geiser, R. (Ed.). (2008). Explorations in Architecture: Teaching Design Research. Birkhauser: Basel, Boston, Berlin. Groat, L., & Wang, D. (2013). Architectural Research Methods (2nd ed.). New York: John Wiley & Sons. Foqué, R. (2010). Building Knowledge in Architecture. Brussels: University Press Antwerp
<b>Additional Literature:</b>	A-L. & W. Reichmann (Eds). (2015). Architecture, Materiality and Society: Connecting Sociology of Architecture with Science and Technology Studies. New York, NY: Palgrave Macmillan. Plowright, Ph.(2014). Revealing Architectural Design: Methods, Frameworks and Tools. New York, NY: Routledge Schumacher, P. (2012). The Autopoiesis of Architecture, Volume II: A New Agenda for Architecture. West Sussex, United Kingdom: John Wiley & Sons Ltd

<b>Course title:</b>	<b>DESIGN - RESIDENTIAL SUPERSTRUCTURES</b>
<b>Teacher:</b>	Dr.sc. Rozafa Basha
<b>Status:</b>	Compulsory
<b>ECTS:</b>	4
<b>Course Description</b>	The course discusses higher density multi-family housing structures and design strategies, along with flexible and adaptable housing solutions aiming at giving the best responses to residents functional, physical, social and economical requirements during the course of life. It evolves from the change in residents' requirements and promises adaptability to their living conditions. Themes discussed: High-density housing typologies; Integrated Planning and Design Strategies for Higher – Density Design; Types of flexibility, adaptability, polyvalence, sustainability and design of housing for PwD, etc.
<b>Course Goals:</b>	The aim of the course is to introduce students with design strategies aiming at tackling the high density housing demand, and application of flexibility and in the design of residential units.
<b>Expected Learning Outcomes:</b>	- Apply integrative design strategies for the design of high density housing; - Translate the various social and spatial demands of residents into appropriate spatial housing solutions;

	<ul style="list-style-type: none"> <li>- Determine the variety and dynamics of people's housing needs;</li> <li>- Apply design methods for housing units for PwD;</li> <li>- Apply housing design strategies that are easily adaptable to accommodate future demands of the residents.</li> </ul>
<b>Teaching Methods:</b>	Ex-cathedra lectures and interactive discussion of related topics with students. Problem based learning techniques are applied during thematic discussions. Exercises throughout the term include research seminar writing and discussion sessions and a 10 week thematic design project.
<b>Assessment Methods:</b>	Attendance of lectures and exercises 5%; Active participation in seminar discussions – 15%; Delivery and presentation of the first Research Seminar Work 20%; Delivery and presentation of the main architectural project 60 %. Student evaluation: presentations of seminar work and of design projects.
<b>Primary Literature:</b>	<ol style="list-style-type: none"> <li>1. Levitt D., McCafferty J., The Housing Design Handbook, A Guide to Good Practice, Routledge 2018</li> <li>2. Chey K., Multi Unit Housing in Urban Cities, Routledge, 2017</li> <li>3. Schneider T., Till J., 'Flexible Housing', Birkhauser, 2007</li> <li>4. Imrie R., Accessible Housing: Quality, Disability and Design, Routledge, 2005</li> <li>5. Steinfeld E., Maisel J., Universal Design: Creating Inclusive Environments, Wiley, 2012</li> </ol>
<b>Additional Literature:</b>	<ol style="list-style-type: none"> <li>6. Urban F., The New Tenement, Residences in the Inner City since 1970, Routledge, 2017</li> <li>7. Pfeifer G., Brauneck P., Residential Buildings, Birkhauser, 2015</li> <li>8. <a href="#">Habinteg Housing Association</a>, Lifetime Homes Design Guide, Bracknell, 2012</li> <li>9. Friedman A., Adaptable House: Designing Homes for Change, McGraw Hill, 2002</li> </ol>

<b>Course title:</b>	<b>DIGITAL INTERPRETATION OF DESIGN FUNCTIONS</b>
<b>Teacher:</b>	Prof.Asoc.Dr. Arta Basha Jakupi
<b>Status:</b>	Elective
<b>ECTS:</b>	4
<b>Course Description</b>	<p>Digital interpretation is a multidisciplinary subject that calls on students to become entrepreneurial, creative and problem solvers through a design and make methodology and the application of relevant technology education. The syllabus expands significantly in the Design Aspect with a deep focus on innovation, research and entrepreneurial skills and attitudes and established design thinking methodologies as a learning vehicle for critical thinking, enquiry skills, creativity and self-development.</p>
<b>Course Goals:</b>	<p>The syllabus aims to give students the opportunity to develop their abilities in the area of Digital interpretation through:</p> <ul style="list-style-type: none"> <li>• activities involving the designing and making of quality products, whether new or modified from existing items, to meet specific purposes by addressing the needs, wants and values of the intended users;</li> </ul>

	<ul style="list-style-type: none"> <li>• the opportunity to combine different areas of technology, applying knowledge in a required context;</li> <li>• the recognition that striving for design innovation leads to personal, social and commercial development;</li> <li>• the selection of appropriate resources and processes according to design problem;</li> <li>• working safely, correctly, effectively and efficiently;</li> <li>• the analysis and evaluation of their own work and the work of others;</li> <li>• the recognition of social, moral, economic, environmental, and health and safety issues, including the market influences that may be applied;</li> <li>• communicating effectively with the different audiences and to take account of the values of those audiences and market influences through reasoned judgments;</li> <li>• the encouragement of the entrepreneurial and personal qualities which are necessary to take a problem from an initial proposal stage to a Final Design Project.</li> </ul>
<b>Expected Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>▪ The Design Aspect will be primarily assessed through an applied iterative project, where the learner demonstrates the abilities for iteration and creative thinking. The Iterative Project will be developed and presented by each learner and assessed for both the Design Aspect and Technology Aspect in context.</li> </ul>
<b>Teaching Methods:</b>	Lectures, field work, case study analysis, seminar work and study work. The research is conducted in thematic groups, while the project is individual or in groups.
<b>Assessment Methods:</b>	This is a web-enhanced course which will provide problem assignments, solutions and laboratory experiments, techniques and solutions.
<b>Primary Literature:</b>	Pressman 2008, Jessica. "The Strategy of Digital Modernism: Young-Hae Change Heavy Industries's Dakota". <i>Modern Fiction Studies</i> 54: 2 (2008),
<b>Additional Literature:</b>	Segelström, F. (2009), Communicating through Visualizations: Service Designers on Visualizing User Research, In DeThinking Design, ReThinking Services– First Nordic Conference on Service Design and Service Innovation. Tether, B. (2005), The role of design in business performance, ESRC Centre for Research on Innovation and Competition, University of Manchester. Verganti, R. (2009), Design driven innovation: changing the rules of competition by radically innovating what things mean, Cambridge MA: Harvard Business Press.

<b>Course title:</b>	<b>PUBLIC SPHERE IN THE URBAN CONTEXT</b>
<b>Teacher:</b>	Prof.Ass.Dr. Dukagjin Hasimja
<b>Status:</b>	Elective
<b>ECTS:</b>	4
<b>Course Description:</b>	The course Public Space in the Urban Context addresses the phenomenon and the extraordinary urban transformations that societies face today. How can we

	understand the city as a dynamic, transformative system and changes in the public sphere? What are the relations with art and culture in contemporary society, education and the transformation of the public sphere into the networked society. The general question is how to face the need for a sustainable city in the environmental aspect, with a vital and comprehensive economy in the social sense.
<b>Course goals:</b>	Learning about public and private spheres - urban public space and political public space, as well as relation with culture, education, architecture, urban design and design of public space
<b>Expected learning outcomes: Rezultatet e pritshme të nxënies:</b>	After completing the course students are able to: <ul style="list-style-type: none"> <li>• Understand the relationship between design and context and adequately underpin the design of public space and public architecture.</li> <li>• Understand that urban and architectural design should be in harmony with the cultural, technical and functional requirements of the city / place.</li> <li>• Understand the role of urbanists and architects, urbanism and architecture profession in society.</li> <li>• Demonstrate the necessary skills of argumentation to explain and reflect on the relationship between analysis, conceptualization, method and composition in urban and architectural design</li> </ul>
<b>Teaching Methods:</b>	Lectures and seminars and: <ul style="list-style-type: none"> <li>• discussion of the literature on the public sphere and the city;</li> <li>• clarifying the role and importance of the public sphere and the relationship with architecture and urbanism;</li> <li>• promoting active student engagement in discussions;</li> </ul>
<b>Assessment Methods:</b>	Evaluation methods consist on a combination of formative evaluations of research paper and the summative assessment - presentation and exam.
<b>Primary Literature:</b>	<ol style="list-style-type: none"> <li>1) Hannah Arendt (1958), The human Conditions, The University of Chicago Press, Chicago</li> <li>2) Jurgen Habermas (1991), The structural transformation of Public Sphere, MIT Press, Massachusetts</li> <li>3) Richard Sennett (1977), The Fall of Public Man, Penguin Books, New York</li> <li>4) Jane Jacobs (1961) The Death and Life of Great American Cities, Random House Inc, New York</li> <li>5) Ali Madanipour (2003), Public and Private Spaces of the City, London, Routledge</li> <li>6) Jan Gehl (2010), Cities for People, Island Press, Washington DC</li> <li>7) Marcel Henaff, Tracy Strong (2001) Public Space and Democracy, University of Minnesota Press, Minneapolis,</li> <li>8) Mathew Carmona, Claudio de Magalhães, Leo Hammond L (2008), Public Space, The Management dimension, Routledge, Oxford</li> <li>9) Castells, M. (2000). The rise of the network society, Blackwell Publishing, Oxford, UK</li> </ol>



<b>Additional Literature:</b>	<p>1) Carr, S., Francis, M., Rivlin, L. G., &amp; Stone, A. M. (1992). <i>Public space</i>. Cambridge, UK: Cambridge University Press</p> <p>2) Markus, C. Clare and Francis C. (1998) <i>Peoples space: Design Guidelines for Urban Open Space</i>, Canada, Wiley&amp;Sons</p>
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<b>Course title:</b>	<b>INTERDISCIPLINARY ECLECTICS IN ARCHITECTURAL DESIGN</b>
<b>Teacher:</b>	Prof.Ass.Dr. Teuta Jashari Kajtazi
<b>Course Status:</b>	Elective
<b>ECTS Credits:</b>	3

<b>Course Description</b>	A revival or interweaving which, in the 21st century, implies more than just Architecture. Interdisciplinary, with the justification that earlier periods (specific/ certain), as well as various traditions (Century 18-19), have been inspiration and a source of inspiration to design in the present. Eclectic, a host of styles, ideas and theories, drawn from different periods in time and combined in a single project.
<b>Course Goals:</b>	By presenting Architects who had the courage to revive the styles, ornaments, and specific materials, one can achieve to reveal the influence of the Eclectic in architecture and design
<b>Expected Learning Outcomes:</b>	Understand the characteristics of the Eclectic in architecture and not only. Achieving the interweaving of time characteristics with the implication of the architectural momentum from the past, as well as the reflection of certain structures in the contemporary environment and society of today and why not in the future, as well.
<b>Teaching Methods:</b>	Lectures / Theoretical and practical lessons Semester assignments of students are as follows: - Group work (not more than three participants) - Semester assignment includes research, theoretical and interpretative approaches of different authors with eclectic views as inspiration in the architecture of the present, the revival of styles, characteristics and works that best represent and reflect this point of view.
<b>Assessment Methods:</b>	Semester assignment_50% Semester Presentations_40% Regular attendance and activity_10% Total_100% - As seen above, the assessment in the subject is done through the success achieved in the semester assignment and task-related presentations, which will be done three times during the semester (thus following the progress of the assignment)
<b>Primary Literature:</b>	Burnham of Chicago: Architect and Planner, Second Edition; <i>Thomas S. Hines</i> , 2009 The Meaning of modern architecture, its inner necessity ad empathetic reading; <i>Hans Rudolf Morgenthaler</i> , 2016 <i>Teuta Jashari-Kajtazi</i> , Lectures and Presentations, which will be distributed after each lectured unit

<b>Additional Literature:</b>	Changing Ideals in Modern Architecture, 1750-1950; <i>Peter Collins</i> , 1998 Chicago Architecture: Histories, Revisions, Alternatives; <i>Charles Waldheim</i> , <i>Katerina Ruedi Ray</i> , 2005
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<b>Course title:</b>	<b>ORGANIC SUPERSTRUCTURES IN DESIGN</b>
<b>Teacher:</b>	Prof.Dr. Violeta Nushi
<b>Status:</b>	Elective
<b>ECTS:</b>	<b>4</b>

<b>Course Description</b>	The overview of the designs of the most eminent contemporary architects indicates the shift from the basic forms of conception and materialization of architecture, to more complex, irregular structures and the tendency of creation of non-standard and dynamic forms. Although the formal expressions of these projects serve as inspiration of young students and architects, the course argues that these changes are not only technical and technological issues, but also methodological, scientific and intellectual issues that come as a result of recent technological developments, scientific arguments and philosophical influence. Under these circumstances and with computer mediation, the concept of space has changed and deliberately shifted from "making" to "finding" form in architecture, a concept closely related to the construction process.
<b>Course Goals:</b>	Discussion of generic morphogenetic concepts (topology, parametric design, isomorphic surfaces, metamorphic and evolutionary architecture) as well as algorithmic architecture; exploration of the possibilities of using these models for the design process of the architectural form.
<b>Expected Learning Outcomes:</b>	Upon completion of the course the student: <ul style="list-style-type: none"> <li>– Understands that beyond the formal expression of organic superstructures there are both computer and combinatorial features that can be considered as extensions human thought.</li> <li>– Differentiates the concepts and functions of morphogenetic and algorithmic models</li> <li>– Analyzes the generative processes of contemporary architectural precedents</li> <li>– Develops conceptual thinking at a higher level of complexity, within the framework of contemporary theories</li> </ul>
<b>Teaching Methods:</b>	Lectures, seminars, realization of seminars. During the lectures and seminar work the student is expected to study given material in advance so that lectures and work in the seminar will be actively followed.
<b>Assessment Methods:</b>	Discussion on seminars, presentation and defense of seminar work.
<b>Primary Literature:</b>	Carpó, M.ed. (2013). The Digital Turn in Architecture 1992–2012, United Kingdom, Chichester: John Wiley & Sons Kolarević, B. (Ed.). (2003). Architecture in the Digital Age: Design and Manufacturing. New York & London: Spon Press. Moussavi, F. (2009). The Function of Form. Barcelona Spain and Cambridge, Massachusetts: ACTAR and Harvard University Graduate School of Design.

	<p>Terzidis, K. (2003). Expressive Form: A conceptual approach to computational design. London and New York: Spon Press.</p> <p>Terzidis, K. (2006). Algorithmic Architecture. Burlington, Massachusetts: Architectural Press.</p> <p>Exuberance: New Virtuosity In Contemporary Architecture. Architectural Design. (80/2), (March/April, 2010), Wiley.</p> <p>The New Structuralism: Design, Engineering and Architectural Technologies. Architectural Design. 80(4), (July/August, 2010), Wiley</p> <p>Mathematics of Space. Architectural Design. 81(4), (July/August 2011), Wiley</p>
<b>Additional Literature:</b>	<p>Agkathidis, A. Generative Design: Form-finding Techniques in Architecture (Form + Technique) (2015). England, London: Lorence King Publishing Ltd.</p> <p>Nesbitt, K. (Ed.). (1996). Theorizing a New Agenda for Architecture: An Anthology of Architectural Theory 1965-1995. New York: Princeton Architectural Press.</p> <p>Sykes, A. K. (Ed.). (2010). Constructing A New Agenda: Architectural Theory 1993-2009. New York: Princeton Architectural Press.</p>

<b>Course title:</b>	<b>STRATEGIC SPATIAL PLANNING - STUDIO</b>
<b>Teacher:</b>	Prof.Ass.Dr. Dukagjin Hasimja
<b>Status:</b>	Compulsory
<b>ECTS:</b>	6

<b>Course Description</b>	<p>The project will include 3 phases. Direct participants at the regional, municipal and urban level will be analyzed and involved at different stages of the project. The focus will be on sustainable planning in the territory of the municipality and areas of special public interest, protection and environmental management. Areas of special interest will be treated - national parks, transboundary areas or 2 or 3 municipalities / regions. The project will include 3 modules:-M.1: Defining the problem and issues being considered. Students will work with different tools to identify key problems, a problematic area, or any specific area - a municipality or geographic region that will be selected as a location for the semester project. Problems can relate to protected areas, national parks, infrastructure systems, metropolitan spatial planning, tourism, etc ... Focus may also be on cross-border issues that may be a motive for the integration and cooperation of countries in the region.</p> <p>M.2: Problem analysis: -Analysis of factors and processes related to social, economic, cultural, environmental and spatial changes, with particular emphasis on key issues attached to the project. Different group interests, sometimes the opposite, as well as decision-making processes need to be identified and discussed.</p> <p>M.3: Scenarios and Solutions:-Based on the analysis, development strategies are developed that include the vision and goals for the sustainable development of the area. The proposal should present different development scenarios that lead to alternative development strategies. The final conclusion is the strategic spatial plan which will define the land use policy based on sustainable development.</p>
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<b>Course Goals:</b>	<i>To enable students to participate effectively in drafting spatial plans of the municipality and regions as well as areas of special interest</i>
<b>Expected Learning Outcomes:</b>	<p><i>Candidates need to understand the developments in the region, cooperation and integration.</i></p> <ul style="list-style-type: none"> <li>• <i>Candidates have acquired knowledge and skills for research, communication and action in spatial planning</i></li> <li>• <i>Candidates have acquired knowledge and skills for environmental impact assessment and management</i></li> <li>• <i>Candidates are trained to handle issues spatial development based on the selected project.</i></li> </ul>
<b>Teaching Methods:</b>	<ul style="list-style-type: none"> <li>• Lecture and discussion at the end of each module,</li> <li>• Research project - group work and research seminar - individual work</li> </ul>
<b>Assessment Methods:</b>	<ul style="list-style-type: none"> <li>• Projects 70%</li> <li>• Final exam 30%</li> </ul>
<b>Primary Literature:</b>	<ol style="list-style-type: none"> <li>1. Dukagjin Hasimja: Kosovo –A spatial portrait –PhD Disertation -2016</li> <li>2. John Glasson, Tim Marshall: Regional Planning, Routledge, First Edition 2007</li> <li>2. Peter Geoffrey Hall: Urban and Regional Planning, Routledge, Forth Edition 2002</li> <li>3. Forbes Davidson: Strategic Planning Course materials for Kosova Institute for Spatial Planning, IHS Rotterdam, 2003-2006</li> <li>4. Antonia Layard, Simin Davoudi and Susan Batty: Planning for a sustainable future, SPON Press, First Edition, 2001</li> <li>6. Philip Allmendinger, Alan Prior, Jeremy Raemaekers: Introduction to Planning Practice, John Wiley&amp;Sons Ltd., First Edition, 2000</li> <li>7. Bent Flyvbjerg: Rationality and Power, The University of Chicago Press, 1998</li> </ol>
<b>Additional Literature:</b>	1. Patsy Healey, Abdul Khakee, Alain Motte, Barrie Needham: Making Strategic Spatial Plans-Inovation in Europe, Taylor & Francis, 2006

<b>Course Title:</b>	<b>URBAN DESIGN - STUDIO</b>
<b>Teacher:</b>	Dr.Sc. Ilir Gjinolli
<b>Status:</b>	Compulsory
<b>ECTS:</b>	6
<b>Course Description:</b>	The Urban design studio aims to develop students' critical reading and understanding of urban structure, form and functioning at different scales. By a sequence of analysis and design exercises students will get familiar with the urban design language and the key structural components and fabrics of a city.
<b>Course Goals:</b>	<p>By making analytical and conceptual maps, drawings and models, by comparing, combining, analyzing and discussing them students will learn:</p> <ul style="list-style-type: none"> <li>• to relate multiple scales and layers;</li> <li>• to switch swiftly between design and analysis;</li> </ul>

	<ul style="list-style-type: none"> <li>• to experiment with various city concepts;</li> <li>• to use analysis as a design tool;</li> <li>• to conceptualize the idea of the city;</li> <li>• to structure the relations between diagnosis, vision, and interventions.</li> </ul>
<b>Expected Learning Outcomes:</b>	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>• to recognize and understand the structural and spatial components of a city;</li> <li>• to conceptualize and shape the idea of the city in models and drawings;</li> <li>• to test and show the effects of structural interventions on multiple scales and layers;</li> <li>• to use analysis and experiment as a design tool;</li> <li>• to draft a narrative on the actual condition and future potential of a city;</li> <li>• to build a body of knowledge by searching, selecting and using a wide variety of sources and by reflecting their work to a theoretical framework in Urban Design;</li> <li>• to point out which urban elements and structures had, have and could have an influential role in the urban (re)development;</li> <li>• to explore and develop their vision on the actual condition and future potential of this city.</li> </ul>
<b>Teaching Methods:</b>	<p>Project work in the Studio; Lectures;</p>
<b>Assessment Methods:</b>	<p>Evaluation methods constitute a combination of formative-work assessment in the project and summative assessment - presentation</p>
<b>Primary Literature:</b>	<p>10) Leonhard Schenk (2013), <i>Designing Cities</i>, Birkhauser, Basel  11) Jan Gehl (2010), <i>Cities for People</i>, Island Press, Washington DC  12) Mathew Carmona, Claudio de Magalhaes, Leo Hammond L (2008), <i>Public Space, The Management dimension</i>, Routledge, Oxford  13) <i>Urban Design Compendium</i>, Urban Design Alliance&amp;Lewlin Davis, London 2003  14) <i>Responsive Environments</i>, <a href="#">Sue Mc Glynn</a>, <a href="#">Graham Smith</a>, <a href="#">Alan Alcock</a>, <a href="#">Paul Murrain</a>, <a href="#">Ian Bentley</a>, Architectural Press, London 2008  15) Carr, S., Francis, M., Rivlin, L. G., &amp; Stone, A. M. (1992). <i>Public space</i>. Cambridge, UK: Cambridge University Press  16) Markus, C. Clare and Francis C. (1998) <i>Peoples space: Design Guidelines for Urban Open Space</i>, Canada, Wiley&amp;Sons  17) Simon Bell: <i>Elements of visual design</i>, SPON Press, Third Edition, London1993  18) <i>Urban Design Associates: The Urban Design Handbook, Techniques and Working Methods</i>, W.W. Noton &amp; Company, 2003</p>
<b>Additional:</b>	<p>3) Ron Kasprisin: <i>Urban Design Composition of complexity</i>, Rutledge, London 2011,  4) Mike Biddulph: <i>Introduction to Residential Layout</i>, Architectural Press, 2007</p>

<b>Course title:</b>	<b>RURAL DEVELOPMENT AND TOURISM PLANNING - STUDIO</b>
<b>Teacher:</b>	Dr.Sc. Ilir Gjinolli
<b>Status:</b>	Compulsory
<b>ECTS:</b>	6
<b>Course Description</b>	The subject includes a variety of rural planning and tourism with focus on rural areas and Tourism in Kosovo. Students will get acquainted with the most important approaches to sustainable tourism from a multidisciplinary perspective such as sustainable development, regional endogenous development, rural tourism and eco- tourism
<b>Course Goals:</b>	In order to gain professional skills, students will be presented with several cases of sustainable tourism and leisure activities with a particular focus on rural and alpine areas. Hereby, some examples of inheritance for indigenous tourism will be analyzed and discussed critically. Students get an understanding of different approaches and models of sustainable development. Students gain insight into the goals of sustainable tourism policies and development in rural areas and regulatory tools to implement them. They are enabled to plan and evaluate the economic development processes (both micro and macro) in the tourism and sport sector, analyze the economic effects of tourism policies at the local, regional and national level Ability to design a sustainable development plan for a tourist destination (policy makers' perspective).
<b>Expected Learning Outcomes:</b>	Knowledge of theories and methods of rural planning and tourism. Students learn how to communicate with knowledge, economic analysis, methods and results of scientific research related to sustainable tourism and rural development issues.
<b>Teaching Methods:</b>	Thematic lectures, analysis of practical examples through visual projections, discussions, group work.
<b>Assessment Methods:</b>	Semestral assignment / essay / seminar / presentation 50% Semester or exam tests 40% Regular track 10%
<b>Primary Literature:</b>	1. Mariani et al. (Eds.) (2016) <i>Tourism Management, Marketing, and Development. Performance, Strategies, and Sustainability</i> . London: Palgrave Macmillan 2. S harpley (2009) <i>Tourism Development and the Environment</i> , Earthscan. 3. Sidali et al. (2015). Food tourism, niche markets and products in rural tourism: combining the intimacy model and the experience economy as a rural development strategy. In: <i>Journal of Sustainable Tourism -Special Issue- Rural Tourism: New Concepts, New Research, New Practice</i> 23(8- 9), 1179-1197 4. Garrido-Pérez, E.I., Sidali, K.L., Rizzo, L.S. & Andrade, L.D.: Agroforestry systems and geographical indications as hints for a better administration of natural and cultural capital. In: Paracchini, M.L. & Zingari, P.P. (Eds.). <i>Reconnecting Natural</i>

	and Cultural Capital. Contributions from Science and Policy. Publications Office of the European Union, in print Sidali, K.L. et al. (2016)
<b>Additional Literature:</b>	1.Bujar Demjaha. Role of Tourism in rural Development of Dukagjini Region in Kosovo, LAP Lambert Academic publishing ,2016

<b>Course title:</b>	<b>LANDSCAPE PLANNING</b>
<b>Teacher:</b>	Prof.Ass.Dr. Dukagjin Hasimja
<b>Status:</b>	Compulsory
<b>ECTS:</b>	4

<b>Course Description</b>	<p>Planning of green spaces and creation of green system plays an important role in spatial development of settlements and has a positive effect on the quality of urban and rural life.</p> <p>The course will introduce the basic concepts of green urban and spatial planning and will explain how they have been applied in different scales.</p> <p>The integral part of contemporary landscape planning will be also the way of assessment of green spaces – thus will provide information about the landscape indicators and usage of them in assessment of green spaces in urban and regional context.</p>
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<b>Course Goals:</b>	<ul style="list-style-type: none"> <li>- Landscape planning and development by protecting natural processes and important natural and cultural resources</li> <li>- Understanding of theoretical and methodological basics of scenarios in planning praxis, and how to apply them in different scales.</li> <li>- The ability to use the indicators to assess the system or the entity of natural green spaces and also open public spaces.</li> </ul>
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<b>Expected Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• Approaches to landscape planning challenges of 21-st century conceptualization of landscape in a multi-vision perspective</li> </ul>
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<b>Teaching Methods:</b>	<ul style="list-style-type: none"> <li>- Lecture and discussion at the end of each module</li> <li>- Research project- group work</li> </ul>
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<b>Assessment Methods:</b>	<p>Formative and summative assessment</p> <ul style="list-style-type: none"> <li>- Research project 50%</li> <li>- Final exam 50%</li> </ul>
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<b>Primary Literature:</b>	<p>Selman, Paul (2006) Planning at the landscape scale. Routledge, Taylor &amp; Francis Group. London and New York.</p> <p>Farina, Almo ( 2006) “Principles and Methods in Landscape Ecology- Towards a Science of the Landscape”. Springer Netherlands</p> <p>Özyavuz ,Murat (2012) “Landscape Planning”. In Tech, Croatia</p> <p>Trombulak, Stephen C, Baldwin, Robert F. (2010) Landscape-scale- Conservation Planning. Springer Dordrecht Heidelberg London New York</p>
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<b>Additional Literature:</b>	<p>Von Haaren, Christina, Lovett, Andrew, Albert, Christian (2019.) "Landscape Planning with Ecosystem Services- Theories and Methods for Application in Europe". Springer Netherlands</p> <p>Farina, Almo (2009)"Ecology, Cognition and Landscape-Linking Natural and Social Systems" Springer Netherlands</p> <p>Makhzoumi, Jala and Pungetti, Gloria (1999) Ecological Landscape Design and Planning- The Mediterranean Context. E &amp; FN SPON, An imprint of Routledge London and New York</p> <p>Klaus-Jürgen Evert (2010) "Encyclopedic Dictionary of Landscape and Urban Planning". Springer-Verlag Berlin Heidelberg. Germany</p>
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<b>Course title:</b>	<b>URBAN RESEARCH METHODOLOGY</b>
<b>Teacher:</b>	Prof.Ass.Dr. Dukagjin Hasimja
<b>Status:</b>	Compulsory
<b>ECTS:</b>	4
<b>Course Description:</b>	The course on Research Methodology in Design and Urbanism is a basic course / studio which enables students to learn academic research which will support their work in their diploma studio. The focus will be in traditional forms of academic research and also thos less traditional like research through design.
<b>Course Goals:</b>	<p>Knowledge with theoretical framework of academic research, problem definition, research question and research methodology as one of the aims of master diploma:</p> <ul style="list-style-type: none"> <li>• Gaining knowledge upon basic concepts of science philosophy</li> <li>• Development of critical and analitical skills</li> <li>• Development of arguing skills</li> <li>• Clarity in presentation and communication of research and design</li> </ul>
<b>Expected Learning Outcomes</b>	<p>After finishing the course students will be able to:</p> <ul style="list-style-type: none"> <li>• What is a theoretical framework</li> <li>• Create a theoretical framework to support its research</li> <li>• Identify a number of authors that write upon general idea of its theoretical framework</li> <li>• Draft an academic report in wich it is describet that what are the main research question wich need to be answered in its research project and what are the adequate methods for answering.</li> <li>• Explain the values and ethical matters linked with planning activities and design for people.</li> </ul>
<b>Teaching Methods:</b>	<p>Seminars and Lectures:</p> <ul style="list-style-type: none"> <li>• Discussing the role of theories in the practice of design and planning</li> <li>• Claryfing the ways in which theories are translated into practise in different fields ( especially in social sciences, physiscs , planning and design practices)</li> <li>• Claryfing the role and the importance of design for planning practices and further.</li> <li>• Promoting the active engagement of students into disscisions, simulatons and roles.</li> </ul>



<b>Assesment Methods</b>	Formative and summative evaluation of students.
<b>Primary Literature:</b>	<p>2) Elisabete A. Silva, Patsy Healey, Neil Harris, and Pieter Van Den Broeck (2015), The Routledge Handbook of Planning Research Methods, Routledge 2 Park Square, Milton Park, Abingdon, Oxon OX14 4RN</p> <p>3) Xinhao Wang, Rainer vom Hofe (2007), Research Methods in Urban and Regional Planning Tsinghua University Press, Beijing and Springer-Verlag GmbH Berlin Heidelberg</p> <p>4) Hillary Collins (2010) Creative research-The theory and practice of research for the creative industries. AVA Publishers SA, London</p> <p>5) Gregory D. Andranovich, Gerry Riposa (1993), Doing Urban Research, SAGE Publications, Inc. 2455 Teller Road Newbury Park. California</p> <p>6) Jan Gehl and Birgitte Svarre (2013), How to study Public Life Island Press, 2000 M Street NW, Suite 650, Washington DC</p>
<b>Additional Literature</b>	3) Linda N. Groat, David Wang (2013), Architectural Research Methods), John Wiley & Sons, Inc, Hoboken, New Jersey

<b>Course Title:</b>	<b>GIS IN SPATIAL PLANNING</b>
<b>Teacher:</b>	Prof.Asoc.Dr. Perparim Ameti
<b>Status:</b>	Elective
<b>ECTS:</b>	4
<b>Course Description:</b>	The course offers an overview of Geographic Information System (GIS) and digital cartography and how GIS can be used in practice for providing solutions for the problems of the real world. The course also provides students knowledge on concept theories, types of data, typical processes of GIS and the package of GIS algorithms. The course comprises theoretical and practical part where students exercise to be more practically experienced with GIS packages. For this issue the open source software GIS and the package Arc GIS are used.
<b>Course Goals:</b>	<p>The general goals of the course are:</p> <ul style="list-style-type: none"> <li>• Understanding GIS</li> <li>• To identify, classify and evaluate different operational processes of GIS software and used algorithms.</li> <li>• Implementing GIS knowledge for giving solution to practical spatial problems</li> </ul>

<b>Expected Learning Outcomes</b>	<p>At the end students will be capable to:</p> <ul style="list-style-type: none"> <li>• Explain that what is GIS and to which problems of the real world can help to give solution</li> <li>• To describe cualitative aspects of geodata</li> <li>• To describe ad compare two spatial concepts ( field vs object) and how these two are modeled in GIS</li> <li>• To use GIS for visualising , convert and analyse groups of geographical datas that come from different sources</li> <li>• To list the main structures of spatial data used in GIS and to compare and disscuss them</li> <li>• To explain and analyse that what are the basic spatial operations, what is their bases and how they are carried out</li> <li>• To generalize GIS knowledge for making solutions for complex problems.</li> </ul>
<b>Teaching Methods::</b>	<ul style="list-style-type: none"> <li>• Lectures : 30 hours;</li> <li>• Laboratory ( monitored practical exercizes and a group project ) 30 hours</li> <li>• Individual study</li> </ul>
<b>Assesment Methods:</b>	<p>Formative and summative evaluation methods. 2 partial exercises with GIS packadge.</p>
<b>Primary Literature:</b>	<ol style="list-style-type: none"> <li>1) <a href="#">Chaowei Yang</a> (2017), Introduction to GIS Programming and Fundamentals with Python and ArcGIS®, Routledge 2 Park Square, Milton Park, Abingdon, Oxon OX14 4RN</li> <li>2) <a href="#">Martin van Maarseveen</a>, <a href="#">Javier Martinez</a>, <a href="#">Johannes Flacke</a> (2019), GIS in Sustainable Urban Planning and Management, Routledge 2 Park Square, Milton Park, Abingdon, Oxon OX14 4RN</li> <li>3) Gabor Farkas (2017), Practical GIS, Pact Publishing Ltd., Birmingham</li> <li>4) Alexander Bruy, Daria Svidzinska (2018), QGIS By Example, Pact Publishing Ltd., Birmingham</li> <li>5) Juliana Maantay and John Ziegler (2006), GIS for the Urban Environments, ESRI Press, Redlands, California</li> </ol>
<b>Additional Literature:</b>	<p><a href="#">Michael Zeiler</a> (2010), Modeling Our World: The ESRI Guide to Geodatabase Design, ESRI Press, Redlands, California</p>

<b>Course title:</b>	<b>HOUSING AND URBAN DEVELOPMENT STUDIES</b>
<b>Teacher:</b>	Dr.sc. Rozafa Basha
<b>Status:</b>	Elective
<b>ECTS:</b>	4

<b>Course Description</b>	The course of Urban Specialty: Housing and Urban Development Studies, discusses and studies the theme of providing access to adequate housing as a perpetual global challenge. Housing and Urban Development Studies are able to provide a new dimension to urban planning, they change and give urbanites supporting housing rights and an improved quality of life for everyone. The course is held once a week and is a creative course with direct and interactive design process participation. The primary role of the course is to research, explore, and analyze, the typologies of the Housing and Urban Development Studies. The typology of multifunctional structures will be set for each academic year according to current trends in collaboration with students and international academic references.
<b>Course Goals:</b>	The aim of the course is to initiate creative thinking, use the advanced principles of theory and practice of urban planning, involving integrated-symbiotic engagement of smart city technologies with advanced design techniques of future era of urban development studies. The main objectives are subject of different approaches to solve advanced urban planning problems, separating the creative design processes, as an approach to identify and solve the diversity of Housing and Urban Development Studies. Also, the course specifically elaborates the concepts of futuristic models of Urban Housing which will transform the new forms of dialogue with urbanites, to stand for equity.
<b>Expected Learning Outcomes:</b>	After completing the course, students should have understood, and mastered the basic principles of the Housing and Urban Development Studies: <ul style="list-style-type: none"> <li>- Students have developed the necessary skills for designing Housing and Urban Development Studies;</li> <li>- Students have gained ability to combine effective urban compositions;</li> <li>- Students have developed skills and techniques to describe, define and articulate the advanced Urban Development Studies.</li> </ul>
<b>Teaching Methods:</b>	Teaching has the character of interactive discussions, engaging in discussion all students, academia and community participants. Also, course aim to encourage working in group, with concrete research in the form of design project, case studies, seminars, exercises and site visits. The course is held by Ex cathedra lectures, project analysis, close supervision of design work during exercises. Lectures, and exercises during class use different visual techniques, software, and tools. One project work for group of 2 students, with independent class work, and individual homework.
<b>Assessment Methods:</b>	Evaluation methods and eligibility criteria for course: <ul style="list-style-type: none"> <li>- Student attendance and activity assessment 20%</li> <li>- Mandatory intermediary evaluation 30%</li> <li>- Portfolio of graphic works, rated with positive mark over the semester, are a condition for obtaining of ECTS - and entry to the final exam 30%</li> <li>- Final exam, written test 20%</li> </ul>

<b>Primary Literature:</b>	<p>9. Bujar Bajçinovci, Sustainable Architectural Design – principles, in the Albanian Language, 4 (3), JOSHA, 2017. DOI: 10.17160/josha.4.3.306</p> <p>10. Bujar Bajçinovci, Creativity of Interactive Academic Education for Sustainable Urban Development, 5 (5), JOSHA, 2018. DOI: 10.17160/josha.5.5.441</p> <p>11. Anthony Downs, Ed, Growth Management and Affordable Housing. (2004). Brookings Institution Press, Washington, D.C.</p>
<b>Additional Literature:</b>	<p>6. Peter G. Rowe, Har Ye Kan. Urban Intensities. (2014). Birkhäuser Basel</p> <p>Luis De Garrido, Social Green Housing. (2015). Monsa Publishers</p>

<b>Course title:</b>	<b>URBAN REGENERATION</b>
<b>Teacher:</b>	Prof.Ass.Dr. Florina Jerliu
<b>Status:</b>	Elective
<b>ECTS:</b>	4
<b>Course Description:</b>	The course identifies and explains the concepts of urban regeneration and integrated urban development and describes the specific processes, methods and instruments related to these. The course is design to inform students on methods and means of improving the physical structure but more importantly, the social and economical aspect of the city and region are explored by understanding both the positive and negative effects of every one of these measures. In addition, the course will treat regeneration in different scales, that of the historical city centre, neighborhoods (by treating key themes such as: managing community-led regeneration, housing regeneration, as well as understanding gentrification as an effort to regenerate cities), and regenerating cities and regions (city-regions, supra-regions as well as conurbation).
<b>Course Goals:</b>	The aim of the course is for students to understand the cause, symptoms as well as measures that need to be taken to begin the regeneration of a city or region. Additionally, the aim of the course is strengthen students' ability to interpret and to produce policy papers, concept projects as well as an integrated approach to proposing innovative solutions that lead towards urban regeneration.
<b>Expected Learning Outcomes:</b>	<p>Upon completion of this course the student will be able to:</p> <ul style="list-style-type: none"> <li>– get an adequate understanding and the capabilities to develop integrated projects and urban regeneration strategies.</li> <li>– To develop skills and capacities to analyze, evaluate and diagnose a specific urban central area on the basis of multicriterial and integrated approach and within the general perspective of sustainable development.</li> <li>– To demonstrate capacities in applied researches, site analyses and developing critical thinking skills</li> </ul>

<b>Teaching Methods:</b>	The teaching methods will include lectures, seminars, debates and workshops. The course will include theoretical and practical activities and will be mostly interactive.
<b>Assessment Methods:</b>	Student attendance and active classroom engagement 10%, Assignments and student presentations 50%, Assessment by tests 20% or Final Exam 40%
<b>Primary Literature:</b>	P. Roberts, H. Sykes (2000), Urban Regeneration: A Handbook ,SAGE Publications Ltd, London Colantonio, T. Dixon, (2011), Urban Regeneration & Social Sustainability - Best practice from European cities, Wiley-Blackwell, UK H. Smyth (1994), Marketing the City - The role of flagship developments in urban regeneration , Taylor & Francis, UK
<b>Additional Literature:</b>	Michael E. Leary, John McCarthy, (2013), The Routledge Companion to Urban Regeneration, Routledge, London M. Horita, H. Koizumi, (2009), Innovations in Collaborative Urban Regeneration, Springer, Japan The Urban Task Force (1999), The Urban Task - Towards an Urban Renaissance, Taylor & Francis, London

<b>Course Title:</b>	<b>SUSTAINABLE URBAN MOBILITY</b>
<b>Teacher:</b>	Prof.Ass.Dr. Mimoza Dugolli
<b>Status:</b>	Elective
<b>ECTS:</b>	4
<b>Course Description:</b>	<p>The course Sustainable Urban Mobility offers an overview of the existing theories that stimulate researches upon people's mobility, urban vitality and public space. To develop new strategies for more clean, eco friendly and sustainable transport new approaches on planning urban mobility have been adopted.</p> <p>Some of the themes that will be elaborated:</p> <ul style="list-style-type: none"> <li>• Public transport</li> <li>• Walking and cycling</li> <li>• Intermodality</li> <li>• Road urban safety</li> <li>• Road transport</li> <li>• Urban logistics</li> <li>• Mobility management</li> <li>• Intelligent systems of transport</li> </ul> <p>The aim is the improvement of the access in urban areas and to ensure a high quality and sustainable mobility and transport within urban areas.</p>
<b>Course Goals:</b>	Knowledge on balanced development of all relevant modes of transport, while encouraging more sustainable modes. Knowledge on integrated technical measures, infrastructure, based in policies and soft measures for improving the performances and the costs. Knowledge with a basic literature , theories and researches on people, movement and public space.

<b>Expected Learning Outcomes:</b>	At the end of the course student should: <ul style="list-style-type: none"> <li>To be familiar with basic concepts of sustainable urban mobility</li> <li>To be familiar with main literature and latest researches on people, movement and public spaces</li> <li>To implement in a critical manner the evaluated theories while analysing an urban area.</li> </ul>
<b>Teaching Methods:</b>	<ul style="list-style-type: none"> <li>Lectures and discussion, including homeworks</li> <li>Group project based on the concrete research of an urban area.</li> </ul>
<b>Assessment Methods:</b>	Assessment methods are a combination between formative evaluation and summative one. Class discussion and homework 50% 50% final presentation (including individual contribution - 6 page report – 1 poster A1 and presentation that proves the integrated readings in the class.
<b>Primary Literature:</b>	<ol style="list-style-type: none"> <li>Mumford (1958), Gruen (1964), Breines, Sert (1952), – People, Movement and Public Space</li> <li>Kahn (1952), Venturi &amp; Scott Brown (1972, 2004), Francis (1984) – the system of sidewalks - lines of communication</li> <li>Cullen (1961), Smithsons (1983 (~1961)) – For Urban quality and landscape analysis</li> <li>Lynch (1960), Appleyard (1970), Alexander (1979?), Canter (1977), Relph (1976), etc – the Psychology of place – the sense and image of place</li> <li>Whyte (1958, 1980, 1988), Jacobs (1961), Rudofsky, (1969), etc – observation of public life</li> <li>Gehl (1987) – Design for People</li> <li>Jeffrey Tumin (2016), Sustainable Transportation Planning, John Wiley &amp; Sons, Inc., Hoboken, New Jersey</li> <li>Preston L. Schiller, Eric C. Bruun, Jeffrey R. Kenworthy (2010), An Introduction to Transportation Planning, Earthscan, Washington, DC</li> <li>Michael D. Meyer (2016), Transportation Planning Handbook, John Wiley &amp; Sons, Inc., Hoboken, New Jersey</li> <li>Department of Transport (2007), Manual for Streets, Thomas Telford Publishing, London</li> </ol>
<b>Additional Literature:</b>	

<b>Course title:</b>	<b>KOSOVO CULTURAL HERITAGE</b>
<b>Teacher:</b>	Prof.Ass.Dr. Florina Jerliu
<b>Status:</b>	Compulsory
<b>ECTS:</b>	4
<b>Course Description:</b>	The course Cultural Heritage of Kosovo informs the students on the systems and structures of preservation in Kosovo, the concepts of creating and interpreting cultural heritage within the country as well as the various socio-political contexts that influenced the establishment of systems of protection, including policies, the actuality of field of cultural heritage, potentials of

	typological systematization and its commodification in accordance with practices and approaches of sustainable development. The course is designed to enable students to address the challenges of recognizing and promoting the cultural heritage of Kosovo as an inalienable value as well as an important component of Kosovo's urban identity.
<b>Course Goals:</b>	The aim of the course is for the student to create judgment based on the threats and potentials of conservation and promotion of cultural heritage at the local and international level; to create the sensitivity of multisectoral action in identifying and absorbing data and "in situ" analysis of cultural heritage, in order to highlight and cultivate values of heritage as well as a sustainable and objective interpretation of the historical continuity of Kosovo settlements.
<b>Expected Learning Outcomes:</b>	Upon completion of this course the student will be able to: <ul style="list-style-type: none"> <li>– Identify and address the challenges of recognizing, preserving and promoting the cultural heritage of Kosovo</li> <li>– Recognize the legal and institutional framework in the field of cultural heritage and position him/herself as a specialist architect within the community of cultural heritage as well as the multisectoral activity of the field</li> <li>– Enable for interpretation, promotion and commodification of Kosovo's cultural heritage in line with local and international policies and strategies</li> </ul>
<b>Teaching Methods:</b>	Thematic lectures, discussions, site visits, semester assignment
<b>Assessment Methods:</b>	Student attendance and active classroom engagement 10%, Semestral assignments 50%, Assessment by tests 20% or Final Exam 40%
<b>Primary Literature:</b>	F.Jerliu (2017) Trashëgimia Kulturore e Kosovës. Konceptet dhe Kontekstet e Mbrojtjes, Prishtinë M. Crinson, Ed (2005). Urban Memory. History and amnesia in the modern city F.Jerliu/MKRS (2017) Strategjia Kombëtare për Trashëgiminë Kulturore 2017-2027 G.J. Ashwoth, P.Howard (1999) European Heritage, Planning and Management, Intellect Books L. Smith (2006). Uses of Heritage, Routledge
<b>Additional Literature:</b>	S. Labadi (2013) UNESCO, Cultural Heritage, and Outstanding Universal Value, AltaMira Press, Council of Europe(2001). Forward Planning: The Function of Cultural Heritage In a Changing Europe Experts' contributions, B. Graham, P. Howard (2008). The Ashgate Research Companion to Heritage and Identity, Ashgate Publishing Limited W. Ndoro, et.al, (2008). Cultura IHeritage and Law, ICCROM Conservation Studies 8

<b>Course title:</b>	<b>ANTHROPOLOGY OF ARCHITECTURE: MEMORY AND IDENTITY</b>
<b>Teacher:</b>	Prof.Asoc.Dr. Arsim Canolli
<b>Status:</b>	Compulsory
<b>ECTS:</b>	4
<b>Course Description</b>	The module aims to provide students with a perspective of anthropological theories, approaches and methods of studying architecture. It will focus primarily on the significance of domestic place, private/public boundaries, rural/urban differentiations, modes of placial/spatial identification, home cultures, social status and architectural forms of social and cultural identity building. The course will be structured thematically, and it will highlight early anthropological encounters with “place”, “belonging” and “dwelling” and the historical, philosophical and social context of these approaches up to the present day concerns with “memory” and “identity” in anthropology.
<b>Course Goals:</b>	The module aims to offer students and introduction to key concepts, argument, theories and academic debate in the vast field of anthropology of material culture, in general, and more specifically architecture. It aims to offer students a short view of the contribution and results of social/cultural anthropology in the study of architecture.
<b>Expected Learning Outcomes:</b>	At the end of the course, students should be able to: <ul style="list-style-type: none"> <li>– Identify key concepts, arguments, methods and approaches in the anthropological study of architecture</li> <li>– Read the anthropological literature and critically reflect different themes, theories and debates on materiality and architecture</li> <li>– Critically discuss the importance and relevance of memory and identity in the social, political, economic and material context of architecture</li> <li>– Identify a study subject and apply anthropological methods in their written assignments/essays</li> </ul>
<b>Teaching Methods:</b>	This module will be taught using different teaching methods such as lectures, workshops, fieldwork visits, debates, oral history and presentations.
<b>Assessment Methods:</b>	The evaluation and assessment is conducted using ECTS Grade Scale and relevant criteria for each task. The tasks are periodical tests and assignments and a final essay. Assignment/Chronicle: 25% Written test: 25% Fieldwork based essay: 35% Attendance and activity: 15 %
<b>Primary Literature:</b>	Buchli, V. (2013) <i>An Anthropology of Architecture</i> , London: Bloomsbury Tilley, C. et al. (eds) (2006), <i>Handbook of Material Culture</i> , London: Sage Canolli, A. (2016) <i>Premisa antropologjike</i> , Cuneus: Prishtinë
<b>Additional Literature:</b>	Rapoport, A. (1969), <i>House, Form and Culture</i> , Englewood Cliffs, NJ: Prentice Hall Bourdieu, P. (1990), <i>The Logic of Practice</i> , Cambridge: Cambridge University Press.



	Mauss, M. (1990), <i>The Gift</i> , London: Routledge.
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<b>Course title:</b>	<b>URBAN CONSERVATION</b>
<b>Teacher:</b>	Prof.Ass.Dr. Florina Jerliu
<b>Status:</b>	Compulsory
<b>ECTS:</b>	6

<b>Course Description:</b>	This course identifies and explains the concepts of urban conservation and integrated urban development as well as describes the specific processes, methods and instruments associated with them. The course is designed to inform students about the principles of conservation and management of built urban environments, methods and tools for improving the physical, social and economic structure and the integration of built heritage into the wider area of the city. The course also informs on integrated conservation policies and the historic urban landscape approach in function of protecting and promoting the wider urban environments, as well as sustainable management of cultural resources and harmonious and sustainable development of the living environment.
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<b>Course Goals:</b>	The course objective is for students to understand the principles, measures, levels and elements of urban conservation as well as the relevant documents promoted by world cultural heritage organizations that call for inclusion of cultural heritage in urban planning processes. In addition, the purpose of the course is to enable students to interpret cultural landscapes according to UNESCO's approach to the historic urban landscape, extending beyond the historic center to include the wider geographical context of the region.
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<b>Expected Learning Outcomes:</b>	Upon completion of this course the student will be able to: <ul style="list-style-type: none"> <li>– deepen their understanding and be able to read and develop integrated projects and urban conservation strategies.</li> <li>– develop skills in the analysis, evaluation and diagnosis of a historic area based on the integrated approach and within the overall perspective of sustainable urban development.</li> <li>– demonstrate capacity in applied research, analyze and develop critical thinking skills.</li> </ul>
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<b>Teaching Methods:</b>	Teaching methods will include lectures, seminars, debates and workshops.
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<b>Assessment Methods:</b>	Student attendance and active engagement in classroom 10%; Semester assignments and student presentations 60%; Assessment by tests 15% or Final Exam 30%
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<b>Primary Literature:</b>	D. Rodwell (2007). <i>Conservation and Sustainability in Historic Cities</i> , Blackwell E. Hobson (2004). <i>Conservation and Planning</i> , Spoon Press <i>Conservation and the city</i> (Peter J. Larkhan) 1996 F. Bandarin, R.V. Oers (2012). <i>The Historic Urban Landscape. Managing Heritage in an Urban Century</i> , Wiley & Blackwell, UK
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	F. Bandarin, R.V. Oers (2015). Reconnecting the City - HUL Approach and the Future of Urban Heritage, Wiley & Blackwell, UK
<b>Additional Literature:</b>	N. Mitchell, et.al. (2009). WH Cultural Landscapes. A Handbook for Conservation and Management, UNESCO paper 26 G.Richards, R.Palmer (2010). Eventful Cities. Cultural Management and Urban Revitalisation, Elsevier I. Serageldin et.al. (Eds) (2001). Historic Cities and Sacred Cities. Cultural Roots for Urban Future, The World Bank M. Fram, J. Weiler (Eds) (1984) Continuing ãith Change. Planning for the conservation of man-made heritage, Dundurn Press

<b>Course title:</b>	<b>STUDIO - ADAPTIVE REUSE</b>
<b>Teacher:</b>	Prof.Ass.Dr. Florina Jerliu
<b>Status:</b>	Compulsory
<b>ECTS:</b>	<b>6</b>
<b>Mesimdhënesi:</b>	
<b>Course Description:</b>	The course addresses adaptive reuse in a broad context by addressing conservation and restoration issues at the urban and rural cultural landscape level to focus on complexes / groups of buildings and distinct historical buildings. The study will be structured according to the typological perspective. Students will engage in groups in designing the project on the basis of study, interpretation and analysis according to a given classification of a general building type. Examples of vernacular, commercial, industrial, religious and public construction types will be considered in order to assess their adaptability to a range of adaptive reuse programs, per "function follows form" maxim; for unclear cases, the desired result is gained through the understanding of challenges of adaptive reuse and the inherited physical and social characteristics of these types.
<b>Course Goals:</b>	The purpose of the course is to make students aware of the assessment (valorization) methods for existing buildings and review adaptive reuse programs, to present the student with the problem of retrofit design and design solutions, and develop the sense of sensitivity to the degree of adaptability depending on the typological categories and from the context, values, attributes, and identifiable characteristics of the cultural environment.
<b>Expected Learning Outcomes:</b>	Upon completion of this course the student will be able to: <ul style="list-style-type: none"> <li>– come up with designs in a historical context while preserving inheritance values while at the same time adding to the historical environment a value of contemporary use;</li> <li>– conceptualize historical architecture as a 'lived heritage' and a sustainable environment;</li> <li>– provide conceptual and technical solutions for rational use and integrated and balanced development of the Historical environment.</li> </ul>
<b>Teaching Methods:</b>	Interactive lectures based on the concept of problem-based learning (PBL), on-site visits, semester assignments (essays, analysis, interpretation and design)

<b>Assessment Methods:</b>	Student attendance and active engagement in class 30%, periodic exam in the form of papers 20%, final project 50%.
<b>Primary Literature:</b>	B. Plevoets, K. V. Cleempoel (2019). Adaptive Reuse of the Built Heritage: Concepts and Cases of an Emerging , Taylor & Francis Liliane Wong (2016). Adaptive Reuse: Extending the Lives of Buildings, Birkhauser James Douglas (2006). Building Adaptation, Routledge
<b>Additional Literature:</b>	Françoise Astorg Bollack (2013). Old Buildings, New Forms: New Directions in Architectural Transformations, Monacelli Press H.A. Mieg. Ed.(2014).Industrial Heritage Sites in Transformation: Clash of Discourses, Routledge David Lowenthal (2015). The Past Is a Foreign Country, Cambridge University Press

<b>Course title:</b>	<b>STUDIO-MODERN HERITAGE</b>
<b>Teacher:</b>	Prof.Ass.Dr. Teuta Jashari Kajtazi
<b>Course Status:</b>	Compulsory
<b>ECTS Credits:</b>	6
<b>Course Description</b>	Modern architecture is one of the defined forms of art and architecture in the 20th century, freed from traditional building requirements, where architects used materials, in some cases experimental, as well as new technologies to reach specific innovations. In many cases, sharp-edged materials and structural systems that characterize modern movement have not been properly tested, affecting poor performance of buildings in relation to time. All this gives arguments that modern heritage is at a constant risk of degradation, and interventions are indispensable.
<b>Course Goals:</b>	Presentation of the Modern Heritage Program, a joint program between ICOMOS (International Council on Monuments and Sites) and DOCOMOMO (Working Party for the Documentation and Conservation of Buildings, sites and neighbors of the Modern Movement) for identification, documentation and promotion of the construction heritage of the 19th and 20th centuries. Recognition of modern architectural structures introduced to the modern heritage group (Keep it Modern-Getty Foundation).
<b>Expected Learning Outcomes:</b>	Application of the analysis and evaluation of the monument of the modern heritage, based on which their conservation and transformation can be performed. Recognition of different intervention cases in the structures that belong to the modern heritage, including methods applied especially in the preservation and enhancement of the durability of materials used in the modern architecture. Knowledge about the possibility of intervention in order to increase the values of sustainability and energy efficiency, as most important principles in contemporary architecture.
<b>Teaching Methods:</b>	Lectures / Theoretical and practical lessons Semester assignments of students are as follows: - Group work (not more than three participants)

	- Semester assignment includes analysis, evaluation, and concept proposal for the methods of intervention in the particular case of the modern heritage.
<b>Assessment Methods:</b>	Semester assignment_50% Semester Presentations_40% Regular attendance and activity_10% Total_100%  - As seen above, the assessment in the subject is done through the success achieved in the semester assignment and task-related presentations, which will be done three times during the semester (thus following the progress of the concept design)
<b>Primary Literature:</b>	Modern Movement Heritage; <i>Allen Cunningham</i> , 2013 Identification and Documentation of Modern Heritage; <i>Ron van Oers</i> , 2003 <i>Teuta Jashari-Kajtazi</i> ; Lectures and presentations, which will be distributed after each lectured unit
<b>Additional Literature:</b>	Designing from Heritage: Strategies for Conservation and Conversion; <i>Marieke Kuipers, Wessel de Jonge</i> , 2017 Back from Utopia: The Challenge of the Modern Movement; <i>Hubert-Jan Henket, Hilde Heynen</i> , 2002

<b>Course title:</b>	<b>DIGITALIZATION OF CULTURAL HERITAGE</b>
<b>Teacher:</b>	Prof.Asoc.Dr. Arta Basha Jakupi
<b>Status:</b>	Elective
<b>ECTS:</b>	4
<b>Course Description:</b>	Digitization of cultural heritage refers to the dynamic and evolving interdisciplinary domain that encompasses philosophical, social, cultural, economic and managerial aspects of cultural heritage in the technological environment. The course provides comprehensive guidance on this subject for students to prepare for a more advanced and contemporary approach to the process of digital heritage documentation. Based on current trends, the subject explores aspects of a conceptual model for digitization studies of heritage, engaging in the application of technological tools for assessing social and human aspects in cultural heritage studies. Today, urban history, graphical documentation of architectural heritage and cultural history are key areas of digital human science. The suggested model is based on an integrated concept of communicating the memory which reflects the complex nature of the cultural heritage phenomenon and foresees synergies between the digital heritage and the human aspect in the heritage field.
<b>Course Goals:</b>	The aim of this course is to foster discussion about integration of digitization disciplines into the process of documenting heritage. In this respect, the course stimulates the inclusion of experiences in the use of innovative technologies and methods for documenting, managing, and communicating cultural heritage
<b>Expected Learning Outcomes:</b>	Upon completion of this course the student will be able to: <ul style="list-style-type: none"> <li>- transform physical and social data into a digital format</li> </ul>

	<ul style="list-style-type: none"> <li>– Document monuments, sites, as well as any other element from tangible or intangible heritage into a digital format</li> <li>– Identify the techniques required to document, interpret, present and promote heritage in a digital format as well as to understand the capacities and possibilities of digital heritage</li> </ul>
<b>Teaching Methods:</b>	Thematic lectures, discussions, study trips, IT laboratory work, semester assignments per categories and levels of digitalization
<b>Assessment Methods:</b>	Student attendance and active classroom engagement 10%, Assignments and student presentations 50%, Assessment by tests 20% or Final Exam 40%
<b>Primary Literature:</b>	<p>Sander Münster Et.al. (Eds.) (2018) Digital Research and Education in Architectural Heritage, Springer</p> <p>D. Lu, Y. Pan. (2010) Digital Preservation for Heritages. Technologies and Applications, Springer</p> <p>M. Zhou, G. Geng, Z. Wu (2012), Digital Preservation Technology for Cultural Heritage, Springer</p> <p>Marinos Ioannides et.al. (Eds.) (2014) Digital Heritage. Progress in Cultural Heritage: Documentation, Preservation, and Protection, Springer</p>
<b>Additional Literature:</b>	<p>A. Bentkowska-Kafel, L. MacDonald, (2018), Digital Techniques for Documenting and Preserving Cultural Heritage, Arc Humanities Press, UK</p> <p>E. Stylianidis, F. Remondino (2016). 3D Recording, Documentation and Management of Cultural Heritage, Whittles Publishing</p> <p>Basic Guidelines for Cultural Heritage Professionals in the Use of Information Technologies,  <a href="http://www.enamecenter.org/files/documents/Know-how%20book%20on%20Cultural%20Heritage%20and%20ICT.pdf">http://www.enamecenter.org/files/documents/Know-how%20book%20on%20Cultural%20Heritage%20and%20ICT.pdf</a></p>

<b>Course title:</b>	<b>DESIGNING IN A CULTURAL CONTEXT</b>
<b>Teacher:</b>	Prof.Asoc.Dr. Vlora Navakazi
<b>Status:</b>	Elective
<b>ECTS:</b>	4
<b>Course Description</b>	In order to design cultural buildings in the context of a protected heritage site of a country, within the specialization for cultural heritage student will gain knowledge of the specifics, characteristics, program contents and methods of designing the objects of culture. The content of the methodology, classification and historical development of theater and opera facilities for cultural centers, libraries and exhibition buildings museums and galleries, theaters, cultural multifunctional buildings, as well as rehabilitation of industrial heritage in typologies of cultural activities functions. Except for Besides the historical development, expansion and network distribution of these cultural objects, students will be acquainted with the specific characteristics of functional solutions and constructive requirements for specific types of typologies of cultural activities.
<b>Course Goals:</b>	The aim of the course is to provide knowledge on theoretical conceptual basis, training for participation in the planning process, programming, architectural

	design of integrated projects of cultural buildings in the context and based on environmental conditions of cultural heritage.
<b>Expected Learning Outcomes:</b>	After completing the course from design in a cultural context within the cultural heritage specialization the student should be prepared to: <ul style="list-style-type: none"> <li>- Implement integrative design strategies for cultural buildings in the context of the built environment;</li> <li>- Define the style and approach to the design of cultural buildings in accordance with criteria in the cultural heritage areas;</li> <li>- Apply design methods adapted to the local context;</li> <li>- Integrate architectural design standards in coherence with the criteria of the cultural heritage environment;</li> </ul>
<b>Teaching Methods:</b>	Lectures, multimedia method of presentation, analytical interpretation and comparison through the materialization tools like projector, laptop, table; organized group work exercises (2 to 3 students); site visits, supervised individual assignments.
<b>Assessment Methods:</b>	By submitting and evaluating the individual / group work, the student obtain official confirmation for completion of the subject. Evaluation Methods and Passing Criteria: class attendance and activity in exercises (10%), essay (15%), Colloquium (15%); individual graphic project or group project (2-3 students) (55%); Final exam (5%).
<b>Primary Literature:</b>	<ol style="list-style-type: none"> <li>1. Ramsley, Sleeper, Architectural Graphic Standard (ninth edition), Wiley, AIA, New York, 1994</li> <li>2. Adler, D., METRIC HANDBOOK – Planning and Design Data (second edition), Architectural Press, OXFORD, 2000.</li> <li>3. Baiche, B. Walliman, N., Neufert-Architects' Data (third edition), Oxford, 2000.</li> <li>4. B.Daja&amp;I.Sukaj, PROJEKTIMI ARK. I GOD. SOC –KULTURORE, Tiranë</li> <li>5. Thompson, Godfrey, Planning and Design of Library Buildings, Butterworth Architecture, 1989;</li> <li>6. Von Naredi-Rainer, Paul, Museum Buildings A design Manual, Birkhauser, 2004;</li> <li>7. Summary of lectures, “Cultural Facilities”, Prof.Ass.Dr. Vlora Navakazi</li> </ol>
<b>Additional Literature:</b>	<ol style="list-style-type: none"> <li>8. PHILIP JODIDO, ‘New Forms – Architecture in 1990’, Taschen</li> <li>9. CONTEMPORARY JAPANESE ARCHITECTURE, Taschen</li> <li>10. THE PHAIDON ATLAS OF CONTEMPORARY WORLD ARCHITECTURE</li> </ol>

<b>Course title:</b>	<b>PLANNING AND CULTURAL TOURISM</b>
<b>Teacher:</b>	Prof.Ass.Dr. Dukagjin Hasimja
<b>Status:</b>	Elective
<b>ECTS:</b>	4

<b>Course Description:</b>	Tourism is an emerging industry with major economic, social and environmental impacts and potentials. In common with most industry sectors, most of its environmental impacts are harmful or negative. Indeed, since a large component of the industry takes tourists specifically to areas of natural and cultural heritage values, planning for conservation for these areas should address challenges of particular ecological and cultural significance. Well planned cultural tourism can on occasion make net positive contributions to conservation. Students will learn how to generate and draft plans that best analyze, and enhance cultural tourism in many different scales. Students will be informed about local, regional as well as global case studies where cultural tourism has indeed contributed to conservation of historic areas.
<b>Course Goals:</b>	The aim of this course is to instruct students how to analyze, design and plan the implementation process of cultural tourism in a variety of scales. The course will identify and compare the similarities as well as differences of cultural tourism in scales such as local, national, as well as regional, generated through policies, funds and possibilities for regional cooperation.
<b>Expected Learning Outcomes:</b>	Upon completion of this course the student will be able to: <ul style="list-style-type: none"> <li>– deepen understanding on the process of development of plans and policies concerning cultural tourism</li> <li>– analyze, evaluate and diagnose issues related to cultural tourism, as well as work on ideas of sustainable cultural tourism plans</li> <li>– demonstrate the capabilities of applied research, analyze and develop critical thinking skills</li> </ul>
<b>Teaching Methods:</b>	Thematic lectures, discussions, workshops with invited lecturers, field visits, preventive defense project as a semester assignment.
<b>Assessment Methods:</b>	Student attendance and active classroom engagement 10%, semester assignments and student presentations 50%, 20% test assessment or final exam 40%
<b>Primary Literature:</b>	R. C. Buckley (2010). Conservation Tourism, CAB International A. Orbasli (2000). Tourists in Historic Towns. Urban Conservation and Heritage Management, E & FN Spon R. Maitland, B.W.Ritchie, Eds. (2009). City Tourism. National Capital Persepctives, CAB International T.J Dallen J., Gyan P. Nyaupane. Eds. (2009). Cultural Heritage and Tourism in the Developing World, Routledge
<b>Additional Literature:</b>	P. Boniface, P. Fowler (1993). Heritage and Tourism. In The Global Village, Routledge P. Boniface (2003). Managing Quality Cultural Touris, Taylor & Francis G.J. Ashworth, P.J. Larkham (2013). Building a New Heritage. Tourism, Culture and Identity in the New Europe, Volume 3, Routledge W. J.V. Neill (2004). Urban Planning And Cultural Identity

<b>Course title:</b>	<b>PREVENTIVE PRESERVATION</b>
<b>Teacher:</b>	Prof.Dr. Violeta Nushi
<b>Status:</b>	Elective
<b>ECTS:</b>	4
<b>Course Description:</b>	The course addresses basic approaches, principles and practices of preventive preservation as one of the recent commitments of the world cultural heritage institutions (UNESCO, PRECOMOS) that has become a focus of protection and institutional approach to conservation interventions in architectural heritage. The course is designed to inform students about the challenges of scientific and inventive intervention in historical structures through preventive conservation techniques and materials, with the aim of qualifying, evaluating and effectively mitigating the risks and structural damages in historic buildings. Students will get acquainted with a comprehensive and systematic approach to preventive preservation, the justification of preventive preservation in the world and in particular in Kosovo, the recommended practice (good and bad scenarios), deteriorations, control and treatment agents, and will be trained in intervention according to the degree of prevention (primary, secondary and tertiary).
<b>Course Goals:</b>	The purpose of the course is for students to acquire basic knowledge in identifying damages and risks in built heritage, and to be trained in determining the degree of preventive intervention. In addition, students are instructed to make a firm and fast decision for maintenance, control, monitoring, and structural consolidation, depending on the identified degree of risk in the building.
<b>Expected Learning Outcomes:</b>	Upon completion of this course the student will be able to: <ul style="list-style-type: none"> <li>– apply type of prevention and conservation principles depending on the degree of damage to the building</li> <li>– decide on the approach for consolidation and monitoring measures depending on the purpose of conservation and use of the building/site</li> <li>– develop the sense of immediate intervention in the conditions of rapid deterioration of the building or emergency situations</li> </ul>
<b>Teaching Methods:</b>	Thematic lectures, discussions, workshops with invited lecturers, site visits, project of preventive intervention of the building as a semester assignment.
<b>Assessment Methods:</b>	Student attendance and active engagement in classroom 10%; Semester assignments and student presentations 60%; Assessment by tests 15% or Final Exam 30%
<b>Primary Literature:</b>	HeritageCare (2017). General methodology for the preventive conservation of cultural heritage buildings, InterregSudoe Chris Caple (2000). Conservation Skills: Judgement, Method and Decision Making, Routledge K. V. Balen , A. Vandesande, Eds. (2013). Reflections on preventive conservation, maintenance and monitoring of Monuments and Sites, PRECOM <sup>3</sup> OS UNESCO chair, Acco Leuve/Den Haag



<b>Additional Literature:</b>	<p>Michael Forsyth Ed. (2008). Materials &amp; skills for historic building conservation, Blackwell Publishing Ltd</p> <p>P. Beckmann, R. Boëles (2004). Structural aspects of building conservation, Elsevier Butterworth-Heinemann</p> <p>Michael Forsyth (2007). Structures and Construction in Historic Building Conservation, Wiley-Blackwell</p> <p>C. A. Brebbia (2009). Structural Studies, Repairs and Maintenance of Heritage Architecture XI, WIT Press</p>
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<b>Course title:</b>	<b>COMPUTATIONAL DESIGN LAB</b>
<b>Teacher:</b>	Prof.Asoc.Dr. Arta Basha Jakupi
<b>Status:</b>	Compulsory
<b>ECTS:</b>	6
<b>Course Description</b>	<p>This subject introduces a computational or generative approach to design using shape grammars. Shape grammars were one of the first, and remain one of the few, computational design systems that are wholly visual, rather than textual or numerical. They provide a powerful means for design analysis and synthesis, for design exploration, and for generating novel design solutions. The basics of shape grammars will be introduced through lectures and through in-class, by-hand exercises with simple, abstract shape grammars. A range of applications from stylistic analysis to creative design will be explored. Computer programs for shape grammars will be presented. Readings will supplement lectures.</p>
<b>Course Goals:</b>	Beyond that application of digital tools and techniques, the school's computational design efforts work to rethink the relationship between formal description, systematic building, performance analysis and industrial production. Computational design is explored as a means for capturing and encoding these discrete dimensions of design into a synthetic project of building design, engineering, fabrication and inhabitation.
<b>Expected Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>- Have acquired knowledge and expertise in computational design and digital fabrication in relation to the design of buildings and architecture in general. Courses cover programming for computational design and digital fabrication using cutting edge CNC tools (3D printers, Laser Cutters etc.)</li> <li>- Have developed a critical awareness of specific design methodologies, current applications and emerging advances in the field of computational design and digital fabrication.</li> <li>- Be able to acknowledge and identify the effect of these methodologies and applications in the production of the built environment.</li> <li>- Demonstrate an ability to use research to create and interpret knowledge.</li> <li>- Show originality in the application of analysis and research knowledge in the field of computational design and digital fabrication through design projects.</li> </ul>
<b>Teaching Methods:</b>	Lectures, field work, case study analysis, seminar work and study work. The research is conducted in thematic groups, while the project is individual or in groups.

<b>Assessment Methods:</b>	This is a web-enhanced course which will provide problem assignments, solutions and laboratory experiments, techniques and solutions.
<b>Primary Literature:</b>	T. W. Knight, (1994) Transformations in Design (Cambridge University Press, Cambridge)
<b>Additional Literature:</b>	Menges A. & Ahlquist S., (2011) Computational Design Thinking: Computation Design Thinking, Wiley Leach N. & Yuan F.P., (2018) Computational Design, Tongji University Press Co Wassim J., (2013) Parametric Design for Architecture, Laurence King Publishing

<b>Course title:</b>	<b>INTERDISCIPLINARY DESIGN</b>
<b>Teacher:</b>	Prof.Ass.Dr. Arta Xhambazi
<b>Status:</b>	Compulsory
<b>ECTS:</b>	6
<b>Course Description</b>	<p>Although architecture in its nature is interdisciplinary, interdisciplinary collaboration requires a clear understanding of the own disciplinary knowledge, understanding and respect for knowledge derived from other relevant disciplines and the ability to communicate this knowledge. Architects and engineers claim to be designers, though the way they define design varies greatly. However, the interaction between the two has generated the most impressive objects of the world.</p> <p>The subject deals with the relationship between structure and design, systemic, contextual and computational design. In all cases, digital technology does not only clarify the complexity and non-linearity of the design process, but also enhances the visualization, representation and structural behavior analysis, changing architecture, engineering and the ability to interact.</p>
<b>Course Goals:</b>	The subject seeks to create space in which discourse is stimulated, pre-established architectural concepts are questioned, and new strategies are required by expanding the field of research in architecture in relation to the discipline and practice.
<b>Expected Learning Outcomes:</b>	<p>After completing the course, the student is able to:</p> <ul style="list-style-type: none"> <li>– demonstrate knowledge for the design process</li> <li>– differentiate approaches and apply research and creative methods from other disciplines for conducting research and development of design strategies</li> <li>– explain and reflect on the relationship between the analysis, conceptualization, methods and composition of a project proposal.</li> <li>– position the project within a particular theoretical, historical, social or contextual framework.</li> <li>– discuss coherent, correct and meaningful understanding of the project.</li> </ul>
<b>Teaching Methods:</b>	Lectures, field work, case study analysis, seminar work and study work. The research is conducted in thematic groups, while the project is individual or in groups.

<b>Assessment Methods:</b>	Assessment is based on the overall performance within the studio, which is determined by the quality of work, dedication, teamwork, efforts and developments throughout the semester. Concrete aspects for evaluation are: research work, argument formulation, conversion of argument into concept, architectural project, presentation.
<b>Primary Literature:</b>	Kara, H. And Geirgoulis, A. (Eds). (2013). Interdisciplinary Design: New Lessons from Architecture and Engineering. Harvard University Graduate School of Design Moussavi, F. (2009). The Function of Form. Barcelona Spain and Cambridge, Massachusetts: ACTAR and Harvard University Graduate School of Design. Moussavi, F.& Kubo, M. (2008). The Function of Ornament. ACTAR and Harvard University Graduate School of Design Kronenburg, R. (2001). Spirit of the Machine: Technology as an Inspiration in Architectural Design. Chichester, West Sussex: Wiley Academy
<b>Additional Literature:</b>	Geiser, R. (Ed.). (2008). Explorations in Architecture: Teaching Desing Rsearch. Birkauser: Basel, Boston, Berlin. A. Gleiniger, & G. Vrachliotis (Eds.). (2009). Pattern: Ornament, Structure and Behavior. Basel,Boston&Berlin: Birkhäuser. Lance La Vine. (2001). Mechanics and Meaning in Architecture. Minneapolis & London:University of Minnesota Press

<b>Course title:</b>	<b>DEVELOPMENT OF PARAMETRIC DESIGN IN ARCHITECTURE</b>
<b>Teacher:</b>	Prof.Ass.Dr. Teuta Jashari Kajtazi
<b>Course Status:</b>	Compulsory
<b>ECTS Credits:</b>	6
<b>Course Description</b>	Parametric design has never been unknown to architects. From ancient times with ancient pyramids to contemporary appearances, buildings are designed and built in relation to a certain number of forces, including climate, technology, function, character, location, culture, and attitude. In this context, it can be said that the computer has not invented the parametric design and has not redefined the itinerary of architecture, but has enabled architects to design more innovative structures with more qualitative conditions.
<b>Course Goals:</b>	Get familiar with the itinerary of parametric design from the time when the outbreak in this direction has been useful to architects, with the momentum of advances in bio science in the 1980s and animal morphology, which support innovations in the application of parametric even in tectonic structures.
<b>Expected Learning Outcomes:</b>	Understanding the historical development and interpretation of parametric design Understanding the impact of other disciplines in the formulation of parametric architecture Knowledge about primary Architects as well as Contemporary Architects, who apply parametric design in their design process
<b>Teaching Methods:</b>	Lectures / Theoretical and practical lessons Semester assignments of students are as follows: - Group work (not more than three participants)

	- Semester assignment includes research, theoretical and completion of parametric concepts in the context.
<b>Assessment Methods:</b>	Semester assignment with presentations_50% Semester tests (2x20%)_ 40% Regular attendance and activity_10% Total_100%
<b>Primary Literature:</b>	Archeology of the Digital; <i>Greg Lynn</i> , 2013 The Digital Turn in Architecture 1992 – 2012; <i>Mario Carpo</i> , 2013 <i>Teuta Jashari-Kajtazi</i> , Lectures and Presentations, which will be distributed after each lectured unit
<b>Additional Literature:</b>	Parametricism 2.0: Rethinking Architecture's Agenda for the 21st Century, 2016 Digital Hadid; <i>Patrik Schumacher</i> , 2004 Total Fluidity: Studio Zaha Hadid, Projects 2000 - 2010 University of Applied Arts, Vienna, 2011

<b>Course Title:</b>	<b>SUSTAINABLE ARCHITECTURE AND SOFTWARE</b>
<b>Teacher:</b>	Prof.Dr. Violeta Nushi
<b>Status:</b>	Compulsory
<b>ECTS:</b>	4
<b>Course Description:</b>	The course Sustainable Architecture and Software discusses and studies the field of architecture that seeks to minimize the negative environmental impact of a building by efficiently designing and using materials, energy and development space, and the ecosystem in general by using different software. The course presents the basics of architecture and sustainable construction, through case study, data and definitions for sustainable architecture.
<b>Course Goals:</b>	To provide students with an overview of the broad field of architecture and sustainable construction; to analyze the environmental impact of architecture and construction developments on the built environment; to highlight different aspects of sustainability and integrate them into sustainable architecture and construction using software that enables designers to quantify the environmental impacts of systems and materials, to support the decisions needed to design sustainable buildings.
<b>Expected Learning Outcomes:</b>	Upon completion of this course, students should be able to know the application of different software's in the field of architecture and sustainable construction: eg. Apply EcoDesigner STAR, built to serve highly energy efficient design by converting ARCHICAD Building Information Models (BIMs) to multiple Thermal Building Models (BEMs), or software designed to be used throughout academic year.
<b>Teaching Methods:</b>	Teaching methods will include lectures, seminars, individual classroom work, and individual homework. The course will include theoretical and practical activities and will be mostly interactive, engaging all students, eventually the academy and community participants, in the discussion. Various visual and software techniques and tools are used for lectures and exercises.

<b>Assessment Methods:</b>	<p>Assessment methods and eligibility criteria for the course:</p> <ul style="list-style-type: none"> <li>- Student participation and activity evaluation 15%</li> <li>- Intermediate rating 15%</li> <li>- Portfolio of graphic work, rated positive</li> <li>- 40% during the semester as a condition for obtaining the exam</li> <li>- Final exam, 30% written exam</li> </ul>
<b>Primary Literature:</b>	<ul style="list-style-type: none"> <li>- Lectures prepared by Prof. Dr. V. Nushi</li> <li>- Kibert, Ch. J., “Sustainable Construction: Green Building Designs and Delivery, 2007</li> </ul>
<b>Additional Literature:</b>	<ul style="list-style-type: none"> <li>- McLennan, J. F., “The Philosophy of Sustainable Design”, 2004</li> <li>- Williamson, T., Radford, A., Bennetts, H., ‘Understanding Sustainable Architecture’, 2003</li> <li>- Williams, D.E.; Orr, D.W., “Sustainable Design: Ecology, Architecture and Planning”, 2007</li> </ul>

<b>Course title:</b>	<b>SOFTWARE AND WEB APPLICATIONS</b>
<b>Teacher:</b>	Prof.Dr. Blerim Rexha
<b>Status:</b>	Elective
<b>ECTS:</b>	4

<b>Course Description</b>	<p>Building Information Modeling (BIM) is a process that involves the generation and management of the information about a facility. BIM allows for great integration and collaboration among different building professionals of various disciplines to explore digitally, and can be used throughout the entire building process from design stage through construction stage and even post construction building management.</p> <p>Students will learn how BIM is useful in supporting investment decision-making related to capital works and infrastructure; how BIM can assist in comparing alternative solutions to design, energy and environmental services, and build method;</p> <p>how BIM can assist with design visualization for the client;</p> <p>how BIM can assist in the identification of building issues and clashes including quality assurance and safety; and how BIM data can be used to manage the completed facility through to the end of its useful life. The unit includes learning by case studies.</p>
<b>Course Goals:</b>	<p>This course will give students an overall understanding of Building Information Modeling (BIM) concepts throughout the lifecycle of a building, from planning, design, construction and operations. We will focus on both the technical and professional areas of engineering. By taking this class, they will be able to:</p> <ol style="list-style-type: none"> <li>(1) Define BIM;</li> <li>(2) Describe workflow in using BIM in the building lifecycle;</li> <li>(3) Perform model-based cost estimating;</li> <li>(4) Perform 4D simulations;</li> <li>(5) Apply BIM to reduce error and change orders in capital projects;</li> </ol>

	(6) Evaluate and communicate your ideas related to the use of BIM in the building life cycle.
<b>Expected Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>▪ - demonstrate knowledge of BIM processes and benefits;</li> <li>▪ - to equip students with the practical 3D BIM Architectural Modeling</li> <li>▪ - demonstrate skills and technical knowledge to start and support a project using BIM;</li> <li>▪ - compare and contrast the knowledge of various architectural and technology components</li> <li>▪ - develop building and infrastructure vocabulary to be able to describe a building, its components, and its systems, including the architectural, MEP (mechanical, electrical, plumbing), and structural components.</li> <li>▪ - describe evolution and development of BIM from its origination to today.</li> <li>▪ - be able to compare, including advantages and disadvantages of BIM vs. 2D and 3D CAD</li> <li>▪ - explain the challenges and roadblocks still facing the use of BIM.</li> </ul>
<b>Teaching Methods:</b>	Lectures, field work, case study analysis, seminar work and study work. The research is conducted in thematic groups, while the project is individual or in groups.
<b>Assessment Methods:</b>	This is a web-enhanced course which will provide problem assignments, solutions and laboratory experiments, techniques and solutions.
<b>Primary Literature:</b>	Eastman Ch., et al(2011) BIM Handbook: A Guide to Building Information Modeling for Owners, Managers, Designers, Engineers and Contractors, Wiley
<b>Additional Literature:</b>	<p>Kensek, Karen and Noble, Douglas (2014). Building Information Modeling: BIM in Current and Future Practice, Wiley.</p> <p>Cranbourne Ch., et al (2016) Implementing Virtual Design and Construction using BIM: Current and future practices, Routledge</p> <p>Kensek M. K., (2014) Building Information Modeling, Routledge</p>

<b>Course title:</b>	<b>SMART CITIES</b>
<b>Teacher:</b>	Prof.Ass.Dr. Dukagjin Hasimja
<b>Status:</b>	Elective
<b>ECTS:</b>	4
<b>Course Description</b>	The course will provide you with an understanding of the foundational elements of a smart city and address the breadth of systems that comprise it: built infrastructure, energy, water, transportation, food production/distribution, and public/social services. Equal emphasis will be placed on addressing the demand side of the equation – that is, not only making systems more efficient & effective, but also influencing consumption behavior. Case studies will be used to illustrate the approaches, benefits, and risks involved.
<b>Course Goals:</b>	A smart city is one where the needs of a populace meet the needs of environmental sustainability. The balance between the social and environmental issues is governed by Information and Communication Technologies (ICT) that power a smart city infrastructure. In this course, we learn about the influence of urban networks, smart city urban planning, energy

	as a catalyst of sustainable development, smart city infrastructure, sustainable transportation, flow of information and communications, smart grids, digital infrastructure and the role of data and information technology. We will discuss criteria for measuring the smartness of a city, including quality of life, citizen governance, and discuss issues that go towards the making of a future smart city. Several case studies will be presented with guest lecturers invited to present on critical thinking and practices in smart city development.
<b>Expected Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>▪ By the end of the course, students are expected to:</li> <li>▪ - Explore and understand the concepts and current debates around smart, sustainable and future cities,</li> <li>▪ - Explain and be aware of the importance of leadership and governance in creating smart cities and the role of different stakeholders including government, local authorities, business, universities and communities,</li> <li>▪ - Apply and consider the connections between urban innovation, enterprise and future smart city business models,</li> <li>▪ - Identify and recognize the role and importance that ICT, data and urban analytics can play in addressing key urban challenges and key issues related to this,</li> <li>▪ - Explore different approaches to involving citizens in smart cities and planning for future cities</li> </ul>
<b>Teaching Methods:</b>	Lectures, case study analysis, seminar work and study work. The research is conducted in thematic groups, while the project is individual or in groups.
<b>Assessment Methods:</b>	The assessment will be based on the performance throughout the course of the semester, including attendance in the classroom, sketch exercises, to provide conclusions on the capacity of different types of smart city projects to address urban challenges in the region and also to serve as a structured framework to assign assessment values for projects and prioritize challenges for different cities.
<b>Primary Literature:</b>	Townsend M. A., (2013) Smart Cities: Big Data, Civic Hackers, and the Quest for a New Utopia
<b>Additional Literature:</b>	Herzberg C., (2017) Smart Cities, Digital Nations: Building Smart Cities in Emerging Countries and Beyond, Roundtree Press Coletta C., Evans L., Heaphy L., Kitchin R., (2018) Creating Smart Cities, Taylor & Francis Barlow M., Levy-Bencheton C., (2018) Smart Cities, Smart Future, Wiley.

<b>Course title:</b>	<b>KINETIC INTERACTIVE ARCHITECTURAL DESIGN</b>
<b>Teacher:</b>	Dr.sc. Miranda Rashani
<b>Status:</b>	Elective
<b>ECTS:</b>	4

<b>Course Description</b>	The course of Technology Specialty: Kinetic Design for Interactive Architecture, discusses and studies buildings with interactive systems, which provide more comfort, energy efficiency, urban flexibility and smartness. Kinetic Design for Interactive Architecture are able to provide a new dimension to architectural design, they change and give occupants a new style, security, and an improved quality of life for everyone. The course is held once a week and is a creative course with direct and interactive design process participation. Kinetic Design for Interactive Architecture are able to modify the layout of building structures and, since they represent the most valuable architectural standard that people strive to access during lifetime. The typology of multifunctional structures will be set for each academic year according to current trends in collaboration with students and international academic references
<b>Course Goals:</b>	The aim of the course is to initiate creative thinking, use the advanced principles of theory and practice of Interactive Architecture, involving integrated-symbiotic engagement of smart technologies with advanced design techniques of future digital architecture era. The main objectives are subject of different approaches to solve advanced architecture design problems, separating the creative design processes, as an approach to identify and solve the diversity of Interactive Architecture Studies. Also, the course specifically elaborates the concepts of futuristic models of Kinetic Design which will transform the new forms of dialogue with urbanites.
<b>Expected Learning Outcomes:</b>	After completing the course, students should have understood, and mastered the advanced principles of the Kinetic Design for Interactive Architecture: <ul style="list-style-type: none"> <li>- Students have developed the necessary skills for Kinetic Design for Interactive Architecture;</li> <li>- Students have developed skills and techniques to describe, define and articulate the advanced Interactive Architecture Studies.</li> </ul>
<b>Teaching Methods:</b>	Teaching has the character of interactive discussions, engaging in discussion all students, academia and community participants. Also, course aim to encourage working in group, with concrete research in the form of design project, case studies, seminars, exercises and site visits. The course is held by Ex cathedra lectures, project analysis, close supervision of design work during exercises. Lectures, and exercises during class use different visual techniques, software, and tools. One project work for group of 2 students, with independent class work, and individual homework.
<b>Assessment Methods:</b>	Evaluation methods and eligibility criteria for course: <ul style="list-style-type: none"> <li>- Student attendance and activity assessment 20%</li> <li>- Mandatory intermediary evaluation 30%</li> <li>- Portfolio of graphic works, rated with positive mark over the semester, are a condition for obtaining of ECTS - and entry to the final exam 30%</li> <li>- Final exam, written test 20%</li> </ul>



<b>Primary Literature:</b>	<p>12. Bujar Bajçinovci, Sustainable Architectural Design – principles, in the Albanian Language, 4 (3), JOSHA, 2017. DOI: 10.17160/josha.4.3.306</p> <p>13. Bujar Bajçinovci, Interactive Kinetic Architecture: Progressive Design Principles, 6 (2), JOSHA, 2019. DOI: 10.17160/josha.6.2.535</p> <p>Bujar Bajçinovci, Biomimicry and Biophilic Design: Multiple Architectural Precepts, 6 (3), JOSHA, 2019. DOI: 10.17160/josha.6.3.544</p>
<b>Additional Literature:</b>	<p>7. Batty, M., Torrens M.P. (2005). Modelling and prediction in a complex world. London, UK. Salt Lake City, USA: Elsevier.</p>

<b>Course title:</b>	<b>INTERPOLATION IN ARCHITECTURE</b>
<b>Teacher:</b>	Prof.Ass.Dr. Teuta Jashari Kajtazi
<b>Course Status:</b>	Elective
<b>ECTS Credits:</b>	4
<b>Course Description</b>	Interpolation as one of the intervention methods in the existing urban structures or spaces allows for contemporary recurrence/revival of a building, function or space. In this context, intervention with additions, materialization and contemporary functions, whether minimalist or even with the application of parametric design elements, is one of the most sought contemporary ways.
<b>Course Goals:</b>	Providing different opportunities for intervention in the existing architectural, urban or even interior context is one of the main objectives of the subject. All this by providing concrete and specific examples of intervention on one and respecting the existing context on the other side.
<b>Expected Learning Outcomes:</b>	<p>Achieve respect for the existing context.</p> <p>Intervention in the required degree, both in form and in function, taking into account contemporary requirements.</p> <p>Respect values of the existing urban context, as well as increase the same values in relation to time.</p> <p>Get in line with the parametric as one of the contemporary interpolation features or methods.</p> <p>The ways how the old should be included in the design of the future.</p>
<b>Teaching Methods:</b>	<p>Lectures / Theoretical and practical lessons</p> <p>Semester assignments of students are as follows:</p> <ul style="list-style-type: none"> <li>- Group work (not more than three participants)</li> <li>- Semester assignment includes research, theoretical and completion of ideas and concepts of interpolation in the existing context.</li> </ul>
<b>Assessment Methods:</b>	<p>Semester assignment with presentations_50%</p> <p>Semester tests (2x20%)_40%</p> <p>Regular attendance and activity_10%</p> <p>Total_100%</p>
<b>Primary Literature:</b>	<p>Adaptive Reuse: Extending the Lives of Buildings; <i>Liliane Wong</i>, 2017</p> <p>Integrating innovation in architecture; design, methods and technology for progressive practice and research; <i>Ajla Aksamija</i>, 2017</p> <p><i>Teuta Jashari-Kajtazi</i>, Lectures and Presentations, which will be distributed after each lectured unit</p>

<b>Additional Literature:</b>	Transformer: Reuse, Renewal, and Renovation in Contemporary Architecture; <i>Sandu publishing</i> , 2010 Adaptive Architecture: Changing Parameters and Practice; <i>Wolfgang F. E. Preiser, Andrea E. Hardy, Jacob J. Wilhelm</i> , 2017
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<b>Course title:</b>	<b>SPACE AND DAILY LIFE</b>
<b>Teacher:</b>	Prof.Asoc.Dr. Vjollca Krasniqi
<b>Status:</b>	Elective
<b>ECTS:</b>	4

<b>Course Description:</b>	The subject provides a review of theories and concepts on space and everyday life to understand social and cultural interaction in time and across social mapping. The subject brings to attention the processes of social structuring, the expressions they take in everyday life: formal rules and informal practices, temporality, and (re) space production in / through the common aspects of contemporary life.
<b>Course Goals:</b>	1. The purpose of the course is to analyze social interaction in public space, personal and everyday life; 2. Understanding micro sociological theories and developing sociological imagination; Understanding aspects of everyday life, and 4. Developing critical, analytical and creative thinking.
<b>Expected Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• Students at the end of the course will be able to:</li> <li>• Analyze human behavior in everyday life and the impact of space;</li> <li>• Encourage student reflection to solve space problems through understanding different situations in everyday life; and</li> <li>• Apply micro sociological theories in space study.</li> </ul>
<b>Teaching Methods:</b>	Teaching methodology is based on lectures, exercises and practical work. Each student is obliged to prepare two homework assignments. The teacher explains the objectives of student learning through lectures, through the table, projector and other visual forms introduced theories and key concepts. Combined interactive learning will be used. Also discussions and group presentations will be held in the courses by the students.
<b>Assessment Methods:</b>	First evaluation; Second evaluation; Assessment of exercises; Evaluation of molds; Regular attendance; Final exam; Total (average percentage) 100%.
<b>Primary Literature:</b>	1.Bennett, Tony dhe Watson, Diane. 2002. Understanding Everyday Life. U.K.: Blackwell. 2.Certeau, Michel de. 2002 (1984). General Introduction to The Practice of Everyday Life, në The Everyday Life Reader. Ben Highmore (ed.) London. New York: Routledge. 3.Goffman, Erving. 1990. The Presentation of Self in Everyday Life. London: Penguin. 4.Jameson, Frederic. 1997. Is Space Political? Rethinking Architecture: A Reader in Cultural theory, Neil Leach (ed.) London, New York: Routledge. 5.Lefebvre, Henri. 2002. (1991). Work and Leisure in Everyday Life, në The Everyday Life Reader, Ben Highmore (ed.) London, New York: Routledge.

<b>Additional Literature:</b>	<ol style="list-style-type: none"><li>1. Dreyfus, Hubert and Rabinow Paul. 1984. <i>Michel Foucault: Beyond Structuralism and Hermeneutics</i>. Brighton: The Harvester Press.</li><li>2. Lefebvre, Henri. 1991. <i>The Production of Space</i>. Oxford, Cambridge: Blackwell.</li><li>3. Steenberg, Rune. 2016. The Art of Not Seeing like a State. On the Ideology of 'Informality', <i>Journal of Contemporary Central and Eastern Europe</i>, 24(3): 293–306.</li></ol>
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