



ΕΘΝΙΚΟ
ΜΕΤΣΟΒΙΟ
ΠΟΛΥΤΕΧΝΕΙΟ



UNIVERSITÄT
HEIDELBERG
ZUKUNFT
SEIT 1386

ATHENS + HEIDELBERG
CULTURAL HERITAGE
LANDSCAPES + DESIGN
JOINT MASTER DEGREE

student guide
2027/2029



The Joint Master Programme in CULTURAL HERITAGE LANDSCAPES AND DESIGN, offered by the National Technical University of Athens (NTUA) and Heidelberg University (UHD), is an interdisciplinary initiative that combines the complementary strengths of both institutions, fostering a rigorous and competitive environment.

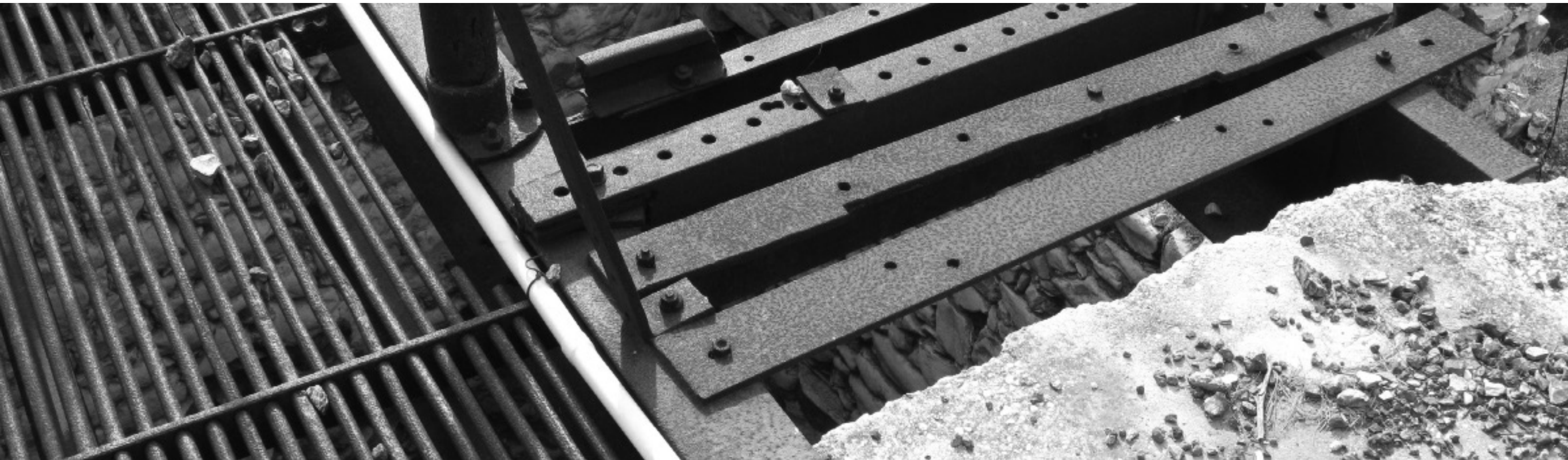
The partners

National Technical University of Athens founded in 1837, is the oldest Technical University in Greece training engineers, with an emphasis on solid background. Its international reputation is due to its well-organised educational and research system, and the quality of its staff, students and the adequacy of its technical infrastructure. The University is dedicated to innovation and international collaboration. Pioneering research projects and partnerships with other academic and industrial institutions at the international level position NTUA at the forefront in education and research. Through its Strategic Planning, NTUA reaffirms its commitment to social justice, sustainability, and multiculturalism.

Heidelberg University, founded in 1386, is the oldest university in today's Germany and one of Europe's leading research institutions. Its success across all funding rounds of the Excellence Competition and international rankings underscore its leadership role in the academic, scientific and research landscape. It is committed to the present and shapes the future. As an internationally oriented research and teaching institution, it offers a rich range of subjects and disciplines. It acknowledges its responsibility to humanity, society, and nature and is committed to broadening and harnessing the knowledge and skills of its academic and research staff, in a spirit of open-mindedness and tolerance toward individuals and ideas, for the benefit of future generations.

The coordinator of the Joint Master Programme is the School of Architecture of the NTUA. The School of Architecture has been at the forefront of educating Greek architects since its foundation in 1927. It fosters an approach in which architecture functions as a vehicle for cultural continuity, with the study of history, the urban experience, and the landscape being translated into contemporary ways of understanding and transforming space. Architectural education in Athens shapes architects who perceive design as a cultural act and a means of spatial continuity between history and the social and critical environmental challenges of our time.

On the UHD side, the implementing body is the Heidelberg Center for Cultural Heritage (HCCH). The HCCH is one of the UHD's central research institutions and is committed to both sustainable networking and the long-term development of the University's existing expertise in the field of tangible, intangible, and digital cultural heritage. Its goal is to provide an academic response to the multiple challenges arising in connection with the study and preservation of humanity's cultural heritage, through the creation of an interdisciplinary network of expertise in research and teaching. It already offers a master's program titled "Cultural Heritage and the Protection of Cultural Assets."



Learning Outcomes

The JMP aims to explore theories, methods, and approaches to contemporary cultural heritage management and planning in natural and urban environments, deepen knowledge of landscapes and heritage sites, train students in new roles for heritage protection and promotion, and integrate humanistic, interdisciplinary, and technological perspectives to shape the future of the profession.

The learning outcomes for the JMP were designed in accordance with the European Qualifications Framework, as well as the Dublin Descriptors for Level 7. The general expected learning outcomes and qualifications acquired upon successful completion of the JMP are: acquisition of cutting-edge specialized knowledge in the programme’s scientific fields, self-learning skills, the ability to collaborate within an interdisciplinary research or technical team, the management and resolution of complex problems, the development of critical and analytical problem-solving skills and other abilities to communicate results to non-specialists, the ability to conduct archival research, and an interest in quality and ethics.

Specifically, the learning outcomes are based on three pillars:

a) acquisition of specific knowledge, b) development of skills, and c) enhancement of competencies

KNOWLEDGE

- Interdisciplinary understanding of the fields covered by the JMP.
- Academic proficiency in issues related to history, theory, and design.
- Developing combined knowledge of architectural topics and landscape design in relation to issues of cultural heritage.
- Defining the landscape as a cultural entity.
- Developing techniques for documenting and interpreting historical sites, and methodologies for intervening in them.
- Management of archaeological excavations and the relevant legal framework.
- Applying contemporary research and design methodologies for the completion of a thesis.
- In-depth understanding of the political, economic, legal, and institutional factors shaping heritage protection.

SKILLS

- Acquiring academic skills to construct concepts, integrate knowledge, challenge assumptions, and evaluate ideas.
- Acquiring design and critical thinking skills for the innovative promotion of cultural heritage.
- Obtaining digital design tools.
- Gaining experience in archaeological techniques and excavation work.
- Developing skills for work in the research sector and meeting the academic requirements for a doctoral degree.
- Managing public engagement with cultural heritage.

COMPETENCIES

- Developing the ability to work in interdisciplinary teams in a cross-cultural and international environment.
- Solving problems by integrating theoretical and practical knowledge.
- Accessing and processing data in archives and libraries.
- Identifying and using relevant scholarly literature.
- Analyzing and evaluating information.
- Structuring and developing academic arguments.
- Presenting complex ideas clearly to different audiences.



Categories of graduates who are eligible

The JMP is intended for architects, landscape architects, urban planners, archaeologists, historians, graduates in museology and cultural studies and graduates from related fields. Those seeking admission to the JMP must hold a recognised academic degree awarded upon the successful completion of an accredited graduate-level study programme. This degree must certify the full and formal completion of a first cycle or equivalent programme of study, as defined within the applicable national or international higher education framework.

Graduates of foreign higher education institutions must provide recognition of their degree. The recognition of their qualifications must take into account Greek and German legislation and the relevant competent authorities. In Greece, the recognition of foreign diplomas (degrees) is handled mainly by DOATAP – the Hellenic National Academic Recognition and Information Centre (also known as the Greek NARIC). In Germany, when recognizing foreign qualifications, the recommendations of the Standing Conference of the Ministers of Education and Cultural Affairs (Kultusministerkonferenz) as well as agreements within the framework of university partnerships must be taken into account. In cases of doubt, the Central Office for Foreign Education (ZAB) is consulted.

Documents to be submitted

The following documents must be submitted online by all applicants:

- Proof of nationality (passport) and proof of residence (official document).
- Original and translated copy of the previous university degree(s) and the transcript(s) of records.
- Curriculum vitae.

- Language certificate.
- Motivation letter (maximum 1 A4 page).
- Two letters of recommendation from academic referees.
- For architects and landscape architects: a portfolio of their previous significant work and thesis.
- For all other applicants: their thesis or research work.

Applicants must provide proof of sufficient English proficiency, demonstrated by meeting the following language requirements, evidenced by test results issued no more than two years prior to application:

- IELTS Academic: Overall band score of at least 6.5, with a minimum of 6.0 in each section.
- TOEFL iBT: Overall score of at least 100, with a minimum of 21 in each section.
- Cambridge English: C1 Advanced or C2 Proficiency.

Exemptions from the English Proficiency requirement:

- Native speakers from the United Kingdom, The Republic of Ireland, United States of America, Canada, The Commonwealth of Australia, or New Zealand.
- Applicants who have completed an English-taught Bachelor’s degree in a country where English is not the official language. In such cases, an official letter from the university of graduation confirming that English was the medium of instruction must be provided.



Selection criteria

The following criteria are taken into account in the selection process:

- the overall grade of the previous degree/s,
- the ranking of the degree grade in relation to the grades of other graduates in the same School/Department in the same academic year,
- any other postgraduate degrees related to the topic of the JMP,
- the candidate’s research, professional or technological activity,
- the grade in undergraduate modules related to the topic of the JMP,
- the grade and subject of the thesis, where this is required at the undergraduate level,
- the IT skills,
- the motivation letter,
- the portfolio for architects, landscape architects, and urban planners,
- previous research work
- the letters of recommendation

Evaluation procedure

The evaluation of applications from candidates having submitted all required supporting documents by the deadline is conducted by a three-member Evaluation/Selection Committee composed of members of the Study Program’s Committee, one of whom is from the University of Heidelberg.

Following the verification of the completeness of the submitted applications and supporting documents, a ranking list of candidates is compiled based on the following scoring system:

Maximum score: 100 points

The first 70 points are allocated as follows:

- Up to 10 points for previous academic qualifications (overall grades, thesis grade, ranking of the degree grade, additional technical specializations).
- Up to 10 points for professional/technical experience and IT skills.
- Up to 10 points for publications (preferably peer-reviewed), conference papers, or book chapters.
- Up to 40 points for the portfolio (for architects, landscape architects), previous thesis, or other relevant research activity.

For those candidates that have accumulated at least 35 of those 70 points, an interview will be conducted by members of the Evaluation/Selection Committee. The performance of that interview is weighed up to 30 points, which are then added to the previous score. At the end of the process, a final ranking list of applicants is compiled.

During the selection process, special attention will be given to ensuring equality and avoiding any form of discrimination. All applications will be evaluated solely on the basis of academic qualifications, skills, and potential, regardless of gender, ethnic or national origin, age, disability, religion, sexual orientation, or any other characteristic.



Organization of the educational process

Modules shall be taught in person (face-to-face) by professors from both universities, with the exception of one module and four short term seminars, which shall be offered via synchronous distance learning combined with face to face. At the same time, educational field trips and visits are organized to help students acquire knowledge through hands-on experience.

Administration and management of the JMP

According to Law 4957/ 2022 Art. 81 and 82 a “Study Programme Committee” (SPC) shall be established, responsible for the organisation, administration, and management of the JMP. It shall be composed of all professors of the teaching staff of the two universities, namely 10 from NTUA and 3 from UHD.

The Coordinating Committee (CC) is responsible for monitoring and coordinating the operation of the programme. It consists of five (5) members: the Director of the JMP from the School of Architecture, two (2) representatives of the School of Architecture, and two (2) representatives from HCCH.

Additionally, an Administrative Committee (AC) is established to ensure that all academic, technical, and administrative elements run smoothly across institutions and modes of delivery. Further, an Evaluation/Selection Committee (EC) reviews applications (CVs, transcripts, portfolios, motivation letters, etc.) and ranks candidates for admission.

Also, a Student Affairs Management Committee (SAMC) is established to safeguard students’ rights and ensure fair, transparent handling of complaints and appeals related to the institutions’ services. It consists of one representative from each partner university and one student representative.

The processing of personal data in student administration, the implementation of software, the procedure in the event of data breaches and the processes for asserting data subjects’ rights will fully comply to the respective data protection regulations of the NTUA and UHD. The definition and content of the role of the Data Protection Officer are provided for by the General Regulation of Personal Data (Regulation 32 – 34). Joint Controllership Agreement is concluded between the NTUA and UHD pursuant to Article 26 GDPR, in which, in particular, the allocation of data protection obligations, including duties, the handling of data subjects’ rights and the management of personal data breaches, is specified in detail.



The faculty

The faculty of the Joint Master Programme consists of professors and emeritus professors of the School of Architecture as well as from the “Heidelberg Center for Cultural Heritage” of the Heidelberg University. Additionally, four renowned invited professors are participating from Cornell University, USA, the Polytechnic University of Catalonia, the University of Coimbra in Portugal, and ICOMOS USA, whose fields of expertise align with the scope of the JMP. A number of researchers and supportive teaching staff enrich the faculty.

The “Study Programme Committee” (According to Law 4957/ 2022 Art. 81 and 82) is responsible for the organisation, administration, and management of the JMP. In accordance with the “Special Cooperation Protocol”, signed between NTUA and UHD, the Committee comprises professors of the teaching staff from both institutions, specifically 10 from NTUA and 3 from UHD.

The detailed curriculum and mobility of students and faculty

In the first semester, students will attend modules at NTUA. In the second semester, students will attend modules at UHD. In the same semester one elective module will be given by NTUA online and two seminars by invited scholars from the Polytechnic University of Catalonia, and Cornell University. During the third semester, students will participate in the “Workshop for Field Research in Cultural Landscape” as a traineeship in Koumasa, south Crete, an important Bronze Age regional centre which is systematically excavated in the course of a long-term field project of UHD. Also, during the same semester, they will attend one module at NTUA and two online seminars given by invited scholars from the University of Coimbra and the U.S. National Committee of the International Council on Monuments and Sites. In this way, they will come into contact with cultural issues that concern the international community. In the fourth semester, they will write their thesis based on the seminar on research methodology.

Mobility of students is realised by stays at UHD and by the traineeship in Koumasa. Mobility of faculty is achieved through a short-term relocation between universities. Certain professors from the NTUA may move to UHD for a short period during the second semester, and vice versa. In certain cases, invited academics offering seminars might relocate to the NTUA for in-person instruction



MODULES	MODULE TYPE	OBJECTIVES	FACULTY	ECTS	HOURS	TEACHING TOOLS	ASSESSMENT
1.1.1. DESIGN STUDIO A: Archeological Landscapes and Design	compulsory - face to face	The course aims to develop students' ability to interpret site complexity through mapping methods, while fostering critical thinking and interdisciplinary collaboration through discussion and fieldwork, in support of the integration of contemporary interventions in archaeological landscapes.	Panita Karamanea Assistant Professor, NTUA Nelly Marda Professor Emerita, NTUA Chrysostomos Theodoropoulos Assistant Professor, NTUA	12	300	Lectures, seminars, educational visits, workshop sessions, group work and design studio work.	FOR DESIGN PROJECT: quality of the proposal and strategy (45%), analysis and interpretation of the study area (15%), quality of drawings (10%), participation in group work (10%), Oral presentation (20%). FOR WRITTEN ASSIGNMENT: participation in group work (10%), research questions (10%), methodology (10%), conclusions (10%), adequacy of sources (10%), written quality and structure (20%), oral presentation (30%)
1.1.2. Seeing, Modeling, and Preserving: Representational Tradition and New Technologies in Heritage Documentation	compulsory - face to face	To provide students with theoretical knowledge and practical skills in digital photogrammetry and contemporary documentation technologies, while encouraging critical reflection on the role of representational media in shaping the understanding of architectural and archaeological sites.	Sotirios Kotsopoulos Professor NTUA Maria Balodimou Laboratory Teaching Staff NTUA	6	150	Lectures, workshop, field work, students' presentations.	Weekly individual attendance and participation in class (25%) One short field exercise or written assignment (25%) One final documentation assignment and public presentation (50%)
1.2.1. Difficult / Dissonant Heritage and Architectural Design	elective - face to face	To explore the relationship between monuments, memory, design, and difficult heritage, while developing students' analytical, research, and communication skills through case-study analysis, on-site investigation, and project-based work.	Kalliopi Amygdalou Assistant Professor NTUA	6	150	Lectures, seminars, students' presentation, site visits.	Written assignment, oral presentations, class participation. The midterm presentation carries 10%, the final presentation 20% and the submitted final assignment carries 70%
1.2.2. Landscapes of Modern Greece: Places, Stories, Architectures	elective - face to face	To cultivate a critical and interdisciplinary understanding of the Greek landscape as a historically and culturally constructed phenomenon, while developing students' ability to analyse its formation, interpret its relation to antiquity and modern identity, and articulate informed written responses.	Kostas Tsiabaos Associate Professor NTUA	6	150	Lectures, seminars, Written assignment, oral presentations, class participation & documentary screenings, visits to cultural & historical sites	Written assignment (30%) Participation in group project (60%). Active participation, including presentations and involvement in all module activities (10%).
1.2.3. A Methodology of Compound Approach: Cultural Landscapes and their Design Schematization	elective - face to face	To cultivate a critical understanding of landscape in its cultural, political, and architectural dimensions, while developing students' ability to interpret, represent, and evaluate landscape through abstraction, schematization, and design-based inquiry.	Konstantinos Moraitis Professor Emeritus, NTUA	6	150	Lectures, seminars, Written assignment, oral presentations, class participation & documentary screenings, visits to cultural & historical sites	Written assignment (50%), class participation (40%), final presentation (10%)

1.1.1 | Design Studio A

Archaeological Landscapes and Design

FACULTY: Panita Karamanea_ Assistant Professor, NTUA
Nelly Marda Professor_ Professor Emerita, NTUA
Chrysostomos Theodoropoulos_ Assistant Professor, NTUA

MODULE DESCRIPTION

The studio focuses on the enhancement and proper functioning of archaeological sites in relation to the natural landscape, through the development of connectivity and networking scenarios. The design intervention takes place in archaeological sites located in peri-urban or natural landscapes. A contemporary approach is adopted to address these often isolated, abandoned, or hard-to-access areas, aiming to transform them from places of ruins into vibrant public spaces with cultural, social, and economic value. The process begins with the mapping of both the archaeological sites and the wider area, which forms the basis for the development of strategic interventions. In parallel, possibilities for creating new networks with related archaeological sites or museums hosting findings from these sites are explored. Through the exploration of the concept of accessibility, in combination with the need to protect cultural heritage, interventions are proposed that aim to establish new, meaningful relationships between visitors and archaeological sites.

LEARNING OUTCOMES

Students develop the ability to integrate contemporary architectural interventions into archaeological landscapes while enhancing their significance and functionality. They gain a critical understanding of the complexity of archaeological landscapes and of the role of interpretation and management in shaping contemporary practice. Through analytical, design, and mapping work, they learn to formulate well-supported arguments on the relationship between archaeological sites and the natural landscape, with attention to memory, history, and collective values. The MODULE also strengthens their interdisciplinary collaboration and critical thinking skills, while familiarizing them with important archaeological sites in Greece through educational field trips.

1.1.2 | Seeing, Modeling, and Preserving: Representational Tradition and

New Technologies in Heritage Documentation

FACULTY: Sotirios Kotsopoulos_ Professor NTUA
Maria Balodimou_ Laboratory Teaching Staff NTUA

MODULE DESCRIPTION

This module develops a comprehensive theoretical and practical framework for understanding the role of representational processes in architecture and archaeology. It focuses on how both traditional and contemporary surveying methods influence the perception, understanding, documentation, and interpretation of cultural heritage. Through a critical historical review, students will first assess the significance of traditional means of representation. They will then learn the theoretical principles of modern, high-precision modeling, specifically photogrammetry, alongside gaining hands-on experience with practical documentation methods. This includes using both terrestrial (ground-based) and aerial (drone/UAV) recording equipment, along with their respective digital processing software. A core objective is to critically analyze the profound relationship between representational media and the perception and experience of architectural and archaeological sites, allowing students to discuss the contribution and impact of new technologies in documenting individual objects, buildings, and complex sites.

LEARNING OUTCOMES

Students critically examine the relationship between representational media and the perception and experience of architectural and archaeological sites, while developing a solid understanding of the theoretical principles and practical application of digital photogrammetry. They gain proficiency in the planning, acquisition, and processing of data through professional terrestrial and aerial scanning workflows, and are able to assess the contribution and impact of new technologies in the documentation of individual objects, buildings, and building complexes.

LECTURES		LECTURES	
Athens urban development	Incorporating archaeological sites in the urban context	Mapping the Past: An Introduction to Architectural Heritage	Traditional Methods and Techniques. The Role of the Architect
Modern Athens and the unification of the archaeological sites	Designing landscapes of history: an architectural look at the archaeological sites	The Language of Design: Graphic Composition and Visual Interpretation	3D Data Acquisition Methods for Cultural Heritage
Rivers and mountains of Attica	Poetic interpretation of place	Digitizing Antiquity: From Analog to Modern Heritage Recording	
Mapping.	On monuments: a theoretical framework	Surveying Civic Space: A Case Study of the Municipal Agora of Athens	
The archaeology of the 21st century		Documenting the Sacred: A Case Study of the Archaic Temple on the Athenian Acropolis	
Contextualizing central -non central, urban-non urban	Cultural Heritage Landscapes: International Precedents in reconnecting Archaeological territories, nature and public space		
Applying the rural challenge			
Applying the urban challenge	Reweaving ruins. Landscape connectivity and reactivation of landscapes of memory		

1.2.1 | Difficult / Dissonant Heritage and Architectural Design

FACULTY: Kalliopi Amygdalou_ Assistant Professor, NTUA

MODULE DESCRIPTION

The term ‘difficult heritage’ is used to describe a past that is recognised as important for the present but that is also ambivalent, awkward, or does not easily fuel national or other self-confirmation. Instead of pride, it encourages reflection, memory, social reconciliation, self-criticism, honouring the victims. Concentration camps, sites of torture, refugee housing, monuments of ‘Others’, and abandoned settlements are some typical examples of such sites. What is the position and function of such sites in the contemporary urban and rural landscape? How do they constitute objects of spatial and architectural design? This module will examine a series of international examples of Difficult Heritage and the role that architectural design played or can play in the handling of memory. During the module, important theoretical and design-related issues will be addressed, such as the preservation of evidence, the educational function of the site, the role of new technologies and digital humanities. Moreover, we will discuss the dangers of aestheticization of violence, commodification of memory, loss of information, lack of inclusivity and politicisation of the narrative.

LEARNING OUTCOMES

Students acquire advanced knowledge of the relationship between monuments, sites of memory, design, and the concept of difficult heritage, building on their undergraduate studies. They are able to identify and interpret key examples, apply this knowledge in new and interdisciplinary contexts through module project work, and independently research comparable case studies. Through project development and presentations, they strengthen their ability to communicate ideas, problems, and solutions effectively. They also develop analytical and evaluative skills by collecting, organizing, and comparing on-site data, enabling them to form informed judgments and pursue further study with greater autonomy.

1.2.2 | Landscapes of Modern Greece: Places, Stories, Architectures

FACULTY: Kostas Tsiabaos_ Associate Professor, NTUA

MODULE DESCRIPTION

Even in its most international and radical forms, modern Greek architecture sought to connect with its place. The geomorphology, nature, history, myth, and ‘genius’ of each place influenced architecture in a decisive way. Through various revivals, revisions, and reconceptualisations, modern ideals were superimposed on existing cultural forms, adding new layers to those of past times. This module explores how specific cultural landscapes shaped the identity of modern architecture in Greece, positioning it within the liminal space between myth and history, utopia and reality, modernity and tradition. Through examining specific case studies, the module will explore the cultural and aesthetic identities of places such as Athens, Delphi, Elefsina and Delos, and their influence on architects’ work in Greece and beyond. Students will use texts, sketches, drawings, photographs, and other materials produced by architects, artists and other intellectuals as an open repository of ideas and forms, using them to produce their own narratives in the form of short fiction or visual essays. Ultimately, the critical documentation of places and their histories and the production of contextual archives, will lead to novel .

LEARNING OUTCOMES

Students develop a critical understanding of the Greek landscape from antiquity to the present, examining how history, mythology, architecture, and cultural memory shape its interpretation. Through research, fieldwork, and writing, they analyse the historical and cultural processes that have formed Greek landscapes, interpret the relationship between antiquity and modern identity, and assess key contributions from architecture, archaeology, literature, and the arts. They also produce informed analyses and original written responses, engaging with landscape as both a cultural construct and lived experience.

LECTURES

Introduction	Digital Humanities and Difficult Heritage
Difficult Heritage in time and space	When Difficult Heritage goes wrong: The dangers of aestheticization, commercialisation and politicisation
Sites of Atrocity and the role of architectural design	
When is industrial Heritage a difficult heritage?	
Architectural Heritage of the Other	
Cultural Heritage and Displacement	
Whose hero? Public space and memorials	
Design, curation and evidence – a fragile relationship	

LECTURES

Introduction - Athens in the Early Modern Greek State: Urban Landscape, Memory and Neoclassical Identity	The Delos Symposia and Doxiadis
From Athens to Eleusis: Archaeological Monuments, Sacred Routes, and Visual Culture	The Excavations of Delos and the Contemporary Reception of Antiquity
From Polygnotus to “La Grande Fouille”: Delphi and the Materialization of Cultural Memory	The Positive Dissonances of Modern Athens
The Delphic Centre: An Ancient Community in Modern Times	The Athenian Riviera: Architectures by the Sea from the 1920s to the 2020s
Dimitris Pikionis’ Acropolis Works: Architecture, Landscape, and the Question of Memory	The Contemporary Landscape of Eleusis: Literature and Urban Experience

1.2.3 | A Methodology of Compound Approach:
Cultural Landscapes and their Design Schematization

FACULTY: Konstantinos Moraitis_ Professor Emeritus, NTUA

MODULE DESCRIPTION

A didactic methodology concerning landscape formation must consider, at least, two important approaches. The first approach must refer to the landscape’s cultural validity, which is crucial for the formation of human communities. It must discuss how the landscape has shaped the social identities of these communities, how their history has emerged from their natural surroundings, and how the environment is changing accordingly. Moreover, a concise didactic methodology concerning landscape formation must also refer to a second approach regarding the design of landscapes, one that considers the possibility of expressive, representational, and semantic interventions in them.

It is within this context that the proposed module will present the relation between landscape design and other design practices, especially architectural and urban design, in Euclidean or topological terms. The module will intensively refer to the concept of abstract ‘schematization’ applied to both natural and human-made design elements, a concept crucial for neoteric, modern, and contemporary theory of knowledge. It is important to comment, in addition, that abstract design schemes applied in landscape design in every historical period possess cultural and, in many ways, political value. They are correlated with the approval or the rejection of the degree of human control exerted on nature. They are thus correlated with cultural and, in many ways, political intentions concerning social and ecological conscience. The module will insist on non-conventional exercise approaches, on original essays of creative texts, with the addition of supportive sketches, drawings, or elementary models.

LEARNING OUTCOMES

Students develop a critical understanding of the cultural and political significance of landscape and of its relationship to architectural design. Through shared processes of schematization and abstraction, they explore how landscape may be interpreted and designed in dialogue with building form. The course enables them to analyse both cultural and expressive design approaches to landscape representation, to evaluate their application in conventional and non-conventional design practices, and to produce original essays supported by sketches, drawings, or simple models.

LECTURES

Intro: Landscape /cultural landscape / landscape urbanism’ Hellenic landscape and modern landscape architecture

What about our future written exercises?

Greek Landscape and Modern Western Civilization

From macro to micro: exploring design ethics as an inter-scale epistemic condition

Landscape Didactics: The house, as the city, as the landscape + schematized approach to essay formation

Transnational teaching: learning from the multicultural feeling of the landscape

Έρως και Πολιτισμός: φύση, ερωτισμός και η συμβολική τάξη -Éros et Civilisation: nature, érotisme et l’ordre symbolique - Eros and Civilization: Nature, Eroticism, and Symbolic Order

Athenian Garden Design: The National Garden of Athens – an introductory presentation (A research program organized by NTUA)

Margins in-out’: the landscape urbanism of Athens and its cultural and political connotations

Smart cultural and political narratives, in the urban and peri-urban landscape

Landscape and urban design, in correlation to the cultural and political identity of places – comments on place branding strategies



MODULES	MODULE TYPE	OBJECTIVES	FACULTY	ECTS	HOURS	TEACHING TOOLS	ASSESSMENT
2.1.1. Preservation and Safeguarding of Cultural Heritage	compulsory - face to face	To introduce students to the theoretical, methodological, and institutional foundations of cultural heritage preservation, while developing their capacity to critically analyse preservation challenges, apply appropriate research methods, and communicate informed arguments across diverse audiences.	Prof. Dr. Christian Witschel UHD Pr. Dr. Diamantis Panagiotopoulos UHD	8	200	Lectures and seminars	Oral presentation (30%), written assignment (60%), active participation in seminars (10%).
2.1.2. Cultural Heritage and Landscapes: Theories and Methodologies	compulsory - face to face	To develop a critical and interdisciplinary understanding of heritage and landscape as historical, conceptual, and cultural constructs, while introducing the main theoretical, institutional, and methodological frameworks through which heritage is interpreted, assessed, and preserved.	Prof. Dr. Thomas Schmidt UHD	8	200	Lectures and seminars	Individual presentation (30%), written assignment (70%).
2.1.3. SEMINAR 1: Cultural landscapes, heritage and territorial design	short term compulsory - synchronous distance learning	To introduce theories and methodologies of cultural landscapes for urban design, while developing students' awareness and skills, and supporting heritage-sensitive design, interdisciplinary collaboration, and ethical responsibility in interventions affecting heritage and communities.	Joaquín Sabaté Bel Professor Emeritus, UPC	4	100	Lectures and seminars	Individual or group presentation (35%), report evaluation (10%), individual critical reflection (5%), written essay (individual) (50%).
2.1.4. SEMINAR 2: Reframing Cultural Landscapes: Nature, Pluriverse and Reciprocity	short term compulsory - synchronous distance learning	Critically revisit and expand the concept of cultural landscapes through design research and interdisciplinary inquiry. It builds on a long-standing investigation into rural contexts where material, ecological, and cultural dimensions are inseparable.	Maria Goula Professor, Cornell University	4	100	Lectures and seminars	Individual or group presentation (40%), individual critical reflection and discussion participation (10%), written essay (individual) (50%).
2.2.1 The where and how of cultural heritage: Heritage and Locus as the focus of research by design	elective - synchronous distance learning	Introduce the characteristics and values of cultural landscapes. Develop skills in field research, documentation, and interpretation for intervention. Foster research-by-design across scales and context-informed proposals, while encouraging collaboration and a shared research archive.	Riva Lava Professor, NTUA	6	150	Lectures and seminars	Oral presentation, written assignment, active participation in seminars.
2.2.2. Mediation and Presentation of Cultural Heritage	elective - face to face	The course aims to develop a critical understanding of the mediation and public communication of cultural heritage, while equipping students with the theoretical, methodological, and collaborative skills needed to analyse, design, and evaluate communication strategies for diverse publics.	Prof. Dr. Christian Witschel UHD	6	150	Lectures and seminars	Oral presentations (40%), individual written assignment (60%)

2.1.1 | Preservation and Safeguarding of Cultural Heritage

FACULTY: Prof. Dr. Christian Witschel_ UHD
Prof. Dr. Diamantis Panagiotopoulos_ UHD

MODULE DESCRIPTION

The module introduces the core concepts, theoretical frameworks, and practical challenges of contemporary heritage protection. Addressing tangible and intangible heritage, it examines how cultural property—from individual objects to cultural landscapes—is identified, valued, preserved, and managed within political, legal, economic, and social contexts. It establishes key terminology in heritage preservation and traces the evolution of preservation philosophy from object-centered conservation to holistic landscape management and community-based safeguarding. Particular attention is given to cultural landscapes, which present distinctive challenges because of their scale, complexity, living character, and the multiple stakeholders involved in their protection. Students are introduced to the institutional framework of heritage protection, including major international bodies such as UNESCO, ICOMOS, ICCROM, and the World Heritage Convention. The module also examines how international conventions and recommendations are translated into national legislation and regional policies, and how these frameworks shape preservation practice. Through selected case studies, it explores the contested nature of heritage preservation, showing how competing values, interests, and power relations influence decisions, and how heritage is mobilized for political, economic, or identity-building purposes. Contemporary challenges—including climate change, armed conflict, tourism, urbanization, and development—are also considered, alongside questions of sustainability, community participation, decolonization, ownership, and repatriation.

LEARNING OUTCOMES

Students gain a strong understanding of the key concepts, theories, and frameworks of cultural heritage preservation, including tangible and intangible heritage, movable and immovable property, and cultural landscapes. They develop knowledge of the legal, political, economic, and institutional contexts of heritage protection, while critically examining competing values and power relations. Through case studies, research, and presentations, they strengthen their ability to analyse preservation challenges, apply suitable methodologies, formulate critical perspectives, and communicate clear arguments to specialist and non-specialist audiences in varied professional and public settings.

LECTURES	
Introduction	World heritage sites
Fundamental concepts and frameworks	Cultural landscapes
Institutional and legal frameworks	Endangered heritage
Destruction, decay, and preservation	Community based initiatives
Documenting	Challenges and perspectives
Urban heritage	Synthesis
Periurban and rural heritage	

2.1.2 | Cultural Heritage and Landscapes: Theories and Methodologies

FACULTY: Prof. Dr. Thomas Schmidt_ UHD

MODULE DESCRIPTION

The module introduces students to the conceptual foundations of heritage studies and the role of cultural heritage in contemporary societies, with particular attention to perspectives from Critical Heritage Studies. It examines how heritage shapes collective identities, informs cultural policies and reflects power relations across global and local contexts. Normative standards and instruments of heritage assessment and preservation are historically outlined and critically discussed, providing students with understanding of international conventions and institutional frameworks that structure heritage protection. The module presents different theoretical and methodological approaches to cultural landscapes and examines the analytical relationship between “heritage” and “landscape”, understood as dynamic fields of knowledge and reflection. By linking academic, critical and applied perspectives, the module encourages students to approach heritage and heritage landscapes as dynamic arenas of cultural negotiation and societal meaning making.

LEARNING OUTCOMES

Students critically examine the relationship between representational media and the perception and experience of architectural and archaeological sites, while developing a solid understanding of the theoretical principles and practical application of digital photogrammetry. They gain proficiency in the planning, acquisition, and processing of data through professional terrestrial and aerial scanning workflows, and are able to assess the contribution and impact of new technologies in the documentation of individual objects, buildings, and building complexes.

LECTURES	
Notions and concepts of culture. Different approaches to culture	The different notions of authenticity in Heritage Studies Notions and concepts of (cultural) landscapes
Notions and concepts of heritage. Approaches of Critical Heritage Studies	Approaches of (Critical) landscape studies
The preservation of monuments and built heritage: Introduction, historical background and heritage values.	Physical-geographical backgrounds for the understanding of landscapes (geology, geomorphology, climate geography, biogeography)
The preservation of monuments and built heritage: Heritage values, Norms, principles and controversies (1800 – 2020)	Historic features, readings and aesthetic values of (cultural) landscapes Landscapes and (indigenous) communities
UNESCO’s World Heritage regime: historical background, objectives, governance structures, critique	The governance of (cultural) landscapes: Globalisation, Tourism, nature conservation, practices/ intangible heritage
Methods in Cultural Heritage Studies	Review: Methods and theories in landscape Studies

2.1.3

Seminar 1_
Cultural landscapes, heritage and territorial design

FACULTY: Joaquín Sabaté Bel_ Professor Emeritus, UPC

MODULE DESCRIPTION

Carl Sauer defined cultural landscape as the result of the action of a social group on a natural landscape, in other words, a human footprint on the territory, a text that can be written and interpreted, or for us, an area associated with an historical event, an activity, or a personage, which contains aesthetic and cultural values. Students will develop analytical and design competences to address the interrelation between cultural landscapes and urban design and transformation. Through studio-based learning, case studies analysis, and collaborative teamwork, participants evaluate spatial strategies, processes and intervention tools that integrate cultural identity, environmental characteristics, and sustainable development.

LEARNING OUTCOMES

Students develop knowledge of theories and methodologies related to cultural landscapes as frameworks for urban and territorial design. They understand the evolution of cultural landscape thinking and critically assess its role in identity, memory, resilience, and sustainability. Through independent research and site analysis, they examine contemporary challenges and apply appropriate methodological tools, including mapping and morphological study. They contribute to heritage-sensitive design, strategic planning, and professional documentation, while engaging in interdisciplinary collaboration and demonstrating ethical responsibility in interventions affecting cultural heritage and local development.

2.1.4

Seminar 2_
Reframing Cultural Landscapes: Nature, Pluriverse and Reciprocity

FACULTY: Maria Goula_ Professor, Cornell University

MODULE DESCRIPTION

This module explores contemporary methodological approaches and design research focused on cultural landscapes through three interpretive lenses: Nature-Cultures, which examines the entanglements between natural processes and cultural expressions, with particular attention to how landscapes are framed, curated, or controlled; Theories of the Pluriverse, which engage with non-Western and anti-colonial worldviews in order to understand diverse systems of value, meaning, and being; and Reciprocal Landscapes, which investigate relationships of mutual influence and exchange between people and environments, emphasizing care, responsibility, and regeneration. Through these lenses, examples of rural landscapes will be presented in order to encourage students to engage critically with cultural landscapes as complex, dynamic, and contested spaces of meaning-making and design.

Drawing on research developed over the past twenty-five years, including case studies of “ordinary” landscapes across Spain and the United States, the course seeks to reframe cultural landscapes as complex systems composed of multiple overlapping orders, traces, and spatial patterns shaped by both human and non-human forces; to introduce and apply the three key interpretive frameworks in order to deepen critical understanding; to explore how design can function as a research methodology through “research by design” for the interpretation, mapping, and regeneration of landscapes; and to reconsider canonical case studies, such as the Erie Canal National Heritage Corridor in New York, as layered palimpsests of infrastructure, ecology, memory, and erasure, including Indigenous histories and more-than-human narratives.

LEARNING OUTCOMES

Students critically assess the concept of cultural landscapes and its relevance in contemporary discourse, applying frameworks such as Nature-Cultures and theories of the Pluriverse to analyse the entanglement of environmental processes and cultural practices. They evaluate landscapes as dynamic and contested sites shaped by history, power relations, climate change, and species migration, and apply these perspectives to real-world case studies.

LECTURES

Cultural Landscapes as new challenges for urbanism

Stages in planning cultural landscapes

A future for our past: textile colonies in Catalonia

Places with associated events

LECTURES

Critical representations of hybrid morphologies as a device to frame cultural landscapes through a frame of nature/ cultures.

TOPICS

Critical Literature Review

Case Studies Analysis

2.2.1 | Cultural Heritage and Landscapes: Theories and Methodologies

FACULTY: Riva Lava_ Professor, NTUA

MODULE DESCRIPTION

The module focuses on the concept of the cultural landscape as a subject of research-by-design. Its primary objective is twofold: firstly, to familiarize students with the concepts and analytic tools of locus, landscape, continuum, and network, in relation to site, diagram, and program within architectural research; and secondly, to cultivate the capacity to apply these tools effectively in selected case studies. Moreover, the module aims to demonstrate the importance of analysing the tangible and intangible dimensions of cultural landscapes and the historic buildings they encompass, as well as the often conflicting values embedded within them. Finally, it seeks to develop students’ ability to employ in situ research methodologies and contemporary instruments relevant to research-by-design. The module examines the natural and human-made environment of the cultural landscape, focusing on locality (locus) and its associated cultural background, understood as central notions for heritage management. The module focuses on the concepts and analytical tools of place, landscape, continuum, and network, in relation to site, diagram, and program within architectural research. These concepts and tools are explored and applied through selected case studies. Subsequently, the module shifts to the transition from landscape-scale to building-scale, examining their interrelation and developing methodologies for analysing and evaluating their respective dimensions. Finally, methodologies for managing in situ research on built works, along with contemporary tools for research-by-design, are elaborated and applied as part of the module exercise. Students are encouraged to develop a personal mode of expression through their own selection of media articulating the language of space.

LEARNING OUTCOMES

Students develop an understanding of the characteristics, values, and specificities of cultural landscapes, while gaining competence in field research methods and in the documentation of architectural forms and landscape structures. They learn to evaluate the cultural conditions that shape the continuity or discontinuity of architectural heritage, to interpret and prioritize identified values as the basis for architectural intervention, and to apply research-by-design methodologies across urban, building, and landscape scales. Through this process, they are able to synthesize design proposals informed by the implicit qualities of the cultural landscape and to collaborate effectively in building a shared course research archive.

2.2.2 | Mediation and Presentation of Cultural Heritage

FACULTY: Prof. Dr. Christian Witschel_ UHD

MODULE DESCRIPTION

The module examines how cultural heritage is interpreted, mediated and publicly presented across a range of contexts, including archaeological sites, museums, urban environments and digital platforms. It introduces key theoretical approaches to representation, authenticity and narrative construction and explores how this shape the ways in which tangible, intangible and digital heritage are understood by different audiences. Emphasis is placed on the relationship between scholarly interpretation, curatorial practice and communicative strategies, highlighting how decisions in design, text production and media use influence public engagement with the past. Through the discussion of national and international case studies, students develop an awareness of the social, political and aesthetic dimensions of heritage mediation and learn to critically assess existing forms of presentation. A central component of the module is a teaching week in Athens, which provides direct engagement with the city’s multi layered historical landscape. During this practical phase, students analyse diverse heritage sites, reflect on questions of visibility and absence in the urban fabric and experiment with approaches to communicating complex historical narratives to specialist and non specialist audiences. The combination of theoretical grounding and practical investigation supports the development of reflective, creative and context sensitive strategies for the presentation of cultural heritage.

LEARNING OUTCOMES

Students develop a strong understanding of the theoretical and methodological foundations of the mediation and public communication of cultural heritage, including concepts such as representation, authenticity, and narrative framing in relation to tangible, intangible, and digital heritage. They learn to analyse how curatorial choices, narrative structures, and communication strategies shape interpretations of the past and public engagement across museums, archaeological sites, urban environments, and digital platforms. Through case studies, group work, and the teaching week in Athens, they strengthen their ability to critically assess mediation practices, design well-reasoned communication concepts, and evaluate their suitability for diverse audiences. The course also enhances their collaborative skills and their capacity to communicate complex ideas to both specialist and non-specialist publics.

LECTURES		LECTURES	
Introduction to the Power of Place	The Concept of Site / Application to case studies	Introduction A Historical Overview: The Acropolis of Athens and its Urban Environment – a Multilayered History. From Prehistoric Times to the Present	How can Digital Devices like 3D-Reconstructions and Computer Models help for a Better Understanding of a Complex Site like the Acropolis?
Introduction to Research-by-Design / Criteria for selecting case studies	The tools of Diagram and Program / Application to case studies	The Ancient Acropolis: From the Beginnings to the Hellenistic and Roman Periods	The Acropolis as a World Heritage Site
The Concept of Place / Application to case studies	The dialogue between Landscape and Built form / Application to case studies	The Transformation (and Destruction) of the Acropolis from Late Antiquity to the Early Modern Era.	Central Concepts of the 1972 UNESCO World Heritage Convention
The Concept of Landscape / Application to case studies	Methodologies for Cultural Landscapes research / Application to case studies	Research on and Presentation of the Acropolis	What are the Challenges in Managing a World Heritage Site with an Archaeological Focus?
The Concept of Continuum / Application to case studies	A methodological Approaches to contextual analysis of historic complexes / Application to case studies	A Short History of Research and on the Acropolis	The Problem of (Over-)Tourism on World Heritage Sites: Strategies for Addressing this Phenomenon
The Concept of Network / Application to case studies		A Current Research Project on the Decoration of the Sanctuary with Statues and Votive Monuments	On-Site Visits to the Acropolis and its Urban Environment
		The importance of the Acropolis for Modern Identities – on the Use and Abuse of a Popular Concept	Visit to the Acropolis, the Acropolis Museum and the Urban Landscape(s) around the Acropolis
		Changing Religious Affiliations Through Time	How can Museums and their Exhibitions support a better Understanding of Archaeological Sites and Landscapes?
			What Should be Presented on/about the Acropolis to a Broader Public to Cover Up its Long and Multifaceted History – and how can this be Achieved?

MODULES	MODULE TYPE	OBJECTIVES	FACULTY	ECTS	HOURS	TEACHING TOOLS	ASSESSMENT
3.1.1. DESIGN STUDIO B: Historical Landscapes and Design	compulsory - face to face	Introduce key issues in integrating new architecture within historic settings, and develop understanding of place, memory, history and collective values. Strengthen context-sensitive design skills, critical thinking, and survey-based strategies. Support experiential learning through site studies, while encouraging interdisciplinary collaboration and active participation in discussions.	Konstantina Demiri Professor Emerita, NTUA Stavros Gyftopoulos Professor, NTUA Panita Karamanea Assistant Professor, NTUA	12	300	Lectures, seminars, educational visits, workshop sessions, group work and design studio work.	FOR DESIGN WORK: quality of the proposal and strategy (45%), analysis and interpretation of the study area (15%), quality of drawings (10%), participation in group work (10%), Oral presentation (20%). FOR WRITTEN ASSIGNMENT: participation in group work (10%), research questions (10%), methodology (10%), conclusions (10%), adequacy of sources (10%), written quality and structure (20%), oral presentation (30%)
3.1.2. SEMINAR 3: Management of Cultural Sites	short term compulsory - synchronus distance learning & face to face	Introduce management principles and processes, develop critical evaluation of practices and decision-making, understand diverse stakeholder needs, familiarize students with interdisciplinary skills, and prepare them to apply management concepts effectively in complex organizational contexts.	Pamela Jerome Fellow ICOMOS USA	4	100	Lectures and seminars	Written assignment (100%)
3.1.3. SEMINAR 4: Research Methodologies for Cultural Heritage Landscapes and Design	short term compulsory - synchronous distance learning & face to face	Develop students' ability to conduct scientific research introducing key research methodologies and tools. Train students to prepare and present a research report that will serve as the foundation for their Master's thesis.	Gonalo Canto Moniz Associate Professor, UC	6	150	Lectures and seminars	Discussion sessions (10%) Written assignment (60%) Oral evaluation (30%)
3.1.4. Traineeship in the "Workshop for Field Research Laboratory in Cultural Landscape"	compulsory - face to face	The course aims to develop practical, analytical, and collaborative skills in archaeological fieldwork, digital documentation, data interpretation, and heritage communication through participation in an interdisciplinary research environment.	Pr. Dr. Diamantis Panagiotopoulos UHĐ	8	200	Lectures and seminars	Daily fieldwork performance and documentation (30%), technical proficiency with digital tools (20%), written documentation report (30%), public engagement activity and presentation (15%), Active participation and professional conduct (5%)

3.1.1 | Design Studio B_

Historical Landscapes and Design

FACULTY: Konstantina Demiri_ Professor Emerita, NTUA
 Stavros Gyftopoulos_ Professor, NTUA
 Panita Karamanea_ Assistant Professor, NTUA

MODULE DESCRIPTION

Design Studio B explores the principles and practices of cultural heritage architecture intervention within historically layered urban and rural contexts. Focusing on the palimpsest nature of heritage sites—where multiple historical eras coexist and overlap—the course examines strategies for sensitive architectural integration, adaptive reuse, and conservation that respect the integrity of the historical fabric. It also investigates cultural landscapes as dynamic, living expressions of human interaction with the environment, emphasizing their role in shaping spatial memory and collective meaning. Special emphasis is placed on the relationship between built heritage and landscape elements, as key components of cultural identity. Through case studies, site analysis, and design exercises, students will develop critical methodologies for engaging complex heritage environments, balancing preservation with contemporary architectural expression and sustainable landscape stewardship. The module explores key questions: how contemporary architecture can engage with historical layers without imitation; how heritage-based design shapes or challenges identities; how interventions promote inclusion and access to culture; and how heritage responds to climate; change through adaptive reuse. It also examines how cultural landscapes can shift from static artifacts to active spaces of social, cultural, and ecological life, supporting a holistic approach to heritage in complex urban contexts.

LEARNING OUTCOMES

Students explore the integration of new architecture in historic settings, examining relationships between place, memory, history, and collective values. They design context-sensitive interventions in distinctive environments, understanding the complexity of place within cultural landscapes. Through surveys, site visits in Greece, and interdisciplinary collaboration, they develop critical thinking and well-reasoned arguments on the dialogue between old and new, while refining research, analytical, and communication skills through group discussions and reflective practice.

3.1.2 | Seminar 3_

Management of Cultural Sites

FACULTY: Pamela Jerome_ Fellow ICOMOS USA

MODULE DESCRIPTION

This seminar will utilize the preservation process outlined in the Burra Charter as the basis for a rational, values-based approach to managing cultural sites. Using the framework of the World Heritage Convention, and its requirements for authenticity and integrity to achieve Outstanding Universal Value, this seminar has an international focus and will review case studies from both historic and archaeological sites. It focuses on the compilation of background information and identification of the key interested parties; analysis of site significance and assessment of existing conditions and management constraints; and development of the management policy and strategies for its implementation. The delicate balancing act between cultural enhancement and exploitation are explored, as well as the need to periodically monitor and reassess the management policy. A site will be selected for the students to evaluate in terms of authenticity. Following a values-based approach, the students will analyze significance, review the management context, identify values, understand how management plans are developed, and prepare a statement of significance.

LEARNING OUTCOMES

Students develop the ability to critically evaluate management processes and identify the needs of the various stakeholders involved, while becoming familiar with the different disciplines that contribute to the complex field of management. Through case-study-based teaching, course readings, the preparation of a statement of significance, and research assignments, they strengthen their analytical skills and gain practical understanding of the tasks that shape effective management.

LECTURES		LECTURES	
The city as a palimpsest and a place of memory	A critical approach to cultural heritage	Presentations (2) of case studies on interventions in historic buildings and sites	Current Global Trends in Cultural Sites Management
New architecture in a historical context	Tools and Methods on intervening with the Cultural Landscape: Robert Smithon’s Sites and Non-Sites	Working in Historical Context in students’ diploma projects, NTUA	The management process: Background information and significance assessment
The city as a palimpsest and a place of memory	A critical approach to cultural heritage	Presentations (2) of case studies on interventions in historic buildings and sites	Current Global Trends in Cultural Sites Management
New architecture in a historical context	Tools and Methods on intervening with the Cultural Landscape: Robert Smithon’s Sites and Non-Sites	Working in Historical Context in students’ diploma projects, NTUA	The management process: Conditions assessment and management context
The city as a palimpsest and a place of memory	A critical approach to cultural heritage	Presentations (2) of case studies on interventions in historic buildings and sites	Current Global Trends in Cultural Sites Management
New architecture in a historical context	Tools and Methods on intervening with the Cultural Landscape: Robert Smithon’s Sites and Non-Sites	Working in Historical Context in students’ diploma projects, NTUA	The management process: Defining the management policy and strategy development

3.1.3 | Seminar 4 _

Research Methodologies for Cultural Heritage Landscapes and Design

FACULTY: Gonalo Canto Moniz_ Associate Professor, UC

MODULE DESCRIPTION

This module aims to explore a set of research methodologies used in the field of Cultural Heritage Studies, in dialogue with Architecture and Archaeology. It develops an intensive strategy for four weeks where the students will prepare their research proposal for the Master thesis. During the first week, the students will attend two theoretical lessons on research methodologies in Cultural Heritage Landscape, where they will learn to formulate a research problem and establish research goals; as well as acquire knowledge on the several research methods and tools for Cultural Heritage and Landscapes. The second and third week is dedicated to the student work, where they will propose research problems and goals to frame their research and identify the methodologies that are more adequate to achieve the expected results (goals). The final week will focus on the submission, presentation and discussion of the student’s research proposal for their Master thesis with the supervisors and external jury.

LEARNING OUTCOMES

Develop scientific research in the fields of cultural heritage, architecture and. Identify methodologies and tools of architecture and archaeology’ research. Presentation of a research report on which the Master thesis will be developed.

3.1.4 | Traineeship_

in the “Workshop for Field Research Laboratory in Cultural Landscape”

FACULTY: Pr. Dr. Diamantis Panagiotopoulos_ UHD

MODULE DESCRIPTION

This intensive three-week traineeship provides immersive training in archaeological fieldwork, digital documentation, and heritage communication within the context of the ongoing research program “Minoan Koumasa: Reconstruction of an Archaeological Landscape” in Crete. The traineeship bridges theoretical knowledge with practical application, offering students direct participation in active archaeological research while developing professional competencies essential for contemporary heritage practice. Students gain practical and theoretical knowledge of archaeological methodology through participation in interdisciplinary field research. They develop skills in excavation, survey, digital documentation and mapping, strengthen their analytical abilities in material recovery and interpretation, and build experience in heritage communication, teamwork, and collaborative research. Participants develop advanced technical proficiency in professional-grade digital documentation tools, including Total Station, D-GPS, drone operation, photogrammetry, and 3D scanning technologies, enabling them to execute professional archaeological recording and visualization and they gain operational competence in GIS methodology and digital mapping applications, learning to analyse, interpret, and represent archaeological sites and landscapes through spatial data management and map visualization. Analytical capabilities are strengthened through hands-on training in sampling protocols, flotation processes, and micromorphological analysis, enabling students to apply scientific rigor to archaeological material recovery and interpretation.

LEARNING OUTCOMES

Students gain a comprehensive understanding of archaeological methodology through direct participation in the interdisciplinary research program Minoan Koumasa: Reconstruction of an Archaeological Landscape, combining theory with excavation and survey practice. They develop technical skills in digital documentation tools such as Total Station, D-GPS, drone survey, photogrammetry, 3D scanning, and GIS-based mapping. Through hands-on training, they strengthen their ability to analyse archaeological data, apply scientific methods in material recovery and interpretation, and document findings critically. The course also fosters skills in heritage communication, enabling students to present research to different audiences, while promoting interdisciplinary collaboration, teamwork, and problem-solving in an international fieldwork context.

LECTURES		LECTURES AND LABORATORIES	
Research problem, state of the art and goals	Organization of a research project and its various components: thematic definition, state of the art and objectives.	Excavation is not just an archaeological technique.	Field Laboratory I: Excavation documentation
Research method and tools			
TOPICS		Conservation and Restoration in Archaeological Excavations	Field Laboratory II: Conservation / Restoration
Type, Location, Access and Technical Research of documentary sources	Planning and delimitation of research: quantitative and qualitative methodologies in humanities. Data collection and systematization.	Cutting-edge methods and current practices The Koumasa case.	Field Laboratory III: Digital Mapping
Epistemological framework: scope and nature of the object of study (from building to territory), their identification, delineation and inquiry	Processing data and interpretation of results.		Field Laboratory IV: Documentation (plans, drawings)
Research process: identification of the problem and research strategies			Field Laboratory V: Preparation of a folder with excavation plans
The scientific method in architecture and archaeology			

4.1.1 | Master Thesis

To begin work on their thesis, students must have successfully completed all modules and the traineeship. It is an individual project and takes the form of either ‘design by research’ or a research dissertation of a theoretical nature. It requires a clear working hypothesis or concept, appropriate methodology and development in relation to a selected field, case study or research topic. It constitutes the culmination of the Joint Master Programme, combining theoretical knowledge, a critical approach and research skills. In the case of ‘design by research’, students are required to produce work of high analytical and visual quality, with an emphasis on drawings, diagrams, photographs and three-dimensional representations.

The topic of each thesis is determined at the end of the third semester of study and is based on Seminar 4: ‘Research Methodologies for Cultural Heritage Landscapes and Planning’. The topic is selected in collaboration with professors from the Joint Master Programme, whom the student chooses as supervisors, with the option for one of them to be from Heidelberg University (UHD). In the event that no professor from UHD is involved, one of the two supervisors may be a member of the teaching staff of the School of Architecture, NTUA.

The thesis will be evaluated by a committee consisting of one of the supervisors and two additional professors. It will be submitted together with a report by the supervisor.

The assessment of the thesis is based on the following criteria: the originality and scientific relevance of the topic; the clarity of the aim and the extent to which the intended objectives have been achieved; the appropriateness and soundness of the methodology employed; the critical analysis and evaluation of the material; the quality and comprehensiveness of the oral presentation; the graphic and overall visual presentation of ideas, as well

as the quality of the architectural proposal, in the case of design-oriented dissertations; the structure, linguistic accuracy and scientific documentation of the thesis text, including the correct and adequate use of the relevant bibliography.

The oral presentation of the thesis will take place before the examination committee and will be supported by a PowerPoint presentation. The whole process will last one hour. The presentation should clearly communicate the aims, methodology, development, and main outcomes of the thesis in a concise and well-structured manner. Both types of thesis must be printed in A3 landscape format and bound. A front cover template will be distributed in order to ensure a uniform layout. The thesis must also be submitted on the platform in PDF format.

Whether design-based or written, all theses must be developed in relation to the selected site or research topic, with particular emphasis on modes of representation, such as photographs, diagrams, drawings, 3D representations, and other relevant visual material.

The thesis must be submitted in accordance with the announced deadlines, approximately one month before the final oral presentation, which will take place at the end of June. In serious cases, such as illness or bereavement, the thesis may be defended on 15 September of the same year. The thesis will be graded according to the Greek system of evaluation.

Honours and exceptional distinctions may be awarded by the Master’s Academic Committee to the top 10% of students.



4.1.1 | Master Thesis

DESIGN-BASED THESIS

The design-based thesis must include:

Introductory text

A text of minimum 15,000–20,000 characters, including spaces.

The text must complement the drawings and establish the motivation, theme, aims, methodology, structure, and theoretical-conceptual framework of the thesis. It should explain the relationship of the project to its context and open a discussion on the results and possible future developments of the study.

Design process

The design process should be laid out on A3 sheets.

Photographs

Images presenting the current state of the site.

Context analysis

Material illustrating the archaeological, landscape, and/or urban context, explaining the historical evolution of the site and the current issues on which the design proposal is based. Mappings, diagrams, plans, sections, elevations should be included.

References

Relevant case studies that may guide the design or analytical approach. These may be presented through images of realised interventions, explanatory diagrams, keywords, and indicative bibliography.

Strategy

A clear explanation of what the thesis proposes, including a masterplan, sections, explanatory diagrams, and the insertion of the project within its larger context.

Design project

Drawings at the appropriate scales, to be determined in consultation with the thesis supervisors, identifying the type of intervention proposed, whether survey-based, design-based, or otherwise. This section may include plans, sections, elevations, axonometric drawings, views, 3D representations, and details.

Bibliography

An organized bibliography according to APA style, together with any additional relevant documents.

WRITTEN DISSERTATION

The written dissertation must include:

Main text

A text of minimum 90,000 characters, including spaces.

Introduction and research question

A presentation of the motivation, theme, aims, methodology, structure, and theoretical-conceptual framework of the thesis.

State of the art and references

A review of the studies that have been conducted so far on the topic, together with other relevant case studies that may guide the thesis approach.

Context analysis of the case study

In addition to the written text, the thesis must include photographs, cartographic material, and drawings illustrating the archaeological, landscape, and/or urban context, explaining the historical evolution of the chosen research topic and the current issues on which the thesis is based.

Development and results

This section constitutes the core of the thesis and will be developed in consultation with the thesis supervisors. Alongside a clear and well-structured written argument, relevant visual material must also be included.

Conclusions and future perspectives

This section should discuss the results of the study and open possible directions for future development and research.

Bibliography and annexes

An organized bibliography according to APA style, together with any annexes and additional academic documentation.



To be invited lecturers

Patricia Alberth: Managing director of the State Palaces and Gardens of Baden-Wuerttemberg, Bruchsal, Germany.

Charles Anderson: Landscape Architect, Artist, SAALA office. Associate Professor in Landscape Architecture, RMIT Melbourne Australia.

Tilemachos Andrianopoulos: Professor of Architectural and Urban Design, School of Architecture, NTUA.

Eva Andronikidou: Architect Ph.D., Landscape Architect, Visual Artist, School of Architecture, NTUA.

Georgios Artopoulos: Associate Professor, Science and Technology in Archaeology Research Center of The Cyprus Institute.

Enric Batlle: Professor, Department of Urbanism, Territorial planning and Landscape, School of Architecture of Barcelona, ETSAB UPC.

Agiatis Benardou: Researcher at the Digital Curation Unit and Director of DARIAH-EU, the European Digital Research Infrastructure for the Arts and Humanities.

Prof. Dr. Christiane Brosius: for Visual Anthropology, Heidelberg University.

Alessandra Capuano: Architect, Professor, Sapienza University.

Eray Çaylı: Professor of Human Geography, University of Hamburg.

Maria Conceição Lopes: Professor of Archaeology, University of Coimbra.

Burak Dolu: Architect, co-founder of ‘KOOP Architects’.

Marti Franch: Adjunct Professor Department of Urbanism, Territorial planning and Landscape, ETSAB UPC.

Dora Galani: Architect, Urban Planner - ex-general manager at the ‘Société Anonyme - Unification of the Archaeological Sites of Athens’, EACHA.

Stelios Gidis: Architect and Assistant Researcher, School of Architecture, NTUA.

Irini Gratsia: Archaeologist, MA in the Protection of Monuments, School of Architecture, NTUA.

Dora Hadzi-Rodopoulou: Architect Engineer, Adjunct Lecturer, School of Architecture, AUTH.

Prof. Dr. Anthony Kaldellis: University of Chicago; Byzantine History and Archaeology.

Valentini Karvountzi: Architect, Professor, School of Architecture, NTUA.

Rigas Katachanas: Ph.D. candidate, School of Architecture, NTUA.

Antonis Katsaros: Ph.D. candidate, Department of Architecture, University of Thessaly.

Zeynep Kezer: Professor of Architectural History , School of Architecture, Planning and Landscape, Newcastle University’s

Argyro Klamenaki & Dr. Katou, Maro: Practicing architects and researchers whose work focuses on landscape-sensitive design.

Elias Kolovos: Research Director, National Hellenic Research Foundation.

Manolis Korres: Historian, Architect, Emeritus Prof. NTUA.

Penny Koutrolikou: Associate Professor, School of Architecture, NTUA.

Agni Kouvela: Practicing architect, researcher, and educator.

Aspasia Kouzoupi: Assistant Professor, Department of Architecture, University of Thessaly.

Prof. Dr. Ralf Krumeich: University of Bonn, Classical Archeology.

Lena Lambrinou: Assistant Professor, School of Architecture, NTUA.

Stelios Lekakis: Archaeologist, Assistant Professor, Ionian University.

Eleni Livani: Architect, Adjunct Lecturer, School of Architecture, NTUA.

Sharon MacDonald: Professor of Social Anthropology, Humboldt University of Berlin.

Dr. Kai-Uwe Mahler and/or **Dr. Hermann Schefers:** both of them site-managers at UNESCO World Heritage Sites

Maria Markatou: Economist, Land Planner & Regional Engineer.

Konstantina Markoglou: Archaeologist and PhD candidate, School of Architecture, NTUA.

Marilena Mela: Architect, Assistant Professor of Heritage Studies, Department of Arts & Culture, History, and Antiquity, Vrije Universiteit Amsterdam.

Ellinor Morack: Historian, Research and Teaching Associate, University of Bamberg.

Pepa Moran: Assistant Professor, Department of Urbanism, ETSAB UPC.

Stavros Mouzakitis: Laboratory Assistant, School of Architecture, University of Crete.

Rahaf Orabi: Architect, Junior Professor for ‘Digital Cultural Heritage’ at HCCH.

Paulo Providencia: Architect, Associate Professor, DARQ, University of Coimbra.

Panayiota Pyla: Professor, University of Cyprus.

Martin Reichert: Architect, Partner at David Chipperfield Architects Berlin.

George Retsos: Ph.D. candidate, School of Architecture, NTUA.

Eduardo Rico: Civil engineer and MA Landscape Urbanism, currently working in ‘Arup’.

Augusto Roman: Roman Bauer Arquitectos, Professor of Design, School of Architecture, Universidad Católica de Peru

Dr. Mechtild Rössler: Cultural Geographer, Freiburg, Germany, Director of the Division for Heritage and the UNESCO World Heritage Centre.

Rena Sakellaridou: Professor Emerita, School of Architecture AUTH.

Alexander Schwarz: Architect, Partner in ‘David Chipperfield Architects’.

Carla Sentieri: Professor, Department at the School of Architecture, Universitat Politècnica de València, Spain.

Elisavet Sioumpara: Dr. Archaeologist, Hellenic Ministry of Culture, Acropolis Restoration Service.

Maximilian Sternberg: University of Cambridge, Fellow of Pembroke College, and Deputy Director of the Centre for Urban Conflicts Research.

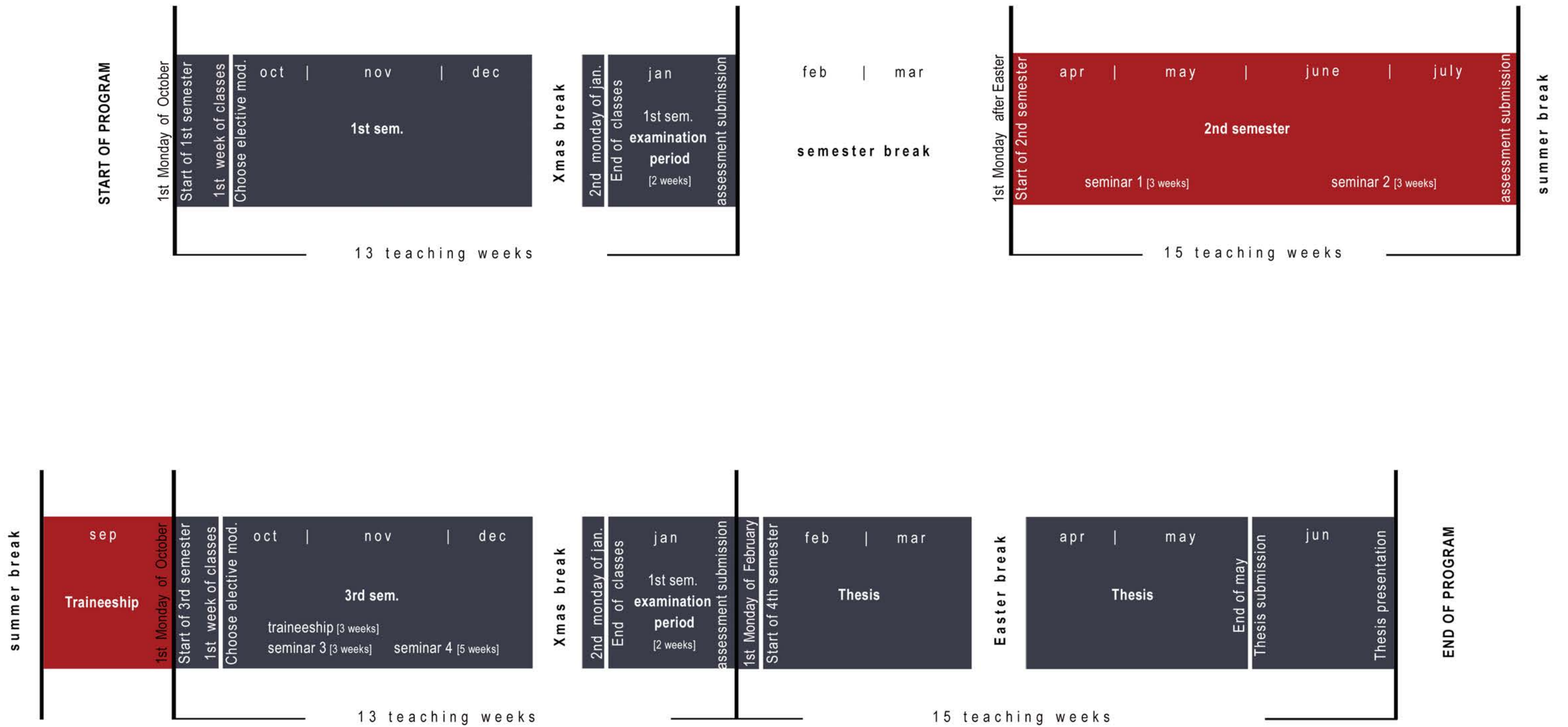
Prof. Dr. Ingmar Unkel for Physical Geography of the Antropocene, Heidelberg University

Dionysios Vassalos: Director of the Hellenic School of Munich.

Martina Voser: Dr. Architect, Landscape Architect ‘mavo Landschaften’ buro, Professor, Department of Architecture, ETH Zurich.

Prof. Dr. Florian Weber for European Studies at Saarland University, Germany.

Maruša Zorec: Professor, Faculty of Architecture, University of Ljubljana.



1_2_3_4 | Weekly Schedule

FIRST SEMESTER		NTUA		
DAY – DURATION		Module		
Monday 6.00pm - 9.00pm	compulsory	1.2.1	Difficult / Dissonant Heritage and Architectural Design	
Tuesday 6.00pm - 9.00pm	compulsory	1.2.2	Landscapes of Modern Greece: Places, Stories, Architectures	
Wednesday 6.00pm - 9.00pm	optional	1.2.3	A Methodology of Compound Approach: Cultural Landscapes and their Design Schematization	
Thursday 3.00pm - 9pm	optional	1.1.1	Design Studio A: Archaeological Landscapes and Design	
Friday 6.00pm - 9.00pm.	optional	1.1.2	Seeing, Modelling, and Preserving: Representational Tradition and New Technologies in Heritage Documentation	

THIRD SEMESTER		NTUA	
DAY – DURATION		Module	
August- October 6 weeks	compulsory	3.1.4	Traineeship in the "Workshop for Field Research in Cultural Landscape
Tuesday 6.00pm - 9.00pm.	compulsory	3.1.2	Seminar 3: Management of Cultural Sites
Wednesday 6.00pm - 9.00pm.	compulsory	3.1.4	Seminar 4 Research Methodologies for Cultural Heritage Landscapes and Design
Thursday 3.00pm - 9pm.	compulsory	3.1.1	Design Studio B: Historical Landscapes and Design
Friday		Free	

SECOND SEMESTER		UHD		
DAY – DURATION		Module		
Monday 6.00pm - 9.00pm	compulsory	2.1.1	Preservation and Safeguarding of Cultural Heritage	
Tuesday 6.00pm - 9.00pm	compulsory	2.1.2	Heritage and Landscapes: Theories and Methodologies	
Wednesday 6.00pm - 9.00pm	compulsory	2.1.3	Seminar 1: Cultural Landscapes, Heritage and Territorial Design	
Thursday 3.00pm - 9pm	compulsory	2.1.4	Seminar 2: Reframing Cultural Landscapes: Nature, Pluriverse, and Reciprocity	
Friday 6.00pm - 9.00pm.	optional	2.2.1	Mediation and Presentation of Cultural Heritage	
Friday 6.00pm - 9.00pm	optional	2.2.2	The Where and How of Cultural Heritage: Heritage and Locus as the Focus of Research by Design	

FORTH SEMESTER		NTUA		
DAY – DURATION		Module		
February - June	compulsory	4.1.1	Master Thesis	



ΕΘΝΙΚΟ
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