COURSE SYLLABUS						
Course Title	**Course Code**	**Semester**	**Course Hour/Week**		**Credit**	**ECTS**
Regenerative Architecture	ARCH486	8	**Theory** 2	**Practice** 2	3	5
Course Type	Compulsory Courses	Department Elective	Faculty Elective	University Elective	CoHE (YÖK) Compulsory	Other
		x	x			
Level of Course	Associate Degree (Short Cycle)		Undergraduate (First Cycle)		Graduate / Doctoral (Second / Third Cycle)	
			x			

Language of Instruction	English

Course Instructor(s)	Asst. Prof. Dr. Aliye MENTEŞ YARDIMCI	E-mail: aliye.yardimci@arucad.edu.tr Office: TI OFF20
Course Objectives	This course will introduce significance of regenerative architecture and planning principles into the process of architectural and interior design. The course also gives an insight to the development of contemporary design approaches within heritage context. This course intends to be a design oriented course where the students can explore in depth principles of design systems. Students are expected to reflect their raised awareness and gathered knowledge in their assignments and design related project submissions. The aim of the course is to give the students an understanding of different design strategies within the context of different heritage contexts for a sustainable future. The process of the course includes analysing different adaptive reuse cases with contemporary design approaches, regenerative architectural cases and sustainability issues to learn from their process and outcomes. By doing so, Students will also reflect and create their own ideas within small design tasks.	
Course Learning Outcomes	**Course Learning Outcomes (Students will be able to)**	**Teaching Methods** / **Evaluation Methods**

	Define and **explain** the core principles of regenerative architecture, planning, and contemporary intervention approaches within a built environment as well as a heritage context. *(Bloom Level: Remembering / Understanding)*	Lectures, Classroom discussions	Midterm Exam, Final
	Describe and **interpret** how sustainability guidelines and regenerative principles integrate into the architectural and interior design processes of historic environments. *(Bloom Level: Understanding)*	Lectures, discussions, case studies	Midterm Exam, Final
	Identify and **analyse** different historical building typologies, structural characteristics, and spatial qualities to evaluate their potential for contemporary adaptation. *(Bloom Level: Analyzing)*	Analysis tasks in class, discussions, case studies, design tasks	Midterm Exam, Final
	Apply appropriate documentation and spatial analysis methods to assess a selected heritage asset before intervention. *(Bloom Level: Applying)*	Lectures, group discussions, case studies, design tasks	Midterm Exam, Final
	Propose and **develop** innovative design solutions for historic buildings, integrating contemporary architectural approaches with regenerative design principles. *(Bloom Level: Creating)*	Discussions, case studies, design tasks	Midterm Exam, Final
Course Content	This course explores the fundamental principles and practices of regenerative architecture and contemporary design strategies within historical environments. It examines the integration of sustainable planning and regenerative principles into both architectural and interior design processes, emphasizing how heritage context shapes contemporary creative solutions. The course covers architectural regeneration methodologies, historical building typologies, adaptive reuse frameworks, and international preservation criteria. Through theoretical lectures, case study analyses,		

	and active classroom discourse, students develop a critical understanding of how to balance historical integrity with contemporary design approaches. Ultimately, students demonstrate their proficiency by actively participating in design debates and developing a comprehensive intervention project that applies regenerative and adaptive reuse methods to a selected heritage site.

COURSE OUTLINE/SCHEDULE			
Week	**Topic**	**Implementation (theory/practice)**	**Required Reading, Preliminary preparation**
1	Introduction to the course's topic.	T-P	No need for preliminary preparation.
2	Introduction of the key terminology: sustainability, heritage-led regeneration, architectural regeneration, community engagement, Creativity	T-P	No need for preliminary preparation.
3	Benefits of Regeneration, Impacts of Regeneration, Challenges and Opportunities.	T-P	Preliminary preparation required.
4	Architectural Regeneration in Abandoned Areas, Contemporary Design Approaches	T-P	No need for preliminary preparation.
5	Architectural Regeneration in Abandoned Buildings, Contemporary Design Approaches Regenerating unfinished buildings-Critics for Midterm submission	T-P	Preliminary preparation required.
6	Architectural Regeneration in Protected Areas and Buildings, Contemporary Design Approaches	T-P	Preliminary preparation required.

	Regenerating unfinished buildings-Critics for Midterm submission		
7	**MID-TERM EXAMS**		
8	Regenerative architecture and Creative Re-use	T-P	No need for preliminary preparation.
9	Regenerative architecture and Creative Re-use	T-P	
10	Investigation of different Regenerative architecture and Creative Re-use case studies	T-P	No need for preliminary preparation.
11	Investigation of different Regenerative architecture and Creative Re-use case studies	T-P	Preliminary preparation required.
12	Semi-ruined buildings and regenerative proposals-Final Project critics.	T-P	No need for preliminary preparation
13	Semi-ruined buildings and regenerative proposals-Final Project critics.	T-P	Preliminary preparation required.
14	Semi-ruined buildings and regenerative proposals	T-P	Preliminary preparation required.
15	Semi-ruined buildings and regenerative proposals-Final Project critics.	T-P	Preliminary preparation required.
16	**FINAL EXAMS**		

Required Course Material(s) / Reading(s)/ Text Book(s)	Wong, Liliane (2023). *Adaptive reuse in architecture: a typological index.* Basel, Switzerland: Birkhäuser. **ARUCAD Library Catalogue no: TH3401.W655 2023.** Wong, Liliane (2017). *Adaptive Reuse extending the lives of buildings*. Basel, Switzerland: Birkhäuser.**ARUCAD Library Catalogue no: REF TH3401.W655 2017.** Orbasli, Aylin (2008). *Architectural conservation: principles and practice.* Malden, MA: Blackwell Science. **ARUCAD Library Catalogue no: NA105.O73 2008.**

	Orbasli, Aylin and Vellinga, Marcel (2020). *Architectural regeneration*. Hoboken, NJ: Wiley-Blackwell, ISBN: 9781119340331**ARUCAD Library Catalogue no: NA2543.S6.A624 2020**
Recommended Course Material(s)/ Reading(s) /Other	Cullinane, J. J. (2012). Maintaining and Repairing Old and Historic Buildings. New Jersey: John Wiley & Sons. Forsyth, M. (2013). Understanding Historic Building Conservation. England: Wiley-Blackwell. Latham, D. (2000). Creative Re-Use of Buildings. Vol. 1-2. Dorset, England: Donhead Publishing. Liliane, W. (2016). Adaptive Re-use: Extending the life of buildings. Switzerland and Germany: Birkhäuser. Feilden, B. M. (2003). Conservation of historic buildings. Routledge. Pickard, R. (1996). Conservation in the built environment. Petzet, M. (2009). International Principles of Preservation: Monuments and Sites. Stratton, M. (2000) Industrial Buildings: Conservation and Regeneration. Taylor and Francis.Wong, L. (2016). Adaptive Reuse. Birkhauser Basel.

ASSESSMENT		
Learning Activities	**NUMBER**	**WEIGHT in %**
Mid-Term	1	40
Quiz	0	
Assignment	1	
Project	0	
Field Study	0	
Presentation / Seminar	0	
Studio Practice	0	
Other	0	
Contribution of Final Examination/**Final Project/** Dissertation to the Final Grade	1	60
TOTAL		100

CONTRIBUTION OF COURSE LEARNING OUTCOMES TO PROGRAMME LEARNING OUTCOMES						
No	**PROGRAMME LEARNING OUTCOMES**	Level of Contribution (1-lowest/ 5- highest)				
		1	2	3	4	5
1	Understand architectural history, theory, and cultural heritage, including the relationship between local/vernacular traditions and global architectural discourse.					X
2	Understand the technical knowledge and the principles of structural systems, building technology, environmental performance, and construction processes as integrated components of architectural design.					X
3	Comprehend sustainability, ecological sensitivity, and climate-responsive design principles and their application across different scales of the built environment.				X	
4	Recognize the legal, ethical, and professional frameworks governing architectural practice, including relevant codes, standards, universal ethical values, and the principles of project management and cost estimation.					X
5	Apply creative and critical design thinking to develop holistic architectural solutions that respond to spatial, environmental, cultural, and social challenges at local, national, and global scales.				X	
6	Produce professional drawings, models, technical documentation, and digital/parametric visualizations that effectively communicate architectural proposals at all stages of design.				X	
7	Conduct systematic, evidence-based research and apply critical evaluation methods to inform and validate design decisions throughout the design process.				X	
8	Integrate interdisciplinary knowledge — spanning art, engineering, ecology, and social sciences — to produce innovative and contextually sensitive design outcomes.				X	
9	Demonstrate professional and ethical responsibility, with sensitivity to environmental sustainability, socio-cultural diversity, and the well-being of communities served by architectural practice.					X
10	Collaborate effectively in interdisciplinary and intercultural teams, demonstrating leadership, communication, and project management competencies in design and professional contexts.				X	
11	Communicate architectural ideas persuasively and clearly in verbal, visual, and written form to professional, academic, client, and public audiences.			X		

12	Engage in continuous self-reflection, lifelong learning, and active contribution to the evolving architectural profession at local, regional, and international levels.				X	

ECTS / STUDENT WORKLOAD				
ACTIVITIES	**NUMBER**	**UNIT**	**HOUR**	**TOTAL (WORKLOAD)**
Course Teaching Hour (x weeks * total course hours)	14	1	3	42
Preliminary Preparation and self- study	8	1	5	40
Mid-Term	1	1	3	3
Quiz				
Assignment				
Project				
Field Study				
Presentation / Seminar	2	1	6	12
Studio Practice				
Final Examination/ Final Project/ Dissertation	1	1	30	30
Other				
TOTAL WORKLOAD				127
TOTAL WORKLOAD / 25				127/25= 5.08
ECTS				5

ETHICAL RULES WITH REGARD TO THE COURSE

Plagiarism Disclaimer

Detected and undetected plagiarism is a serious offense at any time and it could have devastating effects on your degree result and future professional lives.

Plagiarism is easy to avoid if you make sure to identify and acknowledge your sources thoroughly and do not copy directly from visual examples, designs, or notes that have in turn been taken word for word from your sources.

	SDG 1: No Poverty	
	SDG 2: Zero Hunger	
	SDG 3: Good Health and Well-Being	
	SDG 4: Quality Education	X
	SDG 5: Gender Equality	X
	SDG 6: Clean Water and Sanitation	
	SDG 7: Affordable and Clean Energy	X
	SDG 8: Decent Work and Economic Growth	
	SDG 9: Industry, Innovation and Infrastructure	X
	SDG 10: Reduced Inequalities	
	SDG 11: Sustainable Cities and Communities	X
	SDG 12: Responsible Consumption and Production	
	SDG 13: Climate Action	
	SDG 14: Life Below Water	
	SDG 15: Life on Land	
	SDG 16:Peace, Justice and Strong Institutions	
	SDG 17:Partnership for the Goals	X

ASSESSMENT DETAILS AND EVALUATION CRITERIA:	
Final Grades will be determined according to the Course Learning Activities and Final Examination/ Project/ Dissertation Assessment Details as below, and comply with the Education and Examination Regulation set by the University. Students are required to attend at least 70% of the classes. The maximum allowable absenteeism is 30%. Midterm %40 and final submission %60.	
PREPARED BY	Asst. Prof. Dr. Aliye MENTEŞ YARDIMCI (February 2024)
UPDATED	September 2026
APPROVED	