



Subject card

Subject name and code	, PG_00071326						
Field of study	Architecture						
Date of commencement of studies	October 2023		Academic year of realisation of subject		2025/2026		
Education level	first-cycle studies		Subject group				
Mode of study	Full-time studies		Mode of delivery		at the university		
Year of study	3		Language of instruction		Polish		
Semester of study	6		ECTS credits		2.0		
Learning profile	general academic profile		Assessment form		assessment		
Conducting unit	Department of Visual Arts -> Faculty of Architecture -> Faculties of Gdańsk University of Technology						
Name and surname of lecturer (lecturers)	Subject supervisor		mgr inż. arch. Dariusz Cyparski				
	Teachers		mgr inż. arch. Dariusz Cyparski				
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	15.0	10.0	0.0	0.0	0.0	25
	E-learning hours included: 0.0						
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	Number of study hours	25		0.0		0.0	25
Subject objectives	The course aims to develop practical skills in designing, drafting, and formatting an accessible e-book guide addressed to parents, teachers, and public institutions on the subject of designing spaces for children with ADHD. Its overarching goal is to transform specialist subject-matter knowledge into an appealing, functional, and professional end product intended for audiences without formal training in architecture.						
Learning outcomes	Course outcome		Subject outcome		Method of verification		
	[K6_U01] is able to use the experience gained during studies to critically analyze the conditions and formulate conclusions for design in an interdisciplinary context		is able to critically analyze conditions and formulate conclusions for design in an interdisciplinary context		[SU4] Assessment of ability to use methods and tools [SU5] Assessment of ability to present the results of task		
	[K6_W02] knows and understands the rules of gathering information and their interpretation as a part of project concept preparation; issues related to architecture and urban planning in the field of simple design problems solving		Developing an effective structure and narrative suited to a lay audience; editing the text for clarity and appeal of its message; selecting and evaluating visual elements (illustrations, diagrams) that support comprehension of the content; as well as the fundamentals of formatting and preparing the complete work for publication.		[SW2] Assessment of knowledge contained in presentation		

Subject contents	Course content – lecture		
	1. Introduction to creating an e-book guide – the specific characteristics of the guide genre, the goals and needs of the lay audience (parents, teachers, public institutions). 2. Communicating specialist knowledge to non-experts – principles of translating subject-matter expertise (designing spaces for children with ADHD) into accessible and engaging language. 3. Structure and narration of the guide – constructing a logical composition of the e-book, narrative techniques for engaging the reader, principles of chapter organization. 4. Editing and writing style – criteria of clarity, coherence, and appeal of the message; editing for readers without formal training in architecture. 5. Visual elements in the publication – types of graphics and diagrams supporting comprehension of the content, criteria for their selection and evaluation, integration of text and image. 6. Formatting and publication preparation – fundamentals of e-book typesetting and typography, publication formats, stages of preparing the complete work for release.		
Prerequisites and co-requisites	Course content – exercises		
	1. Analysis of exemplary e-book guides – evaluation of the structures, narratives, and language of existing publications addressed to non-expert audiences. 2. Designing the structure of one's own e-book – developing an outline and chapter plan for a guide on designing spaces for children with ADHD; constructing a narrative for a lay readership. 3. Editing in practice – workshop exercises in simplifying the message, ensuring clarity and appeal of the text, and peer review. 4. Working with visual elements – selecting, creating, and evaluating graphics and diagrams that support understanding of the content; integrating illustrations with text. 5. Formatting the complete work – hands-on exercises in text formatting and preparing materials for publication.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
		60.0%	100.0%
Recommended reading	Basic literature		
	Supplementary literature		
	eResources addresses		
Example issues/ example questions/ tasks being completed	1. Discuss the genre-specific characteristics of an e-book guide in comparison with a traditional book publication. 2. What are the principal informational needs of the non-expert audience (parents, teachers, public institution staff) in the context of ADHD-related subject matter? 3. Present the principles of communicating specialist architectural knowledge to audiences without formal technical education. 4. Which narrative techniques facilitate the engagement of the non-expert reader? Discuss them using selected examples. 5. List and characterise the criteria of clarity, coherence, and appeal in guidebook texts. 6. Discuss the functions of graphics and diagrams within a guidebook publication, as well as the risks arising from their excessive or improper use. 7. What does the selection of visual elements with regard to supporting content comprehension entail? Provide the criteria for evaluating the effectiveness of an infographic. 8. Describe the basic electronic publication formats and their significance for content accessibility. 9. Discuss the fundamental principles of typography and typesetting in electronic publications. 10. How does the external environment (home, school, public space) affect the functioning of a child with ADHD? Discuss these relationships in the context of the guide's substantive content.		
Practical activities within the subject	Not applicable		

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