



SESSION 2 - ADVANCED RESEARCH AND DIGITAL TOOLS  
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ARCHITECTONICS: 1<sup>ST</sup> YEAR DESCRIPTIVE GEOMETRY  
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### ABSTRACT

Since the nineteen seventies descriptive geometry was taught to first year architecture students at the TU Berlin's Institute of Architecture by drawing with chalk on blackboards and slideshows describing the construction of various projection methods, as seen in the traditional architecture practice.

Furthermore, there was no link between the descriptive geometry department, the first year design studios or the CAD department, thus creating a fragmented curriculum. In an earlier paper entitled *Rule Based Design at the TU Berlin*, Barlieb et al. [1] explored didactic methods to teach digital parametric design tools. This impetus lead to speculate on conveying digital and analog tools to students, focusing on describing spatial relationships while aiding pupils to discover and refine their own architectural language, hence "architectonics".

The following paper tackles the questions: how can we integrate descriptive geometry into the core curriculum of first year design? How can we introduce theoretical and practical notions of analog and digital forms of representation to a Facebook generation of students?

The new architectonics lab at the TU Berlin is currently experimenting with these and other related pedagogical issues. Strategies on how we may arrive at hybridizing analog and digital sensibilities in first year design studios are articulated in the paper. We plan to introduce didactic methods, lectures and exercises currently employed to train students in the art of decoding and encoding space.