

13.1

From Real to Virtual Building Behaviours: "Expert Hypertexts" in the Design Studio

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A Scenario for Architectural Education

Starting from the refuse of the most impressive, on fashion performances of the so called Virtual Reality, I hypothize for the architectural education of the next decade a strategy based on the following scenario:

- as regards the form of the virtual studio, it should result from the synergy of many moments and opportunities: telematic interaction; students working at home; students training through assistant design tools in the university venue, with or without teachers' supervision; informal discussion teachers-students about such training; traditional teachers' lectures as introductions or resumes;
- as regards the function of the virtual studio, it should realize the awareness of building behaviours, by teaching architectural design through the critical analysis of positive and - even more important - negative "precedents" (see Kane and Szalapaj, 1992).

From Real to Virtual Building Behaviours

So, what becomes basic is the strategy of using educational tools capable of referring the virtual behaviours of projected buildings to the real behaviours of realized and used buildings.

At the present time, we have already important opportunities offered, on one side, from the rules of expert systems, on the other side, from the free navigation of hypertexts.

The Role of "Expert Hypertexts"

However I think it is possible to go beyond what these two tools, expert systems and hypertexts, separately offer in their specific philosophies. The complementarity of their differences is a potential resource: the indefinite vastity of the problematic exploration (Hts); the definite delimitation of the heuristic efficiency in guiding to action (ESs). I mean the promising perspective of their synergy in "expert hypertexts", focused on a unique case study, conceived as either training tools or "research memories" for the design studio.

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