Finally, a special potential might result from the idea of a Model-and-Student Work Index resp. Archive. The volume of digital (re-)construction so far has not been compiled in picture. A group of students analyzing a (famous) piece of architecture may not be able to get hold of possible reconstructions already performed on digital basis. Furthermore, an overview on (extensive) City Models could be of interest. But in what way and how are the findings and materials to be made available to others not directly involved? As already mentioned with regard to CUMINCAD the Internet offers excellent possibilities of making information accessible to a vast public. Provided computer equipment is readily available the expenses accrued particularly result from the actual time consumption.

Conclusions
A fast moving field, such as CAAD, requires responsive indexes of literature in order to allow researchers to „stand on each others’ shoulders, instead of stepping on each others’ feet“. We have proved that using Internet technology and Web-oriented databases allow to create relevant, representative indexes. Because researchers create them themselves and because the effort can be distributed, these indexes may prove more useful to the professional public, than big commercial indexes. A library is an essential infrastructure of any research team. A virtual library, such as CUMINCAD, provides a common library on a global scale. An index, such as CUMINCAD, also provides the basis for further studies about an evolution of a research topic and may influence the future of publishing scientific papers.

References

Z. Turk, WODA - A Slim Web Oriented Database, IDC99 Conference, City University of Hong Kong, 1999.
between the extremes defined through static observation (the principles for describing the initial geometry are developed through research and case study). One scenario described in a mapped low-polygon model is combined with one or more scenarios through tools such as 3d Max’s Morpher. The morphed results are used to visualize very quickly a tremendous range of alternate scenarios. As well, mapped low-polygon models are being tested and fitted onto sites with the use of space warps and modifiers- testing the impact of context and external influences on resultant geometry. However, in contrast to the paper study model, the digital study model’s potential as a final presentation product increases as it is used to test design options. As original geometry can almost always be restored and, each test may be recorded as DV for future presentation.

In my current studio, each student is being allowed to pursue a design typology of their liking but all are required to follow the method described above. Projects range from personal to public spaces. Defining recipes for applying the low polygon modeling method to various typologies was a class activity. For example, the studio defined what elements of each type being considered were essential to the low-polygon model, which elements of a type were inviolate (formally and functionally) and, which elements were flexible (formally and functionally). I also required the class to consider and list localized material properties of types- e.g.- transparent, solid, detailed, bumped. The list of conditions and ingredients was used to guide student decision making while setting up their initial low-polygon models and for controlling modifiers and model manipulations. The potential of writing code to test models and to record tests was also considered but beyond the skill level of most of the students.

A byproduct of the time-savings gained from using low-polygon models has been better defined and tested designs. While subjective decision making has not been eliminated by following the method described, the increased capacity of students for quick testing and feedback has substantially improved their projects and made the results seem less arbitrary. The adjustment in emphasis in digital modeling pedagogy, from complete and accurate to low-polygon approximation, is translatable to the speed and efficiency expectations of practice while not precluding a capacity for serendipity and/or accuracy and completeness.

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Ball State University seeks a creative visionary administrator for a three-year appointment who can assume the directorship of the recently established Center for Media Design. The Center is part of the $20,000,000 iCommunication project that concentrates on the creation and distribution of media content in the new digital media environment. The Center’s mission is to create innovative digital products, develop new media professionals and businesses, and assist the state in bringing visibility to Indiana in the arena of digital media content.

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