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THE TEACHING OF CAAD:
FROM "ELITE" TO THE MASS TEACHING METHOD

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Abstract:
In the following notes I explain the development of CAAD teaching method from the initially "elite" to the finally mass teaching method in mine experience during the courses of Composizione Architettonica in the University of Genoa.

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Cipriani R., E. Valenti, and other; Some years' experience teaching C.A.A.D. in "Proceedings of The CAAD Futures '89 Conference", Harvard University, Cambridge, MA; to be published by MIT Press.

Mitchell, W.J.; Computer aided architectural design; Van Nostrand Reinhold, 1977

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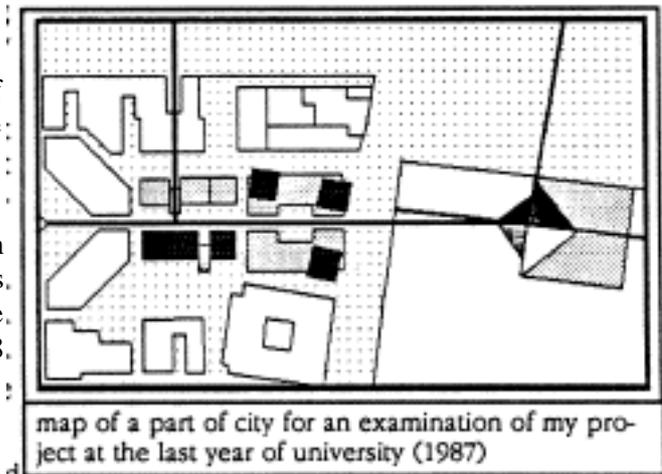Radford A. - Stevens G.; CADD Made Easy; McGraw - Hill Inc. (1987)

De Fusco R.; Il progetto di Architettura, Laterza (1987)

See also related paper presented at this conference by other people of my working group.

I think that to arrive to speak about teaching method the passage to go trought it's very long but during this moment I don't know that it is a very important step to became a teacher, and only when I reach to apply this teaching method I recognize with my mind every pass undertoken.

In my experience I had go trought a lot of steps starting from a personal interest about the Computer Aided Architectural design.

My interest born almost casual because in my university, when I was a student, four years ago there was'nt a Computer room and the presence of an only Apple Macintosh 128 drawed my curiosity.

map of a part of city for an examination of my project at the last year of university (1987)

I started to work with this machine and while the time went by I found out that my architectural design was more swift such as I succeed to produce a project in less time and at the same time to verify in its in full.

I must precise that I didn't know the computers graphic and I hadn't study this kind of machines so my knowledge was self taught.

My approaching at a computer graphic was to know the power of the machine to understand the method to work of its and I found that was not important to have experience because its use was truly plain.

axonometrics views of a study of my project. (1987)
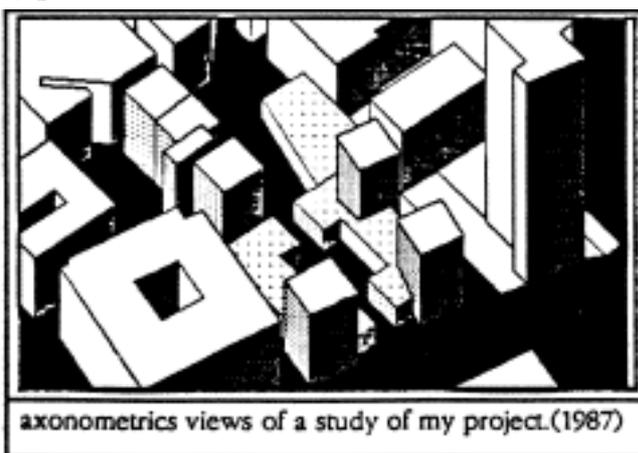
It was based on commands given through the "menu bar" that clearly said me every opportunity about the way to work in that particularly moment.

The knowledge of the machine is very
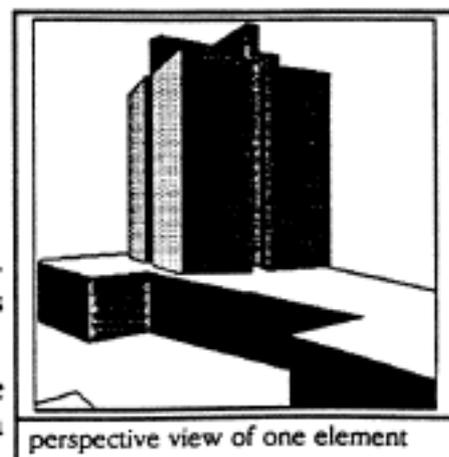
simple and swift and grafic production, that I overtoken after a little time, is shown in some examples that follow.

I started to work with a program called Space Edit that is a tridimensional graphic program and in a

perspective view of one element

perspective view of my project. (1987)
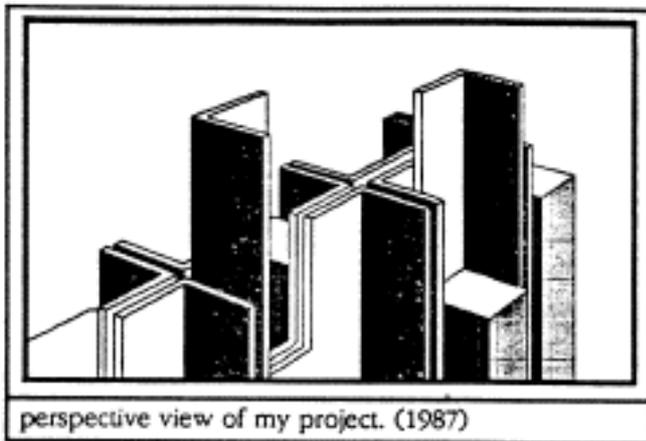
first time the pictures were more simple with only maps of the project but then I started to produce perspectives, axonometric views like in these images with the opportunity to understand my object in the space.

I arrived to define the project in every detail like the spaces, the structures etc.
Born, after a little time of work with computers, the desire to always know better the machine with which I have a collaboration and so nearly without knowledge I was spend to search new methodology of work and news programmes.

And so I start to study new programmes like Minicad, another tridimensional program, that is more complex and complete to study the object in the space and in its elements.

The evolution and knowledge of these interests addressed me to the research to know better the computers therefore for me was a natural event to continue to search.

All this isn't still a teaching method but they are fundamental steps because a personal experience and interest will became such.

The next step is a first pass toward the teaching method also if is not yet true.

structural view (1987)
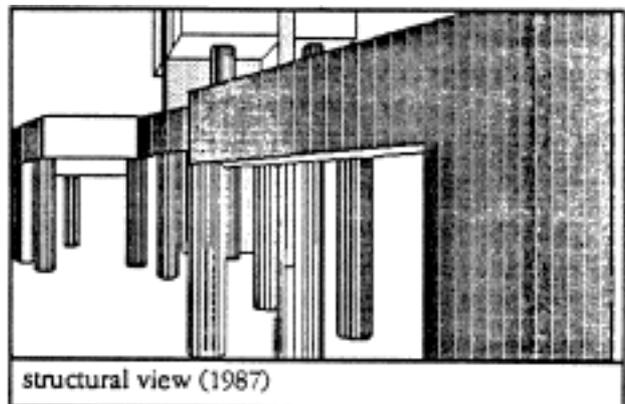
I talk about "ELITE" teaching method which is not yet considered in its epistemological meaning, but which is still at a researching level, since it's used in experimental way in order to understand the most suitable methodology and the most appropriate technique to make the method concrete. In this moment it is only an advice to others students, or only a choice to define better an architectural problem and you don't yet know that in this moment you are making teaching method also if for a little number of people.

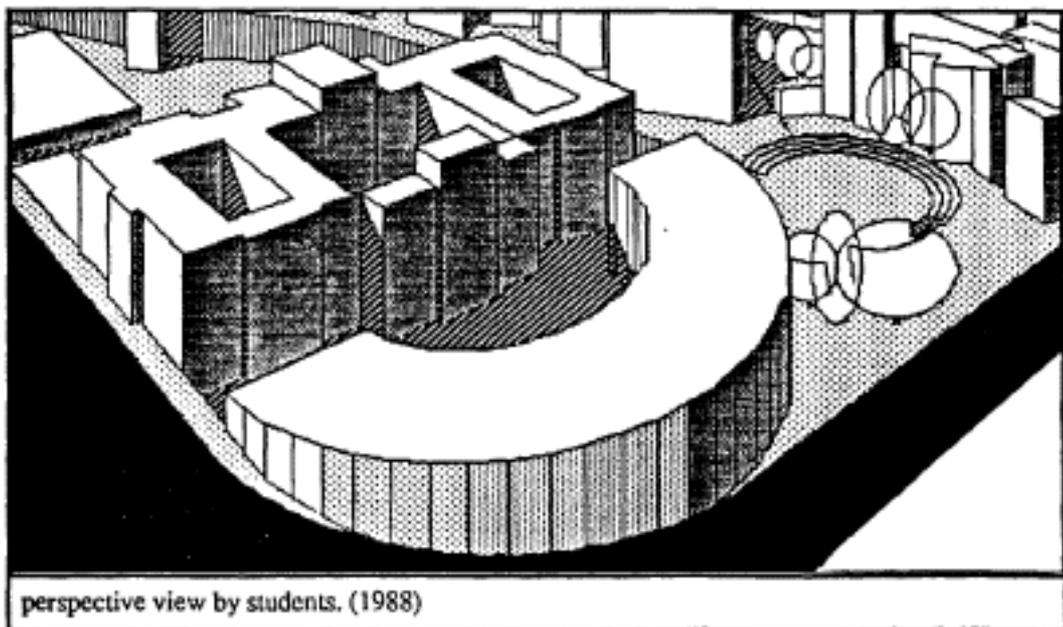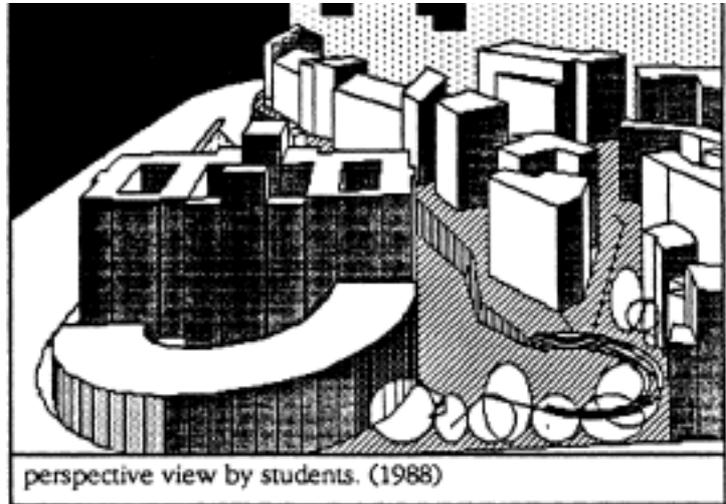a studio born by elite teaching method
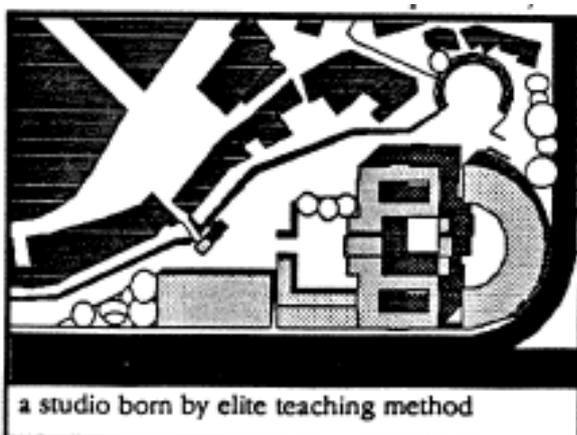
The " ELITE " teaching method is yet considered a kind of research and every steps don't give still an official importance at this kind of work.
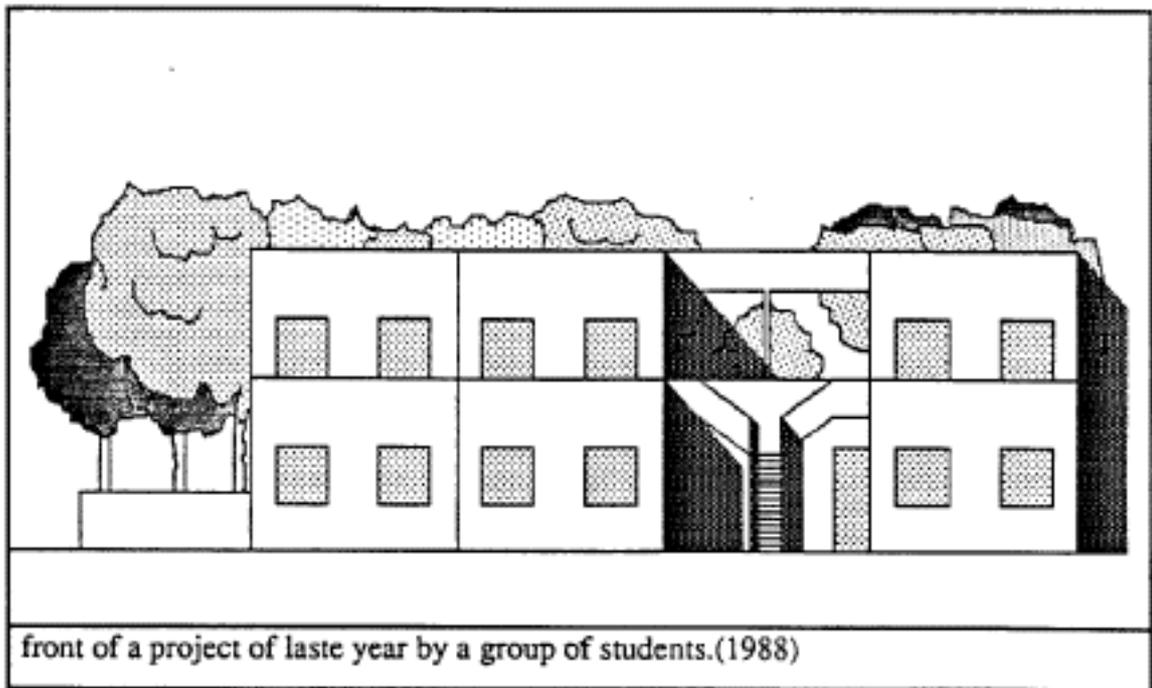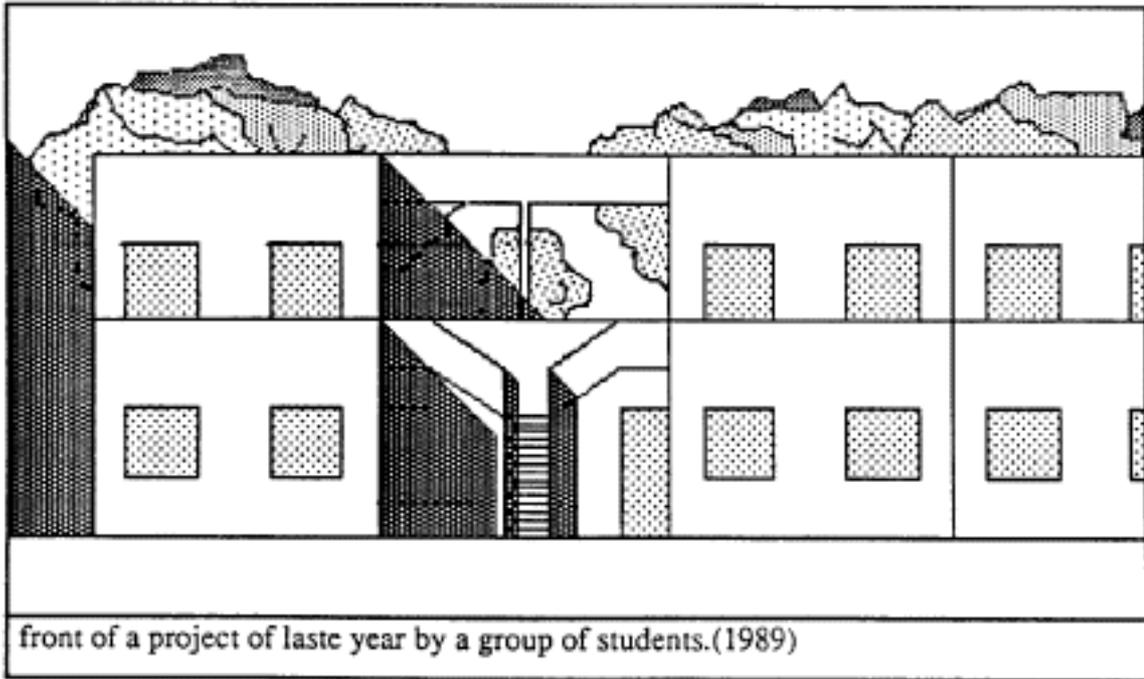
Only when the interest and maybe the curiosity of a lot number of students is applied to the Computer Architectural design in such a case the teaching becames a true teaching method and like consequence there is the creation of university courses and the birth of problems to teach to a high number of persons.

Only now I understand what is the CAAD teaching method and which are the fundamental steps to arrive at this point and the way to obtain that.

In this period I am an assistant of a course of Architectural design in the University of Genoa. This course born two years ago when after a lot of steps I and other people ar obtained an official recognition from the university and so we established a CAAD mass teaching method with a big satisfaction for myself for the results that the students gave us.

These are some examples of students of this year that like me in a first time don't know the use of the computer Aided Architectural Design, but that now use the machine with enough competence.

perspective view by students. (1988)

perspective view by students. (1988)

front of a project of laste year by a group of students.(1989)

front of a project of laste year by a group of students.(1988)

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