Dublin Institute of Technology School of Architecture, Ireland

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What and Why

The course aims to give the students an overall understanding of technology and its relationship to design.

The aim of technology on the course is to allow the students to develop their designs through the use of technology and to understand how it influences design.

How

Problem Based Learning (PBL) & Lectures:

Students learn to apply technology by doing as well as having a grounding in lectures.

The teaching of technology is by and large broken down into two methods:

One part concerns itself with the theory of technology. This is primarily delivered through lectures.

The other part of technology course is delivered through technology studio. This aims through the students own work to explore the relationship between studio work and technology.

This allows the students to develop their cognitive skills by exploring technology through designated studio time.

Site Visits:

The students are taken to a number of site visits during the course. They also undertake a study of a building under construction over a number of weeks to form the diary of a building as it is constructed.

Timetabling:

The design projects in the early years allow a certain amount of time towards the end of the project to explore one aspect of the project in detail. This is then submitted as part of the final scheme.

This method then emphasises to the student the importance of integrating technology into the design. The students then continue this method further in the later years.

Who

Relevant experience:

All lecturers teaching on the course have worked for a number of years in the construction industry prior to teaching technology. This practical background is of huge benefit to the students.

School of Trades:

Together with this the students have access to the school of trades. This allows the students to have hands on experience at brickwork, blockwork etc. and gives the students access to experienced tradespeople who have worked with a wide variety of materials and construction methods.

Specialists:

The College have a number of experts invited in to talk on a given specialised area. The range of topics covered vary from specialised glazing consultants to experts in the field of conservation.

Joint Projects:

There is an interact project which runs in third year and allows the students access to the students and staff of the school of engineering. The students use their own project as a vehicle for exploring structure, building envelope and materials.

When and to What Extent

Technology runs through all the years.

Years One - Three:

The initial years deal with the theory and concepts of technology.

The lecture programme has a written examination at the end of each year. *(one hour per week)*

Studio expands on these lectures and allows the students to develop their own research skills. *(three hours per week)*

Years four & five:

The later years allow the students to develop their own projects with technology integrated into them. In fourth year there are a series of case studies to further develop the understanding between technology and design. *(three hours per week)*

Final year the students must show an integration of technology with their own thesis project. *(integrated into years work)*

Dynamics and Tendencies

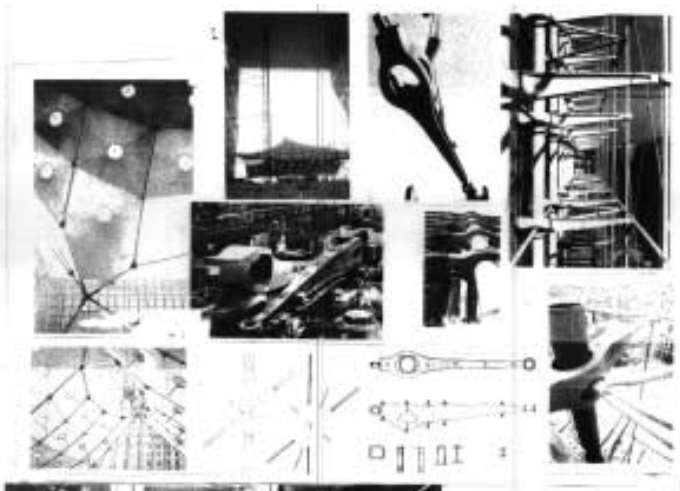
PBL, lectures, seminars, site visits, workshops and on-line learning

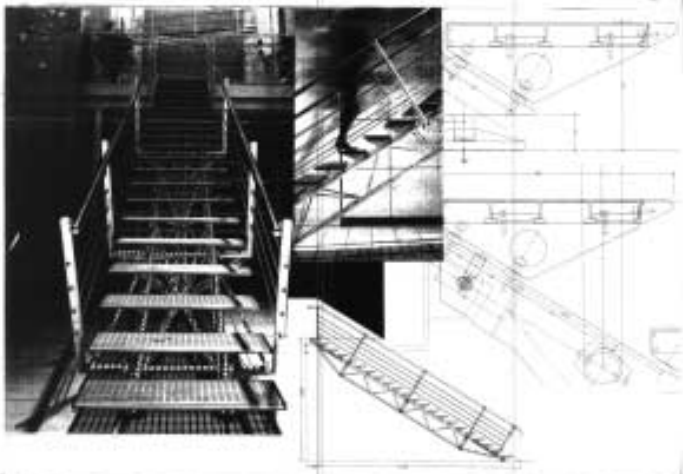
The school aims to integrate technology with the design process and to explore technology as a design tool.

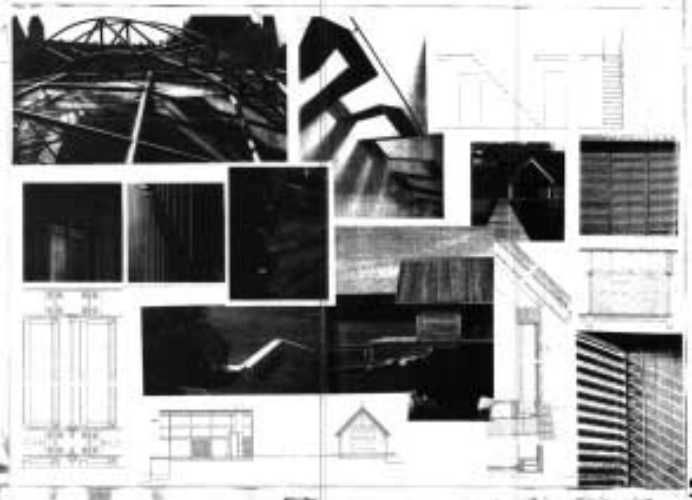
Currently the School is expanding the teaching methods outlined by producing a series of studies on building materials and components. The first of these 'The Archiwood Project' explored the use of timber. This model is available in CD-Rom form and will be available over the Internet.

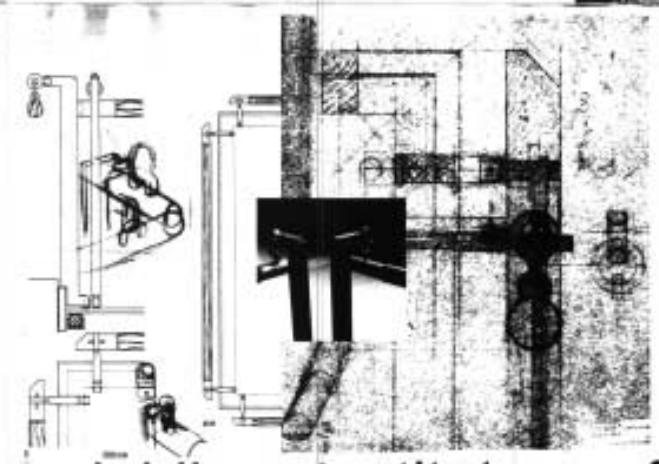
This enables the student to investigate the use of timber as a material in number of different built examples. The programme contains sketches, photographs, construction drawings and specifications which allows the students to study what aspect of the material they want to look at to the required level of detail.

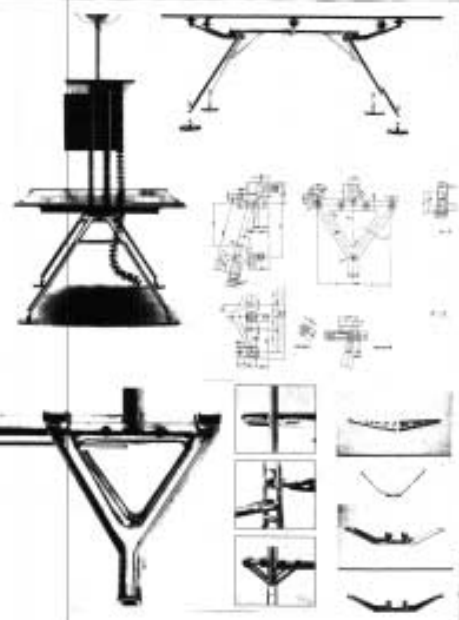
This method will be expanded further to possibly allow for on-line learning in the future.











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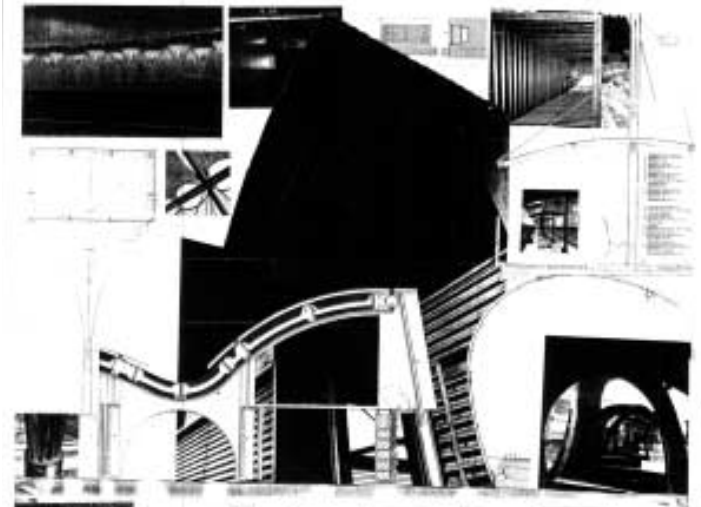

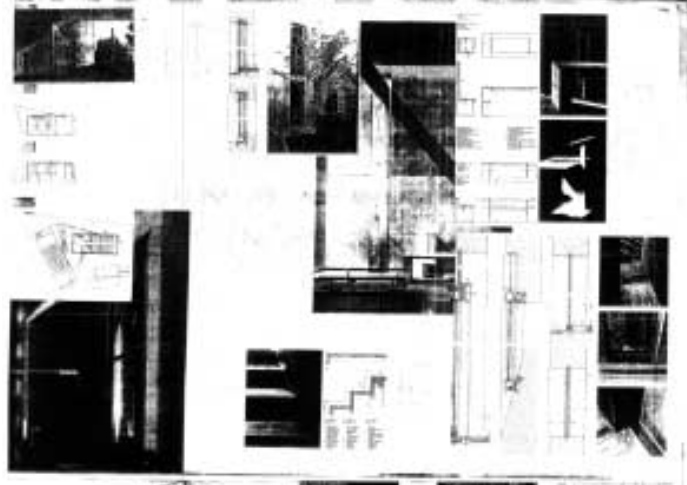

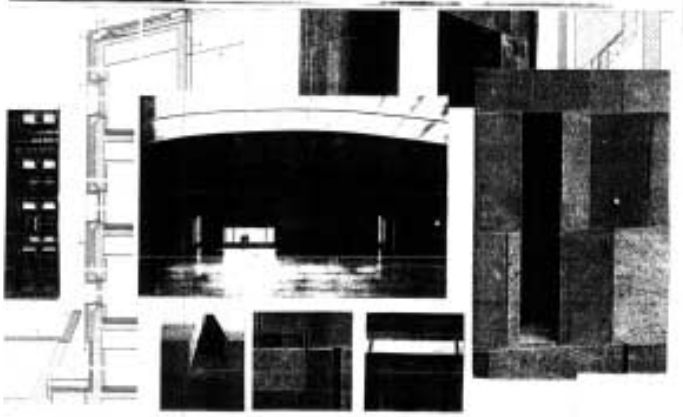

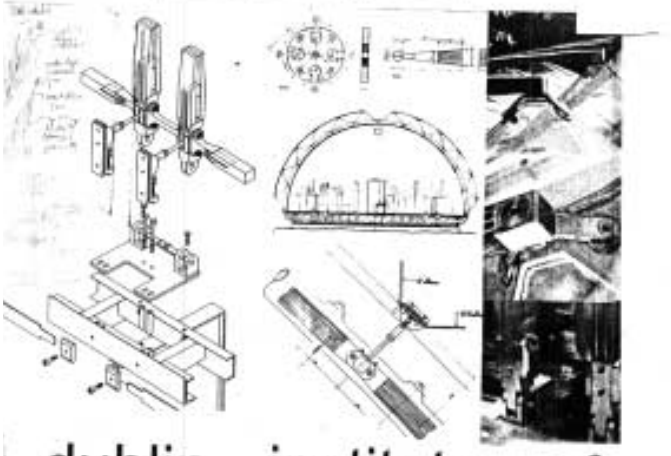

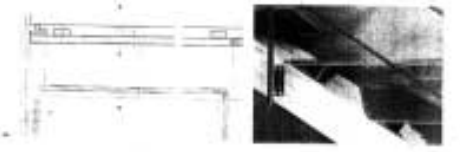

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