

What and Why

The FHL study plan in construction has the following steps:

1st year basic construction about 144 lessons
construction workshop 180 lessons

The FHL students have very different backgrounds. The majority comes from Austria, Switzerland, Germany and Liechtenstein. About 50% have a pre-education as draftsmen for architecture (4 years Switzerland) or a special building - technical Matura (HTL Austria). For this group only basic construction is obligatory. For students without pre-education and basics the construction workshop is obligatory.

2nd to 5th year

- a) including the thesis every semester the student attends one main semester project with a drawing up in construction. 6 x 36 lessons.
- b) 5th semester a course in wooden construction with a final project
- c) 6th semester a course in steel - construction with a final project
- d) 7th semester a course in massive - construction with a final project
- e) part of construction forms the calculation lessons. Basics in semester 1 - 4 and 3 semester projects with structural concepts.

How

The main objective of the 1st year course is to bring the students of different backgrounds to an equivalent technical knowledge.

The methods are lectures and seminars, excursions to building sites, production sites and built examples.

During the six following semesters the construction - teaching goes along with the projects (studiowork).

The 2nd year construction - teaching is based on the idea to bring architectural - conceptual thinking and basic construction together.

Strictly every architectural project at the FHL has to prove in detail the construction mode.

Who

The 1st year staff in construction are architects which are professional teachers at our and at another technical school.

Calculations is taught by a civil - engineer with an own engineering studio.

Studio- or project- work is given by different teachers, all of them are architects with there own studio in the area of Switzerland, Liechtenstein, Austria and Germany.

When and to What Extent

1 st year	basic construction about	144 lessons
	construction workshop	180 lessons
1 st and 2 nd year calculation		140 lessons
2 nd , 3 rd and 4 th year six main projects with construction detailing		216 lessons (studio teaching)
3 rd and 4 th year	wood construction	72 lessons
	steel construction	72 lessons
	massive construction	72 lessons

More Conceptual Thinking – Less Constructional Predetermination

Architecture, wherever it occurs, influences, and architecture itself is influenced by almost everything.

Thematically, the education of an architect has to be as wide-ranged as possible. Architectural education is about inclusiveness and by no means exclusive. The individual character of a student must be detected and strengthened through the process of his studies.

What better can we give than one's own individuality?

While designing, the process goes from the abstract to the concrete, from wide angle to a pinpointed zooming. If specialism comes into play too early, the abstract process is not carried through and concepts are not being developed.

Construction is one of the tools of making architecture, not of creating it (with the exemption: when construction becomes the concept).

It also needs an open-minded and knowledgeable teacher, who does not just emphasize on construction methods that are familiar to him.

Mostly the missing knowledge of teachers and students and the demand for 'solvable' constructions lead into a safety program. They design what they can handle. Thus freedom leads to boredom.

The design process is not linear; it is not a one-way road, but a pattern of streets that lead to the main road. One of these side streets is construction. If it is too dominant from the beginning it narrows down possibilities. Construction has to be supportive to the concept and not vice versa. Once more, if construction comes too early it diminishes, if not prevent, the abstract process of conceptual thinking. Without a concept architecture will not be alive.

Virtual Reforms

Construction itself has to be taught as tactile as possible. The wide range of today's materials and their possibilities must become part of the toolbox. Well-equipped workshops are necessary.

Scale 1:1 design projects support the students understanding for materials and construction.

What and Why

The PHL studypole in construction has following steps

1st year basic construction about 144 lessons
 construction workshop 180 lessons

The PHL students have very different backgrounds. The majority comes from Austria, Switzerland, Germany and Liechtenstein. About 50% have a preeducation as draftsman for architecture (4 years Switzerland) or a special building - technical Matura (HTL Austria). For this group only basic construction is obligatory. For students without preeducation and basics the construction workshop is obligatory.



1st year

2nd to 5th year
 a) including the thesis every semester the student makes one main semesterproject with a drawing up in construction. 6 x 36 lessons.
 b) 5th semester a course in wooden construction with a final project
 c) 6th semester a course in steel - construction with a final project
 d) 7th semester a course in massive - construction with a final project
 e) part of construction forms the calculation lessons. Basics in semester 1 - 4 and 3 semesterprojects with structural concepts.



1st year



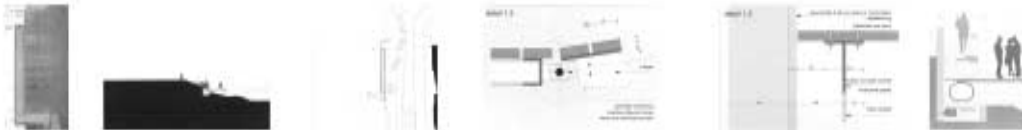
How

The main objective of the 1st year course is to bring the students with the different backgrounds to an equivalent technical knowledge. The methods are lectures and seminars, excursions to buildingplaces, production sites and built examples.

During the six following semesters the construction - teaching goes along with the projects (studiotwork).

The 2nd year construction - teaching is based on the idea to bring architectural - conceptual thinking and basic construction together.

Strictly every architectural project at the PHL has to prove in detail the construction mode.



6th year main project with construction detailing



Who

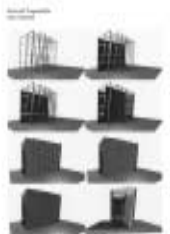
The 1st year staff in construction are architects which are professional teachers at ours and another technical school.

Calculation is given by a civil - engineer with an own engineering studio.

Studio- or project- work is given by different teachers, all of them are architects with there own studio in the area of Switzerland, Liechtenstein, Austria and Germany.



3rd year woodconstruction



When and What Extent

1st year basic construction about 144 lessons
 construction workshop 180 lessons

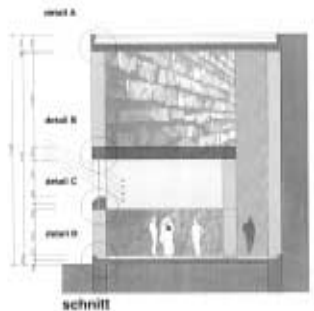
1st and 2nd year calculation 140 lessons

2nd, 3rd and 4th year six main projects with construction detailing
 216 lessons (studioteaching)

3rd and 4th year woodconstruction 72 lessons
 steelconstruction 72 lessons
 massiveconstruction 72 lessons



4th year massiveconstruction



Virtual Reforms

MORE CONCEPTUAL THINKING – LESS CONSTRUCTIONAL PREDETERMINATION

Architecture, wherever it occurs, influences, and architecture itself is influenced by almost everything. Thematicaly the education of an architect has to be as wide ranged as possible. Architectural education is about inclusiveness and by no means exclusive. The individual character of a student must be detected and strengthened through the proces of his studies. What better can we give than ones own individuality.

While designing, the process goes from the abstract to the concrete, from wide angle to a pinpointed zooming. If specialism comes into play too early, the abstract process is not carried through and concepts are not being developed.

Construction is one of the tools of making architecture, not of creating it (with the exemption: when construction becomes the concept). It also needs an open minded and knowledgeable teacher, who does not just emphasize on construction methods that are familiar to him.

Mostly the missing knowledge of teachers and students and the demand for „solvable“ constructions lead into a safety program. They design what they can handle. Thus freedom leads to boredom.

The design proces is not linear, it is not a one way road, but a pattern of streets that lead to the main road. One of these side streets is construction. If it is too dominant from the beginning it narrows down possibilities. Construction has to be supportive to the concept and not vice versa. Once more, if construction comes too early it diminishes, if not prevent, the abstract proces of conceptual thinking. Without a concept architecture will not be alive.

Construction itself has to be taught as tactile as possible. The wide range of today's materials and their possibilities must become part of the toolbox. Well equipped workshps are necessary. Scale 1:1 design projects support the students understanding for materials and construction.