In a collaborative project in architectural education between the University of California Berkeley and Autodesk, we have developed an integral pedagogical approach to conceptual design using BIM software in introductory studios of our architectural program.

Building Information Modeling is typically deployed in upper division, comprehensive studios to further the development of architectural technology in building projects. This is not the case in this ED 11B introductory project.

Students are given their first design project about pure ‘tectonics’ and analytical thinking (this time using ‘Revit’) with no preoccupations about construction technology. The BIM aspect of the program is not introduced initially and the students work with the basic parametric 3-D modeling tools of the program in concert with analog model building in the college shop.

The unorthodox use of Revit is inspired by iconic [non-objective] art and [experimental] architecture from the 20th & early 21st century. Digital ‘parametric’ modeling is assimilated in the studio with traditional methods of exploration to generate conceptual and formal analysis.

**OBJECTIVES:**

- To produce formal analysis and orthographic drawings of [initially] non-objective form.
- To develop an understand the ‘tectonic’ systems of an experimental case study house project and ‘slice it like Prosciutto’
- To combine a digital process with intuitive thinking in the iterative design process deployed in the entry level architectural studios. Timelines and maps accompany the site and building analysis.
- To instill a sense of combined sense commitment and critical thinking in the students so they can readily cross-reference what they see and do in the world is part of their architectural process.
Course Faculty, Environmental Design 11B, Spring 2008
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