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The hand of the apprentice designer in the pedagogy architecture project deal with digital tools

ABSTRACT - KEYWORDS

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Architecture - Design - Manual - Digital - Pedagogy - Interviews

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Today we live in a world of disappearing, a world of addiction, impatience, a world of digital universe beyond us on our fragile slopes, we go beyond our human limitations, we bury in a variety of strata , and we are propelled into a microcosm of infinite numbers that takes us from the disposition to addiction. This upsets the digital world of design education in the broadest sense and particularly the architectural project, our prime area of exploration. With the advent of lightning-aided design software designer in the wallet of the architecture students to the project is completely shocked and questioned if his conceptual approach. Our study focuses on teachers and speaks directly and exclusively to undergraduate student (Bachelor), involved in the project

we call apprentice developers around a better approach to the concept of the project (disegno / design) with a reference instead of by hand to add value cognitive, social and economic.

We talk about the place, and especially the influence of the impact of these tools, that is to say what is done on a body when a projectile hits another body, there is shock, d impact, impact angle. And it is this effect that we want to analyze in order to deduce the influence that results. To demonstrate the hypothesis that we advance that there is a danger in allowing some thought ambient set up as what we live in a perfect world with these new technologies that hide the "intelligence of hands" in favor of the alleged perspicacity on the computer.

Educational situation that we consider critical and risky drive train design puppets in the service of economic forces that impose their networks and systems to better assume all construction markets, and this at all scales, from the house to the city. At the risk of disappearing or no longer reserved only for acts of spectacular architecture except the role of the architect must be defended and promoted the first year of studies devoted to it by emphasizing its role factor in the company and its involvement in its construction as tangible and intangible, and civic buildings.

We put into question and undermine the foundations of the pedagogy of the project at the time of the invasion of digital tools in design project with a confusion of thought, the concept revealed and generated images with the help of software representation and simulation that lead to confusion between design and drawing, between the project and made, between idea and concept reflected assisted, between representation and simulation, between accompanying and support, between desire and envy. Our hypothesis is based on the fact that digital tools are not appropriate for architecture students from the undergraduate design projects in their conceptual stages.

Participatory research, central to our surveys allowed us to refine our investigations and all its elements are translated on the Manifesto website (s) with the responses of 80 experts met audio themes Digital, Human-Machine and Design. Exchanges that have enabled us to achieve developed substances that affect the body, hand, drawing and design and advanced formulas that express the lessons learned from all this research and recipes made as a teacher of the hand, in a digital world more and more present, a designer-aided design, all this leading us towards a pedagogy Métis with a

repositioning of the environment in the educational pattern of the architectural project in the faculties and schools that are future contractors of reality. Replace the digital environment and all its tools to place a device and not in a position central making it the only thinker, and give back to the hand, manual, consubstantial and irreplaceable role. A step back from the use of digital devices is necessary, urgent and crucial. To stop making passive man to the machine with a challenge to the pedagogy of the project (design) architecture that currently gives free rein to the software that creates virtual tools with and handled by machines that drive the design with models of cognitive pathways developed by systems engineers limiting activity, inventiveness and creativity of the apprentice designer. Citizen Man-down, limited by the feasibility imposed by the IT support that reduce the desire for change driven by humans, clean design, and at the same time the desire to fulfill that desire. Away from the virtual universe at critical moments of creation while maintaining contact with these essential elements of simulation and representation, not of design.