Image & Text Experience: Teaching Architecture with Special Collections Visual Resources, A Collaborative Approach

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Experience:

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Special Collections | Canadian Architect Magazine
Image Collection

Dates
1965-1990

Material
7.32 m of photographic material

Scope and Content
The archive contains thousands of negatives, transparencies and photographs taken for publication in Canadian Architect magazine. As announced in the magazine’s inaugural issue, Canadian Architect reviewed

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The Federated Academic Digital Imaging System (FADIS) is a learning management and courseware system developed for image-based teaching of art, architecture, and visual culture. The goal of FADIS is...
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ASC103 – The Built Context

Calendar Description

Concepts and Themes for Architecture. An introductory overview to the study of architecture and the built environment. Basic concepts, which are universal in most if not all times and places will be discussed’... Students will develop skills in research and analysis as well as a range of conceptual tools for examining the built environment.

Learning Components and Outcomes: Research
A significant learning component of the course is architectural research. and, among its stated outcomes, the course “expects students to be able to conduct research through data collection, use case studies as a design tool and identify and utilize resources, visual and virtual, for conducting research.”
Assignments

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Research a building and write about the experience of the building. Compilation of objective data (Assignment 1) and subjective interpretation (Assignment 2).

Buildings

extant, public, found within the Greater Toronto Area (GTA)

Images of buildings are drawn from the Canadian Architect Fonds, made available through FADIS.
The CA Fonds

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Some concluding thoughts
• Students and the digital world
• Immediacy versus field study/observation
• The future of print media
• The artefact versus the digital record
• Collaboration = success
• Enriched teaching through access to media
• The object and experiential learning
• Does the digital alter our perception of the real?
Conclusions

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