
Digital BM

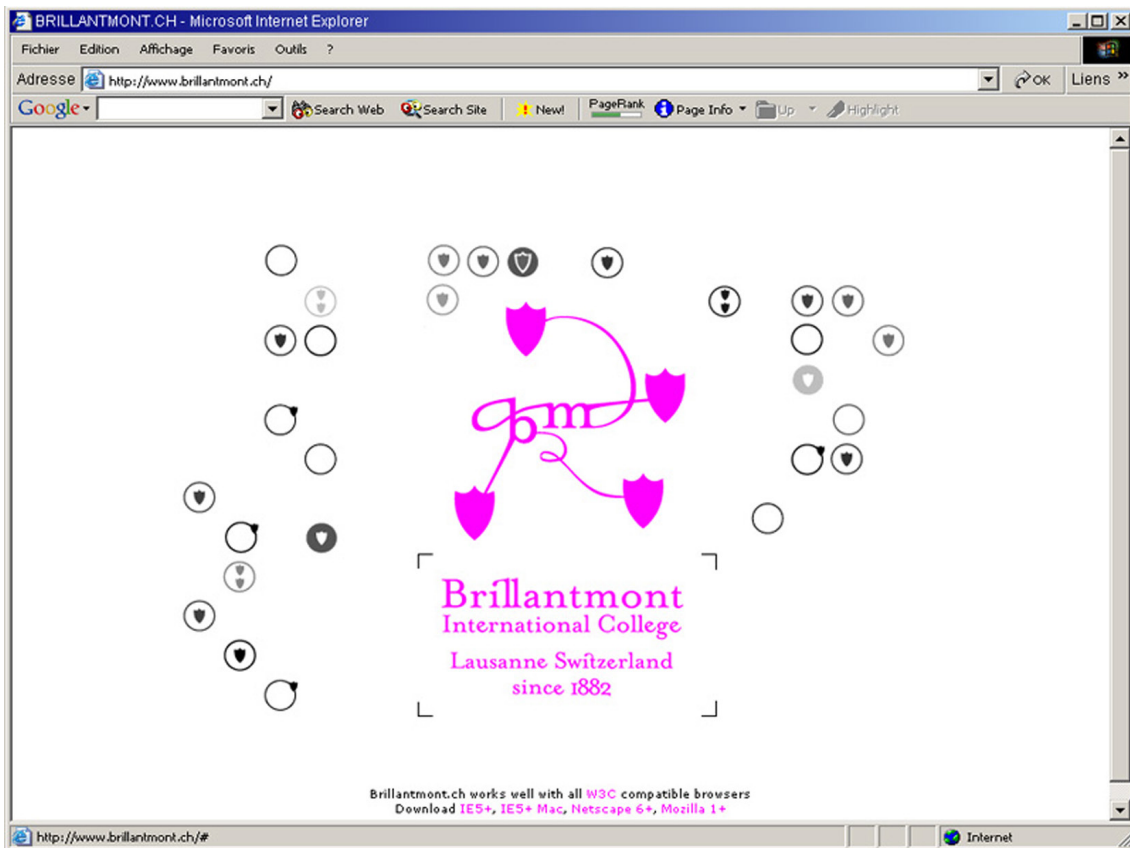
2001-2005

Project by fabric | ch

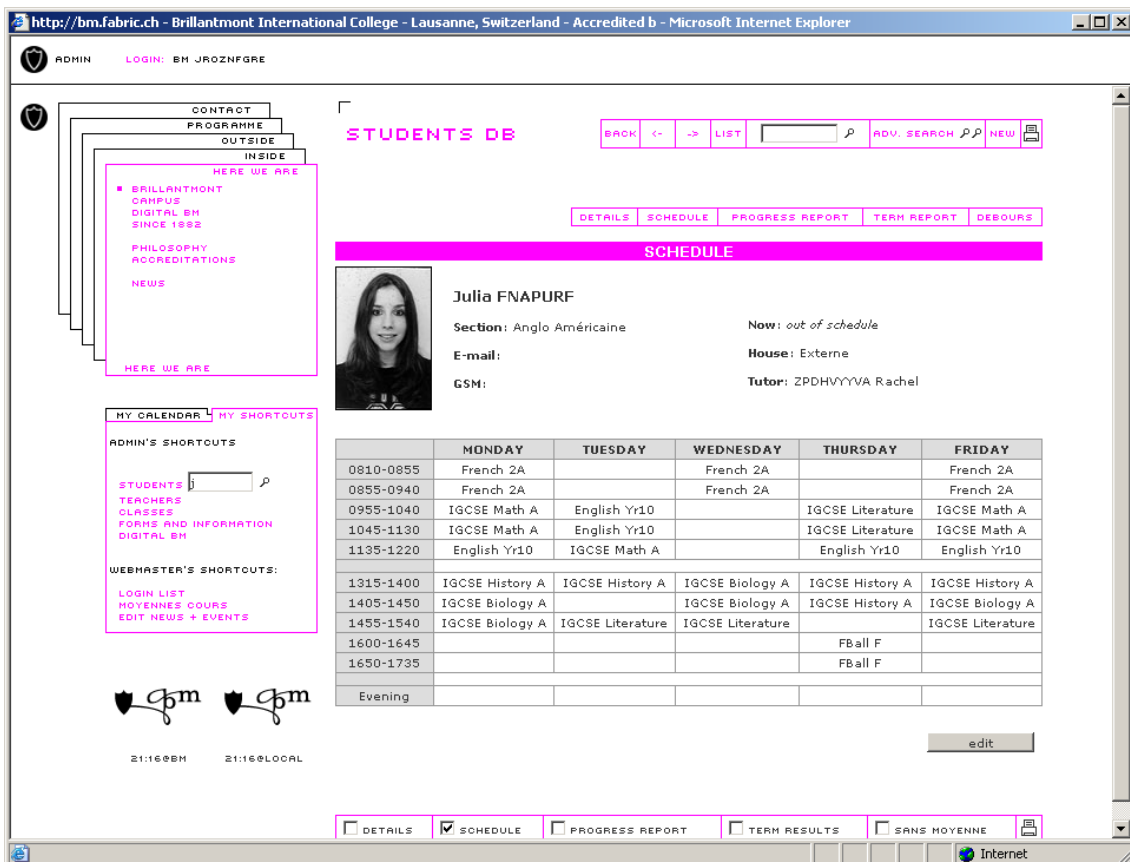
Client: Brillantmont International School (Lausanne, CH)

Locations: Lausanne (CH), Local Area Network, Internet

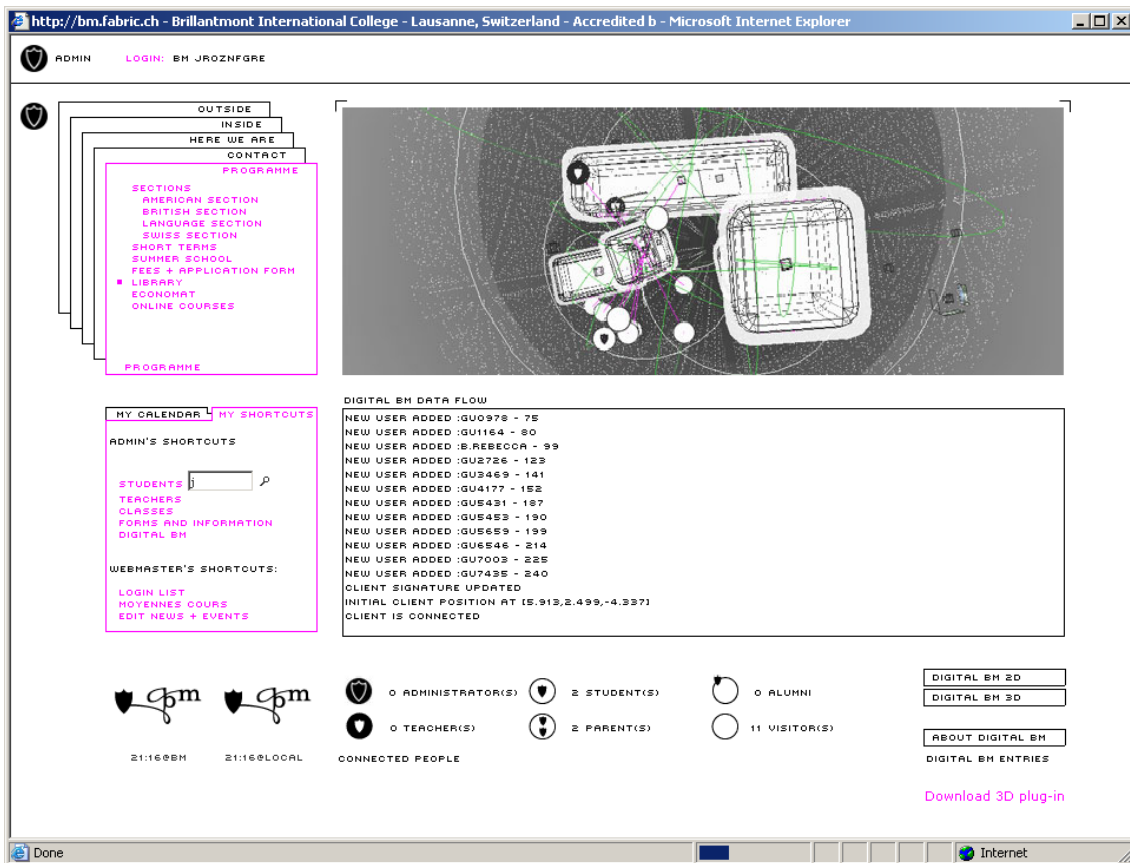
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- Digital renovation and extension of an international school
 - Transformation by information
 - Data based environment
 - Data mapping onto physical world
 - Combined environments (physical/digital)



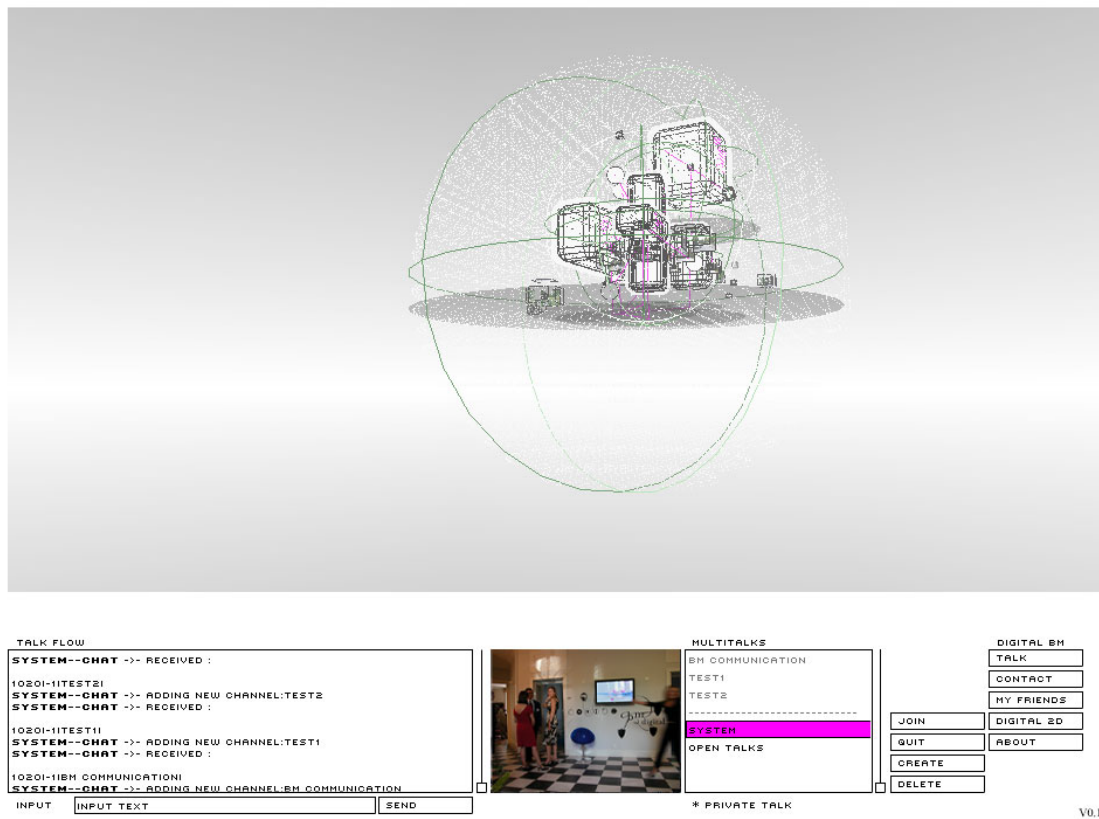
[Img. 3]



[Img. 4]



[Img. 5]



[Img. 6]



TALK FLOW

SYSTEM--CHAT --> RECEIVED :

10201-ITEST2I

SYSTEM--CHAT --> ADDING NEW CHANNEL:TEST2

SYSTEM--CHAT --> RECEIVED :

10201-ITEST1I

SYSTEM--CHAT --> ADDING NEW CHANNEL:TEST1

SYSTEM--CHAT --> RECEIVED :

10201-11BM COMMUNICATIONI

SYSTEM--CHAT --> ADDING NEW CHANNEL:BM COMMUNICATION

INPUT

MULTITALKS

BM COMMUNICATION

TEST1

TEST2

SYSTEM

OPEN TALKS

* PRIVATE TALK

DIGITAL BM

TALK

CONTACT

MY FRIENDS

DIGITAL 2D

ABOUT

JOIN

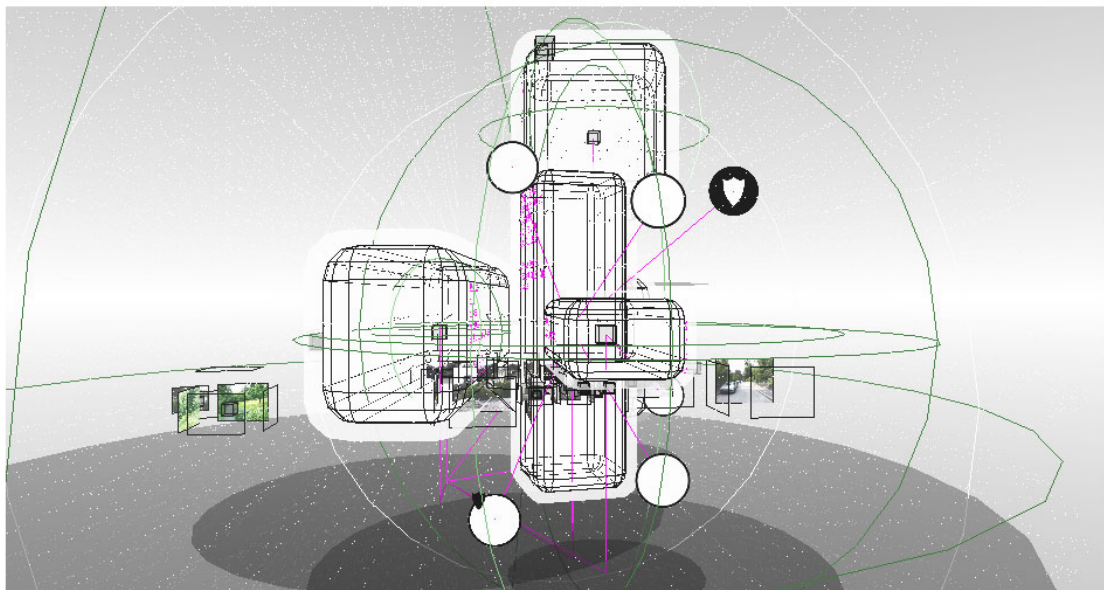
QUIT

CREATE

DELETE

V0.1

[Img. 7]



TALK FLOW

SYSTEM--CHAT --> RECEIVED :

10201-ITEST2I

SYSTEM--CHAT --> ADDING NEW CHANNEL:TEST2

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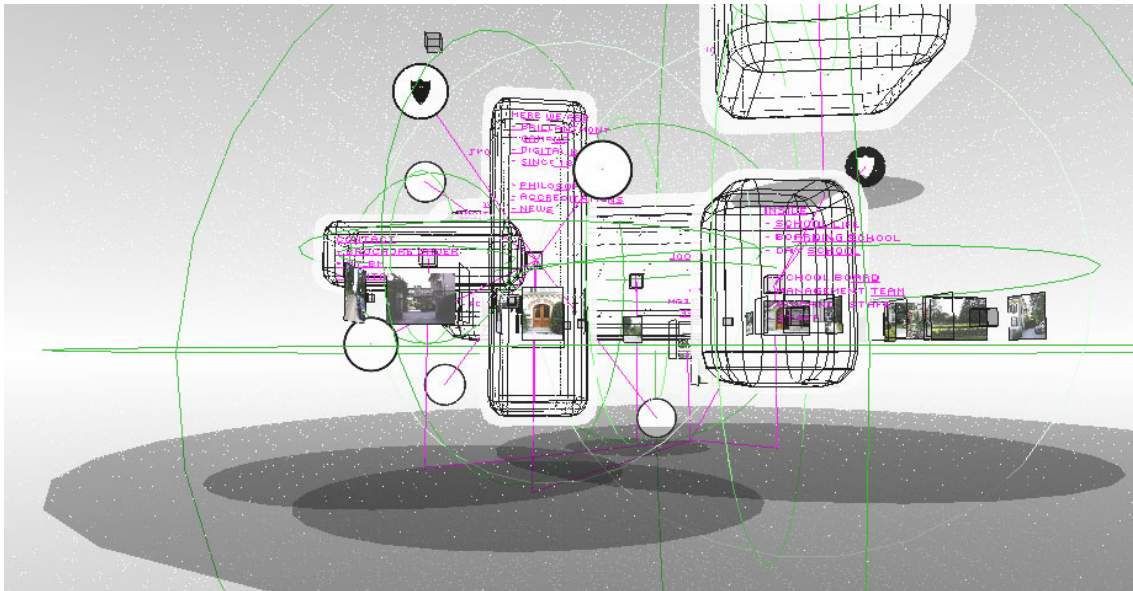
QUIT

CREATE

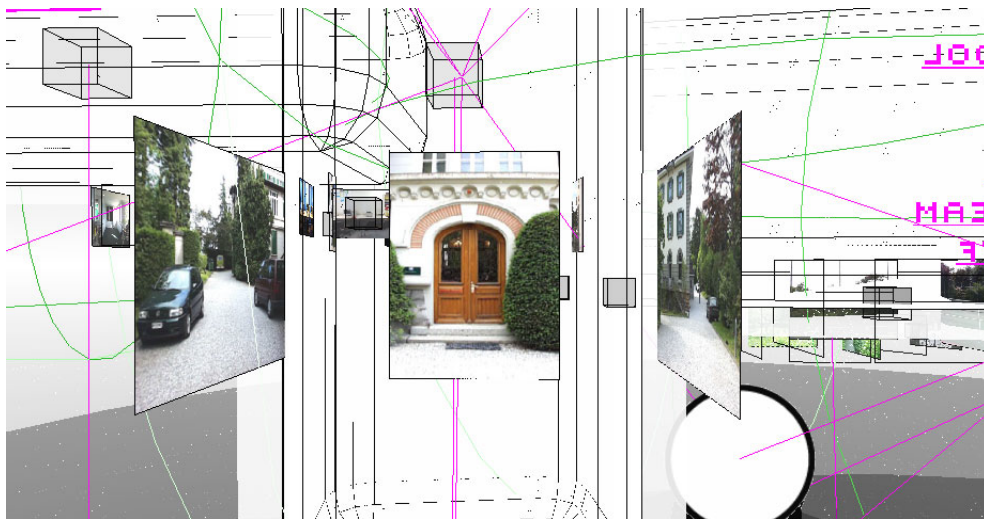
DELETE

V0.1

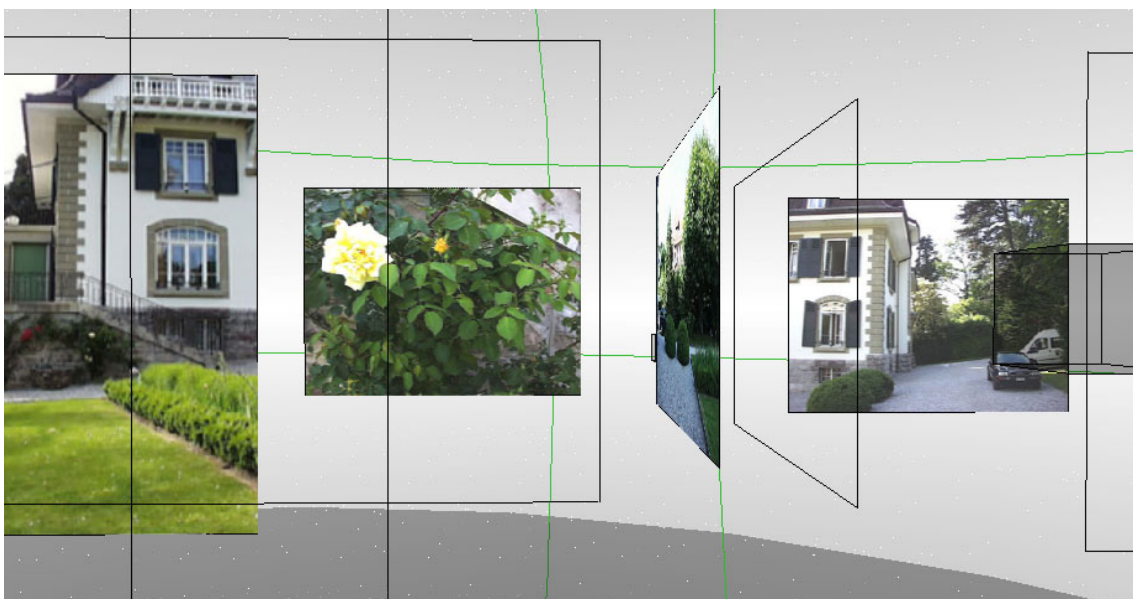
[Img. 8]



[Img. 9]



[Img. 10]



[img. 11]



[Img. 12]



[Img. 13]



[Img. 14]



[Img. 15]

Image captions:

- [Img. 1] The main tool of the digital transformation: the SQL database that drives the system and on top of which the Digital BM is built.
- [Img. 2] The main context of intervention: the school (an image and top-view plan of it, including the five main buildings).
- [Img. 3] A 2D "databased" driven environment: the web site (current online users of the school's community are the black and white round logotypes).
- [Img. 4] Another 2D "databased" driven environment: students' personal schedule.
- [Img. 5] Five main sections on this website and the Digital BM access page. The different logotypes correspond to the different types of users (the website serves as well as a social network between teachers, parents, students, and alumni).
- [Img. 6] The "dataworld" generated by the database, with the same sections that can be found on the website.
- [Img. 7] This "dataworld" is organized spatially according to the functions and positions of the five main buildings of the school.
- [Img. 8] The dynamically generated "dataworld" includes meta-information (activity, number of online users, amount of data, and so on)
- [Img. 9] A general view of the 3D world with connected users.
- [Img. 10] An inside view of the "dataworld" that mixes the physical site with the digital one.
- [Img. 11] Images of the real site and school buildings are being inserted into the 3D world in their exact locations.
- [Img. 12] Three screens open a "large window" and a constant view into the digital space.
- [Img. 13] A "window" to the digital space.
- [Img. 14] Temporary installation with coordinated views and openings to the electronic space.
- [Img. 15] The presence of the digital landscape in the physical one: one of the "large windows" opens a view into the digital territory. The avatar logotypes used on the website and in the digital space are being materialized and their illumination set according to the number of users of each type currently logged in.

Contact

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