



Thinking on the Correlation Between Bauhaus and Computational Design Education

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ABSTRACT

This study assesses that there are similarities between Bauhaus movement and computational design. The similarities are discussed under the titles of hands-on activities, interdisciplinary studies and relation with technology for both Bauhaus and computational design. Digital technology is changing rapidly, and to catch the developing technology up the education system must be updated. Bauhaus can be a pathfinder for computational design education. Within this context, three educational organizations, KTU CODE FAB, IAAC and ICD, which were experienced personally, are examined. As a result of the study, it is reduced that; the innovative spirit of Bauhaus, which focuses on doing and hands-on activities, is also important for the computational design education. The well-trained architects that accustomed to the new technology can be graduated with the integration with industry, similarly to the Bauhaus system.

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1. Introduction

Bauhaus School was established in the technological revolution period that happened at the beginning of twentieth century. The technological revolution of Bauhaus' time came up with new construction techniques, technology and materials. Bauhaus aimed to integrate the new technology with the architecture and to build a new kind of architectural education that emphasizes on crafts. Gropius (1919) asserted that teaching craft was one of the most important achievements of Bauhaus. Because

it sought answers to how a designer should be trained to become a master in the machine age (Bayer, Gropius, & Gropius, 1938). A similar question can be asked today, "How a designer could adapt to digital revolution?".

There is a similarity between Bauhaus' Industrial Revolution and today's digital revolution period, in terms of technological developments and its effects to architecture. The Modernism style has emerged as a result of

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