Reflection Paper

Graduation project: *Rethinking the Role of the Bauhaus master*
Studio: *Robotic Building - Architectural Engineering*
Student: *Hidde Manders*
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The goal of my thesis was a reflection on the Bauhaus and its possible implementation 100 years later in current society. Most importantly a response on the educational system of the master and how current technologies can be found translated in architecture. Through a research on the Bauhaus educational system and contemporary educational systemz, the statement is made that the student is the new master. Removing the clear hierarchy that existed within the Bauhaus university. From this research the function of the building was defined as, an inter-disciplinary school where the student is its own master.

The personal development of the student was then separated in to staying, learning, collaborating and sharing, in which each theme has its own defined functions. Following the removal of hierarchy, the spatial sequence of the building follows this idea of a dynamic network. There is a dynamic society within the building, where all rooms play a role within the education. No hierarchy between the spaces. It is be a continuous space where all the spaces are linked together. Instead of one big building, it will become a collective of spaces. Building as a community. Based on the adjacency scheme of these functions a simulation was run to define the optimal functional distribution of the functions. The qualities of these simulation results were then analysed and used to establish the design rules on macro scale.

Then different design methods were used to explore to define the suitable architectural language for the project. Set up similar to a Bauhaus workshop the methods included; simulation, scripting, digital design and computational design. These results were then synthesized into one final design. A continuous building that activates both internal and external spaces, that connects multiple building blocks through a contemporary design language. The connection is shown through an increase in fragmentation of the building, growing from orthogonal to a fragmented façade, that grows into a curvilinear interior. Based on the concept of visualizing the possibilities of architectural language in which mass-customization allows for more design freedom.

Throughout the process my project consisted of a lot of feedback loops. Moments that I reflected on previous decisions. The beginning of the project was a long process of research. Researching the aspects of Bauhaus, contemporary educational systems and methods of personal development. This research defined a large framework that was supposed to be used within the design process. However through this extensive framework my design freedom was limited since there were too many rules. The research was very beneficial to define the concept, however wasn't defined enough to have a clear design roadmap.

The feedback by my mentors was essential for progress and quality of the project. Them having mentored multiple graduation projects gave them the ability to guide my process in a direction that benefitted the progress. They questioned the theoretical frameworks that I setup, tried to help me in distancing myself from this framework to induce my creative freedom and to define the design logic. Next to that the project was not steered in a certain direction, but always stayed within the research and design conclusions that I defined.

This feedback was used in the constant loops I had within the design process. Rethinking design decisions, multitude of design iterations and being able to more clearly analyse previous processes. One of the main critique points was the jumps within the logic of the project, jumping from one conclusion to a design that wasn't based on it. Being able to see the holes in the logic I was able to strengthen the concept of the project and better argument for certain design decisions. Next to that they pushed my to make certain statements within the project whereas I had the tendency to push these moments away. A lot has been learned throughout this graduation project. Having my base in a very pragmatic and technical bachelor education, my design skills were mostly based on the thinking that I learned there. Doing a graduation project within a studio that requires a logical process and .allows for creative freedom gave me the opportunity to develop as an architectural student. The different design methods taught me the value of a strong concept that can be translated in to different architectural language. While still having the need to be justified and in the end it is a subjective choice on personal preference.

It also gave me the opportunity to reflect on my own process. Where the graduation project didn't start with an initial fascination or function but grew throughout the research and design. This required me to continuously question my own decisions and reasoning behind it. Which gave me a continuous story throughout the project, but a slow process on certain points in which I was lost within my own thinking. But most importantly this project gave me the ability to define my own position, my own architectural language, my own design method and application of cutting-edge technologies in a innovative and sustainable way.