

New and old Bauhaus: what is going on in modern architecture?

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There is a key point in architectural education that should be clarified to improve the legitimation of architects and urban planners in the digital and global world of today: The relationships between experience and knowledge in architectural and urban design theories and practices.

Our proposal refers to the historical seminar in MOMA in 1948 about a similar topic, since it is the definition of modernity related to the old and new Bauhaus experiences that is involved in architectural education today. Taking into account the impact of new disciplines in education, such as neurology, the cognitive studies and the sociocultural historical studies, we want to study how the link between experience and knowledge can disappear, and with it, the possibility of a truthful architectural education when historical analyses falsifies the existential social conditions in which knowledge emerges in concrete educational processes.

This is extremely relevant today, when artificial intelligence wants to produce knowledge from very limited scientific laws and without taking into account the artistic and cultural dimensions of architecture and planning. The social dialogy between the brain and the machine is then crucial for a good definition of modern architecture today, if not, the dialogue between criticism and discernment on the one hand, and culture, in the other hand, which is a basic dialogue in general education, will be eliminated from our schools of architecture.

