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Architecture in the Digital Age:

The effect of digital media on the design, production and evaluation of the built environment



Guest edited by
Dr. Karim Hadjri & Dr. Jamal Al-Qawasmi

Introduction

OHI was started in 1976 by Nicholas Wilkinson whilst working in the Netherlands at the Foundation of Architects Research (Stichting Architecten Research). OHI grew significantly in its early years to become a standard A4 journal on Open Building and Built Environment and publishes quarterly in March, June, September and December. The journal focuses on decision-making processes, which enable the various disciplines dealing with built environment to understand the dynamics of development, and housing and so contribute more effectively to it. Its general aim is to improve the quality of built environment through encouraging greater sharing of decision making by ordinary people. It also aims at developing the necessary institutional

frameworks, which will support the local initiatives of parties in the housing process. The subject matter is the Built Environment.

Architecture in the Digital Age

A recent OHI issue (Volume 32 – no.2) "*Architecture in the Digital Age: The effect of digital media on the design, production and evaluation of the built environment*" aimed to provide a forum for debate arising from findings as well as theory and methodologies.

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Abstract

The influence of digital media and information technology on architectural design education and practice is increasingly evident. Architectural design, practice, fabrication and construction are increasingly aided by and dependent on digital technology. Digital technology has reconditioned the design process and how we operate as architects, and established new processes and techniques of fabrication. New computerized studios such as the paperless studio and the virtual design studio have been introduced in many architectural schools as new ways of practicing and teaching architectural design.

Digital technology is fundamentally changing the way we design, practice, and produce architecture. In the last decade or so, there is a continuous demand to deliver new skills in digital media and to rethink architectural design education and practice in the light of the new developments in digital technology. The proliferation of computers and tele-computing in design education and practice has resulted in a major paradigm shift and a reorientation in theoretical and conceptual assumptions considered to be central to traditional design education and practice.

The pervasiveness in the use of digital technology in architecture has given rise to a discourse and debate on the relationship between digital technology and architecture. Topics in the debate are continuously changing in light of developments in the use of the digital technology. Current debates are focusing on a wide range of related issues among which digital pedagogy, digital practice, digital design, digital environments, digital visualization, digital evaluation, digital analysis, digital studio, and digital production.

Despite the extensive literature on the subject, the impact of digital technology on how we design, practice, teach, fabricate and produce architecture has not been sufficiently examined.

Contents

Papers in this issue include titles such as:

- Design Exploration Using a Shape Grammar with a Genetic Algorithm
- Digital Media Instruction at the Texas A&M Department of Architecture, USA
- Virtualization of Architectural Design Education in the Arab Region
- Addressing Bias in Visualization for Citizen Initiated Public Participation – A Case Study

- Real Time Visualization in the design Context: Virtual Reality Aided Design for Architectural Education.
- A Structural Analysis of CAAD Education in the Digital Age.
- Rebirth: Evolving new Forms from Traditional ones – The Muqamas Example
- Spatializing Corporate Dynamics
- A Computational Architectural Design Model Based on Fractals
- Teach CAD Programming to Architecture Students

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