

Seeds of Architecture: Ways of Teaching

Original

Seeds of Architecture: Ways of Teaching / Barosio, Michela. - 47:(2025), pp. 15-16. (EAAE Annual Conference—Turin 2023 Torino (ITA) 30 Agosto - 1 settembre 2023) [10.1007/978-3-031-71959-2_3].

Availability:

This version is available at: 11583/2996050 since: 2024-12-31T17:59:37Z

Publisher:

Springer

Published

DOI:10.1007/978-3-031-71959-2_3

Terms of use:

This article is made available under terms and conditions as specified in the corresponding bibliographic description in the repository

Publisher copyright

(Article begins on next page)

Springer Series in Design and Innovation 47

Michela Barosio
Elena Vigliocco
Santiago Gomes *Editors*

School of Architecture(s) – New Frontiers of Architectural Education

EAAE Annual Conference—Turin 2023

OPEN ACCESS


 Springer

Editor-in-Chief

Francesca Tosi, *University of Florence, Florence, Italy*

Series Editors

Claudio Germak, *Politecnico di Torino, Turin, Italy*

Francesco Zurlo , *Politecnico di Milano, Milan, Italy*

Zhi Jinyi, *Southwest Jiaotong University, Chengdu, China*

Marilaine Pozzatti Amadori, *Universidade Federal de Santa Maria, Santa Maria, Rio Grande do Sul, Brazil*

Maurizio Caon , *University of Applied Sciences and Arts, Fribourg, Switzerland*

Springer Series in Design and Innovation (SSDI) publishes books on innovation and the latest developments in the fields of Product Design, Interior Design and Communication Design, with particular emphasis on technological and formal innovation, and on the application of digital technologies and new materials. The series explores all aspects of design, e.g. Human-Centered Design/User Experience, Service Design, and Design Thinking, which provide transversal and innovative approaches oriented on the involvement of people throughout the design development process. In addition, it covers emerging areas of research that may represent essential opportunities for economic and social development.

In fields ranging from the humanities to engineering and architecture, design is increasingly being recognized as a key means of bringing ideas to the market by transforming them into user-friendly and appealing products or services. Moreover, it provides a variety of methodologies, tools and techniques that can be used at different stages of the innovation process to enhance the value of new products and services.

The series' scope includes monographs, professional books, advanced textbooks, selected contributions from specialized conferences and workshops, and outstanding Ph.D. theses.

The volumes of the series are single-blind peer-reviewed.

Keywords: Product and System Innovation; Product design; Interior design; Communication Design; Human-Centered Design/User Experience; Service Design; Design Thinking; Digital Innovation; Innovation of Materials.

How to submit proposals

Proposals must include: title, keywords, presentation (max 10,000 characters), table of contents, chapter abstracts, editors'/authors' CV.

In case of proceedings, chairmen/editors are requested to submit the link to conference website (incl. relevant information such as committee members, topics, key dates, keynote speakers, information about the reviewing process, etc.), and approx. number of papers.

Proposals must be sent to: series editor Prof. Francesca Tosi (francesca.tosi@unifi.it) and/or publishing editor Mr. Pierpaolo Riva (pierpaolo.riva@springer.com).

Michela Barosio · Elena Vigliocco ·
Santiago Gomes
Editors

School of Architecture(s) - New Frontiers of Architectural Education

EAAE Annual Conference—Turin 2023

Editors

Michela Barosio
DAD
Politecnico di Torino
Turin, Italy

Elena Vigliocco
DAD
Politecnico di Torino
Turin, Italy

Santiago Gomes
DAD
Politecnico di Torino
Turin, Italy



ISSN 2661-8184

ISSN 2661-8192 (electronic)

Springer Series in Design and Innovation

ISBN 978-3-031-71958-5

ISBN 978-3-031-71959-2 (eBook)

<https://doi.org/10.1007/978-3-031-71959-2>

© The Editor(s) (if applicable) and The Author(s) 2025. This book is an open access publication.

Open Access This book is licensed under the terms of the Creative Commons Attribution 4.0 International License (<http://creativecommons.org/licenses/by/4.0/>), which permits use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this book are included in the book's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the book's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

The use of general descriptive names, registered names, trademarks, service marks, etc. in this publication does not imply, even in the absence of a specific statement, that such names are exempt from the relevant protective laws and regulations and therefore free for general use.

The publisher, the authors and the editors are safe to assume that the advice and information in this book are believed to be true and accurate at the date of publication. Neither the publisher nor the authors or the editors give a warranty, expressed or implied, with respect to the material contained herein or for any errors or omissions that may have been made. The publisher remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.

This Springer imprint is published by the registered company Springer Nature Switzerland AG
The registered company address is: Gewerbestrasse 11, 6330 Cham, Switzerland

If disposing of this product, please recycle the paper.

School of Architecture(s)

The Torino EAAE Annual Conference 2023 investigates the plurality of architecture as a discipline and the role of architectural education in training, questioning, and practising this plurality. This plurality is intended in terms of approaches, methods, topics, and values. The conference has been an occasion to think differently, reflecting upon the context of the discipline to understand the knowledge of the future, focusing on the question: what is Architecture in the age often described as post-architecture? This new perspective allows us to call into question some historical grounding principles of architectural education: the schools of architecture as a place where a style, a language is transmitted through the technique of the imitation of the masters, the everlasting character of the architectural artefacts built to last and the role of the architect as individual solely talented interpreter and author of architectural and urban artefacts.

A reflection on the ways of transmitting architectural knowledge, specifically design skills, in the age of post-architecture is needed. Several models of architectural education still coexist in the European context. Some of them still refer to the educational model of the Beaux-Arts. Settled in France at the end of the seventeenth century, this model was the first example of architectural schooling, further developed in the eighteenth century by François Blondel. It is still a pedagogical reference for many architectural schools. The central learning experience was structured around small independent ateliers where students learned directly under a “master”, following his direction and imitating his language and practice under a strict hierarchy. Two other activities completed the Beaux-Arts way of teaching: The annual Paris Salon, where the best students’ works were selected and displayed to the public, and the Parisian life of cafés, an informal extension of the ateliers, where design tendencies were discussed. Opposite to this model is the Polytechnic approach. Dating back to the Ecole Polytechnique, a military educational institution established in France at the end of the eighteenth century, this way of teaching aims to transmit technical-oriented knowledge, focusing on developing skills and competencies more than styles or tendencies. Contemporary schools of architecture tend to combine these two approaches with different balances. Some schools are still grounded on recognized masters leading the design approach of the school, while others decide to aim for the implementation of strategic topics to be developed through different learning experiences or to focus on specific design methodologies in order to build a school of thought more than a style of the school [1].

Thinking the Acropolis in Athens or the San Vitale di Ravenna in Italy as architectures built to last, together with Moneo we can say that buildings are always alone [2]. The architectures that have come down to us from the past have stood the test of time because societies have absorbed and inhabited them without distorting them. In the contemporary debate, however, we talk about the fragility of architecture and its temporary character. The contemporary question, however, is not the architecture itself but rather the modification of the reasons that determine its production. If Architecture was

celebratory in the past and built to restore authority and power, today, Architecture has seen this role reduced. In the past, only those with a role of power asked for Architecture.

On the contrary, today, the demand for Architecture manifests itself through countless possibilities and different objectives. The expansion of users with a demand for Architecture has increased the variety of designed themes. Furthermore, starting from the nineteenth century, the collapse of most travel restrictions has further increased the possibility of contamination, and what once belonged to a specific place is today worldwide spread—just think of the role that International Exhibitions have had in history. We can observe extreme situations in which the Eiffel Tower and the Egyptian Pyramids are rebuilt on a scale in Las Vegas, and in cities worldwide, we can see the same architecture resulting from a globalised culture. If contemporary architectures are often not designed for a specific context, they are more and more designed for a specific lapse, waiving the everlasting ambition of classical architecture.

At the same time, in parallel with the process of globalised homologation that seems to characterise a large part of the material outcomes of architecture in the contemporary condition, the complexification of production processes, the articulation of an ever-increasing number of subjects and demands, and the intensification in the possibilities of exchange, communication, and knowledge are radically transforming the profile of the architect [3]. The mandate that societies assign to architecture is constantly evolving and mutating and, as a consequence, the figure of the architect is also being actualised, leading to the redefinition of the central target of practice in a shift in which the construction and the building, the objects, lose centrality in favour of an ever greater focus on the individual, the community, and the subjects [4].

Furthermore, while it is true that the discipline's interest in community practices, in the participation and inclusion of citizenship in the city's production processes, and the social role of the architect-designer is not new, and that these themes have characterised the debate for a good part of the last century, the scope and the reasons for the rebirth of this interest today have radically changed and transversally reach all professionals, regardless of their civic and political engagement and positioning. It is a transformation of practice that is reflected in the image that architects have of themselves, both inside and outside the discipline, which explains the radical transformation of working methods, the articulated and diversified cultural production of architects' offices and collectives, and the urgent need to rethink and redefine the aims and purposes of the pedagogical proposals offered by schools of architecture, or rather, of architecture(s).

In this context, the conference endeavours to elucidate a contemporary, more expansive, and inclusive definition of architecture by examining six pairs of antinomian concepts. These pairs include architecture as a method and/or as a discipline; architecture of the Masters and/or of the topics; architecture for architects and/or for the community; architecture as avant-garde and/or market-oriented; architecture inside and/or outside the wall; and architecture disciplinary and/or extra-disciplinary.

Michela Barosio
Santiago Gomes
Elena Vigliocco

References

1. Kaps V, Staub, P (eds) (2018) *New schools of thought: Augmenting the field of architectural education*. Zurich, Triest Verlag Fur Architektur.
2. Moneo, R (1999). *La solitudine degli edifici e altri scritti*. Torino, Allemandi
3. Gutman, R (1997) *Architectural Practice: A Critical View*. New York, Princeton Architectural Press.
4. UNESCO-UIA. Charter for Architectural Education (updated July 2023) https://www.uia-architectes.org/wp-content/uploads/2023/08/FINAL_UNESCO-UIA_CHARTER2023.pdf, last accessed 2024/06/04.

Organization

Local Organizing Committee

Barosio, Michela	Politecnico di Torino
Crapolicchio, Martina	Politecnico di Torino
Gomes, Santiago	Politecnico di Torino
Gugliotta, Rossella	Politecnico di Torino
Vigliocco, Elena	Politecnico di Torino

Scientific Committee

Atalay Franck, Oya	Zurich University of Applied Sciences
Barosio, Michela	Politecnico di Torino
Bologna, Alberto	Sapienza Università di Roma
Boutsen, Dag	KU Leuven
Cabrera, Ivan	Universitat Politècnica de València
Cavallo, Roberto	TU Delft
Corradi, Emilia	Politecnico di Milano
Flynn, Patrick	TU Dublin
Roth-Čerina, Mia	University of Zagreb
Santanichchia, Massimo	Iceland University of the Arts
Scala, Paola	Università Federico II di Napoli
Stewart, Sally	Glasgow School of Art
Valente, Ilaria	Politecnico di Milano
Xavier, João Pedro	FAUP Universidade do Porto
Zupančič, Tadeja	University of Ljubljana

Organized by



**European Association for
Architectural Education**

Association Européenne pour
l'Enseignement de l'Architecture



**Politecnico
di Torino**

Department
of Architecture and Design



Sponsored by



Reviewers

Ali, Ahmed K.	Texas A&M University
Blanco, Manuel	Universidad Politécnica de Madrid
Boano, Camillo	Politecnico di Torino
Bologna, Alberto	Sapienza Università di Roma
Boutsen, Dag	KU Leuven
Cabrera, Ivan	Universitat Politècnica de València
Caliskan, Olgu	Middle East Technical University
Cavallo, Roberto	TU Delft
Corradi, Emilia	Politecnico di Milano
Dessi, Adriano	Università degli Studi di Cagliari
Dhlavacek, Dalibor	Czech Technical University in Prague
Ferrando, Davide Tommaso	Free University of Bolzano
Flynn, Patrick	TU Dublin
Geddes, Ilaria	University of Cyprus
Gullberg, Johanna Sofia	Norwegian University of Science and Technology
Ieva, Matteo	Politecnico di Bari
Lo Turco, Massimiliano	Politecnico di Torino
Macaluso, Luciana	Università degli Studi di Palermo
Maretto, Marco	Università degli studi di Parma
Mariné, Nicolás	Universidad Politécnica de Madrid
Mariolle, Beatrice	ENSAP Lille
Marzot, Nicola	Politecnico di Torino
Massarente, Alessandro	Università di Ferrara
Mattone, Manuela	Politecnico di Torino
Minucciani, Valeria	Politecnico di Torino
Mueller, Felix	FH Münster
Pedersen, Claus	Aarhus School of Architecture
Ricchiardi, Ana	University of Cyprus

Rolando, Diana	Politecnico di Torino
Roth-Čerina, Mia	University of Zagreb
Scala, Paola	Università Federico II di Napoli
Segapeli, Silvana	ENSA Saint-Étienne
Sentieri, Carla	Universitat Politècnica de València
Stewart, Sally	Glasgow School of Art
Trisciuglio, Marco	Politecnico di Torino
Valente, Ilaria	Politecnico di Milano
Weischer, Martin	FH Münster
Zupančič, Tadeja	University of Ljubljana

Contents

Impact of Architecture(s)

Impact of Architecture(s)	3
<i>Andrea Čeko, Martina Crapolicchio, and Rossella Gugliotta</i>	

Speculating Beyond Academia. A Critical Reflection in the Light of the Experience of the PhD Workshop Held During the EAAE 23 Annual Conference	7
<i>Sotiria Inetzi, Carlo Vannini, and Diana Salahieh</i>	

Seeds of Architecture: Ways of Teaching

Seeds of Architecture: Ways of Teaching	15
<i>Michela Barosio</i>	

“Self-efficacy” as a Value in Architectural Pedagogy	17
<i>Naima Esra Akin</i>	

Means Oriented or Goals-Oriented Architectural Education	29
<i>Ahmed K. Ali</i>	

Architectural Thresholds: Critical Theory as <i>soglia</i> in Teaching Architecture and Urban Design	37
<i>Camillo Boano</i>	

How to Tackle Crisis in Architectural Education? Truth or Dare	47
<i>Hazal Çağlar Tüniür and Göksenin İnalhan</i>	

Demolition(s) in Question: A Pedagogical Approach Case Study: Toulouse Le Mirail	56
<i>Isabel Concheiro Guisan</i>	

Studio Life: Mechanisms of Competition and Collaboration in Architectural Labour Processes	64
<i>Camilo Vladimir de Lima Amaral</i>	

Socially Situated Pedagogies as a Strategy to Innovate Architectural Curricula: The Case Study of SARPe and Its Design Studio Experimentation at the University of Pavia	77
<i>Ioanni Delsante, Tabassum Ahmed, Maddalena Giovanna Anita Duse, and Linda Migliavacca</i>	
Architectural Pedagogy in the Age of AI: The Transformation of a Domain	87
<i>Mustapha El Moussaoui and Kris Krois</i>	
Teaching Architecture in the Age of Fragility	94
<i>Camillo Frattari</i>	
Risk, Trust and Big Beautiful Mistakes*: Keys to Innovation in Architectural Education	102
<i>Johanna S. Gullberg and Gro Rødne</i>	
Transformations of Public Spaces - Sustainable and Ethical Approach to Architectural and Urban Design Using Mixed Cultural Background	112
<i>Patrycja Haupt, Mariusz Twardowski, Luca Maria Francesco Fabris, Riccardo M. Banzarotti, Andres Ros Campos, J. L. Gisbert, and Pedro Verdejo Gimeno</i>	
Building a Community Through a Design Build Studio Program	122
<i>Arda Inceoglu</i>	
Affirmation of a Discipline: Ephemeral Tectonics of Architecture Lesson	132
<i>Sinsa Justic</i>	
Stumbling as a Praxis of Design Practice. A Pedagogical Experiment in “Theory and Criticism of Architectural Action”	142
<i>Caterina Quaglio and Edoardo Bruno</i>	
A Cosmopolitan Architectural Education	152
<i>Massimo Santanicchia</i>	
Bridging Methods and Disciplines: An Architectural Pedagogy for Rural Areas Community	161
<i>Stefano Sartorio</i>	
The Merits of Teaching Architecture as General Education	171
<i>Arno Suzuki</i>	

Roots of Architecture: Ways of Research

Roots of Architecture: Ways of Research	185
<i>Elena Vigliocco</i>	
Practicing Care Through Architecture: Participatory Research as a Tool to Subvert Power Structures	187
<i>Nadia Bertolino</i>	
Who is in?: Non-Living and Hybrid Constituents in More-Than-Living Ecosystem of the Studio	197
<i>Erenalp Büyüktopcu and Ayşe Şentürer</i>	
Action Based Research for Capacity Building of Neighborhood Communities	208
<i>Daniela Calciu, Vera Marin, and Oana Pavăl</i>	
Research by Design at the Crossroads of Architecture and Visual Arts: Exploring the Epistemological Reconfigurations	219
<i>Marianna Charitonidou</i>	
Topological Deformability in Architecture, or How to Learn About Differences	232
<i>Maja Dragišić</i>	
The Complexity Conflict in Research and Practice: The Case of Public-Private Interface Configuration	242
<i>Šárka Jahodová</i>	
Regenerating Public Housing in Italy with the Support of the Next Generation EU Fund. Lessons Learned from a Research by Design Experience	251
<i>Fabio Lepratto and Giuliana Miglierina</i>	
Interscalar and Interdisciplinary Approaches for a Valley Community. The Case of Sappada	263
<i>Alessandro Massarente, Alessandro Tessari, and Elena Guidetti</i>	
Architectural Design Studio: Embracing a Transdisciplinary Approach	273
<i>Christina Panayi, Effrosyni Roussou, and Nadia Charalambous</i>	
Mountains in Motion, Visions in Nutshells. The Alpine Way for Common Living	283
<i>Alisia Tognon</i>	

Research on Environmental Perception and Preferences of Traditional Villages from the Perspective of Local Gaze: A Chinese Case Study 294
Wei Xintong and Zhou Haoming

Rethinking Architecture in the Digital Age: From Parametric Design Thinking to Philosophical Perspectives 306
Hongye Wu

Branches of Architecture: Ways of Practice

Branches of Architecture: Ways of Practice 317
Santiago Gomes

Level II Training and Development of Scientific and Didactic Content. The Case of Executive Master: Mountain-Able. Planning and Design for the Sustainable Development of Mountain 319
Emilia Corradi

The Glass House Revisited 329
Stamatina Kousidi

Participation of Stakeholders in Open Architectural and Urban Planning Competitions. Procedure Model and Application in Croatian Context 339
Rene Lisac and Kristina Careva

Architectural practice in the Digital Age: Balancing Adoption and Adaptation 349
Damir Mance

Aligning the Pedagogy of Postgraduate Professional Practice Courses to Develop the Meta-competencies Required of Architects Today 362
Claire Mullally and Catherine Brown-Molloy

Design Institutes and Design Studios: Cases of Permeability Between Teaching and Practice (Including Research) 375
Marco Trisciuglio and Bao Li

Ways of Architecture(s)

A New Form of Practice: *La Rivoluzione delle Seppie* 389
Rita Elvira Adamo

Everyone Belongs to Everyone Else 394
*Giacomo Ardesio, Alessandro Bonizzoni, Nicola Campri,
Veronica Caprino, and Claudia Mainardi*

Assemblage and Rituals 400
Giovanni Glorialanza

New Territorial Narratives 405
Viviana Rubbo and Alessandro Guida

Author Index 411

Seeds of Architecture: Ways of Teaching



Seeds of Architecture: Ways of Teaching

Michela Barosio^(✉)

DAD Department of Architecture and Design, Politecnico di Torino, Torino, Italy
michela.barosio@polito.it

Within the general frame of the conference enquiring about the plurality of architecture as a discipline, the two sessions dedicated to the ways of teaching specifically addressed the different teaching approaches questioning two of the six dichotomies characterizing the contemporary debate on architectural education. The first tension explored is the supposed opposition between architecture considered as a discipline, with its specific field of knowledge and epistemology, and, on the other hand, architecture is regarded as a method, a mindset, a *modus operandi* that can be applied to other fields than the built environment. The second dichotomy concerns the origin of architectural education which can be grounded on the study and imitation of the Masters of Architecture, as it was when architecture was taught in the frame of the *École des Beaux-arts*, or can be grounded in training the student to face specific topics or burning issues of the architectural discipline.

In the sessions, several presentations focused on describing pedagogical experiences tackling contemporary challenges at different levels. They ranged from curriculum innovation and complete educational programs to single teaching activities.

Among those experiences some refer to methodological approaches proposing socially situated practice activities, pleading for interdisciplinary studios to mix cultural backgrounds and working methodologies, or international programs enabling collaboration between different countries and fostering cosmopolitan architecture. Other interventions are focused on urgent topics such as environmental sustainability, fragile territories and rural areas development, ethical approach to environmental and building design as well as the role and impact of artificial intelligence in the architectural pedagogy.

The type of Design teaching experiences presented through the sessions range from design studio teaching practice-based oriented and body-centered learning experiences to theoretical courses, questioning the role of the architect in contemporary society or the approach to the building demolition process. Despite these reflective activities, some interventions complain of a lack of critique, intended in the sense of a gesture that arrests, disorganizes, denaturalizes, and de-hegemonizes [1], in architectural education where new forms of critical theory should be enquired.

The discussion of the presentations seems to conclude that architectural education, both for its topics and its methods, can be considered a general education that can benefit many other fields [2]. This consideration leads to the conclusion that teaching architecture can be part of a non-architecture education, it can be considered as a minor of a different field major, contributing to developing skills such as team building, complexity management, or envisioning capabilities to other professional curricula. Architectural education also develops risk-taking skills, deals with the fragility of the environment

and the territories, and, through the pedagogy of mistakes, improves students' resiliency. Those specific skills are very valuable in tackling contemporary global challenges and crises that are characterized by a pervaded dimension of uncertainty.

References

1. Foucault, M.: What is critique? In: Lotringer, S., Hochroth, L. (eds.) *The Politics of Truth. Semiotext(e)*, New York (2007)
2. Barosio, M., Boutsen, D., Ceko, A., De Loof, H., De Walsche, J., Gomes, S., Harriss, H., Marcaccio, R., Roth-Cerina, M., Sentieri, C., Sashore, N., Vannucchi, F., Van Reusel, H.: *Architecture's Afterlife. The Multisector Impact of An Architecture Degree*. Routledge, New York (2024)

Open Access This chapter is licensed under the terms of the Creative Commons Attribution 4.0 International License (<http://creativecommons.org/licenses/by/4.0/>), which permits use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.



Author Index

A

Adamo, Rita Elvira 389
Ahmed, Tabassum 77
Akin, Naime Esra 17
Ali, Ahmed K. 29
Ardesio, Giacomo 394

B

Banzarotti, Riccardo M. 112
Barosio, Michela 15
Bertolino, Nadia 187
Boano, Camillo 37
Bonizzoni, Alessandro 394
Brown-Molloy, Catherine 362
Bruno, Edoardo 142
Büyüktopcu, Erenalp 197

C

Calciu, Daniela 208
Campos, Andres Ros 112
Campri, Nicola 394
Caprino, Veronica 394
Careva, Kristina 339
Čeko, Andrea 3
Charalambous, Nadia 273
Charitonidou, Marianna 219
Concheiro Guisan, Isabel 56
Corradi, Emilia 319
Crapolicchio, Martina 3

D

de Lima Amaral, Camilo Vladimir 64
Delsante, Ioanni 77
Dragišić, Maja 232
Duse, Maddalena Giovanna Anita 77

E

El Moussaoui, Mustapha 87

F

Fabris, Luca Maria Francesco 112
Frattari, Camillo 94

G

Gimeno, Pedro Verdejo 112
Gisbert, J. L. 112
Glorialanza, Giovanni 400
Gomes, Santiago 317
Gugliotta, Rossella 3
Guida, Alessandro 405
Guidetti, Elena 263
Gullberg, Johanna S. 102

H

Haoming, Zhou 294
Haupt, Patrycja 112

I

İnalhan, Gökseven 47
Inceoglu, Arda 122
Inetzi, Sotiria 7

J

Jahodová, Šárka 242
Justic, Sinsa 132

K

Kousidi, Stamatina 329
Krois, Kris 87

L

Lepratto, Fabio 251
Li, Bao 375
Lisac, Rene 339

M

Mainardi, Claudia 394
Mance, Damir 349
Marin, Vera 208
Massarente, Alessandro 263
Migliavacca, Linda 77
Miglierina, Giuliana 251
Mullally, Claire 362

P

Panayi, Christina 273
Pavăl, Oana 208

Q

Quaglio, Caterina 142

R

Rødne, Gro 102
Roussou, Effrosyni 273
Rubbo, Viviana 405

S

Salahieh, Diana 7
Santanicchia, Massimo 152
Sartorio, Stefano 161
Şentürer, Ayşe 197
Suzuki, Arno 171

T

Tessari, Alessandro 263
Tognon, Alisia 283
Trisciuglio, Marco 375
Tünür, Hazal Çağlar 47
Twardowski, Mariusz 112

V

Vannini, Carlo 7
Vigliocco, Elena 185

W

Wu, Hongye 306

X

Xintong, Wei 294