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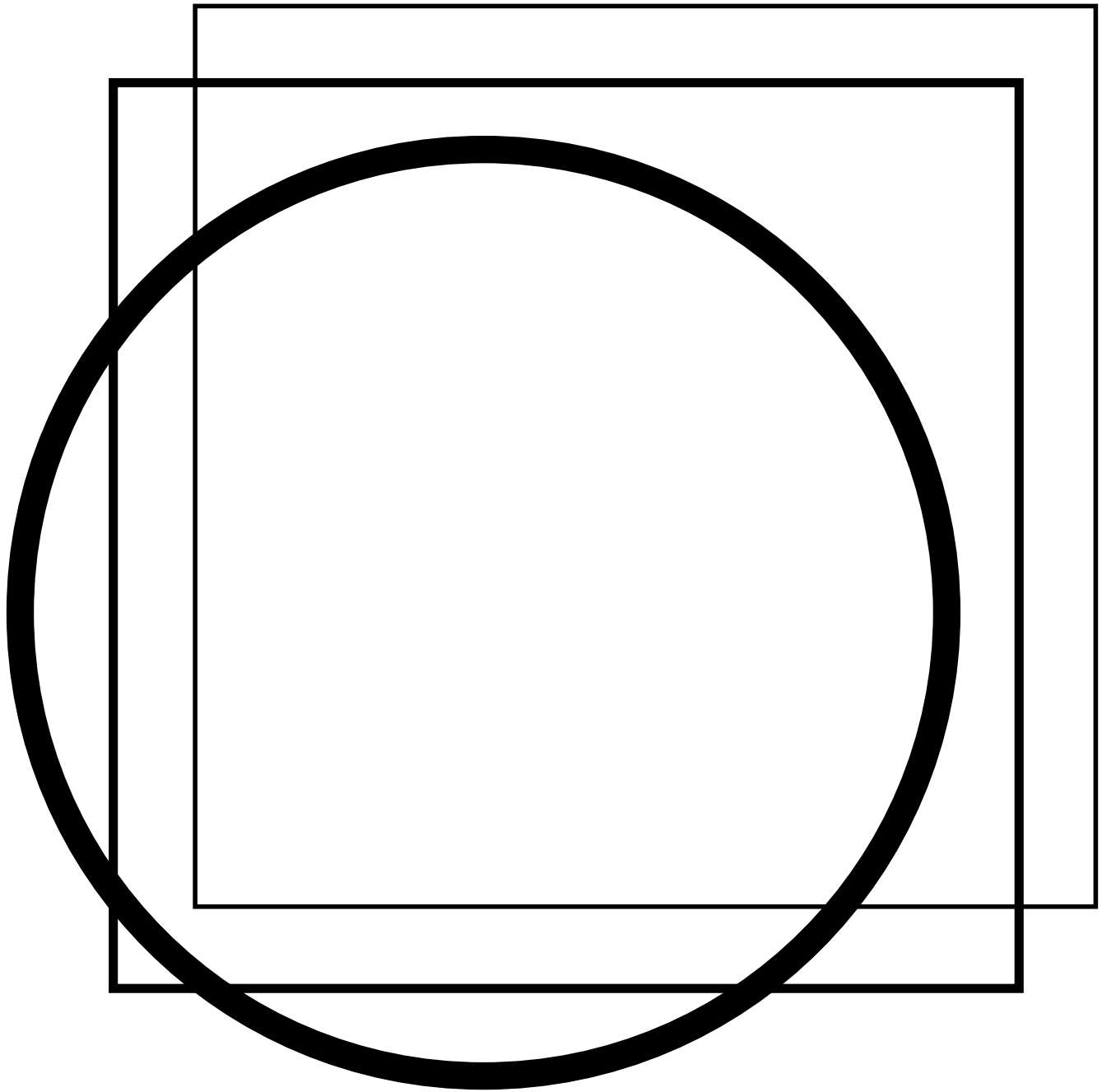
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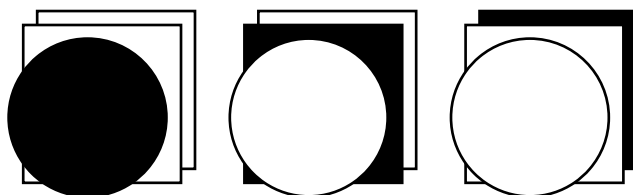
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School of Architecture(s)

EAAE Annual Conference 2023

Turin, 30th August - 1st September



Book of Abstracts

COLOPHON

EAAE Annual Conference 2023
“School of Architecture(s)”
Book of Abstracts

30th August— 1st September 2023

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Introduction

The Council of EAAE invites you to join us in the beautiful city of Turin for the 2023 Annual Conference and General Assembly, hosted by Politecnico di Torino.

We are all overwhelmed with the enormous frequency and power of the many challenges that we are confronted with, in this time called by some the “anthropocene” – the geochronical era in which humans have become one of the most important factors influencing biological, geological, and atmospheric processes on Earth. Climate change continuing – it seems – unhindered, the Corona pandemic not yet fully overcome (and new pandemics possibly at the doorstep), biodiversity endangered, war and natural disasters, uncanny developments in artificial intelligence with great significance also for the scientific production of knowledge: all these “wicked problems” require immediate solution and powerful action. That is where we stand: in a sliding, rising, sinking, shaking, moving sociocultural landscape.

We, the schools of architecture, planning and design, must prepare our students and through them society for embracing these challenges and many more with competence and determination, researching and designing to bring an immediate as well as a sustained impact for a better living environment. Let’s share all our insights and develop new paths together! What is the core education of architecture, design and urbanism, and interdisciplinarity today and tomorrow?

Prof. Dr. Oya Atalay Franck

President EAAE

Dean ZHAW School of Architecture, Design and Civil
Engineering

The **EAAE** [European Association for Architectural Education] is an international, membership-based Association organizing architectural schools in Europe. Membership is not limited to countries that belong to the European Union, all European countries may participate. The EAAE is a non-profit, Belgian registered organization.

Mission and Objectives

The purpose of the Association is to advance the quality of architectural education and also to promote the quality of architecture in Europe. The Association provides a forum for generating information on aspects of architectural education and architectural research.

The mission of the Association is to build a network of European schools of architecture, fostering discussions, exchanges and a common policy in Europe to advance the quality of architectural education. The EAAE promotes the interests of member schools as institutions and academic environments.

Member Organizations

Membership is open to European schools or institutions that provide architectural degree recognized either by the state or by a professional organization administering access to the profession in its country.

EAAE website

School of Architecture(s)

Architecture as a discipline entangles multiple interactions between the physical world, technology, and the organisation of the cultural and social environment of the profession, but its multidisciplinary character is not the only multi-dimension to be investigated. In the era of post-architecture, moving towards an autonomous subjectivity, opening up the field, and questioning the plurality of the discipline is crucial: not just Architecture but Architecture(s). Furthermore, European Schools of Architecture offer a wide variety of meanings of the term Architecture in their curricula. For all these reasons, it is urgent to discuss a broadening of the term itself to understand the positioning of architectural education in the contemporary global world.

The conference is an invitation 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?

Considering how antagonist characters polarise human knowledge and that architectural practice is moving towards an autonomous subjectivity, architecture can be understood as a tension between dichotomies leading to a new paradigm: architecture(s).

In this frame, the conference attempts to reason around a contemporary, wider and inclusive definition of architecture by discussing six pairs of antinomian concepts articulated in three parallel sessions: 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; architecture disciplinary and/or extra-disciplinary.

The six dichotomies are grouped into three main sessions:

Seeds of architecture(s): Ways of Teaching,

Roots of architecture(s): Ways of Research,

Branches of architecture(s): Ways of Practice.

Session1. Seeds of architecture: Ways of Teaching

Architecture as a method and/or as a discipline. Nowadays, there can be a shift in teaching architecture from defining a specific knowledge inside the discipline or a series of methods that can be generalised and exploited for practice.

Architecture of the Masters and/or of the Topics. The masters overlooked the teaching systems before the 20th century; from the Modern Movement onward, the transmission of knowledge is more and more focused on topics related to social and human-centered issues.

In a changing world where global challenges such as climate change, digital innovation or social inequalities are crossing architecture, it is crucial to discuss the possible impact of architectural education in this frame. Different teaching practices question the dichotomies between architecture as a method and/or discipline and between architecture of the Masters and/or of the Topics. The first session explores this issue by referring to one or more of the following possible topics:

Is architecture a discipline characterised by a scientific status that can define the borders of practising and teaching architecture? Or is architecture more of a *modus operandi* that can apply to other fields?

Is architecture a mindset, a set of soft skills, or a technical discipline in which hard skills are the core of transmissible knowledge?

What is the meaning of Masters in architecture nowadays? Can they

have a role in architectural education, and if so, to which extent? How to identify new topics with a pedagogical value for architectural education? Which role can architectural education have in tackling contemporary global challenges? Should architectural education experimentation have a role in identifying new burning issues?

Session 2. Roots of Architecture: Ways of Research

Architecture for architects and/or for the community. Who is the final architecture user, and how is this reflected in practice? Is Architecture a discipline or a service? Both points of view lead to a different definition of Architecture that needs to be translated into teaching. Architecture as avant-garde and/or market-oriented. What is the result? Architecture can be for the market, or architectural schools can open new visions that the market must look at.

The goals and the targets of architectural action are crucial topics for architectural research. While the social and political dimension of architecture is given, architecture is often asked to comply with market requests and economic issues. The multiplicity of meanings of the term architecture leads to several ways of setting up and conducting architectural research.

The second session aims to investigate the dichotomies between architecture 'for architects' and/or for the community and between architecture as avant-garde and/or market-oriented, referring to one or more of the following possible topics:

How can architectural research contribute to orienting the continued expansion of the discipline's knowledge base while structuring interrelationships with other disciplines? How can architecture improve its inherent interdisciplinary dimension while safeguarding its specific identity?

How can architectural research have a tangible social impact, and how can it be made substantial for communities?

What is the role of communities outside academia in architectural research? Are they merely a field of experimentation, or can they be involved in conceiving and structuring the research process?

Should architectural research be focused on contemporary burning issues, or should architecture aim at identifying future topics and challenges crucial for societies?

What are the possible roles of design-based research in fostering theoretical findings and ways of thought?

Session 3. Branches of Architecture: Ways of Practice

Architecture inside and/or outside the wall. Where is the place for the practice? Architecture can be inside the wall or outside of it; it can build the wall itself or be seen as a theoretical application.

Architecture disciplinary and/or extra-disciplinary. What does

architecture have to face? Architecture can look at itself in the realm of the discipline or look at other knowledge: sociology, economics, ethnography are just examples. Which are the potential of both approaches?

Architecture has long ceased to be the expression of a prince's will to become, whether the archi-stars' gesture or the result of a complex process involving many stakeholders and disciplines. In this frame, architecture can seek to define and broaden its specific identity or work to overcome disciplinary boundaries to strengthen collaboration with other professional fields. Besides, contemporary and innovative ways of architecture practice also question the necessary relationship between architecture and constructive matters.

The third session aims to investigate the dichotomies between architecture inside and/or outside the wall and between disciplinary and/or extra-disciplinary approaches to architecture referring to one or more of the following possible topics:

Can we only claim for architecture when artefacts - walls - are the final goal of the design process, or can architecture exist "outside the wall" dealing with processes and outputs unrelated to the built environment?

Should architecture deal with the construction of artefacts and walls, or should architecture deal with non-tangible applications?

Which is the role of academia and design-based research in the panorama of professional practice?

How to set fruitful collaboration between theoretical enquiry on architecture and professional practice routine?

When we speak about multiple ways of practising architecture nowadays, are we broadening the borders of architecture, or are we dealing with other disciplines "outside" architecture?

Oya Atalay Franck

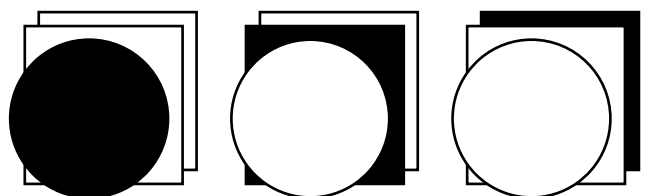
Paolo Mellano

Carla Bartolozzi

Michela Barosio

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Session A

Seeds of architecture:

Architecture as a method and/or as a discipline.
Nowadays, there can be a shift in teaching architecture from defining a specific knowledge inside the discipline or a series of methods that can be generalised and exploited for the practice.
Architecture of the Masters and/or of the topics.
Masters overlooked the teaching systems before the 20th; however, topics can be another point of view in validating the system of knowledge transmitted to future generations.

01 “Self-efficacy” as a value
in architectural pedagogy

Naime Esra Akin

02 Means-oriented or
goal-oriented architecture
education?

Ahmed K. Ali

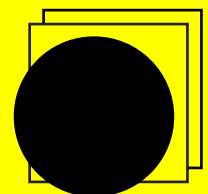
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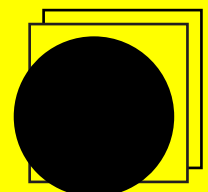
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“Self-efficacy” as a value in architectural pedagogy

Naime Esra Akin

This research is about designing a tool to support the format of the pinups for: increasing the performance of the presenting/ commenting activity as the main activity of exposition in architectural education. The main components of architectural pedagogies, which supports the self-efficacy in place of learning a specific Master of architecture were questioned.

An ongoing tradition of sharing/exposing the project at a studio-based learning environment is the pin-up event, which is directly related to the well-being of the students as the moment of exposing the self is stressful.

In this research, the emotional aspect of well-being is focused to learn about the components of self-efficacy. Students’ emotions were monitored for understanding the relationship in-between the social intentions, feelings and the spatial organization during the pin-up events.

Method of our research depends on a survey, which was made in the Danish context regarding the Spring semester 2023. The collected data can be considered informative as the 2nd year students are represented through the variety of nationalities and quantity of both genders. The results of the survey are achieved through questioning causation, correlation, cross-tabulation of the data.

The research establishes a robust ground to raise the question if well-being is a guide to design the pedagogical approach to support all students become the Masters of their own practice.

Assoc. Prof. Naime Esra Akin (Ph.D, MA) Currently, settled in Aarhus/Denmark and working as a full time Assoc. Prof. at Aarhus School of Architecture.

Session A - Seeds of Architecture **Ways of Teaching**

Img. A01



Means-oriented or goal-oriented architecture education?

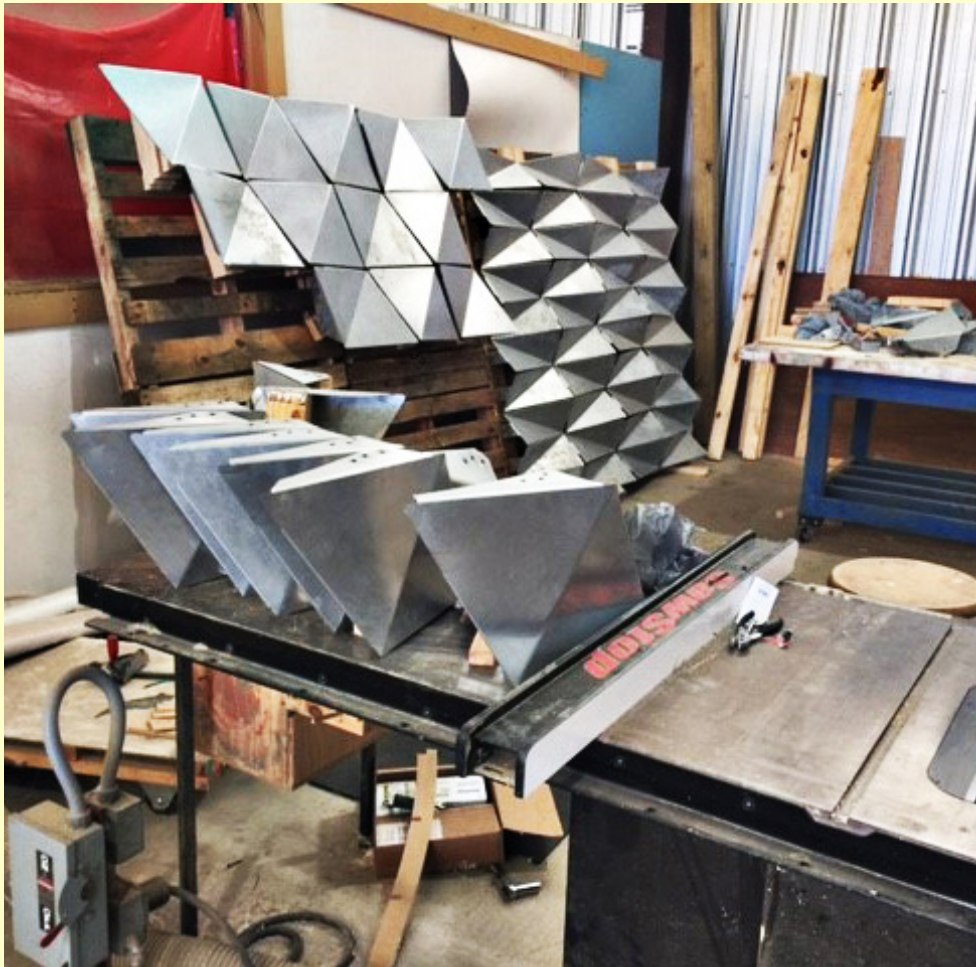
Ahmed K. Ali

In a fading material culture, where societies have become far from making and only content with image approximations, architectural education, no exception, is suffering from the absence of visual, haptic, and tacit knowledge. When pairing the knowledge of materials with its related issues of resource depletion, climate change, and waste, a new seed for teaching architecture is ready to be planted.

This contribution will focus on a profound distinction between two opposing design methodologies: a conventional method and an unconventional one. In an interview, Taeke De Jong, a professor of ecology at the University of Technology in Delft, a leading authority on ecosystems, described the two design approaches as “means-oriented” and “goal-oriented.” Goal-oriented design is the conventional method in which the goal (or building design) is defined, and every decision is made in fulfilment of that goal. It is not until the design development phase that suitable materials are specified and procured. The means-oriented design methodology, on the other hand, is the complete opposite process, starting from the means (or materials in our case) available with a less strictly defined end goal. Under this approach, it is necessary to first source and acquire the materials before design starts. Otherwise, uncertainty and potential failure in both sourcing and detailing complicate the process.

Dr. Ali is the Harold Adams endowed professor of architecture at Texas A&M University. His research investigates the relationship between the architecture of waste, circular economy, and industrial symbiosis.

Img. A02



Architecture and Pedagogy after Carbon: Three Conceptual Figures

Daniel Barber

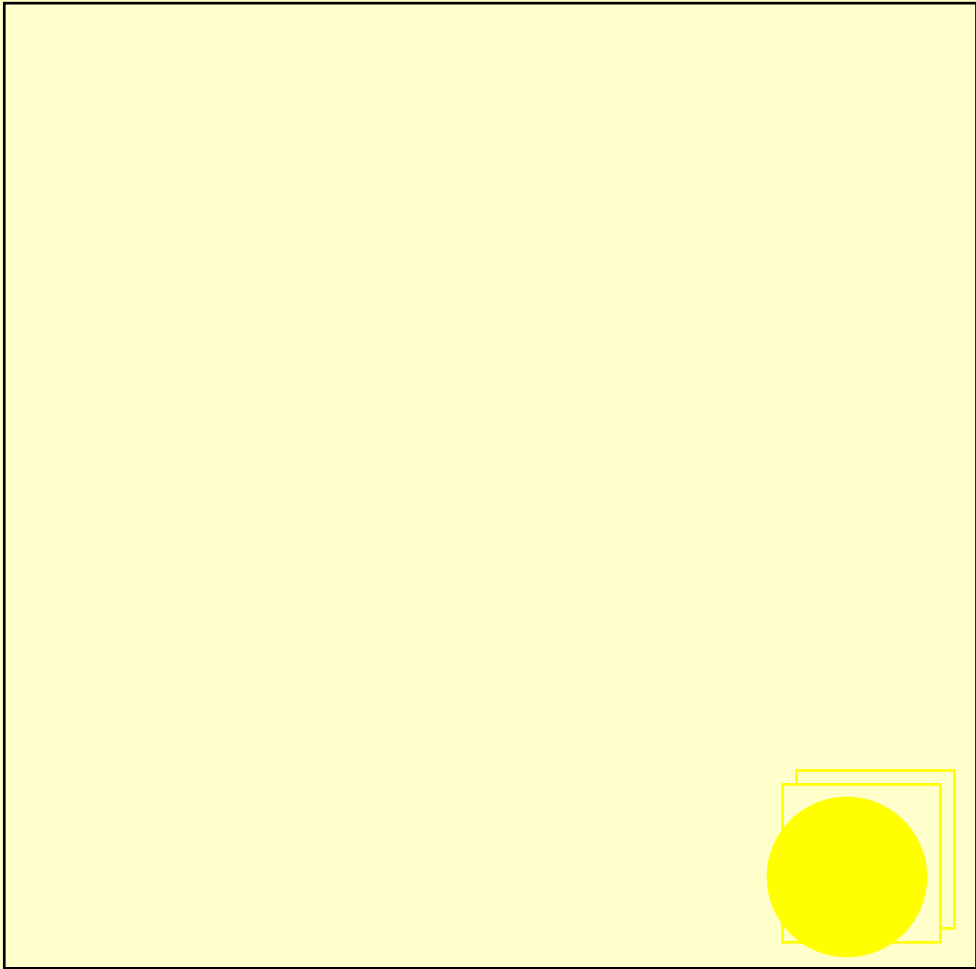
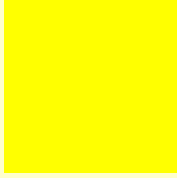
This presentation will explore three conceptual figures for architectural pedagogy in a period when carbon emissions are no longer socially viable.

1. Thermal Practices suggests that there are two main contributions to the carbon emissive properties of a buildings – that of the architectural design, and that enacted by the user. The design process not only entails the provision of mechanical services or other conditioning elements, but also cultivates novel habits and practices by which the user will best enact and realize these potentials. How can spaces be designed such that their practices of occupation rely as little as possible on carbon powered comfort technologies?

3. Stranded Assets: some of the most treasured buildings in the history of modern architecture are also the worst performing. They were built in an era when fossil fuels were cheap and the social costs were not well understood. Stranded Assets asks: how can we develop a perspective on architectural history that takes the (poor) performance of many architectural icons into account? And second, what do we do with these jewel-boxes? How will we heat and cool them? How will they be occupied as the power that feeds their life support systems comes under pressure.

3. Emergency Exits: The framework of emergency is itself cause for alarm, a “state of emergency” has led to increased oppression. Emergency exits, as a conceptual figure, seeks to keep focus on the role of architecture in negotiating equity and urgency.

Daniel Barber,
Architecture,
University of
Technology
Sydney,
Australia



Architectural thresholds: critical theory as *soglia* in teaching architecture

Camillo Boano

In Architecture and urban design education, critique it is hard to find anymore: it does seem lost in the call for a renewed disciplinary autonomy, localised territorial interests and the sole artistic and sovereign agency of the maestro: it seems hidden in the sustainability solutionism that made “green the new good” as Angelo powerful diagnoses or reduced to margins, the sole negative with its arrogant tone, stripped from the forms of seminars and discussions and forced to be ancillary to design studios extremisms. The same happen to any form of critical theory, being Marxist, relegated to its obsolescence, Feminist labelled as activist and anti disciplinar or Decolonial, still misjudged as infused in the rhetorics of social justice and exoticism. Starting from these assumptions and grounding the reflections in the pedagogical experiences in different geographies and epistemically horizons of the author, the paper ask “how is then possible to reconfigure critique for the present within a planetary (non-innocent) condition where we know that we are always/already implicated and entangled; What visions of critique are required to intervene into the tangle of ecological, economic, cultural, and sociopolitical conditions of today? What form this could take in architectural and urban design education? Mobilising a Foucault definition of critique as gesture that arrest, disorganise, denaturalise and de-hegemonise and expanding it with a partial reading of abolitionist literature.

Camillo Boano is Full Professor of Architecture and Urban Design at Politecnico di Torino, Italy. His research sits between critical theory and the architecture of inhabitation.

Img. A03



How to tackle the crisis in architectural education: Truth or Dare?

Hazal Çağlar Tünür - Göksenin İnalhan

Architectural practice is influenced by all the dynamics of daily life, such as climate change, pandemics, political changes, economic issues, globalization, and social inequalities, so the roles and responsibilities of the architect have also changed. As a result, the practice of architecture and the discipline of architecture has been compressed into a narrow field, and it can be called a crisis.

While some educators act more rationally and dynamically, taking structural and spatial initiatives to work out these crises on the spot by overcoming economic, political, or regulatory conjunctures like design-build studios. Nonetheless, in traditional studio practice, professionals produce intellectual content and projects based on architectural knowledge by addressing these issues in a more philosophical or political on paper.

By comparing these two design studio modalities through literature and case studies, this paper will explore how an inclusive, socially engaged, anti-crisis design practice in architectural education can be addressed in the curriculum, how it can find an answer in design pedagogy, and how we can make it sustainable in the future of the discipline. This research will take these two avenues of approaching these crises and compile their potential contributions toward developing a responsive, resilient, and inclusive habitus-of-learning approach for architectural education.

Hazal Çağlar Tünür. She graduated from Izmir Institute of Technology, and now she is a PhD Candidate at the Instambul Tecnicul University, architectural design program.

Assoc. Prof. Göksenin İnalhan received B.Arch and MSc. in architecture from Instambul Technical University. She earned her PhD in architecture from The University of Reading. She currently works as an Associate Professor at ITU.

Img. A04



Accessibility and Inclusion in Teaching for Architects

Cristina Candito

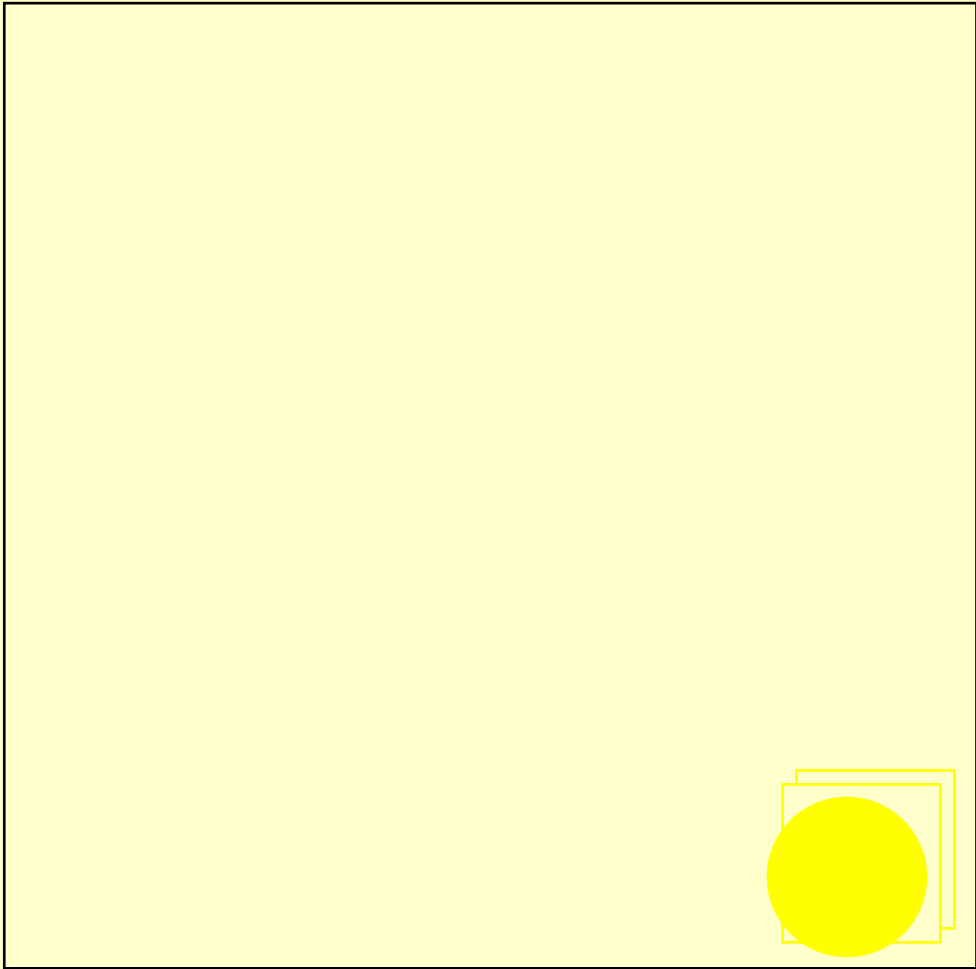
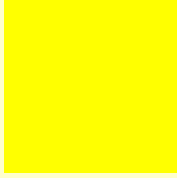
This text describes an activity carried out in the teaching of the course Representation Methodologies for the Project (Master's Degree Course in Architecture, University of Genoa, Italy). This course focuses on expanding the concept of accessibility for the configuration and communication of architecture through theory and practice. We used innovative teaching methods such as Flipped Classroom, World Café, and Team Based Learning, to encourage the active engagement of students.

The theme of accessibility is first introduced to students by discussing architectural barriers in the physical sense. Then students move on to investigating sensory ones and consider the inclusion of people with neurocognitive disabilities. Throughout the course, students engage with the concept of diversity both in a metaphorical and practical sense and explore and experience different points of view.

Another essential issue is multisensoriality, which lends itself to a broader reflection on the complexity of the relationship between body and architecture. In fact, the aim is to include the widest possible public when considering not only the functionality of the spaces, but also their aesthetic enjoyment.

The configuration of a multifunctional pavilion in support of an urban space allows aspiring architects to develop a more inclusive gaze, and to update their training program in accordance with the theme of inclusion, one of the most current demands of the contemporary world.

Cristina Candito,
University
of Genoa,
Department
Architecture and
Design, Genoa,
Italy.



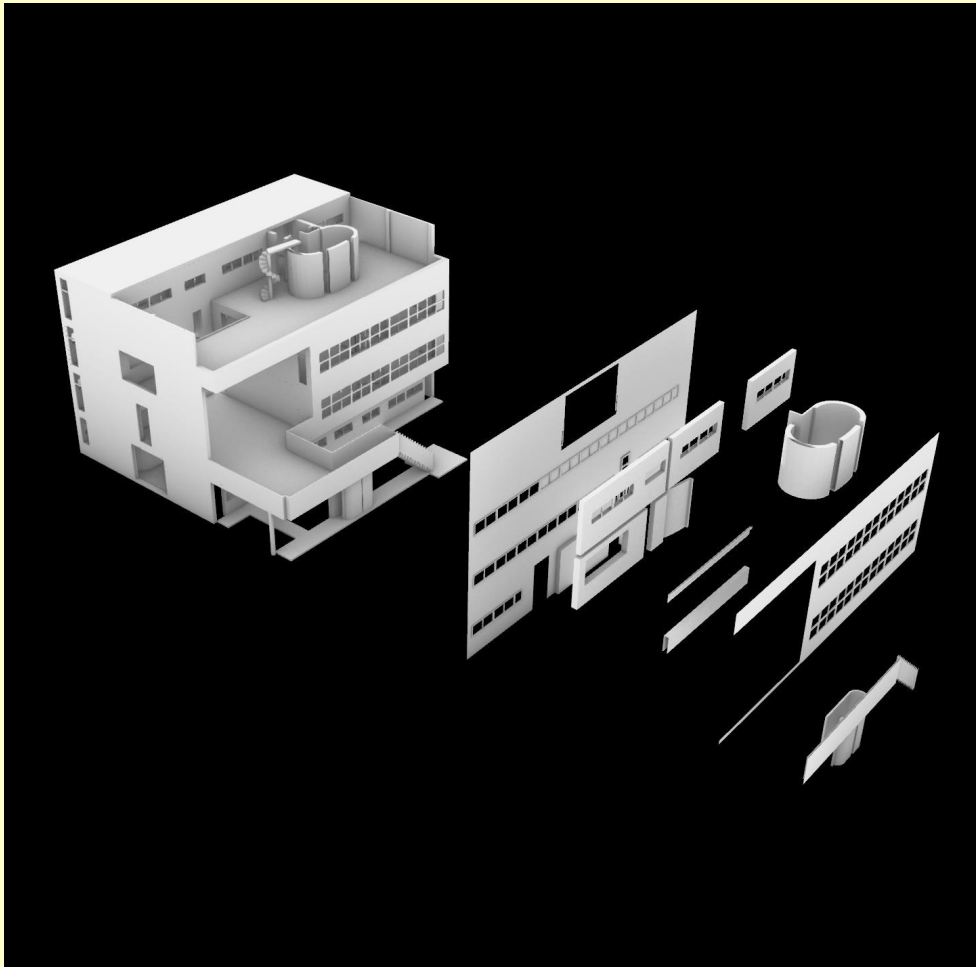
Inclusive and Generative Possibilities of Precedent Analysis in Architectural Education

Sinem ınar

This study focuses on the contribution of precedent analysis to design thinking via the framework provided by the “device” and “material” relationship. Elucidated first by the formalist tradition of literary criticism known as Russian Formalism, the “device and material relationship” is explored as a viable framework for understanding and analysing architectural form. Being a pre-condition of the formal process, “material” characterizes all ideas that the architect intends to express in the design process. “Devices” are the formal principles that transform the material into a work of architecture. The device and material relationship can initiate generative and inclusive interpretations of architectural precedents. By connecting the concepts of “device” and “material,” multiple levels of relationship inherent in architectural form can be understood, including the self-referential nature of formal devices and instrumental design techniques that concentrate on the organizational features of architectural form. Such an attempt to disclose architectural devices in a precedent and to discuss the capacity of these devices to transform our conception of certain design problems can contribute to the process of learning from architectural tradition. The study discusses the potential of such analysis to apply to current design tasks through student work studied in a course that emphasizes the relevance of comprehending the architectural precedents for contemporary formal explorations.

Sinem ınar (Kalenderođlu) is an architect and educator. She teaches at the Department of Architecture at Atılım University in Ankara, Turkey.

Img. A05



A laboratory of pedagogical experiments: architecture through the body

Carla Collevocchio

Traditional practices for training first-year students in architecture, tend to rely on hard-core skill training, digitalisation and programmatic exercises. However, these pragmatic methods have shown low impact on student's creativity, experimental skills or spatial literacy.

This paper presents the empirical results of a pedagogical investigation conducted between 2017 and 2023 at "Fundamentals: Spatial explorations" a design laboratory at Umeå School of Architecture in Sweden.

The laboratory is staged as a pedagogical environment to initiate students in architecture, where the design process is at the center of the practice, and the human body is used as a main tool for exploration and design. Methods focus on iterative hands-on production, and include 1:1 spatial analysis, spatial performance, prototyping, material testing, phenomenological reading, and processual documentation.

The experiment has shown that methods for architectural pedagogy significantly promote student's creativity and their abilities on making. Also, abstract thinking has fostered drawing beyond representation. Finally, processual documentation has revealed the construction of architectural pedagogy as an architectural matter, that is, architectural pedagogy as architecture itself.

Carla Collevocchio
Lecturer in Architectural
Design, Umeå School
of Architecture, Umeå
University. Researcher
exploring spatial
knowledge production
using the human body
as a tool.

Img. 06
80 CASTS.
Exhibition
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Studio led by
Carla Collevocchio.
Photo by Samuel
Pettersson.



Studio Life: mechanisms of competition and collaboration in the architectural labour process

Camilo Vladimir de Lima Amaral

This paper explores creative labour production in architectural design studios (in Brazil, UK and Italy). In contrast to narratives of free autonomy, participant observation revealed conflicting mechanisms, such as: subjectification, distinction, and hierarchical expropriation. This is pivotal in a transition period where architecture confronts the myths of geniuses aiming for paradigms of knowledge exchange and inclusion. For investigating that, architecture was not approached as a substance (an immutable essence or ideal), rather, it was explored as discipline and dialectics. Discipline was investigated with Grounded Theory to code conflicts and recurrences focusing on how it reinforces subjectivities and acting ways. In addition, Action Research was used to explore architecture's social dialectics, focusing on collaborative methodologies and how it (re)produces ways of seeing in three aspects: revealing (visualizing hidden properties), imagining (conceiving future scenarios) and refunding (articulating virtual seeds for shared social realities). Results indicate proposals were collaborative, subjectivities are enclosed in the hegemonic narratives of the field and fantasies were hiding the actual collective production, where allegedly individual creations are forms of fetish. That suggests a transition overlapping of conflicting paradigms between: competition and collaboration; distinction and dialogue; invention and labour; mythological narratives and negotiated practices.

Camilo V. L. Amaral is an architect and urbanist. He is a RTDa at PoliTO and professor at UFG, Brazil, where he coordinates the Design Processes Lab.

Img. A07



Why to (Not) Demolish a Building. A Experimental Teaching Approach to Question Demolition in Architecture

Isabel Concheiro

The transformation of mid-twentieth century social housing is a key issue in contemporary Europe, raising several architectural, environmental and social questions. While some examples show the potential of renovating public housing, demolition is unfortunately still considered commonplace, leading not only to the loss of architectural heritage and affordable housing, but also to the destruction of communities built over decades.

In this context, architects have an important role to play in proposing alternatives. In addition to the design-based strategies taught in architectural schools, students need to be confronted to critical analysis of real and complex demolition processes.

The course “Transformation Strategies” at the HEIA Fribourg proposes an experimental teaching format in the form of a collective research, exploration and analysis aimed at questioning the stakes behind 20th century heritage demolition processes and developing a critical and sensitive approach towards its conservation and transformation.

The case study to be presented is the Toulouse le Mirail project by Candilis Josic and Woods, which is threatened by the demolition of about 1400 dwellings. In the context of climate change, it is absolutely necessary to build the city from its architectural and social heritage, to reveal and develop its qualities, to question the decision-making processes and to imagine new levers for projects and actions to transform the city in a truly sustainable way.

Isabel Concheiro is an architect and editor based in Lausanne. She graduated from ETSAB, was assistant at ETHZ and EPFL, and is currently lecturer and deputy head of the architecture master program at HEIA-FR. She is editor of TRANSFER and correspondent of Tracés.

Img. A08



Socially situated pedagogies as a strategy to innovate architectural curricula: the case study of SARPe and its first experimentation at the University of Pavia

Ioanni Delsante - Tabassum Ahmed - Maddalena Duse - Linda Migliavacca

The authors discuss a pedagogical experiment that arises out of an ongoing Erasmus+ project titled “Socially Situated Architectural Pedagogies” or SARPe, which involves the Universities of Pavia, Istanbul, TU Delft and Malaga. SARPe project situates itself in between three areas of inquiry: critical/radical pedagogies (Colomina et al., 2022; Crysler, 1995; Dutton & Mann, 1996; Hooks, 2014); situated knowledge (Haraway, 1988; Rendell, 2020) and commons-oriented knowledge and pedagogy (Bourassa et al., 2017; Deamer, 2022; Korsgaard, 2019). On that basis, it aims to critically analyse architectural pedagogy especially (but not exclusively) in architectural studio. It seeks to broaden reflections on how architectural curricula can reconnect to the outside world and, more particularly, how learners and educators (and their mutual positioning) engage with non-institutional stakeholders. Among other outcomes of SARPe, the authors reflect on the experience of coproduction of a second-year architecture studio at the University of Pavia. Here the studio is reimagined as a site for commoning of knowledge through collaborations with non-academic actors; challenging hierarchical position between learners and educators; and practice of dialogue. As such a transformative-relational methodology is highlighted which activates the traditional studio towards a socially situated pedagogical practice that promotes self-organisation, encourages active participation and destabilises hierarchies.

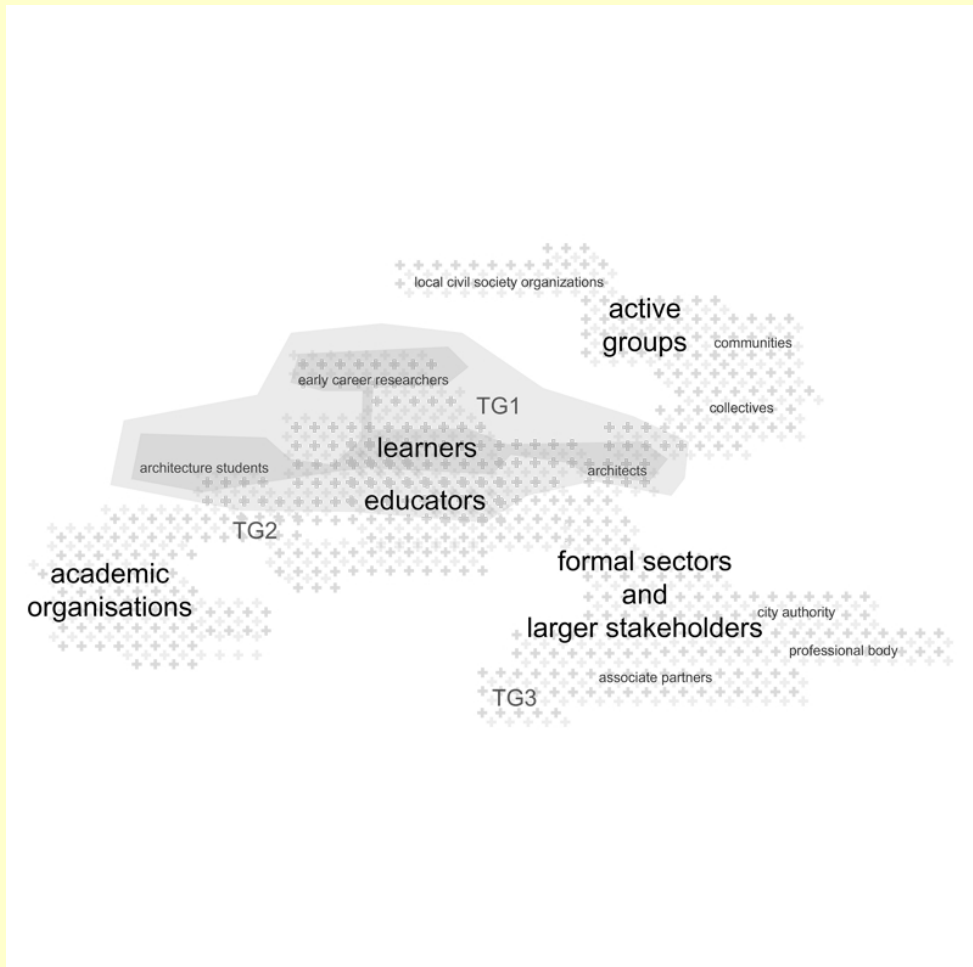
Ioanni Delsante, Associate Professor @Unipv and Reader @Huddersfield Uni, coordinates the KA2 Erasmus+ Project SARPe (2022-2025) (www.sarpe.org).

Tabassum Ahmed, PhD student @ Huddersfield Uni and Research Associate for SARPe @Unipv, researching urban commoning practices by grassroots groups.

Maddalena Duse, MSc Building Engineering/ Architecture @ Unipv and @ TongjiUniversity, Assistant Researcher for SARPe @Unipv.

Linda Migliavacca, Masters' student @UniPv and @ TongjiUniversity, Assistant Researcher for the KA2 Erasmus+ Project SARPe @UniPv.

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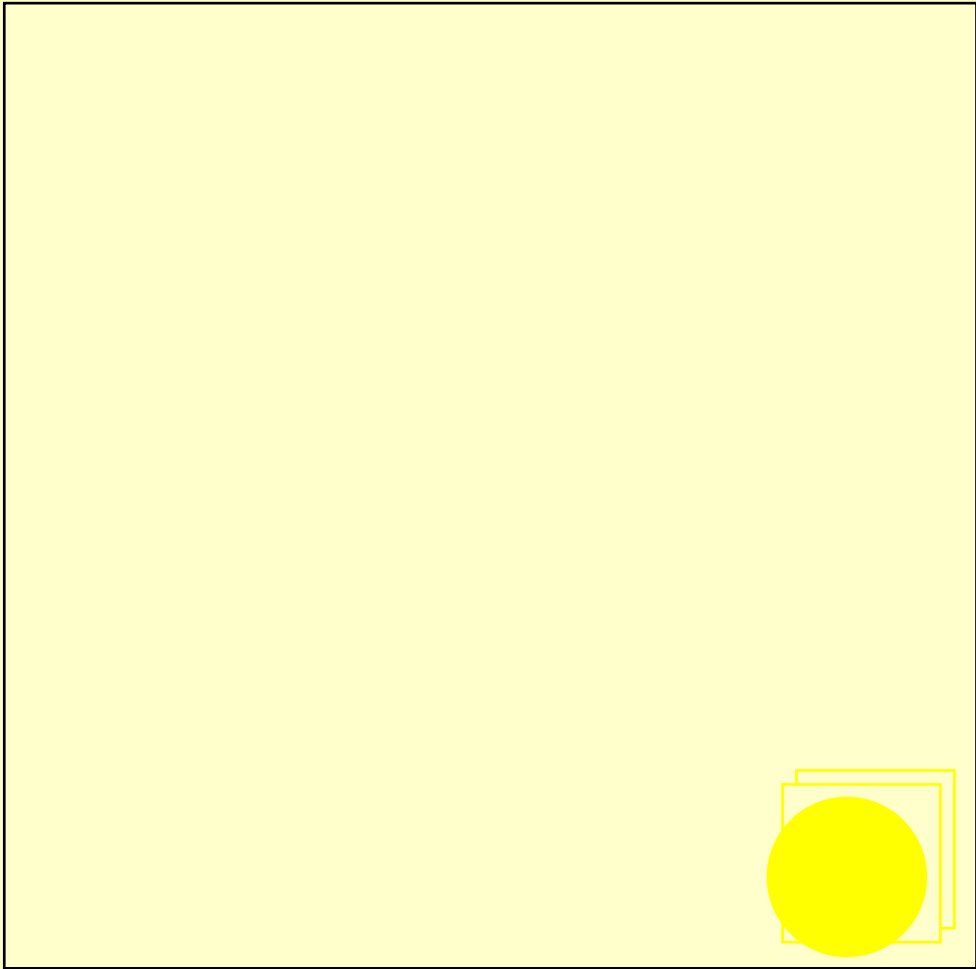
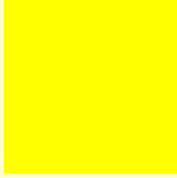
Minds, Machines, and the Future of Design: Rethinking Architectural Education in the Age of AI

Mustapha El Moussaoui, Kris Krois

The introduction of computer-aided design (CAD) programs marked a significant shift in architectural practice, with professionals transitioning from hand drawing to digital tools. This evolution sparked debates on the implications of technology for the quality and authenticity of design. Today, artificial intelligence (AI) presents a similar challenge, raising questions about its advantages and disadvantages in architectural education. This paper aims to investigate the impact of AI on architectural pedagogy, exploring both its potential benefits and the concerns it raises. The research will propose strategies for integrating AI tools into architectural curricula, emphasizing their role as an aid to human creativity and problem-solving rather than a replacement. The study will argue that adapting to AI technologies is crucial for preparing students for the future of architectural practice and ensuring they are equipped to harness the full potential of these tools while maintaining ethical and responsible design approaches.

Mustapha El Moussaoui, an architect and urbanist, is currently an assistant professor at the Free University of Bolzano. His research primarily focuses on understanding the complex socio-cultural dynamics in urban settings.

Kris Krois is an associate professor at the Free University of Bolzano. Kris founded the transdisciplinary Master in Eco-Social Design and is organising the annual conference By Design or by Disaster.



Challenging the Master: Lessons from Rethinking The Crit

Patrick Flynn

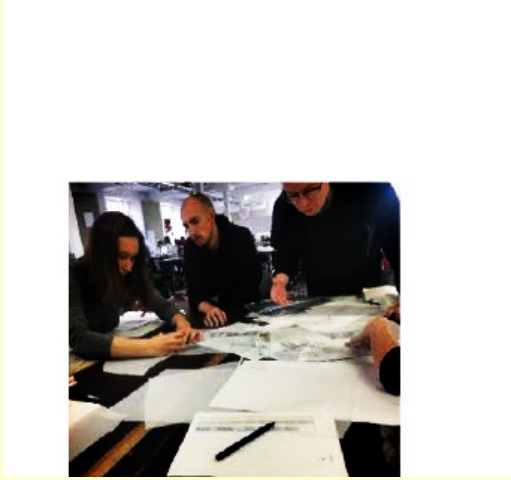
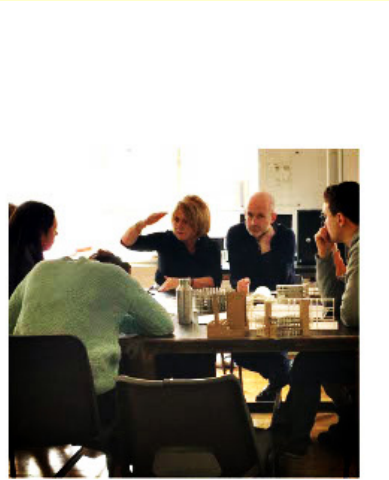
Alberti's 1485 book *On The Art of Building* describes the design process as one where the architect applies absolute authority and claims ownership and credit through developing judgement. These necessary judgement skills are developed in the crit setting by the public presentation of work; the student both experiences judgement (of their own work) and observes the judgement (of their peer's work). In this the emphasis is on the architect as sole author (Turkkan,2023).

The crit can be seen as the established 'doxa'(Bourdieu, 1990). Staff believe it is the way to prepare the student for the profession with the required judgement skills and the students come to accept that this is necessary. This sets the tutor in a crit as the person who imparts knowledge to the student as in a master /apprenticeship type relationship with the tutor knowing 'the' correct solution to every difficulty and with the crit endorsing 'acceptable knowledge'. The interplay between agency and structure is evident in the crit and its rituals; how that shapes the young architect and by extension the profession (Smith,C.,2022). This paper interrogates the traditional crit with a re-imagining of feedback as a more student-centered approach where the control shifts from tutor focussed (Dawson et al 2021).

Boud's study of feedback is interpreted in the context of this study and how it can apply to the architecture studio and how to place the student in the feedback process (Winstone, N. & Boud, D. 2022).

Patrick Flynn Head of Learning Development TU Dublin & Council member EAAE. He is the co-editor and contributor of the book *Rethinking The Crit*: Routledge NY & London,(2023).

Img. A10



Teaching architecture in the age of a fragile humanity

Camillo Frattari

Thinking about the meaning of education in architecture requires a reflection on the contemporary world as a subject and object of design.

The capitalist development of construction and real estate has meant that today only an insignificant number of constructed buildings are designed by architects. The architect's profession itself has radically changed towards an entrepreneurial model, whereby most of the offices are organized as real projects factories, in which the work of architects is broken up on the basis of phases or design specializations.

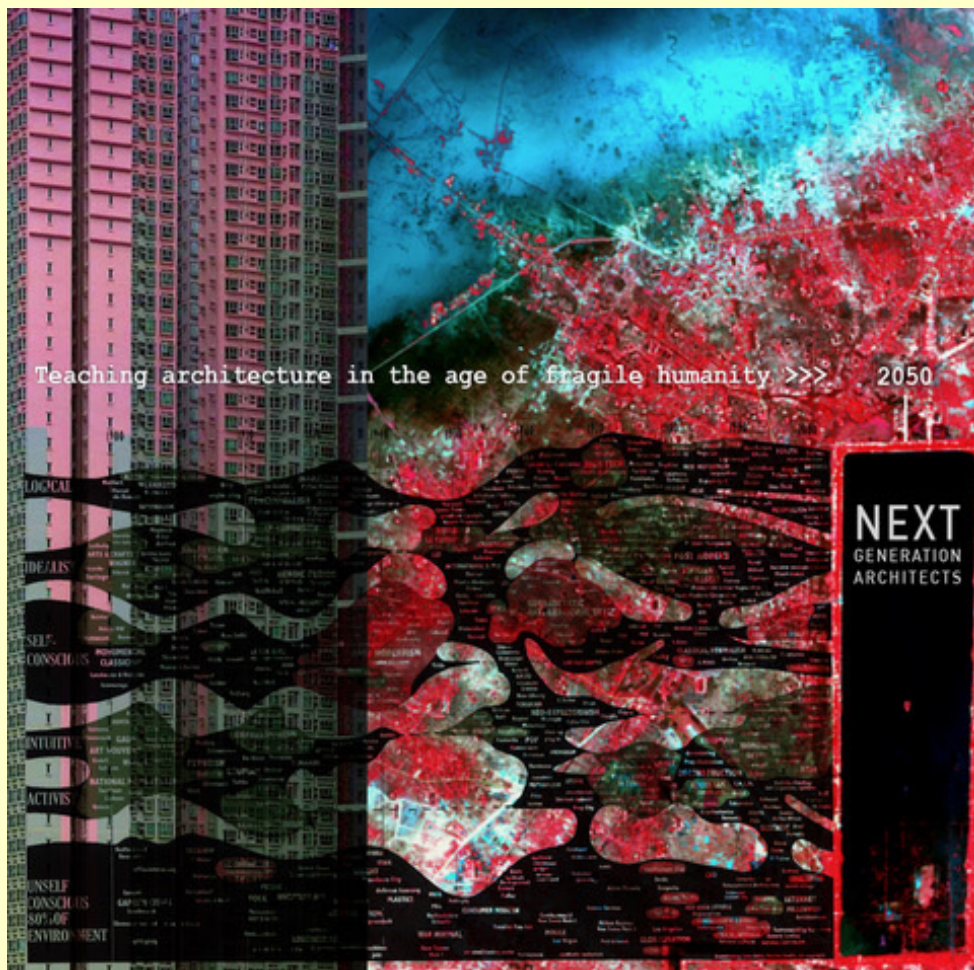
This model is useful for the mass production of buildings, but what are the real needs of the contemporary human being?

The urban, social and climatic changes that characterize our time reveal how the fragility of the contemporary human condition requires architectural and urban responses that go beyond the needs of the market.

Teaching architecture exclusively as a discipline locked in an enclosure of good techniques and aesthetics risks creating workers who support the speculative production of consumption by giving it the reassuring form of an architectural washing.

Camillo Frattari
Architect &
PhD working on
relationships between
Architecture, City and
Human Condition.
Adjunct Professor at
Politecnico di Milano
from 2022.

Img. A11



Shifting Mentality: from “Heritage Recovery” to “Heritage for Recovery”. Teaching heritage management for post crisis areas

Salah Hajismail - Emanuele Morezzi

The role of architect in recovery process covers a wide horizon of different sectors and diverse topics. Lately, Turkiye has lived different crisis, including natural disasters, political and economic crisis with refugees' waves from neighboring countries which suffered armed conflict. This required a shifting in mentality for the teaching and training of architecture students to comprehend and be prepared for their role in the post crisis recovery process. AYBU while establishing Architecture department, has also started a multidisciplinary master, offers the opportunity to activate synergic cooperation between universities and experts to coordinate activities regarding heritage conservation or rehabilitation. This paper sheds light on the methods and techniques of teaching and training to master students, specifically in Heritage management for post crisis recovery of living urban centers course, the authors has collaborated to prepare, teach and enhance during the last 4 years. Tried to shift the mentality of dealing with the built heritage of communities in crisis, not only for the restoration and conservation of heritage itself, or using it as an asset, but to consider heritage as a main resource for the community to recover, not only economically but even socially, culturally and even to achieve reconciliation in post conflict era. The paper presents the course evaluation, showing obstacles and opportunities, strength and weaknesses. Potentials of enhancement are concluded too.

Salah Haj Ismail, Architect, full Professor in Architecture, focus on management of cultural heritage for post crisis recovery, Architectural Department, Ankara Yildirim Beyazit University, Turkiye.

Emanuele Morezzi, architect, PhD in Cultural Heritage, is an Associate Professor in Architectural preservation, Department of Architecture and Design of the Polytechnic of Turin.

Img. A12



Transformations of public spaces - sustainable and ethical approach to architectural and urban design using mixed cultural background

Patrycja Haupt - Mariusz Twardowski - Luca M. Fabris - Gerardo Sempregon - Riccardo M. Balzarotti - Andres Ros Campos - Jose Luis Gisbert - Pedro Verdejo Guimeno

Transformations of public spaces are an integral part of city life. These processes although addressing site specific problems are universal for the urban centres across European countries struggling with desurbanisation, social exclusion, massive tourism, climate change and pollution.

The study is based upon the outcomes of the series of international workshop showing the approach to public space in different location. The aim of research is to show what problems addressed during the design workshop had a universal dimension and which ones were more site specific, addressing the needs of the local community. The basic research question asked was also how to transform public space in order to create active, reach, inclusive and climate neutral environment for the inhabitants. What are the factors in the public space creation that would result in active public space? The research methodology was based on a multi-criteria comparative analysis of activation factors in selected public spaces and evaluation of students' proposals according to those factors. These transformations were often driven by specific objectives, such as creating iconic landmarks, improving public safety, or generating economic activity on the other hand some of the proposals were concentrating on local community needs introduced by the meetings with local stakeholders. A hybrid approach that combines the strengths of both approaches provided by the workshop methodology was proved effective didactic method.

Patrycja Haupt, DSc PhD Arch., MPOIA, Assoc. Prof. of Faculty of Architecture at CUT. The main field of research involves the pro-ecological tendencies in design and their impact on the image of contemporary urban space.

Arch. Mariusz Twardowski, PhD, DSc, Eng., Assoc. Prof. at the Faculty of Architecture of the CUT, owner of Mariusz Twardowski Architektura, author scientific publications, laureate of 25 main prizes in architectural competitions.

Dr. Andrés Ros-Campos, PhD. Architect teaches at the CEU UCH University, investigates abstraction in architecture, the current relationship between architecture and landscape, the activation of the urban space of the contemporary city.

Luca Maria Francesco Fabris, journalist and architect, obtained a PhD in Architectural and Environmental Technology. He is a Beijing University of Civil Engineering and Architecture Distinguished Associate Professor at the PoliMI.

Img. A13



Pedagogical consequences and potentials of a Design Built Studio Program

Arda Inceoglu

Design Build Studios (DBS) are special pedagogical tools in architectural education. They offer 1:1 scale construction experience, a chance to utilize the creativity of the students for the public benefit, are based on collaboration and teamwork.

In the curriculum of MEF University Architecture program there is a DBS component that is compulsory for all students. Since its inception in 2015 (MEF University started teaching in 2014) the students and faculty have constructed 49 projects in 13 different cities in Turkey, one in Armenia and one in Cyprus. The DBS program was initiated with a number of pedagogical and academic goals in mind. Over the years we have discovered that the program has had unplanned consequences that have a considerable impact on our education in the school.

The paper will present a critical evaluation of the results of the program. A project that was voluntarily initiated by the students of the school as a response to a disaster will be presented as a case study illustrating both the consequences as well as the professional potentials of the DBS program.

As a summary, the DBS program has a role in establishing a culture of collaboration and camaraderie in our school. Also it presents to the students alternative scenarios for practicing their profession.

Arda Inceoglu is a Professor of Architecture at MEF University. He is the founding Dean of Faculty of Arts Design and Architecture. Research interests are History of Urban Form and Architectural Education.

Img. A14



Modus Operandi: Continuously Transforming And Renewing Action In Architectural Design Studio

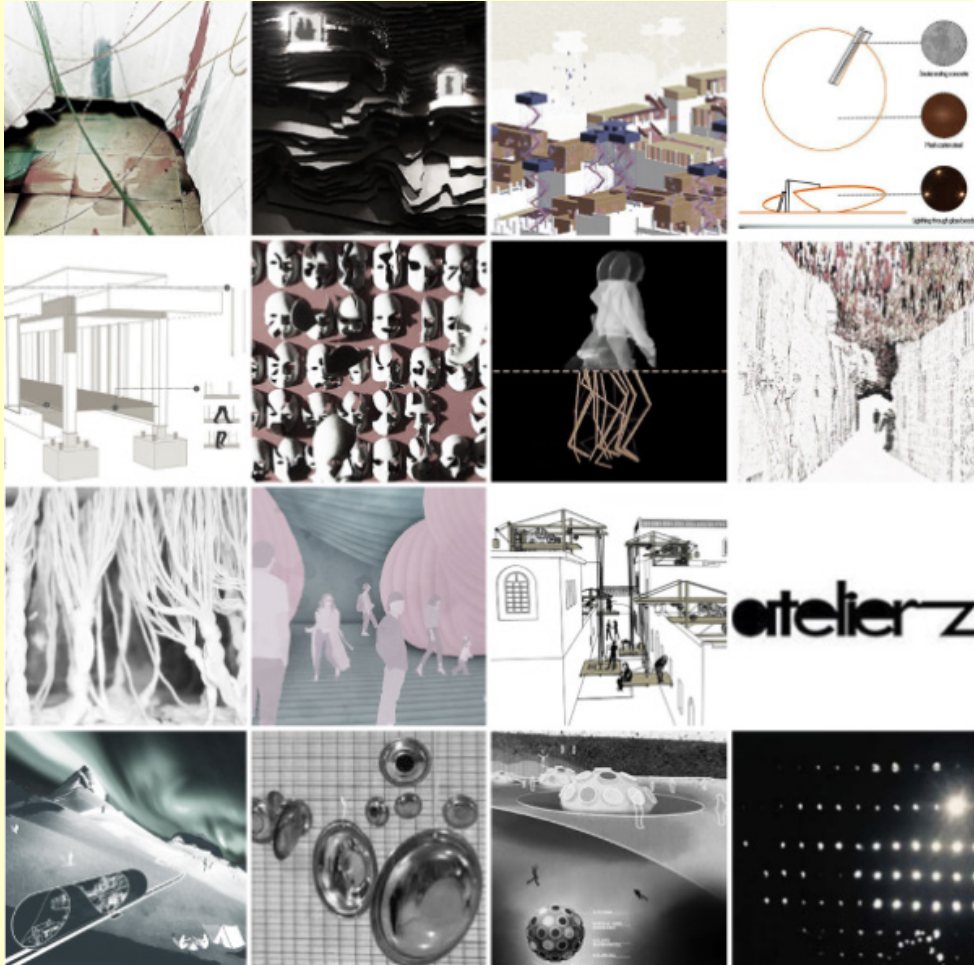
İrem Küçük - Adnan Aksu

In the plurality of the contemporary world, the content and limits of architects' knowledge and skills are in an indefinable expansion. A fundamental problem is the difficulty of determining the essential knowledge and skills provided to the architectural student within the framework of education and whether the foundation provided by education can provide a structure suitable for the integration of new, non-scoped knowledge and skills into professional practice. In the architectural design studio, the formation of a modus operandi in which the processes of transferring, interpreting and producing knowledge are intertwined with the processes of acquiring, internalizing and developing skills, opens up an essential field of research and discussion. This study aims to explore the formation of modus operandi in the studio in terms of its capacity to be a continuously transforming and renewing action. The first part conceptualizes the modus operandi in the context of the studio. The second part explains the pedagogical structures that shape the modus operandi in the studio. The third part analyzes the relationships between the structures exemplifying the atelierz's experimentations with the theme of "Contemporary Codes of Architecture". Finally, it is pointed out that the formation of the modus operandi is essential for developing architecture's capacity for constant renewal in the context of ever-changing living conditions.

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She teaches in
atelierz and works
on architectural
design theories and
education.

Adnan Aksu
He works as prof. dr. at
Gazi University Faculty
of Architecture. He
teaches in atelierz and
works on architectural
design theories and
education.

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Digital Survey as a Method for Creative Thinking in Architectural Design

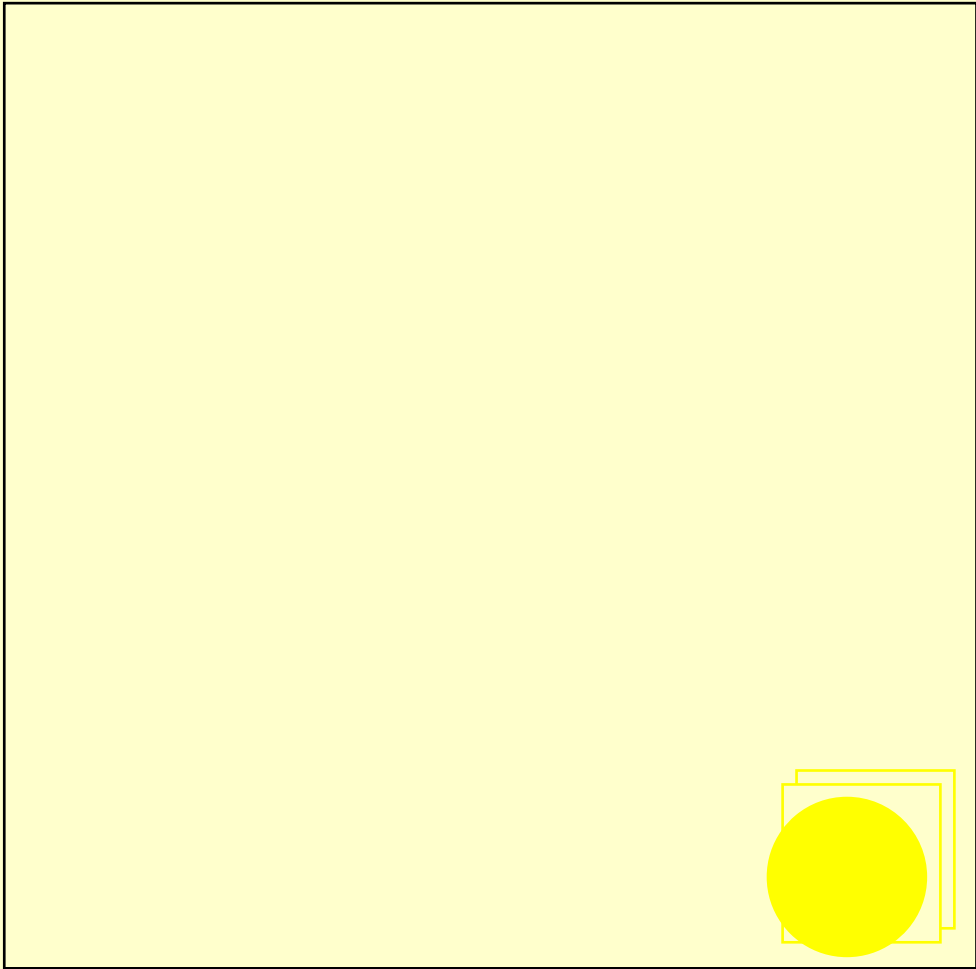
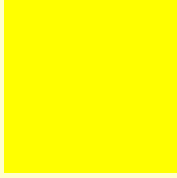
Kévin Jacquot - Özlem Lamontre-Berk

Architectural surveying has always been the purview of the architect, despite the fact that it is practiced by other disciplines. Technological innovations in surveying have led, at least in France, to an ambivalent relationship with these new methods of documenting the existing. Although very rare in teaching, learning digital surveying techniques is nevertheless inevitable for future architects who will be required to handle these tools directly or to interact closely with their operators. Lyon School of Architecture has a head start thanks to the presence MAP research laboratory, which has distinguished itself on the restoration of Notre-Dame de Paris and which participates in the teaching from the first year of the pedagogical program.

The objective of this paper is to critically communicate the pedagogical experience of the fourth semester project studio, “Designing with the Existing,” with a focus on the role of digital survey throughout the entire design process. With a transdisciplinary approach and an emphasis on the interaction with the existing, this studio gives students their first introduction to the peculiarities and difficulties of design with the existing. A series of methodologies are proposed to enhance the process, and digital survey methods have been suggested not just to produce data for analysis but also as thinking techniques that foster and enhance the creativity and as a method to re-examine the decisions made throughout the process.

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National
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Özlem Lamontre-
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Architecture,
Lyon, France.



Affirmation of a discipline: ephemeral tectonics of an architecture lesson

Siniša Justić

Architecture study teaching process is technical, and exact, where architecture is measurable. But architecture studies must remain open to processing abstract values itself. Architecture is rigorous but anexact*.

Presented course units encourage work on elaborate execution of an ephemeral idea.

Can architecture study sustain a course where identified working process becomes a meaningful concept itself and meaning emerges through conceptual execution, being found rather than projected? Can we motivate a student through emergence of a result which surpasses initial expectations projected by simplicity of its parts? We believe in pedagogical power of meaningful outcome when certain feeling of truth emerges as authentic, if anexact value added to plain technical correctness. If architecture indeed is an abstract value added upon physical fact, then such a course is needed to affirm Architecture`s defining difference.

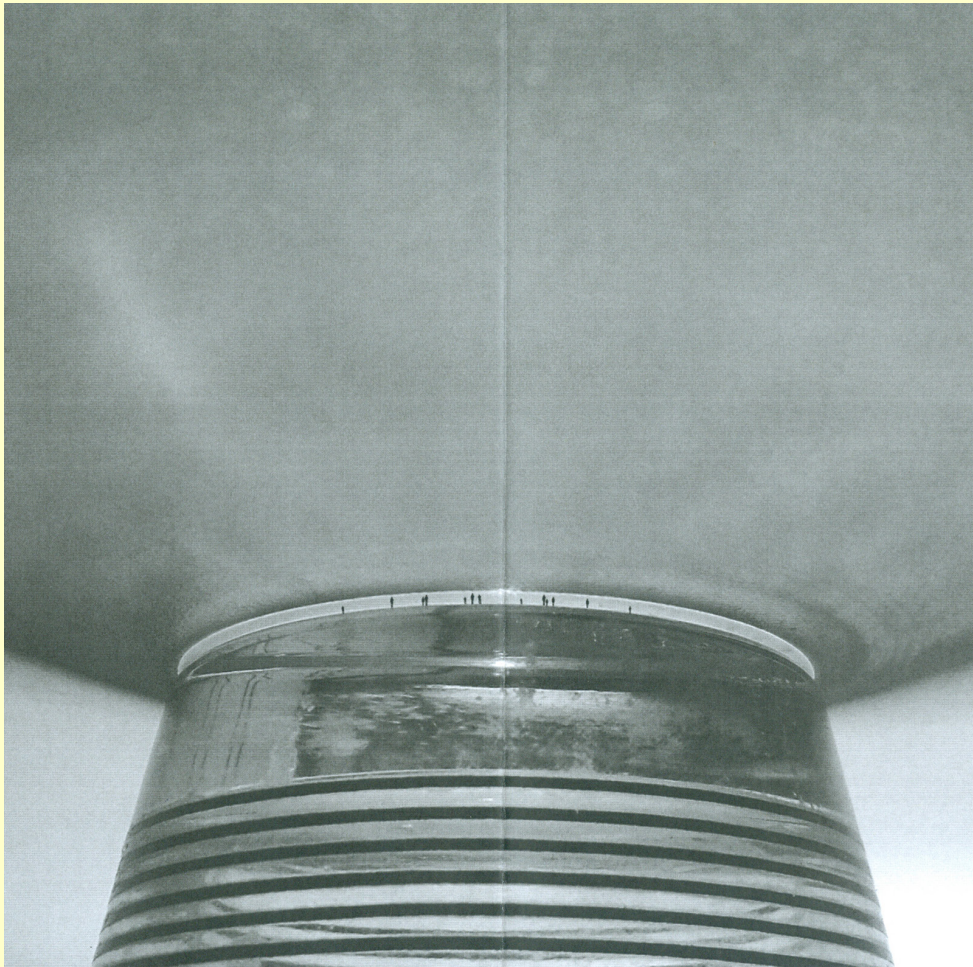
Architecture study is search for root values of its own discipline. The objectification of abstract beauty is its vital goal. No matter of technology, economy or social normative imperatives, architecture is aestheticized, reflective research. A meaningful creative act no matter of aesthetic code or material circumstances.

A course unit where precise production of an ephemeral idea leads into authentic, if anexact presence is Architecture affirmation`s valuable tool.

* Differentiation recognizes anexact as architecturally paradigmatic.

Architect Siniša Justić graduated and works at Zagreb Faculty of Architecture. Teaches Visual Design courses at Department of Architectural Design.

Img. A16
Student work
by Matušić
Nikolina, in
Atmosphere by
Siniša Justić.



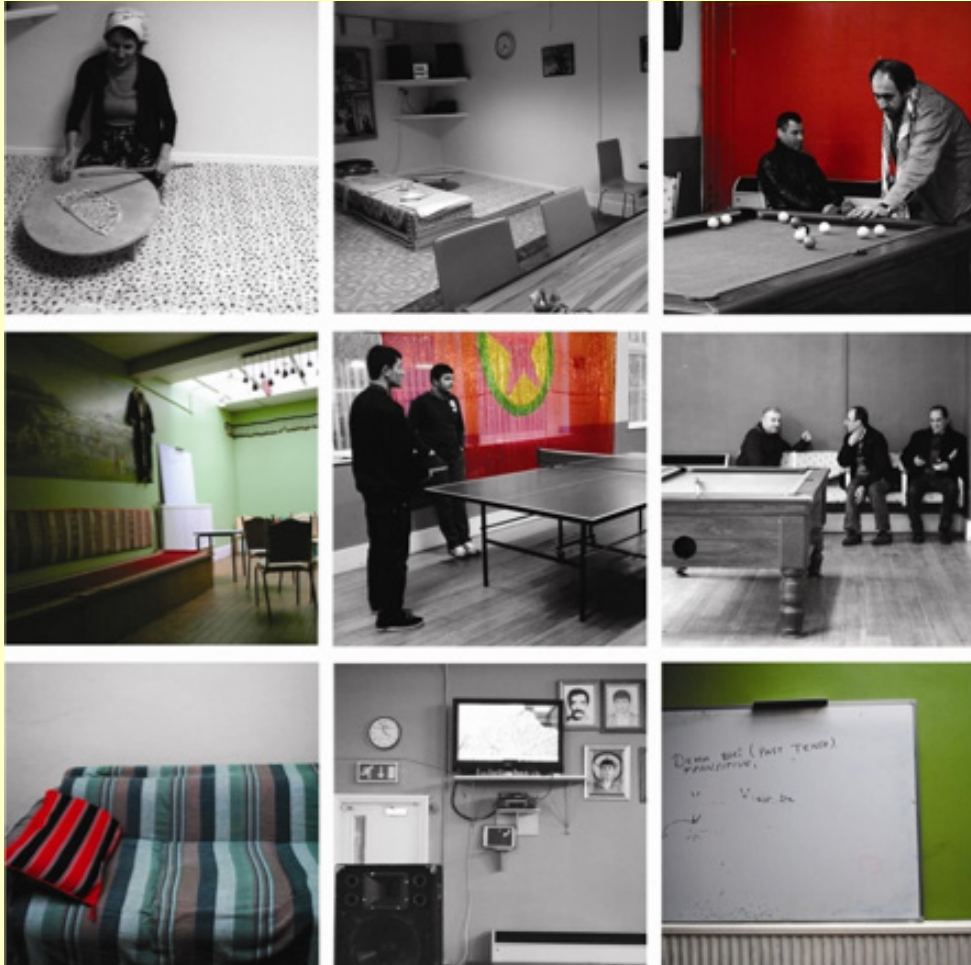
Ethnographic Ways of Architectural Knowing: A Pre-design Pedagogy for Radical Inclusion

Samir Pandya

The global response of architectural education to recent calls for social and epistemic justice has been to inaugurate the project of decolonising pedagogy and curricula, a project which admits a historical failure to respond to diverse social needs. This paper proposes ethnography as a decolonial method capable of disrupting — and evolving — normative architectural approaches to ‘site’. As a method used to access, engage, and interpret often unacknowledged cultural worlds, ethnography has overcome its own historical complicity with colonialism. This paper draws upon two Master’s level projects which appropriate and apply ethnography to two architectural and urban contexts marked by geopolitics: London and Nicosia. The paper situates the projects within a wider teaching practice which pre-dates the current interventionist diversity paradigm. The paper also elaborates on the pedagogic context of the projects, which values emotion, lived experience and embodied relations to spatial and material environments as legitimate sources of knowledge. The pedagogy also facilitates close attention to reflexivity within design-research projects. This attention, therefore, requires students’ heightened self-awareness as cultural subjects, bringing their own cultural resources and bias to bear on the contexts they engage. This self-awareness engenders a form of ‘virtuous and productive self-doubt’ and thus involves a distancing from the figure of the architect-hero.

Samir Pandya is an architect and Assistant Head of the School of Architecture + Cities, University of Westminster (London).

Img. A17



Stumbling as a praxis of design practice: a pedagogical experiment in “Theory and Critic of Architectural Action”

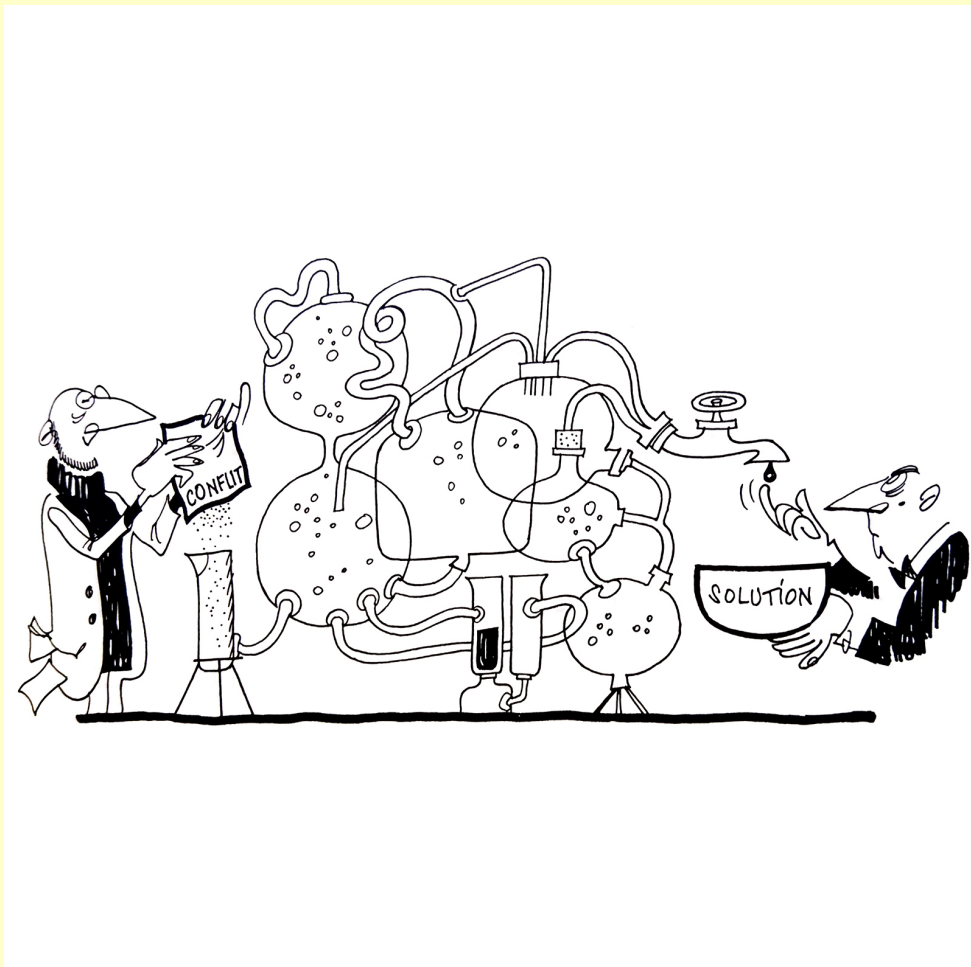
Caterina Quaglio - Edoardo Bruno

The Thesis Seminar “Theory and Critic of Architectural Action” is a multidisciplinary didactic experience designated to study the methodological aspects related to developing a research project in architectural history and/or design, and notably aimed at developing Master’s Degree Graduation. The Seminar identifies six key nodes in research on project practice and takes a multidisciplinary view to tackle them critically. Through ex-cathedra lectures and seminar meetings, each discipline thus challenges each node based on its scientific status to provide specialised disciplinary insights. In doing so, the Seminar offers the students the necessary theoretical and operative tools to test, in their research activity, the application of a robust methodological structure to the various solicitations derived from the real world. The structure of the Seminar is not designed to define a consequential order between the nodes, nor does it aspire to provide an exhaustive answer for each issue raised. On the contrary, the Seminar aims to provide students with critical and methodological instruments built around a collegial space of free discussion and debate. The pedagogical objective is to allow them to critically assess and systematise interdisciplinary knowledge and skills learnt during their previous academic career to position original research programs within the broader framework of the design practice.

Edoardo Bruno is a PhD Architect and Post-Doc researcher at the Department of Architecture and Design (DAD) - Politecnico di Torino.

Caterina Quaglio is a PhD Architect and Post-Doc researcher at the Department of Architecture and Design (DAD) - Politecnico di Torino.

Img. A18



The Necessity of Big Beautiful Mistakes

Gro Rødne - Johanna Gullberg

There is a well-known need for innovative ways of tackling the burning challenges of today. Complex problem solving, critical thinking and creativity are key competences for the future according to World Economic Forum, 2020. It is therefore problematic that we all – not least architecture students – are embedded in friction-free systems and technologies that cloud the complexities of urgent issues. Friction, risk-taking and mistakes are at the core of true experimentation which in turn is a prerequisite for achieving innovation. The students must therefore train experimental skills and confidence in risk-taking for architecture to keep its societal relevance.

The educational milieu Making is Thinking (MT) at NTNU in Trondheim has worked on these issues for a decade: To interrupt architects' habits by hands-on techniques and approaches such as bricolage and performance in collaboration with other professions. MT also investigates educational aspects of experimentation by applying action research models and theories of transformative learning. We challenge the students to engage in societal issues and deal with risks in real-life experimentations. The aim is to feel at home in complex and uncertain situations in an environment where mistakes are recognized as a necessity and liberating laughter serves as creative trigger.

Our collaborators have been a variety of stakeholders such as actors from the cultural field, children, prison inmates and the theatre company Cirka Teater.

Gro Rødne (b. 1967 in Bergen)
Gro Rødne is an architect, associate professor and program leader for the master program in Architecture at NTNU in Trondheim. She is a cofounder of TRANSark.

Johanna Gullberg (b. 1980 in Stockholm)
Johanna Gullberg is an architect at Henning Larsen, with a PhD on architectural education. She is currently editing a book with dpr-barcelona and making sketches for a public art project.

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A Cosmopolitan Architectural Education

Massimo Santanicchia

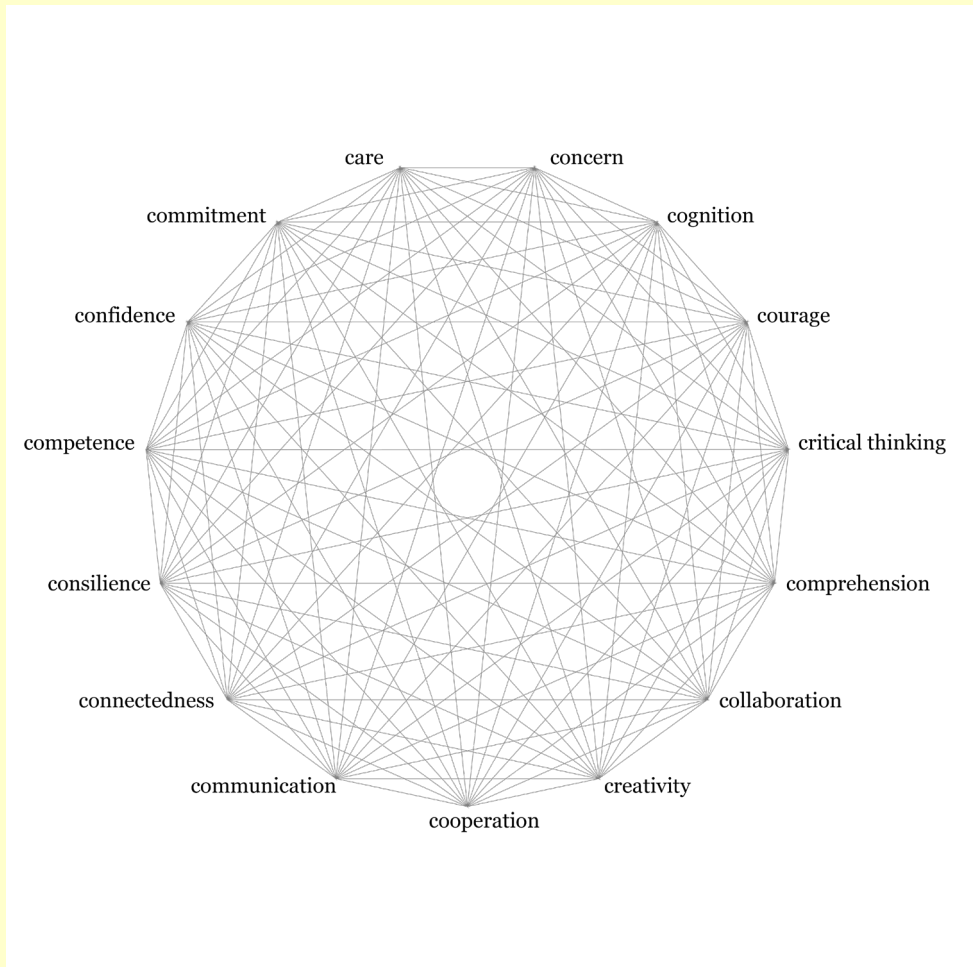
This paper is the result of multiple dialogues conducted among students and educators part of the Nordic Baltic Academy of Architecture. These conversations were initiated by three questions: What skills should students have after studying architecture? How should these skills be taught? How can architectural education be of special importance to our society?

What emerged is the shared conviction to use architectural education as a collaborative project to develop: critical thinking (the capacity to question everything); social awareness (the ability to understand what you see); self-reflection (assessing the impact of your design choices on Others); imagination (being able to conceive of and represent what is not there yet); and action (the ability to pursue your ideas beyond the school's limits).

Architectural education is described as a complex project to advance the knowledge, traits, attitudes, values, and behaviours necessary to respond to global challenges whilst creating conditions for students and their educators to locally engage as active citizens. This combination of global awareness and local activism is at the base of formulating the theory of cosmopolitan citizenship in architectural education whose purpose is to help students and educators cultivating a language and activating a pedagogy capable of advancing new political agencies to co-design healthier, safer, and a fairer world in a changing social, ecological, and political environment.

Massimo Santanicchia is an architect, professor, and Head of the Department in architecture at the Iceland University of the Arts.

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Bridging methods and disciplines: an Architectural Pedagogy for Rural Areas Communities

Stefano Sartorio

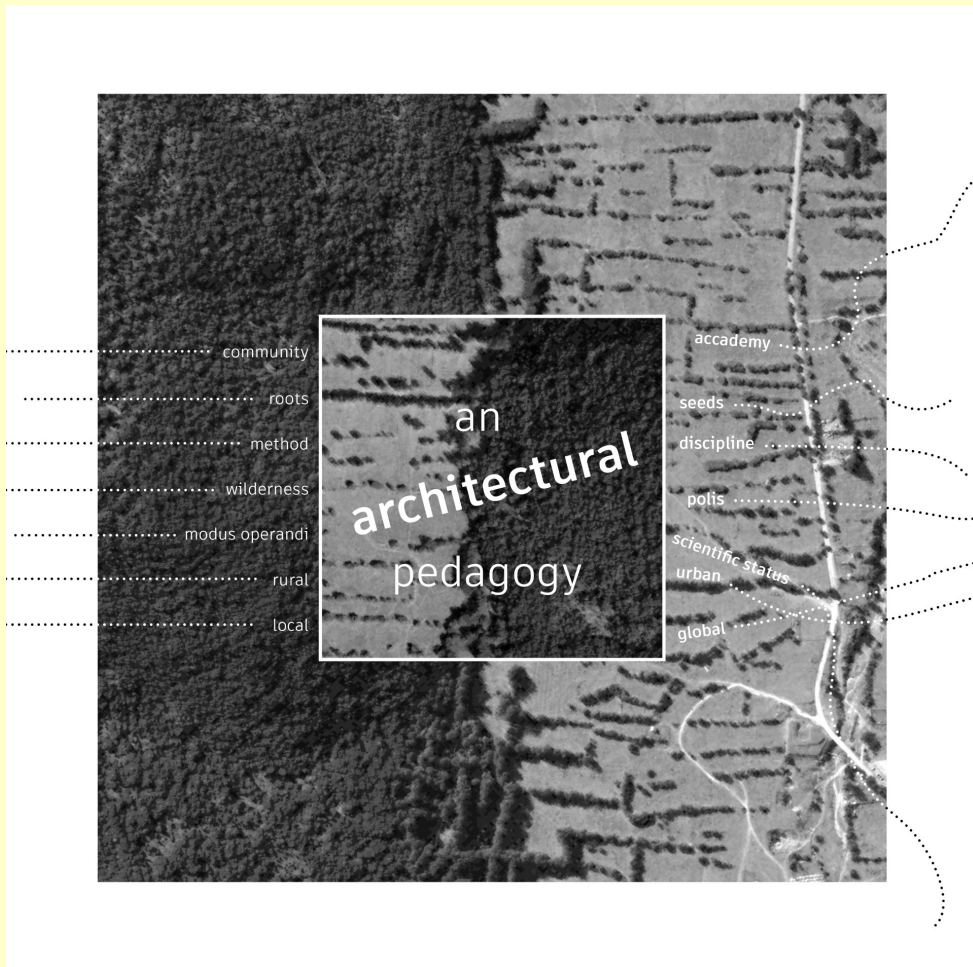
Architectural pedagogy in rural areas necessitates a thoughtful consideration of both methodological and disciplinary approaches within educational process. Inner areas, which suffers from constant depopulation, lack of connection, and richness of historical/natural heritage, are entangled to a complex multiplicity of design scenarios. Especially in Italy, whose territory is 60% made of inner areas, this condition shall be approached by universities for the architects of the future.

An effective balance between method and discipline is needed, where architectural pedagogy should be responsive to the variations of fragile territories and communities, allowing localized approaches that embrace the specificities of each rural community. This capability enables students to develop a sensitivity to context, recognizing that design solutions must be tailored to the local realities rather than imposing preconceived notions. Moreover, architectural pedagogy in rural areas should carefully consider the interplay between method and discipline. A participatory, community-oriented method allows students to engage with rural communities and co-create contextually relevant solutions.

The contribution proposes a view on this national/global challenge, in which architectural education has a deep role on shaping a desirable future, starting from the on-going experiences developed in some inner areas case study, such as the one of Vione (Valle Camonica).

Stefano Sartorio
PhD candidate at
Politecnico di Milano,
he investigates the
relationship between
rural a and fragile
territories, for design
strategies
of reuse and territorial
cohesion.

Img. A21



A new approach to teaching architectural and urban design: Reformulation of city spaces with virtual tools and long-distance influences

Ewa Stachura - Amos Bar-Eli

The spatial interventions in city heritage areas today require careful consideration of many issues. Solutions require a deep understanding of social, cultural, economic, architectural, historical, and more that make up the fabric of cities. Sometimes, more than just knowledge and design skills, what is required is to anticipate, to compromise a vision of possible memories and future recollections. The paper presents a teaching method elaborated and tested during an international student design workshop in Tel Aviv (Israel) and Cracow (Poland). The workshop aimed to approach a design as a form of anticipation that does not necessarily reflect a realistic building proposal but instead rejoices in the juxtaposition of the familiar with the remote, a presence with the virtual. A further workshop aimed to experience the design process with contemporary tools of observation and representation. Through a carefully planned city-exploration workshop, participants were directed toward self-discovery of remote city's spaces and fabric. Significant areas of the selected cities were analysed; the outcomes were presented using differentiated visual methods.

The value and novelty of the above-described teaching method correspond to the complexity and multilayered factors conditioning the process of shaping a city space regarding social and cultural issues. It supplements traditional teaching methods with new technologies that encourage and support such an approach to design.

Ewa Stachura, Faculty of Architecture at Krakow University of Technology, Poland; a practising architect researching housing environments and innovations in architectural education.

Amos Bar-Eli, Faculty of Design of Holon Institute of Technology, Israel; a practising architect and researcher focusing on architectural and design theoretical issues and design education.

Img. A22



The merit of teaching introductory architecture courses in general education

Arno Suzuki

People must be aware of architecture and related sciences and technologies, and architectural education to nurture conscious citizens is as important as it is for professionals. A recent quantitative survey with 2,000 respondents in Japan revealed only about 15% are interested in 'shelter' out of three essentials in everyday life: food, clothing, and shelter. They did not acknowledge architecture as essential in their lives. This tendency probably occurred because people stopped maintaining their homes by themselves after prefabricated houses and industrialized building materials prevailed after WWII. Renovation and do-it-yourself finally appeared in the Japanese market about twenty years ago, but the lack of knowledge in architecture is still causing serious problems there.

Introduction to Architecture can be a valuable general education subject for all majors in higher education. Primary and secondary school education can only help a little because of the need for teaching hours and specialized teachers for architecture. However, more teaching hours and architectural educators are available in tertiary education. Architecture is interdisciplinary and can inspire students to study science, art, history, law, economy, and various scholastic fields. It may offer an opportunity to develop oral, verbal, and visual communication skills. The author will present the result of such experimental teaching for the last seven years with the student responses.

Arno Suzuki
Taught at UC Davis,
Kyoto University, and
others for 23 years.
Professionally licensed
in Japan and in the
USA. Intercultural
understanding and
sustainable materials.

Img. A23



Session B

Roots of architecture:

Architecture for architects and/or for the community. Who is the final architecture user, and how is this reflected in practice? Is Architecture a discipline or a service? Both points of view lead to a different definition of Architecture that needs to be translated into teaching. Architecture as avant-garde and/or market-oriented. What is the result? Architecture can be for the market, or architectural schools can open new visions that the market must look at.

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do?

Béatrice Mariolle

02 Practicing care through
architecture: participatory
research as a tool to subvert
power relations

Nadia Bertolino

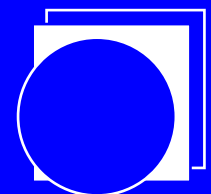
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03 Who is in?: More-than-
living constituents of the
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at the Crossroads of
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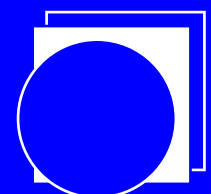
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What can architecture do?

Béatrice Mariolle

Some territories encounter an accumulation of difficulties, despoiling of resources, slavery, maltreatment, then abandonment with pollution, poverty, illiteracy, unemployment, diseases... The mining basin of the Nord and Pas-de-Calais is a good illustration. It was exploited from the beginning of the 18th century for its coal. Despite its recognition in 2012 as a Unesco World Heritage Site, it remains a territory in economic decline and whose social indicators are alarming.

The chair created in 2018, entitled “Acclimatizing post-mining territories”, proposes to take into consideration social and economic issues as a basis for education and research activities in architecture. Considering that it is therefore in a situation of weak economy that the architectural and ecological transformations are posed. The acclimatization of mining cities is interested in the houses themselves (thermal insulation, energy production, ventilation, finishing work...), but also in the relations between the house, the garden and the public space (permaculture, rainwater management, meeting spaces...), in the links between the house and the large territory (bio and geo-sourced materials sector, reproducibility of the proposals, green and blue webs...) The inhabitants are the primary actors in the project, along with social landlords, elected officials and technicians.

Béatrice Mariolle is
PHD / HDR architect,
Professor ENSAPL,
Researcher UMR
AUSser, scientific
manager of the Chair
Acclimatize post-
mining territories.

Img. B01



Practicing care through architecture: participatory research as a tool to subvert power relations

Nadia Bertolino

The paper questions to what extent architectural research can act as tool to subvert power relations and to enable the critique of capitalism that, according to Meiksins Wood “requires a constantly renewed critique of the analytic instruments designed to understand it” (1995:4). In the final chapter of “Critique of Architecture”, Spencer interviewed by Kosec states that architecture is the central and foundational education, surveillance and discipline arena” (2021:229) for the new human mind, that unquestionably acknowledges the rules of the neoliberal market as the natural substrate in which to operate. The paper aims to address this question by articulating a critical reflection on the recent participatory research project “Architectures of Care”, through which practices of social and environmental care have been mapped across three self-organised communities in Italy, Turkey and the UK. Attention will be paid to the challenges imposed by practicing research through participatory methods, engaging participants as co-researchers, and to the controversial role of the “neutral researcher”. The project “Architectures of Care” provides hints to discuss if architecture can produce caring environments. It also allows a reflection on the value of engaging self-organised communities into our research agenda, as these are seen as non-commodified means to subvert power relations, establish networks of care and enable radical forms of social emancipation (Bollier, 2021).

Nadia Bertolino is an architect, writer and educator based at the University of Pavia, where she holds a position as Assistant Professor in Architectural and Urban Design.

Img. B02
Architectures of
Care Collective,
Visual narrative
of Comunità
delle Piagge,
Florence, 2023.



Who is in?: More-than-living constituents of the architecture studio

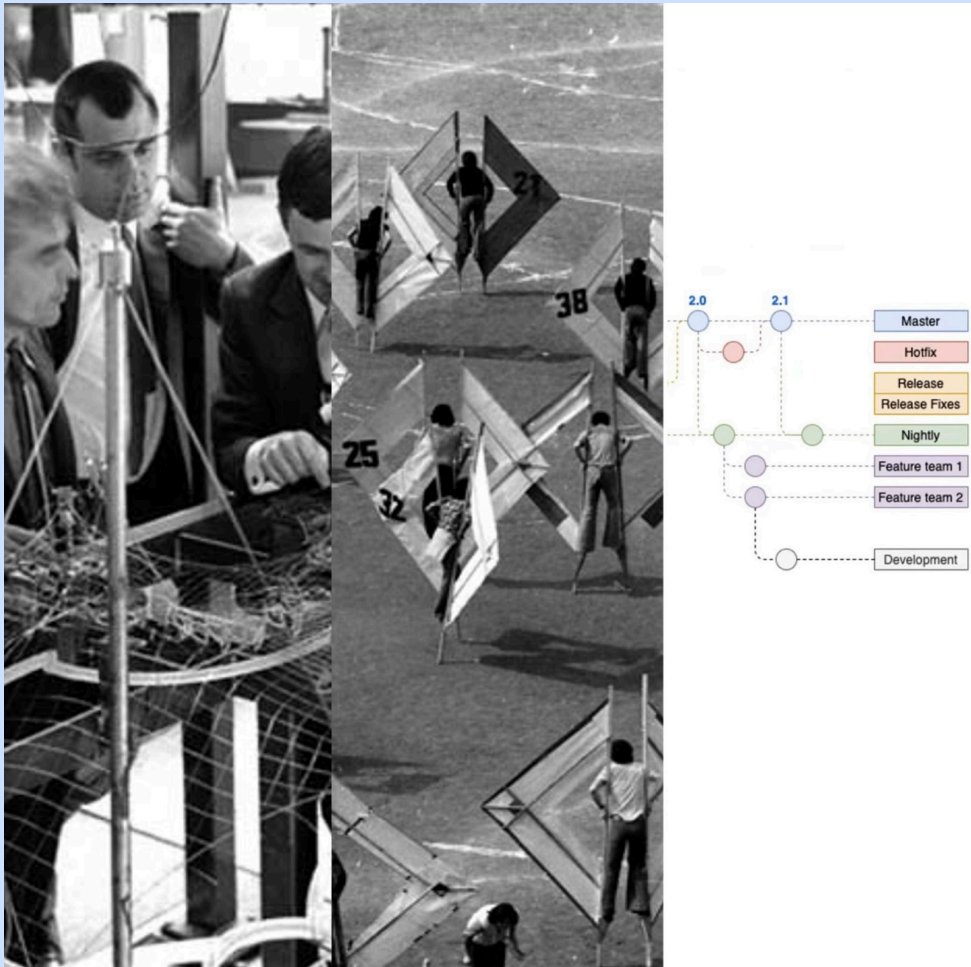
Erenalp Büyüktopcu - Ayşe Şentürer

During the educational process of architecture, the studio space generously hosts both living and non-living constituents, including students, instructors/lecturers, invited individuals, digital or physical agents, owned/hacked/open-sourced components and strategies, online or offline tools, and more. Unlike conventional education models, the studio space breaks the hierarchical setup of knowledge giver-and-taker and instead fosters reciprocal contacts/exchanges through stimulating critical discussions and provoking creative experiments. With contributions from non-living constituents, living constituents have the opportunity to experience the active existence of collectivity and solidarity, as well as develop egalitarian and interactive communication within the studio. This diversity of constituents contributes not only to a pluralistic and inclusive atmosphere but also to autonomous studio practices that resist the political and economic dominance of the neoliberal system. The focus of this research text is on the more-than-living constituents of today's architecture studio. Studio samples taken from the 2022 ABC-Architecture Beyond Capitalism School will be analyzed by critically comparing them with atypical and experimental pedagogic instances from the 20th century. Specifically, the text will explore their emancipatory contributions to power dynamics between the constituents, as well as alternative potentials for emerging progressive pedagogical approaches.

Erenalp Büyüktopcu / Istanbul Technical University
His (PhD Cand., Res. Asst.) articles on architectural design theory & education published in various journals, and also an co-edited book released.

Ayşe Şentürer / Istanbul Technical University
She (PhD, Prof.) has made researches, publications & exhibitions on architectural theory, design and criticism including representation and aesthetics.

Img. B03



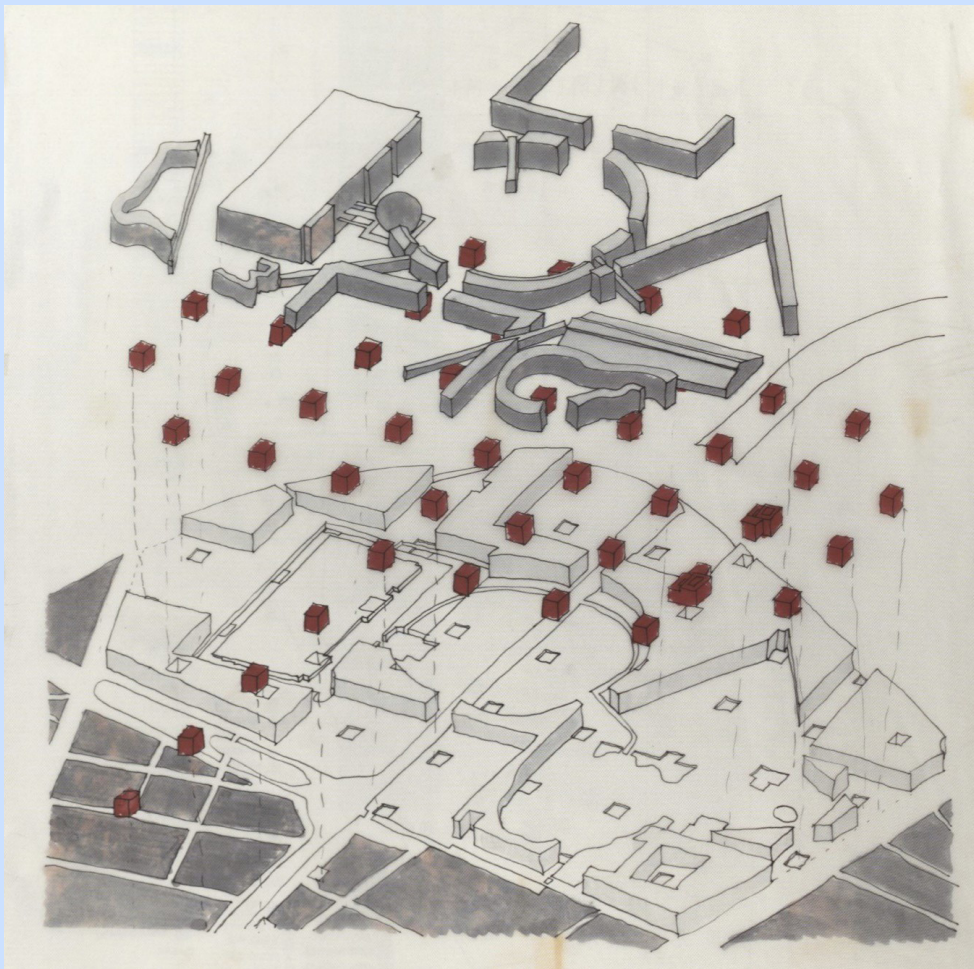
Research by Design at the Crossroads of Architecture and Visual Arts: Exploring the Epistemological Reconfigurations

Marianna Charitonidou

The paper aims to explore the potentials of research by design in architecture and visual arts. The main objective of the paper is to analyse the different models and epistemological positions advanced in the academic milieus as far as the doctoral research by design is concerned, to explore the differences and similarities between the research by design in the field of architecture and in the field of visual arts. Despite the fact that the research by design in the fields of architecture and visual arts is focused on the production of knowledge through visual, associative and experimental research, the models of research by design in visual arts differ from those prevailing in architectural programs. The paper focuses on a corpus of models of doctoral research by design carried out within different university programs in schools of architecture and art, and various multi-university and supra-disciplinary programs (architecture and visual arts) which share the intention to develop their research projects through creative practice. Series of questions that this paper aims to clarify are the following: Under which circumstances and conditions a work in the field of architecture (drawn, graphic or constructed) or its formulation (verbal or written) can be recognized as active in the constitution of knowledge? What are the modes of inquiry specific to architectural and artistic practices that make it possible to build knowledge that can be transmitted and shared?

Dr. Ing. Marianna Charitonidou, Leeds Beckett University,
Principal Investigator Faculty of Art Theory and History
Athens School of Fine Arts
Founder and Principal of Think Through Design
Architectural Design Studio
| 119 Artemidos Paleo Faliro
175 62 Athens Greece.

Img. B04 Bernard Tschumi, drawing for the competition for the Parc de La Villette 1982. Dimensions: 74 × 60 cm. Courtesy Bernard Tschumi Architects © Bernard Tschumi Architects.



Action research and commoning: positioning architectural research in (or with) local grassroots group

Tabassum Ahmed - Ioanni Delsante

The proposed contribution is based on two case studies where architect-researchers and local actors partner as collaborators in commoning efforts. The first case develops around an ‘urban common’ (as named by the local council) Moruzzi Road in Pavia, Italy. The second one involves reappropriation of a disused open space as a community orchard at Huddersfield, UK. For us, the commons present a strong alternative or third way beyond both the state and market (Dellenbaugh-Losse et al., 2015). Thus, we consider a contemporary notion of the commons which concerns not only spatial resources, but also the protocols of commoning (Bollier & Helfrich, 2015) by the self-defined group of commoners. Our aim is to unfold what tools commoning ethos generate to support the local grassroots experiences and reflect on our role as architects in the process who are not trained as commoners. We suggest commoning spatial production detaches it from market logic and is inclined towards practices of activism and volunteerism using tactical tools of self-build, DIY architecture and temporary interventions. Both situations unfold the architects’ ‘good intentions’ and situatedness of such critical spatial practices within the commons framework. Reflecting on our own embedded positions as architects, we discuss evolution of power relations over time, recognise struggles as an integral part of the space-commoning practice and importance of conflict management among multiple voices.

Tabassum Ahmed,
PhD student @
Huddersfield Uni and
Research Associate
for SArPe @Unipv,
researching urban
commoning practices
by grassroots groups.

Ioanni Delsante,
Associate Professor
@Unipv and Reader
@Huddersfield Uni,
coordinates the KA2
Erasmus+ Project
SArPe (2022-2025)
(www.sarpe.org).

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Topological deformability in architecture, or how to learn about differences

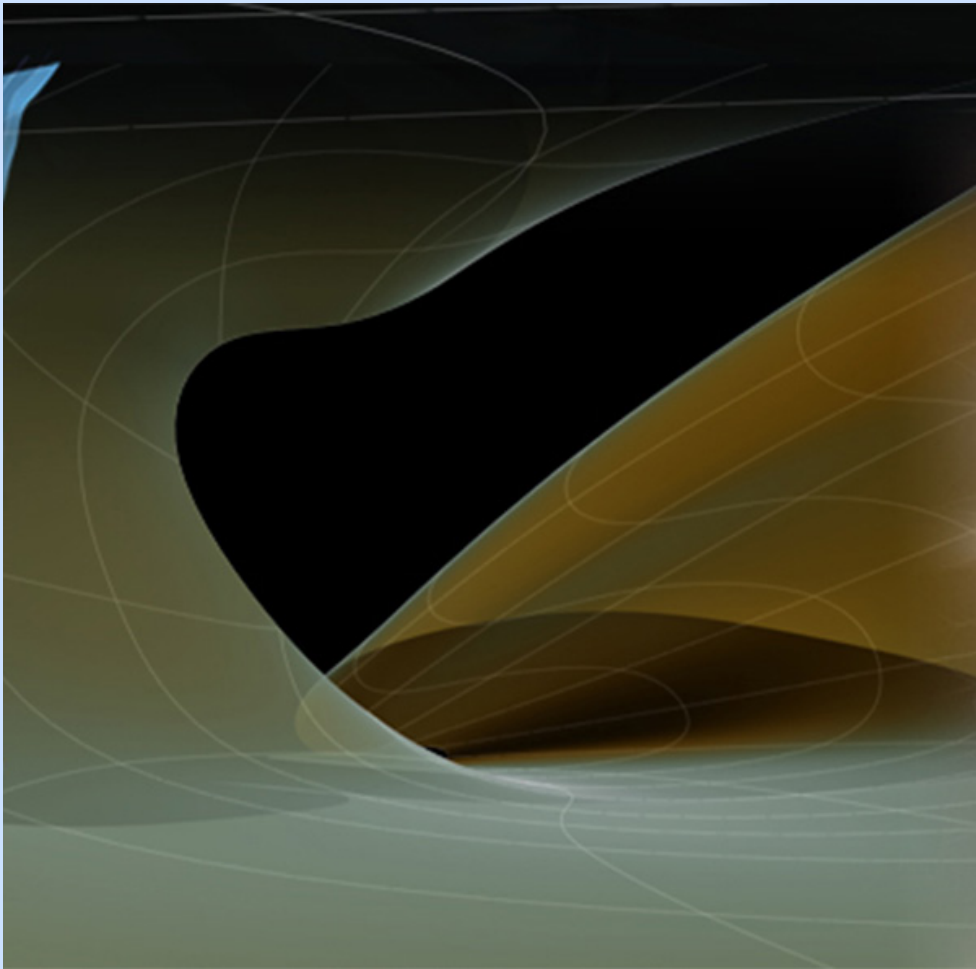
Maja Dragišić

The main question of this paper is related to whether and in what way we understand the topological characteristic of deformability in numerous texts and examples of architectural theory and practice in the period from the beginning of 1990s until today. Using the concepts from topology shows how the architectural discourse changes the meaning of a mathematical and philosophical concept, determining it within its own discipline. In general, the paper deals with the problem of the denotation of concepts from other scientific fields, which through architectural theory and practice make a tangible social impact.

The first part of this paper will introduce and analyse the concept of topological deformability and its transition from mathematics, through philosophy to architecture. In the second part, through architectural examples of the concept of deformability, it will be pointed out how topology in architecture influence the transformation of the thinking modality in the architectural design process. Consequently, it will examine in what way did it influence the idea of changing relations between users, and the idea of the dominant role of architecture as an instrument of plural social reality. The research will show how topological deformability through architecture opened the way to the idea of otherness, to the essential acceptance of the different.

Dr. Maja Dragišić,
is an architect and
assistant professor
at the University of
Belgrade - Faculty
of Architecture,
Serbia.

Img. B06
Spring Studio



The Complexity and Contradiction Conflict in Research and Practice: The Case of Public-Private Interface Configuration

Šárka Jahodová

The disassociation between research and practice in architecture and urban design is a recognized issue, leading to an ongoing academic debate on the credibility of the field (Dovey, Pafka 2016; Alexander 2010; Carmona 2014a; Palermo 2014). The most influential text shaping the architectural practice has very limited scientific rigour and is more of a normative interpretation of subjective observations (Marshall 2012). Most authors agree that the irreducible nature of the practice, the complexity of the built environment and its indirect and multidisciplinary shaping processes render the applicability of gained knowledge problematic as the researchers are inherently confronted with the dilemma of rigidity vs. relevance (Schön 1984).

This paper explores the relevance of architectural research in practice on a particular case of urban interface. The well-researched causal relationship between the physical configuration of space and the social effects on users of the space in the case of public-private interface informing the “good practice” is broadened to cover the full feedback loop, taking the forming forces, values, and motivations of the actors within the process into consideration. The aim of this theoretical dissection of a particular topic including its apparent inner ambiguity is to clarify the contradiction between theoretical values and subsequent practice to help promote not universally good but, more essentially, adequate, sustainable and equitable spaces.

Architect, urban planner and researcher at FA CTU, Prague and UNIT architekti office, focused on urban planning and the possibilities of innovation of spatial planning tools.

Img. B07



Regenerating public housing in Italy within the Next Generation EU fund. Learnings from a research-by-design experience in Bergamo.

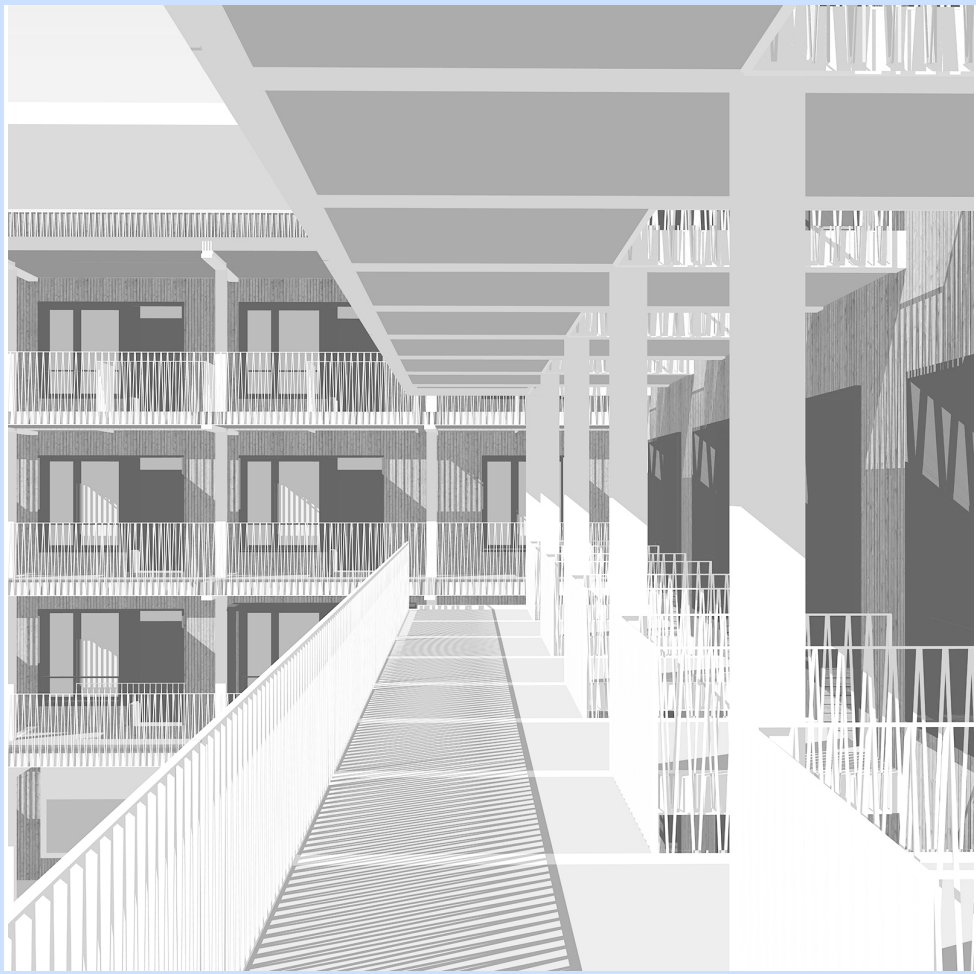
Fabio Lepratto - Giuliana Miglierina

In 2021 Italy launched a National Innovative Program for Housing Quality (PINQuA), enabled by the Next Generation EU instrument, and funded with 2,8 billion euros. By funding 159 projects, the program opens a new season for public housing in Italy after more than three decades of shrinking investment, a short season that will run out by 2026, largely centred on regenerating the existing public housing stock. Although most of the decisions that will affect the quality of every single project have already been taken, it's certainly early to evaluate the overall design outcomes. Nevertheless, we can investigate how processes and decision-making criteria influence spatial results. The text addresses these issues from a close point of view: the involvement in the regeneration of Piazzale Visconti housing complex in Bergamo – an initiative that involves the replacement of two residential buildings owned by ALER (the regional public housing company), the redevelopment of three municipal-owned buildings and the design of a new central public space. This contribution adds to the emerging debate regarding the PINQuA initiative so far, returning the lesson learnt during the process. Reporting on design choices and highlighting restraints, solutions discarded, and compromises will help identify critical points related to morphological, typological, constructive, environmental, and figurative issues in contemporary public housing design.

Fabio Lepratto is a PhD architect and researcher at Politecnico di Milano. He explores the link between home and city, focusing on contemporary living and regeneration.

Giuliana Miglierina is an architect currently enrolled in the MAS in Housing at ETH Zurich. Her work revolves around international cooperation, focusing on finding sustainable solutions for housing challenges.

Img. B08



Inter-scalar and inter-disciplinary approaches for a valley community. The case of Sappada

Alessandro Massarente - Elena Guidetti - Alessandro Tessari

Our research aimed to explore an inter-scalar field in which architectural design tools are intertwined with urban and territorial scales. The case is an enclave between different limits: a valley near the border with Austria, located on the edge of north of Veneto region with an ethnic-linguistic heritage of Germanic matrix, administratively migrated in 2017 to Friuli Venezia Giulia region. Due to this specific geographical identity, local communities and municipal administration needed to define new sustainable development models of their territory, giving us the chance to fine-tune a design exploration process holding together both territorial plan, with its analytical and programmatic categories, and prefigurations, of a dispositive and dimensional nature, that allows to define in different places some themes through urban and landscape tools.

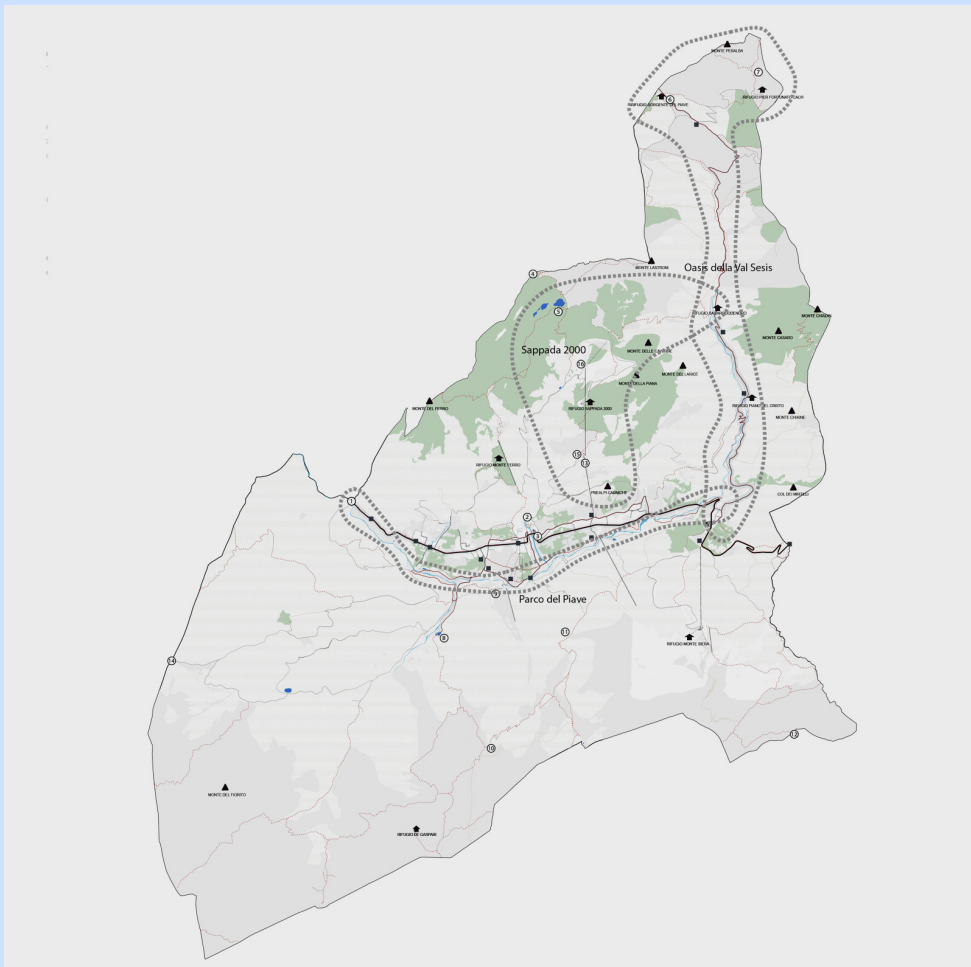
Through discussion tables with local communities, various stakeholders and interdisciplinary experts, and cross-referencing of data provided by the administration itself, we elaborated open web-based GIS tools that allow for the interrogation of data at different levels. 5 main themes emerged from this analytical phase (naturalistic system, tourism resources, local economies, territorial infrastructure, historical identity heritage), which in turn represent the inter-scalar field in which different design explorations at urban and landscape scales has intended to interweave possible relationships with territorial and urban plan.

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Massarente
University of Ferrara,
Department of
Architecture, Ferrara,
Italy.

Elena Guidetti
Polytechnic of Turin,
Future Urban Legacy
Lab research center,
Turin, Italy.

Alessandro Tessari
University of Ferrara,
Department of
Architecture, Ferrara,
Italy.

Img. B09



Design process innovation against the epistemicide

Monica Alexandra Munoz Veloza

The idea of epistemicide, harshly criticized by the Portuguese sociologist Boaventura de Sousa Santos, is the murder of alternative and subordinate knowledge that modernity and its scientific knowledge have systematically carried out over time. In academic schools and architectural studios, the epistemicide is visible when the “element of repetition” inherent to the profession mentioned by Schön in 1983 is confused with homogeneity, standardization, and monotony. For instance, the uncontrolled importation of foreign models and inappropriate conventional technology transfer affect the preservation and dynamic use of local, traditional, and popular knowledge and practices.

In line with these affirmations, the article presents an extract of a doctoral research project which addresses a specific *modus operandi* conceived for sustainable interventions in the informal city. Moreover, it evidences the importance of a design/teaching paradigm shift toward pluriversality and decoloniality through the concepts of collective intelligence, critical regionalism, Social Innovation, and *Tecnologías Sociales*. In recent decades, the latter has gained significant strength in Latin America through popular and grassroots movements. This approach is intended to be more inclusive of local communities regarding knowledge, processes, and outcomes. It could enrich the training of architecture professionals and students interested in the informal urban phenomenon.

Ph.D. in “Architecture. History and Project” and research fellow at the Politecnico di Torino, she works in the field of architectural technology and environmental design.

Img. B10



Architectural design studio: Embracing a transdisciplinary approach

Christina Panayi - Effrosyni Roussou - Nadia Charalambous

The Co-creation design studio, at the Department of Architecture, University of Cyprus, has been acting as a meeting place for students, educators, researchers, citizens, and external stakeholders since 2021, aiming to bridge gaps between architectural research, pedagogy, civil society, and local governance bodies through a transdisciplinary pedagogical framework. Acknowledging that many societal challenges are complex and multifaceted, and cannot be adequately addressed by any single discipline or sector alone, the Co-creation studio focuses on the co-production of knowledge with stakeholders outside of academia. This entails involving them from the outset of the project, as well as co-designing design activities and proposals that are relevant to their needs and interests, ensuring a grounded process in real-world challenges.

The studio's pedagogical framework and methodology have been designed, implemented, and evaluated three times until now, through participatory action research methodology, investigating the impact on the design result, on the development of skills for the students, and their attitude towards their role as future professionals. The paper highlights the findings of these three years of research, with a reflective way, suggesting future steps for improvement. Its long-term repetition will gradually build a knowledge base, aiming to revisit existing educational methods, to respond to current and future challenges in an efficient and inclusive way.

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Special Scientist,
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University of
Cyprus.

Effrosyni Roussou
University
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Department of
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Nicosia, Cyprus.

Nadia
Charalambous,
Associate Professor,
Department of
Architecture,
University of
Cyprus.

Img. B11



Action based research for capacity building of neighbourhood communities

Vera Marin - Daniela Calciu - Oana Paval

This paper aims to present action research experiences in Romanian context and reflection on architectural education contribution to helping neighbourhood communities. The project entitled Urban Education Live - Innovative Urban Education in Live Settings - meant applying social mapping tools with a civic initiative group and then defining a common agenda that was presented to the local authorities as the first neighbourhood development plan in Romania. A new project that was initiated last year entitled Conect - Collective Networks for Everyday Community Resilience and Ecological Transition - aims to identify collaboration mechanisms among various stakeholders for helping grass-roots initiatives addressing transition challenges to have more visibility and impact. The frame of the Urban Europe Joint Partnership Initiative as a research program in which both these projects are implemented is demonstrating a solid concern for the social impact of research on communities. Research on connections between space and communities means testing ideas and tools coming from the training of built environment professionals and helping neighbourhood communities and master students to work together on concrete objectives and formats. By doing so, architects and other professionals learn how to offer their support in building bridges between grass roots initiatives and decision making processes since these formats are the ones used to plan and design interventions for transforming spaces.

Vera Marin,
Teacher and researcher
on institutional
frames for sustainable
development | activating
built environment
professionals towards
more engagement with
local communities.

Daniela Calciu
Teacher of architecture
| Fulbright alumna
| Harvard post-doc
alumna | action
research for new
collaborations between
academia, communities,
administrations and
SME's.

Oana Paval:
Architect | background
of anthropology studies
| teaching assistant |
intersecting practice,
participatory planning
processes, action
research and education.

Img. B12



Mental Spaces /Real Spaces - A Digital Archive On researching and reimagining immaterial forms of architecture

Luísa Sol

Mental Spaces / Real Spaces - a Digital Archive, is a community research project supported by the government programme Bairros Saudáveis launched during the pandemic. It involved the local community of the Alto dos Barronhos, the largest social housing estate in the municipality of Oeiras, in a set of participatory actions between Architecture and Mental Health with the local community. Questioning what it is to inhabit social housing, the public space was transformed into a space of critical redefinitions.

What does it mean to inhabit social housing? How does architecture delineate the emotional appropriation that humanises space? And how does it potentiate difficulties, resistances, efforts and struggles? And how does it stigmatise?

Considering that creating devices of representativity contributes to the reflection on the quality of life and well-being, this Digital Archive - conceived and edited by Luísa Sol - seeks to enable a set of social, political and cultural arguments to be disseminated through a link.

The Compilation and Documentation of issues related to Architecture, Housing, Public Space, Health and Well-being, Childhood, Gender, Social, Environmental Justice, Inclusion, Public Policies and Identity of a specific territory, intends, in the field of social intervention, to promote the elimination of barriers of discrimination and attenuate the stigmatization of vulnerable habitats, contributing to questioning the construction of the future social housing(s).

Luísa Sol PhD
Architect and
Post-Doctoral
researcher at
the University of
Lisbon (CIAUD).

Img. B13



Mountains in motion, visions in nutshells

Alisia Tognon

Architectural research is defined as community practice and for communities. Architecture has always been constituted as a practice of settlement and territorial domestication for the community's liveability of the places.

This paper focuses on how architecture, in its dual form of discipline and utility, defines itself as a conspicuous part of 'solid' memory. Hence architectural research, thanks to the multiplicity of its meanings, should work on the regeneration of the present, together with the relation with the territory, and the community seen as a driving element. This becomes an essential combination for the values transmission from one generation to the next and crucial in regeneration processes.

The specific context of this study is the mountain regions, which in recent years have shown a particularly fruitful reflection on a global scale. For a long time peripheral to the policy agenda, fragility phenomena have been created, from a natural, social, economic and subsistence economy point of view, due to the focus on urban policies.

Architectural Research in such contexts can contribute to guide knowledge also through the fundamental collaboration with other disciplines, useful to define regenerative processes coherent with the specific environmental contexts.

The community engagement is necessary for designing and structuring the research processes in order to achieve tangible social impacts in a complex environment such as the mountains.

Assistant Professor at
DASTU Politecnico di
Milano and Associate
Research at LabiSAp
(USI Mendrisio)
focusing on resilience
of marginalized
alpine areas.

Img. B14
Calado
(TN - Italy)
©Tognon2023



Architecture extinction?

José Vela Castillo

I would like to start by quoting the CFP, Session 2. Roots of Architecture: Ways of Research: 'While the social and political dimension of architecture is given, architecture is often asked to comply with market requests and economic issues.'

My presentation will essay a full refutation of this sentence. Of course, it is possible to bring here the radical position of Hannes Meyer, or it might be even necessary to recall the by now classical rejection of 'avant-garde vs. market oriented architecture' enacted by Manfredo Tafuri in, for example, Architecture and Utopia, since it seems it has been (voluntarily?) forgotten.

In any case, once and again: there is no architecture that it is not market-oriented (again, from the CFP).

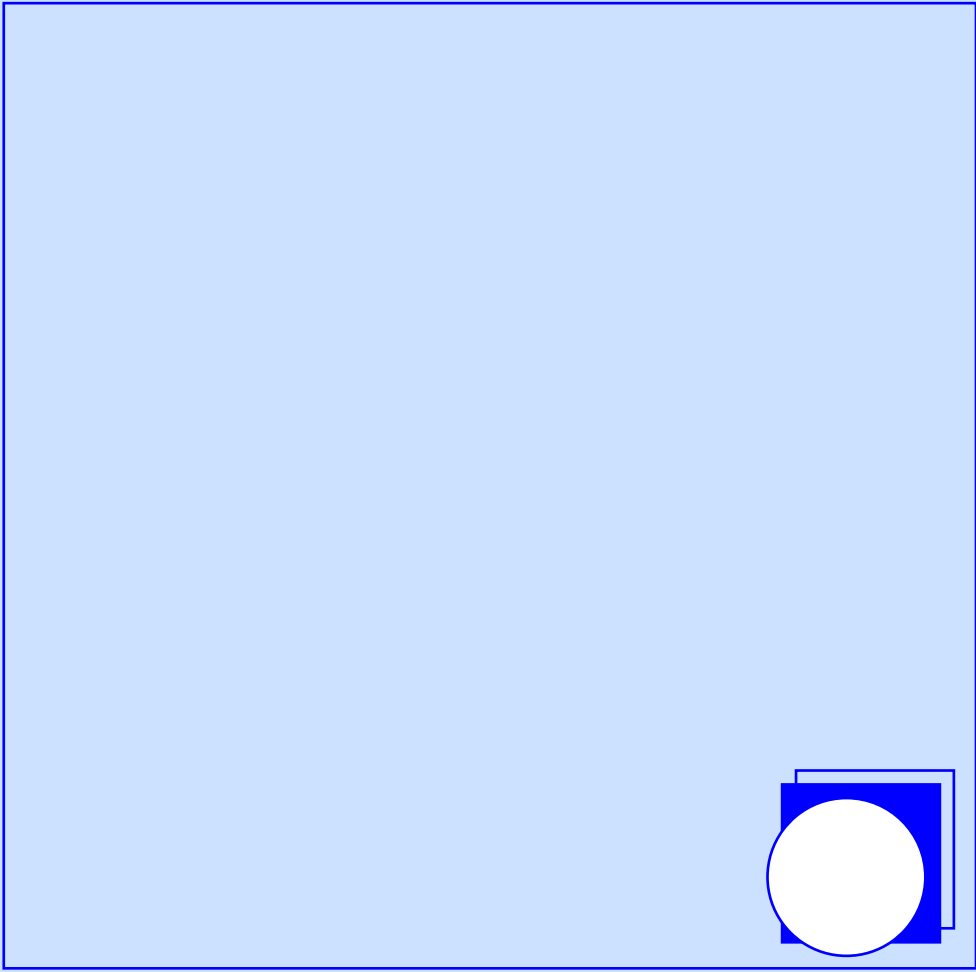
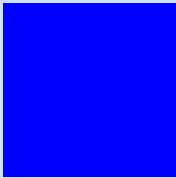
And if this was true in the times of Meyer, or even in Tafuri's, yet only within a modernist/European-Western centered world, and it may be posited that still then existed an outside of the global-colonial-market-oriented-modernist-capitalism (apologizes for the construct) , this cannot be held anymore. Since this globalization reached every corner of the world.

Sadly.

What, then, the task of architectural research? Or even, Is architectural research still possible?

Maybe the only radical project possible that decouples architecture from the market will be its extinction. Market extinction, not architecture.

José Vela Castillo
IE School of
Architecture
and Design.
IE University,
Architecture,
Madrid, Spain



Research on the spatial perception and preferences of traditional villages from the perspective of local gaze: a case study of Hongkeng Village, China

Xintong Wei - Haoming Zhou

As one of the World Cultural Heritage Sites, Hongkeng Village in China is a typical representative of the traditional Hakka villages. With the advent of the era of mass tourism, it is important to understand the perception, preference and identity of local people towards the village space from the perspective of local gaze, in order to maintain the characteristics of the village and perpetuate its vitality.

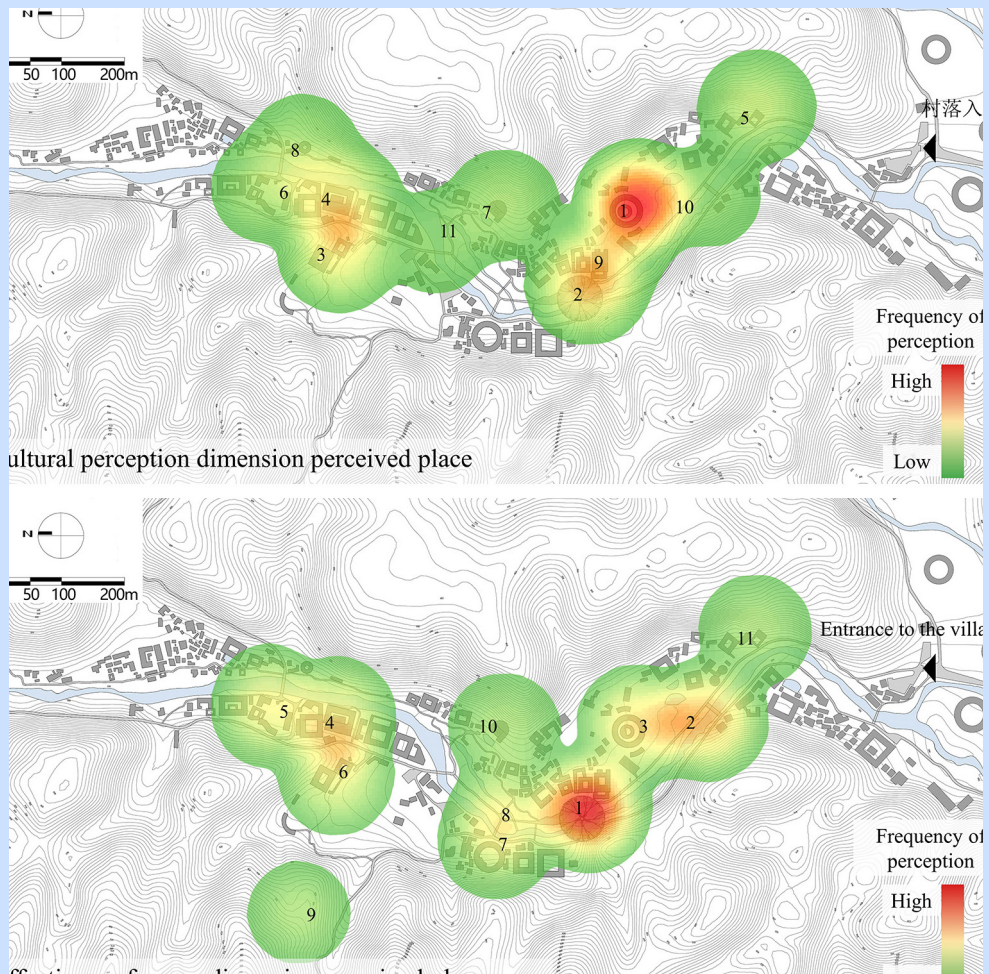
This study investigates the spatial distribution of local residents' daily behaviour, activity paths, preference for village space, and identification with the formerly staged space through in-depth interviews, non-participant observation, questionnaires and spatial cognitive maps.

The results of the study show that the indigenous people have the highest sense of attachment to "home", and that there are boundaries between high-frequency activity areas and activity paths, and that their hotspots show a spread from the residential areas to the periphery, with gradually decreasing density levels. In terms of spatial preference, there is a high preference for traditional ritual spaces, neighbourhood activity spaces and cultural memory spaces, indicating that local residents have a high sense of local identity. And, there is generally a high cognitive latitude and a low emotional dimension for the pre-staged spaces for tourists.

Xintong WEI is a PhD candidate in Design of Tsinghua University and visiting PhD student of National University of Singapore. Her research interests include (1) human settlement in traditional villages, (2) sustainable design.

Dr. Zhou Haoming is a professor at the Academy of Arts & Design, Tsinghua University, and director of the Institute of Sustainable Design of the Art and Science Research Center, THU. His research interests are: (1) sustainable design, (2) humanity design.

Img. B15



The Positionality and the Promise of Architecture(s)

Hongye Wu

We are living in an age where the digital avant-garde has been blooming in the practice of architectural discipline. This is an age when the inevitable march of digital technologies, especially the mobilization of artificial intelligence, has increasingly gained momentum. For these reasons, it is even more challenging for architects and researchers to tackle their roles in this tendency. In this context, the paper aims to question the positionality of architecture which entangles multiple interactions in this age, both material and non-material, by asking “What is the state and impact of ‘architecture’ in our digital age?”.

Nowadays the tasks in architecture are more demanding in dealing with its relationship with social diversity and even conflicts. The current work tends to revive the self-consciousness and self-reflection of architecture. Furthermore, when we discuss about architecture, it is always crucial to put it in a larger context, in the urban environment and its societal context. The morphological approach in design and research, in this sense, plays an essential role. Urban morphology studies would be beneficial for better understanding and mapping cities and contributing to architecture afterwards. Another purpose here is that, thinking through ‘architecture’, to go beyond digital avant-garde architecture to reflect the relationship between architecture and its context by turning back to some fundamental concepts from Taoism and Heidegger’s philosophy.

Hongye Wu is a Ph.D. candidate in “Architecture. History and Project” at Politecnico di Torino. She is a member of the “Transitional Morphologies” Joint Research Unit.

Img. B16



Research for an architect as a specialized citizen

Yücel Şebnem

If he was not dead already, the pandemic has definitely killed Howard Roark. The time of this heroic character of Ayn Rand's *The Fountainhead* is over. Today architectural community has departed from an understanding of the architect as a godly figure who singularly blesses the world with his prophetic vision. Instead, now is the time of the architect as a specialized citizen—one who is an integral part of the social and natural ecosystem of the world. While the architectural establishment is very slow in truly reflecting this departure, the alternative currents that challenge the establishment are gaining visibility and credibility slowly but surely. Motivated by this current and the vision we believe that architectural research can also be geared towards supporting the maturing of an architect as a specialized citizen. At MEF University's Alternative Architectural Practices Master's Program (AAP) we are set out to do that.

First of its kind in Turkey, AAP is a four-semester graduate program in architecture, where the students work collaboratively on researching, prototyping and producing a singular project on a specific theme. This paper concentrates on the outcomes of AAP since its establishment in 2019 through interviews with the students, the reviews of the projects and the tracking of the life of the projects post-AAP. It aims to analyze and discuss what worked and what needs more work in an attempt to establish research strongly in the realm of the citizen architect.

Sebnem Yucel is an academic based in Istanbul, currently teaching at MEF University's architecture department and serving as the department chair.

Img. B17 Volunte, University
Alternative
Architectural
Practices
(AAP) Masters
Program.



The power of an architect's competences in interdisciplinary research: the case of the Belgian-Tanzanian IUC partnership

Els Hannes - Rob Cuyvers

In answer to the calls' questions in 'Roots of Architecture(s)', we explain the 'Ways of Research' in a concrete case, with a focus on its interdisciplinary dimensions, its envisioned tangible social impact, its embedded communities' participation and its social urgency.

We identify the role of an architect's competences in the process prior to the start of the project, and we argue that these critical, creative and collaborative problem-solving skills have been (and still are) of vital importance for its success.

Therefore, we present the 10-year, 6 MIO EUR Institutional University Cooperation (IUC) partnership project with Ardhi University in Tanzania, funded by the Flemish University Development Cooperation (VLIR-UOS), initiated and coordinated by the faculty of Architecture and Arts of Hasselt University in Belgium: "Establishing 'the African Centre for Sustainable Cities Studies' to build capacity in education, research, innovation and societal outreach in order to foster an inclusive and sustainable built environment in a rapidly urbanizing city, Dar es Salaam".

We explain how this project is rooted in a long-standing, fruitful collaboration between 2 schools of architecture and how this project was defined and developed since the initial call in 2019 up to the official start in September 2022.

Hence, we argue that architecture education should continue empowering students to take up the central role of spatial change agents in a complex, multidisciplinary world.

Dr. Arch. Els Hannes is the International Coordinator of the Faculty of Architecture and Arts of Hasselt University in Belgium.

Prof. Ir. Rob Cuyvers is Dean Emeritus of the Faculty of Architecture and Arts of Hasselt University and Flemish coordinator VLIR-UOS IUC partnership with Ardhi University.

Img. B18



Session C

Branches of architecture

Architecture inside and/or outside the wall. Where is the place for the practice? Architecture can be inside the wall or outside of it; it can build the wall itself or be seen as a theoretical application. Architecture disciplinary and/or extra-disciplinary. What does architecture have to face? Architecture can look at itself in the realm of the discipline or look at other knowledge: sociology, economics, ethnography are just examples. Which are the potential of both approaches?

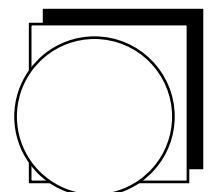
01 Aligning the pedagogy
of postgraduate professional
practice courses to develop the
meta-competencies required of
Architects today.

Claire Mullally - Catherine Brown
Molloy

ure: Ways of Practice

02 Architectural Ethnography
or On The Architect's filter in
using Ethnography

Paola Briata - Gennaro Postiglione



03 II level training and construction of scientific and didactic contents: The case of the “Master Executive: Mountain Able. Planning and Design for the sustainable development of the mountain”
Emilia Corradi

04 The Glass House Revisited
Stamatina Kousidi

05 Participation of stakeholders in open architectural and urban planning competitions: procedure model and application in Croatian context
Rene Lisac - Kristina Careva

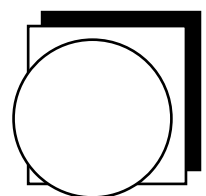
06 Architectural Practice in the Digital Age: Balancing Adoption and Adaptation
Damir Mance

07 Nomad Science of Remote Intensities for Architectural Doctorates
Thomas Mical

08 DESIGN INSTITUTES & DESIGN STUDIOS. Cases of permeability between teaching and practice (including research)
Marco Trisciuglio - Li Bao

09 Rethinking Participation: A Pedagogical Overview
Fulay Uysal Bilge

10 A Truly Existing “Extradisciplinary” Architecture Design System ——Analysis and Discussion on Ancient Chinese Architecture Practice Based on Algorithms
Junliang Zhou



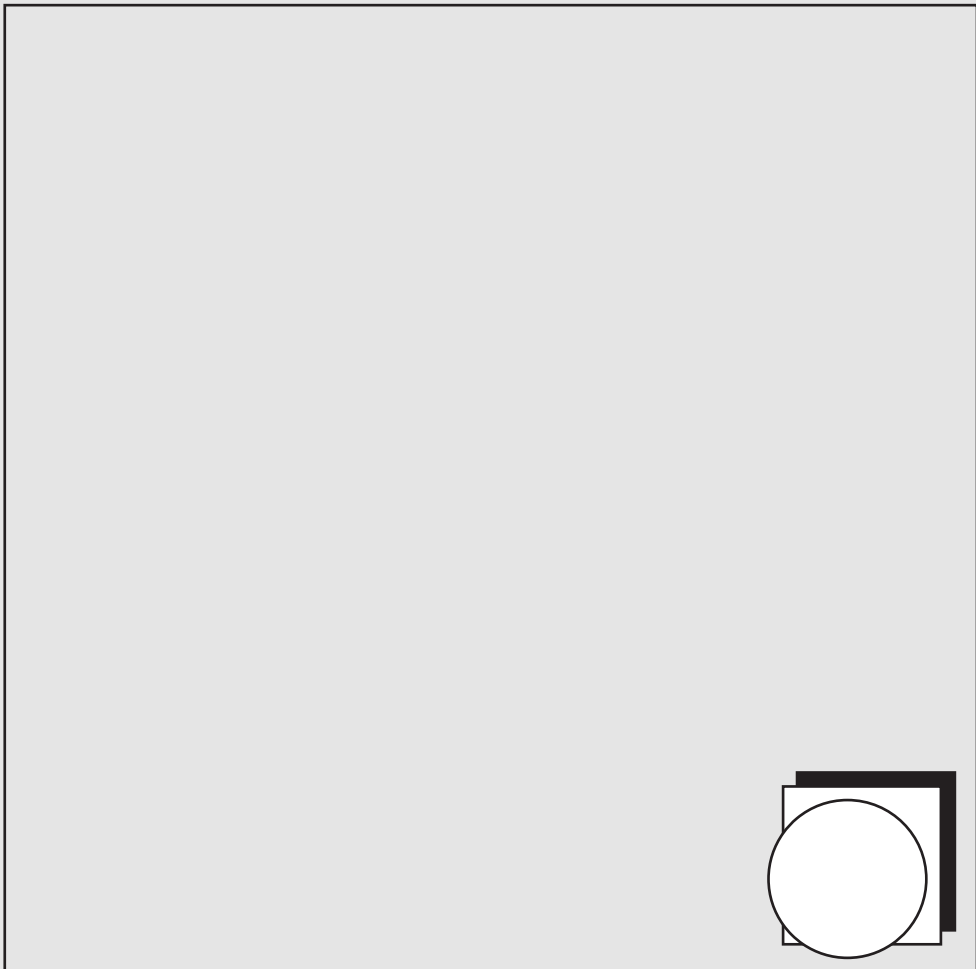
Aligning the pedagogy of postgraduate professional practice courses to develop the meta-competencies required of Architects today

Claire Mullally - Catherine Brown Molloy

Postgraduate professional practice courses (part 3) play a critical role in the registration process for Architects. However, there is little research published on the pedagogy of these courses nor their suitability to the evolving demands on the multifaceted role required of Architects today. As a result, there is a need to reassess Part 3 courses considering the meta-competencies required in Architect's diverse 'ways of practice.' Over the past two decades, the number of Irish institutions offering architecture courses has increased significantly. Therefore, the demand for the development of a new Part 3 course to meet the increased number of graduates is acknowledged. This presents an opportunity to address the research gap identified and to explore innovative approaches to curriculum design, delivery and assessment that can enhance learning while adapting to the changing societal, environmental, technological and professional challenges of architectural practice. The research includes a literature review and a comprehensive comparison of postgraduate professional practice courses in Ireland and the UK. Although the courses vary in duration and mode of delivery there is little variation or change to the content of the courses. The study highlights the importance of application to practice as well as student engagement and multidisciplinary learning in preparation for the global challenges of practice and working within extra-disciplinary design and construction teams.

Claire Mullally is a registered Architect with a masters in Education. She is a lecturer at the South Eastern Technological University, Ireland.

Catherine Molloy is a registered architect and lecturer at the South East Technological University, Ireland. Her previous research has explored the relationship between architecture and learning.



Architectural Ethnography or On The Architect's filter in using Ethnography

Paola Briata - Gennaro Postiglione

'Architectural ethnography' has increasingly been a focus of attention thanks to studies by Albená Yaneva and practices and research carried out by Momoyo Kaijima with her Atelier Bow Wow. Starting from these well-known examples, this essay reviews the literature related to ethnography when used by architects, planners, and researchers interested in forms, materiality, and uses of space in everyday life. This review is then used to define, through convergences and distances, a specific positioning we have been assuming while conducting research and teaching design-based courses. This path has led to further reflections on knowledge processes in architectural ethnography and to a tentative (and open) checklist to express our positioning in teaching.

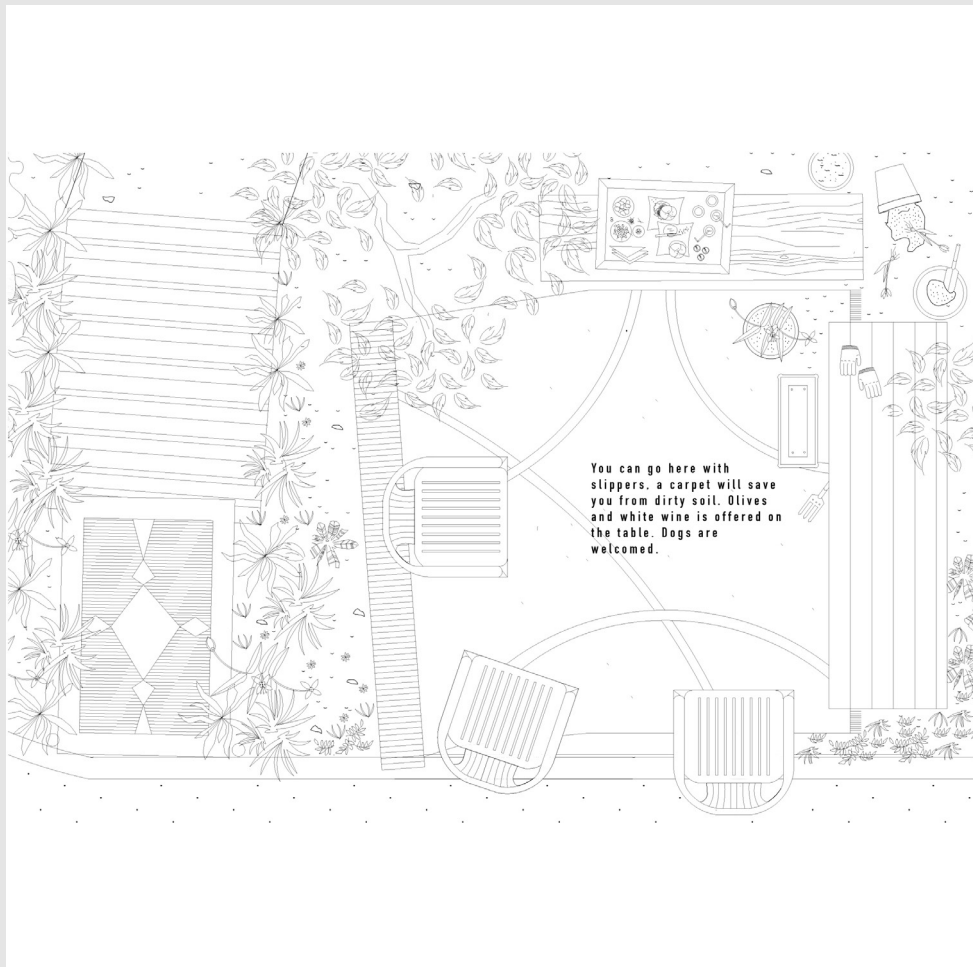
The generative value of representation is very clear: drawings, photos and texts dialogue in a tension aimed at telling a story of something that before the process was not visible. A situated knowledge producing thick descriptions and imaginaries is performed. The visualisation could be seen as a form of thick description with a synthetic and generative value.

At the same time, the mainstream view on the innovative aspects of architectural ethnography is challenged by a reflection on how much 'tradition' (in a positive sense) is apparent in this recent stream of research, given that good architects (and planners) education and training has always been, in some way 'ethnographic'.

Paola Briata is an Associate Professor of Planning and Urban Policy at DASTU, Politecnico di Milano where she teaches Planning and Urban Ethnography.

Gennaro Postiglione is a Full Professor of Interior Architecture at DASTU, Politecnico di Milano where he teaches Interiors and Architectural Ethnography.

Img. C01
Collective
outdoor
livingroom
(©GRZ.0 2019)



II level training and construction of scientific and didactic contents: The case of the “Master Executive: Mountain Able. Planning and Design for the sustainable development of the mountain”

Emilia Corradi

The current training of the architect is structured on a path that often provides diversified degrees of specialization and is not very comparable with equivalent training courses in other disciplines.

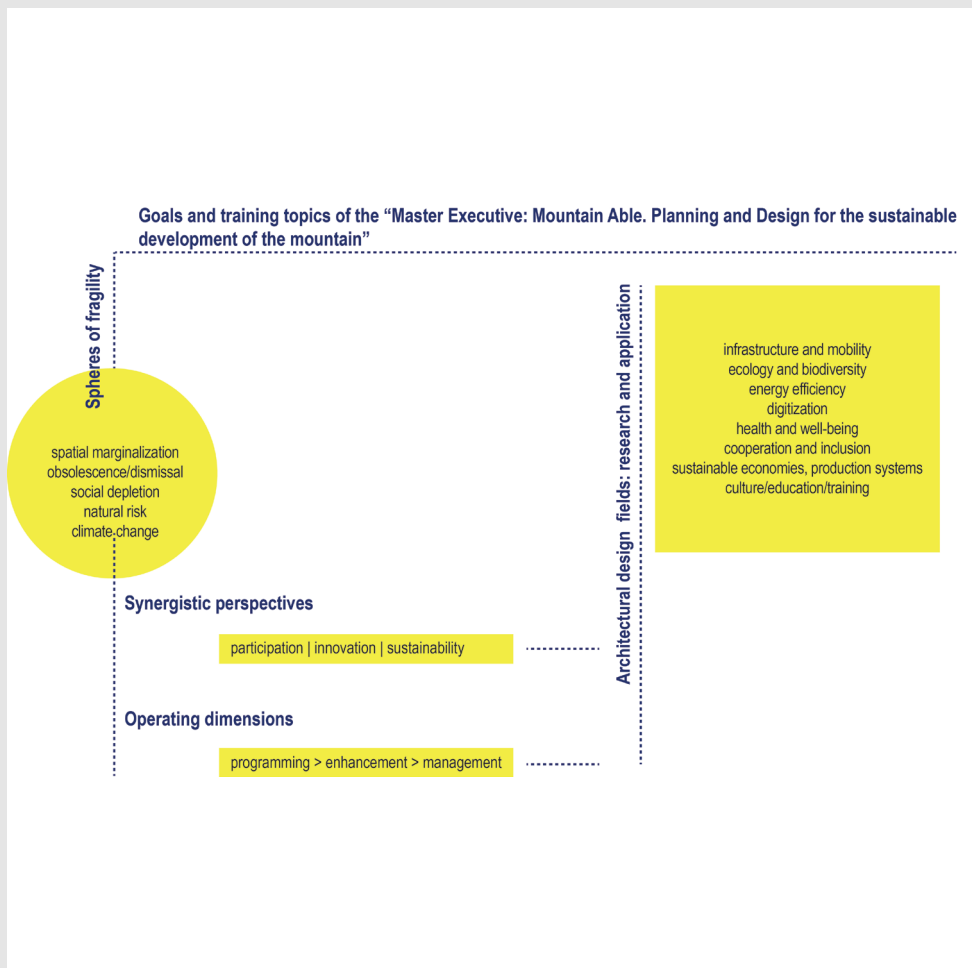
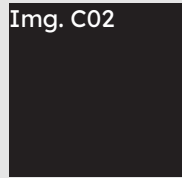
One of the most evident consequences in the field of Architect training is the need to build courses of the ever-greater specialization, especially in the post-graduate phase.

The need to specialize or to acquire, in addition to knowledge, adequate skills to face the challenges posed by the UE Green Deal and New European Bauhaus.

A central issue is to realize higher-level training apparatus that frames specific themes and topics within a training course that always keeps the role of architecture at the centre as a process and outcome of the transformation of places and as a tool to service the inhabitants and the community.

A particular experience we intend to illustrate in this contribution is that linked to the construction of the Executive Master “Mountain Able - Planning and Design for the sustainable development of the Mountain”, activated by the Department of Architecture and Urban Studies of the Milan Polytechnic. The themes and issues addressed by the proposed specialized training course must combine themes of scale, multidisciplinary, fragility and community that require the development of a very particular educational manifesto in order to guarantee its participants effective specialized training, at the same time, open to welcome contributions from other discipline.

Emilia Corradi
Architect, PhD, Associate
Professor in Architectural
and Urban Design at
the Department of
Architecture and Urban
Studies, Polytechnic
of Milan. Deputy
Coordinator of the AUID
PhD course.



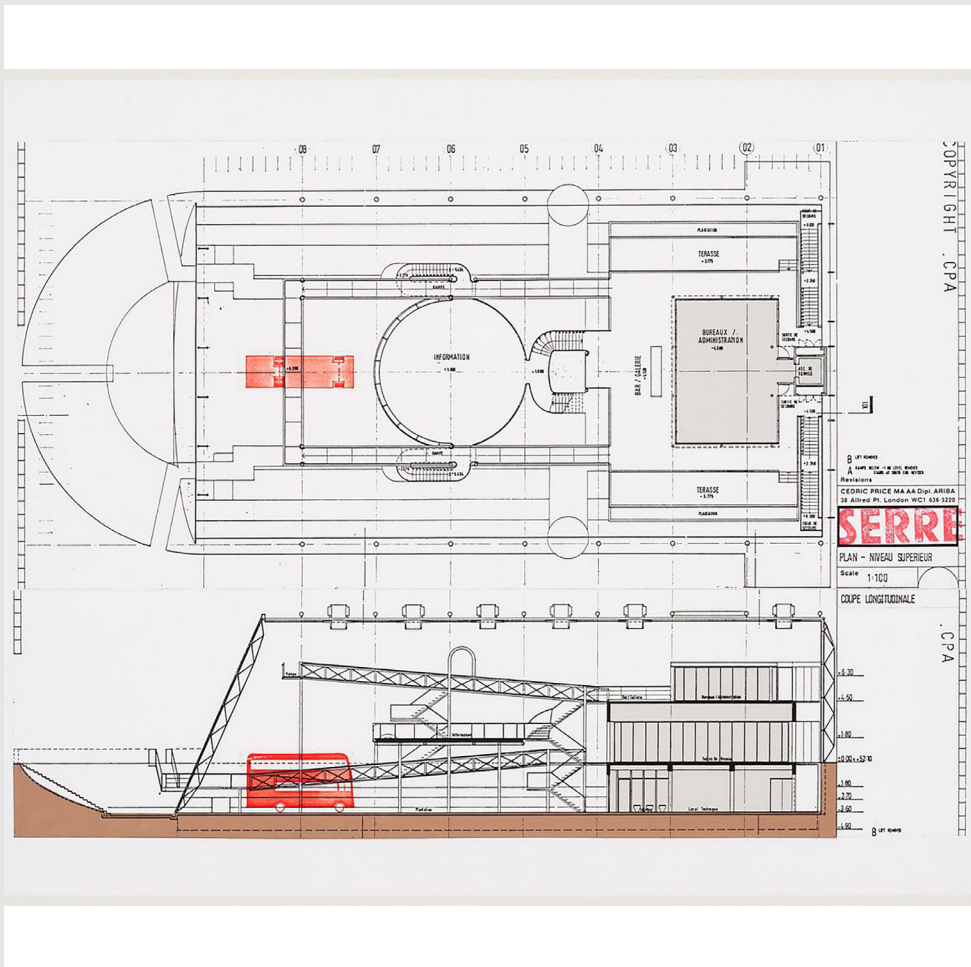
The Glass House Revisited

Stamatina Kousidi

“I thought of referring to communication networks as something fluid, like water streams, to produce an artificial nature rather than architecture,” Toyo Ito described with reference to the design process of the Sendai Médiathèque. If modernist architecture allowed for a continuous space between building and landscape, nurturing the understanding of the “forest edge as man’s ideal habitat and as a mythical image” (Geddes 1982), today the boundaries between the artificial and natural, the urban and the sylvan, are increasingly folding in. Under the growing sustainability demands, the union of art and nature in a “continuous sensorium” (Latour 2006) calls for further theoretical attention. Recent design practices that have not merely aspired “to mitigate a building’s impact on natural systems, but have sought, at least rhetorically, to become a part of those systems” (Barber, Putalik 2018), suggesting new hybrids between architecture and nature. This paper explores how the phantasy of the large-span, glazed, vegetated environment has shaped visionary projects, marking a shift from the physical to the physiological, from the tangible to the intangible, qualities of space. Following the evolution of the glasshouse from a place of nature preservation to a vehicle of experimentation into new ways of inhabiting the city (Hix 1996; Horn 2016; Sparke 2021), it examines the contemporary relevance of such building type and how it may point to novel definitions of agency in architecture.

Stamatina Kousidi is an associate professor of Architectural Design at the AUIC School, Politecnico di Milano. Her research and teaching is at the interface of theories and projects with an emphasis on the relation between the architectural organism and the environment.

Img. C03 Cedric Price,
 Serre (2): upper level
 plan and longitudinal
 section (c. 1998-90).
 DR2004: 0533: 004.
 Cedric Price fonds/
 Collection Centre
 Canadien d'Architecture/
 Canadian Centre for
 Architecture, Montréal.



Participation of stakeholders in open architectural and urban planning competitions: procedure model and application in Croatian context

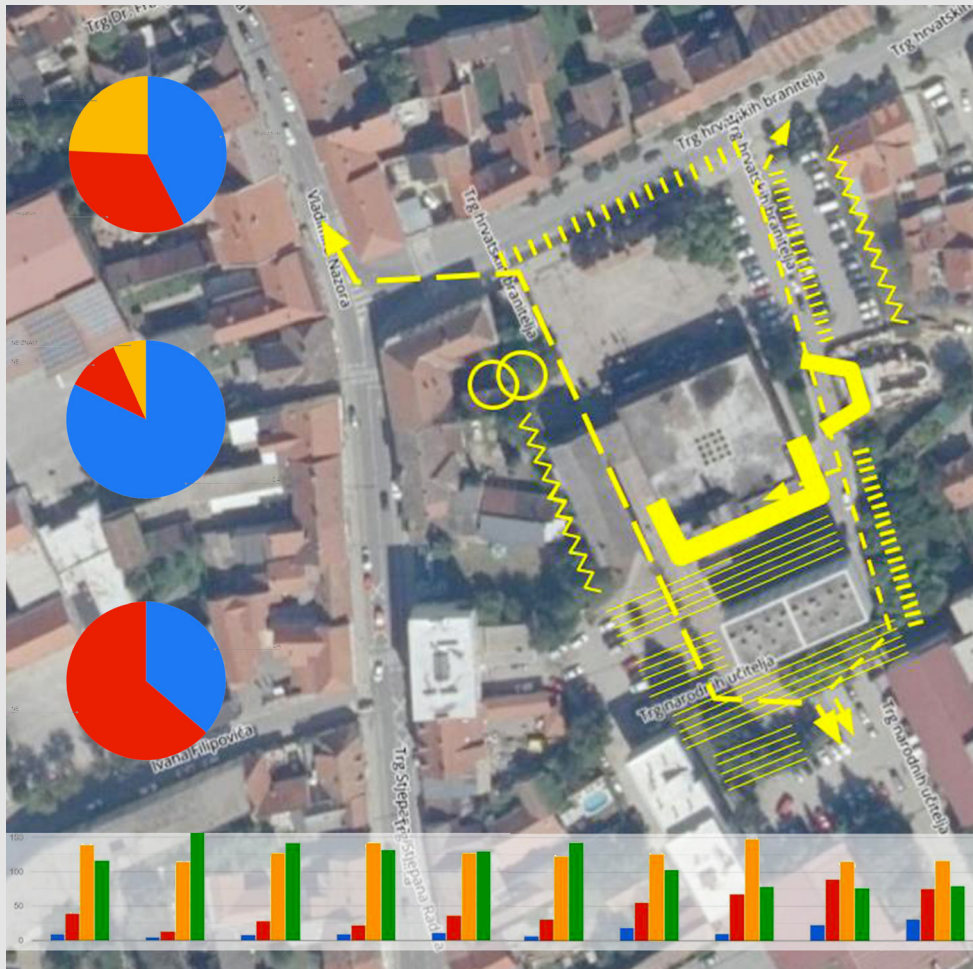
Rene Lisac - Kristina Careva

The participation of society in public spaces issues, though advocated for decades, experiences an increase in recent years. Citizen participation in Croatian spatial planning appears to be mostly declarative and formally takes place in the final stages of planning. On the contrary, the full benefits of integrative planning would be if participation of all sectors (civil, academic, economy and management structures) is continuous, especially important in the initial planning phase - forming the basic intentions. The selection of the best spatial solution by architectural and urban planning competitions has a long and fruitful tradition in European societies. It represents a good yet hermetic method in searching for the most appropriate, most innovative and overall best solution whose authors remain anonymous till the very end of the selection. The question is how to combine these two widely accepted and proven approaches into one procedure to acquire the best creative solution and raise awareness and involvement of the community? The article will present recent case studies of participation in open competitions, including Croatian ones. Through their comparative analysis, highlighting benefits and challenges, the combined procedure will be proposed as well as recommendations for its application in Croatian and similar contexts.

Assoc. prof. Rene Lisac, PhD, his research and professional focus is integrated strategic planning, remote rural areas, sustainable development.

Assoc. prof. Kristina Careva, PhD, head of postgraduate studies, in her work focuses on interdisciplinarity, participation, architecture and children.

Img. C04



Architectural Practice in the Digital Age: Balancing Adoption and Adaptation

Damir Mance

The digital age presents both challenges and opportunities for the architectural profession. Architects must navigate the integration of new technologies, such as artificial intelligence (AI) and digital design tools while adapting to the evolving scope of their practice. This paper investigates the balance between adoption and adaptation in architectural practice, exploring strategies for architects to effectively engage with the digital landscape while maintaining the integrity of their profession. The outcomes of fully embracing new technologies and methodologies are contrasted with the approach of modifying existing practices to accommodate digital advancements, considering the implications for the architectural profession.

In addressing these issues, architectural education and research play crucial roles in preparing architects for the digital age by examining the relationship between design-based research, academic inquiry, and professional practice. This study investigates the advantages and challenges of AI integration in design, decision-making, and resource allocation, as well as its influence on traditional professional boundaries and skillsets.

Drawing from an analysis of the current scope of architectural services, this study aims to provide architects (practicing and teaching) with a comprehensive understanding of the opportunities and challenges that the digital age presents, enabling them to make well-informed decisions about the future of their practice.

Damir Mance
Senior Lecturer,
University of Zagreb
Faculty of Architecture
Damir is a practicing
architect and teacher,
passionate contributor
to digital transformation
in architecture and
education.

Img. C05
Abstract
Puzzle link

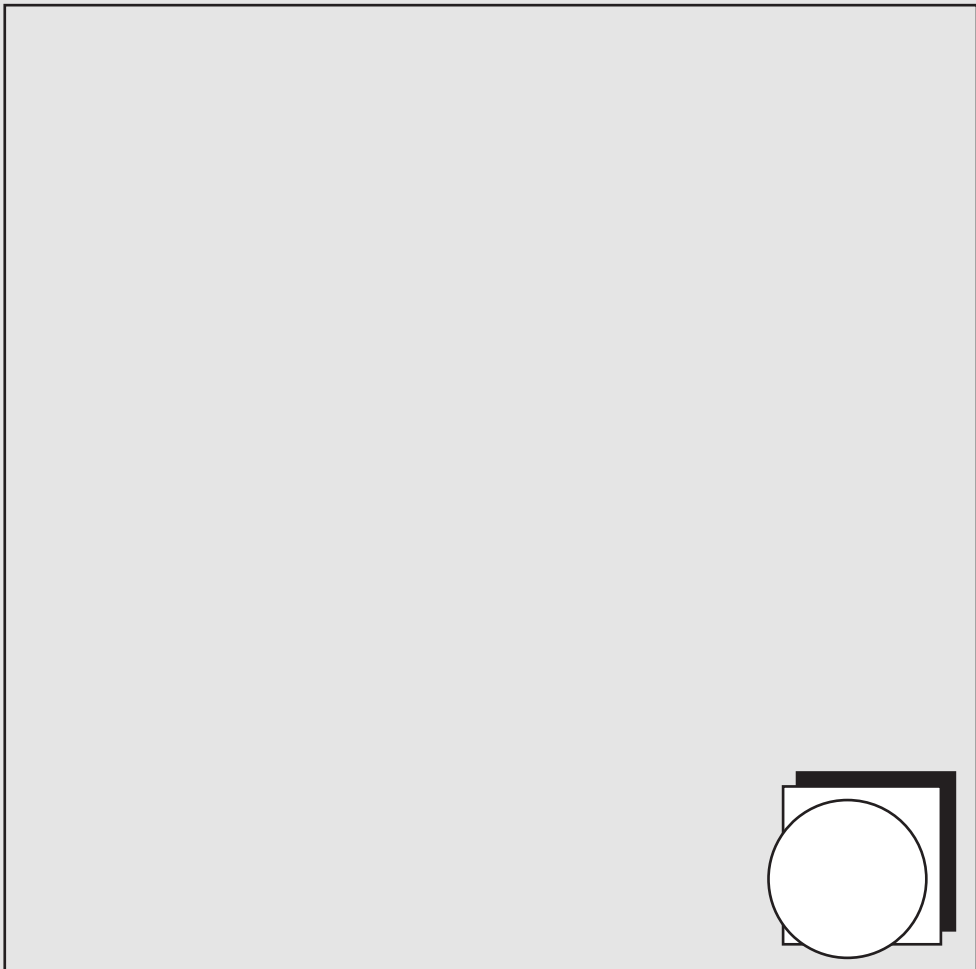
L M A N A G E M A O S I C R L E P E F F I C I E N C Y D E N C R T Y N
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 Z S G D E L I V E R A B L E S I N C O M P A T I B I L I T Y T S U R T

Nomad Science of Remote Intensities for Architectural Doctorates

Thomas Mical

Nomad Science proposes the lived displacement of apparatuses of state science, drawing out and connecting knowledge systems. This production schema places architectural questioning as a free journey, aspiring towards a free subjectivity, accumulated through the nomadic search for distant knowledge fields as a creative project, to transform the nomadic into a new new science for architectural doctorates. Historically the pursuit of curiosity (filtered here through Agamben's model of Adventure) leads to the discovery of distant forms of situated non-standard knowledge, outside the walls of architecture. Here we prioritize mobilities and trajectories for scanning and searching for exceptions, by projection into distance ecologies. The nomad science model of advanced architectural research works for those knowledge models and processes which are unconstrained by singular location but that can grow through exteriority. We will track multiple models of nomadic flows for an architectural pedagogy (as metamodel). We identify future distributed research methods for producing new investigations of architectural intelligence. This roving immersion into other disciplinary field conditions produces novel epistemological variants. Extending architectural theory by this hybridity, researchers drive this branching through immersion into otherness as intensities and durations, then assembling/composing new models and processes from these lived abstractions.

Thomas Mical
TransArt Institute
for Creative
Practice,
Postgraduate,
Berlin, Germany.



DESIGN INSTITUTES & DESIGN STUDIOS. Cases of permeability between teaching and practice (including research)

Marco Trisciuglio - Li Bao

The aim of the contribution is describing an urban design teaching activity developed in the last eight years (2016-2023) at one of the top Schools of Architecture in China: the Design Studios “Urban morphology, architectural typology, contemporary settlement patterns” held at the School of Architecture in Southeast University Nanjing, China.

One of the main features of the teaching activity has been the strong connection with the practice activities developed within the Design Institute of the same University, such as the Urban Architectural Lab, founded in 2006 as part of the historic Architects & Engineers Co. Ltd. of the same university.

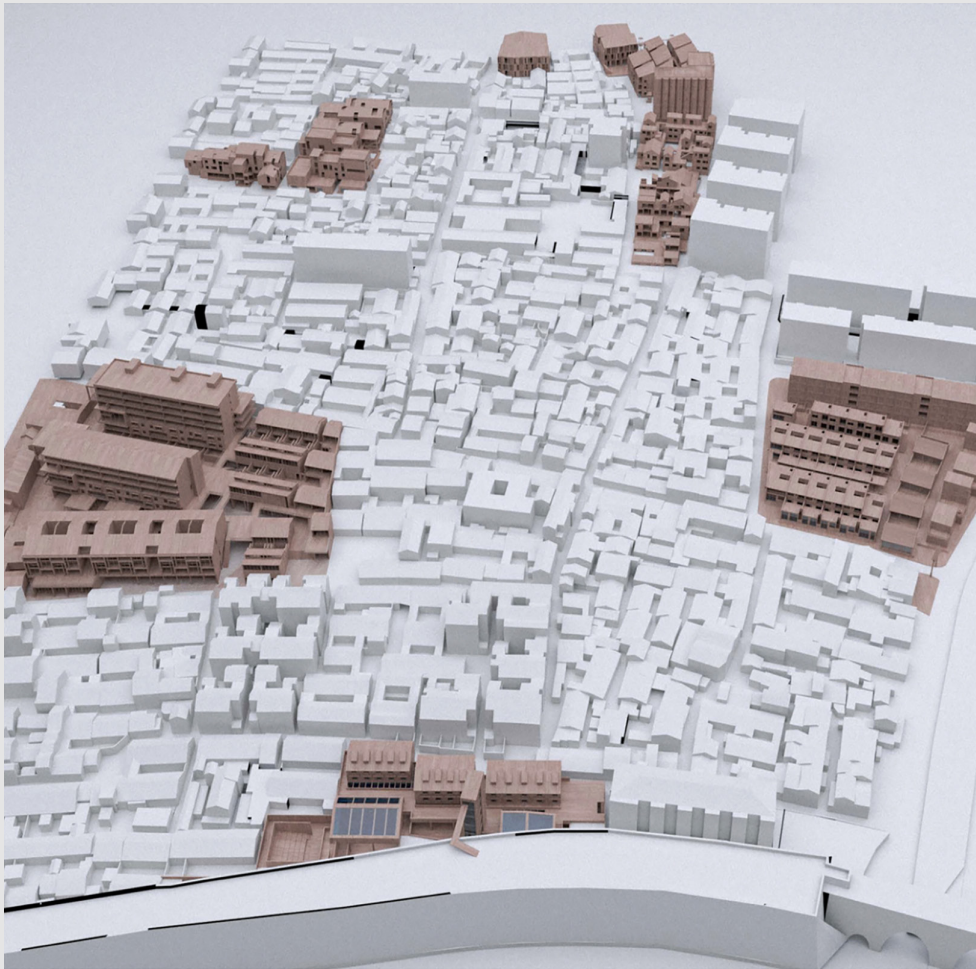
In respect with the European professional context, the role of the Design Institutes is specific of the Chinese context, where those public structures are the legacy of the process of collectivization of the professions promoted during the Fifties. The strategic role of the Design Institutes located in the universities allows nowadays not only high quality in design productions, but also the opportunity for students to face real topics of great complexity and to improve their competencies: in design as well as in socio-economic management.

The contribution describes some urban regeneration projects developed in Nanjing historical urban tissues where the connection between Design Institute and Design Studio was strong and fruitful, from the choice of the topic and the surveys to the exams involving stakeholders within the final jury.

Marco Trisciuglio is Full Professor at Politecnico di Torino where he is Head of the PhD Program “Architecture, History and Project”. He is Distinguished Professor at SEU.

Bao Li is Full Professor and Vice Dean of School of Architecture at Southeast University Nanjing (SEU), awarded by UIA and MoE for Innovation in Architectural Education.

Img. C06
Hehuatang Area in
Southern Nanjing.
Model of the
students' projects.
Master and Bachelor
level Design Studio
at SEU, 2021.



Rethinking Participation: A Pedagogical Overview Fulay Uysal Bilge

In recent years, the relationships between participatory processes and the disciplines involved in space production have strengthened. Architects are now becoming more involved and playing increasingly significant roles in the framework of participatory space production. The architectural education systems, however, are not yet developed enough to support this scenario. Architects cannot possess the competencies required to participate in these processes. This study discusses the topic of “which pedagogical tools can be developed to equip future architects to take active roles in participatory space production practices in academia.” The participatory space production model developed in Istanbul recently is used as a research platform for the study. The general public can participate in developing and plans for the city’s social, cultural, and spatial development using a framework that was used to create this model. The study looks into how the city council and architects figure into this scenario and focuses on the experiences of the architect-led Istanbul City Council in creating participatory spaces. I conduct semi-structured interviews with key figures from academia and city councils who have experience developing participatory space production mechanisms. The interviews’ conclusions reveal how participatory procedures are used in the production of space, the skills that architects need to learn, and the educational instruments that might be created.

Fulay Uysal Bilge Arch. (2003) and M.Arch. (2006) from Gazi University, PhD (2020) in architecture from Atılım University. Research interests: urban public spaces, lost-left over spaces, liveability.

Img. C07



A Truly Existing “Extra-disciplinary” Architecture Design System —Analysis and Discussion on Ancient Chinese Architecture Practice Based on Algorithms

Junliang Zhou

In the context of Western culture, Architecture is usually regarded as an independent discipline with its own boundaries. Researchers either try to dig inward within the boundaries or seek intersections outside the boundaries. But in another context, in ancient China, the design of architecture was based on algorithms (a branch of mathematics), which is obviously an independent system of extra-disciplinary. Facing the same topic, their answers are very interesting and inspiring.

First, based on the analysis of ancient documents and historical buildings, this paper introduces traditional Chinese architectural design based on algorithms.

Then, several relevant case studies are carried out to analyze the ancient architect’s design practice. Discuss their cognition and selection of the following topics: (1) the goal of architectural algorithm design, whether it is aimed at the architectural structure or non-tangible applications; (2) how to coordinate tangible structural elements and intangible elements such as society and economy in algorithm design; (3) how they collaborate between theoretical inquiry on architecture and professional practice routine;

Finally, based on the above research, comparing and analyzing Chinese and Western architectural systems, interpreting the two dimensions of architectural design as a place to live and as a tool of expression.

Junliang Zhou,
Double PH.D.
Candidate of
Politecnico di Milano
and Tianjin University,
Focusing on Ancient
Chinese Official
Architecture Design.

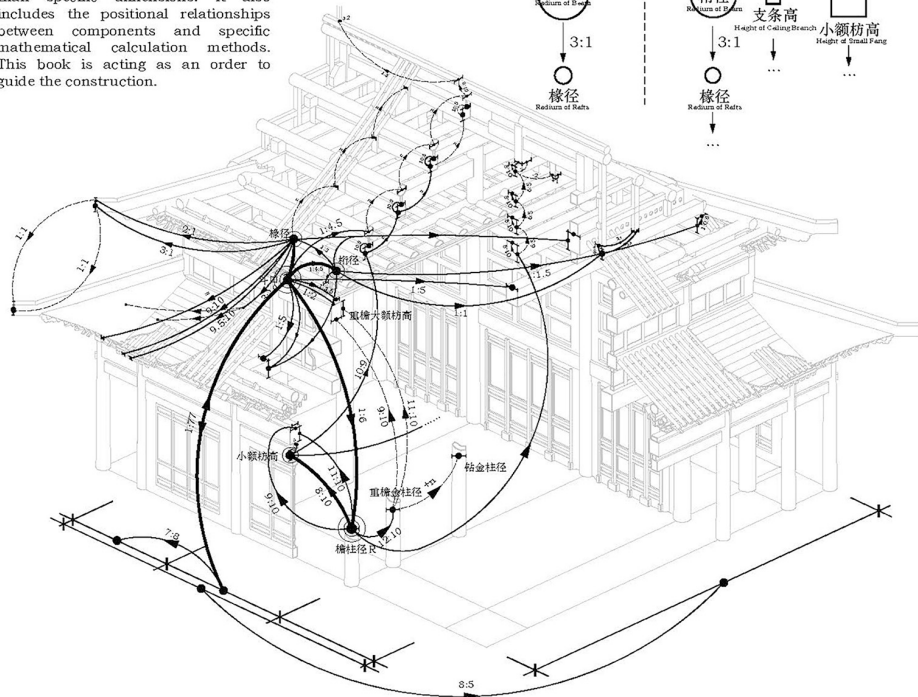
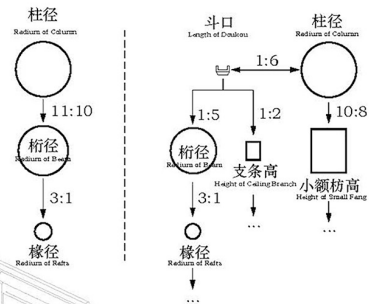


Algorithm System of Large-Scale Buildings' Revealed in Ancient Book

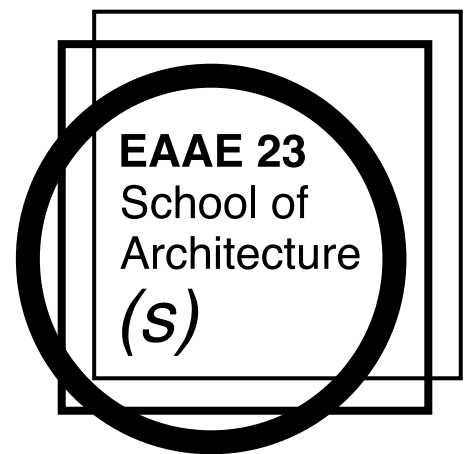
"YingZaoSuanLi" (ancient craftsmen's book) can be regarded as a mathematical model. Its content includes the dynamic quantitative relationships between the dimensions of various building components rather than specific dimensions. It also includes the positional relationships between components and specific mathematical calculation methods. This book is acting as an order to guide the construction.

The Key Point of Mathematical Linking

- ① Large-Scale without Dougong
- ② Large-Scale without Dougong



Turin
30th August
1st September



Programme

Wednesday, 30th August 2023

8:30 am - 9:00 am	PhD Workshop registration
9:00 am - 2:00 pm	PhD Workshop
2:00 pm - 4:00 pm	Conference Registration
3:00 pm - 3:30 pm	Walking tour of Valentino Castle (free participation)
4:00 pm - 5:00 pm Great Salon	Introduction and Welcome
5:00 pm - 6:30 pm Great Salon	Opening Keynote Speech by <i>Fosbury Architecture</i>
6:30 pm - 8:00 pm	<i>Opening Reception</i>

Thursday, 31st August 2023

9:00 am - 10:30 am ROOM 6V	Parallel sessions R1 Roots of architecture(s): Ways of research
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Topological deformability in architecture, or how to learn about differences

Dragišić M.

The Complexity and Contradiction Conflict in Research and Practice: The Case of Public-Private Interface

Configuration

Jahodová Š.

Research for an architect as a specialized citizen

Yücel S.

The Positionality and the Promise of Architecture(s)

Wu H.

Design process innovation against the epistemicide

Munoz Veloza M.

Practicing care through architecture: participatory research as a tool to subvert power relations

Bertolino N.

Research by Design at the Crossroads of Architecture and Visual Arts: Exploring the Epistemological Reconfigurations

Charitonidou M.

Inter-scalar and inter-disciplinary approaches for a valley community. The case of Sappada

Massarente A., Guidetti E., Tessari A.

The power of an architect's competences in interdisciplinary research: the case of the Belgian-

Tanzanian IUC partnership

Hannes E., Cuyvers R.

9:00 am - 10:30 am
ROOM 5V

Parallel sessions R2
Roots of architecture(s):
Ways of research

Mental Spaces /Real Spaces - A Digital Archive

On researching and reimagining immaterial forms of architecture

Sol L.

Architectural design studio: Embracing a transdisciplinary approach

Panayi C., Roussou E., Charalambous N.

What can architecture do?

Béatrice M.

Research on the spatial perception and preferences of traditional villages from the perspective of local gaze: a case study of Hongkeng Village, China

Wei X., Zhou H.

Action based research for capacity building of neighbourhood communities

Marin V., Calciu D., Paval O.,

Action research and commoning: positioning architectural research in (or with) local grassroots group

Ahmed T., Delsante I.

Regenerating public housing in Italy within the Next Generation EU fund. Learnings from a research-by-design experience in Bergamo

Lepratto F., Miglierina G.

Mountains in motion, visions in nutshells

Tognon A.

Who is in?: More-than-living constituents of the architecture studio

Büyüktopcu E., Şentürer A.

10:30 am - 11:00 am *Coffee break*

11:30 am - 1:00 pm **Parallel sessions T.1**
ROOM 6V **Seeds of architecture(s):**
Ways of teaching

How to tackle the crisis in architectural education: Truth or Dare?

Çağlar Tünür H., İnalhan G.

Architecture and Pedagogy after Carbon: Three Conceptual Figures

Barber D.

A Cosmopolitan Architectural Education

Santanichchia M.

Teaching architecture in the age of a fragile humanity

Frattari C.

Bridging methods and disciplines: an Architectural
Pedagogy for Rural Areas Communities

Sartorio S.

Minds, Machines, and the Future of Design: Rethinking
Architectural Education in the Age of AI

El Moussaoui M.

Architectural thresholds: critical theory as *soglia* in
teaching architecture

Boano C.

Ethnographic Ways of Architectural Knowing: A Pre-
design Pedagogy for Radical Inclusion

Pandya S.

Shifting Mentality: from “Heritage Recovery”
to “Heritage for Recovery”. Teaching heritage
management for post crisis areas

Hajismail S., Morezzi E.

11:30 am - 1:00 pm

ROOM 5V

**Parallel sessions T.2
Seeds of architecture(s):
Ways of teaching**

Challenging the Master: Lessons from Rethinking The
Crit

Flynn P.

The merit of teaching introductory architecture courses
in general education

Suzuki A.

Inclusive and Generative Possibilities of Precedent
Analysis in Architectural Education

Çinar S.

The Necessity of Big Beautiful Mistakes

Rødne G., Gullberg J.

Pedagogical consequences and potentials of a Design
Built Studio Program

Inceoglu A.

Socially situated pedagogies as a strategy to innovate
architectural curricula: the case study of SARPe and its
first experimentation at the University of Pavia

Delsante I., Ahmed T., Duse M., Migliavacca L.

“Self-efficacy” as a value in architectural pedagogy

Akin N. E.

Modus Operandi: Continuously Transforming And
Renewing Action In Architectural Design Studio

Küçük İ., Aksu A.

Digital Survey as a Method for Creative Thinking in
Architectural Design

Lamontre-Berk Ö., Jacquot K.

Studio Life: mechanisms of competition and
collaboration in the architectural labour process

De Lima Amaral C.V.

1:00 pm - 2:00 pm *Lunch break*

2:00 pm - 3:00 pm **Keynote Speech**
ROOM 1V **by *Paesaggi sensibili***

3:00 pm - 4:30 pm **Parallel sessions T.3**
ROOM 6V **Seeds of architecture(s):**
 Ways of teaching

Means-oriented or goal-oriented architecture
education?

Ali K. A.

A laboratory of pedagogical experiments: architecture
through the body

Collevecchio C.

Accessibility and Inclusion in Teaching for Architects

Candito C.

Transformations of public spaces - sustainable and
ethical approach to architectural and urban design
using mixed cultural background

*Haupt P., Twardowski M., Fabris L. M., Semprebon G.,
Balzarotti R. M., Ros Campos A., Gisbert j. L., Verdejo
Guimeno P.*

Stumbling as a praxis of design practice: a pedagogical
experiment in “Theory and Critic of Architectural Action”

Quaglio C., Bruno, E.

Why to (Not) Demolish a Building.

A Experimental Teaching Approach to Question
Demolition in Architecture

Concheiro I.

A new approach to teaching architectural and urban
design: Reformulation of city spaces with virtual tools

and long-distance influences

Stachura E., Bar-Eli A.

Affirmation of a discipline: ephemeral tectonics of an architecture lesson

Justić S.

3:00 pm - 4:30 pm
ROOM 5V

**Parallel sessions P.1
Branches of
architecture(s):
Ways of Practice**

Architectural Ethnography or On The Architect's filter in using Ethnography

Briata P., Postiglione G.

Aligning the pedagogy of postgraduate professional practice courses to develop the meta-competencies required of Architects today

Brown Molloy C., Mullally C.

Participation of stakeholders in open architectural and urban planning competitions: procedure model and application in Croatian context

Rene L., Careva K.

II level training and construction of scientific and didactic contents: The case of the "Master Executive: Mountain Able. Planning and Design for the sustainable development of the mountain"

Corradi E.

The Glass House Revisited

Kousidi S.

Architectural Practice in the Digital Age: Balancing Adoption and Adaptation

Mance D.

Nomad Science of Remote Intensities for Architectural Doctorates

Mical T.

DESIGN INSTITUTES & DESIGN STUDIOS.

Cases of permeability between teaching and practice (including research)

Trisciuglio M., Bao L.

Rethinking Participation: A Pedagogical Overview

Uysal Bilge F.

A Truly Existing "Extra-disciplinary" Architecture Design System —Analysis and Discussion on Ancient Chinese

Architecture Practice Based on Algorithms

Zhou J.

- 4:30 pm - 5:00 pm *Coffee break*
- 5:00 pm - 6:00 pm **Keynote Speech by**
ROOM 1V ***La Rivoluzione delle***
 Seppie
- 8:00 pm *Gala dinner*

Friday, 1st September 2023

- 9:00 am - 10:30 am PhD Workshop discussion
- 10:30 am - 11:00 am *Coffee break*
- 11:00 am - 12:00 am **Closing Keynote Speech**
Great Salon by ***False Mirror Office***
- 12:00 am - 1:00 pm **Final roundtable**
Great Salon **discussion**
- 1:00 pm - 2:00 pm *Lunch break*
- 2:00 pm - 5:00 pm **EAAE General Assembly**
ROOM 7V (For EAAE members only)

Free evening for participants

Saturday, 2nd September 2023

- 10:00 am - 4:00 pm All-day excursion
 Venaria
 Ivrea

Keynote speakers

False Mirror Office gathers five architects who share an interest in project and research: Andrea Anselmo, Gloria Castellini, Filippo Fanciotti, Giovanni Glorialanza and Boris Hamzeian. Brought together at the Polytechnic School of Genoa, they have been collaborating remotely from different countries since the group's founding. Believing that new only originates as a reaction to the existing, false mirror office re-discovers the past as the present, re-signifies high as mass culture, re-values forms and functions.



Paesaggisensibili is an independent observatory on contemporary landscapes, a space for research and experimentation of new approaches for the understanding of the dynamics of our time through the engagement of the territories. We create territorial narratives that foster an interdisciplinary research on contemporary landscape.



Fosbury Architecture is a collective founded in 2013 by Giacomo Ardesio, Alessandro Bonizzoni, Nicola Campri, Veronica Caprino, and Claudia Mainardi. FA is a spatial practice interpreting architecture as a tool that mediates between collective and individual needs; expectations and resources; sustainability and pragmatism; environment and human beings. FA is a research group aiming at expanding the boundaries of the discipline, redefining its role, and rethinking its production processes in the perspective of current challenges. FA is an architectural office delving into urban strategies, reuse of existing buildings, temporary installations, exhibition design, publishing projects, curatorial activities, and educational programs. FA, much like Dick Fosbury, constantly seeks new ways to overcome the limits imposed by the bar of convention.

La Rivoluzione delle Seppie (LRdS) is an international, nomadic, digital network of creative practitioners interested in exploring the boundaries of spatial and digital practice and education. The operational approach is defined by shared values and is adaptable in terms of opportunities and competences, depending on the location where the action takes place. The main aim is to experiment with a different pedagogy for all creative fields, developing formal and informal learning projects, promoting and facilitating encounters between people from different backgrounds, including artists and professionals from all over the world. This is accomplished through a residency program that involves the local community and asylum seekers, with the goal of promoting Calabria as a fertile and attractive ground for creative and social initiatives

PhD Workshop

IMPACT OF ARCHITECTURE(S). Speculating beyond the academic

In the framework of the EAAE Annual Conference 2023, which investigates the different ways of teaching, researching and practising architecture(s), PhD candidates are called to participate in the EAAE 23 PhD Workshop, IMPACT OF ARCHITECTURE(S). Speculating beyond the academic. The workshop will reflect on the research's impact on architectural studies.

The notions about this topic are vague, and the impact definition of PhD research in architecture is challenging. Therefore, a trial was to ask Artificial Intelligence to explain the impact of architectural PhD research.

EAAE23 (WS Organizing team): Hi, how would you define or describe the impact of a PhD research in architecture studies?

Artificial Intelligence (ChatGPT): A PhD research in architecture studies can have a significant impact on the field in a variety of ways. Here are some possible impacts:

Advancement of knowledge: A PhD research in architecture studies can contribute to the advancement of knowledge in the field. It can help to fill gaps in existing knowledge, challenge existing assumptions and theories, and generate new insights and perspectives.

Development of new methods and techniques: A PhD research in architecture studies can lead to the development of new methods and techniques for studying architecture. These new approaches can help to improve the accuracy and validity of research findings and provide new tools for researchers in the field.

Influence on practice: A PhD research in architecture studies can also have an impact on practice. It can help to inform design decisions and

provide evidence-based solutions to problems faced by architects and designers. It can also help to shape policy and regulation in the field.

Contribution to public discourse: A PhD research in architecture studies can contribute to public discourse on architecture and related topics. It can help to raise awareness of important issues and promote discussion and debate among stakeholders.

Inspiration for future research: Finally, a PhD research in architecture studies can inspire future research in the field. It can serve as a foundation for further investigation and exploration and help to guide the direction of future research in the field.

The answer seems generic and abstract, leaving many unanswered questions. What is the actual impact architecture PhD students dream of? How should we evaluate the wide scope of this desired impact on our PhD work? What does it mean to be 'scientifically relevant'? How would you prefer your impact to be evaluated? Is there an impact on our research? Which kind of impact? Can we measure it? Should we evaluate our research only for the impact? How do we contribute to the advancement of knowledge?

Martina Crapolicchio
Rossella Gugliotta

Venue

The EAAE 2023 conference will be held in Torino, at the School of Architecture of the Politecnico di Torino. The School is located inside the Valentino Castle, in front of the River Po, in San Salvario neighborhood, close to the city centre and Porta Nuova railway station.

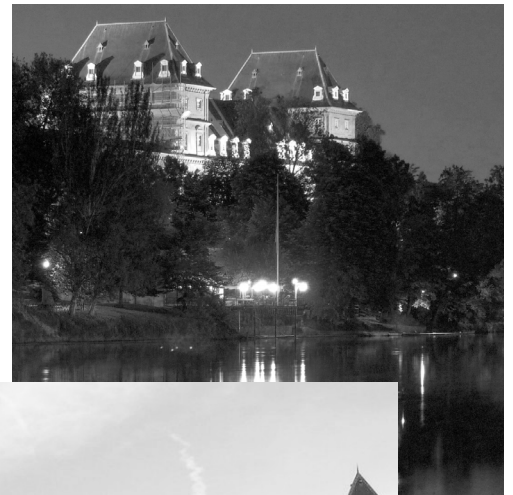
Torino, set against the Alps, built on River Po by the Romans, home to nobles for centuries, a metropolitan city with a melting pot of cultures.

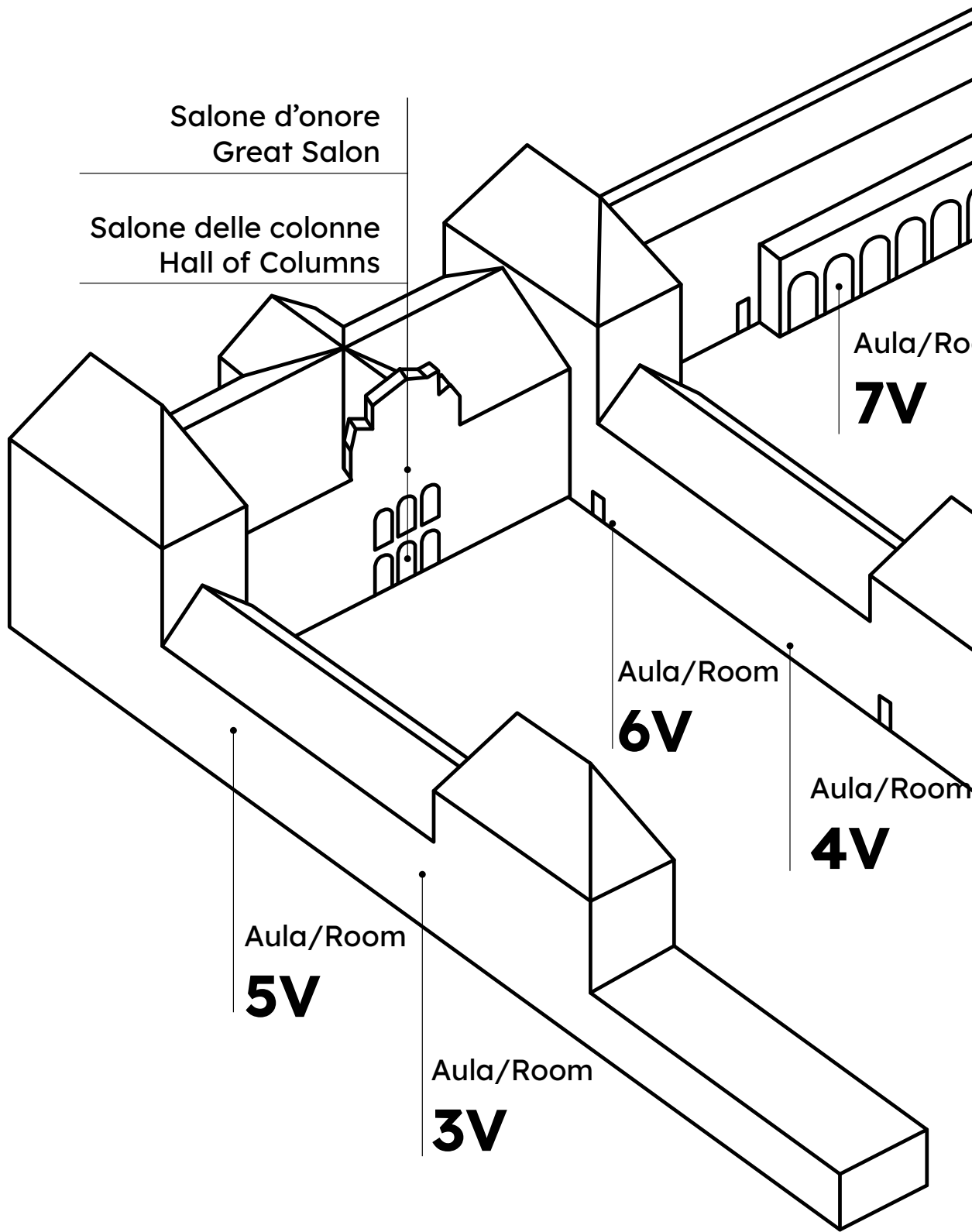
The first capital of Italy, Torino has a remarkable ancient and modern history; the Royal Residences, the palaces and museums, the industrial heritage, the parks and tree-lined avenues, the river and the mountains, the historic restaurants and cafes, the long arcaded streets and the multiethnic neighborhoods, coexist in a harmonious balance among the rational Roman urban planning, the moderate splendor of the Piemonte baroque and the originality of modern and contemporary architecture. After hosting the Winter Olympic Games in 2006, Torino transformed its face from an industrial hub into a contemporary cultural centre.

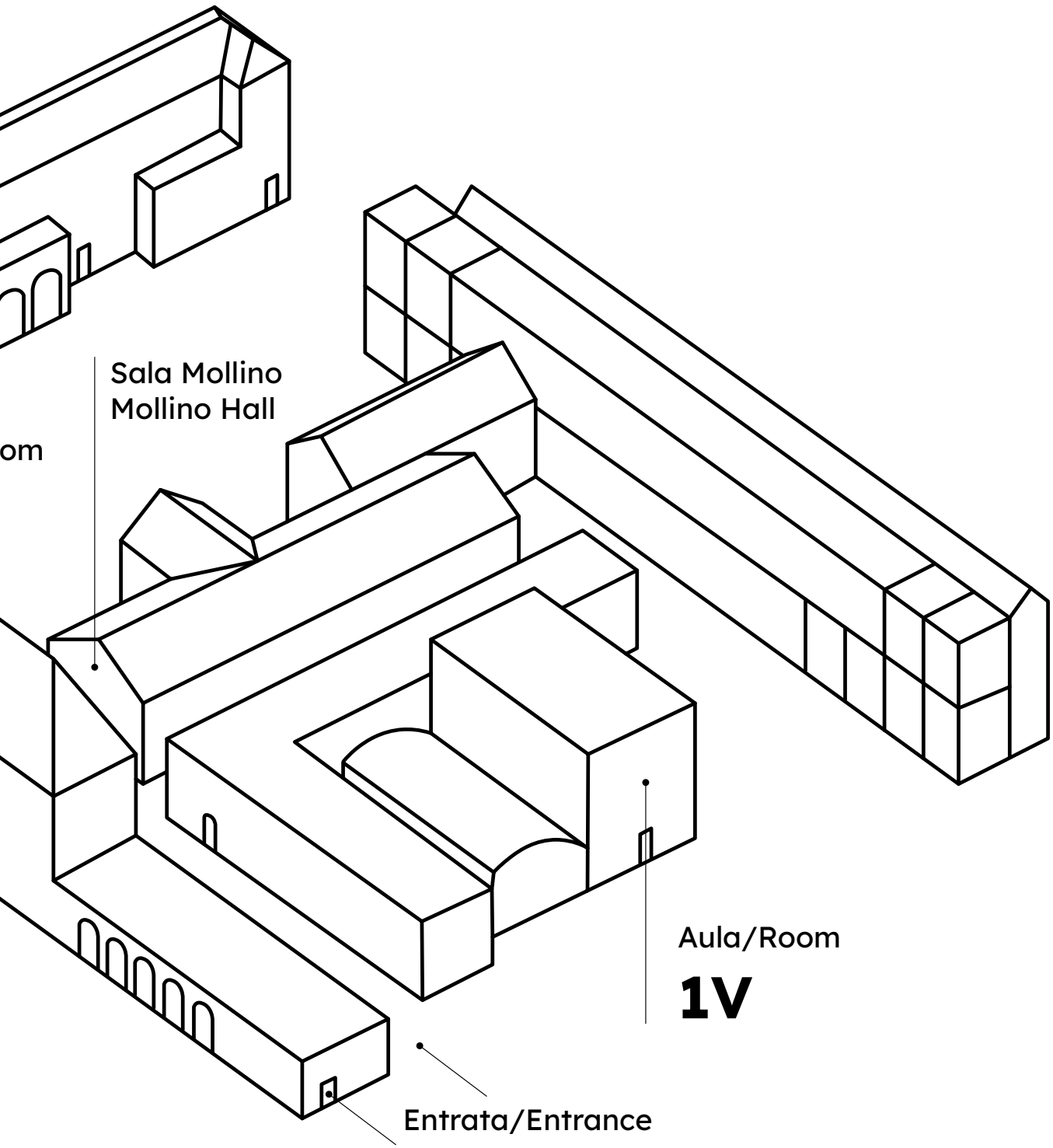
Well connected to Europe, Turin is linked by air or train to around 100 destinations via Caselle International Airport and the Porta Nuova and Porta Susa international railway stations. Moreover, the International airport of Milan Malpensa connects 200 destinations worldwide and is easily reachable from Turin by train, bus, and shuttle.

Established in 1859, the Politecnico di Torino is Italy's oldest technical university. It offers 53 degree programmes, 23 educational paths taught entirely in English, and 16 PhD programmes, including 5 in cooperation with other universities and research centres in Engineering, Architecture, and Industrial Design. It offers opportunities for over 38.000 students from 115 countries.

The Department of Architecture and Design (DAD) is the leading branch of architectural studies of the Turin Polytechnic, focusing on the art and science of design, architectural and urban buildings, and product and cultural heritage design. The department offers Bachelor's Program in Architecture, Design and communication, Sustainable Design and food systems, and Master's degrees in Architecture Construction-City, Architecture for heritage, Architecture for sustainability, and Systemic Design. The Faculty building offers all the facilities for conferences and exhibitions in a vibrant cultural and historical environment.







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