

The Great Game

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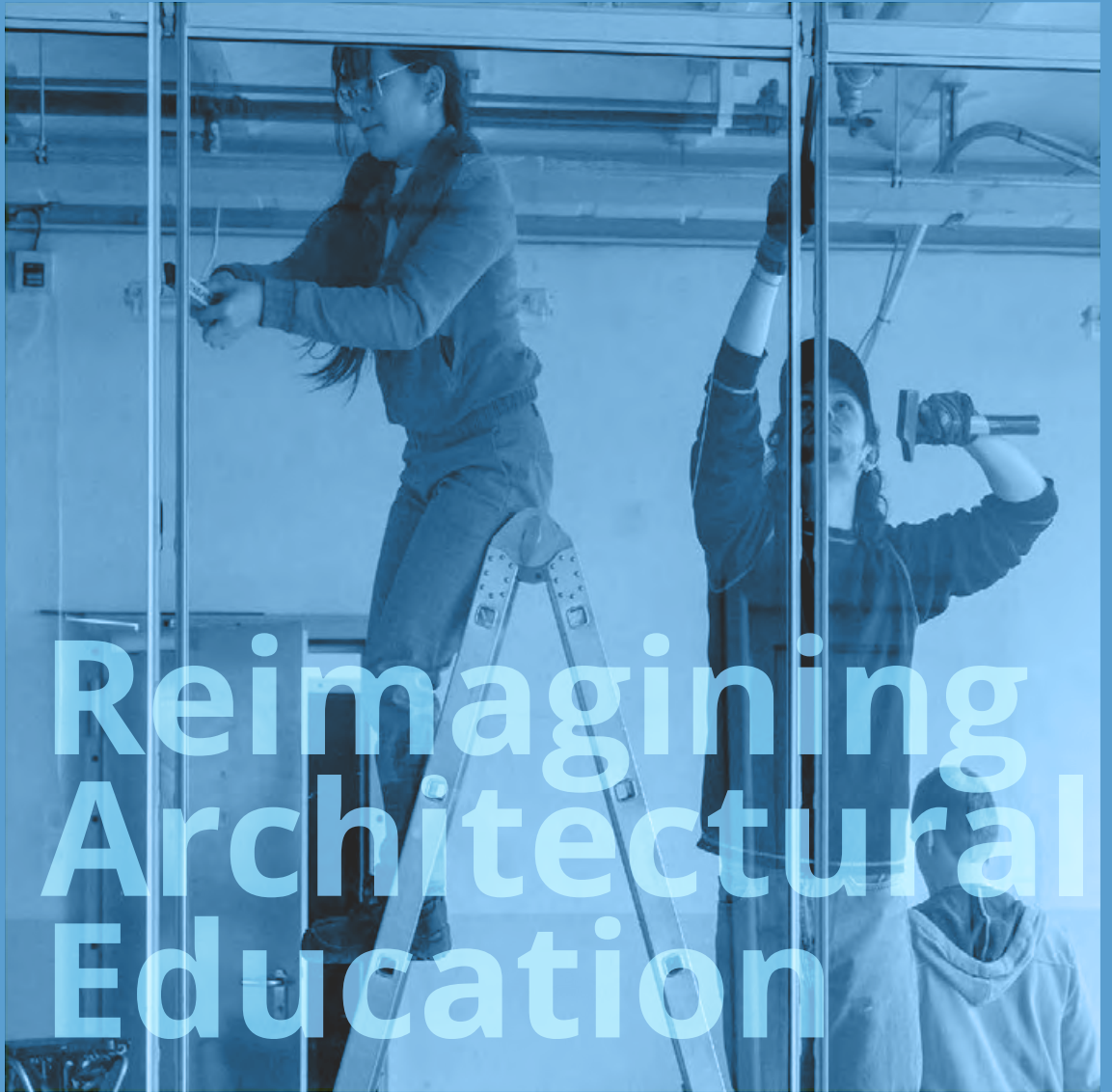
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Reimagining Architectural Education

A Pedagogy
wards **2024**



European Association for
Architectural Education
Association Européenne pour
l'Enseignement de l'Architecture



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EDITORS

Patrick Flynn
Mia Roth-Čerina
Dubravko Bačić

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EXECUTIVE EDITOR

Mar Muñoz Aparici

PUBLISHER

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EAAE

Pedagogy Awards
2024



Introduction

Patrick Flynn

Innovation & Excellence in Teaching

The EAAE together with ACE launched the inaugural Pedagogy Awards in 2024. The aim of the awards is to promote excellence and innovation in teaching and to share good practice amongst teaching staff. The awards were open to any staff who are engaged in teaching on an architecture programme in Europe and whose school has membership of EAAE or associated membership of the EAAE in the current academic year.

The EAAE Pedagogy awards are assessed using the Associations Principles & Practices of Architectural Education.¹ We believe that Architectural Education will flourish when students are supported on a learning journey via experimentation and co creation of knowledge with a strong connection to practice. The awards are a celebration of pedagogy where students were taught to develop critical judgement and a teaching that fosters creativity and curiosity.

We had 23 entries from across the Schools in Europe and the standard of all the entries was very high. The work ranged from small scale-built projects that focused on students understanding of construction and materials, to larger scale collaborative community work which sought to engage the student with real world issues and inter disciplinary projects to broaden the range of skills. All the schools who

entered demonstrated a variety of different methods and new insights into architectural and pedagogical practice.

Despite the variety of pedagogical approaches many of the themes overlapped in their work to raise a critical awareness in the student. What is new in education is the sheer amount of information available and how AI is upending much of old certainties of academia and the workplace. Rather than access to knowledge, the ability to reflect and the internal capacity to discern must become the key to the future of education and the awareness of this was evident in the teaching methods of the schools who presented their work.

We are grateful to all the schools who shared their teaching practices with us and this publication is a celebration of their achievements as well as an opportunity for all of us to learn from each other. We were fortunate to have judges from a range of different backgrounds across the world in Europe, Americas and the Southern hemisphere. These range of voices brought a diversity of opinions and expertise to the adjudication process.

The 2026 pedagogical awards will be launched at the conference in Barcelona, and we look forward to a similar sharing of current pedagogical practice across the schools of Architecture in Europe.

¹ <https://www.eaae.be/wp-content/uploads/2018/10/EAAE-EA-Porto-position-paper-180901.pdf>

EAAE Pedagogy Awards: Reimagining Architectural Education

Roberto Cavallo & Oya Atalay Franck
Presidency of the EAAE

The EAAE Pedagogy Awards, inaugurated in 2024, represent a pivotal moment in recognizing innovative, inclusive, and impactful pedagogical approaches to architectural education throughout Europe. The inaugural edition, documented in this publication, received a diverse array of submissions, demonstrating the creativity, dedication, and critical thinking of educators who are reimagining the role of architecture in society. The entries exhibited a strong commitment to the fundamental values of the EAAE, fostering critical inquiry, embracing interdisciplinarity, and promoting an architecture that is socially and environmentally responsive.

The awards have underscored the significance of sustained pedagogical experimentation and dialogue within and across institutions, encouraging architecture schools to not only serve as centers of knowledge production and dissemination, but also as laboratories of civic engagement, cultural reflection, and innovation—places where students are empowered as active agents in shaping both their education and the built environment.

Building on this momentum, the second edition of the EAAE Pedagogy Awards will be officially launched at the EAAE 2025 Annual Conference in Barcelona. Once again, the awards will invite schools and educators to share projects that reimagine teaching practices, enhance the societal relevance of architecture, and address the evolving ecological, technological, and social challenges of our time.

The continued collaboration between the EAAE and the Architects' Council of Europe (ACE) underscores a shared commitment to interconnect academic inquiry and professional practice. Together, we aspire to strengthen architectural education as a vital, dynamic field that supports responsible and imaginative contributions to society.

We look forward to the next round of visionary submissions and the further advancement of the discourse on the future of architectural pedagogy.

The Architects Behind the Architects

Ruth Schagemann & Dubravko Bačić

Presidency of the Architects' Council of Europe

Teaching architecture is more than a profession — it is a mission. It is the quiet, patient work of preparing the minds that will shape our world. In today's rapidly changing reality, architectural educators stand at the intersection of tradition and transformation. They must navigate complex societal demands, technological shifts, and environmental imperatives — while still nurturing imagination, ethics, and critical thinking.

Teaching architecture involves so much more than just imparting technical skills. It's about fostering a mindset that embraces critical thinking, problem-solving, and adaptability, preparing students for an ever-evolving field. Effective teaching involves the integration of theory and practice, as well as providing encouragement to students to explore diverse perspectives and contribute to the future of development of our profession.

In today's world, teaching architecture presents unique challenges and opportunities. Educators must adapt to a changing technological landscape, address the growing complexity of the built environment, and foster adaptability and critical thinking in students. Among other things, this includes integrating digital tools, embracing new design practices and entrepreneurial skills, and preparing students for the evolving roles

of architects in society. It makes us proud and confident in the future of our profession that all of this has been amply demonstrated in submissions presented in this publication.

The best teachers stay with us forever; they inspire, encourage, innovate, and challenge. They impart not just knowledge but a passion for architecture and a love of designing, learning and discovery. They are essential in shaping the next generation of architects. It is both important and necessary that they are acknowledged and celebrated for the great work they do!

In 2024 the Architects' Council of Europe (ACE) enthusiastically and without a hesitation joined the EAAE's initiative to establish a Pedagogy Award for innovation and excellence in the teaching of architecture. Inspired and dedicated educators are the corner stone of every architecture school, especially so in times as challenging as these.

Architects' Council of Europe is proud to be part of the EAAE Pedagogy Award, We look forward to future editions and to continuing this collaboration that shines a light on those who light the way. Let us keep supporting those who teach — because they build the future before anyone else does.

Pedagogy Awards

2024 Call for Submissions

THE AWARD

The EAAE together with ACE invite applications for the Pedagogy Awards 2024. The Awards are open to any staff who are engaged in teaching on an architecture programme in Europe and whose school has membership of EAAE or associated membership of the EAAE in the current academic year. The aim of the awards is to promote excellence and innovation in teaching and to share good practice amongst teaching staff.

€3000 will be awarded to the successful candidate or team to provide seed funding for their research and development of architectural teaching. The proposal should highlight an innovative approach to teaching. More than one award may be given.

THEME

In preparing your application, consideration should be given to the alignment with the pedagogical aims of the EAAE

Your application should demonstrate how your pedagogical proposal addresses a connection with this theme. Such as how you have organised the studio learning, innovative practice in your teaching etc. The official language of the award is English. Submissions can describe a new pedagogical proposal or demonstrate the development and expansion of an approach already piloted.

The Award can be attained by an academic staff individual or an academic staff team and the monetary reward will be used to provide seed funding for the proposal's implementation. There is a maximum of three submissions per school. As part of the conditions of the award you will provide a presentation at a future EAAE pedagogy workshop at a date to be agreed and/or EAAE annual conference and agree to provide a written article on the work.

TIMELINE

- Launch of competition: 1 March 2024
- Deadline for receiving questions: 15 March 2024
- Responses to questions published: April 2024
- Deadline for submissions: 17 May 2024
- Jury evaluations: 20 May – 21 June 2024
- Announcement of results: 29 August 2024, 4.30 pm at the EAAE Annual Conference in Münster via this link

SUBMISSION

Submission shall be in English via the attached form in 4 parts:

- Your name, name of school.
- Chosen Theme. Description of your pedagogical proposal, what are its aims and goals and how do they connect with the theme of the award.
- Contribution & Impact. Description of what your proposal can contribute to the knowledge of architectural pedagogy and how you will use the award to further this knowledge.
- 2 A3 images submitted that graphically represent the pedagogical proposal.

ENDORSEMENT OF SCHOOL

There is a maximum of 3 entries per school and the endorsement letter must be signed by the Head of School confirming this and supporting the application. Furthermore, the letter must also include a statement that grants the EAAE the rights to edit and share the submission.

JURY MEMBERS

Kathryn Anthony
Dubravko Bačić
Michela Barosio
Cristian Blidariu
Dag Boutsen
Lindy Burton
Roberto Cavallo
Mia Roth-Čerina
Patrick Flynn
Oya Atalay Franck
Selma Harrington
Rosie Parnell
Claus Peder Pedersen
Francisco Rodriguez
Ruth Schagemann
Cathi Ho Schar
Sally Stewart
Ilaria Valente
Tadeja Zupančič

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Image: Reuse Pavillion, - edition3 autumn 2024 (Credit:Anouk Ruffieux)

The refurbished pavilion validates the existence of an aesthetic of reuse that is far removed from collage and patchwork. It also validates the hypothesis that careful selection and implementation of reused materials guarantees this aesthetic. The contradictory values obtained in the various extrapolation scenarios reveal the difficulty of quantifying the real impact of reuse. Nevertheless, such analyses are useful because they make students aware that materials have limited lifespans and that their potential for reuse depends on their composition and manufacture. Can it be reused for its original purpose? Could it be used as a façade element? Does it need to be adapted? Attention to detail in assembly emphasizes that construction principles must adapt to the available elements' dimensions and characteristics, requiring specific solutions based on the available materials.

The EAAE Pedagogy Award also highlighted the architecture department's strategic priorities at HEIA Fribourg: transformation and sustainable construction. Several publications have helped communicate these priorities to a wider and specialized² audience. This has increased the school's influence and reputation. It is planned that the award will contribute to the creation of a publication that will recount the explorations of the various editions of the seminar .

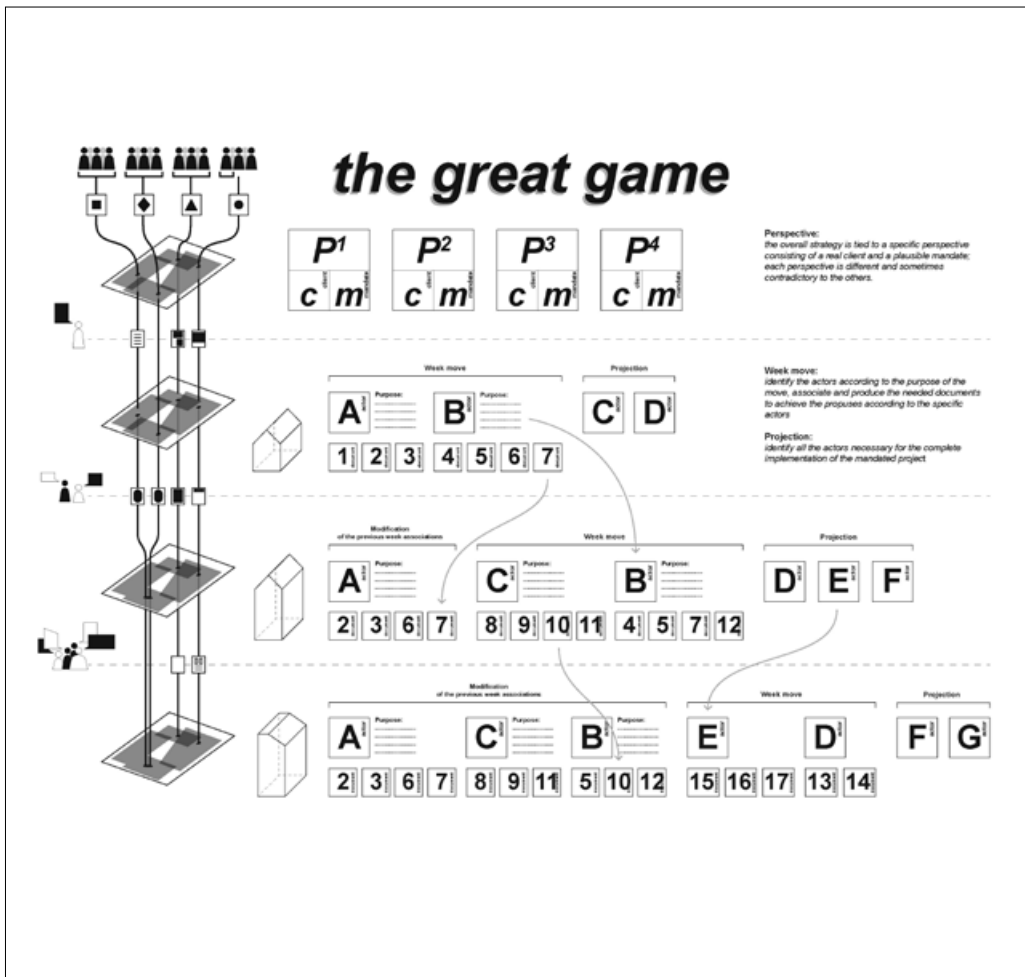
¹ La liberté, Construction durable. Un séminaire de la HEIA Fribourg remporte un prix européen, 16.10.2024

² H.Buri, F.Esquivié, N.Grandjean, Le réemploi, une pédagogie avant d'être une pratique, revue, à paraître en été 2025

Politecnico di Torino. Department of Architecture and Design - IT

The Great Game

Valeria Federighi, Tommaso Listo & Camilla Forina



The Great Game is a pedagogical experiment carried out in the Laboratory of Architectural Design Theory, taught in the third year of the Bachelor in Architecture at Politecnico di Torino. The primary objective is to prepare students to see architectural design as a social and political tool, and their competence as architects as an open field of practice, where gaining agency within complex socio-political exchanges is as important as coordinating technically sound designs.

These aims align with the EAAE teaching award objectives: framing students as active citizens aware of social complexity and able to find agency; treating teaching as a continuously innovated practice; and strengthening ties between architectural education and professional practice. Any plot of land—urban, periurban, village, rural—holds within it rental contracts, zoning laws, fiscal policies, informal agreements, environmental regulations, networks, traditions, structures, and power relations. Any design practice engaging its redevelopment must consider how to design both the conditions for transformation and the formal spatial arrangement.

Acknowledging this complexity, The Great Game shifts focus from individual creativity to collective endeavor. Students aim to define viable strategies and associate an effective set of actors to push them through, developing an understanding of design as collective practice and of the mechanisms that socialize ideas in the world of political exchanges. Each week, players make a ‘move,’ reflecting on their strategy by mapping the actors they engage and the documents they produce. Moves are framed within diagrams that trace evolving strategies, both retrospectively and projectively.

The Game rests on three principles:

- Projects are objects—not ideas—composed of drawings, texts, maps, videos, etc.
- As objects, projects can be exchanged, modified, and reworked by actors with differing perspectives.

- Though connected, the time of design unfolds differently from the time of building

The simulation constructs a complex, situated environment where diverse actors—human and non-human—pursue varying aims, form shifting alliances, and use distinct tools. From the outset, players face a world in motion, with memory and existing dynamics, where every action can have an effect.

Each edition of The Great Game has focused on sites where physical form and socio-political dynamics visibly intersect: two neighborhoods in Detroit shaped by demographic shrinkage; a town in the Apuan Alps dependent on marble extraction; and a town in Northern Sweden being relocated due to intensive mining activity.

Though the course does not require prior knowledge, it works best as a reaction to conventional design studios that emphasize compositional practice. The Game seeks to counterbalance the primacy of form, relying on a theoretical apparatus that draws on Actor Network Theory and Science and Technology Studies. Practical outcomes include:

- students experiment with circulating design documents via newspapers, flyers, websites;
- groups interact strategically, sharing contracts, formal emails, proposals;
- students distinguish between clients’ perspectives and their own, as professionals do;
- students learn to distinguish between absolute values and contingent conditions of action
- The future of The Great Game should be seen in relation to the evolving role of the design studio in architectural education.



- GA** The historic and artistic heritage conservation office in Kiruna has enlisted an architectural firm to create a development plan that outlines the relocation of significant buildings such as the fire station within the area of Kiruna slated for demolition.
- GB** A small developer has acquired three parcels of land in old Kiruna with the intention of establishing commercial enterprises that could revitalize the old town once the city center relocates to New Kiruna.
- GC** A big developer is currently examining the Middnattsolstegen mountain area and its surroundings with the intention of creating a new sports and entertainment district.
- GD** The Cultural Office has commissioned a team of architects to develop a proposal for Kiruna as the Capital of Culture in 2029.
- GE** The public agency, Public Housing Sweden, has tasked a team of architects with designing a variation of the official masterplan that increase the density of residential areas while preserving a high quality of life, including green spaces and services.
- GF** LKAB has tasked a team of architects with putting forth a reforestation project for Kiruna that aligns with the city's adopted Masterplan for its future development.
- GG** An environmental association asks a group of architects to design a new "diffuse museum" concerning the many environmental and cultural controversies that affect Kiruna and its future.
- GH** The Kiruna administration is eager to introduce a passenger train line, complete with a train station in the new part of town.
- GI** A nonprofit organization is keen to investigate the feasibility of recycling scrap materials from the buildings scheduled for demolition as part of the city's relocation initiative.
- GL** A citizens' association is making efforts to safeguard a historical neighborhood that is slated for demolition.

The idea is in some of the proposals you proposed definitely!



Authors want to thank the students for their effort and for the works they have produced and which are partially shown in the image:

P. Zayasenko, P. Mordeja, M. Pascual, M. Herold, S. Demirel, M. Mucko, S. Perrone, S. Safarzadeh Maleki, C.A. Grasso Bruno, B. Benyaghoob Sani, D. Dagci, M. Galvagno, K. Hristeva, E. Zherdetskaya, E. Demirci, C. Tunno, M. Benk, S. Ramirez Cortes, K. Pelin Nur, F.A. Gonzenbach

riguing, partners and are ess...

welcome to the Kiruna new diffuse museum, environmentally conscious and community-centric

LKAB

Energy Position

Public Park

Calling all Sami artists and craftsmen

Join our competition to design the Sami pavilion exhibition and showcase your talent!

The community event hosted by Kiruna Municipality

2022 COMPETITION: 01.10.2022 - 03.03.2022

2023 COMPETITION: 01.10.2023 - 03.03.2023

CONTACT US: 0930 44 4433

© Kiruna Municipality, Environmental position



GDW5_Doc_Call

Calling All Architectural Groups: Share Your Cultural Development Projects!

Our firm is dedicated to contributing to the development of Kiruna, and we believe collaboration is the key to achieving this goal. We are seeking your innovative projects that have the potential to enhance the cultural quality of this city.

If your architectural group has undertaken projects that can help cultural growth of Kiruna that can bring the city of culture of 2029, we invite you to share your insights and experiences. Your valuable input will help us identify opportunities for development and inspiration to create a positive cultural movement.

Nice idea, it perfectly fit our call for projects! Have a look at it

GDW6_Doc_Concept

The playgrounds should cater to diverse age groups and adhere to the safety standards in Sweden.

Our aim is to create a space that not only promotes physical activity but also fosters community interaction and enjoyment.

refused

Interesting! Our client could fund this project...Can we discuss better on this LKAB pavilion? It can easily interact with our idea!

we can work together!

GDW7_Doc_Concept

Kiruna 2029

Where is Kiruna?

Kiruna is a town located in Sweden, known for its mining industry. The town is undergoing a significant urban transformation due to the planned relocation of its buildings to a safer area, known as Kiruna 2029.

EUROPEAN CAPITAL OF CULTURE

City of culture

Aspirations for European Capital of Culture have a specific position in the city of Kiruna. It is not just a project, but a vision. Considering the special status that Kiruna is going through, this should be seen as a great opportunity to keep creativity and culture at the heart of this development. This programme is designed to help Kiruna use this precious economic and social resources, towards building Kiruna 2029.

The design process

To meet several having the most suitable plan for Kiruna, we have created a design process that will help us to achieve our vision in different aspects. The plan starts from the town's environmental and cultural values, which we ended up having some starting points. While working on the plan, we had several meetings with the client to discuss the plan and to make sure we were on the same page.

Kiruna in layers

Along with the physical, our team also focused on the social and cultural aspects of the city. We are working on creating a vibrant and inclusive community that can thrive in the new Kiruna. We are also working on creating a strong sense of identity and belonging for the people of Kiruna.

Layer 1

In collaboration with the existing urban plan, we have created a design process that will help us to achieve our vision in different aspects. The plan starts from the town's environmental and cultural values, which we ended up having some starting points. While working on the plan, we had several meetings with the client to discuss the plan and to make sure we were on the same page.

Layer 2

In this phase, we are working on creating a vibrant and inclusive community that can thrive in the new Kiruna. We are also working on creating a strong sense of identity and belonging for the people of Kiruna.

Layer 3

In this phase, we are working on creating a vibrant and inclusive community that can thrive in the new Kiruna. We are also working on creating a strong sense of identity and belonging for the people of Kiruna.



- Llona, A. Inurritegui, P. Sauter Odio, J. Thiteux, L. Grassato, M. Bilbao, K. Pereira, C. Liu, C. Ece, F. Z. Ay, F. Balzan, C. Tomasetti, E. Furlan, A. Bortolotto, E. Walkowska, G. Dauby, H. Du, X. Ding, X. Zhang, M. Hezekiah, A. Z. Gundogdu, M.A. Altisnik, L. Yilmazkurt, A.M. Paras, A. Fabelo Suarez, C. Gil Santana, N. C. Akar, E. Gkika, M. Azzam, M.H.M. Bahgat, G. Draganov, B. Stoyanova, A. Mohamed Ibrahim, O. Irgan, A. Akbal, A. Azamatova, C. Egho, D. Romankulova, N. Rezaei