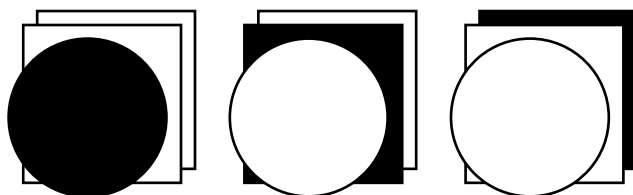


School of Architecture(s)

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

Department of Architecture and Design
Politecnico di Torino
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We thank all speakers, respondents, moderators, student volunteers, colleagues and administrative staff from Politecnico di Torino, Department of Architecture and Design who provide the venue and made this event possible, to our general sponsor Velux.

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2023 EAAE

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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

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

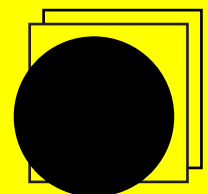
Ways of Teaching

03 Architecture and
Pedagogy after Carbon: Three
Conceptual Figures

Daniel Barber

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

Camillo Boano



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

Hazal Çağlar Tünür - Göksenin İnalhan

06 Accessibility and Inclusion in Teaching for Architects

Cristina Candito

07 Inclusive and Generative Possibilities of Precedent Analysis in Architectural Education

Sinem Çınar

08 A laboratory of pedagogical experiments: architecture through the body

Carla Collevocchio

09 Why to (Not) Demolish a Building.

A Experimental Teaching Approach to Question Demolition in Architecture

Isabel Concheiro

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

Camilo Vladimir de Lima Amaral

11 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

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

Mustapha El Moussaoui

13 Challenging the Master: Lessons from Rethinking The Crit

Patrick Flynn

14 Teaching architecture in the age of a fragile humanity

Camillo Frattari

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

Salah Hajismail - Emanuele Morezzi

16 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

17 Pedagogical consequences and potentials of a Design Built Studio Program
Arda Inceoglu

18 Modus Operandi: Continuously Transforming And Renewing Action In Architectural Design Studio
İrem Küçük - Adnan Aksu

19 Digital Survey as a Method for Creative Thinking in Architectural Design
Kévin Jacquot - Özlem Lamontre-Berk

20 Affirmation of a discipline: ephemeral tectonics of an architecture lesson
Siniša Justić

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

22 Stumbling as a praxis of design practice: a pedagogical experiment in “Theory and Critic of Architectural Action”
Caterina Quaglio - Edoardo Bruno

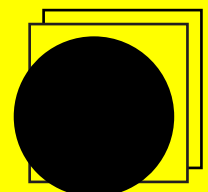
23 The Necessity of Big Beautiful Mistakes
Gro Rødne - Johanna Gullberg

24 A Cosmopolitan Architectural Education
Massimo Santanicchia

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

26 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

27 The merit of teaching introductory architecture courses in general education
Arno Suzuki



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

Stefano Sartorio

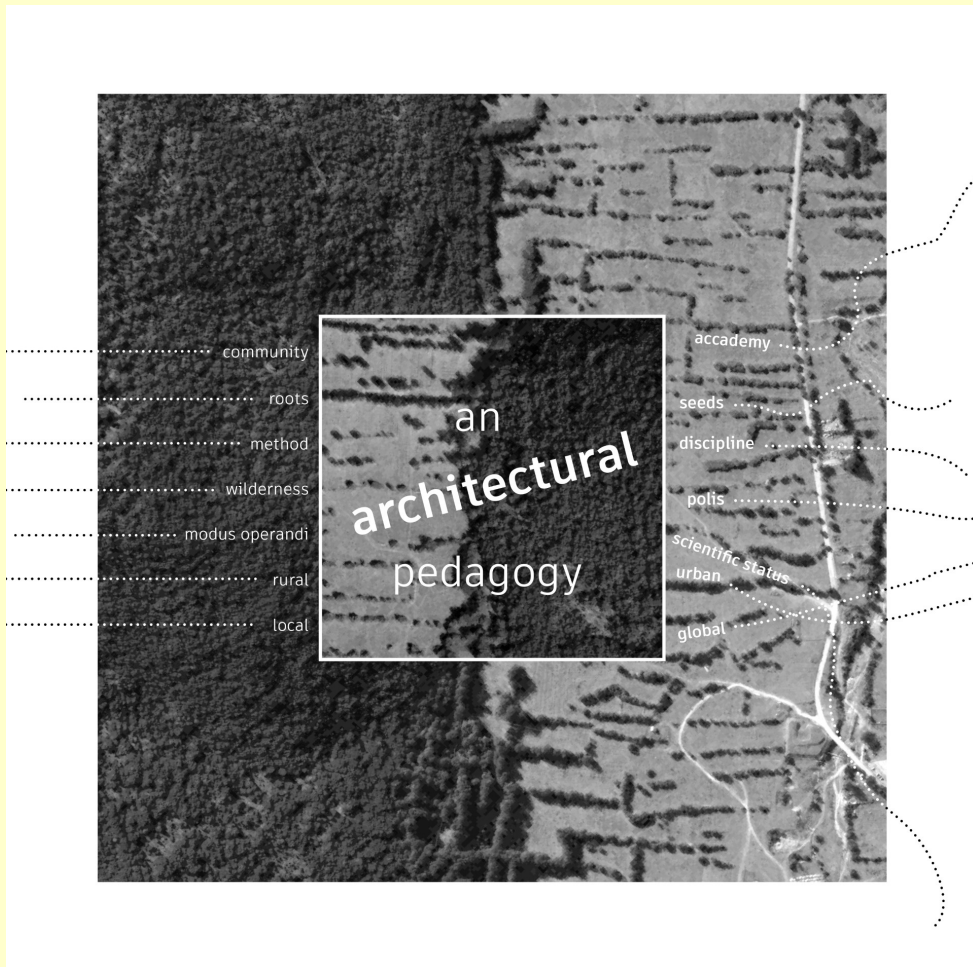
Architectural pedagogy in rural areas necessitates a thoughtful consideration of both methodological and disciplinary approaches within educational process. Inner areas, which suffers from constant depopulation, lack of connection, and richness of historical/natural heritage, are entangled to a complex 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.

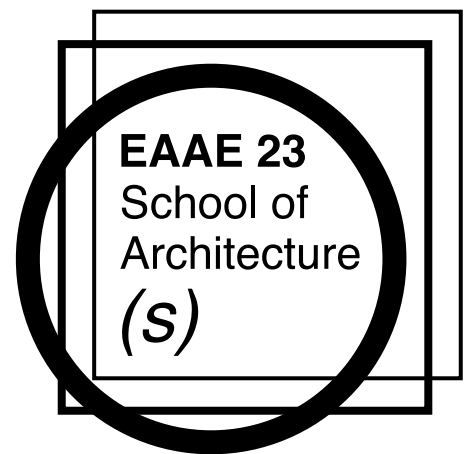
The contribution proposes a view on this national/global challenge, in which architectural education has a deep role on shaping a desirable future, starting from the on-going experiences developed in some inner areas case study, such as the one of Vione (Valle Camonica).

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



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
-------------------------------	--

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

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Teaching architecture in the age of a fragile humanity

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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
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first experimentation at the University of Pavia

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“Self-efficacy” as a value in architectural pedagogy

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Modus Operandi: Continuously Transforming And
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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.,
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Why to (Not) Demolish a Building.

A Experimental Teaching Approach to Question
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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.

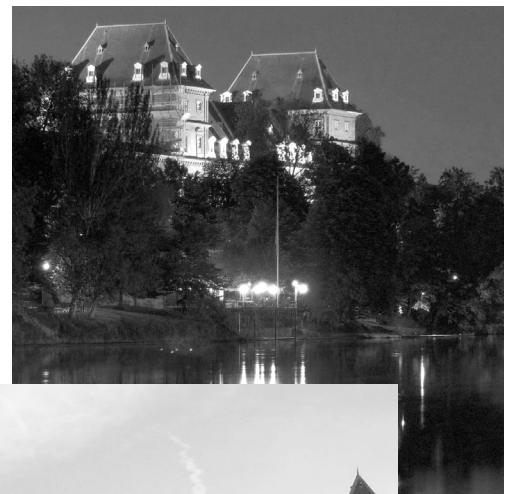
Torino, set against the Alps, built on River Po by the Romans, home to nobles for centuries, a metropolitan city with a melting pot of cultures.

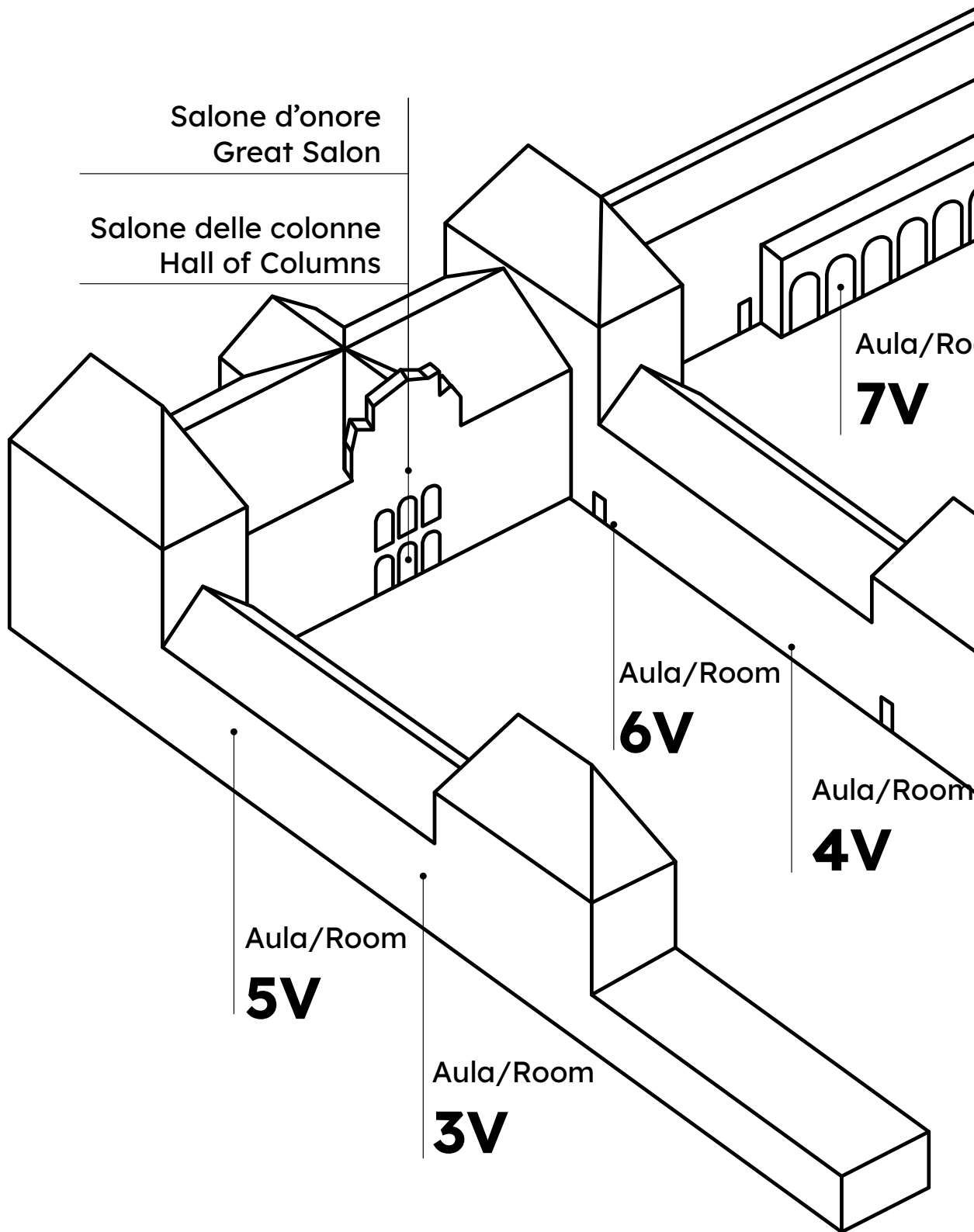
The first capital of Italy, Torino has a remarkable ancient and modern history; the Royal Residences, the palaces and museums, the industrial heritage, the parks and tree-lined avenues, the river and the mountains, the historic restaurants and cafes, the long arcaded streets and the multiethnic neighborhoods, 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.





Salone d'onore
Great Salon

Salone delle colonne
Hall of Columns

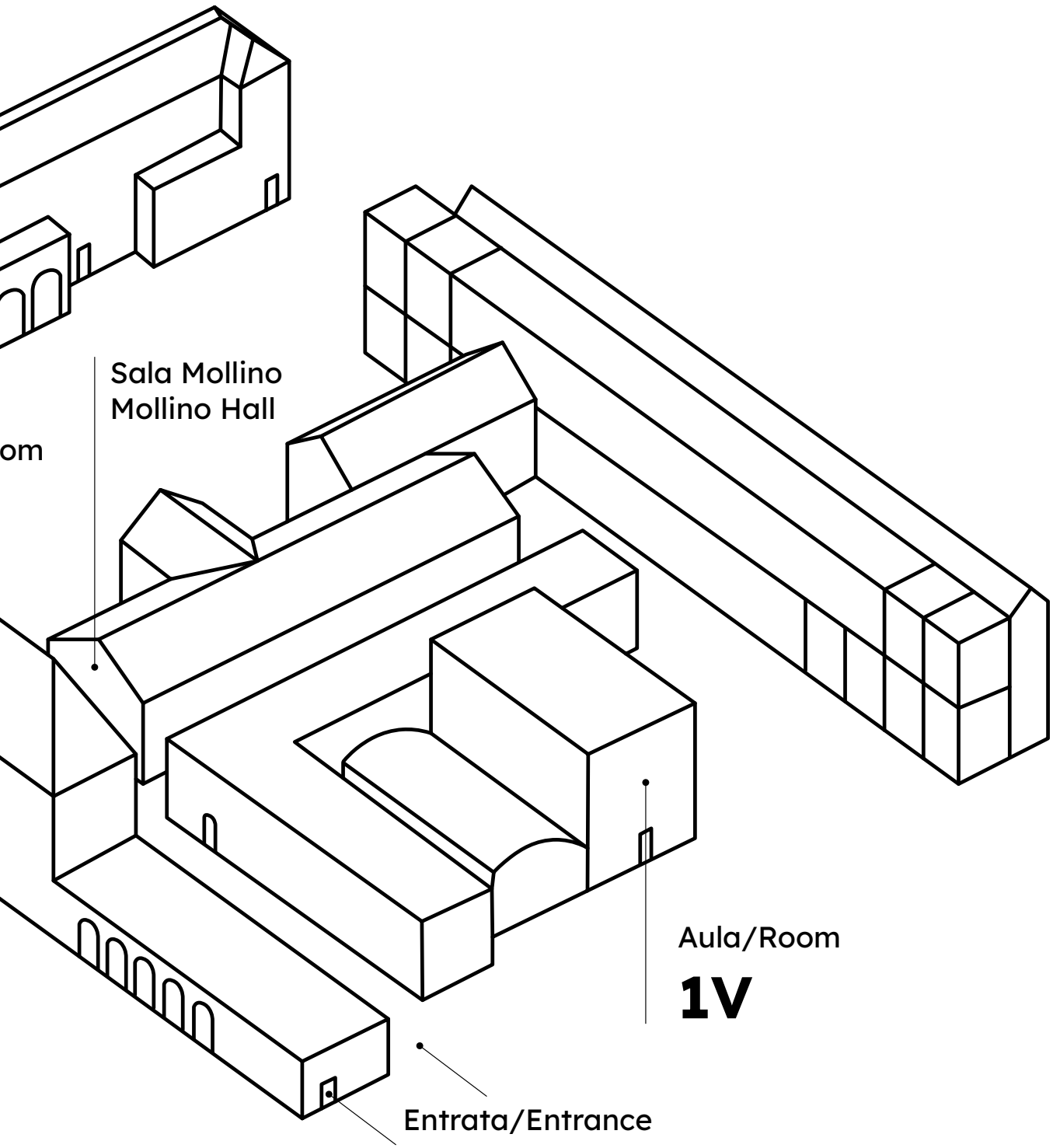
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7V

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6V

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4V

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5V

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3V



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