



24th INTERNATIONAL CONFERENCE ARCHITECTONICS: MIND, LAND, AND SOCIETY

THE EDUCATION OF THE ARCHITECT: THREE DIALOGICAL SCENARIOS

ETSAB Technical University of Catalonia, Barcelona | June 3-5, 2026

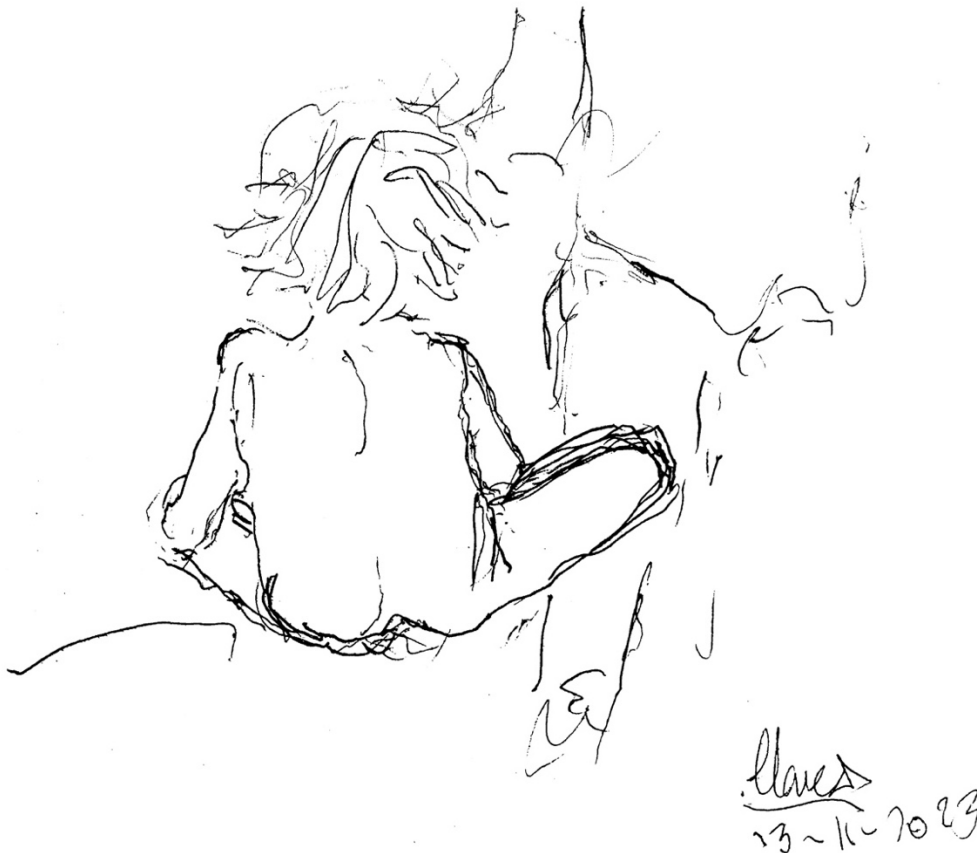
Celebration in Barcelona of three simultaneous events:

- **Worldwide Congress of International Union of Architects (UIA)**
- **The Hundred Years Since the Death of Antoni Gaudí**
- **The Celebration of Barcelona as the World Capital of Architecture**

**THE TRIPLE SOCIAL DIALOGUE AMONG THE THREE SCENARIOS
OF: CHILDHOOD, UNIVERSITIES, AND PROFESSIONAL STUDIES
OF ARCHITECTURE AND URBANISM**

CALL FOR PAPERS

[in-person and online]



INTERNATIONAL RESEARCH GROUP IN ARCHITECTURE AND SOCIETY [GIRAS]

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Organized by

International Research Group in Architecture and Society (GIRAS), UPC, Barcelona
www.arquitectonics.com

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*Professor at the Department of Architectural Representation (ETSAB)
Polytechnic University of Catalonia (UPC), Barcelona*

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*Founder Research Group in Architecture and Society GIRAS (UPC). President of the Royal Catalan
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José Manuel de la Puente Martorell
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PROGRAMME

Priority topics

- > The emergence of a renewed human memory between algorithms and chronotopes.
- > Emergence of a new cultural power in a digitalized environment among different artistic perspectives.
- > Environmental innovations through a social dialogic approach without racist or gender exclusions: Towards a situated environmental intelligence.

Fundamental theoretical framework

Due to COVID and climate change, the world and the meaning of human place are evolving rapidly — for better and for worse.

More than ever, it is necessary to investigate how these changes are unfolding from a simultaneous perspective of science, the arts, and human politics — a perspective which the GIRAS research group has identified as a specific form of modernity, unique to each place.

This specific modernity is being shaped through a deep affinity and transparency among the three fundamental dimensions in the arts, design, architecture, and urbanism — that is, between designing, building, and using.

Therefore, the congress maintains its core structure of relationships between education, social participation, and innovation in professional practices and crafts — while aiming to focus on the fundamental changes that have occurred in today's digital and globalized world.

This 24th session of the Architectonics Congress 2026 proposes a shift in arts education — one that advocates for the capacity of the arts to choose the best direction for transforming objects, tools, buildings, or cities, in response to rapid

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technological development. It also supports a social dialogic approach free from racist or gender-based exclusion, promoting a dialogue between artificial intelligence and design generated by the human brain.

The global situation is driving many changes in arts education that affect numerous professions.

As a result, the relationships between the fields of arts, design, and architecture education are undergoing an accelerated process of revision, due to three shared challenges: the challenge of climate change, the challenge of coexistence among diverse historical and cultural identities, and the critical need for dialogue between human brains and machines.

These new relationships between fields of arts education no longer allow them to be treated as closed, isolated boxes — whether from a pedagogical, historical, or cultural perspective.

It is evident that it is the same brain that learns art, design, or architecture; it is the same history of material culture that must connect them; and it is buildings and cities that must simultaneously carry both thoughts and emotions.

And this must be done not only in response to the shared risks posed by the advance of artificial intelligence, but for deeper, more fundamental human and educational reasons — namely, the necessary critical unity of art, science, and politics in shaping the future of humanity.

Without this critical unity, survival in the face of the three aforementioned challenges will not be possible. Since its founding nearly fifty years ago, the GIRAS-UPC research group has consistently defended the need for this critical dialogue.



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TOPICS AND SUBTOPICS OF THE CONGRESS

The selected abstracts will give special consideration to the impact of computer use and sensitivity to climate change within the six congress topics, as well as to the new value of design in general as an inter-artistic and interdisciplinary process, through new professional alternatives.

June 3rd

THE EDUCATION OF THE ARCHITECT: LEARNING TO BE FREE

A Teaching Art, Design, Architecture, and Urbanism from Early Childhood

How can we prepare children to live in the new world that is emerging in a globalized society after COVID-19? What are the best pedagogies to incorporate SPATIAL CULTURE into education, and not just focus on mathematics or linguistics? What kind of interdisciplinarity is needed? What are the political dimensions of teaching art, design, architecture, and urbanism in early childhood education? What are the spatial dimensions of new trends in education, both in individualized learning and in team-based educational projects? How can we use the urban quality indicators developed within UNICEF's global Child-Friendly Cities initiative, and how can artificial intelligence be integrated into the educational process?

B Smart Cities and Their Design: Past, Present, and Future — How to Support Spaces and Grammars of Coexistence from Childhood to Adulthood

Relationships between design, art, and architecture: How to respond to Aldo Rossi's proposal to educate through an architecture science sensitive to art, where individual and collective memory coexist and enrich each other without any form of violence.



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June 4th

TOWARDS SOCIAL RECOGNITION IN THE TEACHING OF ARCHITECTURE AND URBANISM IN UNIVERSITIES

C Teaching Arts, Design, Architecture, and Urbanism in Universities

What are the best methods and theories for teaching architecture in universities? How can in-person and remote teaching be coordinated? What interdisciplinary networks are the most suitable? How can we analyze the best way to teach design studios — by using the same program and site for all students in a studio, or by allowing individual freedom to choose the program and project location? How can we strike a balance between an individual obsession with innovation and a rigid, homogeneous discipline for all studio participants? How can architecture schools be connected to their historical and social contexts in the midst of transformation? A useful reference is: Ashraf Salama, *Spatial Design Education*, Routledge, 2015.

D Social participation in Arts, Design, Architecture, Urbanism, and Planning, and the concept of a new sense of place as an inter-artistic and interdisciplinary project

Socio-physical distance has gained great importance following the social and climate bio-revolution — it is no longer a philosophical possibility but a matter of survival, of life or death. It is essential to analyze how this shift has transformed spatial experience.

Experiences, theories, and practices concerning processes of social participation in environmental and urban design must take into account the physical, social, and cultural diversity of places, along with their various actors, users, and political stakeholders.

Approaches to prevent aggressive processes of gentrification and the social exclusion of vulnerable groups are of extreme interest today and are fundamental to the new sense of place. (*Richard Sennett, Building and Dwelling: Ethics for the City, Yale University Press, 2023*)



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E Post-evaluation methods, theories, and practices

How to create spaces and places for coexistence. How to support grammars of coexistence. How to analyze, using ethnomethodological techniques, the existing culture between the past and a better future.

F Projects in Arts, Design, Architecture, and Urbanism within their historical-social context: Cultural heritage, history, and urban forms

The history of architecture holds memories of epidemics and can serve as a reference for future situations after the COVID epidemic. The life of cities cannot come to a halt as if they were museums. However, the design of theme parks that mimic an artificial past, or the disregard for the culture and architecture that shape cities, is not the answer. Neither theme parks nor erasing the past, but rather a living dialogue with the past — made possible by the invention of a better future.

June 5th

PROFESSIONAL PRODUCTION: NEW DIALOGICAL SCENARIOS

G The Generation of Knowledge in Inter-Artistic and Interdisciplinary Studies of Architecture and Urbanism, Specific Modernity, and the Three Transparencies in Architecture

How can the new sense of place be generated from the knowledge constructed within interdisciplinary architectural studies? What does COVID change? It is necessary to study the different forms of extended, distributed, and embodied knowledge generated in architectural studies. All theoretical frameworks can be useful as references: phenomenological, hermeneutic, dialogical, and systems theories. (See the ARQUITECTONICS journal series).



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H Designing and building the new sense of place

The new sense of place must incorporate, as something human, natural, and social, the new situation following a global epidemic. Vital adaptation to a new place must be quick and efficient, and space has much to say here. The interaction between technology, nature, health, etc., is a topic with great future potential that demands new doctoral theses, as well as studies on the relationships between design and construction in architecture and urban form design, carried out by individual architects or generations of architects.

I Using digital tools to create the new sense of place with a physical space sensitive to interdisciplinarity and inter-artisticity

Use of digital programs from SPACE SYNTAX to the latest artificial intelligence tools in design processes. Differences between algorithms and chronotopes as the foundation of their dialogue.



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FORMS OF PARTICIPATION

A PRESENTATION OF GENERAL PAPERS

Until March 31, 2026, participants may submit a summary/abstract in A4 format to the session coordinators and to: newsletter.pa@upc.edu.

All paper abstracts will be published online and allotted a 10-minute presentation slot during the congress, following the official schedule, which will be sent to all participants.

Full papers must be submitted after the congress, by October 31, 2026, and will be published in Open Access with ISBN.

A selection will be published in the journal *Arquitectonics: Mind, Land and Society*. It is also possible to apply for blind peer review in indexed journals or books such as EGA, ACE, SPRINGER, or similar, though without Open Access.

In the case of contributions with multiple authors, any co-authors who do not register and pay the registration fee will not be allowed to attend, participate, or receive a certificate of attendance.

All attending co-authors must register.

Authors and co-authors may participate in a maximum of two papers.

B THEMATIC SESSIONS WITH 5 TO 10 PARTICIPANTS

Each session will be led by a coordinator to whom the paper must be submitted by March 31, 2026.

Sessions, lasting between one and two hours, will take place at the Barcelona School of Architecture in the morning hours of June 3rd, 4th, and 5th, 2026, either in person or via Meet.

In the afternoons, plenary sessions will summarize the outcomes of the thematic sessions and the general paper presentations.



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OVERVIEW OF THEMATIC SESSION COORDINATION

Thematic sessions are a new feature in the 2026 edition of the Congress, and they complement the general sessions, which—as always—will include abstracts submitted directly by participants **until March 31th**, and presented in 10-minute slots during the general sessions in Barcelona.

For Thematic Sessions, abstracts must be sent directly to the session coordinators by March 31, 2026. Each thematic session should include 5 to 10 participants, with a maximum of two sessions per coordinator.

The list of thematic session coordinators, along with the session topics and their CVs, will be included at the end of the program and available online at www.architectonics.com.

The session coordinator is responsible for ensuring that all participants register and pay the congress fee between April and May 2026. If this requirement is not met, the session will be cancelled. The session may take place in Barcelona (either fully in person or hybrid via Meet). It can also be organized as a fully hybrid session held from the coordinator's home country, without any physical presence in Barcelona. However, this is discouraged, as it limits valuable social and intellectual exchange with keynote speakers and other participants.

Each session will be summarized in a 15-minute presentation by the coordinator, either in person or online, during the afternoon plenary sessions according to the final program. Personal attendance is strongly recommended.

The goal is to initiate mini-networks from each university or expert around relevant topics aligned with the central theme of the Congress:

“THE TRIPLE SOCIAL DIALOGUE BETWEEN THE THREE SCENARIOS OF: CHILDHOOD, UNIVERSITIES, AND PROFESSIONAL STUDIES IN ARCHITECTURE AND URBANISM.

Josep Muntañola



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KEY NOTE SPEAKERS

Carlo Ratti, PhD Architect, MIT/CRA, Carlo Ratti Associati

Senseable cities

Architect and engineer by training, Carlo Ratti works on the future of cities and the built environment. He is a Professor of the Practice of Urban Technologies at the Massachusetts Institute of Technology (MIT) in Boston, where he directs the Senseable City Lab, and he is an Associate Professor in the Department of Architecture, Built Environment, and Construction Engineering at the Politecnico di Milano. He is a founding partner of the international architecture and innovation firm CRA-Carlo Ratti Associati and has created several technology startups in the United States and Europe. Ratti graduated from the Politecnico di Torino and the École Nationale des Ponts et Chaussées in Paris, and later completed his MPhil and PhD at the University of Cambridge, finishing his doctoral thesis as a Fulbright fellow at MIT. In December 2023, he was appointed curator of the Venice Architecture Biennale 2025. As one of the ten most cited academics in urban planning, Ratti has co-authored more than 750 academic publications. His books include the recent *Atlas of the Senseable City* (Yale University Press, with Antoine Picon, 2023), *Urbanità* (Einaudi, 2022), and *Open-Source Architecture* (Thames & Hudson/Einaudi, with Matthew Claudel, 2015). He has developed applied research projects in collaboration with companies and local and national governments on five continents. Ratti has written opinion pieces for publications such as *The New York Times*, *The Washington Post*, *Scientific American*, *Financial Times*, *Le Monde*, and *Sueddeutsche Zeitung*. He has advised international organizations from the European Union to the Government of Queensland. He was curator of the BMW Guggenheim Pavilion in Berlin, the Future Food District Pavilion for the 2015 Milan World Expo, the chief commissioner of the 8th Bi-City Biennale of Urbanism/Architecture in Shenzhen, and creative mediator at the European Nomadic Biennial Manifesta 14 Prishtina. Carlo has been a TED presenter (in 2011 and 2015) and program director at the Strelka Institute for Media, Architecture, and Design in Moscow. He is currently co-chair of the Global Future Council on Cities and Urbanization at the World Economic Forum. Ratti's work has been exhibited worldwide in places such

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as the MoMA in New York, the Venice Biennale, the Science Museum in London, Expo 2015 Milan, and Expo 2020 Dubai. His approach to multi-scale innovation — from products to buildings and cities — has led CRA to be the only design firm in the world to appear three times on TIME's "Best Inventions of the Year" list (2007, 2014, 2019). He has been recognized as one of Wired's "50 People Who Will Change the World." *Fast Company* highlighted him as one of the "Most Influential Designers in America," and *Blueprint* magazine included him in its list of "People Who Will Change the World of Design." Bloomberg dubbed him the "Philosopher of the Sensory City."

Emma Bchir, PhD Architect, ENAU, University of Carthage

Placemaking Across Time: Culture and the Future of Sustainable Environments

Associate Professor at the National School of Architecture and Urbanism of Tunis (ENAU), University of Carthage. Member of the Sustainable Cities and Built Environment Research Laboratory (VDEC). Co-director of the Sustainability Commission of the International Union of Architects (UIA). Emma Bchir is a research architect with over twenty years of academic experience at ENAU. Her work explores the intersections between architectural poetics, heritage, contextual modernity, and sustainability, adopting a transdisciplinary approach that connects cultural frameworks with climate resilience. She co-leads an international and participatory research project on the medina of Ghadamès (UNESCO World Heritage), investigating the transmission and transformation of vernacular knowledge in oasis contexts (*Digitization and Protection of Endangered Heritage: Ghadamès (Libya) as a Laboratory of Community-Based and Collaborative Strategies*, 2024). Her work is grounded in critical, scientific, and practice-based reflection, particularly illustrated through her role within the International Union of Architects (UIA), where she co-directs the Sustainability Commission. This commission advocates for the integration of local cultures as drivers of sustainability. In this capacity, she actively participates in international climate and architecture conferences (COP29, UIA Barcelona 2026), and is currently coordinating the collective publication *Wisdom of Tradition: A Cultural Approach to Sustainable Architecture*, which promotes culture as the fourth pillar of sustainable development.

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Michal Gath-Morad, Architect, PhD in Psychology, University of Cambridge

Restorative Traces: Architectural Cognition, Emotion Regulation, and the Ethics of AI (Drawing on recent empirical work around stress, memory, and adaptive environments)

Head of the Interdisciplinary Research Group on Cognitive Architecture at the University of Cambridge, Department of Architecture. She is an architect and holds a PhD in cognitive science. Her research focuses on three key areas: understanding how architecture impacts spatial cognition; translating behavioral findings into evidence-based design tools; and analyzing how evidence influences architects' cognition, design communication, and design outcomes.

Gonzalo Flecha Lopez, Pedagogue, A. Mercero Nursery School, UCM-UAM

How the Architecture of Play Environments Can Inspire Learning

Early Childhood Education Teacher from the La Salle University Center, affiliated with the Autonomous University of Madrid, and holds a degree in Psychopedagogy from the Complutense University of Madrid. From 2001 to 2019, he worked as a teacher at the "La Cigüeña María" Preschool in Las Rozas (Madrid), part of the Public Network of Preschools of the Community of Madrid, managed by the teaching cooperative Grupo Escuela S.C.M. He has combined his teaching work with participation as a speaker in various courses and with activities related to educational practice in Early Childhood Education. He is a member of the DETEDUCA research group (Autonomous University of Madrid), whose main research focus is early development in natural contexts (home, preschool, and hospital environments). Since November 2019, he has been serving as director of the Antonio Mercero Preschool, also managed by Grupo Escuela S.C.M., which belongs to the Municipal Network of Preschools of the Madrid City Council.



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Fernando Arocha & Deiene González, *fadg Studio, European University of Canarias*
Rehabilitation Processes and Contemporary Uses: Experiences in Cultural Heritage in the Canary Islands.

Fernando Arocha and Deiene González, architects from the Universidad Europea de Madrid (2012) and IE Universidad (2017), respectively, founded FADG studio in 2018 in Santa Cruz de Tenerife. In 2025, they received the CSCAE National Architecture Award in the Rehabilitation category for the rehabilitation project of the Tobacco Factory and Victoria Cinema. They began their professional careers in Madrid and London, collaborating with renowned architects such as Fernando Porras, Yael Reisner, and Amanda Levete. Since 2018, FADG has won several competitions, including the renovation of the Carta Palace (18th century), the rehabilitation of the Castle of San Andrés (18th century), and the rehabilitation of the Hacienda de La Gorvorana (17th century), all of which are listed buildings or BIC monuments. They are currently members of the Historical Heritage Commission of the Tenerife Architects Association and the Municipal Historical Heritage Council of Santa Cruz de Tenerife. Since 2024, they have combined their architectural practice with teaching at the Universidad Europea de Canarias.

Carolina Arriagada-Sickinger, *PhD Architect, University of Bio-Bio*
Disputed Territories: Water Scarcity, Migration, and Sustainable Development in Times of Crisis in the Global South?

Architect, Diploma in Urban Design — Master in Urbanism — PhD in Architecture and Urbanism. I am a licensed architect from the Universidad del Bío-Bío, where I also earned my PhD in Architecture and Urbanism. My doctoral thesis, entitled “*An Approach to the Transformation and Construction of Spaces that Welcome Latin American Migrants in the Porous Urban Border of the City of Antofagasta*”, allowed me to deepen my research into recent migratory processes in Latin America and the Caribbean and their impact on urban space transformation, consolidating advanced disciplinary competencies to understand these phenomena. In addition, I hold a Master’s in Urbanism from the Universidad de Chile, completed with the thesis: “*Planning Strategies for the Management of Urban-Social Vulnerabilities in the*



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Reconstruction Process. Case Study: Dichato, Chile”. This training strengthened my expertise in sustainable and resilient urban planning in post-disaster reconstruction contexts, areas essential for addressing complex phenomena. I have also pursued postgraduate studies in Urban Development and in Urban Development Administration and Management at the Universidad de Chile, through which I significantly developed my skills in managing urban design processes and overseeing planning, design, and transformation of urban spaces. In research, I have participated in various projects on topics such as migration, sustainability, and resilience, including: “*Geographies of Housing Access for Latin American and Caribbean Immigrants*”; “*Flood Scenarios in a Context of Climate Change and Land Use in Watersheds of South-Central Chile: Contributions to Sustainable Urban Planning*”; and “*Informal Territory as a Revealer of Spatial and Socio-Environmental Injustice and as a Producer of Multiple Disaster Risks*”. All these projects were funded by Chile’s National Fund for Scientific and Technological Development (FONDECYT). In professional practice, I have worked as an architect-urbanist in the public sector: initially at the Municipality of Concepción, specifically in the Urban Advisory Office and the Municipal Directorate of Education, and later at the Regional Government of Biobío, where I was responsible for Master Plans within the Coastal Strip Reconstruction Plan (post-2010 earthquake). I have also worked as a consultant for the Ministry of Housing and Urban Development. Finally, my academic career as a researcher supports the scientific knowledge I have developed over the years, enabling me to make substantive contributions to the creation of sustainable, integrated, and resilient urban-territorial development scenarios for the most disadvantaged and vulnerable areas of the country.

Constantin Viktor Spiridonidis, PhD Architect, Head of Department of Architecture, Canadian University Dubai

Learning to Build a Teacher. Rewriting Architecture's Silent Lesson

Professor Dr. Constantin Viktor Spiridonidis is an architect, urban planner, and Head of the Department of Architecture at the School of Architecture and Interior Design at Canadian University Dubai. His expertise encompasses design theory, architecture, and architectural education. Over the years, he has managed academic

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programs that emphasize educational values, priorities, and principles. He has also contributed to international organizations and policy-making bodies, supporting initiatives to enhance the quality of architectural education.

His research examines innovative perspectives on curriculum development, pedagogical methods, and the evolving needs of architectural education. His work aims to address the balance between global trends and local contexts, promoting a thoughtful approach to design and education.

His publications offer insights into curriculum reforms and evolving teaching practices, advocating for meaningful changes in architectural education while respecting established academic traditions. He strives to create learning environments where creativity and academic rigor coexist, shaping the next generation of architects with a balanced, forward-thinking approach.

Mauricio Cortes Serra, PhD Architect, Design Director for the Tower of Jesus at the Sagrada Familia (Antoni Gaudí)

The Cross by Gaudí at the Top of the Sagrada Familia

Mauricio Cortés Sierra (Mexico City, 1975) holds a PhD in Architecture from the Polytechnic University of Catalonia, where he received distinction Cum Laude for his dissertation, "The Ages of Space - Development of the Conception of Physical and Social Space-Time in Architecture." Direction by J. Muntañola and F. Biurrún.

While in Mexico, he combined teaching with research projects at the Laboratory of Lightweight Structures and Roofs at the National Autonomous University of Mexico (UNAM), most notably the roof for the historic Palace of Mining in 2000.

Since 2006, he has worked for the Sagrada Família Basilica's construction board, coordinating several projects, including the Montserrat and Dolors Cloisters, as well as the preliminary designs for the Chapel of the Assumption and the Baptistery.

For some years now he has led the team of architects and engineers in charge of the terminals of the central towers, completing the tower of Mary in 2021, the towers of the Evangelists in 2023 and in the process of completing the tower of Jesus Christ in 2026.



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LIST OF THEMATIC SESSIONS

All abstracts at the congress may be submitted in English or Spanish, both for thematic sessions and for general sessions. For other languages, acceptance will depend on each session. For more information, please contact the coordinators or check the website www.arquitectonics.com under the 24th Congress 2026. Please send communications directly to the session coordinators.

1 Transdisciplinary and Dialogical Teaching and Practice Between the Social Sciences and Architecture. A Return to Healing-Ourselves and Each Other

Coordinator: Carles Francesc Baeza Server
PhD Architect and Sociologist
University College ADEMA, Mallorca (Spain)
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2 The Chronotope in Architecture: Train Stations and Beyond

Coordinator: Baicu Liviu-Gabriel
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3 Space, Memory and Neurodivergence: Inhabited and Remembered Experiences in Educational Environments

Coordinator: Gustavo Machado Majewski
Architect, PHD Student
International University of Catalonia, Barcelona (Spain)
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4 Transforming the Urban Environment: The Relationship between Sustainability, Regional Development, and Appropriation of Public Space to Improve Neighborhood Livability

Coordinator: Jose Manuel Vargas Castillo
Architect, PHD Student
University of Latin America (Mexico)
jose.vargas1028@alumnos.udg.mx

5 Reconciling dissent: public policy on housing and urban planning based on socio-environmental data

Coordinator: Pablo García de Paredes
Architect
Panama
pablo.garcia-de-paredes-gaubeca.1@ulaval.ca

6 Heritage interpretations seek to disseminate values and culture through the interpretation of architecture and the place, promoting a deeper understanding of the relationship between the architectural project and its context.

Coordinator: Clarissa de Oliveira Pereira
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7 Architecture Design and Heritage. Dialogical teaching and practice between digital futures and humanistic perspectives

Coordinator: Vincenzo Paolo Bagnato
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8 Contemporary Urbanism and the Dialogue Between Artificial and Social Intelligence in the Place-making Activities

Coordinator: Marcelo Zarate
PhD Architect
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9 From the Digital Divide to the Societal Barrier of Artificial Intelligence

Coordinator: Ana Cocho
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10 The School of Architecture as a stage for social recognition through the urban-architectural project

Coordinator: María Teresa Trejo Guzmán
PhD Architect and Urban Planner
National Technological Institute of Mexico (Campus Querétaro)
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11 Co-creating Futures: A narrative analysis of historical cultural landscapes as a tool for strengthening community centered approaches to sustainable common future

Coordinator: Petra Boudova
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12 Architecture, affect, and the limits of knowing: Praxis in the age of artificial intelligence

Coordinator: Maryam Karimi
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Special Carnegie Mellon Faculty of Architecture (USA)
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13 Recognition of Socio-Cultural Artistic Practices of the Place (Situated) in the Teaching of Architecture and Urbanism in Universities

Coordinator: Samuel Jaimes Boitia/Sara Molarinho Marques
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14 Between innovation and tradition in a digitalized world

Coordinator: Dayana Cevallos Ludlow
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15 Architecture and Dance Spatiality of the Body and Corporeality of Space

Coordinator: Paula Olmedo Latoja
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16 Living Memory in the Teaching of Architecture

Coordinator: Maria Gabriela Rivera
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17 The historical and contemporary concept of the crhonotope

Coordinator: Marta Miret Rodriquez
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**18 The Architect in the Digital Revolution: Between Algorithm, Meaning, and Identity
by Francisco d'Holanda**

Coordinator: Mario Chaves
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**19 Modernist urbanism and its implications for social dialogue in placemaking in the
contemporary (post-COVID) city**

Coordinator: Diego Gonzalez Rico
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20 Epistemic Diplomacy and Negotiation Territories

Coordinator: Susana Herrera
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21 Situated architectural pedagogy

Coordinator: Maria Veronica Machado Penso
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22 Designing Polyphonic Spaces: A Dialogical and Embodied Perspective on Otherness and Coexistence

Coordinator: Margaret Krawecka
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ONLINE MEETINGS OF THE THEMATIC SESSIONS

To facilitate coordination between the thematic sessions, there will be six seminar-meetings on the first Tuesday of the month in November and December 2025, and in February, March, April, and May 2026



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REGISTRATION FEES AND PAYMENT

It will be possible **from April 1 to May 31, 2026**, by bank transfer or by card.

Table of fees:

	Professors and professionals	Students
Conference attendance with abstract presentation / Online and in-person	€ 300,00	€ 100,00
Conference attendance without abstracts / Online and in-person	€ 100,00	€ 50,00



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