

Exhibitions, Roundtables & Workshops

Friday 28. 08. 2026

This exhibition presents the pedagogical framework and teaching culture of the School of Architecture of the University of Cagliari, which celebrates its 20th anniversary this year 2026. The exhibition features projects developed within theoretical courses, architectural and urban design studios, as well as Bachelor's and Master's thesis projects. It reflects the academic paths of the Bachelor's Degree in Architecture, which admits 100 students each year, and the Master's Degree programmes in Architecture focused on Heritage, Landscape, and Sustainability. Design projects, physical models, and research outputs illustrate the diversity of themes and methodologies explored across the curriculum, addressing topics such as ancient and industrial archaeology, rural landscapes, educational spaces, modern planning and urban regeneration, among many others. Rather than a retrospective, the exhibition offers a reflection on where twenty years of architectural education and design experimentation have led, highlighting the School's current position and future directions, as well as its impact on the territories of Sardinia and the wider Mediterranean region.

Exhibition curated by Francesco Marras, Stefano Cadoni,
Stefano Mais, Silvia Mocci, Marco Moro, Elisa Pilia,
Fabrizio Pusceddu with Bachelor's students in Architecture

AFTER TWENTY Scuola di Architettura di Cagliari

LIGHT OF TOMORROW

Exhibition curated by
VELUX

The competition and award challenges students to explore the theme of daylight to create a deeper understanding of this ever-relevant source of energy, light, and life. Every second year since 2004, the VELUX Group has invited students of architecture to participate in the Light of Tomorrow by VELUX, formerly known as the International VELUX Award for students of architecture. The competition and award seeks to challenge students to explore the role of daylight in architecture and inspire new thinking. The aim of the competition and award is to engage with students of architecture about how to use sunlight and daylight as main sources of energy and light and how to ensure health and well-being of the people who live and work in buildings. Since the launch, it has grown into the largest competition and award of its kind with students from 800 schools, from 130 countries of all continents. Light of Tomorrow by VELUX 2026 is arranged in close collaboration with the International Union of Architects (UIA) and acknowledged by the following educational organizations: The European Association for Architectural Education, The American Institute of Architecture Students, the Architectural Research Centers Consortium, and the Association of Collegiate Schools of Architecture.

Generative Habitat is a set of architectural devices designed to activate the transformation of abandoned, underused, and undervalued public spaces. Rather than proposing permanent solutions, these interventions reveal the latent potential of places by enabling new forms of occupation, interaction, and collective appropriation. Through temporary and adaptable configurations, Generative Habitats encourage spaces to evolve over time, responding to changing needs, uses, and communities. They act as open frameworks for experimentation, capable of generating unexpected relationships between people, architecture, and the environment. Unica Space Force fixes space by working with limited resources, local materials, and collaborative construction methods, the collective demonstrates how small-scale architectural actions can produce meaningful spatial, social, and cultural impacts. Coordinated by a research group from the School of Architecture within DICAAR at the University of Cagliari, Unica Space Force has, since 2012, involved hundreds of students, researchers, local communities, institutions, and international partners in a growing network of experimental projects.

Exhibition curated by UNICA SPACE FORCE
Carlo Atzeni, Ivan Blečić

GENERATIVE HABITAT

VIAGEM SEM PROGRAMA

Exhibition curated by
Adriano Dessì, Giovanni Battista Cocco

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This exhibition presents a selection of photographs produced during the study trip included in the Master's Degree programme, exploring travel as a pedagogical tool in architectural education. Moving between Lisbon and Porto, the journey allowed students to engage directly with places, buildings, and professional practices, fostering learning through observation and experience. A particularly significant moment was the visit to the office of Álvaro Siza, where students had the opportunity to meet the Portuguese master and discuss themes of contemporary architecture. The programme also included a visit to the atelier of Eduardo Souto de Moura, offering insight into the architectural design process through dialogue with members of his team. The journey concluded with a visit to the recently restored Torre dos 24 by Fernando Távora. Through images and travel notes, the exhibition reflects on the educational value of travel as a means of discovering architecture through direct experience, observation, and encounters with places, works, and leading figures.

This conference suggests that this is the time for smallness. It is understandable in days of frustration and regression, but it is not the solution. The urgencies are too big to only think small. Architectural research has to combine this smallness with bigness. It has the academic obligation to engage itself with this bigger perspective. Universities: show and manifest this ambition, feed the researches. To criticize and feed the commercial practices that aren't doing enough. What are the urgencies, dangers and possibilities? Climate-Ecology-Economy-Sociology-Technology. What researches can we force? What steps are needed? (1) Measure - How good are we? make carbon calculators, and new devices like life span calculators, diversity and footprint calculators and metabolizers. On the scale of the building and or the city; (2) Bring together - How separate are we? The world needs to develop strength and togetherness. Facilitate that. The variety of cultures are actually the key to do that. Strengthening differentiation leads to specialisations and thus to needs; (3) Materialize - Innovate radically materials. speculate on the needed steps in the coming years to ask to the industry to help to do these steps; (4) Fly - Use the drone industry to make more capacities and usage instead of defense only. Go 3d; (5) Biology - Stretch recycling. Step into a world that is completely recyclable and biological, and call it Biotopia....

Roundtable curated by Winy Maas

RELATE TO "L"

EDITING & PUBLISHING

Roundtable curated by
Pier Francesco Cherchi, Alberto Calderoni
with Mia Roth-Čerina, Jörg Schröder

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Architectural education is shaped not only through teaching and design practice, but also through the ways knowledge is edited, communicated, and shared. This roundtable brings together educators, editors, and representatives of academic institutions to discuss the role of publishing in supporting learning and critical debate within schools of architecture. The roundtable is triggered by the experience of Stoà Journal, a successful Italian publishing initiative with a growing international profile. Conceived as a platform dedicated to methods and tools for teaching architectural design, Stoà offers a case through which to reflect on the relationship between editorial practices and architectural pedagogy. From this starting point, the roundtable aims to foster a dialogue on publishing as an active component of architectural education and as a tool for building academic communities, exchanging ideas, and engaging broader audiences.

This participatory roundtable asks what kinds of architectural pedagogies are needed in a time of ecological pressure, technological acceleration, social transformation and material limits. Taking the conference theme XS-S-M: Architecture of the Fitting as a point of departure, the session approaches “fitting” not only as a question of scale, but as a pedagogical capacity: the ability to judge what is necessary, appropriate and responsible in relation to place, resources, communities and uncertain futures. Through short reflections by the EAAE Pedagogy Award finalists and an active discussion with participants, the session will consider what architectural education should continue to teach, what it may need to reconsider, and which new capacities students require when even the question of how, where and whether we should build has become urgent. The session aims to formulate shared pedagogical propositions for teaching architecture in a time of transition.

Roundtable curated by Pia Fricker, Sima Rouholamin,
Débora Domingo Calabuig, Peter Princen,
Laurent de Wurstemberger

PEDAGOGIES OF THE FITTING

LIVING EDUCATION

Workshop curated by Liesbeth Huybrechts
with Liese Mertens, Frank Vanden Ecker,
Massimo Faiferri, Ivan Blečić, Benedetta Medas

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In this workshop we will codesign a Live Lab Project to experience and debate its principles. In a Live project, designers, residents, policy makers and/or associations think about the sustainable change of a certain place or issue by ‘making’ something together at that place, such as a meeting place, a road design or a monument. The workshop explores the 4 principles that we have identified in studying 10 years of Live Lab projects which enable the Live Lab approach to connect daily life to education, being “revealing” diverse human and non-human experiences of the daily life context and its challenges; “confronting” them with each other” “debating them” and “enabling people and environment to act differently in these challenges”. We will use as a case study of the Einstein telescope project (a telescope that will be built to measure gravitational waves and gather knowledge about black holes) that is currently being prepared in both Belgium (where our school is situated) and Sardinia (where the conference is hosted). We will demonstrate the role Live Lab projects have played in revealing the spatial, ecological and societal challenges and potentials of such a project and critically discuss its potential and pitfalls.

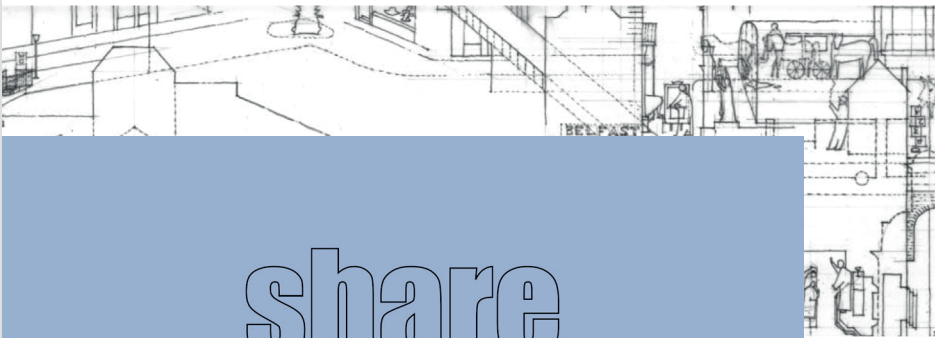
Contemporary architectural research operates within a paradoxical condition. On the one hand, academic research is increasingly shaped by scientific and quantitative evaluation frameworks, privileging standardized formats, measurable outputs, and text-based forms of knowledge production. On the other hand, we live in an age of unprecedented image production and consumption that have dramatically expanded the circulation, accessibility, and manipulation of visual content. Architecture occupies a peculiar position within this tension. While increasingly required to conform to scientific models of research assessment, it continues to think, investigate, and communicate through images. Drawings, maps, diagrams, photographs, models, and visual assemblages are not merely illustrations of research outcomes; they are often integral to the research process itself. This workshop starts from the assumption that images are not ancillary to architectural research but constitute one of its fundamental epistemic instruments. Through a carefully orchestrated process of selection, composition, interpretation, (intellectual) manipulation and re-composition, participants will explore how visual narratives can generate, transform, and communicate knowledge, and how research itself may be understood as an open field of visual inquiry.

PhD Workshop curated by Marco Moro, Marianna Ascolese
Francesco Marras, David Escudero

IMAGINE[ING] RESEARCH IN ARCHITECTURE

EAAE 2026 PhD Workshop

School of Architecture of Cagliari



share

8 images + research abstract by 16.08

reinterpret

receive images from another research + share 2 to 4 images by 25.08

negotiate

meet, compare, discuss and design a new visual composition on 28.08

24 participants

4 tutors

12 research pairs

96 research images submitted

24 to 48 interpretative images added

120 to 144 images printed and displayed

1 shared exhibition space

∞ possible interpretations



cludero

