Thursday 10th July 2025

[08:30 - 09:00] Registration

[09:00 - 09:10] Introductions

[09:10 - 10:10] Keynote / Gem Barton

[10:15 - 11:45] panel presentations			
Care and sustainability	Care and pedagogy	Care and live projects	Care of the profession
Fetishist split attitude and the divided house: is "sustainable-architecture" dead? Yahya Lavaf Intensive Care: Architecture in the Climate Crisis James Soane If the destination is a regenerative built environment, where are we now, and how do we get there? Mapping SDGs in the Architecture Curriculum at the University of Sydney Emma Heffernan, Dr Hannes Frykholm, Dr Aysu Kuru & Dr Olivia Urbaniak	Building Reciprocity: Integrating Care Theory in Architectural Education Tara Sydney, Justine Anderson & Caitlin Condon Caring for Architectural Education: A provocation Stephen Roberts & Dr Shaun Young Mapping Constellations of Care: Design Research as a Transformative Pedagogy in Architecture Mamuna Iqbal & Federico Wulff	A Triadic Approach to Community Architecture Rozita Rahman Dimensions of care in teaching Live Projects/Design Build: Reflections on educators' experiences Arlene Oak, Jane Anderson, Claire Nicholas & Simon Colwill The Vertical Live Studio: From a Contingency Plan to an Award-Winning Project Islam Abohela & James Robertson	Nurturing the Future of Architecture: Learning Theories as Alternatives to ARB's Competency Framework Craig Stott Embedding professional 'competencies' in Design Assessment tools through co-creation practices Caroline Almond Embedding Business Literacy in Architectural Education: A Pedagogical Imperative for the Profession's Future Nenpin Dimka & Luigi Pintacuda

[11:45 - 12:00] Refreshment break

[12:00 - 13:30] collaborative events (workshops/debates etc.)			
Live Support: caring for 'liveness' in architectural education Carolyn Butterworth, Leo Care & Emre Akbil	Research Strategies for Live Projects Maria Kramer	Empathy for the Past: A Workshop on Rethinking Architectural History Education Dr Lui Tam & Dr Jordan Kauffman	Feel the fear and do it anyway Ann de Graft-Johnson & Sally Daniels

[13:30 - 14:30] Lunch & live demonstrations

[14:30 - 16:00] panel presentations		
Materialities of care	Geographies of care	Care in design studio
Collaborative Interdisciplinary Innovation with Extruded Earth Composite Bricks Tavs Jorgensen & Sonny Lee Lightfoot Architect As Innovator: The Appropriate Aesthetic For Biomaterial Lucy Matthews Empowered Making: Prompts, Materials, and Negotiating Uncertainty in Architectural Practice Piers Taylor	Bristol Metropolitan Trail : Co-Creating and Connecting Public Spaces Across Peri-Urban Areas Hocine Aliouane-Shaw A topic in the margins: developing 'Luwteplekken' as urban microsites of quiet Pleuntje Jellema & Geert Peymen Taking Care of Refugee Estates, Refugee Estates of Care: Ecofeminist Design Scenarios in Nicosia Konstantinos Avramidis	Sustainability-First Design Studios: Driving Architectural Technology Education with Sustainability Principles Shan Shan Hou Redesigning Design Studio Pedagogies: Unveiling Cross-Pollinative Team Learning's Impact on Teacher-Student Relationships and Academic Stress Zhengping Liow & Ye Zhang Exploring the Essence of Architectural Design Education in the Digital Age: A Case Study of Sophomore Design Course in a Technical University Chih-Wen Lan

[16:00 - 16:10] Refreshment and rest break

[16:10 - 17:40] collaborative events (workshops/debates etc.)			
Care-conscious design: Expectations, practices and transformations in architectural education Dr Elahe Karimnia & Dr Mina Tahsiri	Architecture as a form of care: the Maggie's centre and the 'human' Hospital, pedagogical exercises to produce better architecture students of today Caterina Frisone	Positioning critical and political practices of architecture education Pierre Shaw	Exploring and Reimagining Project Offices in Architectural Education Craig Stott & Professor Adam Sharr

[17:45] Closing remarks and signposting to conference dinner

NURTURE
Cultivating Care, Creativity & Collaboration in Architecture

aae UWE Bristol

Friday 11th July 2025

[08:30 - 09:00] Registration

[09:00 - 09:10] Introductions

[09:10 - 10:10] Keynote / Robert Mull

[10:15 - 11:45] panel presentations			
Tools of and for care	**Care and pedagogy**	**Caring for others**	**Care and the design studio**
Developing careful designers: paying attention to personhood and place through ethnographic drawing **Sam Clark** Catalysts for Change: The Role of Narrative Drawing in Revealing and Transforming Social Systems-A Practitioner's and Educator's Perspective **Eirini Grigoriadou** Participatory Pedagogy: A tool for Building the Capacities of Future Architects **Samia Gallouzi & Mohamed Ben Moussa**	BIM in Series charity | a learning tool for collaborative working and entrepreneurship. **Victoria Farrow** Design Competitions in Architectural Education: Nurturing Places, Societies, and Professional Skills **Pinar Dinc Kalayci** archi-trainers4bee-teachers: university and secondary schools working together for active citizenship capacity based on built environment education **Vera Marin, Melania Dulamea & Mina Sava**	Empathetic Pedagogies: Using performing arts to develop an ethos of care and responsibility for architecture students. **Amalia Banteli and Dimitra Ntzani** Rethinking architectural education through the notion of care: Domestic spaces, ethics and sustainability **Chrysi Nikoloutsou, Gianna Siapati & Malvina Apostolou** Cultivating Care in Architectural Education: Raising Students' Awareness on the Role of Urban Interior Design in Enhancing Children's and Youngsters' Well-being **Margo Annemans, Marjan Michels & Eva Storgaard**	Care starts in studio: insights of Studio Properties **James Benedict Brown, Derek Jones, Elizabeth Boling, James Corazzo, Colin M. Gray & Nicole Lotz** Before, during and after: reflecting on legacies of care in a design unit **Professor Mhairi McVicar & Dan Benham** Building Empathy: Architecture Studios as Incubators for Housing Justice and Participatory Design **Brian Szymanik & Rashida Ng**

[11:45 - 12:00] Refreshment break

[12:00 - 13:30] collaborative events (workshops/debates etc.)			
Care through Collaboration: Creating opportunities for socially engaged practices in early architectural education **Alice Hardy & Gabriel Warshafsky**	Responsible, Responsive and Regenerative Architectural Pedagogies for a Changing Built Environment **Mat Jones & Elena Marco**	Human Limpet on Dudley High Street: Nurturing conditions for regenerative cultures **Holly Doron**	WHO CARES? : Recoding Architectural Pedagogy **Inês Nascimento & Nathaniel Coleman**

[13:30 - 14:30] Lunch & live demonstrations

[14:30 - 16:00] panel presentations			
Care and future pedagogies	**Care through design studio**	**Representations of care**	**Caring for students**
Climate change, curriculum change and the limits of care **Hugh Campell, Orla Murphy & Alice Clancy** Reframing Architectural Education: Nurturing Architect's Nature Through Radical and Utopian Pedagogies **Inês Nascimento & Alexandra Paio** Architecture's North Star: Developing a Holistic Framework for Architectural Education in a UK-based Institution **Mat Jones & Jonathan Bassindale**	'Task and Share'; a pedagogy to support students and teachers equitably navigate complex architecture studio. **Sandy Britton, Sarah Green, Tony Lees & Giles Wheeldon** The Back-And-Forth. Reflective Creative Practice as an 'Ambichronous' Method in Architectural Education **Carola Ebert** Designing with Care: Glueless and Clueless Studio **Berrin Terim**	Archipelagic Queerness: Fluidifying Space Beyond Continental Norms **Gaetano Drago** Architectures of the Screen: Image genealogies as a critical method and as a 'Caring with' tool **Luísa Sol** My City, My Body, My Selfie: Self-representation of Young Women as Self-Care in the City of Cardiff. **Dr Dimitra Ntzani, Stella Mygdali & Antonio Capelao**	Partnerships, Potholes and Pathways: Could collective care of our future architecture students diversify architectural cohorts and the future profession? **Rosie Dodgson & Leo Care** The Pedagogy of Confidence and Self-efficacy for Future Multi-disciplinary Teams **Wendy Colvin & Abhinesh Prabhakaran** A narrative review on literature for Neurodivergent Students in Architectural Education in the UK **Jennifer Naden & Emilly Scullion**

[16:00 - 16:10] Refreshment and rest break

[16:10 - 17:40] collaborative events (workshops/debates etc.)			
Nurturing Climate Champions: How do we move beyond teaching sustainability knowledge towards an educational environment that nurtures architecture students as agents of change? **Emma Heffernan**	Developing Futuristic Folklore using Generative AI **Camille Sherrod & Erin Sharp-Newton**	Architectures of Care: Mapping a Collaborative Landscape of Care **Bo Tang, Shamoon Patwari, and Hosn Houssami**	Nurturing practice in studio: adhd & architecture **Allison Dutoit**

[17:45] Closing remarks

NURTURE

Cultivating Care, Creativity & Collaboration in Architecture

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Association of Architecture Educators (AAE) 2025 Conference

3000 words paper presentation

Title: My City, My Body, My Selfie: Self-representation of Young Women as Self-Care in the City of Cardiff.

Authors: Dimitra Ntzani, Stella Mygdali, Antonio Capelao

Dr Dimitra Ntzani
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Dimitra is an architect by training and practice, an educator of architectural humanities, and a researcher in the design management of heritage. Her research brings theories and methods from social and cognitive studies to designing learning environments and experiences. She is a member of the Association of Critical Heritage Studies and the Association of Memory Studies. Dimitra has collaborated with various cultural institutions and organisations (AOC Archaeology-Group, Northlight-Heritage, Kelvingrove Museum and Arts Gallery, Museum of Asian Arts Corfu, National Museum Cardiff, Cardiff Youth Service, etc) for public engagement and research purposes. Since 2019 she joined the Welsh School of Architecture (WSA), where she currently teaches architectural design and theory in the MArch programme.

Dr Stella Mygdali
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Stella is a registered architect and a Lecturer in Architecture at the School of Architecture, Planning, and Landscape at the University of Newcastle. Her research focuses on performative explorations of space, informed by architecture, art, and psychoanalysis. Her teaching includes design, architectural theory and history. She is a member of the 'Urban Emptiness' and 'Embodied Awareness and Space' research networks.

Antonio Capelao
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Personal Profile: http://antoniocapelao-portfolio.co.uk/index.php
https://podcasts.apple.com/gb/podcast/architecture-for-kids/id1695311382
Antonio is the founding director of Architecture for Kids CIC, a practising architect, a unit leader in the Welsh School of Architecture, and a doctoral researcher at UCL. His research and practice see children and young people as creative agents of the built environment, and promote self-confidence and self-reflection while engaging them in

discussions about architecture, design, sustainability, etc. Antonio's research takes a hands-on, problem-solving and spatial programming approach to architecture, shares with children and young people synthetic and analytical tools of the architect, and disciplinary knowledge about the built environment. He has collaborated with the Children's University, the Built Environment Trust, the Thornton Education Trust, RIBA Learning, Wigan Council, Cardiff Council and Westminster Council.

Abstract for 3000-word essay

In *The History of Sexuality, Vol. 3* Michel Foucault talks about *"The Care of the Self"* as a tool for self-knowledge and ethical development in Greco-Roman antiquities (Foucault, 1988). In his study of historical processes of self-care, personal storytelling is a means of empowerment and negotiating self-presentation. Contrary to self-care as an individualistic habit or privilege, Foucault sees self-care as inherently relational and interconnected with truthfulness (*pareisia*). From a feminist perspective and a very different sociopolitical context, queer theorist Audre Lorde defines self-care as an act of defence against racist and patriarchal cultures. Weaving 20th-century philosophies of self-care, this paper discusses the self-representation of teenagers who identify as female in the social media realm as an act of self-definition and defence in their familiar urban context.

Young teens who identify as female frequently use social media platforms to create selfie photos or short videos, showcasing playfulness, discontent or provocation. These self-portraits are then distributed swiftly within their online communities before disappearing. The fleeting selfie culture confirms or challenges normative perceptions of the female body in urban spaces, exposing both its strengths and vulnerabilities. In the "My City, My Body, My Selfie" AHRC-funded workshop, we encouraged teenagers who identify as female to reflect on and re-create ephemeral self-portraits and carefully stage them against public landmarks, streets, or venues of their choice, using analogue or digital collages as means of expression. Photo collages were used as distorted mirrors and visual manifestos of young women's restrictions and opportunities in their familiar built environment.

The paper reports on the process and outputs of a developing research project, which evolves as a series of public workshops for young women in the frame of Cardiff Rights Fest (2023) and later AHRC Being Human Festival (2024).. By weaving theoretical perspectives on self-representation as care for the self and an act of radical self-awareness and resistance, the paper reflects on young women's relationship with their bodies and the city of Cardiff but also on the empowering potential of creative/critical and eventually self-caring representations.

 Link: https://www.beinghumanfestival.org/events/my-city-my-body-my-selfie-closed-event