Commoning practices in data-driven society & architecture education

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The paper examines the role of commoning practices in data-driven society, placing particular emphasis on their role in the establishment of new agendas in architectural education. As Patrick Bresnihan underscores, in "The More-than-human Commons: From Commons to Commoning", "[t]he noun 'commons' has been expanded into the continuous verb 'commoning' to denote the continuous making and remaking of the commons through shared practice." Stavros Stavrides's claim that "[c]ommoning practices importantly produce new relations between people" is at the core this paper given that its main objective is to examine the impact of commoning practices on the relations between citizens in data-driven society.

The paper places particular emphasis on urban scale digital twins, which are virtual replicas of cities that are used to simulate environments and develop scenarios in response to policy problems. It investigates the shift from technical to the socio-technical perspectives within the field of smart cities. The paper aims to shed light on the tension between the real and the ideal at stake during the process of abstracting sets of variables and processes in the case of urban scale digital twins. It analyses the critiques of 'digital universalism', reflecting upon the role of urban scale digital twins in decision-making concerning urban planning.

Moreover, it explores how Manuel Castells's theory could help us better understand the relationship between big data and urban planning and reshape the agendas of architectural education within the context of the New European Bauhaus. At the core of the paper are the interconnections between the ecological, economic, and cultural aspects of architectural and urban design and the ways in which these interconnections can be addressed in architectural education.