Accessibility and Inclusion in Teaching for Architects
Cristina Candito

This text describes an activity carried out in the teaching of the course Representation Methodologies for the Project (Master's Degree Course in Architecture, University of Genoa, Italy). This course focuses on expanding the concept of accessibility for the configuration and communication of architecture through theory and practice. We used innovative teaching methods such as Flipped Classroom, World Café, and Team Based Learning, to encourage the active engagement of students.

The theme of accessibility is first introduced to students by discussing architectural barriers in the physical sense. Then students move on to investigating sensory ones and consider the inclusion of people with neurocognitive disabilities. Throughout the course, students engage with the concept of diversity both in a metaphorical and practical sense and explore and experience different points of view.

Another essential issue is multisensoriality, which lends itself to a broader reflection on the complexity of the relationship between body and architecture. In fact, the aim is to include the widest possible public when considering not only the functionality of the spaces, but also their aesthetic enjoyment.

The configuration of a multifunctional pavilion in support of an urban space allows aspiring architects to develop a more inclusive gaze, and to update their training program in accordance with the theme of inclusion, one of the most current demands of the contemporary world.

Cristina Candito, University of Genoa, Department Architecture and Design, Genoa, Italy.