

## **Bridging methods and disciplines: an Architectural Pedagogy for Rural Areas Communities**

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Architectural pedagogy in rural areas necessitates a thoughtful consideration of both methodological and disciplinary approaches within educational process. Inner areas, which suffers from constant depopulation, lack of connection, and richness of historical/natural heritage, are entangled to a complex multiplicity of design scenarios. Especially in Italy, whose territory is 60% made of inner areas, this condition shall be approached by universities for the architects of the future.

An effective balance between method and discipline is needed, where architectural pedagogy should be responsive to the variations of fragile territories and communities, allowing localized approaches that embrace the specificities of each rural community. This capability enables students to develop a sensitivity to context, recognizing that design solutions must be tailored to the local realities rather than imposing preconceived notions. Moreover, architectural pedagogy in rural areas should carefully consider the interplay between method and discipline. A participatory, community-oriented method allows students to engage with rural communities and co-create contextually relevant solutions.

The contribution proposes a view on this national/global challenge, in which architectural education has a deep role on shaping a desirable future, starting from the on-going experiences developed in some inner areas case study, such as the one of Vione (Valle Camonica).

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