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The proposal demonstrates a strong pedagogical approach through its international learning environment, where students with diverse backgrounds learn and work together. Such Blended Intensive Programme (BIP) initiatives are highly valuable, as they foster international exchange and collaborative learning. The use of a collective physical model supports co-creation, teamwork, and shared spatial thinking. Experiments, critical reflection, and civic responsibility are embedded within the learning process rather than treated as add-ons. Through this structure, students developed proposals for resilient street segments, addressing water management, renaturalisation, mobility reorganisation, pedestrian comfort and social activation through open scenarios that can evolve over time.