

Editorial Concept

The online publication section of the project **Inclusive Cities** is a **project-based, public-facing academic platform** dedicated to sharing knowledge on cities and the built environment through principles of **contextual dialogues and multivocality**. It provides a curated space for contributions that critically engage with how urban environments are represented, designed, and experienced - particularly by communities and voices that are often underrepresented.

Rooted in **intercultural exchange and mutual understanding**, the publication section encourages critical reflection on dominant, (Euro) centric, or single-perspective narratives of the built environment. Contributors are invited to question established viewpoints and to foreground diverse spatial experiences, everyday practices, and alternative forms of urban knowledge. Visual representations—such as maps, photographs, drawings, and diagrams—are valued as key tools for research, reflection, and communication, alongside accessible and reflective written texts.

The publication section also fulfills an important **educational and pedagogical role**. Awareness-raising within teaching and learning contexts is understood as central to advancing inclusive urban discourse. For this reason, the platform actively supports contributions that enhance teaching practices, share learning materials, and present contextualized student work, thereby strengthening the connection between research, education, and public engagement.

Within this framework, educators, young scholars, students, and researchers are invited to contribute **editorially curated outputs** that foster dialogue, learning, and the open exchange of knowledge. Accepted contributions may adopt project-based outputs featuring reports and urban case-studies as well as critical essays; working papers, research notes, and discussion papers; awareness-raising formats as visual summaries and explainers; design and visual outputs as visual essays and research posters; educational and pedagogical outputs including student work as module abstracts, guidelines and commentaries on the localization of toolboxes, student work as project boards and visual panels throughout the course of the workshops. Joint contributions are highly encouraged to allow for diversity of perspective and multivocal takes on matters.

By bringing together these formats, the online publication section functions as a **shared platform for critical inquiry, visual exploration, and pedagogical exchange**, supporting more equitable, accessible, and plural understandings of cities and the built environment.

Publication Categories

The **Inclusive Cities** online publication section presents **project-based, public facing, visual-led, and educational outputs** that explore cities and the built environment through inclusive and ethical perspectives. Contributions are editor curated and open to educators, students, and researchers.

Project-Based Outputs

- **Reports (workflow) and urban case studies**
Situated accounts of places, projects, communities, and policies, focusing on inclusivity, access, and lived experience.
- **Project documentation and reflections**
Documentation of workshops, fieldwork, and participatory processes, with a focus on learning and critical reflection.
- **Critical Essays**
Situated written accounts reflecting on specific places, projects, or processes, with attention to inclusion, access, and lived experience.

Grey Literature

- **Working papers**
Draft research texts that share ongoing work and early findings before formal publication. They support open exchange, feedback, and timely discussion of urban issues.
- **Research notes**
Short, focused reports that document observations, methods, or insights from fieldwork and participatory processes. Research notes highlight emerging ideas, challenges, and lived experiences. Public Communication and Knowledge Sharing
- **Discussion papers**
Conceptual papers that bring together research, practice, and policy debates to frame key questions and provoke critical discussion around urban change and inclusion.

Public Communication and Knowledge Sharing

- **Awareness-raising formats (explainers, visual summaries)**
Accessible, visually driven formats that make complex urban issues understandable for broad audiences.

Design and Visual Outputs

- **Visual essays and urban storytelling**
Image-led contributions using maps, photographs, drawings, or diagrams as tools of urban inquiry.
- **Curated maps, images, and short analytical texts**
Thematic visual collections offering focused urban insights.
- **Research Poster**
Visual presentations that communicate research questions, methods, and key insights through images, diagrams, maps, and short texts. Research posters prioritize clarity, accessibility, and visual structure, and are suited to exhibition, teaching, conferences, and public display.

Educational and Pedagogical Outputs

- **Teaching and learning materials and guides (including student work)**
Contributions that support teaching, share pedagogical approaches, and reflect on learning outcomes. These can be reflected through outputs as: assignments, commentary on existing toolboxes and how they should be adapted to certain contexts, module abstracts with expected outcomes and learned lessons. Individual reflections can be authored by teaching members or students or jointly (i.e. both parties reflect on outcomes).
- **Student visual panels and project boards**
Curated visual presentations of student work, combining images, diagrams, maps, and short texts. These panels document learning processes, design thinking, and critical engagement with urban issues.

All contributions align with the project's commitment to **inclusion, multivocality, accessibility, and critical urban discourse.**