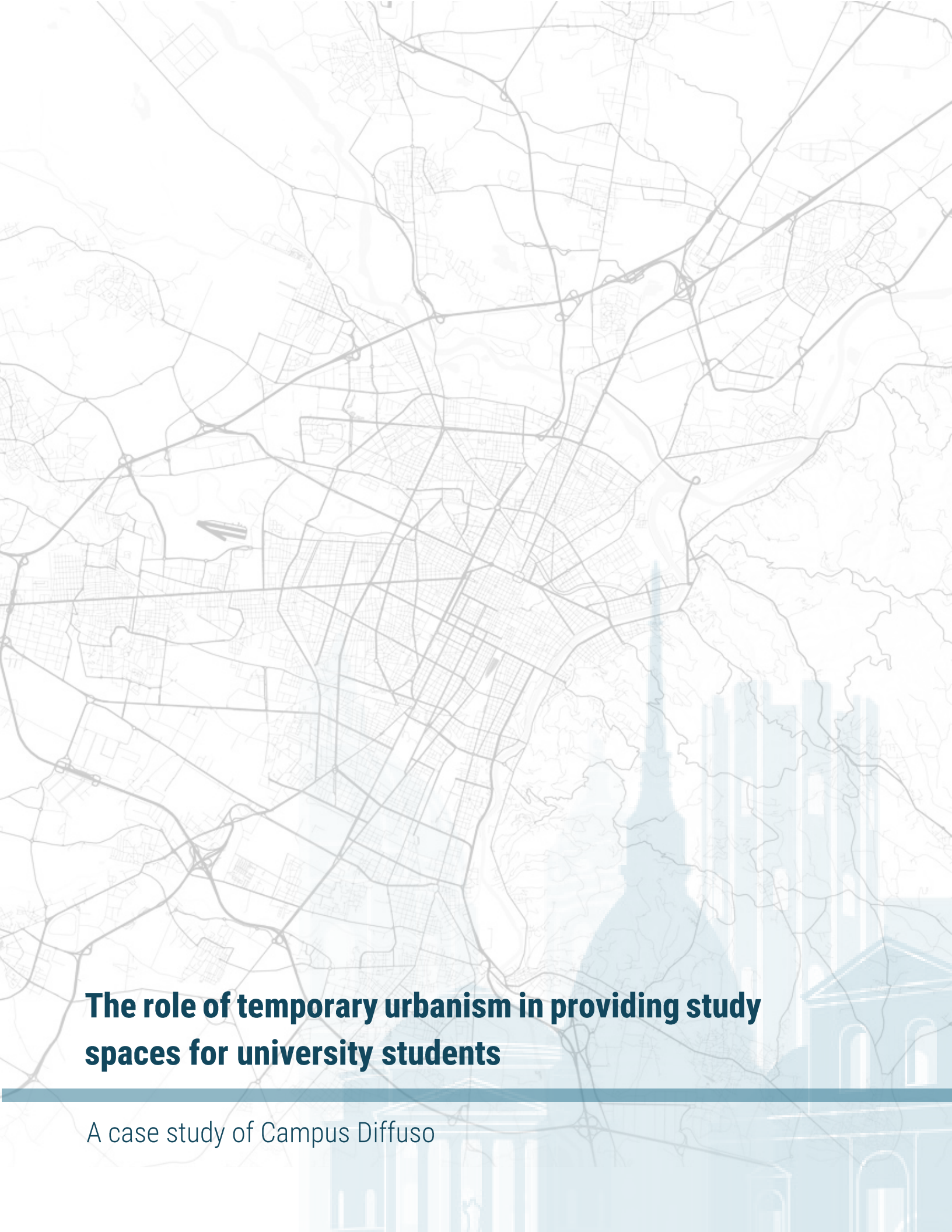

The role of temporary urbanism in providing study spaces for university students

A case study of Campus Diffuso

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The role of temporary urbanism in providing study spaces for university students: A case study of Campus Diffuso

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Abstract

In many contemporary university cities, the growing number of students is putting increasing pressure on existing study facilities. Research on this topic has so far focused mainly on formal campuses and the effects of university students' presence in cities, while little attention has been paid to how cities should organize themselves to guarantee students' "right to study". This issue concerns not only housing solutions, but also the spaces where students spend their everyday lives, particularly those dedicated to study. This thesis examines the role of temporary urbanism in responding to these gaps, using the Campus Diffuso initiative in Turin as a case study of a distributed network of study spaces.

The research investigates how such temporary and flexible arrangements can support students' everyday spatial needs and what opportunities and tensions they generate for urban and educational planning. The thesis is based on a qualitative-oriented approach that combines desk analysis of academic literature and policy documents, spatial mapping, a survey on students' study practices, and semi-structured interviews.

The structure of the thesis includes a literature review that connects studentscape theory and temporary urbanism, a methodology chapter, an empirical analysis of Turin and the Campus Diffuso program, and a final discussion and conclusion. Thanks to this investigation, the thesis provides insights into how temporary approaches may contribute to more flexible and distributed study space provision, while raising critical questions about their long-term role within broader strategies for educational infrastructure in university cities.

Keywords: Temporary urbanism; study spaces; university students; studentscapes; Campus Diffuso.

Table of Contents

Lists of Figures

Lists of Tables

Chapter 1: Introduction

1.1 Background and Problem Statement

Walking through Turin's central neighborhoods on any given day, students fill many public spaces: they occupy tables in cafés with laptops and textbooks spread out, huddle in small groups in public squares, and line up outside study halls waiting to find a free seat. First-hand experience shows how challenging it can be to locate a quiet, comfortable place to study outside of a cramped apartment or overcrowded university libraries that close too early or are too distant.

This situation extends beyond Turin. In many European cities, universities have become central actors in reshaping urban life. As post-industrial economies give way to knowledge-based ones, higher education institutions now generate new economic opportunities and foster vibrant communities (Russo & Capel Tatjer, 2007). Students are not only consumers of education but active urban residents: they navigate public transport, rent apartments, visit cafés, and occupy libraries and cultural venues. These routines reshape certain neighborhoods while highlighting chronic shortages of accessible, effective study environments.

Turin exemplifies this transformation particularly well, having evolved from a former FIAT company town into an emerging university city driven by the University of Turin and Politecnico di Torino (Mangione, 2022). Current figures reveal more than 114,000 students enrolled at these institutions, including over 40,000 from other regions or abroad (Cenere et al., 2023). Neighborhoods such as Vanchiglia and Aurora experienced student population increases of 67% and 77%, respectively, between 2010–11 and 2017–18 (Cenere et al., 2023). Yet this rapid growth has not been matched by sufficient study space provision, creating an obvious gap between demand and available infrastructure.

The Reality of Student Study Practices

Despite extensive research on student impacts on housing markets and local economies, far less attention has been devoted to where and how students actually study beyond traditional university facilities. Formal or informal study spaces are vital, not just for concentration, but for social interaction, collaboration, and belonging. In Turin, universities offer libraries and reading rooms, but anyone who has tried to use them knows they are often overcrowded, have limited opening hours, or are inconveniently located far from student housing areas. During exam periods, students often arrive hours before opening time just to secure a seat, and many are turned away due to capacity limits.

This reality forces creativity and adaptation. Many students end up studying in cafés (when able to purchase enough refreshments), community centers, public libraries, or even outdoors in parks when the weather permits (Zasina, 2020). Examples include shopping-mall food courts, train-station waiting rooms during off-peak hours, and 24-hour cafés late at night. These informal and hybrid environments play a crucial role in daily academic routines yet remain largely unacknowledged in urban or campus planning.

From University City to Studentscape

As Turin's student population has grown, its impact on urban space has become more evident. Students don't just live and study in discrete university buildings, they give meaning to many of the city's public and semi-public spaces: libraries, cafés, coworking hubs, community centers, parks, and even commercial spaces. These places form what scholars call "studentscapes" (Russo & Capel Tatjer, 2007): networks of spaces and practices that reveal how students interact with the city.

The concept of studentscape offers a more comprehensive analytical framework than the narrower notion of studentification. While studentification focuses primarily on negative impacts of student concentrations on housing markets and local communities, studentscape captures the full spectrum of study, living, and social practices that compose students' urban experience. (Russo & Capel Tatjer, 2007, p. 1161).

Studentscapes reveal spatial disconnects: campuses scattered across neighborhoods, housing areas distant from educational facilities, and social venues often located in separate districts. These patterns complicate daily mobility and exacerbate study space shortages in key areas.

Temporary Uses as a Possible Response?

In recent decades, many European cities have turned to temporary uses to activate underused spaces. The concept seems straightforward: use flexible, short-term interventions to transform vacant buildings, empty lots, or underutilized public spaces into active places for social and cultural purposes. These interventions allow cities to experiment with new uses and respond quickly to emerging needs, offering a way to test ideas before making permanent changes.

However, the academic debate around temporary uses remains contentious. Some scholars see temporary interventions as positive tools for inclusive and adaptive planning, while others warn that they can function as a "Trojan horse", a convenient way for cities to avoid making real investments in long-term infrastructure while appearing responsive to community needs (Bragaglia & Rossignolo, 2021).

This tension becomes particularly relevant when considering student needs, which are often seen as temporary by nature. After all, students graduate and move on. But for those who are currently navigating daily study challenges, the temporary nature of their residence doesn't make spatial needs any less real or urgent.

The Campus Diffuso Programme

Turin's response to these challenges has been "Campus Diffuso Programme" (Distributed Campus) project, launched in 2024, through collaboration between the City of Turin, University of Turin, Politecnico di Torino, and EDISU Piemonte (the regional student services agency). This initiative provides more than 30 study spaces across the city, offering over 2,500 seats in indoor, outdoor, and heated temporary structures (EDISU Piemonte, 2024).

The Campus Diffuso operates through partnerships with existing cultural and social infrastructure, including Youth Participation Centers (Centri del Protagonismo Giovanile), Neighborhood Houses (Case del Quartiere), ARCI clubs, and various cultural and community centers. This distributed model transforms the city itself into an extended campus, utilizing both permanent and temporary spaces to create a network of study environments that crosses traditional university boundaries.

1.2 Research Gap and Contribution

Existing literature on students in cities focuses primarily on housing and residential impacts, while research on temporary uses concentrates on cultural and community activation.This research gap is both empirical and theoretical. Empirically, there is limited systematic analysis of temporary use initiatives specifically designed to provide educational infrastructure, despite growing experimentation with such approaches across European cities. The few existing studies tend to focus on housing rather than study spaces, or examine temporary uses in other sectors without considering their applicability to educational contexts. Theoretically, there has been little effort to connect studentscape frameworks, which emphasize the complex spatial practices of student populations, with temporary urbanism theory, which offers insights into flexible, adaptive approaches to urban space provision.

This study addresses these gaps by bringing together these rarely connected literatures to examine how temporary uses can respond to student spatial needs. The research contributes to knowledge by: (1) connecting studentscape theory with temporary urbanism literature, (2) providing empirical analysis of a large-scale temporary use initiative for educational infrastructure, and (3) offering insights for cities navigating similar challenges in supporting student populations.

1.3 Research Question

Campus Diffuso demonstrates the potential of temporary urbanism to fill urgent gaps in study space provision. However, variations in facility quality, location, and durability raise questions about inclusivity, governance, and the permanence of these solutions. Do they represent genuine advances in educational infrastructure, or merely temporary fixes that mask deeper structural deficiencies?

Q: To what extent has the Campus Diffuso project improved students' access to study spaces in Turin? What does this case suggest about the potential and limits of temporary uses in university cities?

These questions enable both empirical assessment of the programme's outcomes and theoretical contribution to understanding temporary uses in educational contexts.

1.4 Theoretical Framework

The research draws upon two interconnected theoretical frameworks that help make sense of both the academic literature and daily student experiences. First, it utilizes the concept of studentscape (Russo & Capel Tatjer, 2007) to understand spatial practices as complex interactions between formal educational spaces, informal study venues, residential locations, and social activities. This framework acknowledges what students know intuitively, that spatial needs extend far beyond university campuses to include the full range of urban spaces they inhabit and transform.

Second, the study critically engages with temporary urbanism theory (Bragaglia & Rossignolo, 2021; Bragaglia & Caruso, 2020), examining it as both a potentially innovative planning tool and a risk factor for continuing inadequate infrastructure investment. This critical perspective evaluates temporary interventions against broader questions of urban equity, sustainability, and what might be called the right to adequate educational infrastructure.

1.5 Methodological Approach

This thesis adopts a qualitative case study approach focused on the Campus Diffuso program in Turin. The research combines desk analysis of institutional and policy documents related to the Campus Diffuso program with spatial mapping, an online survey, and semi-structured interviews. Document analysis and mapping provide the contextual framework for understanding how community-based study spaces are structured and distributed across the city, while the survey and interviews explore students' study practices, perceptions, and everyday use of these spaces. In addition, secondary sources are used comparatively to strengthen and contextualize the interpretation of empirical findings.

1.6 Thesis Structure

Following this introduction, the thesis proceeds through five main chapters that build systematically toward answering the central research question. Chapter 2 provides a comprehensive literature review examining studentscapes, temporary urbanism, and their intersection in university cities, establishing the theoretical foundation for the analysis. Chapter 3 explains the qualitative case study approach, combining desk analysis, spatial mapping, an online survey, and semi-structured interviews to examine the Campus Diffuso program. Chapter 4 provides empirical analysis of Turin's transformation into a university city, examines the student population and their spatial challenges, analyzes temporary urbanism frameworks in Turin, and details the Campus Diffuso program's governance, expansion, and urban distribution. Chapter 5 synthesizes survey and interview findings, analyzing students' study practices and spatial needs while connecting these findings to the literature review to assess Campus Diffuso's potential and limitations. Chapter 6 restates key findings, discusses broader implications for educational infrastructure in university cities, and identifies limitations and areas for further research. Through this structure, the thesis progresses from broad conceptual frameworks toward specific case analysis and back toward theoretical and practical implications.

Chapter 2: Literature Review

This literature review establishes theoretical and empirical foundations for understanding how temporary urbanism might address student study space shortages in university cities. It synthesizes research across three domains—student urban geography, studentscape theory, and temporary urbanism—to build an analytical framework for examining distributed educational infrastructure. The chapter identifies a significant gap: while extensive research examines student housing and temporary uses separately, little work explores their intersection or how cities and universities might systematically respond to study space needs through temporary interventions.

The chapter progresses through seven sections that build toward the empirical case study. Section 2.1 reconceptualizes students as active urban actors whose mobility, consumption, and spatial practices reshape cities, establishing them as legitimate subjects for planning attention. Section 2.2 traces the conceptual shift from institutional "university city" frameworks toward "studentscape" approaches that foreground students' lived experiences and appropriation of both formal and informal spaces. Section 2.3 examines Russo and Capel Tatjer's typology of studentscape configurations (from integrated Citadel to fragmented Leopard Skin), while identifying its limitation: overlooking the micro-geographies of study where learning actually occurs.

Section 2.4 addresses this gap by analyzing student spatial practices and study space needs, demonstrating that learning is distributed across diverse venues. The section explores critical dimensions of spatial equity, temporal flexibility, and environmental quality, revealing how unequal access to appropriate study environments raises questions of educational justice. Section 2.5 introduces temporary urbanism as a potential response, tracing its evolution from grassroots resistance to institutionalized planning tool, while critically examining its ambivalent character. Section 2.6 unpacks temporary urbanism's multifaceted dimensions: conceptual terminology, spatial scales, governance models, and contexts. Section 2.7 develops core concepts of flexibility and adaptability that enable spaces to respond to evolving spatial needs.

Together, these contributions provide the analytical foundation for the empirical analysis which examines how Campus Diffuso operates in practice, what opportunities and constraints it reveals, and how its lessons can inform broader understandings of temporary approaches to educational space in contemporary university cities.

2.1 Students as Urban Actors

The reconceptualization of students as urban actors marks a significant shift in how scholars interpret their presence and influence in contemporary cities. Earlier studies often described students as temporary residents or passive consumers of educational services, whose impact on urban life was considered mainly when it disrupted existing residential, social, or economic patterns (Smith, 2005; Chatterton, 2010). More recent research, however, positions students as active participants in urban transformation. Their everyday practices, mobility, and consumption choices contribute to reshaping local economies, cultural landscapes, and the social character of

neighborhoods and districts (Russo & Capel Tatjer, 2007; Zasina et al., 2023). This theoretical reorientation moves beyond deficit-oriented analyses that frame students primarily as sources of disruption or conflict, toward more nuanced perspectives that recognize both their contributions and the tensions their presence may generate within urban environments (Malet Calvo, 2018; Cenere et al., 2023).

The shift toward recognizing students as urban actors should be seen within the wider context of post-industrial urban transformation across Europe and beyond. As manufacturing-based economies have declined and knowledge-based sectors have expanded, many cities have sought to redefine themselves as hubs of innovation, creativity, and human capital development (Vanolo, 2015). This transition has profoundly transformed the role of universities within urban systems (Johnston & Huggins, 2019; May & Perry, 2017). Once seen mainly as elite institutions separated from everyday urban life, universities have become key players in local economic development and city-branding strategies (Goddard et al., 2014). Scholars of urban political economy describe this process as part of the rise of the “creative” or “knowledge” city, where higher education institutions act not only as providers of education but as strategic assets in cities’ competition within global capitalism (Florida, 2012; Lazzeroni, 2013).

The mass expansion of higher education has significantly changed the demographic and spatial landscape of many European cities, particularly in the UK, Italy, and Poland. Universities today host much larger and more diverse student populations than in the past, marking not only quantitative growth but also a qualitative transformation in urban composition (Calderon, 2018). This shift becomes clear when looking at enrollment patterns and spatial concentrations in university cities. Urban areas that once accommodated only a few thousand students now host tens or even hundreds of thousands, many arriving from other regions or countries. This pattern is evident in established university towns like Bologna or Heidelberg, as well as in post-industrial cities like Leeds, Sheffield, or Lodz, where the influx of students has physically altered the urban fabric (Russo & Capel Tatjer, 2007; Zasina, 2020). This transformation extends beyond mere numbers: students introduce new consumption habits, mobility patterns, housing demands, and spatial practices that interact with, and often reconfigure, existing urban systems, generating both opportunities and tensions.

The theoretical recognition of students as urban actors has evolved unevenly across disciplines, reflecting distinct methodological traditions and conceptual priorities. While Smith (2005) pioneered the debate, other scholars have expanded the analysis of students' agency in shaping cities (Russo & Capel Tatjer, 2007; van den Berg & Russo, 2004). Within urban geography and urban studies, much of the early research approached student populations through the concept of studentification, a term introduced by Smith (2005) to describe the transformation of residential neighborhoods as they become dominated by student renters. This process often leads to the displacement of long-term residents and the transforming of local retail environments. Smith (2005) identified four main dimensions of studentification: economic changes in housing markets driven by student demand; cultural shifts marked by a decline in

family-oriented services and the rise of leisure venues catering to young adults; social transformations resulting in new patterns of segregation between student and non-student populations; and physical changes to the built environment as homes are subdivided or converted into student accommodation. While this framework effectively drew attention to the disruptive effects of concentrated student populations on neighborhood stability and affordability (Sage et al., 2012; Hubbard, 2009), it also tended to describe students mainly as sources of disruption, overlooking their diverse identities, practices, and potential contributions to urban vitality (Malet Calvo, 2018).

More recent research has introduced more depper perspectives that acknowledge the diverse roles students play in urban life beyond negative residential impacts (Zasina et al., 2023). Within the literature on the knowledge economy, students are seen not simply as temporary residents but as essential parts of urban innovation ecosystems, future professionals whose presence enhances a city's competitiveness and whose retention after graduation is often a central policy goal for post-industrial cities (Johnston & Huggins, 2019). From this standpoint, students contribute to urban economic development through their participation in entrepreneurial activities and creative networks that attract knowledge-intensive industries (Addie et al., 2015). In this way, student populations are understood as investments in human capital and as indicators of a city's integration into global knowledge networks, rather than as disruptive or transient groups (Florida, 2012; Wesselmann, 2019).

Students' engagement with the city goes far beyond their educational activities within university buildings. Students navigate complex daily geographies that typically involve movement between multiple distinct spaces: residential locations that may be concentrated in specific neighborhoods or spread throughout the city; educational facilities that in many cities occupy separate campuses or are distributed across different districts; social and cultural venues where students spend leisure time; and commercial spaces where they satisfy consumption needs (Zasina, 2020). These movements create distinctive flow patterns, temporal rhythms, and spatial concentrations that become embedded in urban infrastructure, transportation systems, and commercial environments (Russo & Capel Tatjer, 2007).

Understanding students as urban actors also requires attention to the increasingly international character of student populations in many European cities. This trend adds further complexity to their role and impact within urban environments. International students contribute economically through tuition fees and living expenses, which are often higher than those of domestic students, creating distinct demand curves in local markets (Daricali, 2024; UNESCO, 2022). They also bring cultural diversity, global networks, and spatial needs that differ from local students (King & Raghuram, 2013). Their presence is linked to broader processes of urban internationalization and cosmopolitanism, enriching the multicultural character of cities while sometimes creating tensions around belonging, integration, and citizenship (Collins, 2010). Many international students form clusters in specific neighborhoods, creating ethnic enclaves or cosmopolitan areas. They often use particular services, restaurants, or cultural spaces that reflect their

linguistic or cultural backgrounds, effectively carving out "transnational spaces" within the host city (Malet Calvo, 2018).

The temporal nature of student life adds another layer of complexity to understanding students as urban actors. Their presence in cities follows distinctive rhythms linked to academic calendars and degree cycles, creating what can be described as “pulsating” demographics that expand and contract with term schedules (Martinotti, 1999). These temporal fluctuations produce visible effects across many aspects of urban life. During academic terms, cities experience peaks in housing demand, public transport use, and activity in food services and cultural venues (Chatterton, 2010). In contrast, vacation periods often bring quieter streets and reduced economic activity as many students return to their hometowns. These oscillations shape local systems in multiple ways: landlords may struggle to rent properties in the summer months, public transport networks may face inconsistent demand, and shops or cafés in student areas may thrive during term time but lose customers during breaks. Yet, despite the temporary stay of individual students, the student population as a whole represents a stable and recurring urban presence. With each new academic year, this collective continuously regenerates itself, creating a population that is both highly mobile at the individual level and enduring at the aggregate level (Smith, 2005).

These developments have significant implications for urban planning and policy. Viewing students as active urban actors rather than passive recipients of education encourages planners to better understand their spatial needs, acknowledge their contributions to urban vitality, and address the challenges their presence can bring (Van den Berg & Russo, 2004). Although students often live in a city only temporarily, their continuous renewal makes them a lasting part of its social and spatial fabric. As such, student populations should be recognized as long-term constituencies within university cities, deserving consistent policy attention rather than ad hoc measures driven by short-term concerns (Mangione, 2022). This shift also raises important questions about representation and participation. Many students are excluded from formal political processes due to their temporary status, yet their numerical size and spatial concentration give them a strong stake in the outcomes of urban decision-making (Russo & Capel Tatjer, 2007; Cenere et al., 2023).

This broader shift toward viewing students as urban actors aligns with recent urban theory that expands the concept of citizenship to include diverse and mobile groups. It challenges older frameworks that equate belonging with property ownership or permanent residence, instead recognizing that temporary and mobile populations also shape the city through their everyday practices and collective presence (Mitchell, 2003; Staeheli & Mitchell, 2007). From this perspective, students are not merely groups to be managed or retained for economic gain. They are active urban subjects whose experiences and spatial needs deserve systematic academic and policy attention (Cenere et al., 2023).

Having analyzed the literature that highlights students as legitimate urban actors who actively shape contemporary cities, the next step is to understand the spatial configurations through which this engagement unfolds. Recognizing students as active agents is only the beginning; analyzing how their activities materialize across different urban settings requires more structured conceptual tools. The following section addresses this need by tracing how studies have evolved from institutional "university city" frameworks toward "studentscape" approaches that foreground students' lived experiences and spatial practices.

2.2 Studentscape: A Conceptual Framework

Building on the recognition of students as active urban actors, this section examines how analytical frameworks for understanding university–city relationships have evolved in response to the growing complexity of student spatial practices. As noted by Russo and Capel Tatjer (2007), early approaches conceptualized the "university city" primarily through the spatial and institutional presence of higher education establishments, focusing on the physical embedding of universities within urban fabrics. In contrast, more recent contributions have argued that such an institutional focus is insufficient to capture the differentiated and dynamic ways in which students engage with urban space. Within this debate, the concept of the studentscape has been introduced as an analytical framework that does not replace the university city model but refines it by shifting attention toward students' spatial practices and everyday geographies (Russo & Capel Tatjer, 2007).

Historically, the relationship between universities and their host cities was frequently characterized by spatial integration. In medieval and early modern European contexts, universities developed within existing urban structures, resulting in a close overlap between academic, residential, and civic spaces. Russo and Capel Tatjer (2007) identify traditional university towns such as Oxford, Cambridge and Bologna, as archetypes where teaching, housing, and daily life occurred in close spatial proximity. In these cases, the "university city" was understood as a condition of functional coexistence, where the university was physically embedded within the urban fabric. The analytical emphasis in this literature rested on morphological patterns and institutional continuity, with limited attention to how students themselves used and experienced the city beyond university premises.

During the twentieth century, processes of massification in higher education and changes in urban planning led to a partial reconfiguration of university–city relations (Hebbert, 2018; Addie, 2019). The development of suburban campuses and purpose-built university districts introduced a degree of spatial separation between academic functions and everyday urban life (Hebbert, 2018). Russo and Capel Tatjer (2007) note that this shift prompted new forms of student mobility, as students increasingly moved between dispersed sites of education, residence, and leisure. While the university city framework remained useful for describing institutional arrangements, it became less effective in accounting for the fragmented and networked geographies produced by students' daily movements (Addie, 2019). Consequently, scholars such as Van den Berg and

Russo (2004) began to call for analytical tools capable of addressing not only where universities are located, but how students inhabit and traverse cities.

In this context, Russo and Capel Tatjer (2007) introduced the studentscape as a comprehensive framework, defining it as “the spatial configuration of the interaction between students and their living and working environments” (p. 1161). Three main implications follow from this analytical reorientation.

First, the framework positions students as the primary unit of analysis rather than as passive by-products of university planning. It recognizes them as active agents whose everyday practices generate distinctive spatial configurations that may align with, adapt to, or resist institutional intentions (Van den Berg & Russo, 2004). This view echoes broader developments in urban theory that emphasize how space is produced through social practice rather than solely through top-down planning.

Second, the studentscape framework acknowledges the multidimensional nature of student life. While earlier approaches, such as the initial literature on studentification, focused primarily on residential concentrations and their impact on housing markets (Smith, 2005; Sage et al., 2012), the studentscape perspective encompasses the full spectrum of student activity. This includes education, housing, mobility, socialization, leisure, and consumption. Students move through interconnected networks of spaces rather than occupying single-purpose zones, and their experiences cannot be understood through one spatial category alone (Zasina et al., 2023).

Third, studentscape analysis distinguishes between formal and informal elements of student space. Formal spaces include university-managed facilities such as libraries, lecture halls, and laboratories, which operate under institutional regulations. Informal spaces encompass a wider range of urban venues that students appropriate for study or social interaction. For instance, Zasina (2020) identifies cafés and pubs as essential "second homes" for students, serving as primary sites for socialization and leisure that exist apart from the university infrastructure. The usage of these "third places" (Oldenburg, 1999) reveals how student life spills over into the broader urban environment, activating commercial and public spaces that are not formally designated for academic purposes. By inhabiting these diverse venues, students actively reconfigure the functional geography of the city, creating patterns of use that often diverge from those envisioned by institutional planners (Chatterton, 2010).

Time and mobility add further layers of complexity to the studentscape framework. Student life follows distinct temporal rhythms that differ from those of permanent residents. Academic calendars create cyclical fluctuations in activity, with student populations expanding during terms and contracting during holidays (Martinotti, 1999). These dynamics produce what Russo and Capel Tatjer (2007) describe as pulsating studentscapes—urban configurations that are temporally elastic. These patterns significantly affect local urban systems: businesses may experience sharp downturns during vacations, and public transport demand often mirrors class

schedules. Furthermore, the seasonal density of students can generate friction with long-term residents, who may face noise and congestion during the semester followed by periods of reduced activity during breaks (Smith, 2005).

International student mobility further diversifies these dynamics. As growing numbers of students cross borders for education, they generate "transnational" studentscapes defined by cultural diversity and distinctive spatial needs (King & Raghuram, 2013). While this presence contributes to the cosmopolitan character of university cities, it can also lead to self-segregation, where international students inhabit parallel social spaces distinct from both domestic students and local residents (Malet Calvo, 2018).

Despite its richness, the studentscape framework tends to overlook one key dimension: the specific micro-geographies of study outside formal university settings. Russo and Capel Tatjer's (2007) typology effectively maps the macro-relationships among residential, educational, and leisure areas, but it pays less attention to the specific environments where students engage in academic work when they leave the campus. While recent research has begun to map student leisure consumption in detail (Zasina, 2020), the literature lacks a comprehensive framework that systematically integrates temporary, hybrid study environments into the core analysis of studentscapes.

To fully understand these hybrid models, the studentscape concept must be combined with systematic classifications of spatial patterns. The next section examines the typologies proposed by Russo and Capel Tatjer (2007) in detail, exploring how different configurations of educational, residential, and social functions produce distinct outcomes for mobility and urban integration.

2.3 Typologies and Spatial Patterns of Studentscapes

The studentscape framework represents a significant analytical shift, moving beyond the static mapping of university facilities toward a dynamic understanding of how student populations appropriate and reorganize urban space. By examining the spatial relationships between the three fundamental spheres of student life (education (A), residence (B), and social activities (C)) Russo and Capel Tatjer (2007) develop a systematic typology of "ideal types." This three-dimensional scheme is critical for urban analysis because it reveals that student experience is not defined by any single location, but rather by the friction, overlap, or segregation between the places where students learn, live, and socialize.

The most integrated of these configurations is the Citadel of Education (A–B–C coincide), where all three dimensions are spatially superimposed. Historically rooted in the collegiate structures of Oxford or Cambridge, this model persists in contemporary planning through the "campus town" archetype. In these environments, lecture halls, dormitories, and recreational facilities are clustered within a distinct, often walkable precinct. While this density fosters a strong sense of academic community and eliminates the need for daily commuting, it simultaneously creates a

"bubble" effect. As Russo and Capel Tatjer (2007) argue, this spatial enclosure can lead to social insularity, limiting students' exposure to the broader urban diversity and reducing the university's role as a catalyst for wider urban regeneration.

In contrast, the Night-time Campus (A–B coincide, C separate) represents the first fracture in this integration, a pattern often inherited from modernist functional zoning. Here, universities located on the urban periphery provide housing and education on-site, but fail to retain students after hours. Consequently, students engage in a daily oscillation: a dense daytime presence on campus followed by an evening exodus to city centers for leisure and socialization. This duality renders the campus a "ghost town" at night, undermining its potential as a genuine living place, while simultaneously increasing the mobility burden on students who must shuttle between suburban enclaves and central entertainment districts (Russo & Capel Tatjer, 2007).

A reversal of this logic is found in the Latin Quarter model (A–C coincide, B separate), which maintains education and socialization as central urban functions but pushes residence to the periphery. This configuration, archetypal of the historic Parisian district, often arises in desirable city centers where high land values and gentrification displace affordable student housing. The implications for equity are profound: while students contribute to the daytime vitality and "cool" capital of the city center, they are forced to commute from outlying neighborhoods to access it. This separation privileges students with higher economic capital who can afford central living, while imposing significant time and transport costs on those pushed to the margins (Russo & Capel Tatjer, 2007).

The Suburban Split (B–C coincide, A separate) offers a different resolution to the housing crisis. In this model, students live and socialize in specific residential neighborhoods, often suburban or peripheral, while commuting to a separate educational campus. Unlike the Latin Quarter, which centers social life around the university, the Suburban Split anchors community in the residential zone. This can foster stable local networks and a strong "student village" atmosphere, yet it severs the link between academic learning and social exchange (Russo & Capel Tatjer, 2007). The university becomes merely a place of work, detached from the daily life of the student community, thereby reducing the opportunities for the serendipitous academic encounters that integrated campuses provide.

The most fragmented of these configurations is the Leopard Skin (A, B, C separate), a metaphor for a city marked by scattered spots of student activity without coherent structure. In this scenario, housing, education, and leisure are dispersed across the metropolitan area, often due to uncoordinated institutional expansion or market-driven housing dispersal. This fragmentation forces students into complex, resource-intensive daily itineraries that Zasina et al. (2021) describe as navigating an "archipelago" of disconnected islands. The lack of spatial overlap dissolves the potential for a unified student community, leaving individual students to construct their own fragmented geographies across the city. Russo and Capel Tatjer (2007) view this state

as inherently unstable, suggesting that without planning intervention, it tends to deepen inequality and logistical inefficiency.

It is crucial to recognize that these categories are theoretical constructs rather than rigid descriptions of reality. As Zasina et al. (2021) observe in their comparative analysis of Turin and Łódź, contemporary cities often function as hybrids, displaying characteristics of multiple types simultaneously depending on the specific neighborhood or student demographic. The trajectory of a city's studentscape is determined by the interplay of institutional strategy, municipal planning, and market forces. Russo and Capel Tatjer (2007) illustrate this through the divergent paths of Barcelona and Lille: while market forces drove Barcelona toward a fragmented "Leopard Skin" pattern, deliberate public policy in Lille helped maintain "Latin Quarter" characteristics by subsidizing housing near educational cores.

However, while this typology provides a robust macro-level framework for analyzing functional zones, it leaves a significant analytical gap regarding the micro-geographies of study. The framework assumes "Education" (A) occurs primarily within university facilities, yet contemporary research suggests that students frequently appropriate non-academic spaces for learning. When university libraries are overcrowded or restrictive, students migrate to "third places" (Oldenburg, 1999) such as cafés, public parks, and co-working spaces, effectively transforming leisure venues into informal study environments (Zasina, 2020). To fully understand the contemporary studentscape, analysis must therefore descend from the level of city-wide zoning to the fine-grained scale of spatial practice, examining how students tactical use of space bridges the gaps between the rigid functional categories defined above.

2.4 Student Spatial Practices and Study Space Needs

After examining the broader spatial configurations that define different studentscapes, this section focuses on the micro-geographies of student study practices—the actual places where academic work happens and the strategies students employ to meet learning needs when formal institutional spaces are insufficient. Shifting from configuration to practice reveals how students navigate and reshape urban environments, often compensating for gaps in institutional provision through distributed use of diverse venues. Research on student spatial practices has demonstrated that learning is not confined to university facilities but distributed across formal, informal, and improvised venues throughout the city, challenging the assumption that academic work takes place primarily within institutional boundaries (Holton & Riley, 2013; Zasina, 2020).

A significant body of literature has identified the importance of what Oldenburg (1999) termed "third places"—informal gathering spaces such as cafés, public libraries, and community centers that exist beyond home and work. These neutral, accessible environments encourage social interaction and, as later research has shown, support informal learning through collaboration, peer exchange, and spontaneous encounters (Martin, 2014; Holton & Riley, 2013). Rather than merely supplementing formal educational settings, third places play constitutive roles in students' learning strategies (Martin, 2014). Zasina's (2020) comparative research in Łódź and Turin

documented that cafés and public libraries are integral to how students organize their study practices, serving multiple purposes simultaneously: spaces for individual concentration, collaborative group work, and social interaction. Through time-use diaries and spatial mapping, Zasina demonstrated that students do not inhabit these spaces as secondary choices but rather construct deliberate spatial repertoires by evaluating different venues against specific academic needs and personal circumstances. This research contributed to a broader shift in how scholars conceptualize the geography of learning, from viewing it as confined to formal institutional settings to understanding it as fundamentally distributed across both formal and informal urban spaces shaped by students' everyday geographies (Holton & Riley, 2013; Zasina, 2020).

However, this distributed reliance on informal study venues raises critical questions of spatial equity. If students depend on spaces outside institutional control to meet their academic needs, then unequal access to these spaces becomes consequential for educational outcomes and opportunities. Arabshahi Delouei's (2024) study in Turin's Aurora and Vanchiglia neighborhoods demonstrates that access to third places differs significantly depending on residential location and socioeconomic status. Through participatory mapping and focus groups, the research found that central areas offer rich ecologies of cafés, bookstores, libraries, and commercial venues, while peripheral neighborhoods often lack such infrastructure. Students living in well-served areas can select from diverse study environments based on immediate needs, whereas those in under-resourced neighborhoods face constrained choices. Arabshahi Delouei (2024) further notes that using commercial spaces as study venues often requires ongoing expenditure: purchasing refreshments to justify occupying a café's space, paying for transportation to reach suitable venues, or renting accommodation in centrally-located neighborhoods where study spaces are abundant. This creates economic barriers to spatial choice that disproportionately affect students from lower socioeconomic backgrounds, reinforcing geographic inequalities in access to conditions conducive to learning (Arabshahi Delouei, 2024).

Temporal flexibility represents another crucial dimension shaping how students utilize different study spaces. University facilities typically operate according to fixed schedules determined by institutional policies—specific weekday hours, limited weekend access, and reduced availability during non-instructional periods. These standardized timetables rarely align with the diverse temporal patterns of students' lives. Many students work part-time, have family responsibilities, or study according to personal preferences for concentration that fall outside conventional hours (Holton, 2015; Holton & Riley, 2013). While some universities extend library hours during examination periods, this temporary accommodation addresses only acute demand peaks, leaving ongoing temporal gaps throughout the academic year. In contrast, third places typically offer greater temporal flexibility: many cafés operate extended hours or continuously, public libraries often remain open into evenings, and some commercial venues provide 24-hour access (Martin, 2014). This temporal plasticity makes informal venues valuable for students whose schedules do not fit institutional frameworks. However, this flexibility comes with its own constraints: reliance on commercial spaces that require payment excludes students with limited budgets, while dependence on public facilities often becomes precarious as municipal budget pressures lead to reduced hours and service cuts.

The physical and social qualities of study environments significantly influence where students can effectively work and the types of academic activities they can pursue in different spaces. Research on environmental psychology and learning environments has identified factors such as lighting, acoustic conditions, seating comfort, access to technology infrastructure, and overall atmosphere as consequential for concentration, productivity, and the quality of work (Temple, 2008; Berman, 2020). These studies suggest that different study activities have distinct environmental requirements: individual focused reading may require quiet, dimly lit spaces with minimal distractions, while collaborative group work may benefit from convivial, moderately busy environments (Temple, 2008). Academic writing may demand reliable power outlets and high-speed internet, while casual studying or discussion may function well in any accessible venue. Formal university libraries generally excel at providing quiet, distraction-free environments but often lack the technological infrastructure or social openness expected in contemporary learning. Cafés offer sociability and extended hours but frequently present acoustic challenges. Public libraries provide free access and quiet space but may have insufficient capacity during peak hours. This variability creates what researchers have observed as an informal geography of venue-specific knowledge circulating through peer networks (Zasina, 2020), making spatial knowledge a form of social and cultural capital that advantages some students while disadvantaging those less embedded in peer communities (Bourdieu, 1986).

The seasonal rhythm of academic calendars introduces additional complexity to study space needs. Demand for study spaces fluctuates significantly across the academic year: relatively moderate during regular weeks, intensifying sharply during examination periods, and dropping substantially during semester breaks and summer holidays, reflecting what Martinotti (1999) termed the "pulsating" character of student populations in university cities. This cyclical pattern means that spaces adequate for normal term-time use become severely overcrowded during exams, while the same spaces lie significantly underutilized during breaks. This temporal-quantitative mismatch between fixed infrastructure and fluctuating demand presents a persistent challenge for institutional planning. Permanent facilities designed for average demand will be insufficient during peaks, while capacity adequate for peaks represents wasteful over-provision during low-demand periods. Few informal venues adjust supply in response to seasonal demand, further straining the study space ecology during examination periods.

Despite growing scholarly attention to informal learning environments, significant research gaps remain. As Zasina (2020) notes, few studies provide systematic typologies comparing how different types of third places support specific types of academic work. Emerging types of commercial and community spaces—coworking hubs, makerspace facilities, cultural centers, and neighborhood associations—are rarely examined for their potential academic uses, despite their increasing presence in contemporary European cities. Without empirical understanding of which venue characteristics best support different forms of student work, urban planners and educational institutions lack evidence for designing or activating study spaces aligned with actual needs.

The spatial challenges identified throughout this section establish a pattern: students require study spaces that are geographically distributed across the city, available at temporally flexible hours, accessible regardless of economic status, and capable of accommodating both fluctuating seasonal demand and diverse academic activities. Yet conventional responses, expanding formal university facilities or relying entirely on market-driven third places, face inherent limitations. Campus-centered approaches cannot meet the dispersed spatial demands of students living throughout the city, while purely informal provision depends on commercial viability rather than educational need and thus reproduces spatial inequalities. This structural tension suggests the potential relevance of alternative frameworks for understanding and responding to student study space needs. The following section therefore examines temporary urbanism, a conceptual approach increasingly applied across European cities to activate underused spaces, accommodate changing needs, and test new spatial configurations—as a potentially significant lens for analyzing how university cities might address student spatial challenges through more flexible, distributed, and adaptive strategies.

2.5. Temporary Urbanism: Historical Emergence and Contemporary Transformations

Temporary urbanism has emerged as a critical paradigm in contemporary urban planning and design, yet its significance cannot be understood without tracing its historical trajectory—from marginal, counter-hegemonic practice to mainstream policy instruments. The emergence of temporary uses as a key strategy in contemporary urban planning offers one possible answer, though one that requires careful critical analysis (Bragaglia & Rossignolo, 2021; Bragaglia & Caruso, 2020). This section explores how temporary approaches have developed as responses to broader urban spatial challenges and establishes a theoretical foundation for examining their possible relevance to educational infrastructure. (Andres & Zhang, 2020).

2.5.1 Grassroots Origins: Temporary Urbanism as Resistance and Response

The creative tactics of re-appropriation of space have, like vacancy, always been part of cities and have frequently been used to express dissent, claim the right to the city of otherwise marginalized groups, and support anti-capitalist visions. These forms of political activism have often been carried out through space occupation (Bragaglia & Rossignolo, 2021). A prominent theoretical articulation of these counter-power practices appears in Peter Lamborn Wilson's publication T.A.Z: The Temporary Autonomous Zone, Ontological Anarchy, Poetic Terrorism, written under the pseudonym Hakim Bey. As De Certeau theorized, strategies pin their hopes on the resistance that the establishment of a place offers to the erosion of time, while tactics rely on a clever utilization of time, of the opportunities it presents, and also of the play that it introduces into the foundations of power (De Certeau, 1984). Therefore, the temporary component of these practices derived from the fact that they were not authorized and, therefore, precarious (Bragaglia & Rossignolo, 2021).

These grassroots temporary uses emerged in contexts where formal planning and market provision failed to meet community needs. Particularly in European and North American cities experiencing urban disinvestment, deindustrialization, and abandonment from the 1970s onward, vacant sites proliferated. Rather than waiting for institutional responses, communities, artists, activists, and marginalized populations appropriated these spaces for community gardens, cultural venues, social centers, and housing. Scholars have theorized these interventions as "urban catalysts"—temporary uses that can trigger wider urban transformation (Oswalt et al., 2013; Bragaglia & Rossignolo, 2021; Bragaglia & Caruso, 2020).

Crucially, these early manifestations of temporary urbanism embodied explicit political content. They were not merely pragmatic responses to spatial shortage but articulations of alternative visions of urban life, challenging private property regimes, automobile dominance, and market-driven development. The temporariness of these practices reflected their precarious status, operating without authorization and subject to eviction, rather than strategic choice (Bragaglia & Rossignolo, 2021).

2.5.2 Conceptual Legitimation: From Margin to Discourse

In the last twenty years, temporary uses have been increasingly invoked by institutions to deal with current uncertainty. This gradual metamorphosis of temporary urbanism from marginal practice to mainstream policy has been facilitated by several publications dedicated to decision-makers and technicians including planners and architects, such as the Urban Catalyst Project (2001–2003). The coordinator of Urban Catalyst described temporary use as a "magical term" for many creative minds and for urban planners to whom it represents a chance for urban development (Bragaglia & Rossignolo, 2021). The Urban Catalyst project investigated temporary uses as motors of urban change across five European cities (Berlin, Amsterdam, Vienna, Helsinki, and Naples), demonstrating that temporary interventions could exhaust non-monetary resources such as derelict spaces, unofficial networks, and people power to inhabit alternative forms of city in zones temporarily unusable in traditional terms (Oswalt et al., 2013).

Figure 1: Piazza Dergano in Milan before and after the intervention in 2018 (Source: Adi-design.org)

Significantly, the Urban Catalyst project addressed its findings not merely to academic audiences but explicitly to policymakers and municipal officials, framing temporary uses as opportunities

for strategic urban development. This framing marked a crucial shift: temporary uses, previously understood primarily as grassroots appropriations operating outside or against formal planning, were being reframed as legitimate planning tools (Bragaglia & Rossignolo, 2021).

Subsequent foundational texts extended this conceptual work. Haydn and Temel's Temporary Urban Spaces: Concepts for the Use of City Space (2006) provided systematic overview of temporary urbanism as strategic planning approach. Bishop and Williams (2012) suggest that temporary activity represents a reaction to a world where the future is more uncertain and less secure, and a response to rapid economic, societal and technological changes that are shortening the present into smaller and smaller time frames. Scholars have argued that in an era of increasing resource constraints, cities cannot wait for long-term solutions to vacancy or dereliction, and instead need to view temporary uses as increasingly legitimate and important in their own right (Bishop & Williams, 2012; Bragaglia & Rossignolo, 2021).

The current seduction of temporary urbanism is due to its ability to respond to several contemporary cities' critical issues. On one hand, temporary uses offer low-cost opportunities for administrations to revitalize empty areas awaiting transformation. On the other hand, these temporary practices fit perfectly into the dominant paradigms of the creative city (Florida, 2002) and social innovation, providing a way to increase the attractiveness and competitiveness of cities (Bragaglia & Rossignolo, 2021). In this regard, temporary urbanism has become one of the major contemporary urban planning trends (Bishop & Williams, 2012; Colomb, 2012; Madanipour, 2017).

2.5.3 Institutional Appropriation: The Neoliberal Turn

The 2008 global financial crisis marked a decisive turning point in temporary urbanism's trajectory (Schipper & Schönig, 2016). The crisis precipitated widespread urban vacancy, municipal austerity, and weakened land markets, creating conditions where temporary uses proliferated. Scholars have noted that temporary land uses have periodically emerged at times of recession, but what distinguished the post-2008 period was not merely the proliferation of temporary uses but their progressive incorporation into formal municipal policy and development strategies (Bragaglia & Caruso, 2020). This shift has been characterized as temporary urbanism's move from marginal practice to mainstream policy (Madanipour, 2017).

This institutionalization reflected multiple converging pressures. Fiscally constrained municipalities sought low-cost solutions to vacancy and dereliction that could generate visible improvements without requiring major capital investment (Kirkpatrick, 2016). Property owners sought strategies to protect vacant assets from degradation and illegal occupation while maintaining flexibility for future development (Wilkinson, 2011). Urban development discourse, dominated by creative city paradigms and social innovation frameworks, found in temporary urbanism an appealing narrative of community engagement, bottom-up activation, and innovative place-making (Bragaglia & Rossignolo, 2021; Bragaglia & Caruso, 2020).

The result was fundamental transformation in temporary urbanism's character and purpose. Where temporary uses had emerged as grassroots responses to institutional failures and market disinvestment, they increasingly became instruments of strategic urban development oriented toward place-branding, real estate enhancement, and economic competitiveness (Cleave & Arku, 2022; Tunç, 2013). Cities launched formal programs to facilitate temporary uses, meanwhile the ZwischenZeitZentrale programs in German cities (Ziehl & Oßwald, 2015), pop-up urbanism initiatives across Europe and the United Kingdom (Stevens & Dovey, 2018). These programs typically involved simplified permitting processes, matchmaking between property owners and potential temporary users, and municipal support for temporary activation of vacant sites (Tamini, 2018).

This institutionalization involved crucial transformations in the meaning and practice of temporary urbanism (Andres & Kraftl, 2021). First, where grassroots temporary uses were temporary by necessity, lacking authorization and facing constant eviction risk, institutionalized temporary uses operated through formal contracts specifying durations, permitted activities, and responsibilities. This formalization provided stability and legitimacy but also subjected temporary uses to regulation, oversight, and alignment with institutional objectives. Second, institutionalized temporary urbanism increasingly served predetermined strategic objectives, neighborhood revitalization, cultural branding, preparation of sites for permanent development, rather than emerging organically from community-identified needs. Research has shown that institutionalized temporary urbanism tends to focus on a narrower subset of practices and employs a selective narrative about their objectives, privileging interventions compatible with municipal development visions while marginalizing more contentious or politically challenging uses (O'Callaghan & Lawton, 2016). Third, grassroots temporary urbanism raised fundamental questions about dominant urban development models, property relations, and who the city serves. Institutionalized temporary urbanism often forecloses such questioning, presenting temporary uses as solutions to vacancy and disinvestment while leaving underlying structural causes (deindustrialization, austerity, housing commodification) unexamined (Bragaglia & Rossignolo, 2021; Bragaglia & Caruso, 2020).

2.5.4 The Creative City and Neoliberal Urbanism: Complicity and Critique

The connection between temporary urbanism and creative city discourses deserves closer attention. Florida's (2002) influential Rise of the Creative Class argued that cities' economic competitiveness depends on attracting creative workers through cultural amenities, tolerance, and vibrant urban character. Temporary urbanism, with its emphasis on cultural programming, artistic interventions, flexible spaces, and community participation, fit seamlessly into creative city strategies (Grodach, 2017). As scholars note, for many local authorities the creative paradigm of temporary uses has incredible leverage for urban change, making it the latest iteration of cool, creative urban policy language (Mould, 2014; Bragaglia & Rossignolo, 2021). However, critical scholars have extensively documented how creative city policies often serve as vehicles for gentrification, displacement, and deepening inequality (Bragaglia & Rossignolo, 2021; Bragaglia & Caruso, 2020).

The critique operates at multiple levels. First, temporary cultural and artistic uses often serve as "pioneer" activities that make previously undesirable neighborhoods attractive to higher-income residents and investors, triggering rent increases and displacement of existing populations. Artists and creative practitioners, themselves often economically precarious, become unwitting agents of gentrification, their temporary occupations enhance neighborhood image and property values from which they themselves rarely benefit (Rich, 2019). Second, the language of community participation, bottom-up activation, and social innovation accompanying institutionalized temporary urbanism frequently masks fundamentally top-down, strategically oriented processes (Seve et al., 2022). While temporary projects may involve community participation in implementation, the strategic decisions—which sites are made available, for how long, under what conditions, serving what larger development visions, typically remain controlled by municipal officials and property owners (Bragaglia & Rossignolo, 2021; Bragaglia & Caruso, 2020). Critical scholars have argued forcefully that temporary urbanism risks becoming merely the latest revanchist urban policy that does little to aid communities while serving processes of urban restructuring that displace vulnerable populations (Ferreri, 2015).

Third, the enthusiasm for temporary urbanism among fiscally constrained municipalities reflects what has been termed austerity urbanism, the rescaling of urban governance under conditions of reduced public resources and neoliberal restructuring (Peck, 2012). Temporary urbanism offers appealing promise: visible improvements and community activation without requiring substantial public investment. However, this appeal masks problematic assumptions, that low-cost temporary fixes can adequately substitute for comprehensive public investment in housing, services, and infrastructure, and that communities should assume responsibility for urban welfare functions that states increasingly abdicate (Bragaglia & Rossignolo, 2021; Bragaglia & Caruso, 2020).

The co-optation of previously autonomous and resistant practices into institutional frameworks represents what scholars term de-politicization (De Nardis, 2017). Recent scholarship distinguishes sharply between guerrilla urbanism as a form of counter-hegemonic spatial practices and tactical urbanism as its professionalized and institutionalized counterpart, which has been progressively domesticated into municipal toolkits (Hou, 2020). This domestication strips temporary urbanism of its radical, questioning character, transforming practices that once challenged dominant urban development into tools that serve it (Bragaglia & Rossignolo, 2021; Bragaglia & Caruso, 2020).

2.5.5 Ambiguity and Tension: Contemporary Temporary Urbanism

The foregoing analysis reveals temporary urbanism's profound ambiguity in contemporary contexts. Bragaglia and Rossignolo frame this ambiguity as a fundamental question: is temporary urbanism "a contemporary panacea or a trojan horse?" (2021, p. 1). Does it represent genuine democratization of urban development, enabling communities to shape their environments and meet unmet needs? Or does it function as neoliberal instrument, externalizing urban welfare responsibilities while facilitating gentrification and displacement? The answer, unavoidably, is

that temporary urbanism can be both—the same frameworks, practices, and discourses can serve radically different purposes depending on context, actors, power relationships, and implementation (Bragaglia & Rossignolo, 2021; Bragaglia & Caruso, 2020).

As Bragaglia and Caruso argue, temporary uses can be not only a way to discuss or test new practices but also an alternative and innovative experience for civil society, partially free from regulations of the state or the market, yet these transformative interventions strongly depend on circumstances, beneficiaries, and especially the intentions of their promoters (Bragaglia & Caruso, 2020, p. 15). Understanding temporary urbanism requires holding this tension rather than resolving it through simplified judgments. The same municipal policy enabling community gardens might also facilitate real estate speculation. University intermediaries might genuinely support grassroots organizing while also channeling community initiatives toward institutional objectives (Bragaglia, 2024). Temporary cultural programming might simultaneously serve community cultural expression and neighborhood branding attracting gentrification. This ambiguity reflects temporary urbanism's embeddedness within contemporary political economy—cities characterized by austerity governance, neoliberal restructuring, creative economy discourses, and ongoing struggles over urban space and the right to the city (Bragaglia & Rossignolo, 2021; Bragaglia & Caruso, 2020).

Temporary urbanism operates within these conditions, shaped by but also potentially challenging them. Critical engagement with temporary urbanism must therefore attend carefully to specific contexts, power relationships, and outcomes rather than pronouncing the phenomenon inherently progressive or reactionary (Stevens & Dovey, 2023; Tardiveau & Mallo, 2014).

2.5.6 Defining Temporary Urbanism: A Working Framework

Given this complex historical evolution and contemporary ambiguity, how should temporary urbanism be defined? Scholars have proposed that temporary urbanism encompasses "processes, practices and policies of and for spatial adaptability, allowing the transformation of spaces in transition along with changes of use to tackle specific needs with the optimal objectives to create, provide and sustain liveable spaces" (Andres, 2025, p. 7). This definition deliberately remains broad, accommodating the diversity of practices while emphasizing several core elements: spatial adaptability, transformation of transitional spaces, responsiveness to identified needs, and orientation toward livability.

Madanipour's (2017) definition emphasizes temporality: temporary urbanism comprises the range of short-term actions and events which take place in time, but whose timing may not be in line with the predictable patterns of quantitative time. This framing highlights that temporary urbanism's significance lies not merely in duration but in temporal character, interventions operating on different rhythms, schedules, and timescales than conventional permanent development.

For purposes of this thesis, temporary urbanism is understood as encompassing both grassroots practices and institutionalized policies oriented toward temporary transformation of urban space. This inclusive definition acknowledges the heterogeneity of contemporary temporary urbanism while enabling critical analysis of how different forms relate to broader processes of urban transformation, power relations, and struggles over urban futures. Crucially, this definition maintains attention to temporary urbanism's political and economic contexts, recognizing that understanding "what temporary urbanism is" requires examining "what temporary urbanism does" and "who benefits" (Bragaglia & Caruso, 2020). This framework will guide the subsequent sections of this literature review, which examine in greater detail the mechanisms of flexibility and adaptability at temporary urbanism's core, the conceptual frameworks structuring contemporary understanding of temporary practices, and the diverse expressions and outcomes of temporary urbanism across different urban contexts.

2.6 Temporary Urbanism: A Multifaceted Concept

Temporary urbanism needs to be understood as a complex, layered phenomenon rather than a single, uniform practice. It includes a wide variety of interventions, scales, actors, motivations, and spatial contexts (Andres & Zhang, 2020). This variety has produced conceptual complexity, with different terms used for practices that may seem similar at first but differ in political orientation, institutional ties, and transformative potential (Bragaglia & Rossignolo, 2021). This section explores temporary urbanism’s multifaceted nature along several linked dimensions: the range of concepts and typologies found in academic and professional debates, the key distinction between bottom-up, top-down, and hybrid governance models, the diversity of spaces that can be temporarily transformed, and the core ideas of flexibility and adaptability that support temporary urbanism as both a theoretical lens and a practical approach to urban change.

2.6.1 The Proliferation of Terms: Unpacking Conceptual Diversity

The growing number of terms used to describe temporary urban practices reflects real differences in scale, motivation, political stance, and links to formal institutions, rather than being just a matter of wording (Bragaglia & Rossignolo, 2021; Andres & Zhang, 2020). Recognizing these differences is important for understanding the multifaceted nature of temporary urbanism and for locating specific initiatives (such as campus-based temporary programs) within wider conceptual debates. The terms chosen to describe temporary interventions often indicate who

initiates them, what goals they pursue, and how they connect to existing power structures and institutional arrangements (Bragaglia & Rossignolo, 2021).

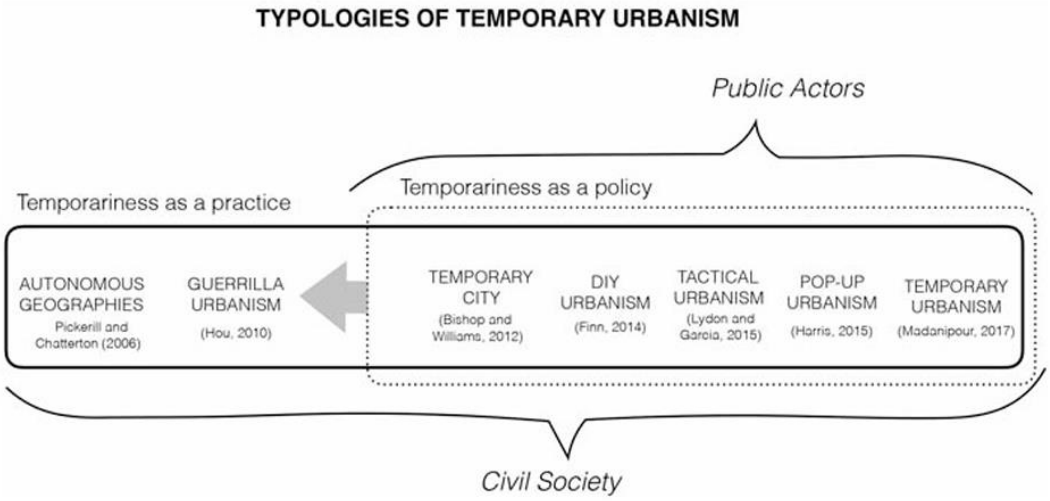

Figure 2: Typologies of temporary urbanism (source: Bragaglia & Rossignolo 2021)

2.6.1.1 Autonomous Urbanism and the Politics of Resistance

Autonomous urbanism is perhaps the most explicitly political form of temporary urbanism, defined by its deliberate opposition to dominant development models and its effort to create spaces outside both capitalist and state control (Pickerill & Chatterton, 2006). Pickerill and Chatterton describe autonomous geographies as "spaces where people desire to constitute non-capitalistic, egalitarian and solidaristic forms of political, social, and economic organization through a combination of resistance and creation" (Pickerill & Chatterton, 2006). These practices maintain a consciously antagonistic stance toward institutional logics and are marked by their refusal to be absorbed into mainstream development frameworks (Bragaglia & Rossignolo, 2021). Autonomous urbanism includes squatting, social centers, community-run spaces, and other initiatives that directly contest private property regimes and assert collective control over urban space (Bragaglia & Rossignolo, 2021). Its temporary nature stems from its inherent precarity: these spaces usually operate without legal authorization and remain vulnerable to eviction and state intervention, yet this very precariousness also underpins their autonomy by enabling forms of practice and social relations that would not be possible in formal, regulated settings.

2.6.1.2 Guerrilla Urbanism: Tactical Interventions Against Dominant Forces

Guerrilla urbanism, closely related to autonomous urbanism, focuses on direct action and tactical interventions in urban space, often carried out without authorization or official approval (Hou, 2010). Hou describes guerrilla urbanism as practices that recognize both citizens' capacity and the opportunities present in existing urban conditions to make radical and everyday changes that resist dominant social forces (Hou, 2010). It is marked by an explicitly oppositional stance, with interventions that challenge prevailing spatial arrangements, regulations, and power relations (Hou, 2020). Typical examples include activists painting unofficial bike lanes, creating guerrilla

gardens in neglected spaces, temporarily occupying streets for community events, and installing unsanctioned public art (Hou, 2010). Hou argues that guerrilla urbanism is a form of counter-hegemonic spatial practice, distinct from the more professionalized and institutionalized tactical urbanism (Hou, 2020). This distinction is important: while guerrilla urbanism maintains a critical stance toward institutional authority, tactical urbanism has increasingly been taken up by municipalities and integrated into planning practice (Bragaglia & Rossignolo, 2021). Even so, guerrilla urbanism is not immune to co-optation, as seen in European programs such as Barcelona's Pla Buits or Paris's Permis de végétaliser, which create official channels for interventions that were previously unauthorized (Bragaglia & Rossignolo, 2021).

Figure 3: Barcelona's Pla Buits project (source: interlace-hub.com)

2.6.1.3 DIY Urbanism: Self-Reliance and Pragmatic Intervention

Do-it-yourself (DIY) urbanism highlights how citizens can directly and collectively improve their urban environments using simple, accessible tools and materials (Talen, 2015). Finn describes DIY urbanism as practices that may sometimes act more as playful commentary or temporary fixes than long-term solutions, yet often provide innovative, sophisticated, and low-cost responses to difficult or neglected urban problems (Finn, 2014). Examples include parklets built in former parking spaces, community-made play structures, street furniture constructed from reclaimed materials, and neighborhood wayfinding systems designed by residents themselves (Douglas, 2014; Finn, 2014).

Compared to autonomous or guerrilla urbanism, DIY urbanism is generally less explicitly political and more focused on pragmatically solving concrete problems through self-organized action (Bragaglia & Rossignolo, 2021). Its central message is that ordinary citizens have the skills and knowledge to improve their surroundings without relying on professional expertise or large financial resources (Douglas, 2014). This anti-professional orientation—challenging the idea that only planners, architects, and engineers can shape cities—underpins DIY urbanism's democratic potential (Bafarasat & Oliveira, 2023). At the same time, this pragmatic character makes DIY approaches relatively easy for institutions to absorb. Many cities now run programs that invite

residents to “improve” small urban spaces with low-cost interventions, effectively shifting some maintenance and placemaking responsibilities onto unpaid citizen labor (Bragaglia & Rossignolo, 2021; Tonkiss, 2013).

Figure 4: Innovative use of space: a blossoming community garden in the street (source: unsw.edu.au)

2.6.1.4 Tactical Urbanism: Short-Term Action, Long-Term Change

Tactical urbanism has emerged as perhaps the most widely adopted framework within municipal planning practice, defined by Lydon and Garcia as "an approach to neighbourhood building and activation using short-term, low-cost and scalable interventions and policies" (Lydon & Garcia, 2015). Significantly, tactical urbanism encompasses actions by diverse actors, governments, businesses, nonprofits, and citizens, differing from autonomous or guerrilla urbanism in its multi-actor character and compatibility with institutional objectives (Bragaglia & Rossignolo, 2021). Tactical urbanism interventions typically involve temporary modifications to streets, sidewalks, and public spaces using low-cost materials (paint, planters, temporary furniture, movable barriers) to test potential permanent changes before committing substantial resources (Mould, 2014). Examples include temporary pedestrianization of streets, pop-up bike lanes, parklets, plaza programs, and other interventions designed to demonstrate alternative spatial arrangements and gather community feedback (Lydon & Garcia, 2015). The "tactical" character emphasizes strategy and intentionality, these interventions serve explicit objectives within broader planning visions rather than emerging spontaneously from grassroots mobilization (Lydon & Garcia, 2015). As Campo observes, tactical urbanism represents "a counter-urbanism well-positioned for the neoliberal world and can be incorporated into larger and more traditional planning initiatives" (Campo, 2016). This compatibility with institutional frameworks distinguishes tactical urbanism from more oppositional expressions like guerrilla urbanism, but it also raises critical questions about whether tactical urbanism genuinely empowers communities or primarily serves municipal and market interests (Mould, 2014).

Figure 5: "Better Block Project" Dallas (before/after). (Source: betterblock.org)

2.6.1.5 Pop-Up Urbanism: Temporariness as Flexibility Strategy

Pop-up urbanism emphasizes rapid activation of underutilized spaces through temporary uses characterized by short duration and ease of installation and removal (Harris, 2015). Harris defines pop-up urbanism as "a rapid and low-cost response to high vacancy rates," while noting that "the imaginary of flexibility is thus promoted as more than a temporary response in times of economic uncertainty" (Harris, 2015). Pop-up interventions include temporary retail in vacant storefronts, pop-up restaurants and food markets, temporary cultural venues and exhibitions, seasonal programming in public spaces, and other uses designed to activate spaces quickly with minimal permanent modification (Caballero & Wong, 2016).The "pop-up" metaphor, borrowed from digital interface design where elements appear suddenly and disappear just as quickly, emphasizes temporariness and ephemerality as defining characteristics (Harris, 2015). Pop-up urbanism has proven particularly attractive to municipalities and property owners because it addresses vacancy visibly while maintaining flexibility for future permanent development (Harris, 2015; Bragaglia & Rossignolo, 2021). Cities like Bremen have launched formal pop-up urbanism programs such as the ZwischenZeitZentrale (ZZZ) project for recovery of urban voids through temporary activation (Bragaglia & Rossignolo, 2021). However, the ease with which pop-up urbanism integrates into market-oriented development strategies raises questions about whether it serves community needs or primarily functions as place-marketing tool preparing areas for gentrification (Harris, 2015).

Figure 6: Temporary Garden changed from a parking space (source: myparkingday.org)

2.6.1.6 Meanwhile Uses and Interim Urbanism

Meanwhile uses, particularly prevalent in United Kingdom planning discourse, refer to temporary activation of sites during interim periods between previous use and future permanent development (Madanipour, 2017). The term emphasizes the transitional character of interventions, spaces are used "meanwhile" while awaiting their "real" future, with temporary uses understood explicitly as interim measures rather than ends in themselves (Madanipour, 2017). Meanwhile use strategies typically involve negotiated agreements between property owners, municipalities, and temporary users, with formalized contracts specifying durations, permitted activities, and responsibilities (Peck, 2012). This formalization distinguishes meanwhile uses from more informal or unauthorized temporary appropriations, providing legal clarity and stability while also incorporating temporary uses into institutional frameworks and development timelines (Madanipour, 2017). Meanwhile spaces programs have been implemented in multiple UK cities, often focused on activating vacant commercial properties, former industrial sites, or land awaiting development approval (Madanipour, 2017). The meanwhile uses framework appeals to property owners because it protects assets from degradation and illegal occupation while potentially demonstrating market demand for particular uses, and appeals to municipalities because it addresses vacancy without requiring public investment in permanent development (Rodríguez & Temes-Cordovez, 2025) .However, critics argue that meanwhile uses often serve primarily to enhance property values and prepare sites for gentrification rather than meeting genuine community needs (Ferreri, 2015).

2.6.1.7 Temporary Urbanism as Overarching Concept

Given this proliferation of terms and concepts, Madanipour's broad definition of temporary urbanism as "the range of short-term actions and events which take place in time, but their timing may not be in line with the predictable patterns of quantitative time" provides useful overarching framework (Madanipour, 2017). This definition accommodates the diversity of temporary practices while emphasizing temporality as fundamental characteristic, interventions operate on different rhythms, schedules, and timescales than conventional permanent development (Madanipour, 2017). Andres and Kraftl's definition similarly emphasizes breadth, describing temporary urbanism as "processes, practices and policies of and for spatial adaptability, allowing the transformation of spaces in transition along with changes of use to tackle specific needs with the optimal objectives to create, provide and sustain liveable spaces" (Andres, 2025). These encompassing definitions enable comparative analysis across diverse contexts and forms while maintaining attention to temporary urbanism's political and economic dimensions (Andres, 2025; Andres & Zhang, 2020). Importantly, Bragaglia and Rossignolo caution that these categories should not be interpreted as rigid silos but rather as overlapping frameworks highlighting different emphases and purposes (Bragaglia & Rossignolo, 2021). A single intervention might embody characteristics of multiple categories, or might be characterized differently depending on perspective, participants might emphasize its DIY or autonomous character while municipal officials emphasize its tactical value (Bragaglia & Rossignolo, 2021).

2.6.2 Scales of Intervention: From Micro to Macro Transformations

Temporary urbanism operates at many different scales. Interventions can be as small as barely noticeable modifications to public space, or as large as transforming entire neighborhoods (Andres & Zhang, 2020; Stevens & Dovey, 2019). This scalar diversity is important for understanding how temporary urbanism can be applied in practice. It shows that temporary approaches are not limited to large vacant sites or derelict buildings, but can be used in many different types of urban spaces and conditions (Stevens & Dovey, 2019).

At the micro scale, temporary urbanism includes very small interventions such as single pieces of street furniture, a tree planted in a gap along the sidewalk, a small mural or art installation, or tactical changes to one parking space and other tiny adjustments to the urban fabric (Douglas, 2014; Finn, 2014). These micro-interventions may seem modest on their own, but together they shape neighborhood character and can spark wider change by showing what is possible and encouraging community involvement (Douglas, 2014; Lydon & Garcia, 2015). Parklets—small public seating areas created in one parking space—are a clear example: they usually occupy only ten to twenty square meters, yet they can strongly influence street life and how pedestrians experience the space (Lydon & Garcia, 2015). Likewise, practices such as yarn-bombing, guerrilla gardening in tree pits, and other subtle actions operate at the micro scale but carry symbolic and political meanings that go far beyond their small physical footprint (Douglas, 2014; Hou, 2010).

At an intermediate scale, temporary urbanism involves interventions that reshape entire streets, small plazas, vacant lots, single buildings, and other spaces ranging from a few hundred to several thousand square meters (Andres & Zhang, 2020; Lydon & Garcia, 2015). Street-scale interventions have become especially common, as municipalities and local groups experiment with temporary pedestrianization, pop-up bike lanes, temporary plazas, and expanded outdoor dining (Lydon & Garcia, 2015). The COVID-19 pandemic greatly accelerated these kinds of interventions, as cities rapidly adapted streets and public spaces for physical distancing, outdoor dining, and changing mobility patterns (Andres, 2025). Temporary uses of individual buildings also belong to this intermediate scale, when vacant warehouses, closed schools, or empty commercial spaces are repurposed for cultural events, co-working, social services, or community activities (Bishop & Williams, 2012; Oswalt et al., 2013). These building-scale projects can strongly affect their immediate surroundings while still requiring relatively limited investment compared to full permanent renovation (Bishop & Williams, 2012).

At larger scales, temporary urbanism can reshape whole neighborhoods, university campuses, or even entire districts (Andres & Zhang, 2020; Stevens & Dovey, 2019). Barcelona's Superblocks program is a well-known example: it reorganizes traffic and public space within 400-meter by 400-meter zones using temporary tools such as paint, planters, and movable furniture to test ideas before investing in permanent changes (Ajuntament de Barcelona, 2020). University campuses also offer large-scale examples, where institutions introduce temporary programs, pop-up facilities, and adaptive reuse of buildings to respond to changing student needs and institutional goals (Bragaglia, 2024). The campus diffuso model, which distributes temporary and permanent

university facilities across the city, illustrates how temporary urbanism principles can guide higher education infrastructure at a broad urban scale (Bragaglia, 2024). At the very largest scale, entire neighborhoods or districts may be managed through temporary use strategies during long transition periods, as seen in the temporary uses in London's Olympic Park between the end of the Games and the construction of the permanent neighborhood, or in Berlin's post-reunification activation of extensive vacant sites along the former border (Bishop & Williams, 2012; Oswalt et al., 2013).

Taken together, this scalar diversity shows that temporary urbanism is not only, or even mainly, about large vacant sites—a misconception that tends to narrow how its potential is understood (Stevens & Dovey, 2019). Instead, temporary approaches can be used wherever flexibility, experimentation, and responsiveness to changing needs are important, regardless of the size of the space (Andres, 2025; Stevens & Dovey, 2019). The scale of intervention shapes governance arrangements, resources, actors, and likely impacts, but the core logic of temporary urbanism—its focus on adaptability, experimentation, and temporal flexibility—remains consistent across different scales (Stevens & Dovey, 2019).

2.6.3 Governance Models: Bottom-Up, Top-Down, and Hybrid Approaches

A critical dimension of temporary urbanism's multifaceted character concerns governance, who initiates, controls, and benefits from temporary interventions (Bragaglia & Caruso, 2020; Moore-Cherry & McCarthy, 2016). The literature has developed influential distinctions among bottom-up, top-down, and hybrid governance models, though empirical reality often reveals more complex and ambiguous arrangements than these ideal-typical categories suggest (Bragaglia & Caruso, 2020; Andres, 2025).

2.6.3.1 Bottom-Up Temporary Urbanism: Community Initiative and Self-Organization

Bottom-up temporary urbanism refers to interventions initiated and controlled by communities, residents, grassroots organizations, or informal groups rather than by governmental authorities or formal institutions (Udayasuriyan, 2016). Bottom-up approaches typically emerge from community-identified needs and local knowledge rather than from strategic planning documents or institutional objectives (Clemente, 2021).The defining characteristic is that decision-making authority and control reside with community actors rather than being delegated or authorized by institutions (Bragaglia & Caruso, 2020). Examples include community gardens established by neighborhood groups on vacant lots, squatted social centers operated by activists, guerrilla interventions like unauthorized bike lanes or public art, DIY play structures built by parents in underserved neighborhoods, and other initiatives where communities self-organize to address needs unmet by market provision or public services (Hou, 2010; Douglas, 2014; Pickerill & Chatterton, 2006).

Explicitly political content, challenging dominant urban development models and asserting community rights to shape urban space are embodied based on the Bottom-up urbanism (Hou,

2010; Pickerill & Chatterton, 2006). The process of organizing and implementing bottom-up interventions itself builds community capacity, social networks, and political consciousness, potentially mobilizing communities for broader struggles over urban futures (Hou, 2010). Bottom-up approaches typically operate with limited financial resources but draw on abundant social capital, volunteer labor, creativity, and local knowledge (Oswalt et al., 2013). The temporariness of bottom-up interventions historically derived from their precarity, lacking official authorization, these uses faced constant risk of termination (Bragaglia & Rossignolo, 2021). However, some bottom-up initiatives have achieved remarkable longevity through persistent community commitment and negotiation with authorities (Douglas, 2014).

Critical scholarship emphasizes both the democratic potential and the limitations of bottom-up temporary urbanism (Bragaglia & Caruso, 2020). On one hand, bottom-up approaches enable communities to directly address needs and shape their environments without waiting for institutional permission or action, potentially empowering marginalized populations and creating genuinely community-controlled spaces (Hou, 2010). On the other hand, celebrating bottom-up initiative risks normalizing the abdication of state responsibility for public services and infrastructure, effectively externalizing urban welfare functions to unpaid community labor (Tonkiss, 2013; Bragaglia & Caruso, 2020). Furthermore, bottom-up interventions may inadvertently serve gentrification by enhancing neighborhood image and property values, triggering displacement of the very communities who initiated improvements (Bragaglia & Caruso, 2020).

2.6.3.2 Top-Down Temporary Urbanism: Institutional Strategy and Policy Implementation

Top-down temporary urbanism encompasses interventions initiated, controlled, and implemented by governmental authorities, municipalities, or other formal institutions as deliberate policy strategy (Bragaglia & Rossignolo, 2021; Bragaglia & Caruso, 2020). Top-down approaches typically serve predetermined institutional objectives, addressing vacancy, testing future permanent changes, place-branding, neighborhood revitalization, or managing transition periods in development timelines (Bragaglia & Rossignolo, 2021). Decision-making authority resides with institutional actors rather than communities, though implementation may involve community participation within parameters defined by institutions (Bragaglia & Caruso, 2020).

The proliferation of the top-down temporary urbanism was since the 2008 financial crisis as municipalities facing fiscal constraints and widespread vacancy have embraced temporary uses as policy tools (Bragaglia & Rossignolo, 2021; Colomb, 2012). Cities have established formal programs facilitating temporary uses through simplified permitting, matchmaking between property owners and potential users, technical assistance, and sometimes direct funding (Bragaglia & Rossignolo, 2021). Examples include London's Meanwhile London program supporting temporary activation of vacant properties, New York's temporary public plaza program, San Francisco's Pavement to Parks parklet initiative, and numerous European meanwhile use policies (Lydon & Garcia, 2015; Madanipour, 2017). Municipal tactical urbanism

programs similarly represent top-down approaches, with cities implementing temporary street modifications, plaza pilots, and other interventions as testing grounds for permanent changes (Lydon & Garcia, 2015).

certain advantages offered by the top-down temporary urbanism: institutional backing provides resources, legitimacy, and capacity for coordination at scales beyond grassroots capability; formalized processes reduce legal risks and provide clarity for property owners and users; and integration with broader planning enables alignment between temporary interventions and longer-term development strategies (Bragaglia & Rossignolo, 2021). However, top-down approaches face significant critiques. First, institutional control limits community autonomy and self-determination, potentially reducing temporary urbanism to consultation theater where communities participate in implementation of predetermined institutional agendas (Bragaglia & Caruso, 2020). Second, top-down temporary urbanism often serves strategic place-making and real estate enhancement rather than genuine community needs, functioning as low-cost neighborhood improvement strategy preparing areas for gentrification (Colomb, 2012; Ferreri, 2015). Third, the professionalization and institutionalization of temporary urbanism through top-down programs risks de-politicization, stripping temporary practices of their critical, questioning character and transforming them into technical tools serving dominant development logics (Mould, 2014; Hou, 2020).

2.6.3.3 Hybrid Governance: Negotiated Collaborations and Intermediary Actors

Empirical analysis reveals that many temporary urbanism initiatives exhibit hybrid governance arrangements involving collaboration among governmental, private, and civil society actors rather than purely bottom-up or top-down dynamics (Bragaglia & Caruso, 2020; Moore-Cherry & McCarthy, 2016). Hybrid approaches recognize that effective temporary urbanism often requires combining grassroots knowledge and community engagement with institutional resources, legitimacy, and capacity for coordination (Bragaglia, 2024). The challenge in hybrid arrangements lies in negotiating power relationships to enable genuine community influence rather than merely instrumentalizing community participation within institutionally controlled processes (Bragaglia & Caruso, 2020).

Intermediary actors play crucial roles in hybrid governance arrangements, bridging between communities, institutions, and other stakeholders (Bragaglia, 2024; Tricarico et al., 2019). Universities, for instance, can function as intermediaries supporting community initiatives while facilitating access to institutional resources and expertise (Bragaglia, 2024). Bragaglia's analysis of AuroraLAB in Turin demonstrates how universities can assume multiple roles in temporary urbanism initiatives: identifying opportunities and catalyzing partnerships, collecting and synthesizing diverse forms of knowledge, providing research expertise for grant applications and project design, and mediating among actors with different interests and perspectives (Bragaglia, 2024). Critically, effective intermediary work requires maintaining commitments to community autonomy and self-determination while providing enabling support, rather than instrumentalizing communities for institutional objectives (Bragaglia, 2024).

Hybrid governance arrangements often emerge in the context of formal funding programs requiring multi-stakeholder partnerships, such as the European Union's Urban Innovative Actions program (Bragaglia, 2024). These programs provide substantial resources for community-oriented initiatives but require institutional partnership and professional grant-writing capacity often beyond grassroots capabilities (Bragaglia, 2024). Hybrid arrangements enable community organizations to access these resources through partnership with universities, municipalities, or established nonprofits serving intermediary functions (Bragaglia, 2024). However, hybrid governance entails risks: institutional involvement may constrain community autonomy, funding requirements may shape projects toward institutional priorities, and professionalization may exclude less formally organized community groups (Bragaglia, 2024).

The distinction among bottom-up, top-down, and hybrid governance remains analytically useful despite empirical complexity, enabling critical examination of power relationships, decision-making authority, and benefit distribution in temporary urbanism initiatives (Homsy et al., 2019). Crucially, governance arrangements significantly influence whether temporary urbanism serves genuinely inclusive community goals or primarily advances institutional, market, or elite interests (Bragaglia & Caruso, 2020).

2.6.4 Diverse Spaces: From Public to Private, From Streets to Buildings

Temporary urbanism's multifaceted character extends to the extraordinary diversity of spatial contexts subject to temporary transformation (Andres & Zhang, 2020; Stevens & Dovey, 2019). Understanding this spatial diversity is essential for recognizing temporary urbanism's broad applicability beyond the commonly emphasized context of large vacant industrial sites or derelict buildings (Stevens & Dovey, 2019).

2.6.4.1 Public Spaces: Streets, Plazas, and Parks

Public spaces have become primary sites for temporary urbanism interventions, particularly tactical urbanism and municipally sanctioned programs (Robazza, 2025).Streets represent especially common temporary transformation sites, with interventions including temporary pedestrianization, pop-up bike lanes, parklets constructed in parking spaces, temporary traffic calming measures, and seasonal street closures for community events or markets(Gohar & Ragab, 2021; Gürman, 2020). The COVID-19 pandemic dramatically accelerated street-based temporary interventions as cities rapidly implemented outdoor dining expansions, slow streets programs, and temporary bike infrastructure (Andres, 2025). Public plazas and squares similarly host temporary programming including seasonal markets, temporary art installations, pop-up performance venues, and flexible furniture enabling diverse uses (Lydon & Garcia, 2015). Parks and green spaces accommodate temporary uses ranging from community gardens and temporary play structures to seasonal festivals and temporary sporting facilities (Hou, 2010).

Temporary urbanism interventions within public spaces, offer particular advantages: public ownership reduces legal barriers compared to private property interventions, public spaces typically serve diverse populations enabling broadly accessible programming, and visible public space transformations generate substantial community engagement and political impact relative to investment required (Lydon & Garcia, 2015). However, public space temporary interventions also face critiques. Temporary programming may displace existing users, particularly marginalized populations like informal vendors or homeless persons who depend on public spaces (Németh & Schmidt, 2011). Temporary activations may serve place-branding and tourism rather than meeting local community needs, effectively appropriating public space for commercial or promotional purposes under guise of community benefit (Ardhanariswari & Probosari, 2024; Leal et al., 2022). Furthermore, temporary programming increasingly substitutes for permanent public investment in parks, plazas, and street improvements, reflecting austerity urbanism's logic of doing more with less public expenditure (Tonkiss, 2013).

2.6.4.2 Vacant Buildings and Derelict Structures

Vacant and derelict buildings represent another major category of spaces subject to temporary transformation, encompassing former industrial facilities, closed schools, defunct commercial buildings, abandoned institutional structures, and other built assets awaiting redevelopment or facing uncertain futures (Bishop & Williams, 2012; Oswalt et al., 2013). Temporary uses of vacant buildings include cultural venues and artist studios, co-working spaces and temporary offices, social service provision, temporary housing and shelter, community meeting and event spaces, and temporary retail or food service (Hudson, 2014).These building-scale temporary uses often involve meanwhile use agreements between property owners and temporary users, with formalized contracts specifying durations and responsibilities (Madanipour, 2017).

Due to the temporary uses of the vacant buildings, property owners gain protection from illegal occupation and vandalism, potential demonstration of market demand for particular uses, and maintenance of buildings in usable condition; temporary users gain access to space at below-market rates; municipalities address visible vacancy and dereliction without public expenditure (Bragaglia & Rossignolo, 2021). However, critical analysis reveals how temporary uses of the vacant buildings often serve primarily to enhance property values and prepare sites for profitable development, with temporary users functioning as unwitting place-makers whose improvements trigger gentrification and ultimately their own displacement (Ferreri, 2015; Colomb, 2012). The asymmetric power relationship between property owners maintaining control and ultimate development rights and temporary users operating under precarious short-term arrangements structures building-scale temporary uses in ways fundamentally advantaging capital over community (Ferreri, 2015).

2.6.4.3 Residual and Interstitial Spaces

Residual spaces, awkward leftover areas resulting from infrastructure, property lines, or previous development, and interstitial spaces, small gaps between buildings, under elevated infrastructure, or along edges, have become important sites for small-scale temporary urbanism, particularly DIY

and guerrilla interventions (Khalil & Eissa, 2013).These spaces, often overlooked by formal planning and market development, present opportunities for community initiative precisely because their marginal character means they attract limited official attention or development interest (Douglas, 2014; Hou, 2010). Examples include guerrilla gardens planted in traffic islands and neglected curb strips, informal seating areas created under highway overpasses, community libraries and book exchanges installed in sidewalk spaces, and artistic interventions in alleyways and service corridors (Douglas, 2014; Hou, 2010).

Residual space interventions demonstrate that temporary urbanism need not require large sites or substantial resources but can operate effectively in minute, overlooked spaces throughout cities (Villagomez, 2010). These small-scale interventions often have impact disproportionate to their physical scale by challenging assumptions about which spaces matter and who has authority to shape urban environments (Hou, 2010). However, residual space temporary uses face precarity, their marginal location provides initial freedom from oversight but also means they lack protection when development pressure intensifies or when authorities decide to terminate them (Douglas, 2014).

2.6.4.4 Educational Campuses: Universities as Sites of Temporary Transformation

Educational campuses, particularly universities, represent increasingly important contexts for temporary urbanism, though this spatial category has received less attention in temporary urbanism literature than public spaces or vacant buildings (Bragaglia, 2024). Campus temporary urbanism encompasses pop-up study spaces and temporary library extensions, temporary cultural venues and exhibition spaces, provisional amenity facilities and recreational areas, temporary dining expansions and food service alternatives, and flexible spaces adapting to changing pedagogical needs and enrollment patterns (Bragaglia, 2024). The concept of campus diffuso, distributed university facilities across urban areas combining permanent and temporary spaces, represents particularly significant application of temporary urbanism principles to higher education infrastructure (Bragaglia, 2024).

Campus temporary urbanism responds to several drivers: rapidly changing student needs and expectations requiring flexible response, financial constraints limiting permanent infrastructure investment, pedagogical innovation demanding adaptive spatial arrangements, and desire to integrate universities more fully with surrounding urban contexts (Bragaglia, 2024). Universities' institutional character as large landowners and long-term place-makers positions them distinctively for implementing temporary interventions serving both campus community and broader urban populations (Bragaglia, 2024). Campus temporary uses can function as laboratories for testing innovative approaches applicable in broader urban contexts, with universities serving as sites for experimentation with temporary urbanist principles (Bragaglia, 2024). However, campus temporary urbanism also reflects broader patterns of austerity and precarity in higher education, with temporary facilities potentially substituting for necessary permanent investment in educational infrastructure (Bragaglia, 2024).

2.7 Flexibility and Adaptability: Core Conceptual Foundations

At the theoretical heart of temporary urbanism lie the interrelated concepts of flexibility and adaptability (Andres, 2025; Andres & Kraftl, 2021). These concepts require careful unpacking, as they represent not merely practical advantages of temporary approaches but fundamental theoretical reorientations toward understanding cities and urban transformation (Andres, 2025).

2.7.1 Defining Adaptability in Temporary Urbanism

Adaptability, in the context of temporary urbanism, describes "the versatile but also flexible nature of temporary urban interventions" that allows spaces and people to modify in response to everyday material and social needs amid transition and uncertainty (Andres & Kraftl, 2021, p. 1159). This definition positions temporary urbanisms not as stopgap measures or tactical fixes but as substantive, site- and context-specific responses to locally-identified needs, particularly in contexts of significant transition and transformation (Andres & Kraftl, 2021). Adaptability encompasses multiple interrelated dimensions: spatial plasticity enabling rapid reconfiguration, responsiveness to evolving community needs, capacity to accommodate diverse and changing uses, and resilience in face of unexpected challenges or opportunities (Andres, 2025).

The concept of adaptability fundamentally challenges traditional planning's emphasis on predetermined, fixed land uses and permanent built form (Andres, 2025). Where conventional planning assumes urban spaces should have singular, stable functions maintained over extended periods, adaptability recognizes that contemporary urban conditions, economic volatility, demographic change, technological transformation, climate crisis, demand more flexible approaches capable of responding to rapid change and uncertainty (Andres, 2025). Temporary urbanism operationalizes adaptability by creating spaces and systems designed for modification rather than permanence, enabling rapid response to emerging needs and opportunities rather than requiring long planning and development cycles (Andres, 2025).

2.7.2 Spatial Plasticity and Temporal Flexibility

A key dimension of adaptability concerns spatial plasticity, the capacity for spaces to be "quick to construct, relocate and remove, organizing space-time to assure its plasticity in the future" (Andres & Kraftl, 2021, p. 1159). This plasticity means temporary interventions can be rapidly repurposed, reconfigured, or returned to previous uses with minimal permanent alteration to urban fabric (Andres & Kraftl, 2021). Rather than locking spaces into fixed configurations through permanent infrastructure investment, adaptable approaches maintain openness to future change (Andres, 2025). Spatial plasticity operates through several mechanisms: use of lightweight, movable, or reconfigurable materials and structures; design for disassembly and reconfiguration; minimal permanent modification to existing built fabric; and modular approaches enabling incremental expansion, contraction, or recombination (Stevens & Dovey, 2019).

Temporal flexibility similarly enables temporary urbanism's adaptive capacity (Madanipour, 2017). Where permanent development commits resources and space to particular visions for

decades, temporary interventions operate on shorter timeframes, enabling more frequent reassessment and adjustment as conditions change (Madanipour, 2017). This temporal flexibility means communities can experiment with approaches, learn from experience, and modify strategies without being locked into unsuitable permanent commitments (Lydon & Garcia, 2015). The bounded temporal nature of temporary interventions paradoxically creates more flexibility than permanent approaches, knowing that commitments are time-limited reduces risk and resistance, enabling experimentation that would be impossible if framed as permanent change (Bishop & Williams, 2012).

2.7.3 Responsiveness to Evolving Needs

Adaptability in temporary urbanism enables responsiveness to evolving community needs in ways permanent development cannot match (Andres, 2025; Andres & Kraftl, 2021). Urban populations' needs, preferences, and circumstances change over time due to demographic shifts, economic conditions, social movements, technological change, and countless other factors (Andres, 2025). Permanent built environment, designed based on assumptions about future needs that inevitably prove partially incorrect, often becomes misaligned with actual needs (Andres, 2025). Adaptable approaches, by contrast, enable ongoing adjustment as needs evolve (Andres & Kraftl, 2021). Temporary interventions can emerge from and respond to grassroots identification of unmet needs rather than top-down planning assumptions about what communities require (Hou, 2010). This responsiveness is particularly valuable for marginalized populations whose needs are often overlooked by conventional planning processes (Hou, 2010).

The flexibility of temporary urbanism enables urban spaces to "change use, meaning, and role within the urban fabric, fostering experimentation through their highly localized nature that can be tailored to unique uses and users" (Andres & Kraftl, 2021, p. 1159). Rather than imposing predetermined visions of urban space, adaptable approaches accommodate and indeed celebrate diversity, recognizing that different communities, populations, and contexts have distinct needs best served through locally-tailored responses rather than standardized solutions (Andres, 2025).

2.7.4 Community Resilience and Dynamic Adaptation

Adaptability fosters "a sense of community resilience, enabling cities to respond more effectively to unforeseen challenges and evolving social priorities" (Andres, 2025, p. 4). This connection between adaptability and resilience is theoretically significant (Andres, 2025). Resilience in urban contexts refers to capacity to withstand, recover from, and adapt to disruptions, shocks, and stresses, whether environmental, economic, social, or political (Andres, 2025). Cities and communities with greater adaptive capacity, more flexible systems, diversified resources, and experience with rapid response and reconfiguration, demonstrate greater resilience when facing unexpected challenges (Andres, 2025).

The COVID-19 pandemic dramatically illustrated how adaptability and resilience interconnect (Andres, 2025). Cities with experience implementing temporary urbanism interventions, particularly those with established tactical urbanism programs, flexible permitting processes, and cultures of experimentation, adapted more rapidly and effectively to pandemic-necessitated spatial transformations (Andres, 2025). Temporary interventions including rapid implementation of outdoor dining spaces, temporary bike infrastructure, slow streets programs, and flexible public space programming enabled cities to maintain economic activity and community function despite severe disruption to conventional urban patterns (Andres, 2025). This demonstrated that adaptability cultivated through temporary urbanism practice builds capacity valuable not only for addressing identified needs but also for responding to unforeseen challenges (Andres, 2025).

2.7.5 Procedural Flexibility: Institutional Dimensions

Flexibility in temporary urbanism extends beyond spatial and temporal dimensions to encompass procedural and institutional aspects (Andres, 2025; Lydon & Garcia, 2015). Temporary interventions typically benefit from simplified permitting processes, reduced regulatory requirements, and expedited approval procedures compared to permanent development (Lydon & Garcia, 2015). This procedural flexibility reflects recognition that temporary uses' limited duration and scale reduce potential negative impacts and risks, justifying reduced regulatory burden (Lydon & Garcia, 2015). The City of Ghent's policy on temporary use exemplifies this approach, advocating for "flexible rules aligned to the needs of society and legal frameworks supporting new initiatives instead of restricting them" (Andres, 2025).

Reduced procedural requirements lower barriers to entry, enabling community organizations, social enterprises, and small entrepreneurs lacking resources for navigating complex permanent development approval processes to implement projects (Lydon & Garcia, 2015). This procedural accessibility contributes to temporary urbanism's democratizing potential, more diverse actors can participate in shaping urban environments when institutional barriers are reduced (Lydon & Garcia, 2015). However, critics note that procedural flexibility can also serve neoliberal agendas by circumventing democratic oversight, enabling private interests to implement interventions without comprehensive public review, and normalizing reduced institutional accountability (Mould, 2014).

2.7.6 Low-Cost Implementation and Resource Accessibility

Flexibility in temporary urbanism is significantly enhanced by typically low-cost character of interventions (Lydon & Garcia, 2015; Bishop & Williams, 2012). Temporary uses typically employ inexpensive materials, off-the-shelf components, adaptive reuse strategies, and volunteer labor rather than custom construction and professional implementation (Lydon & Garcia, 2015). This cost efficiency makes temporary urbanism accessible to broader range of actors, community organizations, social enterprises, grassroots groups, who lack capital required for permanent development (Lydon & Garcia, 2015). Low-cost approaches also reduce risk, enabling experimentation without substantial financial commitment (Bishop & Williams, 2012).

The emphasis on low-cost implementation is not incidental but central to temporary urbanism's flexibility (Bishop & Williams, 2012). High costs create lock-in effects, once substantial resources are committed to particular approaches, changing course becomes extremely costly and thus unlikely regardless of whether interventions prove successful (Bishop & Williams, 2012). Low-cost temporary approaches, by contrast, enable frequent adjustment and iteration without prohibitive switching costs (Lydon & Garcia, 2015). Communities can experiment, learn from successes and failures, and modify approaches without being trapped by sunk costs in unsuitable permanent infrastructure (Lydon & Garcia, 2015).

However, low-cost emphasis also reflects and reinforces problematic patterns (Tonkiss, 2013). First, celebrating low-cost approaches risks normalizing inadequate public investment in urban infrastructure, services, and amenities, effectively requiring communities to make do with insufficient resources (Tonkiss, 2013). Second, low-cost interventions may perpetuate inequality if wealthy neighborhoods receive permanent high-quality infrastructure while poor neighborhoods receive only temporary low-cost alternatives (Tonkiss, 2013). Third, the aesthetics of temporary urbanism—often deliberately casual, improvised, and unfinished—may be valorized in ways that mask how precarity and inadequacy are experienced by communities who lack stable, adequate facilities (Ferreri, 2015).

2.7.7 Experimentation Without Long-Term Commitment

A crucial dimension of flexibility concerns temporary urbanism's enabling of experimentation without requiring long-term commitment (Bishop & Williams, 2012; Lydon & Garcia, 2015). The bounded temporal nature of temporary interventions allows actors and institutions to test new concepts, programs, and designs without committing irreversible resources to particular visions (Bishop & Williams, 2012). This experimental character is especially valuable in contexts of uncertainty about which approaches will prove effective or appropriate (Bishop & Williams, 2012). Rather than planning comprehensively based on predictions about future conditions—predictions which inevitably prove partially incorrect, temporary urbanism enables learning through iterative implementation (Lydon & Garcia, 2015).

The concept of cities as learning laboratories, where temporary interventions serve as experiments generating knowledge applicable to permanent decisions, has become influential in tactical urbanism discourse (Lydon & Garcia, 2015). Examples include temporary street modifications testing potential permanent redesigns, temporary plazas gauging demand before permanent investment, and pilot programs assessing community response before scaling to broader implementation (Lydon & Garcia, 2015). This experimental framing emphasizes knowledge production, temporary interventions generate data about use patterns, community preferences, spatial behaviors, and program effectiveness informing subsequent permanent decisions (Lydon & Garcia, 2015).

However, the experimental framing raises critical questions (Mould, 2014). First, who defines what constitutes successful experiments and what counts as relevant knowledge? When municipalities implement temporary interventions as experiments, evaluation criteria and interpretation of results remain under institutional control, potentially marginalizing community perspectives (Mould, 2014). Second, does framing temporary uses as experiments position communities as test subjects for interventions designed and evaluated by external authorities, reproducing problematic power dynamics rather than enabling genuine community self-determination? (Mould, 2014) Third, does emphasis on experimentation and learning risk perpetuating temporariness indefinitely, with communities receiving permanent streams of temporary interventions rather than stable, adequate permanent infrastructure? (Tonkiss, 2013)

2.7.8 Enhanced Urban Dynamism and Vitality

Flexibility and adaptability in temporary urbanism support what can be described as enhanced urban dynamism. Temporary interventions can inject vitality into city life by creating spaces that adapt and change in step with ongoing urban transformations (Andres, 2025). Urban vitality stems not only from permanent built form but also from the uses, activities, social interactions, and cultural expressions that bring spaces to life (Stevens & Dovey, 2019). Because they are diverse, changeable, and responsive to emerging opportunities, temporary interventions make a significant contribution to urban vitality and to the evolving character of neighborhoods (Stevens & Dovey, 2019).

The idea that temporariness itself contributes to urban character challenges conventional planning assumptions equating stability and permanence with desirable urban qualities (Madanipour, 2017). Rather than viewing change as threatening to urban identity, flexibility enables understanding change as constitutive of authentic urban character (Madanipour, 2017). Cities are inherently dynamic, populations change, economies transform, technologies evolve, cultures shift, and urban character that authentically reflects these dynamics necessarily involves change rather than static preservation (Bishop & Williams, 2012). Temporary urbanism, through its embrace of flexibility and adaptability, enables urban environments to embody and express contemporary urban dynamism rather than resist it through rigid preservation of historical forms (Bishop & Williams, 2012).

2.7.9 Synthesis: Toward Integrated Understanding of Temporary Urbanism's Multifaceted Nature

This extended examination of temporary urbanism's multifaceted character reveals extraordinary diversity in conceptual expressions, scales of intervention, governance arrangements, spatial contexts, and the theoretical foundations of flexibility and adaptability (Andres & Zhang, 2020). This diversity is not merely descriptive complexity requiring typological organization but reflects fundamental theoretical significance (Andres, 2025). Temporary urbanism encompasses practices ranging from minute guerrilla interventions to comprehensive district-scale transformations, from oppositional autonomous spaces to institutionally sanctioned tactical

programs, from public space activations to private property meanwhile uses, from grassroots initiatives to municipal policy implementations (Andres & Zhang, 2020; Bragaglia & Caruso, 2020). This breadth demonstrates that temporary urbanism constitutes not a narrow technical approach but a comprehensive reorientation toward understanding and practicing urban transformation (Andres, 2025).

Several insights emerge from recognizing temporary urbanism's multifaceted nature. First, understanding temporary urbanism requires contextual analysis attending to specific governance arrangements, spatial conditions, actor relationships, and political-economic forces rather than applying generalized assessments about whether temporary urbanism is inherently progressive or reactionary (Bragaglia & Caruso, 2020). The same frameworks and practices can serve radically different purposes depending on context and implementation (Bragaglia & Rossignolo, 2021). Second, the concepts of flexibility and adaptability that undergird temporary urbanism represent more than pragmatic advantages, they embody fundamental theoretical recognition that cities are inherently uncertain, continuously transforming entities requiring approaches capable of responding to change rather than resisting it (Andres, 2025). Third, temporary urbanism's multifaceted character means it can be applied across extraordinary range of contexts, scales, and purposes—from addressing large vacant sites to improving small residual spaces, from testing street redesigns to activating campus facilities, from enabling community self-organization to implementing municipal strategies (Andres & Zhang, 2020).

The concept of campus diffuso, involving distributed university facilities across urban areas combining permanent and temporary spaces serving both campus and broader urban communities, represents precisely the kind of application where understanding temporary urbanism's multifaceted character proves essential (Bragaglia, 2024). Campus diffuso initiatives necessarily engage with questions of scale, from individual temporary study spaces to building-scale repurposing to campus-wide programming. They involve complex governance arrangements potentially including bottom-up student initiative, top-down institutional planning, and hybrid collaborations with community partners and municipalities (Bragaglia, 2024). They operate across diverse spatial contexts including campus grounds, public streets and plazas, vacant buildings, and private properties. And they fundamentally depend on flexibility and adaptability, the capacity to respond to changing student needs, pedagogical innovation, resource constraints, and urban transformation pressures through temporary arrangements rather than permanent commitments (Bragaglia, 2024). Subsequent sections of this literature review will develop these themes further, examining the conceptual frameworks of activation, adaptability, and trajectory structuring contemporary understanding of temporary urbanism processes, exploring diverse case examples demonstrating temporary urbanism's applications and outcomes, and engaging critically with questions of power, equity, and justice in temporary urban transformation.

Chapter 3: Methodology

This thesis employs a case study approach to investigate how temporary urbanism, through the flexible use of existing urban spaces, contributes to the provision of study infrastructure for university students in Turin and how this contribution is perceived and used within students' everyday study practices. The methodological framework is designed to examine students' study habits, spatial choices, and evaluations of different study environments, with particular attention to community-based study spaces promoted within the Campus Diffuso network.

The research adopts a qualitative and interpretive approach, focusing on students' perspectives, experiences, and everyday practices related to study spaces. The methodology is oriented toward understanding how institutional arrangements and spatial conditions are experienced and used by students in their daily routines.

The empirical work follows a logical and sequential structure. Desk analysis of institutional and policy documents constitutes the first stage of the research and provides the contextual framework for the study. Then, spatial mapping is employed to visualize the distribution and accessibility of study spaces. This is followed by an online survey used to explore students' study practices and perceptions of study spaces, and by semi-structured interviews that further deepen and interpret the survey findings. In addition, secondary sources are used to contextualize and strengthen the overall interpretation of the empirical results. This chapter presents the research design, data collection methods, and analytical approach adopted in the thesis.

4.1 Research Approach

The research is structured as a single case study focusing on the city of Turin. This choice is justified by the specificity of the local context, characterized by a high concentration of university students and by the presence of recent initiatives aimed at expanding study infrastructure beyond formal university facilities.

Within this context, the Campus Diffuso program represents a particularly significant empirical field. By promoting the use of existing community spaces as study environments, the program reflects broader debates on temporary urbanism, adaptive reuse, and the decentralization of student infrastructure. Examining this program allows the research to investigate how such spaces function in practice and how they are integrated into students' everyday study routines, rather than assessing their performance solely from an institutional or policy perspective.

The research approach is qualitative and interpretive. Survey data are used to identify patterns and recurring themes in students' study practices, while interviews are employed to explore how students explain their choices and experiences and to clarify aspects that cannot be fully captured through structured questions alone. Together, these methods allow for a coherent examination of the research question within the scope of a master's thesis.

4.2 Document Analysis

Document analysis constitutes the first stage of the research and provides the institutional and policy context for the empirical investigation. Official documents related to the Campus Diffuso program were reviewed, including program descriptions, policy documents, and institutional communications produced by the City of Turin, the University of Turin, the Politecnico di Torino, and EDISU.

The document analysis focuses on understanding how Campus Diffuso is structured and what forms of flexibility it is designed to provide. In particular, the analysis examines the types of study spaces included in the program, their spatial distribution across the city, opening hours and access conditions, the student populations targeted, and how the program articulates its approach to accessibility, flexibility, and decentralization of study infrastructure. Document analysis therefore enables an informed interpretation of empirical findings by clarifying what the program is intended to offer and how this corresponds to students' lived experiences.

Moreover spatial mapping was employed as a descriptive and illustrative tool to visualize the distribution and accessibility of study spaces included in the Campus Diffuso network. Mapping is used to highlighting spatial patterns, proximity to university campuses, and the broader urban context in which these spaces are located. Spatial mapping complements document analysis by providing a visual framework that informs the subsequent interpretation of survey and interview results.

4.3 Online Survey and Interview Methods

4.3.1 Online Survey: Distribution and Structure

The online survey constitutes the primary empirical instrument of this research. It was designed to collect data on students' study practices, spatial preferences, and evaluations of different study environments in Turin, with a particular focus on community-based study spaces.

The survey was disseminated through a combination of online and in-person channels. A QR code linking to the questionnaire was shared via university-related communication channels and informal student networks and was also displayed in three Campus Diffuso locations—Comala, Imbarchino, and Off Topic—where students could access the survey directly on site. The questionnaire required approximately ten minutes to complete and resulted in 25 valid responses. Given the qualitative and interpretive nature of the research, the sample is not intended to be statistically representative, but to provide insight into students' study practices and perceptions.

The questionnaire is structured into thematic sections, each corresponding to specific dimensions of the research question. Section A collects background information on respondents, including university affiliation, level of study, academic program, and residential location within

the city. These variables are used to contextualize students' study practices in relation to everyday spatial conditions, particularly proximity, accessibility, and daily mobility.

Section B focuses on students' study practices and general study needs. Respondents are asked how frequently they study outside formal teaching hours, where they usually study, and whether their home environment is suitable for studying. This section also includes a descriptive evaluation of different types of study spaces—such as university facilities, public libraries, EDISU study rooms, and community spaces—based on criteria including seat availability, opening hours, accessibility, and comfort.

Section C specifically addresses community-based study spaces, with particular reference to those included in the Campus Diffuso network. Respondents identify which community spaces they have used, which one they use most frequently, and how often they visit them. They are also asked to evaluate the importance of various factors influencing their choice, such as location, atmosphere, Wi-Fi quality, and suitability for individual or group study. A key analytical distinction introduced in this section concerns whether community study spaces function as students' first-choice study location, a backup option, or both depending on the day, allowing for an interpretation of how these spaces are integrated into everyday study routines.

Section D focuses on respondents' opinions and perceived needs. It includes questions on the adequacy of current study space provision in Turin, desired improvements, and the perceived role of community study spaces within the broader study-space system. Open-ended questions in this section allow respondents to express additional comments and observations, providing qualitative insights that support the interpretation of the survey results and inform the selection of issues to be explored further through interviews.

4.3.2 Semi-Structured Interviews: Selection and Structure

To complement and interpret the survey findings, semi-structured interviews were conducted with six master's students. Interviewees were purposively selected from survey respondents who indicated their willingness to participate in a follow-up interview and were chosen to represent different residential areas within the city of Turin. All interviewees had used, or were familiar with, community study spaces at least once.

While the interviews addressed community-based study spaces more broadly, interviewees were asked to keep Comala in mind as a common reference point when answering the questions. Comala was selected as a shared example due to its relevance within the Campus Diffuso network and its familiarity to all interviewees. This approach helped ensure comparability across responses while still allowing participants to reflect on their experiences of community study spaces more generally.

The limited number of interviews is consistent with the qualitative and interpretive nature of the research. Rather than expanding the dataset quantitatively, the interviews are used to clarify, contextualize, and interpret issues emerging from the analysis of survey results.

The interview guide consisted of six open-ended questions addressing key themes emerging from the survey, including:

1. whether community study spaces are perceived as first-choice locations, backup options, or spaces used depending on the day;
2. how the location of study spaces fits into students' daily movements within the city;
3. minimum spatial and environmental requirements for studying comfortably for several hours;
4. mechanisms through which students become aware of specific study spaces;
5. perceived gaps and desired improvements in study spaces in Turin;
6. any additional observations regarding the overall study space offer in the city.

Interviews were analyzed thematically, with attention to recurring themes such as proximity, accessibility, comfort, atmosphere, and flexibility of use. Interview material is used throughout the analysis to support and interpret survey findings, rather than as an independent source of results.

4.4 Supporting Methods and Methodological Limitations

To strengthen the interpretation of empirical findings, the study integrates secondary sources alongside primary data. In particular, results from an existing study on international university students in Turin by Darıcalı (2024) are used comparatively to contextualize and reflect on the findings presented in this thesis. This study provides relevant insights into students' spatial practices and mobility patterns that support the interpretation of survey and interview results. Secondary data are therefore used to reinforce the discussion and situate the findings within a broader body of research on student life in Turin.

The methodology has several limitations. The study is based on students' self-reported accounts of their study practices and perceptions, which are central to the research objective of understanding student perspectives but do not provide objective measurements of space use. In addition, the number of survey responses and interviews is limited, partly due to time constraints within the research process, which required proceeding with the available dataset. These constraints are consistent with the qualitative and interpretive nature of the study and are acknowledged to avoid overgeneralization. Within these limits, the adopted methodology provides a coherent framework for examining students' study practices and the role of community-based study spaces in the urban context of Turin.

Chapter 4: Case Study - Turin and Campus Diffuso

The theoretical frameworks of studentscapes and temporary urbanism provide essential tools for understanding student spatial needs. However, conceptual approaches alone cannot explain how these dynamics materialize in specific urban contexts, nor how distributed study-space initiatives operate in practice. This chapter grounds these frameworks in the case of Turin, a city undergoing a profound transformation from industrial centre to university city, where a student population of over 114,000 has made the question of study infrastructure increasingly visible.

Within this context, Campus Diffuso emerged in 2020 as an institutional response to gaps in student study space provision. Initially developed as an emergency measure during the COVID-19 pandemic, the initiative has evolved into a distributed network of study spaces spanning thirty-one sites across the city. As such, Campus Diffuso represents a form of institutionally driven temporary urbanism oriented toward infrastructure provision. At the same time, its evolution raises key analytical questions concerning durability, accessibility, and alignment with students' everyday spatial practices, questions that will be discussed in later chapters.

Section 4.1 traces Turin's transformation into a university city and identifies structural gaps in study-space provision. Section 4.2 examines the entry of temporary urbanism into Turin's regulatory and policy frameworks. Section 4.3 presents the Campus Diffuso initiative, focusing on its governance structure, site typologies, and spatial distribution. By the end of the chapter, Campus Diffuso is positioned within Turin's urban system and the theoretical frameworks developed earlier, providing the empirical foundation for the discussion and analysis that follow.

4.1 Turin: From Industrial City to University City

4.1.1 Urban and Geographic Context

Turin is located in north-western Italy, along the Po River and at the foothills of the Alps, and serves as the capital of the Piedmont region. With 847,398 inhabitants within the municipal boundaries and over 2.2 million in the metropolitan area in 2023, it represents the fourth-largest urban center in Italy (ISTAT, 2023). With around 850,000 inhabitants in the municipal area, Turin is a major Italian urban centre, smaller in scale than Rome and Milan but still providing a wide range of metropolitan functions.

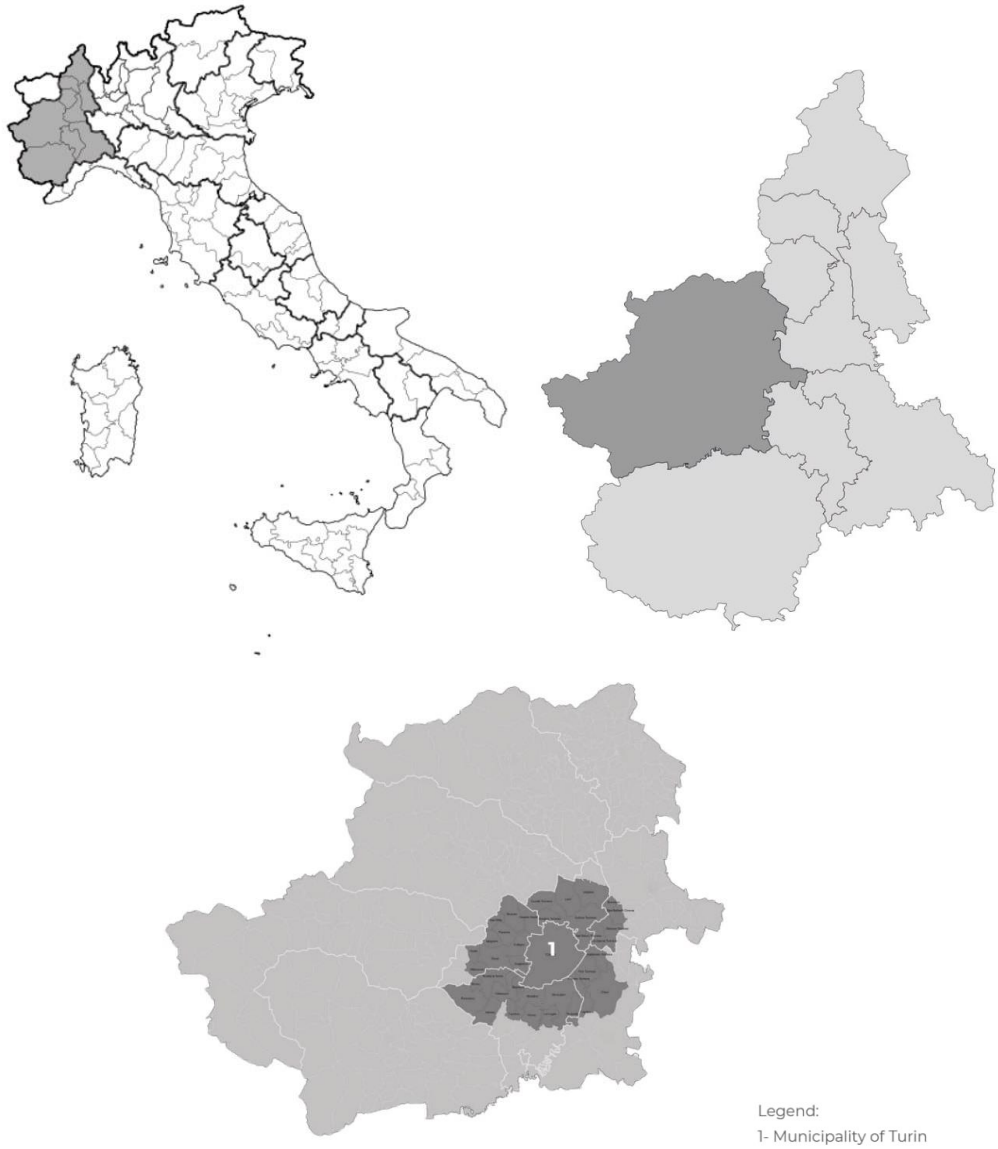

Figure 7: Location of Piedmonte Region in National Scale, Metropolitan City of Turin in Regional Scale and Municipality of Turin in Metropolitan Scale (Source: Comune di Torino)

From an administrative perspective, Turin is divided into eight Circoscrizioni, comprising 34 districts, each characterized by distinct socio-spatial characters. (Comune di Torino, 2016). For example, Central areas such as Centro and San Salvario host a concentration of cultural amenities, commercial activities, and leisure functions, while districts such as Crocetta and Cenisia are associated with higher housing values and more residential profiles (Darıcalı, 2024). This internal differentiation plays an important role in shaping patterns of use, accessibility, and attractiveness across the city.

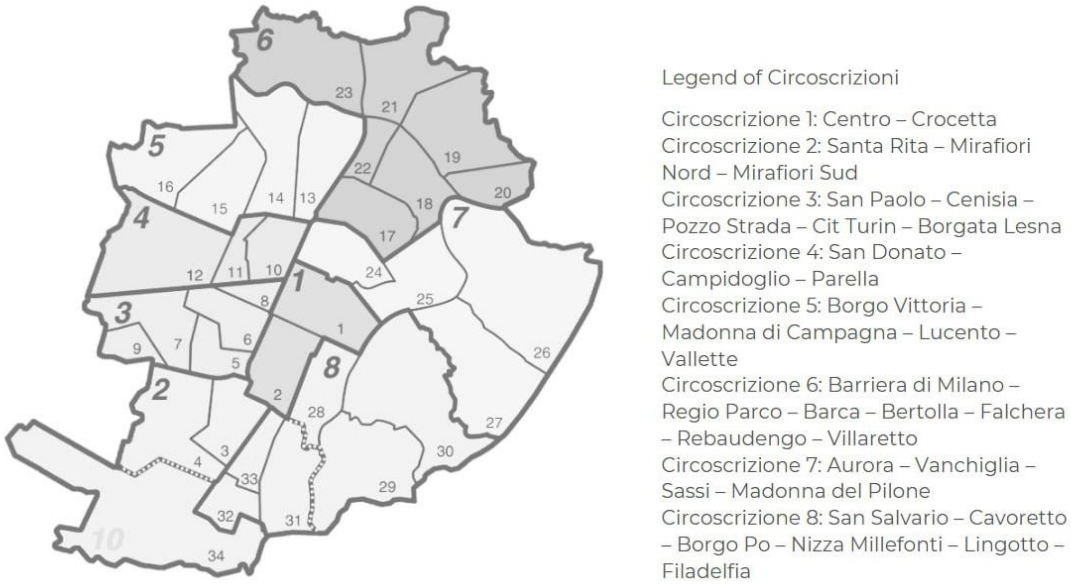

Figure 8: Administrative map of Turin (Source: Comune di Torino)

4.1.2 Post-Industrial Transformation and Strategic Reorientation

Turin's post-industrial transformation must be understood in relation to its historical dependence on industrial production and the subsequent need to redefine its urban development model. As a former capital city of Roman origin, Turin's contemporary urban structure was profoundly shaped during the twentieth century by a rapid process of industrialization, which earned the city the reputation of an Italian "one-company town," dominated by the automotive sector and, in particular, by FIAT (Zasina et al., 2021). In the post–World War II period, industrial expansion led to a significant demographic and spatial growth, with the city's population and built-up areas approximately doubling in size.

From the late twentieth century onward, however, Turin experienced a progressive deindustrialization process. While several former industrial sites were reconverted, large portions of brownfield land remained underused (Picchierri & Pacetti, 2016). This transition did not occur spontaneously, but rather through a gradual restructuring process initiated by urban planning and strategic interventions aimed at redefining the city's spatial organization and development priorities.

A crucial step in this process started with the adoption of the 1995 comprehensive plan, which provided a new interpretation of Turin's urban structure. As described by Ponzini and Santangelo (2018), the plan reorganized the city's spatial development based on three axes. The main axis, known as the "Central Backbone", emerged from the relocation of railway tracks and incorporated a substantial share of former industrial areas. Importantly, the Central Backbone soon became a major attractor for higher education interests and investments, positioning it as a key spatial link between Turin's post-industrial transformation and the subsequent development of a university-oriented urban strategy (Zasina et al., 2021).

Figure 9: Central Backbone route (Spina Centrale) and underground railway (passante ferroviario) (Source: Officina Città Torino)

4.1.3 Strategic Planning and the Construction of the Knowledge and University City

Following the initial phase of post-industrial restructuring, Turin's transformation was increasingly guided by strategic planning instruments that aimed to redefine the city's development trajectory and public image. As highlighted by Mangione (2022), the strategic planning process in Turin was characterized by the construction of selective narratives designed to attract investors and reposition the city within national and international contexts (Mangione, 2022; Rossi & Vanolo, 2010). In Turin's case, this strategic narrative centered on reimagining the city as a knowledge economy hub, fundamentally distinct from its industrial past.

The first Strategic Plan of Turin, adopted in 2000, marked a crucial moment in this reorientation. Together with subsequent plans in 2006 and 2015, these strategic instruments outlined an urban policy agenda that explicitly recognized higher education institutions (HEIs) as key actors in the city's desired development (Belligni & Ravazzi, 2013; Mangione, 2019). Within these strategic frameworks, knowledge production, research, and higher education were progressively framed as central resources for economic reconversion and urban competitiveness, aligning Turin with broader European trends in post-industrial urban development. This approach reflected a deliberate shift wherein universities transitioned from peripheral institutional actors to central

drivers of urban economic strategy. Belligni and Ravazzi (2013) characterize this transformation as the establishment of a new "urban regime" in which politicians, entrepreneurs, and members of civil society worked cooperatively to lead the urban economy out of the crisis of the Fordist model of growth (Cenere et al., 2020).

Figure 10: Timeline of political event, main policies and initiatives in Turin, 1990-2020 (preCovid) (Source: Cenere et al., 2020)

Within this strategic reorientation, universities assumed multiple roles that extended beyond their traditional educational and research functions. Universities came to represent both symbolic and operational anchors of Turin's transformation toward a knowledge-oriented economy. As visible markers of the city's transition, they embodied the narrative of innovation and international openness that strategic plans sought to promote. According to the Torino Strategica (2015) plan, universities, with their visible presence in the urban space, were recognized as engines of social cohesion with the ability to change the life of entire neighbourhoods they settled into (Mangione, 2022). Operationally, HEIs were defined by strategic plans as "knowledge firms" whose key role—alongside the public system—was related to territorial development according to the triple helix model (Goddard et al., 2016; Mangione, 2022).

The growing visibility and strategic importance of universities was closely tied to the expansion of the student population, particularly among non-local and international students. This demographic growth reinforced the strategic relevance of HEIs within local governance arrangements, strengthening their bargaining position with municipal authorities and private investors. As documented in the comparative study of student geographies in Turin and Łódź, the concentration of students in specific urban areas intensified the visibility of universities as development actors (Zasina et al., 2021). Universities were thus framed as drivers of urban vitality and regeneration, capable of attracting human capital and stimulating new forms of economic and social activity. The presence of a substantial student population became a marker of the city's success in its transformation strategy, simultaneously serving economic interests and providing justification for intensified university-focused urban development policies. (figure 11)

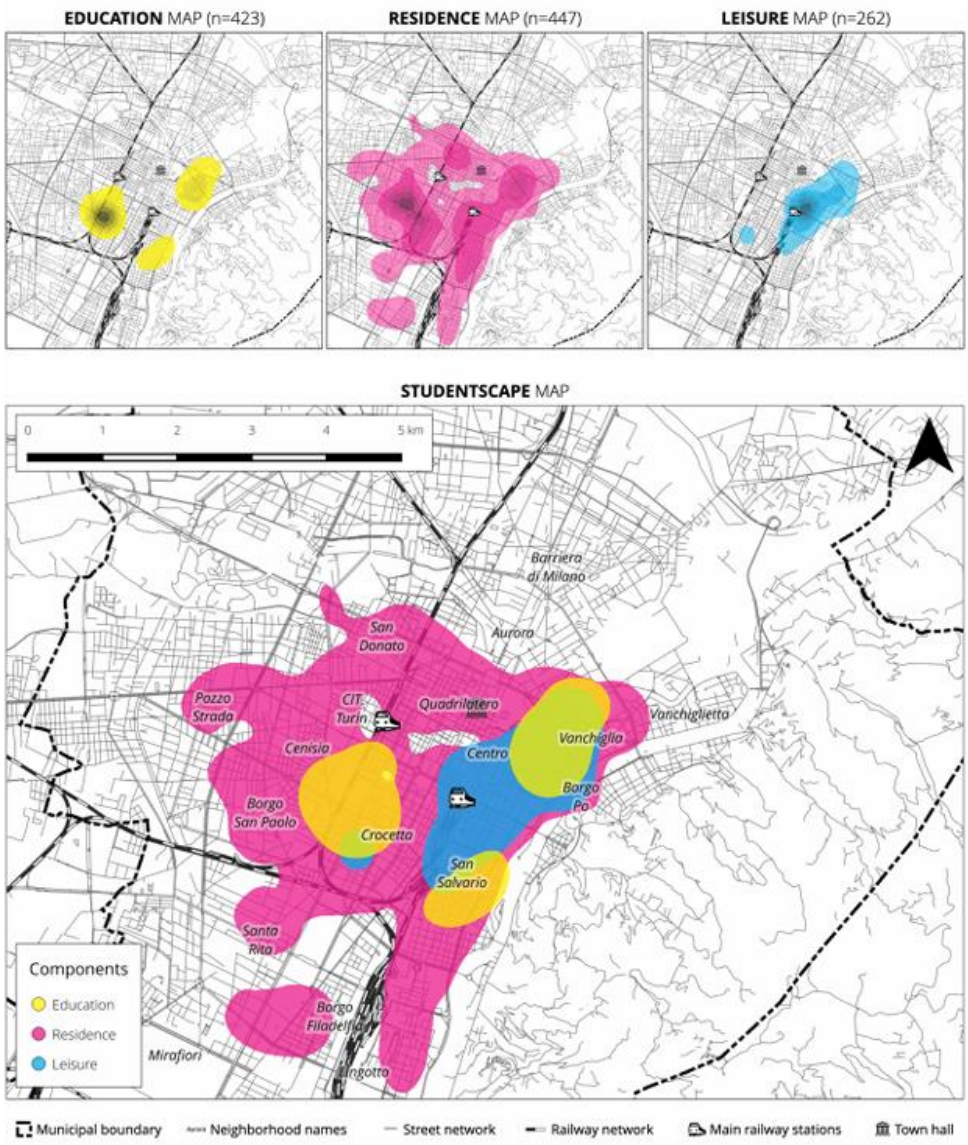

Figure 11: The studentscape of Turin (Source: Zasina et al. 2021)

The expanded role of universities must be understood in the context of shifting relationships between public institutions and economic actors. From the 2000s onward, a gradual weakening of traditional public actors—particularly the Municipality and the State—coupled with reductions in available public funding for urban development, created conditions in which HEIs became increasingly positioned as autonomous urban actors (Mangione, 2022 ; Trigilia & Burroni, 2010). In response to this institutional context, universities began to develop their own urban development strategies and investment plans, assuming a more proactive and entrepreneurial role in shaping urban transformations (Mangione, 2022). This shift further consolidated their position as independent agents capable of influencing spatial transformation processes beyond their core educational functions, establishing them as quasi-public developers within the city (Benneworth et al., 2010; Mangione, 2022).

The translation of Turin's strategic university city vision into concrete policy mechanisms occurred primarily through the "Torino Città Universitaria" (Turin University City) initiative, formally launched in May 2012 (Mangione, 2022, p). This initiative established an interdepartmental working group involving multiple municipal departments, both universities (UniTo and PoliTo), the regional higher education authority EDISU, and private sector actors, aiming to coordinate action across policy domains including housing, infrastructure, cultural programming, and spatial planning (Mangione, 2022). Between 2012 and 2020, the Municipality approved a series of policy documents progressively defining the Torino Città Universitaria framework. Key initiatives included: the December 2012 guidelines for enhancing the university vocation and the launch of the "Torino Open for Business" platform in 2016, which mapped municipal properties and brownfield sites available for private investment in university-related development. Figure 12 shows the strategic areas designated for university residences and facilities across the city (Mangione, 2022).

Figure 12: Map of Open for Business areas for the university function, status as of 2019 (Source: Mangione, 2022)

Mangione's (2022) analysis reveals that throughout this eight-year period (2012-2020), policy attention within the Torino Città Universitaria framework focused almost exclusively on student housing. The initiative emphasized attracting private investment for student accommodation, developing typological guidelines, and facilitating real estate development, while providing no mechanisms to address students' everyday spatial needs beyond housing. Issues related to access to study spaces and other non-residential student services remained entirely absent from formal planning instruments.

It was not until July 2020 that the first policy initiative addressing student study spaces emerged. A protocol agreement between the City, UniTo, PoliTo, and EDISU launched the "Campus Diffuso" (Diffuse Campus) project, which aimed to identify distributed study spaces and student services across the city (Mangione, 2022). This initiative represented a belated acknowledgment that students' spatial needs extended beyond housing to include accessible, comfortable, and appropriate environments for academic work.

This eight-year policy gap provides crucial context for understanding the role of temporary urbanism and informal spatial practices in meeting student study space needs. The Campus Diffuso initiative, launched in July 2020, represents the first systematic attempt to address this policy blind spot and is examined in detail as the primary case study in subsequent chapters.

4.1.4 Universities and the Spatial Reorganization of the City

The strategic framing of Turin as a knowledge- and university-oriented city materialized through a progressive spatial reorganization of higher education facilities within the urban fabric. As highlighted by Zasina, Mangione, and Santangelo (2021), the location strategies of higher education institutions (HEIs) in Turin did not follow a single, centralized campus model, but rather produced a dispersed and differentiated spatial pattern closely intertwined with the city's post-industrial transformation.

As mentioned before, a central role in this process was played by the "Central Backbone," identified in the 1995 comprehensive plan as a key axis for urban restructuring. Resulting from the relocation of railway infrastructure, this corridor incorporated large areas of former industrial and railway land and became a strategic site for new investments. Over time, it emerged as one of the main attractors for higher education activities, particularly for the expansion of the Politecnico di Torino (PoliTo) (Mangione, 2022; Zasina et al., 2021).

PoliTo's main campus is located along the Central Backbone, in proximity to the new Porta Susa railway station. In the early 2000s, the campus area was significantly enlarged through the incorporation and redevelopment of a former railway yard, reinforcing the concentration of academic functions in this part of the city. This expansion was accompanied by the localization of research centers, start-up incubators, companies, cultural facilities, and student-oriented services, contributing to the consolidation of the area as a hub for education, innovation, and knowledge-related activities (Zasina et al., 2021). The spatial concentration of PoliTo thus reflects a clear alignment between university expansion and the broader post-industrial redevelopment strategy.

In contrast, the University of Turin (UniTo) followed a more polycentric spatial logic. Its facilities are distributed between the historic center and adjacent neighborhoods, reflecting the university's long-standing integration within the city's dense urban fabric. A major concentration of UniTo activities is located along the historic axis of Via Po, between the Centro and Vanchiglia neighborhoods, where many of the oldest university buildings are situated (Zasina et al., 2021).

This area also hosts facilities of the Accademia Albertina di Belle Arti di Torino, further reinforcing its role as an educational cluster within the city.

In addition to the main campuses (in Figure 13, the red and blue dots), Turin's higher education system includes numerous smaller secondary venues distributed across the urban fabric, some in proximity to the principal locations, others located in more distant districts or in first-belt municipalities to the west, including Grugliasco and Orbassano (Mangione, 2022). (Figure 13)

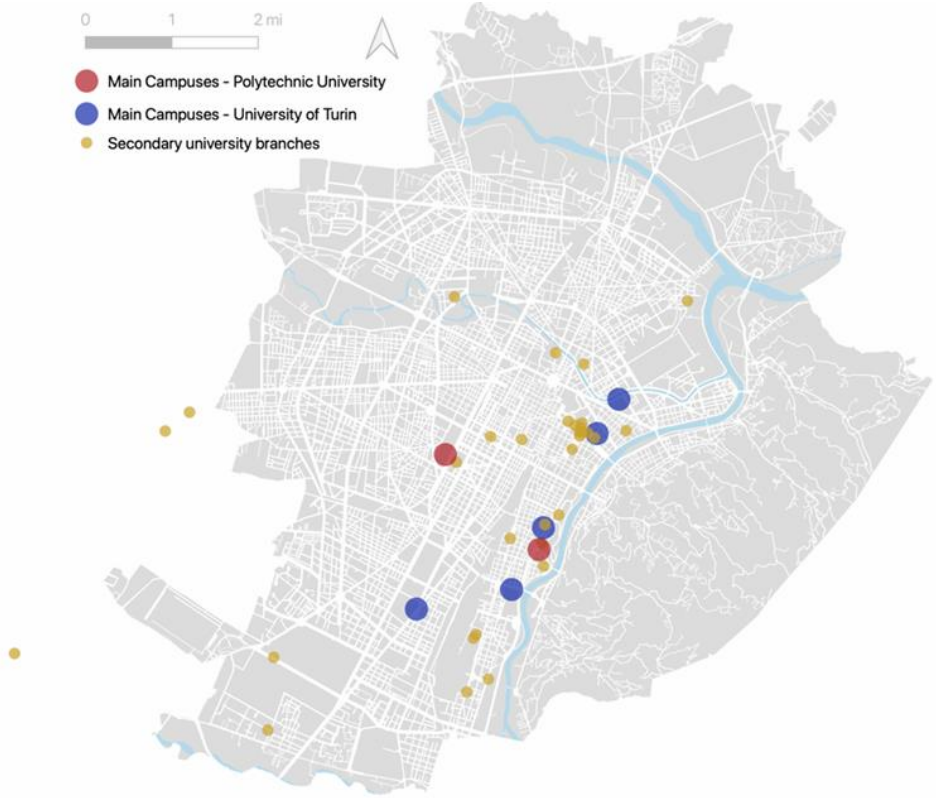

Figure 13: Map of HEIs branches in Turin, 2020 (Source: Mangione, 2022).

This configuration reflects both historical path dependencies and evolving spatial strategies. Italian universities have traditionally located themselves in historic city centers, within buildings originally designed for far smaller student populations. As enrollment expanded massively from the 1990s onward, universities sought new spaces that were not always proximate to their historical sites. This phase of widespread expansion was particularly intense during the late 1990s and first decade of the 2000s, coinciding with the strategic planning period under the Castellani administration (Mangione, 2022).

However, this dispersed model has been curtailed in recent years. Managing numerous scattered locations became increasingly complex, particularly after 2008 under fiscal constraints, prompting both universities to adopt more strategic location planning oriented toward concentration in larger poles. This marks a transition toward consolidated campus development rather than continued dispersion (Mangione, 2022).

The construction of the Campus Luigi Einaudi in 2012 represents a key moment in the spatial evolution of UniTo. Built on a former industrial site at the eastern edge of the city center, the campus contributed to the eastward expansion of university activities and played an important part in shaping the image of Vanchiglia as a student-oriented area (Zasina et al., 2021). This intervention illustrates how the reuse of brownfield sites for educational purposes became a recurring strategy in Turin's post-industrial transformation, linking university expansion to urban regeneration objectives.

A third important area in the spatial organization of higher education in Turin is San Salvario, located south of the city center near the Porta Nuova railway station. Historically associated with PoliTo's early development, the neighborhood has maintained a strong university presence and is characterized by a mix of educational activities, residential functions, and nightlife. Its proximity to major transport infrastructures and its central location have contributed to its attractiveness for students and academic institutions alike (Zasina et al., 2021).

Figure 14 provides a more detailed view of the current distribution of higher education facilities in Turin as of 2025, with specific identification of departments, schools, and institutions. This shows the complexity of Turin's university geography beyond the main poles, showing the specific disciplinary concentrations across different neighborhoods, from engineering and architecture facilities along the Central Backbone and in San Salvario, to humanities and social sciences in the historic center and Vanchiglia, to specialized institutions such as the Accademia Albertina, the Music Conservatory, and professional training centers distributed across the urban fabric.

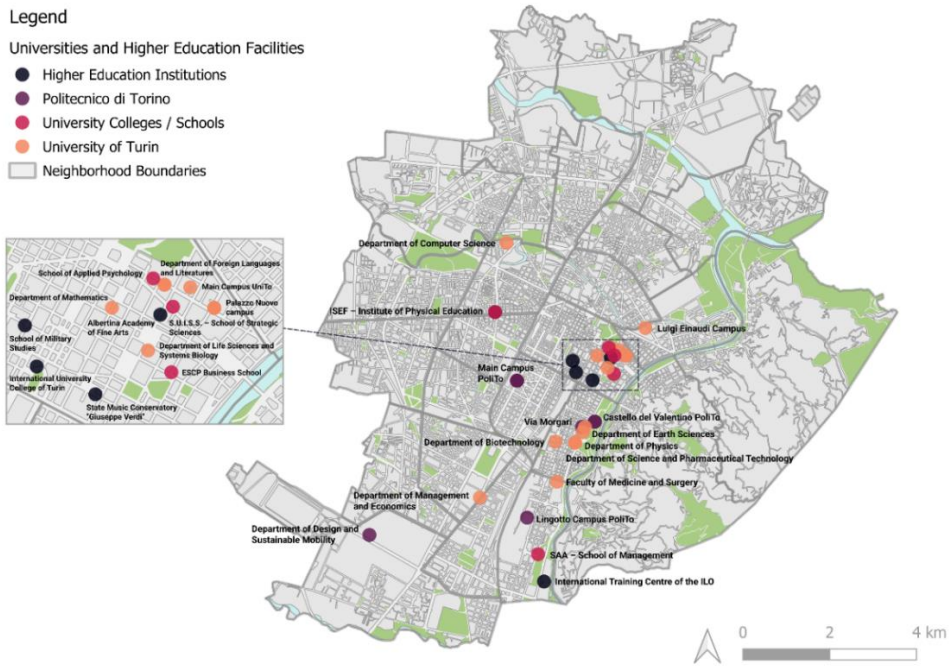

Figure 14: Detailed map of higher education facilities in Turin, 2025, showing the spatial distribution of specific departments, schools, and institutions across the city (Source: Author's elaboration)

Overall, the spatial distribution of higher education facilities in Turin reflects differentiated location strategies adopted by the city's main universities. While PoliTo concentrated its activities around a limited number of poles aligned with major redevelopment axes, UniTo developed a more dispersed and polycentric pattern, closely embedded within central and semi-central neighborhoods. These spatial choices have played a vital role in shaping students' daily geographies and in structuring the educational component of Turin's studentscape. The implications of this spatial organization for students' residential and leisure practices are examined in the following section.

4.1.5 Student Enrollment and Demographic Significance and spatial distribution

4.1.5.1 Student Enrollment and Demographic Significance

The strategic positioning of Turin as a university city, as outlined in the previous section, is underwritten by substantial student demographic presence. As of the 2020/2021 academic year, UniTo enrolled 77,531 students, while PoliTo enrolled 33,134 students (Mangione, 2022) (Figure 15). Including smaller institutions such as the Albertina Academy (1,276 students), the European Institute of Design (671 students), the Institute of Applied Art and Design (1,134 students), and the Giuseppe Verdi Conservatory (550 students), Turin's total higher education enrollment reached approximately 114,300 students (Mangione, 2022). This student population represents approximately 13% of Turin's municipal population of 861,636 inhabitants as of December 2021 (Mangione, 2022), constituting a substantial demographic and economic presence within the city.

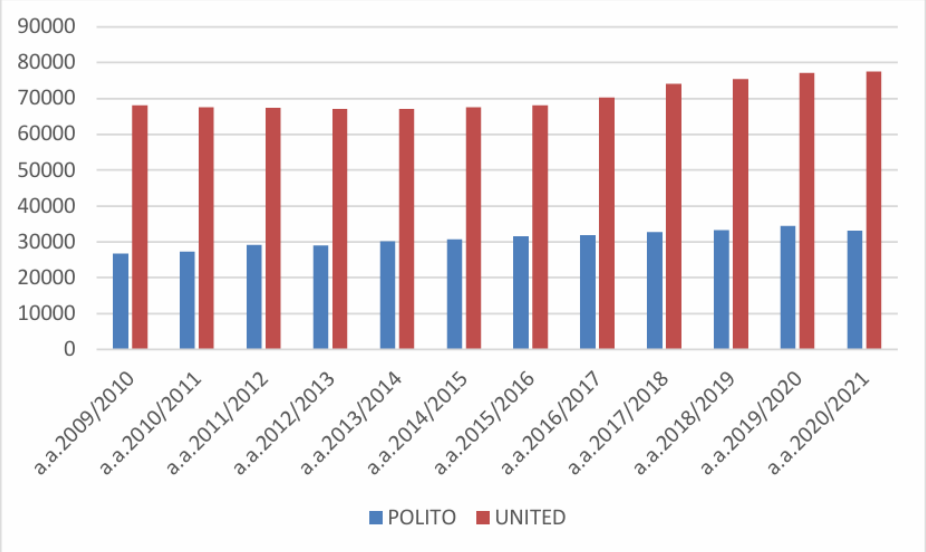

Figure 15: Historical of students enrolled in the two main Turin universities, 2009-2021 (Source: Mangione,2022)

Significantly, a substantial proportion of Turin's student population can be defined as non-resident. Students residing outside the Piedmont region constitute approximately 32% of total enrollment at the two main universities, while those residing outside the Turin province represent approximately 51% (Mangione, 2022). However, these figures must be interpreted cautiously, as

they include both students who relocate to Turin for their studies and those who commute daily from surrounding areas. Mangione estimates that approximately one-third of the student population comprises genuine non-resident students (2022), representing a young, mobile, and increasingly internationally diverse demographic whose spatial practices, housing demands, and cultural contributions differ substantially from those of longer-term residents.

4.1.5.2 Demographic Context and Strategic Significance

The demographic context within which these students arrive renders them strategically critical for urban vitality. Turin faces significant demographic challenges. Between the 1990s and 2012, Turin experienced substantial foreign immigration (Cabodi et al., 2020), with 15% of registered residents holding foreign citizenship in 2020 (Mangione, 2022). Simultaneously, emigration flows from Turin abroad doubled between 2010 and 2019, with over 70% comprising Italian citizens (Mangione, 2022). The city exhibits an aging demographic profile, with an average age of 47 years and 26% of residents over 65 years old. Turin also demonstrates the lowest attractiveness to young people among north-central Italian cities (Mangione, 2022).

Notably, student enrollment trends have been countercyclical to this broader population decline, with universities experiencing enrollment growth even as the city's overall population shrinks (Mangione, 2022). This demographic pattern makes the student population particularly significant for maintaining urban vitality, demographic balance, and economic dynamism, reinforcing the strategic rationale articulated in Turin's successive planning frameworks. Recent estimates indicate that the higher education students enrolled in Turin institutions contribute substantially to the city's economy and help offset demographic decline (Mangione, 2022), embodying the knowledge economy vision outlined in strategic plans while simultaneously generating spatial demands that remain underaddressed within formal planning mechanisms.

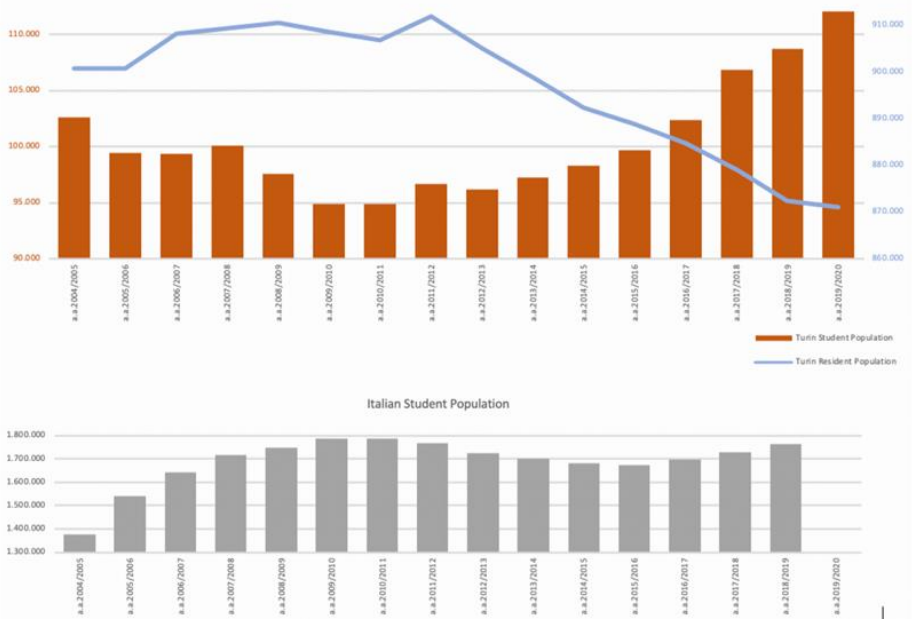

Figure 16: Trends of Turin student and non-student population (above) compared with national student population (below), 2004-2021 (Source: Mangione,2022)

4.1.5.3 Spatial Distribution of Student Populations

The spatial distribution of university students across Turin's urban fabric reflects the interplay between campus locations, transportation accessibility, housing market dynamics, and neighborhood amenities. Understanding this distribution is essential for analyzing student spatial practices and assessing the spatial equity of services targeting student populations.

Mangione (2022) conducted comprehensive analysis of non-local student distribution across Turin based on anonymized enrollment data from UniTo and PoliTo. The analysis revealed that non-local students populate almost all neighborhoods of the metropolitan area, with varying concentrations across districts exhibiting spatial heterogeneity. Figure 17 shows the distribution of non-local students from both universities across Turin as of the 2020/2021 academic year.

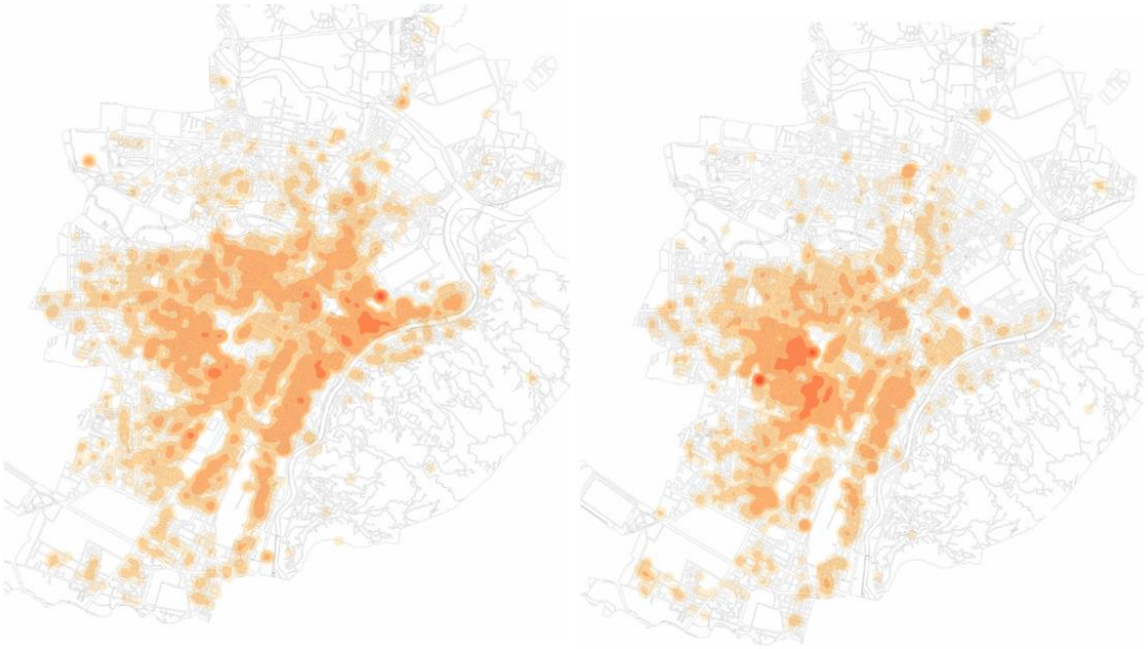

Figure 17: Distribution of non-local students of the main HEIs domicile in Turin (Unito on the left, Polito on the right). AY 2020/2021. (Source: Cenere et al., 2022)

A primary determinant of student residential location is proximity to university campuses, consistent with broader urban student geography literature (Sage et al., 2012). Students tend to choose housing options that minimize commuting time and enhance access to academic facilities. Consequently, neighborhoods hosting major university campuses function as strong attraction points for student residents.

For PoliTo students, the Politecnico's central campus along the Central Backbone and the Valentino campus serve as particularly strong attraction nodes, with the area around the PoliTo main campus registering the highest residential density (Mangione, 2022). For UniTo students, the area surrounding Campus Luigi Einaudi, which hosts approximately 8,000 students (Cenere et al., 2023), experienced dramatic demographic shifts: between 2010/2011 (before CLE construction) and 2017/2018, Vanchiglia experienced a 67% increase in student population while Aurora experienced a 77% increase, even as both neighborhoods registered decreases in overall

resident populations (Cenere et al., 2023). This demographic transformation illustrates the capacity of major university infrastructure investments to reshape neighborhood compositions and catalyze studentification processes.

The differences in spatial distribution patterns between UniTo and PoliTo students are noteworthy. UniTo students exhibit a more dispersed residential pattern across the city, attributable to the university's historically polycentric campus structure (Mangione, 2022). In contrast, PoliTo students demonstrate more concentrated patterns, reflecting the university's more centralized campus configuration. This differential distribution has implications for neighborhood-level studentification intensities and service accessibility.

Transportation accessibility constitutes another significant determinant of student residential location. Neighborhoods well-served by public transit networks, particularly metro lines and major bus routes, exhibit higher attractiveness to student populations, enabling residential flexibility that balances housing affordability with campus accessibility. Conversely, peripheral areas demonstrate lower student densities, with potential difficulties related to public transportation networks contributing to this pattern (Mangione, 2022).

The spatial concentration of students in specific neighborhoods generates localized impacts on housing markets, commercial landscapes, and social compositions. Areas experiencing significant student influx, such as Aurora and Vanchiglia following CLE's establishment, have witnessed transformations including increases in private rental housing targeting students, emergence of student-oriented commercial services, and shifts toward younger, more transient demographic profiles (Cenere et al., 2023). While these changes can inject economic vitality and cultural dynamism, they may simultaneously generate tensions related to housing affordability for non-student residents, noise disturbances, altered neighborhood identities, and displacement of previous social groups (Sage et al., 2012).

Understanding the spatial distribution of student populations is particularly relevant for assessing the accessibility and equity of student-oriented services and infrastructure, including study spaces. If such services are concentrated in central, student-dense neighborhoods, students residing in peripheral or less student-populated areas may face accessibility barriers that disadvantage their academic experiences and quality of life. This spatial dimension is central to evaluating initiatives such as Campus Diffuso, which aim to provide distributed study space infrastructure across the urban territory.

4.1.6 Student Spatial Needs and the Role of Study Spaces

The presence of over 115,000 university students in Turin (Mangione, 2022) generates substantial and diverse spatial demands that extend beyond classroom and campus boundaries. Students require not only academic infrastructure but also spaces for independent study, social interaction, leisure, and daily life activities, contributing to what scholars term "studentscapes," the

overlapping educational, residential, and leisure geographies produced through student spatial practices (Zasina et al., 2021; Mangione, 2022).

Among these needs, access to appropriate study spaces represents a critical dimension. Universities in Turin offer libraries, reading rooms, and designated study halls; however, these facilities are often subject to capacity limitations, restricted opening hours, and institutional regulations that constrain their accessibility, particularly during peak academic periods. As a result, students frequently complement formal academic spaces with alternative study environments distributed across the city, including public libraries, cafés, co-working spaces, and other semi-public urban settings (Chatterton, 2010) that offer varying degrees of accessibility, comfort, amenities (such as Wi-Fi and electrical outlets), and social atmospheres.

Figure 18: Spatial distribution of available study spaces in Turin (Source: Author's elaboration)

Figure 18 presents an integrated spatial representation of study spaces across the city of Turin. By combining institutional facilities with community-based and commercially oriented venues, the map provides an overview of the broader urban environment within which students satisfy their everyday study needs beyond university campuses. The spatial distribution reveals a strong concentration of study spaces within central and semi-central neighborhoods, particularly in areas characterized by high student presence and dense cultural and commercial activity.

Formal institutional facilities—such as university libraries, on-campus study rooms—are primarily located in proximity to major university clusters and within the historic core (Centro, San Salvario, Vanchiglia and Crocetta). This pattern reflects the historical embedding of academic infrastructure within the central urban fabric, as highlighted by Mangione (2022). Significant gaps appear in peripheral neighborhoods including Aurora, Barriera di Milano (north), Mirafiori and Lingotto (south), and the western districts of Borgo Vittoria and Lucento. These areas, despite hosting university facilities in some cases (notably the Grugliasco and Orbassano campuses), demonstrate substantially lower provision of formal study infrastructure.

Municipal and public libraries exhibit somewhat more distributed patterns than university facilities, yet still concentrate disproportionately in central areas. Their presence in peripheral neighborhoods remains sparse and fragmented, creating significant accessibility gaps for students residing outside the city center. As Mangione (2022) notes, urban policies "oriented toward attracting students... intersect little with those dedicated to everyday living conditions"—a pattern clearly evident in the uneven geography of accessible institutional study infrastructure.

When informal and semi-formal study spaces, such as community centers, cultural and youth hubs, and café-based venues (Table X), are included, the geography of available study environments becomes more articulated, extending beyond strictly institutional locations. Cafés, community spaces, and cultural or youth hubs contribute to a spatially more dispersed network of potential study sites, though with lower functional capacity, particularly in neighborhoods already associated with student life, leisure activities, and nightlife. This overlap reflects the hybridization of study, social interaction, and consumption practices described in the literature on student geographies and urban leisure spaces (Chatterton, 2010; Zasina et al., 2021).

Table 1:Typology of available study spaces in Turin (Source: Author's elaboration)

Category	Place / Network	Description
University Libraries, On-Campus & EDISU Study Rooms	University libraries and Study Halls (Main campus, Palazzo Nuovo, Castello del Valentino, Campus Luigi Einaudi)	Large-scale university study environments.
	Departmental Libraries (Architecture, Engineering, Informatics, etc.)	Faculty-based libraries and study spaces integrated within university buildings.
	EDISU Study Rooms (Principe Amedeo, Verdi, Olimpia, Pietro Giuria, etc.)	Publicly funded student study halls with extended opening hours and free access to students.
Municipal & Public Libraries	Biblioteca Civica Centrale	Main municipal library offering extensive reading and study areas.
	Neighborhood Libraries (Italo Calvino, Primo Levi, Villa Amoretti, Alberto Geisser, etc.)	Decentralized public libraries serving local communities and students.
	Biblioteca Nazionale Universitaria di Torino	Historic national library with reading and study rooms.

	Civic Libraries (e.g. Cascina Marchesa)	Publicly accessible libraries distributed across the city.
Community Spaces (Cultural Hubs & Youth Centers)	Casa del Quartiere Network (San Salvario, Barrito, Cascina Roccafranca, Via Baltea, La Baraca, I Giardini sulla Dora, etc.)	Neighborhood-based community centers with multi-purpose civic, social, and study functions.
	Youth Centers & Protagonismo Giovanile (e.g. CAP 10100, Comala, Off Topic, Alkadia, Cartiera, Bellarte, Cecchi Point, CasArcobaleno, Informagiovani Nichelino)	Publicly supported youth-oriented centers forming the core infrastructure of Campus Diffuso.
	Circoli ARCI (e.g. Risorgimento, Scatolino, Magazzino sul Po, Maurice , Da Giau, Kontiki)	Association-based cultural and social spaces that, in some cases, provide accessible rooms used informally for studying and reading.
	Other Community & Cultural Spaces (Imbarchino, Spazio211, Centro Co-City Interculturale Vie d'Incontro, Centro Policulturale Yalla Aurora, Fondo Bibliotecario Tullio De Mauro, Gruppo ARCO, Volere la Luna, Aula Studio Manuela Ribas, Bocciofila Vanchiglietta Rami Secchi, Circolo dei Lettori, Fondazione Time2, Gruppo ARCO)	Third-sector, cultural, or hybrid spaces with reading and study spaces.
Cafés & Coworking-Friendly Venues	Cafés & Hybrid Social Venues (e.g. Costadoro Coffee Lab, Starbucks, Torteria Berlicabarbis, Café Bloom, Roses and Tea, Ziccat, Casa Gaudenti, Orso Laboratorio, Eataly Lingotto, Bar Atlantic, OGR Torino, EDIT Torino, Luna'sTorta, Dragonfly Bakery, Mara dei Boschi, Qui in Vanchiglia, La Vie en Rose, Seta Sala da tè, Caffè Vergnano, Bar Biffi, Bicierin Ciclofficina, C'entro food garden, CASO Bistrot Sociale, MagazziniOz, Green Pea bar, etc.) (data driven from Torino-gathering FaceBook group, 2025)	Informal study environments allowing laptop work, usually requiring consumption.
	Coworking Spaces (e.g. Combo, Tomato Urban Retreat) (data driven from Torino-gathering FaceBook group, 2025)	Paid or membership-based environments offering desks and work infrastructure.

However, despite this expansion, the map also highlights persistent spatial imbalances. Peripheral neighborhoods and areas distant from university campuses remain comparatively under-served, even when informal venues are taken into account. While cafés and community spaces partially compensate for the limited availability of formal study facilities, their presence does not fully eliminate disparities in access to suitable study environments across the city. Moreover, access to informal study spaces is often conditional on consumption, limited seating, or ambient noise, which may restrict their suitability for sustained academic work (Chatterton, 2010).

Taken together, the spatial distribution visible today reflects both the persistent inequalities inherited from decades of centralized institutional provision and the emerging effects of deliberate policy intervention to distribute study resources more equitably. Examining which specific locations constitute Campus Diffuso interventions—and assessing the extent to which they effectively address the accessibility barriers documented in this analysis—becomes essential to evaluating whether distributed study space infrastructure can redress longstanding patterns of spatial inequality in student access to academic resources.

4.2 Temporary Urbanism in Turin: Regulatory Evolution and Policy Implementation

4.2.1 Planning and Regulatory Framework for Temporary Use

The formal recognition of temporary urbanism within Italy's planning system emerged gradually through multi-scalar legislative interventions addressing the need for flexible urban regeneration instruments. Temporary use has not yet been fully contemplated within the predictive horizon of planning, slowing the ongoing transition of temporary urbanism (Alberti, Scamporrino, & Rizzo, 2016) from a spontaneous phenomenon to an institutionalized intervention modality aligned with European territorial governance norms. Temporariness should not be considered merely a practice to employ when urban fragments are waiting, but must represent an operational strategy (Postiglione, 2011) capable of managing urban development and proposing spatial solutions coherent with social, economic, and environmental dynamics.

At the national level, temporary uses remained only marginally and indirectly addressed within planning instruments until 2020, when Law 120/2020 introduced a fundamental innovation to Italy's regulatory landscape (Auricchio, 2024). The national level introduced modifications to D.P.R. 380/2001 (Testo Unico delle disposizioni legislative e regolamentari in materia edilizia) with the aim of simplifying administrative procedures within the planning system and ensuring the “recovery and qualification of existing building patrimony and development of urban regeneration processes, decarbonization, energy efficiency, seismic safety, and containment of soil consumption” (Legge 11 settembre 2020, n. 120, art. 10). Specifically, Article 10, comma 1, letter m-bis, of Law 120/2020 introduced Article 23-quater concerning temporary uses, which may be permitted by municipalities in buildings and areas for uses different from those prescribed by current planning instruments, provided that public or general interest is pursued, in order to implement processes of requalification and recovery of degraded, dismissed, or underutilized urban spaces (Auricchio, 2024).

The concession of temporary use is granted following the stipulation of a convention regulating implementation and use modalities, duration of use, and restoration timelines upon expiration. The possibility of implementing adaptation interventions in the interested spaces is granted, as necessary for accessibility, safety, and health protection purposes, on condition that they are

realized according to a logic of reversibility (Colombo & Ragozzino, 2022). This norm constitutes a significant novelty at the national level in Italian territorial governance, as it grants municipalities the possibility to authorize the utilization of a space with a use different from that prescribed by the current instrument, without prior approval of a plan variation (Auricchio, 2024).

At the regional scale, Piedmont demonstrated progressive engagement with temporary urbanism through successive regulatory refinements (Auricchio, 2024). In Regional Law 16/2018, the Piedmont Region promoted urban regeneration interventions through the reuse of existing building patrimony, in order to contain soil consumption and "favor improvement of environmental, landscape, and architectural quality of the built fabric" (Legge Regionale Piemonte n. 16/2018, art. 1). The regulatory framework gained greater specificity in 2020 with Regional Law Piedmont May 29, 2020, n. 13 (Interventi di sostegno finanziario e di semplificazione per contrastare l'emergenza da Covid-19), in which Article 79 provides for the insertion of Article 8bis (Destinazioni d'uso temporanee) into Regional Law Piedmont July 8, 1999, n. 19 (Norme in materia edilizia e modifiche alla legge regionale 5 dicembre 1977, n. 56 – Tutela ed uso del suolo).

Article 8bis confirms the municipality's possibility to allow temporary use of buildings, or parts thereof, for uses different from those permitted, with the aim of activating recovery and valorization processes for dismissed urban spaces, favoring the development of economic, social, and cultural initiatives, and facilitating urban regeneration interventions. Moreover, it specifies that temporary use is permitted, subject to pursuing the objectives proposed by the PRG, only once and for a period not exceeding three years, extendable by another two years. Notably, Article 4, paragraph 10 of Regional Law 16/2018 permits modifications of building use destinations within the limits of compatible or complementary use destinations provided by current PRGs, although the conditions and temporality of procedures for changing land use remain undefined (Auricchio, 2024).

4.2.2 Collaborative Governance, Urban Commons, and Temporary Urbanism in Turin

The City of Turin's approach to temporary urbanism evolved through progressive regulatory experimentation that positioned the municipality as a national frontrunner in collaborative urban governance (Auricchio, 2024). In this context, municipal capacity constraints and reduced public resources contributed to a growing role for social and private actors in the activation of new public and semi-public spaces. Within the social sector, numerous initiatives have been implemented in recent years by active citizens and non-profit organizations, and these practices became more visible and structured following the launch of the Co-City programme.

Figure 19: The Co-City (Torino) Project and Partners (Source: https://www.retecasedelquartiere.org/cocity/)

Co-City is an innovative project initiated by the City of Turin to promote the shared management of urban commons, in collaboration with the University of Turin, the network of City District community centres, and other supporting associations. The programme was launched in March 2017 with financial support from the European Urban Innovative Actions (UIA) programme, after being selected as one of the winning projects of the first UIA call. Co-City represented an experimental process based on the Regulation for the shared care, management, and regeneration of urban commons (Delibera di Giunta Comunale n. 375/2016), approved by the Municipality of Turin in 2016 (Comune di Torino, 2016).

The project focused on the redevelopment of buildings and public spaces affected by degradation or underutilization through the establishment of collaboration pacts between the city administration and citizens. These pacts functioned as instruments to promote active citizenship and to address issues of urban degradation and social vulnerability in some of the most fragile areas of the city.

As a result of this three-year process, Co-City activated procedures of co-design in urban regeneration, co-production of services, and community enterprise. The programme contributed to the development of a form of urban welfare based on social innovation and enhanced the value of existing associations and civic actors across different parts of the city by strengthening their connectivity. The outcomes of this process led to the revision of the Urban Commons Regulation (Regolamento n. 391), which came into force in January 2020.

With Regulation n. 391 (Per il Governo dei Beni Comuni Urbani nella Città di Torino), the Municipality commits to protecting goods recognized by the collectivity as emerging commons through the fundamental principles of accessibility, shared care, and participation. The objective resides in the identification of common goods by civic subjects—individuals or groups, including informal ones—who, in collaboration with the Administration, propose regeneration, care, and management interventions. The Municipal Council periodically compiles a list of buildings or

goods in a state of partial or total disuse that may be subject to recovery interventions through forms of shared governance or self-governance (Auricchio, 2024).

Figure 20: The Cumiana15 Urban School Zone in Turin, Co-City Project (Source: uisp.it)

The Municipal Council approved, with deliberation of October 21, 2019, Regulation n. 389 (Disciplina del contrasto al degrado urbano e rafforzamento delle forme diffuse di partenariato pubblico-privato), which expresses the Administration's favor toward acquiring sponsorships, including spontaneous ones, to combat urban decay and protect urban security through furnishing, maintenance, and light regeneration interventions (Auricchio, 2024).

Regulation n. 397 (Per l'Acquisizione, Gestione e Valorizzazione dei Beni Immobili), approved in April 2021, disciplines the modalities and duration of temporary assignment of goods to third parties. Article 13 specifies that buildings awaiting a durable or definitive use destination may be assigned for occasional events or manifestations of public relevance and interest for periods not exceeding six months, formalized through a Disciplinare defining terms and conditions (Auricchio, 2024).

In 2021, the City of Turin deliberated in favor of temporary use of waiting areas, concerning temporary recovery of unused buildings in Turin territory (Auricchio, 2024). Deliberation n. 732/2021, pursuant to Article 10, comma 1, m-bis, of Law 120/2020, identifies "Criteri e indirizzi per l'attuazione delle disposizioni sugli usi temporanei per lo sviluppo del progetto Casa bottega 4.0," born in 2018 in the territory of Barriera di Milano, on initiative of the City of Turin in partnership with local actors in order to valorize real estate, commercial, and cultural patrimony through reconversion of vacant premises into spaces capable of welcoming new realities of active citizenship in artistic-cultural key.

Deliberation n. 876/2021, pursuant to Article 10, comma 1, m-bis, of Law 120/2020 and Article 23-quater of D.P.R. 380/2001, addresses the temporary installation of buildings for teaching use of the Design Center Headquarters, at the request of Politecnico di Torino. The identified area is indicated on the current PRG as Zona Urbana di Trasformazione - Ambito 16.34 Mirafiori A, owned by TNE S.p.A., which authorized commencement of the administrative procedure and realization of temporary use.

Deliberation n. 444 of June 27, 2022 of the Municipal Council underlines, in greater detail compared to previous ones, the necessity to discipline recourse to temporary use by defining differentiated modalities and criteria both in relation to duration and as a function of the type of property concerned: temporary use of private areas and/or buildings of duration inferior to one hundred eighty days annually; temporary use of private buildings of duration superior to one hundred eighty days; temporary use of private open areas of duration superior to one hundred eighty days. Finally, it specifies that, should urbanization works realized within the temporary intervention be functional to the subsequent development or regeneration intervention of the area, they may be maintained and their cost may be deducted from urbanization fees owed for realization of the final project (Auricchio, 2024).

During the COVID-19 emergency, regulations governing the use of public space were temporarily relaxed in order to support local economic activities and allow forms of outdoor use compatible with public health measures. Regional Law 13/2020 temporarily modified regulations to enable small businesses to utilize adjacent public spaces (sidewalks, green areas, parks, and squares), contributing to a redefinition of outdoor urban spaces in the perception of citizens and initiating placemaking practices that transformed streets and squares into more intensively used public environments.

4.2.3 Spatial Practices and Policy Implications

The practical implementation of temporary urbanism in Turin has been shaped by the city's experience with urban voids produced by deindustrialization and negative economic trends, which in recent decades have contributed to phenomena of urban shrinkage and selective depopulation (Di Giovanni, 2018). Within this context, temporary interventions in Turin have demonstrated the capacity to activate underutilized spaces and catalyze new forms of urban sociality.

A particularly significant example of temporary creative experimentation is represented by the metropolitan cultural center Bunker in Turin, one of the early projects promoted by the association Urbe – Rigenerazione Urbana. Starting from July 2012, spaces of the former SICMA factory at the former Vanchiglia goods yard were granted for temporary use pending future redevelopment defined by Variante 200. Rather than remaining dormant during this interim period, the site was activated as a multifunctional cultural district characterized by transversal and interdisciplinary identity, based on principles of sustainability and recycling (Auricchio, 2024).

The Bunker project encompassed diverse functional and spatial components. The site provided two large open spaces dedicated to study rooms within the Campus Diffuso Universitario project, equipped with electrical outlets, free Wi-Fi, and printing facilities—demonstrating how temporary urbanism could directly address student spatial needs. The Bunker gardens, established in 2013 from uncultivated former ENEL land (3,500 sq m), stimulated new urban sensibility regarding agriculture and environmental stewardship. The site also included a multifunctional urban park hosting sports facilities, relaxation areas, and infrastructure for large events, alongside Jigeenyi—

a space dedicated to creativity and African cuisines—reflecting the project's commitment to cultural inclusivity and community participation (Auricchio, 2024).

The Bunker model illustrates how temporary urbanism in Turin has operationalized the regulatory and governance frameworks discussed above. Rather than merely filling a temporal gap awaiting permanent redevelopment, the project demonstrated that interim spaces could be repurposed as sites of genuine urban innovation, social engagement, and spatial experimentation, establishing a precedent for how underutilized assets might serve multiple constituencies, including students, cultural practitioners, and the broader urban community.

Figure 21: Bunker multifunctional space for wellness, snacks, drinks, co-working, events and small conferences (Left), The bunker vegetable gardens (Right) (Source: variantebunker.com)

Figure 22: Bunker has joined the Campus Diffuso, converting two large open spaces into study rooms (Source: variantebunker.com)

The Turin case demonstrates how the institutionalization of temporary urbanism requires coordination across multiple governance scales and regulatory instruments. Nevertheless, without underestimating the value of the innovative Co-City programme, urban regeneration cannot be achieved solely through social practices. Urban planning tools remain necessary to address the extensive stock of underused areas present in Turin. Temporary use could represent such a tool if more systematically integrated into the urban planning system.

Turin's regulatory evolution privileged collaborative governance modalities over purely top-down authorization mechanisms. However, the proliferation of overlapping regulations and differentiated temporal thresholds—six months for event-based uses, 180 days as a procedural threshold, and three-year durations extendable to five at the regional level—creates a complex regulatory landscape that may challenge accessibility for non-expert civic actors.

The regulatory and governance frameworks outlined above provide the institutional conditions that made initiatives such as Campus Diffuso possible. By legitimizing temporary uses, promoting collaborative management of underutilized spaces, and enabling flexible deviations from conventional land-use prescriptions, Turin's approach to temporary urbanism expanded the range of spaces that could host educational, cultural, and social functions. Within this context, Campus Diffuso can be interpreted not as an isolated university-led project, but as the operational translation of a broader policy environment that favors spatial experimentation, shared governance, and the adaptive reuse of existing urban assets. The following section examines how this framework has been mobilized to redistribute study spaces across the city and to integrate student practices into wider processes of urban regeneration.

4.3 Campus Diffuso Torino: Institutional Temporary Urbanism and Distributed Study Infrastructure

Campus Diffuso Universitario represents a notable initiative in Italian higher education infrastructure, emerging from Turin's strategic positioning as a university city and responding to structural gaps in student spatial services intensified by the COVID-19 pandemic. Launched through institutional collaboration between the City of Turin, EDISU Piemonte, University of Turin, and Polytechnic of Turin, the initiative activates over thirty pre-existing community facilities into a networked system providing approximately 2,500 study spaces distributed across all eight municipal districts (Comune di Torino, 2021). This distributed model exemplifies contemporary temporary urbanism—characterized by institutionalized, time-limited interventions that activate urban spaces through programmatic rather than permanent transformation (Bragaglia & Caruso, 2020).

Campus Diffuso articulates explicit conceptual integration of contrasting spatial traditions. The project seeks to synthesize the Anglo-Saxon concentrated campus model, bundling educational, social, and residential functions within bounded institutional precincts, with the Italian dispersed university model integrating facilities throughout existing urban fabric (Mangione, 2022; Comune di Torino, 2021). By deliberately situating university study infrastructure within multi-functional community centers, youth facilities, and neighborhood hubs rather than purpose-built academic buildings, Campus Diffuso reframes university-city relationships. Municipal discourse positions the urban fabric itself as "an incubator of new potentialities," (Comune di Torino, 2021) with the campus diffuso model functioning as an instrument for urban regeneration and student spatial justice.

Understanding Campus Diffuso requires situating the initiative within specific Italian contexts. The constitutional right to study (diritto allo studio universitario) framework establishes education as fundamental right, operationalized through regional welfare provision systems administered by EDISU agencies (Legislative Decree 68/2012). Campus Diffuso exemplifies Turin's approach to university-city integration, operationalized through collaborative arrangements between public institutions, universities, and community organizations characteristic of Italian university cities (Cenere et al., 2023; Mangione, 2022).

This analysis examines Campus Diffuso as case study illuminating theoretical and practical dimensions of temporary urbanism in higher education infrastructure provision. The examination draws on primary institutional documents, policy texts, municipal deliberations, and official communications to document the project's evolution, governance structure, spatial distribution, and operational characteristics. The analysis proceeds through interconnected dimensions: the historical and institutional context establishing Campus Diffuso within Turin's university city strategy; the governance model enabling multi-institutional collaboration; the spatial distribution and typological characteristics of distributed infrastructure; the project's positioning within temporary urbanism frameworks; and critical assessment of implications for urban planning scholarship and practice.

4.3.1 Emergency Origins and the COVID-19 Context

Campus Diffuso emerged directly from acute spatial crisis confronting university students during the COVID-19 pandemic. In March 2020, Italian national and regional authorities imposed stringent mobility restrictions and mandatory closures of public institutions including universities, libraries, and study facilities to contain virus transmission (Mironowicz, 2021). Italy became the first country worldwide to enact a national lockdown, with measures prohibiting leaving residence except for essential needs, work, or medical assistance (Decreto del Presidente del Consiglio dei Ministri, March 9, 2020). Public health protocols mandated interpersonal distancing of at least one meter in all public spaces. Educational activities transitioned abruptly to remote delivery, yet students lacked adequate physical spaces to engage with online learning effectively.

The spatial implications for university students proved severe. University libraries and departmental study rooms closed entirely, eliminating thousands of study seats traditionally relied upon by students (University of Turin, 2020). EDISU Piemonte's study halls, providing free Wi-Fi access, electrical outlets, and conducive environments for focused work, similarly shuttered (EDISU Piemonte, 2020). Students residing in shared apartments or student housing faced challenges conducting online coursework in crowded, noisy, or inadequately equipped domestic environments. International students, unable to return home due to border closures and flight cancellations, remained in Turin without access to university support infrastructure. The crisis exposed structural deficiencies in study space provision and highlighted students' vulnerability to disruptions in institutional facilities.

Figure 23: Open-air study rooms in Turin - Polo 3.65/ Comala , 2020 (Source: lastampa.it)

Recognizing these challenges, municipal and university authorities sought emergency solutions providing distributed, accessible study environments while adhering to public health protocols emphasizing social distancing, reduced indoor density, and outdoor activities where feasible. In July 2020, the City of Turin and EDISU Piemonte signed a convention launching Campus Diffuso as a pilot project, activating over 900 outdoor study spaces across seven neighborhood green spaces from August to September 2020. The concept of a widespread campus dispersing study spaces across multiple neighborhood-based locations rather than concentrating them within traditional institutional facilities offered a model responsive to both spatial needs and pandemic constraints. This emergency response catalyzed innovative institutional arrangements that would evolve beyond immediate crisis toward sustained programmatic infrastructure.

4.3.2 Institutional Framework and Governance Structure

4.3.2.1 The Strategic Context: Turin as University City (2012 Framework)

Campus Diffuso did not emerge in institutional vacuum but developed within Turin's established strategic framework positioning the city explicitly as Città Universitaria (University City) requiring coordinated institutional responses to student population needs. This foundational framework dates to May 8, 2012, when the Municipal Executive (Giunta Comunale) adopted deliberation n. 02229/007, establishing strategic lines of intervention organized around four primary axes (Città di Torino, 2012). First, communication and accessibility for service recipients, ensuring information about student services reaches diverse populations. Second, coordination of interventions among diverse institutional and non-institutional actors, creating coherent multi-party responses. Third, reciprocal exchange of competencies and services between the city and the university-research system, fostering mutually beneficial collaboration. Fourth, hospitality and support services for the university community, enabling integration of students into urban life (Città di Torino, 2012).

The 2012 framework explicitly acknowledged Turin's significance as university city hosting "due Atenei di eccellenza, il Politecnico di Torino e l'Università degli Studi di Torino, e un importante insieme di Enti di Alta Formazione e Ricerca: una comunità di circa 100.000 persone composta da studenti, docenti, ricercatori e docenti ospiti" (two excellent universities, Polytechnic University of Turin and University of Turin, and an important array of Higher Education and Research Institutions: a community of approximately 100,000 people composed of students, professors, researchers, and visiting faculty) (Città di Torino, 2012). This demographic reality established students as substantial and visible urban population warranting systematic policy attention, validating recognition of students as significant urban actors whose spatial needs merit institutionalized response (Chatterton, 2010; Smith, 2008). The magnitude of student presence transforms Turin from a city merely hosting universities to genuine university city wherein student spatial practices fundamentally shape urban life and require coordinated governance.

Institutionally, the 2012 framework established organizational infrastructure enabling subsequent collaborative initiatives through "numerosi Accordi Quadro, Protocolli di Intesa e Convenzioni sia con gli Atenei torinesi e gli Istituti di Alta Formazione sia con altri Enti Pubblici che, per mandato istituzionale, si occupano dei diversi servizi a favore della comunità universitaria" (numerous Framework Agreements, Memoranda of Understanding, and Conventions both with Turin universities and Higher Education Institutions and with other public entities that, by institutional mandate, address various services for the university community) (Città di Torino, 2012). This proliferation of inter-institutional agreements created coordination mechanisms, established relationship patterns, and developed legal frameworks reducing barriers to multi-party cooperation. This accumulated institutional capacity would prove instrumental in enabling Campus Diffuso's rapid development when pandemic crisis created urgent need for distributed student services in 2020.

4.3.2.2 Campus Diffuso's Multi-Actor Governance

Campus Diffuso represents collaborative initiative coordinated by four principal institutional actors: the Municipality of Turin (Città di Torino), EDISU Piemonte (Ente Regionale per il Diritto allo Studio Universitario del Piemonte - Regional Institution for Student Support Rights in Piedmont), the University of Turin (UniTo), and the Polytechnic University of Turin (PoliTo). This multi-actor governance structure builds upon and operationalizes Turin's longer-term Torino Città Universitaria strategic framework, adapting its principles to address specific challenges of study space provision during and beyond pandemic emergency.

The Municipality of Turin functioned as spatial coordinator and regulatory authority, responsible for identifying suitable public spaces, obtaining necessary permits for temporary occupation, granting exemptions from public space fees (canone unico) based on public benefit evaluation, and integrating Campus Diffuso within broader youth policy infrastructure (Città di Torino, Delibera n. 1100460, 2021). This regulatory flexibility proved crucial. The City's Regolamento Comunale for unified fee discipline contained provisions permitting exemptions for initiatives demonstrating cultural value, inclusive character with public interest dimensions, alignment with municipal youth priorities, and enhancement of city reputation and attractiveness. Campus Diffuso qualified under these criteria, enabling community organizations operating study spaces to avoid standard occupation fees that might render operations financially unfeasible.

EDISU Piemonte assumed primary funding coordination and service standardization functions, allocating budget across locations, establishing minimum service requirements applicable universally, and determining supplementary services varying by location (Study in Torino, 2021). EDISU's involvement directly connected Campus Diffuso to Italy's right to study framework, ensuring that distributed study spaces functioned as extension of regional scholarship and student service systems rather than institutional afterthought. This integration proved significant: students accessing Campus Diffuso spaces often held EDISU scholarships or utilized other right to study benefits, creating coherent system of support across economic, housing, food service, and spatial dimensions.

The two universities—University of Turin and Polytechnic university of Turin—contributed through student need assessment, academic calendar coordination ensuring that space availability aligned with examination periods and semester rhythms, institutional communications mobilizing student awareness and usage, and financial co-investment (Comune di Torino, 2021). While specific university financial contributions have not been publicly disclosed, their institutional participation signaled commitment to spatial infrastructure beyond traditional campus-based facilities. This proved psychologically and politically important; positioning study spaces as joint university-city initiative rather than solely municipal youth provision affirmed university responsibility for student spatial services and signaled institutional recognition of spatial justice dimensions of educational access.

Funding for Campus Diffuso was provided collaboratively by EDISU Piemonte and the two universities (University of Turin and Polytechnic university of Turin), covering costs associated with infrastructure adaptation (furniture, Wi-Fi installation, heating equipment), operational expenses (utilities, cleaning, staffing), and coordination activities (Study in Torino, 2021). The University of Turin authorized €80,000 annually (2023-2024) to support Campus Diffuso infrastructure and operations (University of Turin, 2022). The Municipality contributed by facilitating agreements with community organizations, waiving fees for public space occupancy (e.g., for outdoor seating on public sidewalks or parks), and providing administrative support (Comune di Torino, 2021). This multi-level governance model differed fundamentally from both purely public provision and market-based private alternatives, preserving equity and accessibility while enabling flexibility and operational efficiency through community partnership and existing infrastructure leverage.

4.3.2.3 Timeline of Institutional Agreements and Governance Evolution

Campus Diffuso evolved through series of formalized agreements establishing roles, responsibilities, and operational frameworks. Prior to the pandemic, in July 2019, the Municipality of Turin, UniTo, and PoliTo signed a Protocol of Understanding (Protocollo d'Intesa) exploring integration of Anglo-Saxon campus models, characterized by concentrated, self-contained university precincts, with the Italian model, wherein universities remain more diffused and integrated within urban fabrics (Comune di Torino, 2021). This protocol articulated conceptual foundation for Campus Diffuso wherein student-oriented spaces—study areas, leisure facilities, social infrastructure—would be distributed across urban territory, embedding themselves within neighborhood contexts and leveraging existing community facilities rather than requiring purpose-built university infrastructure. The protocol framed Campus Diffuso not only as service provision model but also as urban regeneration tool capable of activating underutilized spaces and strengthening neighborhood vitality.

The first operationalization of Campus Diffuso occurred through Framework Agreement between the Municipality and EDISU Piemonte signed on July 14, 2020 (Convenzione Quadro Città-EDISU) (Comune di Torino, 2021). This agreement formalized institutional commitment to create distributed study spaces with flexible configurations across the city. As experimental pilot, the initiative activated over 900 study seats in August and September 2020, dispersed across multiple locations associated with the Torino a Cielo Aperto (Turin Open Air) summer program. The pilot demonstrated feasibility, garnered positive reception from students, and established operational protocols for managing distributed, temporary study infrastructure.

Figure 24: Torino a Cielo Aperto (Open-Air Turin) program, (Source: viabaltea.it)

Building on the pilot's success, a comprehensive Framework Agreement (Convenzione Quadro Multi-Institutional) was signed in February 2021 among the Municipality, EDISU Piemonte, UniTo, and PoliTo (Comune di Torino, 2021). This agreement consolidated collaboration between the four institutions, defined shared objectives, and established governance architecture for scaling Campus Diffuso citywide. The agreement emphasized the initiative's alignment with the 2012 Torino Città Universitaria framework, positioning Campus Diffuso as mechanism for enhancing student services, promoting spatial equity, fostering inter-institutional coordination, and advancing urban regeneration through activation of community-based facilities.

An Implementation Agreement (Convenzione Attuativa) adopted in April 2021 operationalized Campus Diffuso's full-scale deployment (Comune di Torino, 2021). This agreement identified 18 specific sites distributed across Turin's eight Circoscrizioni, providing approximately 2,300 total study seats comprising both indoor and outdoor spaces, some supplemented with heated tensile structures to extend seasonal usability (Study in Torino, 2021; Vivoin.it, 2021). The agreement delineated site selection criteria, essential and complementary service standards, funding mechanisms, and operational responsibilities. The project's evolution reflects broader Italian governance patterns emphasizing multi-level coordination and collaborative service provision rather than centralized top-down policy implementation.

4.3.3 Site Typologies

Campus Diffuso sites are not purpose-built university facilities but rather existing community-based structures temporarily repurposed to accommodate student study needs. The initiative leverages three primary site typologies, each possessing distinct organizational missions and community embeddedness (Comune di Torino, 2021).

Centri del Protagonismo Giovanile (Youth Empowerment Centers) represent municipal youth centers managed through agreements between the Municipality and local associations, providing cultural, recreational, educational, and aggregative programming targeting young people. These facilities existed specifically to promote youth participation, civic engagement, and cultural production. Examples include CAP 10100 (Corso Moncalieri), TYC Torino Youth Centre, and

Alkadia. These centers represent explicitly municipal investment in youth infrastructure predating Campus Diffuso by decades, bringing established management expertise and community relationships.

Case del Quartiere (Neighborhood Houses) function as community centers serving as multi-functional hubs for social cohesion, cultural activities, and participatory neighborhood governance. These facilities are typically managed by cooperatives or foundations in partnership with the Municipality, often operating in peripheral neighborhoods with limited existing services. Examples include Casa del Quartiere Barrito and Cascina Roccafranca. These facilities combine social services, cultural programming, and civic participation, creating contexts where study provision integrates with broader neighborhood life.

ARCI Social Clubs and Cultural Associations represent spaces affiliated with ARCI (Associazione Ricreativa e Culturale Italiana), Italy's largest secular association for social and cultural promotion. ARCI Torino APS coordinates several member organizations participating in Campus Diffuso, such as Magazzini sul Po. These clubs brought networks of community-based spaces with established management expertise and social mission orientation, emphasizing cultural activities, social inclusion, and progressive values.

This typological diversity created Campus Diffuso's distinctive operational character, with each location reflecting historical context and host organization characteristics rather than standardized, purpose-built study facilities with identical equipment and service provision.

4.3.4 Service Standards and Operational Model

Campus Diffuso established standardized service provisions across participating sites to ensure minimum quality thresholds and functional adequacy. The operational framework was formalized through the Convenzione Attuativa (Implementing Convention) approved by the Comune di Torino in June 2021, which established binding service standards for all partner organizations (Comune di Torino, 2021).

Essential services required at all sites included free access to study seats without membership or registration requirements (except where ARCI membership facilitated insurance coverage), free Wi-Fi connectivity suitable for online coursework, video conferencing, and digital resource access, electrical outlets at study tables to support laptop and device charging, provision of drinking water, operating hours aligned with academic calendar needs with extended hours during examination periods, and adherence to public health protocols including social distancing, sanitation, and capacity limits as required by evolving COVID-19 regulations (Comune di Torino, 2021; Study in Torino, 2021). These minimum standards ensured baseline consistency and equity regardless of location.

Figure 25: Integration of study halls with social and recreational amenities at Comala (Source: Author's photographs)

Complementary services, site-specific and encouraged but not mandatory, varied substantially across locations (Study in Torino, 2021). Some sites provided on-site staff or volunteers to provide orientation, technical assistance, and general oversight of study spaces. Others offered café, bar, or food service facilities offering refreshments. Some provided computer workstations for students without personal devices, or printing and photocopying services. Many featured outdoor seating areas with weather protection through pergolas, tensile structures, or heating. Some offered lockers or secure storage for personal belongings. This service heterogeneity reflected both operational feasibility of different host organizations and intentional recognition that students' needs varied—some seeking quiet individual study, others requiring computing facilities, still others valuing social amenities facilitating study breaks and informal interaction.

The 18 sites activated in 2021 offered combined capacity of approximately 2,300 study seats, with individual sites ranging from smaller facilities providing 20-50 seats to larger venues such as Comala (Corso Ferrucci 65), which offered 60 indoor seats and 350 outdoor seats, including 150 in heated structures (Study in Torino, 2021). This distributed model aimed to accommodate diverse student needs, providing options ranging from quiet indoor study environments to more social, outdoor settings conducive to collaborative work or informal study groups. Operating hours varied by site, reflecting organizational capacities and programmatic schedules of managing entities. Many sites operated Monday through Friday from morning to early evening (e.g., 9:00-18:00), with some offering weekend access or extended evening hours during peak examination periods. The flexibility in operational models allowed sites to adapt to local contexts while maintaining core service commitments.

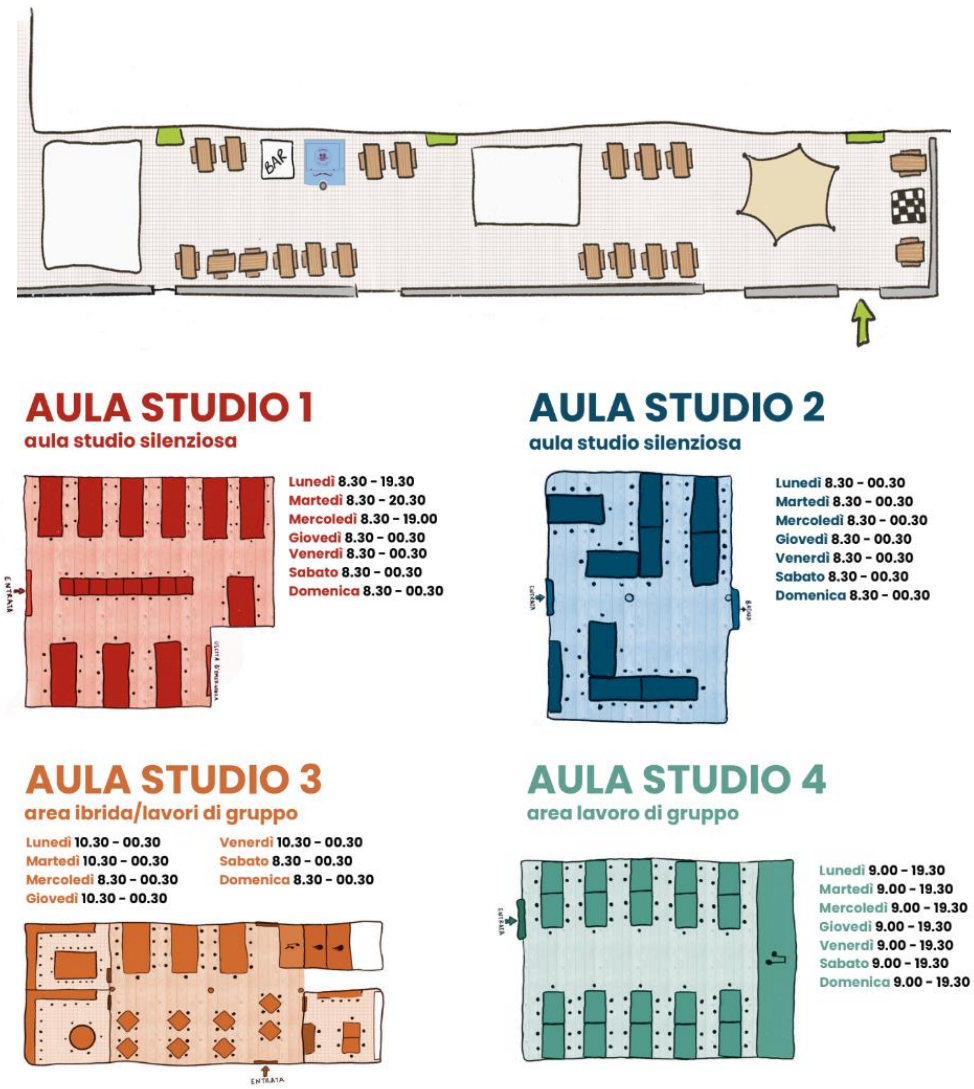

Figure 26: Distribution of silent study rooms, group work areas, and their operating schedules at Comala, 2025 (Source: Comala.it)

4.3.5 Campus Diffuso as Temporary Urbanism

Campus Diffuso exemplifies temporary urbanism in both its material configuration and institutional framing. The initiative is explicitly characterized as a "sperimentazione" (experimentation), indicating its provisional, pilot nature rather than permanent policy commitment (Comune di Torino, 2021). This framing aligns with the theoretical framework of temporary urbanism (Bishop & Williams, 2012; Haydn & Temel, 2006).

Campus Diffuso exhibits time-limited duration, initially conceived as short-term response to emergency conditions, with agreements specifying defined operational periods (e.g., summer 2020 pilot, extended through academic year 2020-2021). Subsequent renewals have extended the program, but each iteration remains framed as temporary rather than permanent, subject to annual reassessment and renegotiation (Comune di Torino, 2021). The initiative demonstrates

flexibility and reversibility through use of existing community facilities with minimal permanent modifications ensuring reversibility. Study spaces can be deactivated at season's end or if demand shifts, with facilities reverting to their original community programming. Outdoor configurations using movable furniture, tents, and temporary structures exemplify material flexibility and low commitment to fixed infrastructure.

Figure 27: Use of lightweight furniture and temporary structures to expand study capacity at Comala during the exam period, illustrating reversible and low-investment spatial adaptation within the Campus Diffuso framework. Turin, 2025. (Source: author's photograph)

Campus Diffuso's approach emphasizes low capital investment. By leveraging existing buildings and community organizations' management capacities, Campus Diffuso avoids high capital costs associated with constructing purpose-built study facilities. Investments focus on incremental enhancements (Wi-Fi upgrades, furniture, heating) rather than structural renovations (Comune di Torino, 2021). The initiative exhibits adaptive and responsive characteristics through its distributed, modular structure enabling responsiveness to shifting student needs and pandemic conditions. Sites can be added, removed, or reconfigured based on utilization patterns, public health requirements, or organizational capacity (Study in Torino, 2021).

The framing as experimentation positions Campus Diffuso as testing ground for innovative service delivery models. Lessons learned regarding site selection, service standards, student preferences, and inter-institutional coordination can inform future policy decisions, potentially guiding investments in permanent infrastructure or institutionalization of successful temporary interventions. However, Campus Diffuso also embodies tensions inherent in temporary urbanism. While the initiative addresses urgent needs and demonstrates institutional creativity under constraint, its temporary status raises questions about long-term sustainability and whether it serves as genuine alternative to permanent investment or merely defers more substantial commitments to adequate study infrastructure. The reliance on community organizations' voluntary participation and goodwill introduces precarity: if funding lapses or organizational priorities shift, sites may discontinue participation, fragmenting the network.

4.3.6 Expansion and Evolution of Campus Diffuso Programme (2021–2025)

Following its initial deployment of 18 sites in 2021, Campus Diffuso expanded incrementally in subsequent years. By 2024, the initiative comprised over 30 locations distributed across the city of Turin, reflecting both increased demand and institutional commitment to sustaining the model beyond emergency conditions (Torino Giovani, 2025). The expansion incorporated different site typologies, including hostels (Ostello Torino), cultural centers (Lombroso 16), and community hubs (Via Baltea 3). In all cases, host facilities continued to carry out their pre-existing cultural, social, or community-oriented functions alongside the provision of study spaces.

Table 2: Campus Diffuso study spaces in Turin, based on official listings from the Study in Torino website, 2025

Space (official name)	Address	Opening days & hours	Seats (if stated)	Access / notes (if stated)
Centro de Protagonismo Giovanile CAP 10100	Corso Moncalieri, 118	Mon–Fri 9:30–18:00	80 (indoor) + 80 (outdoor)	—
Imbarchino	Viale Umberto Cagni, 37 (Parco del Valentino)	Mon–Sun 9:00–18:00	25 (indoor) + 64 (outdoor)	Indoor room may be used for cultural activities; updates via Telegram channel listed by EDISU
Casa del Quartiere Barrito	Via Tepice, 23	Mon 8:00 – 12:00; 15:00 – 18:00 Tue 8:00 – 12:00; 15:00 – 18:00 Wed 8:00 – 14:00 Thu 8:00 – 14:00 Fri 8:00 – 12:00; 15:00 – 18:00 Sat 10:00 – 12:00	40 (indoor) + 40 (outdoor)	—
Centro Co-City Interculturale	Corso Taranto, 160	Mon–Fri 9:00–13:30 & 14:30–19:30; Sat 9:30–13:30	10 (indoor) + 69 (outdoor)	Access by booking via email (listed on EDISU page)
Centro per il Protagonismo Giovanile Polo 3.65/ Comala	Corso Ferrucci, 65	Mon–Fri 8:30–00:30; Sat–Sun 10:00–00:30	60 (indoor) + 350 (outdoor/heated)	—
Centro per il Protagonismo Giovanile TYC – Torino Youth Centre	Via Giovanni Pallavicino, 35	Mon–Fri 9:30–17:00	136 (indoor) + 90 (outdoor)	—
Centro per il Protagonismo Giovanile CPG Torino	Strada delle Cacce, 36	Mon–Thu 15:00–19:00; Fri 15:00–18:00	25 (indoor) + 15 (outdoor)	Booking link recommended by EDISU
Centro per il Protagonismo Giovanile Alkadia	Via Foligno, 14	Mon–Fri 10:00–18:00	46 (indoor) + 20 (outdoor)	Booking required (form link on EDISU page)
Casa del Quartiere Cascina Roccafranca	Via Rubino, 45	Mon–Fri 8:00–16:00 (can extend to 23 if no activities); Sat 8:00–16:00 (courtyard possible after 16)	40 (indoor) + 40 (outdoor)	—

Polo Socio-culturale Spazio211	Via Cigna, 211	Mon–Fri 10:00–18:30	20 (indoor) + 30 (outdoor)	Booking recommended (email/phone on EDISU page)
Aula Studio Manuela Ribas	Via Negarville, 8/28 (1st floor, external stair)	Mon–Sun 9:30–20:00	14 (indoor) + 10 (outdoor)	—
Centro Policulturale Yalla Aurora	Via Chivasso, 10/C	Mon–Fri 9:30–16:00 & 18:00–20:30	30 (indoor)	Sat–Sun by booking (email listed)
Centro Culturale Lombroso 16	Via Cesare Lombroso, 16	Tue–Fri 10:00–23:00	—	Study space temporarily hosted in social café; “study room reopening soon” notice
Centro Polifunzionale La Baraca	Via Rapallo, 20	Mon 9:30–13:00 & 14:00–18:00; Tue–Fri 14:00–18:00 (Thu closed)	20 (indoor)	—
Community Hub Via Baltea	Via Baltea, 3	Mon–Fri 11:00–23:00	15 (indoor)	—
Centro per il Protagonismo Giovanile Cartiera	Via Fossano, 8	Mon–Fri 9:00–19:00	50 (indoor) + 50 (outdoor)	—
Centro del Protagonismo Giovanile Bellarte	Via Bellardi, 116	Mon–Fri 9:00–16:00	30 (indoor)	—
Centro per il Protagonismo Giovanile Cecchi Point	Via Antonio Cecchi, 17	Mon 10:00–12:00 & 15:00–16:00; Tue–Fri 10:00–12:00 & 15:00–19:00	20 (indoor) + 30 (outdoor)	—
Centro per il Protagonismo Giovanile CasArcobaleno	Via Bernardino Lanino, 3/A	Mon–Thu 14:30–18:30	—	–
Portineria di Comunità I Giardini Sulla Dora	Lungo Dora Savona, 38 (Giardini Gilardi)	—	24 (outdoor)	—
Portineria di Comunità Borgo San Paolo	Viale Osasco, 19/A	Mon–Sat 12:00–20:00	12 (indoor)	Marked “temporarily closed”; booking contact listed
Fondo Bibliotecario Tullio De Mauro	Via dell’Arsenale, 27/E (Galleria Tirrena)	Mon–Fri 9:00–17:00	15 (indoor)	Booking contact listed
Ostello Torino	Corso Eusebio Giambone, 87/34	Mon–Sun 7:00–23:00	52 (indoor) + 12 (outdoor)	—
Circolo ARCI Risorgimento	Via Poggio, 16	Tue–Sun (see EDISU page for details)	—	—
Circolo ARCI Scatolino	Via Villa Giusti, 6/A	Tue—Thu 15:30—19:00	—	—
Circolo ARCI Magazziono Sul Po	Via Murazzi del Po 18/20	Tue—Fri 13:00—19:00; Sat 11:00—19:00	—	Open from March until October
Circolo ARCI Maurice GLBTQ	Via Stampatori, 10	Mon,Wed—Fri 15:00-19:00	15 (indoor)	—
Bocciofila Vanchiglietta Rami Secchi	Lungo Dora Pietro Colletta, 39/a	Tue & Sun 11:00–15:00; Wed–Sat 11:00–23:00	20 (indoor) + 30 (outdoor)	—
Circolo ARCI Da Giau	Strada Castello di Mirafiori, 346	Tue–Sun 16:00–24:00	20 (indoor) + 30 (outdoor)	—

Circolo ARCI Kontiki	Via Cigliano, 7	Thu—Sat 10:00—18:00	—	—
Gruppo ARCO	Via Luigi Capriolo, 18	Mon–Fri 8:30–19:30; Sat 8:30–12:30	44	Email/phone listed on EDISU page

The continuation of the initiative was supported through the renewal of Framework Agreements between the Municipality of Turin and participating institutions, including renewals formalised in 2025 (Torino Giovani, 2025). Throughout this period, Campus Diffuso retained its formal designation as a temporary and experimental programme, operating through time-limited agreements subject to periodic reassessment. As a result, the initiative has remained characterised by a renewable operational structure rather than permanent institutionalisation, despite its repeated continuation over multiple academic years.

4.3.7 Spatial Distribution and Urban Integration

Campus Diffuso is characterized by a distributed spatial configuration, with participating locations spread across all eight municipal districts of Turin. The following map (Figure 28) shows Campus Diffuso sites (black circles) concentrated primarily in the central and northeastern districts, where they are interspersed with municipal libraries (light blue), community spaces such as cultural hubs and youth centers (orange), and cafés and coworking-friendly venues (red). This distribution demonstrates that Campus Diffuso operates as a city-wide network rather than a centralized system concentrated near major university campuses.

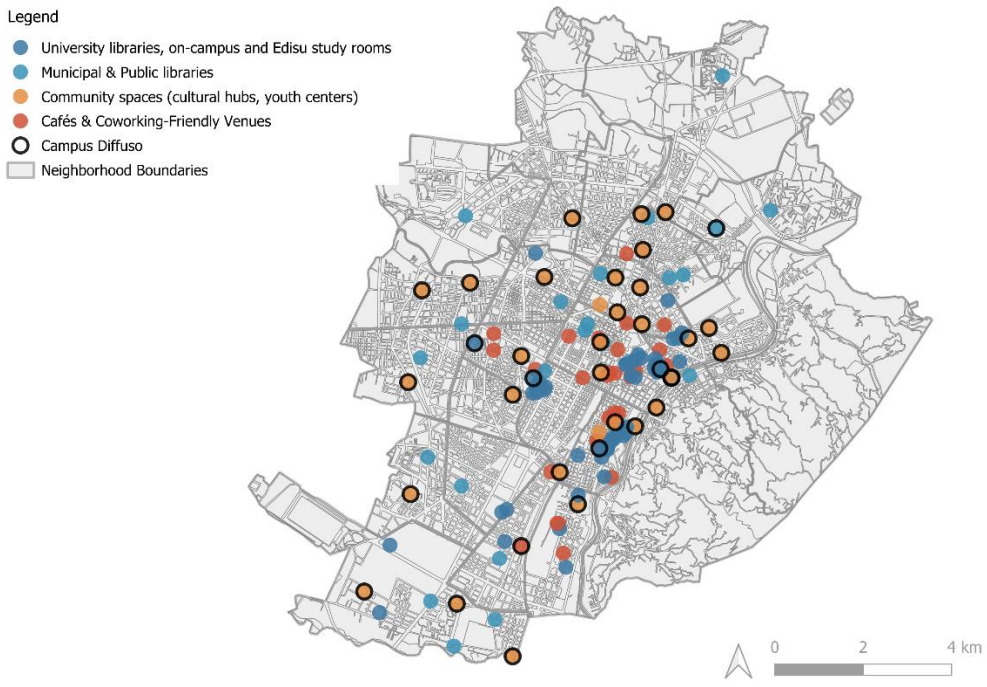

Figure 28: Spatial distribution of Campus Diffuso locations across Turin's eight municipal districts, 2025 (Source: Author's elaboration)

The spatial pattern reveals that Campus Diffuso sites are positioned within existing urban infrastructure already used by students. Rather than creating entirely new facilities, the initiative repurposes spaces embedded in residential neighborhoods, along public transport corridors, and in areas where students already gather for study, cultural, or leisure activities. The clustering of Campus Diffuso locations alongside other study spaces suggests the initiative complements rather than duplicates existing infrastructure.

By utilizing pre-existing facilities distributed across the city, Campus Diffuso extends study functions into neighborhoods beyond formal university buildings. This spatial strategy enables proximity-based access to study spaces and positions temporary urbanism as a practical mechanism for integrating student-oriented infrastructure into the wider urban fabric.

4.4 Campus Diffuso as the Empirical Ground

Campus Diffuso Torino brings together several strands developed in the literature review, including institutionalized forms of temporary urbanism, evolving university–city relationships, and students' everyday spatial practices. By transforming a dispersed set of existing community facilities into a coordinated network of study spaces, the initiative illustrates how temporary urbanism can be mobilized for the provision of core educational infrastructure, rather than remaining confined to marginal or short-term experiments.

At the same time, Campus Diffuso positions universities as actors involved in urban welfare provision beyond the boundaries of formal campuses. Instead of concentrating student life within dedicated institutional spaces or relying exclusively on commercial providers, the initiative embeds study activities within neighborhood institutions, reshaping how students inhabit the city and how community spaces accommodate academic uses. This configuration foregrounds questions related to access, equity, temporariness, and the governance of shared urban spaces.

Despite its institutional relevance and several years of operation, Campus Diffuso has not yet been examined systematically from the perspective of student spatial practices. This thesis addresses that gap by investigating how students use, perceive, and negotiate these distributed study spaces, and how the initiative intersects with their everyday study routines. The following chapter therefore shifts from the descriptive reconstruction of the case toward an empirical analysis of student practices, using the Campus Diffuso network as the concrete terrain in which the broader theoretical concerns of this research are explored.

Chapter 5: Discussion

The previous chapter documented Campus Diffuso's institutional structure and spatial distribution. This chapter shifts to empirical investigation: how do students actually use these distributed study spaces, and to what extent do they address the spatial needs identified in studentscape scholarship?

Drawing on a survey of 25 students and six interviews, this chapter examines where students study, how they evaluate different study environments, and what improvements they prioritize. Section 5.1 presents survey findings on respondent profiles, study practices, and space evaluations. Section 5.2 presents interview results on how students appropriate community study spaces. Section 5.3 synthesizes both datasets to assess whether Campus Diffuso improves student access and what the case reveals about temporary urbanism's capacity to advance spatial justice.

Four critical themes emerge: the spatial distribution of study practices across diverse environments, the decisive role of temporal availability alongside proximity, uneven awareness of Campus Diffuso across the city, and governance challenges when temporary initiatives lack institutional continuity. These findings ground theoretical discussion in concrete student experiences, revealing both the potential and limitations of distributed infrastructure.

5.1 Survey Result

This chapter summarizes the main outcomes of the questionnaire investigating where students study in Turin, how they evaluate different study environments, and what improvements or additional spaces they consider necessary. Findings are presented question-by-question to maintain transparency between the survey instrument and the reported results. The questionnaire was distributed in English and Italian, using the same structure and wording to avoid differences in meaning between language versions. A total of 25 responses were collected; 15 respondents (60%) completed the survey in English and 10 respondents (40%) in Italian.

5.1.1 Respondent profile (A0–A4)

To identify whether respondents were already using a community-based study space at the time of participation, the survey asked where they were completing the questionnaire. Most respondents completed it elsewhere (n = 17; 68%), while 32% (n = 8) filled it in while they were in a community study space (Campus Diffuso). This indicates that responses mainly reflect students answering from outside the Campus Diffuso spaces, while still including a substantial subgroup of on-site users. Because the survey could be completed from any location, A0 is used as an indicative marker of on-site users rather than a measure of overall usage frequency.

In A1, respondents reported the university in which they are enrolled. Most respondents reported being enrolled at Politecnico di Torino (PoliTo) (n = 19; 76%), while 24% (n = 6) were enrolled at Università degli Studi di Torino (UniTo). No respondents selected the “Other” option. This distribution indicates that the sample is more strongly representative of PoliTo students, which

should be kept in mind when interpreting the results as potentially reflecting study-space needs and routines shaped by PoliTo's campus geography and facilities. In A2.1, respondents indicated their level of education (Bachelor's, Master's, or PhD). Most respondents were enrolled in a Master's programme (Magistrale) (n = 15; 60%), followed by Bachelor's programmes (Triennale) (n = 9; 36%). Only one respondent (4%) reported being enrolled in a PhD, while no respondents selected the single-cycle option, and no "Other" responses were reported. Overall, the sample is therefore predominantly composed of postgraduate students.

In A2.2, an open-ended question collected respondents' programme and the primary location where they attend classes. Responses indicate a diverse mix of programmes across both PoliTo and UniTo. The most frequently mentioned programme was Architecture, Construction and City (n=4; 16%), followed by Urban and Regional Planning (n=3; 12%). All other programmes were reported by single respondents (n=1 each; 4%), including engineering fields (e.g., mechanical, aerospace, environmental, civil, electrical, ICT/computer), as well as UniTo programmes such as medicine and surgery, psychology, economics/business, and global/transnational law. In terms of teaching geography, classes were mainly concentrated in a small number of hubs: Sede Centrale / Duca degli Abruzzi (main campus) (n=6; 24%), Castello del Valentino (n=5; 20%), and Lingotto (n=4; 16%), with smaller shares at Campus Einaudi (n=2; 8%) and other dispersed UniTo sites (e.g., Scienze Mediche, San Maurizio/Plana, Pier della Francesca) (n=3; 12%). In 20% of responses (n=5), the programme was provided without a clear class location. (Figure 29)

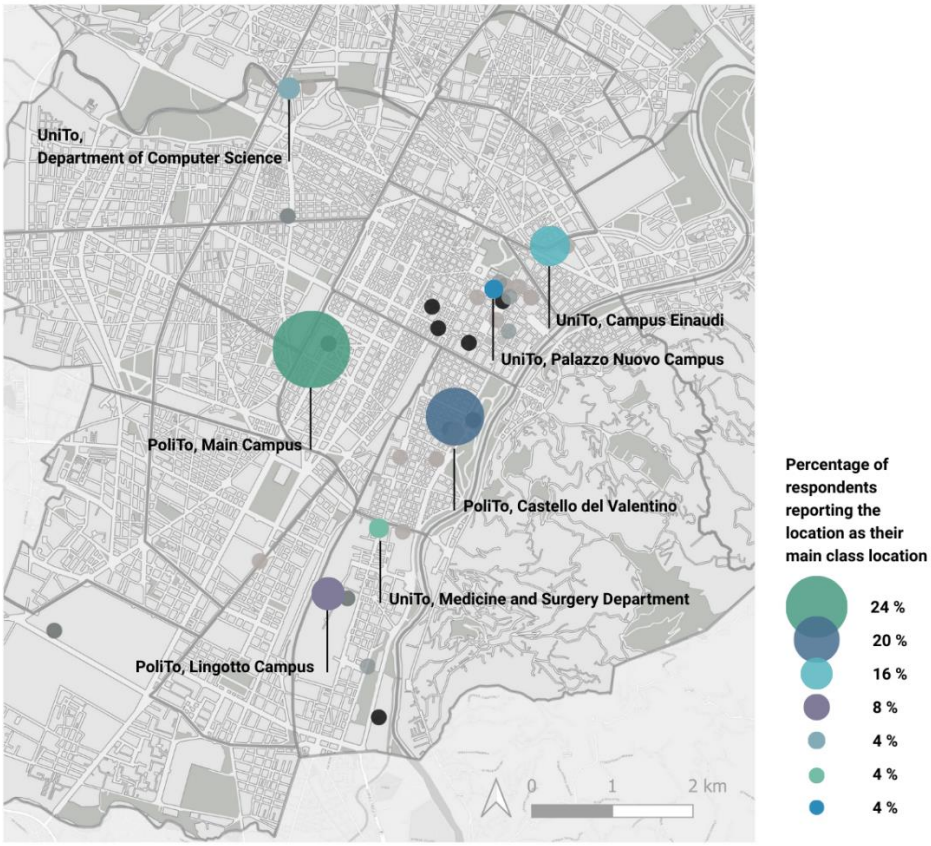

Figure 29: Main class locations reported by respondents (A2.2)

Respondents were asked where they live during the academic year in order to capture how residential geography may shape access to and choice of study spaces. Respondents reported living mainly in Turin's centre and southern districts, with 7 respondents each (28%). A further 5 respondents (20%) lived in western districts, while northern and eastern areas were each reported by 3 respondents (12%). No respondents reported living in the metropolitan area outside Turin or commuting from further away (0% in both categories). Overall, the sample is therefore entirely composed of residents within the municipal area, with a concentration in central and southern neighborhoods. (Figure 30)

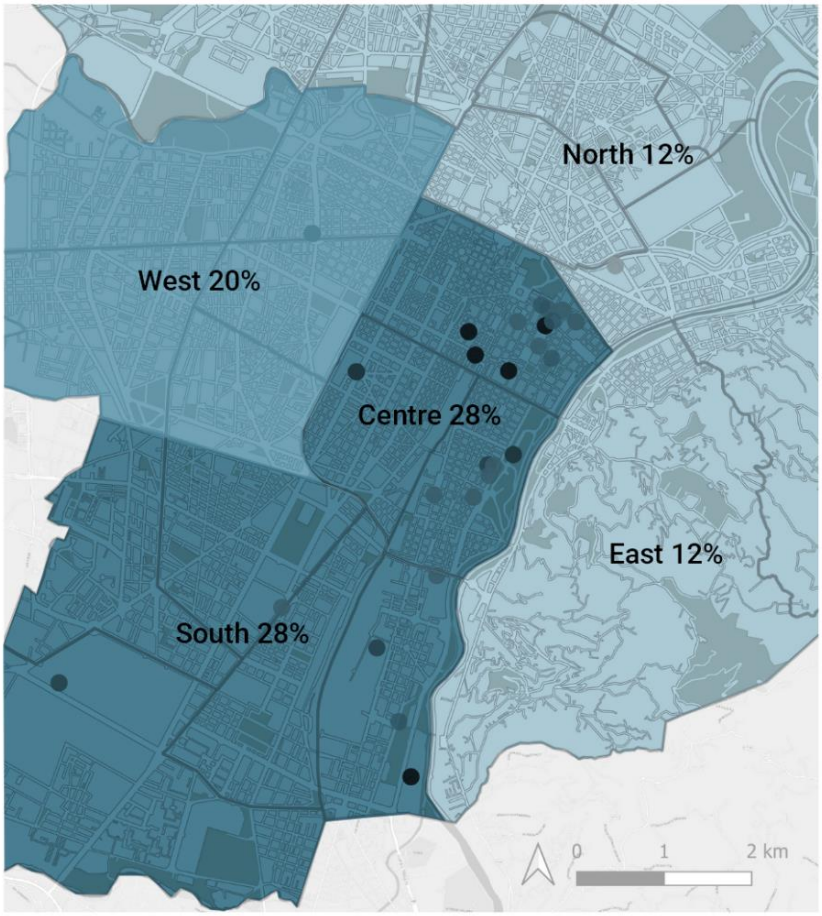

Figure 30: Distribution of respondents by area of residence within city of Turin

Accommodation type was included to understand respondents' everyday living conditions and how these might influence reliance on public or shared study spaces. Most respondents reported living in a shared apartment with other students/workers (n=19; 76%). Smaller shares reported living on their own / with a partner / with children (n=3; 12%) or in private student residences (n=2; 8%), while one respondent (4%) lived with parents. No respondents reported living in a public student residence (EDISU).

Taken together, section A responses outline a sample composed primarily of PoliTo students, largely enrolled at Master's level, and fully residing within Turin's municipality. Teaching locations are concentrated in a limited number of university hubs (notably PoliTo main campus, Valentino,

and Lingotto), while places of residence are most frequently in central and southern districts. In terms of living arrangements, most respondents live in shared apartments with other students or workers, indicating that home study takes place in shared living settings rather than in single-occupancy housing. This contextual profile provides the baseline for interpreting the next section, which examines where respondents usually study and how they evaluate different types of study spaces.

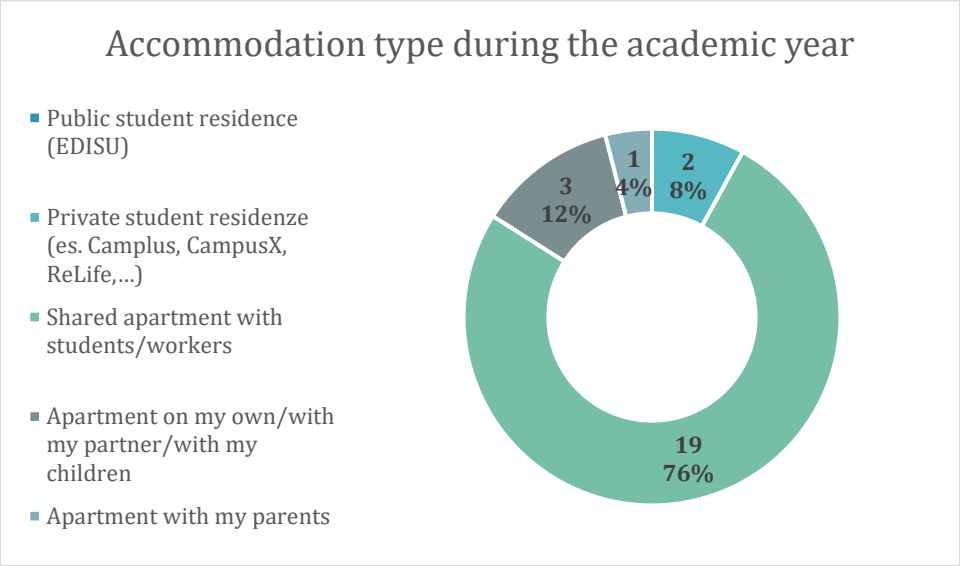

Figure 31: Accommodation type during the academic year (A4)

5.1.2 Current study practices and spaces used (B1–B4)

Section B focuses on respondents' study needs beyond formal teaching hours, documenting how often they study outside of class and the temporal patterns that shape demand for accessible study environments across the city. The following results present the frequency, timing, and spatial preferences reported by students.

Respondents were asked how frequently they study outside of class to capture the intensity and timing of study needs beyond formal teaching hours. Most respondents indicated studying every day before/after class including weekends (n=16; 64%), while 12% (n=3) selected studying every day before/after class excluding weekends. In addition, 24% (n=6) reported studying a few days per week, and the same share selected studying during the weekend (n=6; 24%). Regarding preferred study times, 24% (n=6) indicated studying mostly during daytime, while 20% (n=5) reported studying mostly in the evening/nighttime. Overall, responses suggest a high frequency of out-of-class studying, with substantial activity extending into weekends and evening hours.

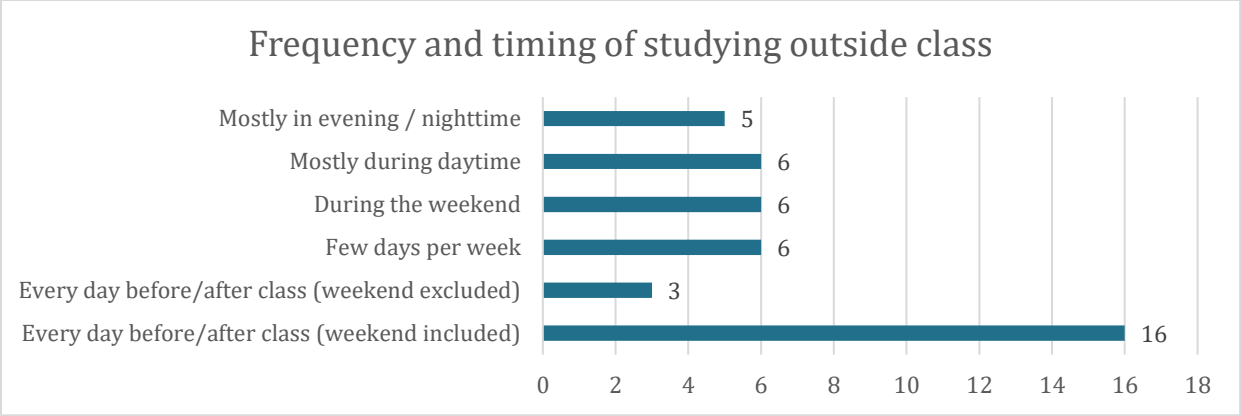

Figure 32: Frequency and timing of studying outside class (B1)

Respondents were asked to list up to three study places in order of priority to capture not only a single "main" location, but also the set of alternative environments students rely on when their preferred option is unavailable or unsuitable. The ranked results indicate that studying at home is the most common priority, accounting for 44% of first-choice selections. This suggests that, for a substantial share of respondents, the domestic environment remains the default setting for individual study, even in a city with multiple study facilities. At the same time, university libraries and on-campus study rooms form the second major anchor of everyday study routines: they account for 24% of first priorities and become even more visible when second and third priorities are considered (21% and 20%, respectively). In other words, university facilities are not only a primary destination for a portion of students, but also a key backup option used alongside home-based study. (figure 33)

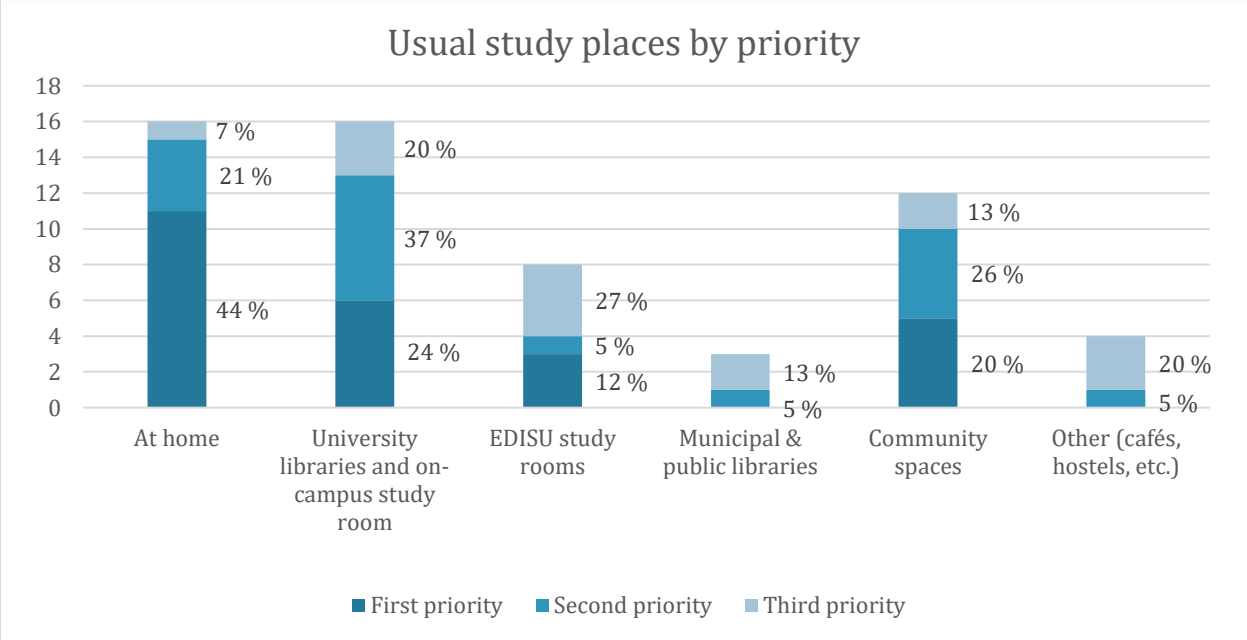

Figure 33: Usual study places by priority (B2)

A further layer emerges with EDISU study rooms, which represent a smaller but still relevant component of students' study geography. Although EDISU spaces account for 12% of first

priorities, they appear more frequently as a third priority (27%) than as a second (5%), indicating that these rooms are often used as an additional option within a broader repertoire rather than as the default daily choice. Community spaces, the category most directly connected to distributed and temporary study environments, are particularly notable: they account for 20% of first priorities and 26% of second priorities, with a smaller share as third priorities (13%). This pattern suggests that community-based study spaces are not marginal add-ons; for some respondents they function as a primary study location, and for others they play an important supporting role as an alternative to home and university facilities. By contrast, municipal and public libraries appear only in a limited way across the ranked choices, and the "other" category (cafés, hostels, etc.) appears primarily as a complementary option rather than a dominant first choice.

Overall, the ranked structure of responses shows that students rely on a combination of study places rather than a single fixed location: home and university facilities act as the main pillars, while EDISU rooms, community spaces, and occasional other settings provide flexibility depending on schedules, crowding, opening hours, or the need for different atmospheres. This finding is particularly relevant for interpreting the role of distributed study-space initiatives such as Campus Diffuso, because it indicates that non-campus spaces can operate not only as "overflow" sites but also, for a share of students, as regular and prioritized study environments.

Home suitability for studying was assessed to understand whether studying at home functions as a positive preference or, instead, reflects constraints and the need to seek external study environments. Overall, 48% of respondents described their home environment as at least fully suitable for studying, with 28% (n=7) reporting it as very suitable and 48% (n=12) as somewhat suitable. At the same time, a substantial minority reported limitations: 20% (n=5) considered home not very suitable, and 4% (n=1) reported it as not suitable at all. Taken together, these results suggest that while home is a common study location, for roughly one quarter of respondents it may not adequately support studying, reinforcing the relevance of accessible study spaces outside the domestic environment. (Figure 34)

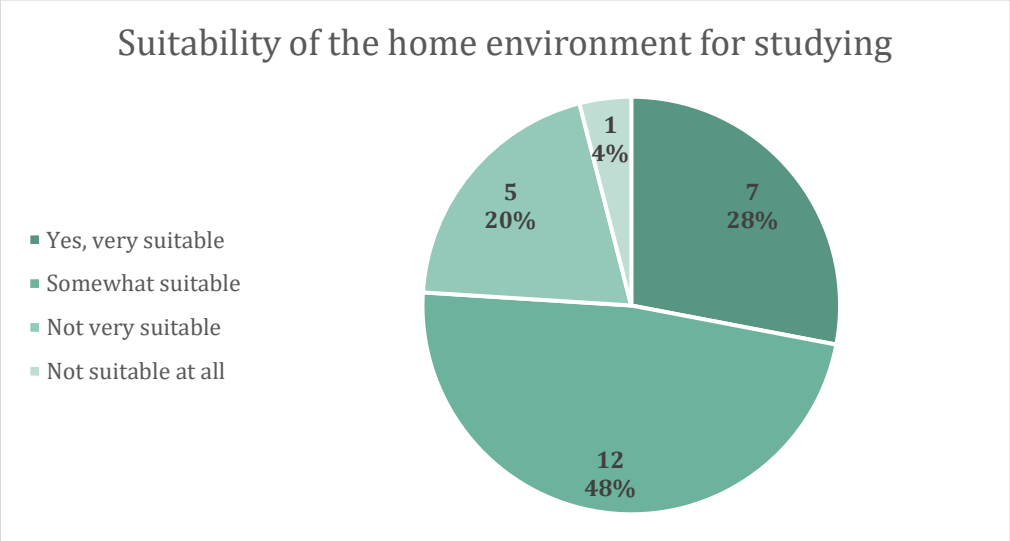

Figure 34: Suitability of the home environment for studying (B3)

B4 evaluates how different types of study spaces perform from students' perspective by asking respondents to rate four space categories—university libraries/on-campus study rooms, EDISU study rooms, municipal/public libraries, and community spaces—across four practical criteria: seat availability, opening hours, accessibility from where students live, and comfort. Importantly, the response option "Never use" allows the results to capture not only perceived quality among users, but also the degree to which each space type is actually part of students' study routines, highlighting both performance gaps and potential issues of awareness, availability, or relevance.

Students were asked to rate seat availability across four types of study spaces in order to compare perceived capacity and accessibility of existing study infrastructure. For university libraries and on-campus study rooms, responses are mixed and indicate notable pressure on seating: 14 respondents rated seat availability negatively (6 "very bad" + 8 "bad"), compared to 11 positive ratings (6 "good" + 5 "very good"), and no one selected "never use". EDISU study rooms receive a more favourable evaluation overall, with 16 positive ratings (8 "good" + 8 "very good") compared to 10 negative ratings (1 "very bad" + 9 "bad"), and only 6 respondents indicating they never use them. In contrast, municipal and public libraries show a very high level of non-use (12 "never use"), and among those who do rate them, opinions are more moderate (4 "bad" + 6 "good" + 3 "very good", with no "very bad" responses). Community spaces (cultural hubs/youth centres) are also characterised by substantial non-use (6 "never use"), but among users they are generally rated positively for seating (14 "good" + 3 "very good"), with very few negative evaluations (1 "very bad" + 1 "bad"). Overall, the results suggest that perceptions of seat availability depend not only on quality among users (often positive for EDISU and community spaces) but also on the extent to which students are aware of or actually use each category of space, particularly municipal libraries, which appear under-utilised in this sample. (Figure 35)

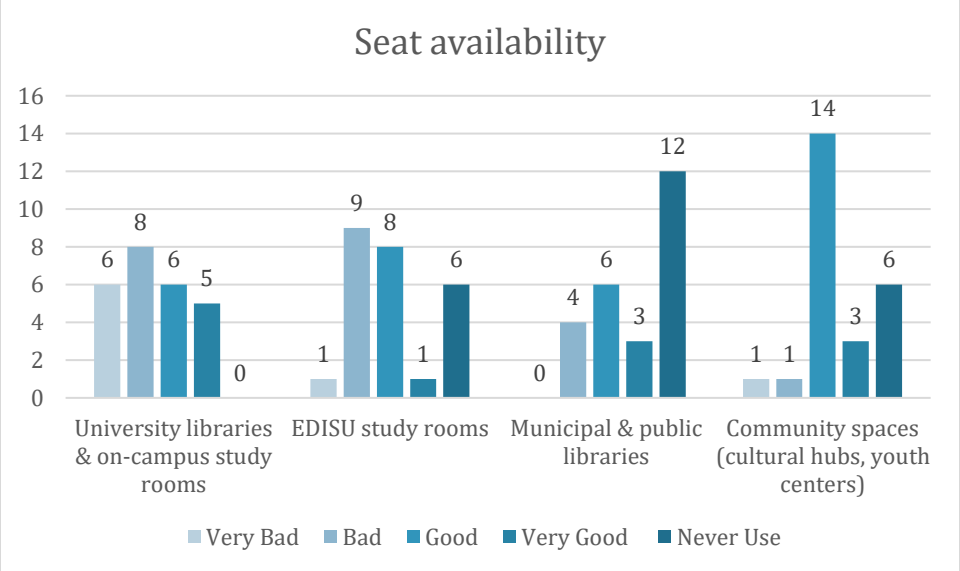

Figure 35: Seat availability ratings across study space types (B4.1)

Opening hours were rated to assess how well each space type fits students' study routines beyond class timetables. University libraries/on-campus study rooms are evaluated relatively positively overall, with 17 respondents rating the match as good or very good (12 "good" + 5 "very

good") compared to 8 negative ratings (1 "very bad" + 7 "bad"), and no "never use" responses. Community spaces show the strongest positive pattern among users, with 18 positive ratings (11 "good" + 7 "very good"), very few negative ratings (1 "bad"), and 6 respondents indicating they never use them. By contrast, municipal and public libraries stand out for both limited uptake and weaker alignment with schedules: 12 respondents selected "never use", and among those who rated them, responses lean more negative (7 "bad") than positive (6 "good"), with no "very good" ratings. For EDISU study rooms, the chart shows fewer recorded ratings overall, but the pattern among those reported is mostly positive (good/very good responses exceeding negative ones) alongside a noticeable share of "never use" selections, suggesting that schedule-fit may be satisfactory for users while access/uptake remains uneven across the sample. (Figure 36)

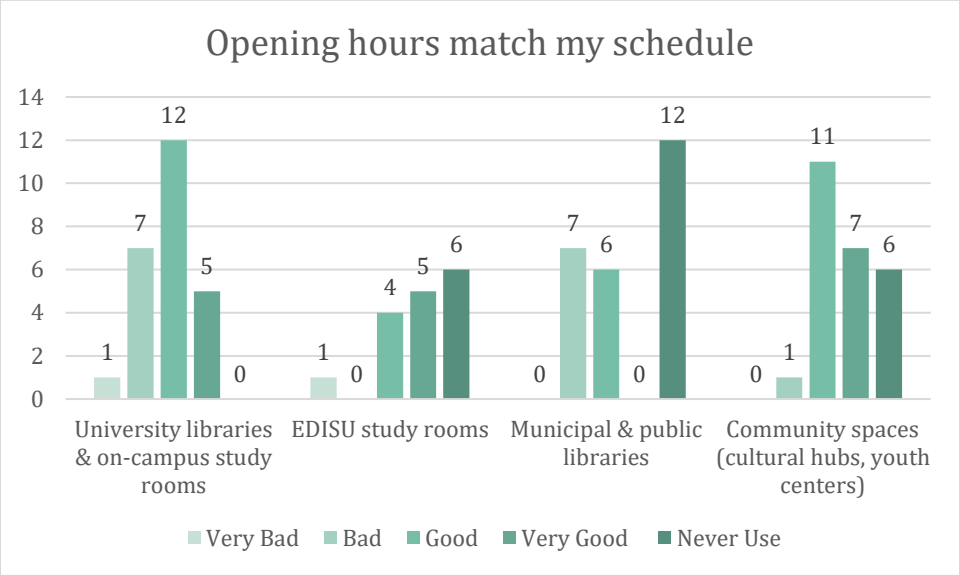

Figure 36: Opening hours match my schedule by study space type (B4.2)

Accessibility from where respondents live was assessed to understand whether each category of study space is realistically reachable within students' everyday routines. University libraries and on-campus study rooms are rated positively overall for accessibility, with 20 positive ratings (10 "good" + 10 "very good") compared to 5 negative ratings (2 "very bad" + 3 "bad") and no "never use" responses, suggesting these spaces are widely reachable within respondents' daily geographies. Community spaces are also viewed as accessible by those who use them, receiving 18 positive ratings (9 "good" + 9 "very good") and only 2 "bad" ratings, alongside 5 "never use" responses, indicating that while many users find them reachable, they are not part of everyone's routine. EDISU study rooms show more uneven accessibility: although 9 respondents rated them as good, a notable share rated them negatively (5 "very bad" + 3 "bad"), and 6 respondents selected "never use", suggesting that for some students EDISU locations may be less conveniently distributed relative to where they live. Municipal and public libraries again stand out for limited uptake, with 11 "never use" responses; among those who rated them, accessibility is mixed but leans positive (10 "good" + 2 "very good") with only small negative shares (1 "very bad" + 1 "bad"). Overall, the pattern reinforces that perceived accessibility is shaped both by spatial distribution and by whether a space type is actually used in students' routines, particularly evident for municipal libraries and, to a lesser extent, EDISU rooms. (Figure 37)

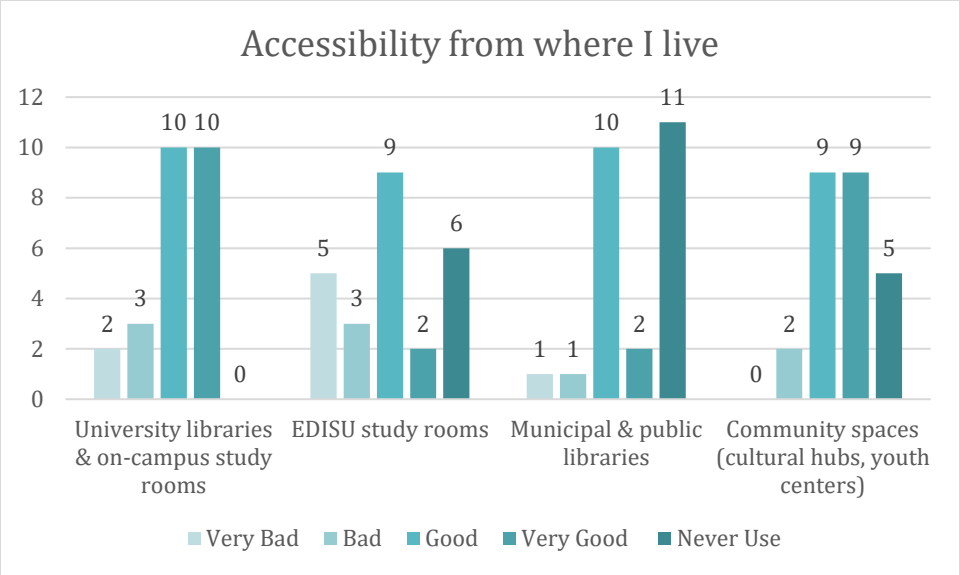

Figure 37: Accessibility from where I live by study space type (B4.3)

Comfort and environmental quality were rated to understand how supportive each space type is in terms of furniture, atmosphere, and overall study conditions. University libraries and on-campus study rooms receive a largely mixed-to-negative comfort evaluation: 11 respondents rated comfort as good, but this is outweighed by 11 “bad” ratings, alongside 1 “very bad” and only 3 “very good” responses, suggesting that while many students find these spaces acceptable, a similarly large group experiences them as uncomfortable or of insufficient quality. EDISU study rooms show a somewhat more balanced pattern: 8 positive ratings (6 “good” + 2 “very good”) are slightly higher than 12 negative ratings (5 “very bad” + 7 “bad”), and 5 respondents indicate they never use them, pointing to both uneven perceived quality and incomplete uptake. Municipal and public libraries again appear marginal in everyday use, with 11 “never use” responses; among those who rated them, comfort assessments are mostly moderate (8 “good”) with fewer negative (4 “bad”) and limited “very good” (2) responses. Community spaces are evaluated more positively by users, with 13 positive ratings (10 “good” + 3 “very good”) compared to 6 “bad” and no “very bad” responses, alongside 6 “never use” selections. Overall, comfort appears to be a key differentiator: community spaces are perceived as relatively supportive environments among users, while university and EDISU spaces show more polarized or negative comfort experiences, and municipal libraries remain largely outside respondents’ regular study routines. (Figure 38)

Taken together, this section results indicate that studying outside class is a frequent activity for most respondents, often extending into evenings and weekends. While home remains the most common first-choice study location, the ranked responses show that students typically rely on a combination of alternatives—especially university facilities, but also EDISU rooms and community spaces—as secondary or situational options. Within this pattern, Politecnico di Torino students consistently report higher levels of satisfaction with available study spaces, suggesting a more effective alignment between institutional facilities and student needs. The B4 ratings further highlight that differences between space types are not only about perceived quality (e.g., seat availability, opening hours, accessibility, comfort), but also about actual uptake, with “never use”

responses pointing to uneven integration of municipal libraries and some community spaces into everyday study routines.

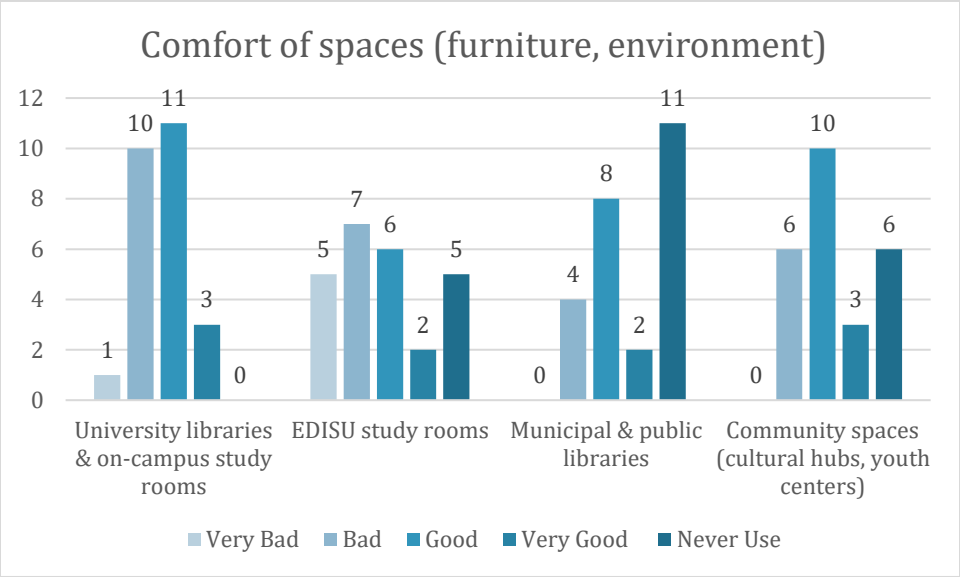

Figure 38: Comfort of spaces by study space type (B4.4)

5.1.3 Evaluation and priorities (C1–C10)

Section C focuses on community-based study spaces in Turin and their connection to the Campus Diffuso network. The questions in this section examine whether students have used these spaces for studying, how visible and accessible they are to potential users, and how community spaces compare, practically and experientially, with more formal study environments. This section is particularly important for assessing the role of non-campus, distributed study spaces in supporting everyday student study routines.

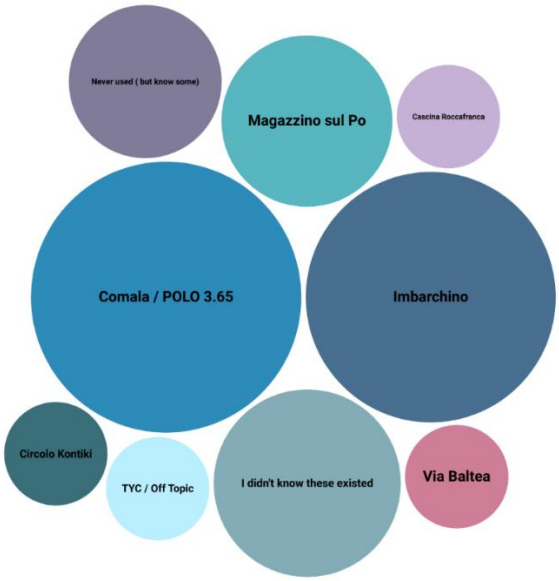

Figure 39: Community study spaces used for studying and awareness of Campus Diffuso spaces (C1)

Respondents were asked which community study spaces they have used for studying, with two final options capturing lack of use and lack of awareness. Overall, 20% (n=5) reported that they didn't know these spaces existed, while 12% (n=3) indicated they had never used any of them but knew one/some of them. The remaining responses show that reported use is concentrated in a small number of sites: Comala / POLO 3.65 was selected by 12 respondents (48%) and Imbarchino by 10 respondents (40%), making them the two most commonly used community study spaces in the sample. A second tier of spaces is mentioned less frequently, including Circolo Magazzino sul Po (n=4; 16%), while a few sites were selected by only one respondent each (4%) (e.g., TYC/Off Topic, Cascina Roccafranca, Via Baltea, Circolo Kontiki). Taken together, the results suggest that while a notable minority lacks awareness of the network, among users there is a clear concentration of activity in a limited set of community hubs rather than an even distribution across the full list. (FigureX)

C1.2 was included to identify the specific community study space each respondent had in mind, so that the following questions could be interpreted as evaluations of a concrete, personally referenced location rather than community spaces in general. In the sample, respondents most often referred to Comala / POLO 3.65 (n=13; 52%), followed by Imbarchino (n=6; 24%), while TYC / Off Topic was selected by one respondent (n=1; 4%)

Respondents were asked to evaluate how important different factors are in their choice of the community study space they use most often, using a 1–4 scale (1 = not important, 4 = very important). Figure 40 reports the mean (average) score for each factor based on 19 valid responses (Comala n=13, Imbarchino n=6). Across both spaces, the highest mean scores relate to practical aspects that shape everyday feasibility: opening hours and location/convenience are consistently among the top priorities (Comala: 3.69 and 3.54; Imbarchino: 3.33 and 3.33), closely followed by availability of seats (Comala: 3.54; Imbarchino: 3.50). A second tier of considerations concerns comfort and everyday usability: a relaxed/informal atmosphere is rated as relatively important (Comala: 3.15; Imbarchino: 3.00), while quiet environment, WiFi quality, and the possibility to eat/drink one's own food receive mid-range importance scores (generally around 2.5–2.8). By contrast, more social and collective functions appear least decisive in selecting these spaces: suitability for group study and the chance to meet other students/people have the lowest mean scores (around 2.2–2.3 across both sites). Overall, the pattern suggests that students' choice of frequently used community study spaces is driven primarily by schedule-fit, proximity, and reliable capacity, rather than by opportunities for social interaction or collaborative work. (Figure 40)

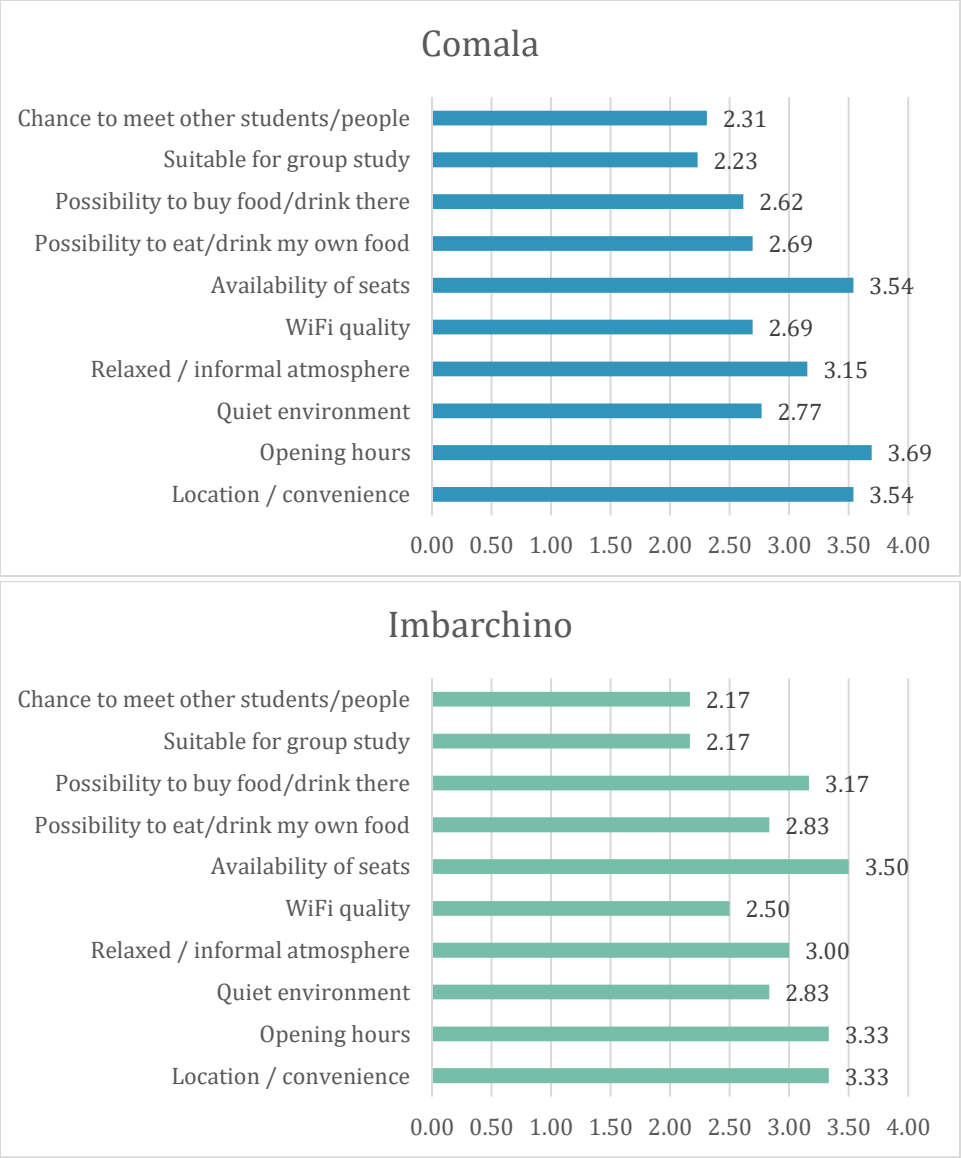

Figure 40: Mean importance ratings for choosing the most-used community study space (C2)

In C3, respondents were asked what they would most like to improve in the community study space they use most often (up to three selections). For Comala, the most frequently requested improvement is a quieter environment (n=7; 54%), followed by more seats/bigger space (n=6; 46%) and better furniture (n=6; 46%). Better WiFi is also a common request (n=5; 38%), while more power outlets near tables and weekend availability are each selected by 3 respondents (23%); longer opening hours is selected by 2 respondents (15%). A notable share reported no improvements needed ("Nothing – I'm satisfied") (n=4; 31%), while a small number of "other" comments pointed to practical comfort needs such as microwaves, a dedicated lunch/dining area, and high temperatures in rooms (each n=1; 8%).

For Imbarchino, requested improvements are more concentrated: the dominant priorities are more seats/bigger space and more power outlets near tables (each n=5; 83%). Better WiFi and

longer opening hours follow (each n=2; 33%), while quieter environment and better furniture are selected by one respondent each (17%). No respondents selected “I’m satisfied” for Imbarchino in this sample. Overall, both spaces show demand for improvements linked to basic study functionality (capacity, infrastructure, connectivity), but Comala’s responses place stronger emphasis on environmental quality (especially quietness), while Imbarchino’s responses highlight equipment and capacity constraints (seats and power outlets). (Figure 41)

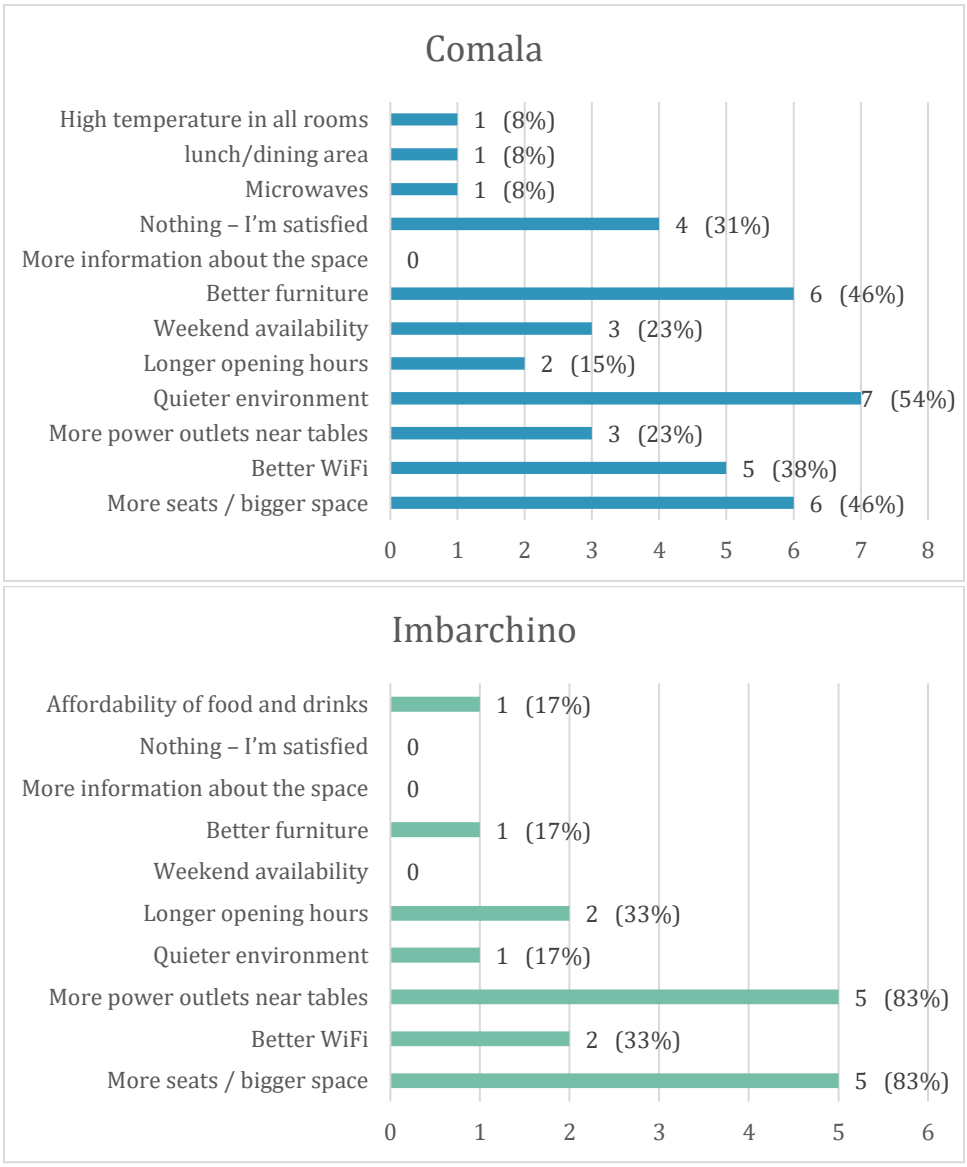

Figure 41: Most requested improvements to the study space (C3)

In C4, respondents were asked how often they use the community study space they selected as their reference space. For Comala, reported use is relatively frequent: 3 respondents (23%) use it almost daily, 3 (23%) use it several times a week, and 4 (31%) reported using it specifically during weekends. Less frequent use was reported by 2 respondents (15%) who use it occasionally (a few times a month), and 1 respondent (8%) who had used it rarely / only once or twice. In contrast, Imbarchino is used mainly on an occasional basis: 4 respondents (67%) reported using it

occasionally, 1 (17%) uses it several times a week, and 1 (17%) reported rare use; none reported using it almost daily or specifically on weekends. Overall, Comala appears to function more as a regular or routine study destination, whereas Imbarchino is more commonly used intermittently. (Figure 42)

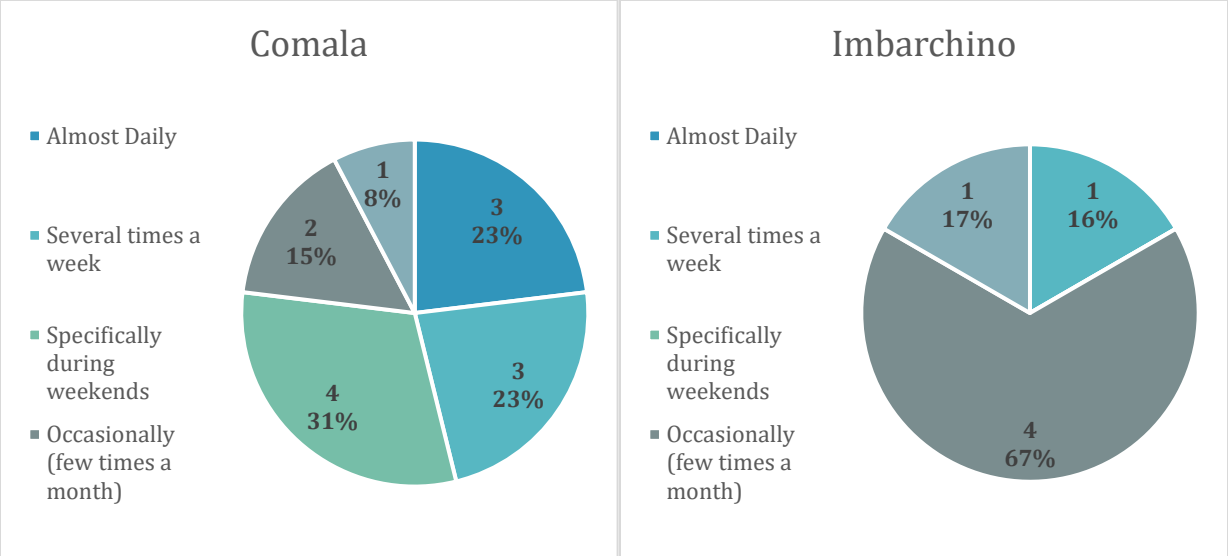

Figure 42: Frequency of use of the selected community study space (C4)

In C5, respondents were asked whether the community study space they use is close to where they live in order to understand whether these spaces function primarily as neighbourhood amenities, en-route options, or destinations that students are willing to travel to. For Comala, most users described it as locally accessible: 69% (n=9) reported that it is in their neighbourhood or easy to reach within ~15 minutes. A smaller share uses it because it lies on their route to campus (8%, n=1), while 23% (n=3) reported that they travel specifically to go there even if it is not particularly convenient. None selected the option “I use different spaces depending on where I am.” For Imbarchino, the pattern is more mixed: 33% (n=2) reported it as near/easy to reach, 17% (n=1) use it on the route to campus, and 50% (n=3) reported travelling specifically to go there. Overall, the results suggest that Comala tends to operate more as a proximate or neighbourhood-accessible study option for its users, while Imbarchino more often attracts users who make a deliberate trip, indicating different spatial catchments and potentially different roles within students’ daily mobility patterns. (Figure 43)

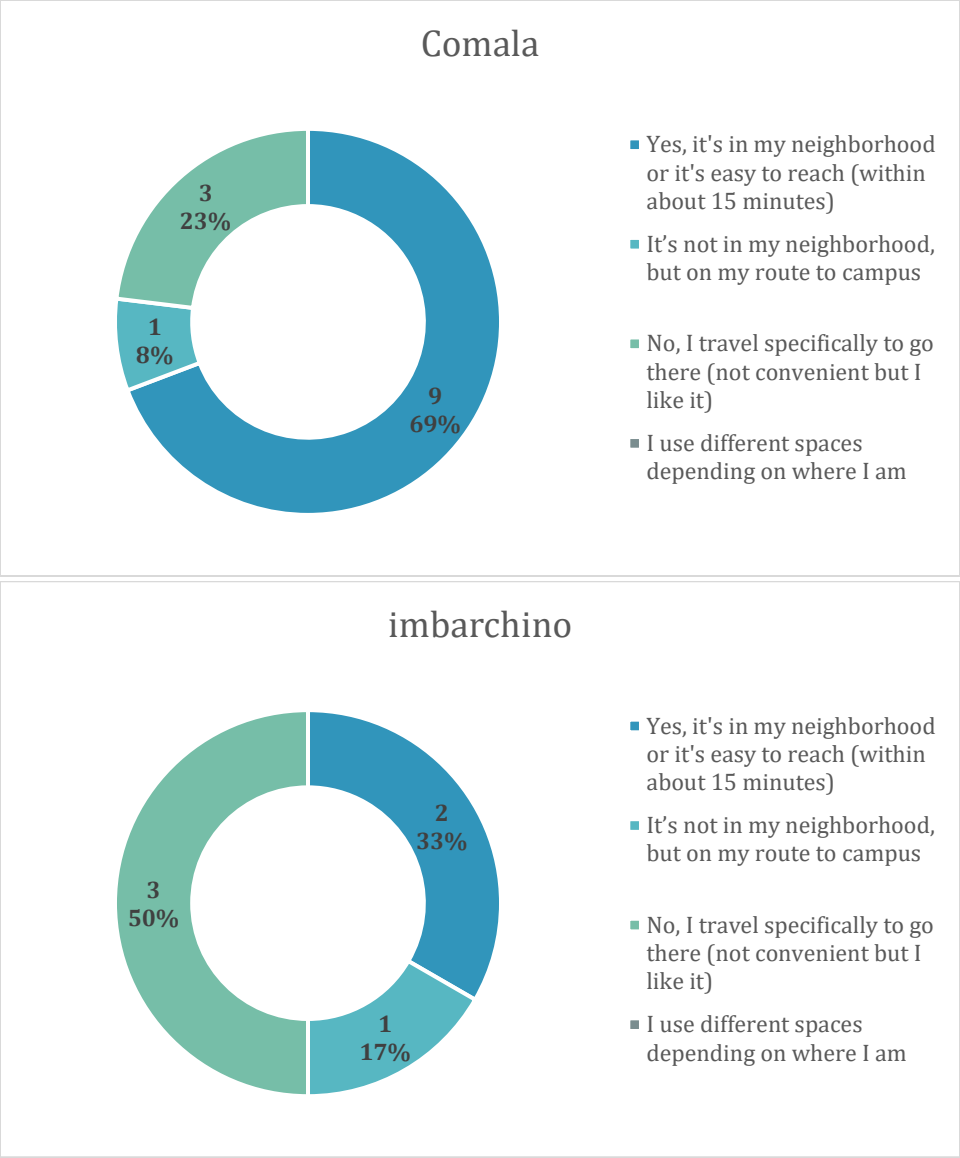

Figure 43: Proximity of the selected community study space to respondents' home (C5)

In C6, respondents were asked how they discovered the community study space they use most often in order to understand which communication channels are most effective for reaching students. For Comala, discovery is overwhelmingly driven by informal networks: 92% (n=12) reported finding the space through a friend's recommendation, while only 8% (n=1) cited university communication. No respondents selected social media, passing by, or online search. For Imbarchino, the pattern is similar: most users again reported friends' recommendation (83%, n=5), while one respondent (17%, n=1) discovered it by seeing it while passing by. No respondents selected university communication, social media, or online search. Overall, the results suggest that awareness of these community study spaces spreads primarily through word-of-mouth rather than institutional or digital communication channels.

In C7, respondents were asked to rate their overall satisfaction with the community study space they use most often to capture a general appraisal that complements the more specific criteria discussed earlier. Overall satisfaction is high for both spaces. For Comala, 92% of respondents reported being satisfied or very satisfied (10 satisfied = 77%, 2 very satisfied = 15%), while one respondent (8%) reported being dissatisfied and none reported being very dissatisfied. For Imbarchino, 83% reported being satisfied (n=5), while one respondent (17%) reported being dissatisfied; no respondents selected either "very satisfied" or "very dissatisfied". Taken together, these responses indicate broadly positive overall experiences, with dissatisfaction remaining limited in both cases. (Figure 44)

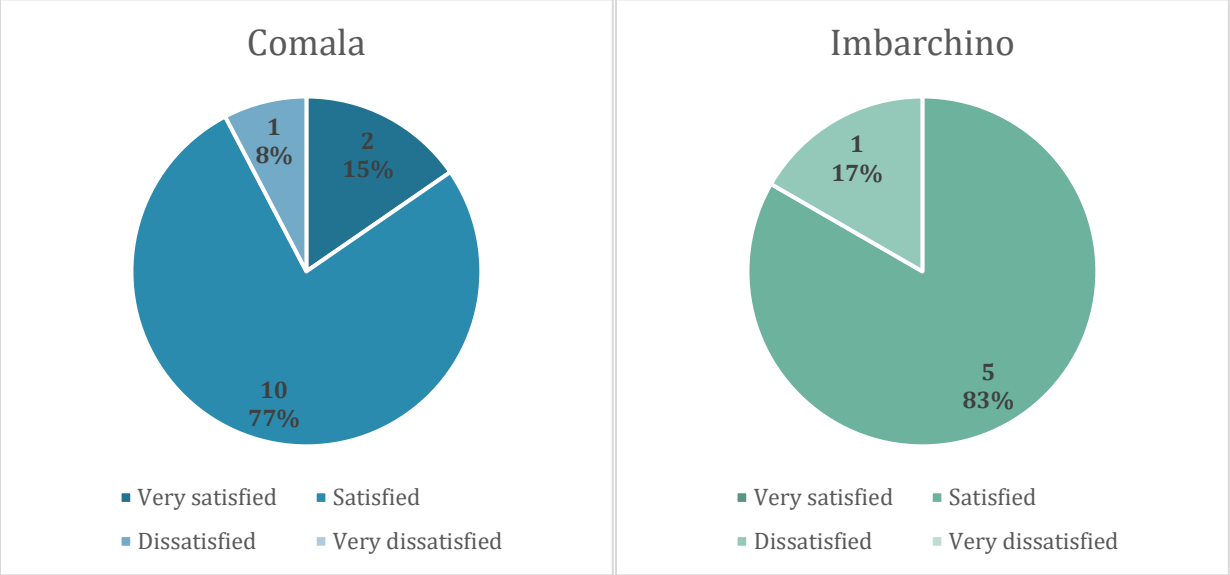

Figure 44: Overall satisfaction with the selected community study space (C7)

Respondents were asked whether the community study space they selected is used as a first-choice study location, a backup option, or both depending on the day, to assess whether community spaces operate as core study infrastructure or mainly as complementary capacity. The results indicate a clear difference between the two main reference spaces. For Comala, use is largely integrated into regular study routines: almost half of respondents selected "both" (46%, n=6), meaning the space can function either as a preferred destination or as an alternative depending on daily conditions, while 38% (n=5) identified it as their first choice. Only 15% (n=2) described Comala primarily as a backup. In contrast, Imbarchino is positioned mainly as a secondary option: 67% (n=4) reported using it as a backup, 33% (n=2) selected "both", and no respondents (0%) identified it as their first choice. Overall, this pattern is significant for interpreting the role of community-based study spaces: within the same network, some sites may become stable, routinely preferred study destinations (as Comala appears to be for many users), while others function more as flexible alternatives used when conventional options are unavailable. (Figure 45)

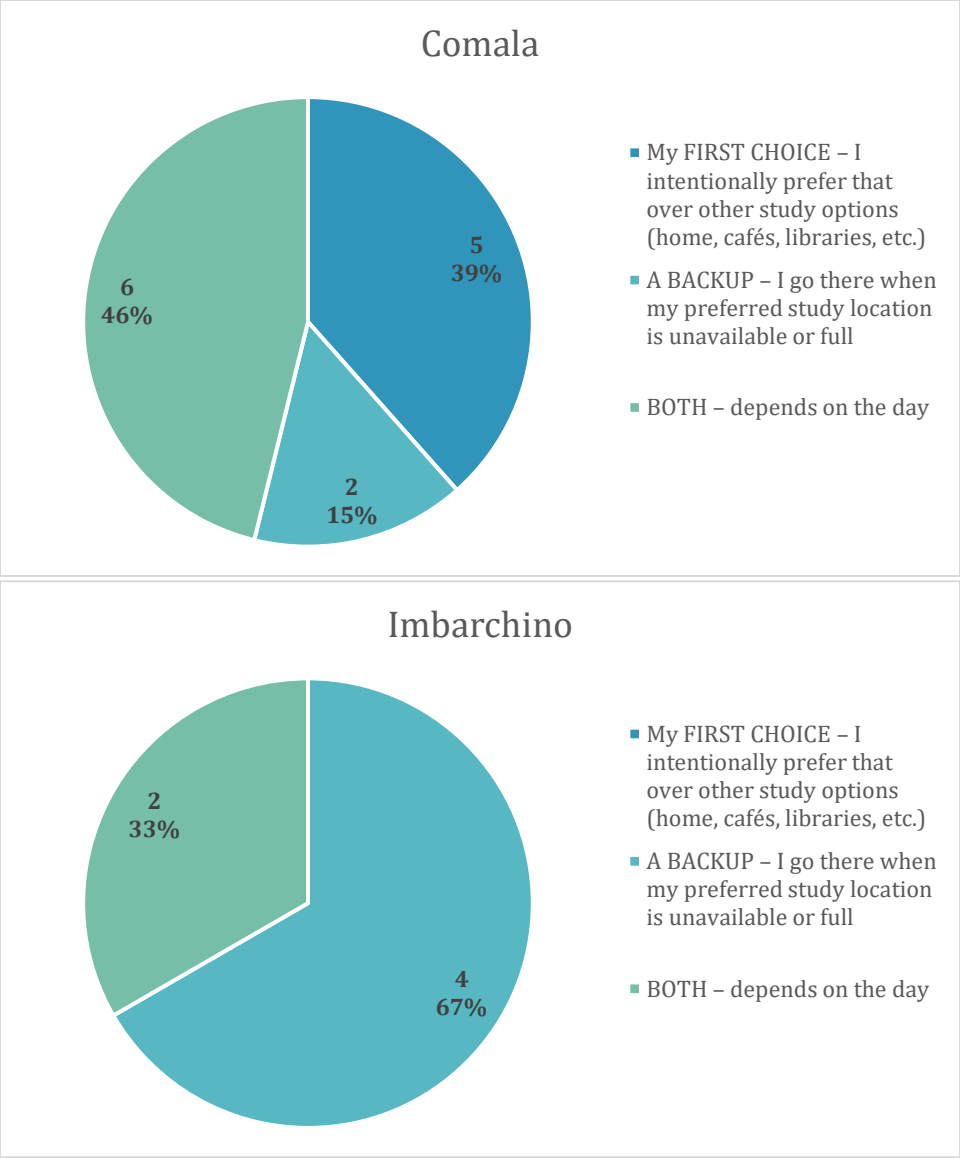

Figure 45: Role of the selected community study space in study routines (C8)

Non-users were asked why they have not used the listed community study spaces (multiple selections allowed) in order to identify barriers to uptake beyond simple awareness. Based on 10 responses to this item, the most common reason was lack of awareness: 40% (n=4) selected "I didn't know they existed." Spatial convenience was also relevant, with 20% (n=2) reporting that none are near where they live. Preference-based reasons were less frequent: 20% (n=2) indicated that they prefer studying at home, and 10% (n=1) reported preferring libraries and other spaces. A further 10% (n=1) selected "Other," specifying that they study in an office environment (e.g., LINKS or a PhD office). No respondents selected the option "I don't need additional study space beyond what I already use." Overall, the results point primarily to awareness and proximity as the main obstacles to use, rather than a lack of need for study spaces. (Figure 46)

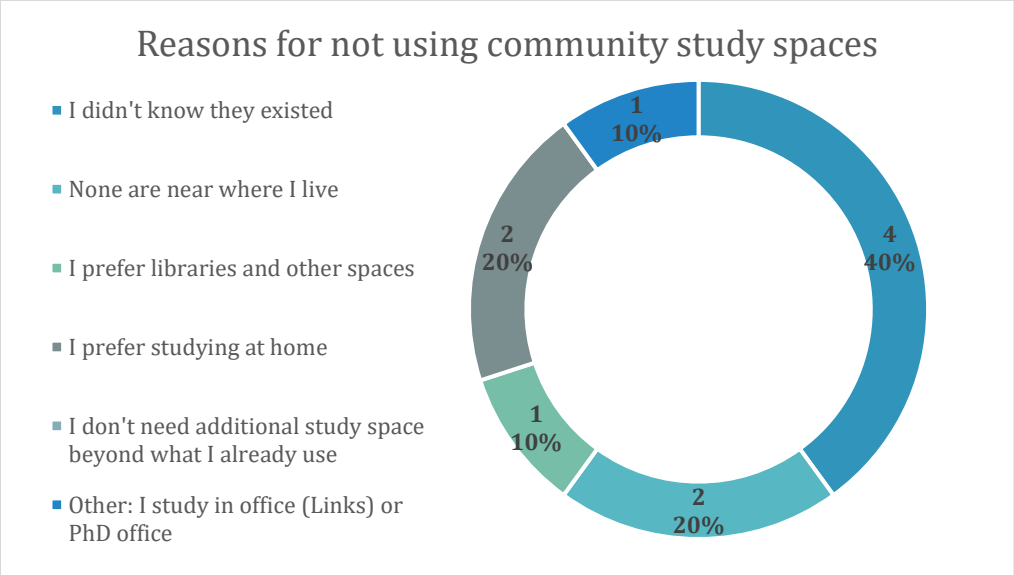

Figure 46: Reasons for not using community study spaces (C9)

Respondents were asked whether they knew the Campus Diffuso programme in order to distinguish awareness of the network/label from familiarity with individual community spaces. Overall, only 12% (n=3) reported that they knew the programme, while 44% (n=11) reported that they did not know the programme but know/use some of the spaces. A further 44% (n=11) indicated that they did not know about it at all. Taken together, these results suggest that direct recognition of Campus Diffuso as an organised programme is limited in the sample, even though a substantial share of respondents is already familiar with or uses some of the participating spaces without associating them with the network. (Figure 47)

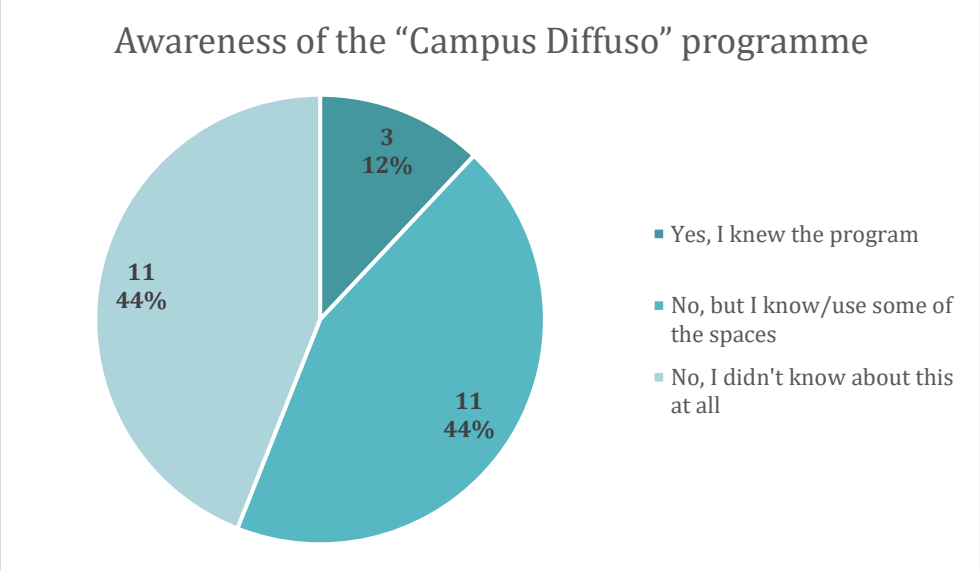

Figure 47: Awareness of the “Campus Diffuso” programme (C10)

Taken together, Section C shows that community study spaces are already part of some students’ everyday study practices, but their use is concentrated in a small number of hubs, particularly Comala/POLO 3.65 and Imbarchino. For users, the most important factors shaping choice are

practical and functional (notably location, opening hours, and seat availability), while desired improvements largely relate to basic study infrastructure such as seating, power outlets, quietness, and connectivity. At the same time, awareness remains uneven: several respondents reported not knowing the spaces or the Campus Diffuso programme, and non-use is most often linked to limited awareness and perceived lack of nearby options rather than the absence of need. Overall, the findings suggest that community-based study spaces can operate both as regular preferred destinations and as backup capacity, but their wider contribution depends strongly on visibility and accessibility.

5.1.4 Students' opinions and priority needs for study spaces (D1–E)

This section synthesises respondents' overall opinions about study-space provision in Turin and clarifies the perceived role of community-based, neighbourhood-distributed spaces within the broader study-space system. It first identifies the types of study environments students consider most needed (ranked priorities), then asks for an overall judgement on whether current study-space options are adequate, and finally examines whether respondents view community study spaces as merely complementary to formal facilities or as a necessary alternative when existing institutional provision is insufficient. Taken together, these questions move from specific needs to broader evaluations, providing a direct link between everyday study constraints and policy-relevant perceptions about the future importance of distributed study spaces.

In D1, respondents were asked to rank up to three types of study spaces they need most, in order of priority. The results indicate that the strongest primary need relates to proximity: "a space close to where I live (not just campus)" is the most common first priority (36%), and it also appears frequently as a second priority (33%) and, to a smaller extent, as a third priority (6%). Needs linked to quiet individual study are also prominent, appearing across the ranked choices (including 24% as first priority and additional second/third-priority selections). A further key demand concerns extended availability, with spaces open late/night and on weekends appearing consistently across priorities (notably as a first priority and even more strongly as second and third priorities). By contrast, preferences for spaces suitable for group work/collaboration appear comparatively limited in the ranked responses. Overall, the pattern suggests that students' most pressing needs are less about "specialised" study typologies and more about accessibility in time and space (study places that are close to home and available beyond standard daytime schedules) while still maintaining demand for quiet environments associated with traditional library-like study. (Figure 48)

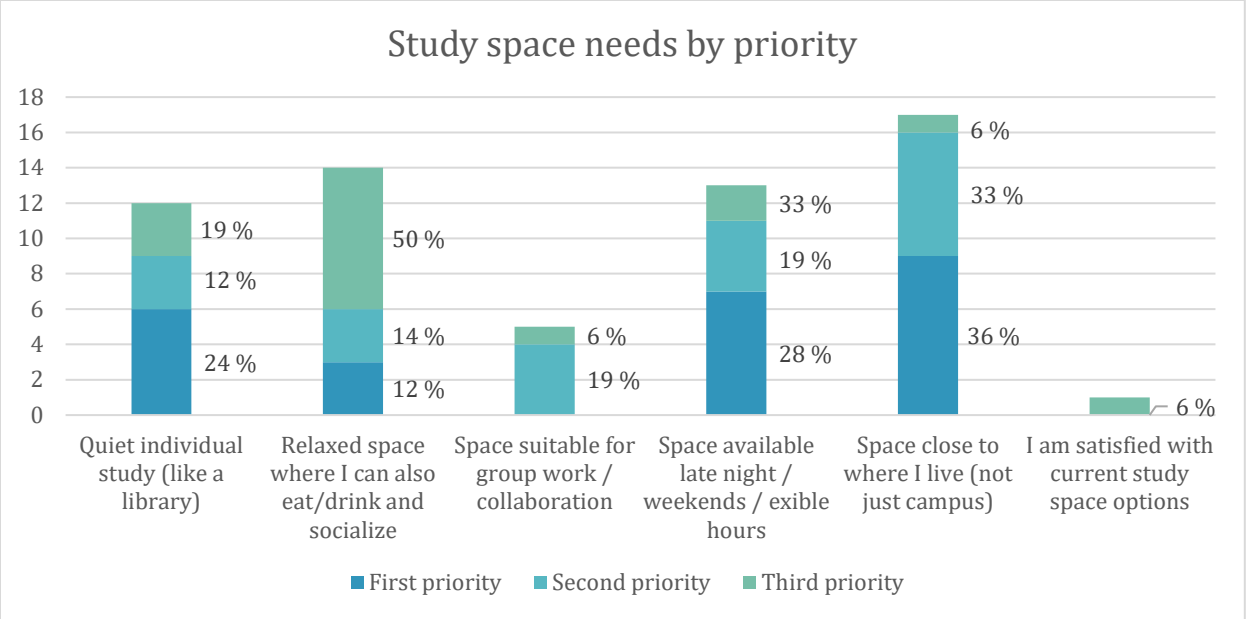

Figure 48: Study space needs by priority (D1)

In D2, respondents were asked to evaluate whether current study space options in Turin are adequate in order to capture an overall judgement of the city's study-space provision. The responses lean toward a moderately positive assessment. Almost half of respondents rated current options as adequate (48%, n=12), while 32% (n=8) considered them more than adequate. At the same time, 20% (n=5) described study-space options as barely adequate, and no respondents selected inadequate or very inadequate. Overall, the results suggest that while most respondents perceive existing provision as sufficient, a notable minority still experiences limitations, which is consistent with the earlier emphasis on needs related to proximity and extended opening hours. (Figure 49)

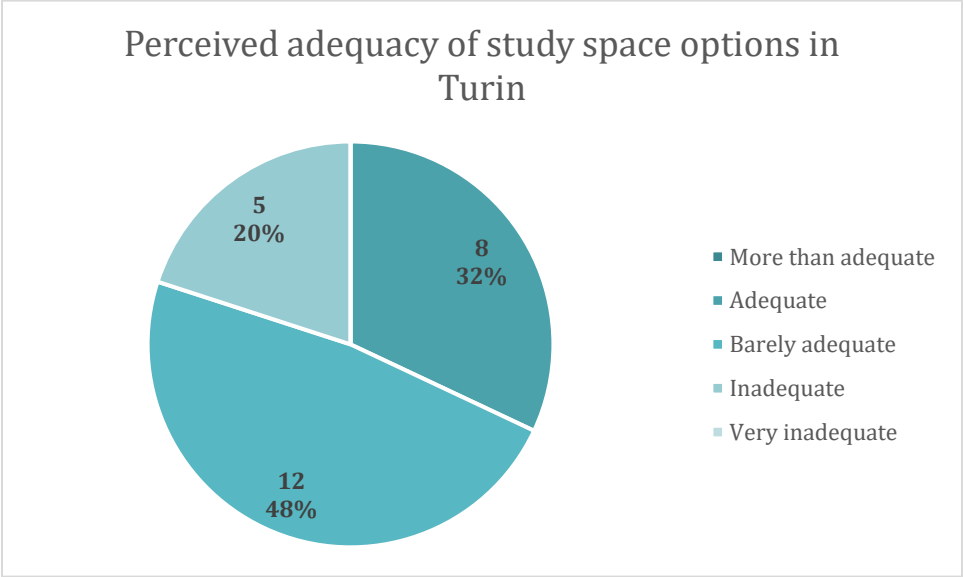

Figure 49: Perceived adequacy of study space options in Turin (D2)

In D3, respondents were asked how they perceive neighbourhood-distributed community study spaces in relation to formal facilities (libraries and institutional study rooms) in order to directly assess the role such spaces could play within Turin's overall study-space system. The results indicate a strong and unambiguous positioning of community study spaces as more than an "extra." A clear majority—72% (n=18)—described them as a necessary alternative because formal facilities are not enough, while a further 24% (n=6) viewed them as a good complement to existing formal study facilities. Only 4% (n=1) considered them not necessary, implying that almost all respondents identify a positive function for distributed community spaces. Overall, this finding is central for interpreting the thesis focus: in this sample, community study spaces are not primarily perceived as marginal or optional amenities, but as a needed component that addresses gaps in formal provision, aligning with earlier results on students' demand for study spaces that are accessible beyond campus and compatible with varied schedules. (Figure 50)

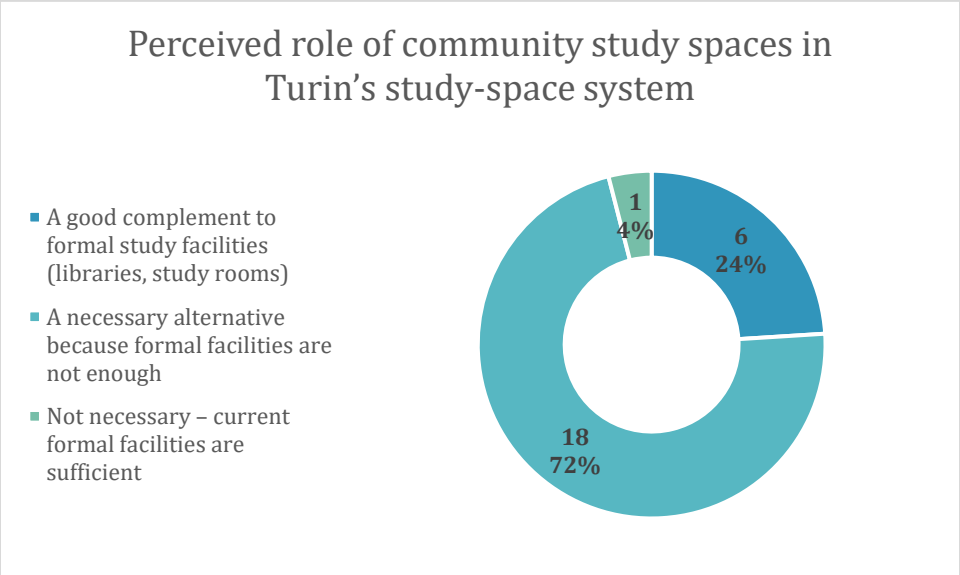

Figure 50: Perceived role of community study spaces in Turin's study-space system (D3)

Open-ended comments reinforce two recurring themes: (1) the need for better-equipped study environments, and (2) a stronger spatial distribution of study spaces across the city. One respondent explicitly requested additional amenities such as microwaves or cooking facilities, pointing to the importance of basic services for longer study sessions. Several comments emphasised the difficulty of accessing study spaces from certain residential areas—particularly the north of Turin—and called for more distributed neighbourhood study spaces rather than a concentration in central locations. Overall, the open responses align with earlier findings on proximity and accessibility, suggesting that both the geographical coverage and the practical facilities of study spaces influence whether students can rely on them regularly.

Taken together, Section D indicates that students' priorities extend beyond the quality of individual study spaces to broader questions of spatial and systemic provision. The ranked needs highlight demand for study environments that are close to where students live and accessible beyond standard daytime schedules, while the overall assessment suggests that current options are generally adequate but not without limitations. Most importantly, respondents strongly

position community study spaces as a meaningful part of the city's study infrastructure: the majority view them as a necessary alternative rather than merely an optional complement to formal facilities. The open-ended comments further reinforce this point by calling for more geographically distributed spaces and better-equipped environments, particularly in areas where access is currently limited.

Overall, the survey results provide a coherent picture of students' study practices and needs in Turin. Respondents study frequently outside formal teaching hours, often during evenings and weekends, and rely on a combination of study environments rather than a single fixed location. While home remains a common study place, it is not always perceived as fully suitable, leading students to alternate between domestic spaces, university facilities, and community-based study environments depending on availability, comfort, and timing.

A central finding for this thesis concerns the role of community study spaces within this wider study-space system. The results show that such spaces are not marginal or occasional for all users: some community spaces are integrated into everyday routines and function as first-choice study locations, while others are used mainly as backup options when preferred spaces are unavailable or overcrowded. At the same time, students strongly position community study spaces as a necessary alternative to formal facilities, rather than merely as optional complements, highlighting their potential importance in addressing gaps in institutional provision.

The survey also points to key structural factors shaping the use of study spaces. Proximity to where students live and compatibility with daily schedules emerge as more decisive than symbolic or institutional status. This is reflected both in the ranked needs for study spaces close to home and in the spatial patterns of use across different neighbourhoods. However, awareness of the Campus Diffuso programme remains limited, and many students report discovering community spaces through informal channels rather than institutional communication, suggesting that visibility and information play a key component in shaping uptake.

5.2 Interview Results

Building on the survey results, which showed that Comala / POLO 3.65 was both the most widely known and the most frequently used community study space among respondents, a set of in-depth interviews was conducted to further explore how and why students use this type of space in practice. The survey highlighted important patterns, particularly the distinction between community spaces used as first-choice versus backup options, but did not fully explain the underlying reasons behind these choices. For this reason, interviews were used to gain a deeper understanding of students' decision-making processes, everyday routines, and expectations of community-based study environments.

The interview sample consisted of six Master's students from different academic backgrounds, ranging from engineering disciplines to architecture programmes. In terms of residential location, two interviewees live in northern Turin, mainly in the Parco Dora area, two live in the Cenisia district close to the main Politecnico di Torino campus, and two reside in the southern part of the city, in the Lingotto area. Interviewees were selected among students who had used Comala at least once or who identified themselves as frequent users, ensuring that responses were grounded in direct experience of community study spaces rather than hypothetical opinions.

The interviews confirm that community study spaces do not have a single, fixed role within students' study routines, but are instead used in flexible and situational ways. Several students described these spaces as alternating between first-choice and backup options depending on the academic period, personal motivation, and availability of alternatives. During exam periods, some interviewees actively choose community spaces as their primary study environment because of their motivating atmosphere and the reduced sense of stress compared to studying alone at home. As one student explained, "in exam time I can say it's my first choice… it keeps me motivated and less stressed," while on regular days the same space may function more as a backup option, used when university study rooms are closed or overcrowded. Other interviewees framed community spaces mainly as secondary options, particularly for weekends or late-night studying, when access to institutional facilities is limited. A smaller group of students reported not using community study spaces at all, either because they rely exclusively on their campus facilities or because they lack awareness of alternatives beyond a single well-known site such as Comala.

Across all interviews, proximity emerged as a decisive factor shaping regular use. Students consistently described accessibility in relation to walking distance and ease of return home, especially in the evening or during bad weather conditions. Spaces located within a short walking distance (often defined as around 10–15 minutes) were far more likely to be integrated into daily routines, while those requiring longer travel were described as occasional destinations or backup options. One student noted that "I walk there and don't have the stress of catching the bus, especially on rainy days," while another emphasised that long distances discourage use even when the space itself is appreciated. For students who study late at night, proximity was also linked to independence from public transport schedules, reinforcing the importance of neighbourhood-based study spaces rather than facilities concentrated solely around campuses or central areas.

Interviewees also provided detailed and concrete descriptions of the minimum conditions they consider necessary for studying comfortably for several hours. These requirements were largely practical and consistent across students, with repeated emphasis on access to electricity outlets, comfortable and quiet seating, adequate desk size, stable WiFi, and appropriate thermal conditions. Environmental factors such as noise levels, lighting quality, air circulation, cleanliness (particularly of toilets) and general maintenance were frequently mentioned. Several students noted that the absence of even one basic element, most often power outlets or quietness, was

sufficient to discourage use of a space for longer study sessions. In addition, students valued access to basic services such as coffee, water, vending machines, or the possibility to heat food, particularly during long study days. These responses suggest that students evaluate study spaces less in terms of architectural image and more in terms of their ability to support sustained, uninterrupted study.

The interviews further reveal that awareness of community study spaces is shaped predominantly through informal channels. Most students reported discovering Comala and similar spaces through friends, classmates, or social media rather than through institutional or municipal communication. Some interviewees indicated that they had been using certain spaces for some time before realising that they were part of a wider programme. One student noted that "it's not well-known like libraries… as a student I know more university study rooms," highlighting the dominance of institutional facilities in students' mental maps. This lack of visibility and clear information was particularly evident among students (especially first-year students) who primarily rely on campus facilities and are less exposed to information about alternative study environments.

When reflecting on possible improvements, students consistently highlighted issues of capacity and spatial distribution. Many described existing study spaces as overcrowded during exam periods and expressed a desire for a greater number of study environments distributed across different neighbourhoods, particularly outside central areas. Suggested improvements focused on relatively basic but impactful interventions, including additional seating, better noise management, more power outlets, improved lighting, cleaner facilities, and clearer separation between quiet study areas and social or event spaces. In addition, some interviewees expressed interest in more informal, hybrid study environments, such as cozy cafés that allow laptop use and support longer study sessions, which were described as offering flexibility and atmosphere not always available in formal study rooms. Overall, interviewees did not call for radically new types of study spaces, but rather for more accessible, better-equipped, and more evenly distributed study environments, encompassing both formal study rooms and informal settings that expand the range of available options for students.

Together, the interviews provide a deeper understanding of how students navigate between different study environments in practice, clarifying the conditions under which community study spaces become integrated into daily routines and the factors that limit their wider adoption.

5.3 Discussion of Findings

This chapter discusses the findings of the research by interpreting them in relation to the theoretical framework, the case study of Campus Diffuso, and secondary empirical evidence on students' study practices in Turin. The aim is to evaluate the extent to which Campus Diffuso has improved students' access to study spaces and to reflect on what this case reveals about the potential and limits of temporary urbanism in contemporary university cities.

The findings confirm that students' study practices in Turin are spatially distributed and embedded within everyday urban life rather than confined to formal university buildings. Survey and interview data show that students regularly alternate between university facilities, community-based study spaces, cafés, and home environments, depending on accessibility, opening hours, proximity to daily routes, and perceived suitability. Importantly, students did not express a demand for radically new study-space typologies; instead, they emphasized the need for reliable, adequately equipped, and easily accessible spaces.

This pattern resonates with broader literature on studentscapes, which conceptualizes students as active urban agents who produce overlapping educational, residential, and leisure geographies through their daily practices. Studying therefore emerges not as an isolated academic activity, but as part of a wider spatial ecology shaped by mobility patterns, temporal constraints, and uneven urban provision. In this sense, access to study spaces is relational and context-dependent, influenced by how spaces fit into students' everyday routines rather than by their formal institutional status alone.

Secondary empirical evidence from Aylin Darıcalı's research reinforces this interpretation. Her findings indicate that institutional study spaces remain central but are insufficient to meet students' needs across different times of day, particularly during evenings and weekends. As a result, many students rely on home-based study as a fallback option rather than a preferred choice. External study environments are used selectively and conditionally, depending on their capacity to support prolonged academic work. These findings highlight time as a critical dimension of access, suggesting that temporal availability is as decisive as spatial proximity in shaping students' study practices. Read together with the findings of this thesis, this indicates that the challenge in Turin is not simply a lack of study spaces, but an uneven and temporally constrained provision across the city.

Within this context, Campus Diffuso represents an institutional attempt to respond to dispersed study practices by extending educational functions into community-based and semi-public spaces. By activating cultural centers, foundations, and neighborhood facilities, the project aligns with principles of community urbanism and temporary use, leveraging existing urban resources rather than creating new academic infrastructure. In response to the research question, the findings suggest that Campus Diffuso has improved students' access to study spaces in Turin in a partial and uneven manner. The project constitutes a meaningful step toward recognizing study

spaces as an urban issue and toward integrating educational functions into the broader city. At the same time, variations in performance and visibility across different locations highlight the limits of temporary urbanism when it is not accompanied by long-term planning and institutional commitment.

Survey results indicate that awareness of Campus Diffuso spaces among students is uneven. While the programme includes multiple locations across the city, only a small number of spaces were frequently mentioned by respondents. Among these, Comala and Imbarchino emerged as the most recognizable Campus Diffuso sites. It should be noted that the survey was distributed both broadly and directly within these two locations, which may have contributed to their higher visibility in the responses. However, their prominence is consistent with wider student familiarity observed throughout the research process, suggesting that these spaces are among the most well-known Campus Diffuso locations beyond the survey context itself. Other Campus Diffuso spaces were rarely mentioned, indicating lower levels of recognition rather than confirmed lack of use. The survey data alone do not allow conclusions to be drawn regarding the quality, accessibility, or functioning of these less-visible locations.

Given this uneven awareness, the qualitative phase of the research focused on Comala users in order to gain insight into how students experience a Campus Diffuso space that they actively choose and repeatedly use. The interviews were not designed to compare different Campus Diffuso locations, but to explore the conditions under which a community-based study space becomes embedded in students' everyday study practices. In the case of Imbarchino, insights are drawn exclusively from secondary empirical evidence. As documented in Aylin Darıcalı's research, Imbarchino benefits from its proximity to the Valentino area and the Politecnico di Torino campus, its location within a large urban park, and its strong public transport accessibility. These characteristics facilitate the integration of study activities with leisure, social interaction, and everyday mobility, helping to contextualize its prominence in students' study-space preferences.

Original qualitative findings from interviews with Comala users provide more detailed insights into how students perceive and use this space. Interviewees emphasized factors such as a welcoming atmosphere, the possibility of staying for extended periods, and the presence of other students as important reasons for choosing Comala as a study environment. One interviewee also mentioned the space's capacity to respond to fluctuations in academic demand, particularly during exam periods, for instance by increasing available seating and enabling the use of outdoor areas during colder months through temporary coverings and heating. These adaptive practices can support students' study routines. Rather than relying solely on fixed indoor spaces, Comala enables a more flexible use of space that accommodates different preferences for studying alone or in groups, taking breaks, and staying for extended periods. Importantly, students described these features not as occasional conveniences, but as elements that made the space reliable and usable during intensive study phases.

Overall, Campus Diffuso should be understood not as a definitive solution, but as an experimental platform that exposes both the possibilities and the shortcomings of temporary urbanism in university cities. While the project demonstrates the potential of community-based and temporary approaches to recognize studying as an urban practice and to expand educational functions beyond university campuses, it also reveals important governance challenges. From a governance perspective, Campus Diffuso illustrates a shift toward collaborative and community-based provision, while simultaneously raising questions about responsibility and continuity. When access to study spaces depends on short-term initiatives and unevenly communicated programmes, the burden of adaptation is effectively transferred to students themselves. This dynamic risks reinforcing existing inequalities linked to housing conditions, neighborhood location, and access to information. From a policy perspective, these findings suggest that initiatives such as Campus Diffuso are most effective when embedded within broader institutional strategies for study-space provision, rather than operating as stand-alone or short-term projects. Temporary interventions appear particularly valuable as testing grounds for understanding students' spatial needs, but their outcomes risk remaining fragmented if not translated into longer-term planning frameworks.

Chapter 6: Conclusion

This thesis explores the role of community-based and temporary study spaces in today's university city. It focuses on the Campus Diffuso project in Turin as a case study. The project was implemented by the Municipality of Turin in collaboration with the University of Turin, the Polytechnic University of Turin, and EDISU Piemonte. The research was guided by a central question. Does Campus Diffuso genuinely improve students' access to study spaces and support the right to study? Or does it mainly act as a temporary solution that risks masking deeper structural problems in educational infrastructure? By combining a literature review, survey data, qualitative interviews, and secondary empirical evidence, the thesis has provided an integrated assessment of both the potential and the limits of temporary urbanism in addressing students' study-space needs, positioning the analysis at the intersection of debates on studentscapes and institutional temporary urbanism.

The findings demonstrate that students' study practices in Turin are not confined to formal university buildings but are distributed across a range of urban environments, including community-based spaces, cafés, and domestic settings. Rather than seeking new or specialized study-space typologies, students prioritize accessibility, reliability, and adequate facilities, adapting their study routines to the spatial and temporal constraints of the city. This confirms that studying is an everyday urban practice shaped by mobility patterns, opening hours, and the uneven distribution of spaces , thus empirically reinforcing the studentscapes framework, which conceptualizes students' spatial practices as dispersed, relational, and embedded within the wider urban fabric rather than anchored to campus environments alone.

Within this context, Campus Diffuso emerges as a meaningful institutional response to dispersed study practices. By activating existing community and semi-public spaces, the project acknowledges studying as an urban issue and contributes to expanding educational functions beyond university campuses. In studentscapes terms, Campus Diffuso can be read as a policy attempt to actively shape and support existing student spatial geographies, rather than merely accommodating them after they have already emerged. The research shows that Campus Diffuso has improved access to study spaces in a partial and uneven manner, offering valuable alternatives for some students while remaining marginal or unknown to others. Differences in visibility, accessibility, and operational continuity play a key role in determining whether students actually incorporate these spaces into their daily routines.

The analysis also highlights awareness as a crucial dimension of access. Survey results show that only a limited number of Campus Diffuso spaces are widely known among students, a pattern influenced both by how the project has been communicated and by the way survey was distributed. While this limits the possibility of drawing conclusions about the full network of Campus Diffuso locations, it underscores the role of visibility and recognition in shaping students' engagement with community-based study spaces. In this sense, access cannot be understood as physical availability alone. It also depends on information, familiarity, and integration into students' everyday spatial imaginaries. This perspective adds nuance to the studentscapes

literature by drawing attention to the symbolic and cognitive dimensions of student spatial access.

Qualitative insights further suggest that community-based study spaces are most effective when they offer welcoming environments, allow prolonged stays, and respond—at least to some extent—to the temporal rhythms of academic life. However, these insights remain illustrative rather than representative, reflecting the scope and design of the interviews. This calls for caution in generalizing the findings and points to the need for further research that more systematically examines the diversity of Campus Diffuso locations and user experiences.

From a broader perspective, the Campus Diffuso case shows both the promise and the limitations of temporary urbanism in university cities. Temporary and community-based interventions can respond flexibly to urgent spatial needs, diversify study environments, and experiment with alternative forms of educational infrastructure. In line with critical scholarship on temporary urbanism, which questions the risk that temporary interventions become normalized as low-cost substitutes for structural public investment, the Campus Diffuso case shows how temporariness can function in two ways. It can act simultaneously as a tool for innovation and as a mechanism that postpones long-term infrastructural solutions. Moreover, when such initiatives rely on short-term arrangements and uneven communication, they risk shifting the burden of adaptation onto students themselves. This dynamic may reinforce existing inequalities related to housing conditions, neighborhood location, and access to information, especially for students who are less connected in local networks.

In conclusion, Campus Diffuso should be understood not as a definitive solution to the shortage of study spaces in Turin, but as an experimental platform that reveals important insights into students' spatial practices and unmet needs. By bringing together studentscapes and temporary urbanism, this thesis contributes to debates on university cities. It shows how temporary yet institutionalized interventions can reshape students' spatial practices, while still being limited by their provisional nature and their inability to fully address structural shortages. Its value lies less in its immediate outcomes than in its capacity to inform more stable, inclusive, and coordinated approaches to study-space provision. For university cities facing similar pressures, the findings suggest that temporary urbanism can play a constructive role when embedded within long-term institutional strategies, rather than operating as a substitute for durable educational infrastructure. Future research and policy efforts should build on these experimental experiences to ensure that access to study spaces is treated as a core component of urban educational equity.

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Appendix

The Questionnaire Sample

STUDENT SURVEY: STUDY SPACES IN TURIN

Welcome!
Benvenuto/a!

* Indicates required question

1. In which language would you like to complete the survey? *
   In quale lingua preferisci compilare il questionario?

   Mark only one oval.

   - English — *Skip to section 2 (STUDENT SURVEY: STUDY SPACES IN TURIN)*
   - Italiano — *Skip to section 8 (QUESTIONARIO PER STUDENTI: SPAZI PER STUDIARE A TORINO)*

STUDENT SURVEY: STUDY SPACES IN TURIN

Estimated completion time: 10 minutes

Your answers are anonymous and will be used only for a Master's thesis at Politecnico di Torino. By continuing, you agree that your anonymized responses can be used for research purposes.

Title of the thesis: The role of temporary urbanism in providing study spaces for university students
Student: Mohadese Kamali
Supervisor: Francesca Caterina Bragaglia, Politecnico di Torino
Co-supervisors: Erica Mangione, Loris Antonio Servillo, Politecnico di Torino

SECTION A: ABOUT YOU (4 questions)

2. A0. Where are you completing this survey? *

   Mark only one oval.

   - I am filling it in while I am in a community study space (Campus Diffuso)
   - I am filling it elsewhere

3. A1. Which university are you enrolled in? *

   Mark only one oval.

   - Università degli Studi di Torino (UniTo)
   - Politecnico di Torino (PoliTo)
   - Other: _____

4. A2.1. In which level of education are you enrolled? *

   Mark only one oval.

   - Bachelor's (Triennale)
   - Master's (Magistrale)
   - Single-cycle
   - PhD
   - Other: _____

5. A2.2. What programme are you attending, and where do you mainly have your classes?
   (e.g., Urban and Regional Planning – Castello del Valentino)

6. A3. Where do you live during the academic year? *

Mark only one oval.

- Turin, Center (Centro, Crocetta, San Salvario, etc.)
- Turin, North (Aurora, Barriera di Milano, Regio Parco, Rebaudengo, etc.)
- Turin, West (San Paolo, Cenisia, San Donato, Pozzo Strada, etc.)
- Turin, South (Santa Rita, Mirafiori, Lingotto, etc.)
- Turin, East (Vanchiglia, Borgo Po, Madonna del Pilone, etc.)
- Metropolitan area (outside Turin municipality)
- I commute from further away

7. A4. What type of accommodation? *

Mark only one oval.

- Public student residence (EDISU)
- Private student residenze (es. Camplus, CampusX, ReLife,..)
- Shared apartment with students/workers
- Apartment on my own/with my partner/with my children
- Apartment with my parents
- Other: _____

SECTION B: YOUR STUDY NEEDS (4 questions)

8. B1. On average, how frequently do you study outside of class? *
(Select ALL that apply)

Check all that apply.

- [ ] Every day before/after class (weekend included)
- [ ] Every day before/after class (weekend excluded)
- [ ] Few days per week
- [ ] During the weekend
- [ ] Mostly during daytime
- [ ] Mostly in evening / nighttime

9. B2. Where do you USUALLY study? (Please list up to three places in order of priority, starting with the one you visit most often) (e.g., 2-1-4) *

1 = At home
2 = University libraries and on-campus study room
3 = EDISU study rooms (e.g., Principe Amedeo, Verdi, Olimpia, Pietro Giuria, Opera, Camplus Regio Parco)
4 = Municipal & public libraries
5 = Community spaces (cultural & youth hubs, neighborhood centers)
6 = Other (cafés, hostels, etc.)

_____

10. B3. Is your home environment suitable for studying? *

Mark only one oval.

- Yes, very suitable
- Somewhat suitable
- Not very suitable
- Not suitable at all

B4. In this part, you will evaluate different study spaces based on specific characteristics.

11. **B4.1 – Seat availability** *
Based on your experience, please rate the seat availability in the following study spaces.
(1 = Very Bad, 2 = Bad, 3 = Good, 4 = Very Good, 5 = Never Use)

Mark only one oval per row.

	1 = Very Bad	2 = Bad	3 = Good	4 = Very Good	5 = Never Use
University libraries & on-campus study rooms					
EDISU study rooms					
Municipal & public libraries					
Community spaces (cultural hubs, youth centers)					

12. **B4.2 – Opening hours match my schedule** *
Based on your experience, please rate how well the opening hours of the following study spaces match your study schedule.
(1 = Very Bad, 2 = Bad, 3 = Good, 4 = Very Good, 5 = Never Use)

Mark only one oval per row.

	1 = Very Bad	2 = Bad	3 = Good	4 = Very Good	5 = Never Use
University libraries & on-campus study rooms					
EDISU study rooms					
Municipal & public libraries					
Community spaces (cultural hubs, youth centers)					

13. **B4.3 – Accessibility from where I live** *

Based on your experience, please rate how accessible each study space is from where you live.

(1 = Very Bad, 2 = Bad, 3 = Good, 4 = Very Good, 5 = Never Use)

Mark only one oval per row.

	1 = Very Bad	2 = Bad	3 = Good	4 = Very Good	5 = Never Use
University libraries & on-campus study rooms	◯	◯	◯	◯	◯
EDISU study rooms	◯	◯	◯	◯	◯
Municipal & public libraries	◯	◯	◯	◯	◯
Community spaces (cultural hubs, youth centers)	◯	◯	◯	◯	◯

14. **B4.4 – Comfort of spaces (furniture, environment)** *

Based on your experience, please rate the comfort and quality of the environment in the following study spaces.

(1 = Very Bad, 2 = Bad, 3 = Good, 4 = Very Good, 5 = Never Use)

Mark only one oval per row.

	1 = Very Bad	2 = Bad	3 = Good	4 = Very Good	5 = Never Use
University libraries & on-campus study rooms	◯	◯	◯	◯	◯
EDISU study rooms	◯	◯	◯	◯	◯
Municipal & public libraries	◯	◯	◯	◯	◯
Community spaces (cultural hubs, youth centers)	◯	◯	◯	◯	◯

SECTION C: COMMUNITY STUDY SPACES (10 questions)

In Turin, many community spaces offer FREE study areas for students. You may have used some without knowing they are part of a network called "Campus Diffuso".

15. C1.1. Which of the following study spaces have you used for studying?

(Select ALL that apply. If none, choose one of the last two options.)

Check all that apply.

- ☐ CAP 10100 (Centro de Protagonismo Giovanile) – Corso Moncalieri 118
- ☐ Imbarchino – Viale Umberto Cagni 37, Parco del Valentino
- ☐ Comala / POLO 3.65 (Centro de Protagonismo Giovanile) – Corso Ferrucci 65
- ☐ TYC / Off Topic (Centro de Protagonismo Giovanile) – Via Giorgio Pallavicino 35
- ☐ CPG Torino (Centro de Protagonismo Giovanile) – Strada delle Cacce 36
- ☐ Alkadia (Spazio Giovani) – Via Foligno 14
- ☐ Cartiera (Centro de Protagonismo Giovanile) – Via Fossano 8
- ☐ Bellarte (Centro de Protagonismo Giovanile) – Via Bellardi 116
- ☐ Cecchi Point (Casa del Quartiere) – Via Antonio Cecchi 17
- ☐ Casarcobaleno (Centro de Protagonismo Giovanile) – Via Bernardino Lanino 3/A
- ☐ Spazio 211 – Via Cigna 211
- ☐ Cascina Roccafranca (Casa del Quartiere) – Via Rubino 45
- ☐ Barrito (Casa del Quartiere) – Via Tepice 23
- ☐ Via Baltea (Community Hub) – Via Baltea 3
- ☐ Lombroso 16 (Centro Culturale) – Via Cesare Lombroso 16
- ☐ Yalla Aurora (Centro Policulturale)– Via Chivasso 10/C
- ☐ La Baràca (Centro Polifunzionale) – Via Rapallo 20
- ☐ Alloggiami Student Housing / Aula Manuela Ribas – Via Negarville 8/28
- ☐ Circolo Risorgimento – Via Poggio 16
- ☐ Circolo Maurice – Via Stampatori 10
- ☐ Circolo Scatolino – Via Villa Giusti 6/A
- ☐ Circolo Rami Secchi – Lungo Dora Colletta 39/a
- ☐ Circolo Magazzino sul Po – Via Murazzi del Po 18/20
- ☐ Circolo Kontiki – Via Cigliano 7
- ☐ Circolo Da Giau – Strada Castello di Mirafiori 346
- ☐ Ostello Torino – Corso Giambone 87/34
- ☐ Fondo Bibliotecario Tullio De Mauro – Via dell'Arsenale 27/E
- ☐ Portineria di Comunità 'I Giardini sulla Dora' – Lungo Dora Savona 38
- ☐ Portineria di Comunità 'Borgo San Paolo' – Via Osasco 19/A
- ☐ Centro Interculturale – Corso Taranto 160
- ☐ Gruppo ARCO – Via Capriolo 18
- ☐ Volere La Luna – Via Trivero 16
- ☐ InformaGiovani Nichelino – Via Galimberti 3 Nichelino
- ☐ I have NEVER used any of these but I know one/some of them → skip to C9
- ☐ I didn't know these existed → skip to C9

16. C1.2. Which of these spaces do you use most often? ⊙ Dropdown

Mark only one oval.

- ◯ CAP 10100 (Centro de Protagonismo Giovanile) – Corso Moncalieri 118
- ◯ Imbarchino – Viale Umberto Cagni 37, Parco del Valentino
- ◯ Comala / POLO 3.65 (Centro de Protagonismo Giovanile) – Corso Ferrucci 65
- ◯ TYC / Off Topic (Centro de Protagonismo Giovanile) – Via Giorgio Pallavicino 35
- ◯ CPG Torino (Centro de Protagonismo Giovanile) – Strada delle Cacce 36
- ◯ Alkadia (Spazio Giovani) – Via Foligno 14
- ◯ Cartiera (Centro de Protagonismo Giovanile) – Via Fossano 8
- ◯ Bellarte (Centro de Protagonismo Giovanile) – Via Bellardi 116
- ◯ Cecchi Point (Casa del Quartiere) – Via Antonio Cecchi 17
- ◯ Casarcobaleno (Centro de Protagonismo Giovanile) – Via Bernardino Lanino 3/A
- ◯ Spazio 211 – Via Cigna 211
- ◯ Cascina Roccafranca (Casa del Quartiere) – Via Rubino 45
- ◯ Barrito (Casa del Quartiere) – Via Tepice 23
- ◯ Via Baltea (Community Hub) – Via Baltea 3
- ◯ Lombroso 16 (Centro Culturale) – Via Cesare Lombroso 16
- ◯ Yalla Aurora (Centro Policulturale)– Via Chivasso 10/C
- ◯ La Baràca (Centro Polifunzionale) – Via Rapallo 20
- ◯ Alloggiami Student Housing / Aula Manuela Ribas – Via Negarville 8/28
- ◯ Circolo Risorgimento – Via Poggio 16
- ◯ Circolo Maurice – Via Stampatori 10
- ◯ Circolo Scatolino – Via Villa Giusti 6/A
- ◯ Circolo Rami Secchi – Lungo Dora Colletta 39/a
- ◯ Circolo Magazzino sul Po – Via Murazzi del Po 18/20
- ◯ Circolo Kontiki – Via Cigliano 7
- ◯ Circolo Da Giau – Strada Castello di Mirafiori 346
- ◯ Ostello Torino – Corso Giambone 87/34
- ◯ Fondo Bibliotecario Tullio De Mauro – Via dell'Arsenale 27/E
- ◯ Portineria di Comunità 'I Giardini sulla Dora' – Lungo Dora Savona 38
- ◯ Portineria di Comunità 'Borgo San Paolo' – Via Osasco 19/A
- ◯ Centro Interculturale – Corso Taranto 160
- ◯ Gruppo ARCO – Via Capriolo 18
- ◯ Volere La Luna – Via Trivero 16

InformaGiovani Nichelino – Via Galimberti 3 Nichelino

17. C2. Thinking about the space you use MOST OFTEN (the one you selected), how important are the following aspects for your choice?
(1 = Not Important, 2 = Slightly Important, 3 = Important, 4 = Very Important)

Mark only one oval per row.

	1 = Not Important	2 = Slightly Important	3 = Important	4 = Very Important
Location / convenience				
Opening hours				
Quiet environment				
Relaxed / informal atmosphere				
WiFi quality				
Availability of seats				
Possibility to eat/drink my own food				
Possibility to buy food/drink there				
Suitable for group study				
Chance to meet other students/people				

18. C3. What would you most like to IMPROVE in this space?
(Select up to 3 options)

Check all that apply.

- [ ] More seats / bigger space
- [ ] Better WiFi
- [ ] More power outlets near tables
- [ ] Quieter environment
- [ ] Longer opening hours
- [ ] Weekend availability
- [ ] Better furniture
- [ ] More information about the space
- [ ] Nothing – I'm satisfied
- [ ] Other: _____

19. C4. How often do you use this study space?
(Select ALL that apply)

Mark only one oval.

- Almost daily
- Several times a week
- Specifically during weekends
- Occasionally (few times a month)
- Rarely / Tried once or twice

20. C5. Is the space you use close to where you live?

Mark only one oval.

- Yes, it's in my neighborhood or it's easy to reach (within about 15 minutes)
- It's not in my neighborhood, but on my route to campus
- No, I travel specifically to go there (not convenient but I like it)
- I use different spaces depending on where I am

21. C6. How did you discover this space?

Mark only one oval.

- University communication
- Friends' recommendation
- Social media
- Saw it while passing by
- Searched online for study spaces
- Other: _____

22. C7. Overall, how satisfied are you with this study space?

Mark only one oval.

- Very satisfied
- Satisfied
- Dissatisfied
- Very dissatisfied

23. C8. When you use this space, is it:

Mark only one oval.

- My FIRST CHOICE – I intentionally prefer that over other study options (home, cafés, libraries, etc.)
- A BACKUP – I go there when my preferred study location is unavailable or full
- BOTH – depends on the day

24. C9. **[NON-USERS]** Why haven't you used these spaces?
(Select ALL that apply)

Mark only one oval.

- I didn't know they existed
- None are near where I live
- I prefer libraries and other spaces
- I prefer studying at home
- I don't need additional study space beyond what I already use
- Other: _____

25. C10. Did you know the program "Campus Diffuso"?
"Campus Diffuso" is the official program for the network of 30+ community study spaces, organized by the City, universities, and EDISU. http://www.studyintorino.it/it/campus-diffuso/

Mark only one oval.

- Yes, I knew the program
- No, but I know/use some of the spaces
- No, I didn't know about this at all

SECTION D: YOUR OPINION (3 questions)

26. D1. What kind of study space do you NEED most? (Please list up to three options in order of priority, starting with the most important one (e.g., 3-1-5)) *
1 = Quiet individual study (like a library)
2 = Relaxed space where I can also eat/drink and socialize
3 = Space suitable for group work / collaboration
4 = Space available late night / weekends / flexible hours
5 = Space close to where I live (not just campus)
6 = I am satisfied with current study space options

_____

27. D2. In your opinion, are current study space options in Turin: *

Mark only one oval.

- ◯ More than adequate
- ◯ Adequate
- ◯ Barely adequate
- ◯ Inadequate
- ◯ Very inadequate

28. D3. Do you think community study spaces distributed across neighborhoods are: *

Mark only one oval.

- ◯ A good complement to formal study facilities (libraries, study rooms)
- ◯ A necessary alternative because formal facilities are not enough
- ◯ Not necessary – current formal facilities are sufficient

SECTION E: OPEN COMMENT (Optional)

29. E1. Anything else you'd like to share about study spaces in Turin?

Thank you for your participation! 😊
Here you can find more information about the Campus Diffuso study spaces: http://www.studyintorino.it/it/campus-diffuso/

QUESTIONARIO PER STUDENTI: SPAZI PER STUDIARE A TORINO

Tempo stimato per completare il questionario: 10 minuti

Le tue risposte sono anonime e verranno utilizzate per una tesi magistrale al Politecnico di Torino.
Proseguendo, accetti che le tue risposte, in forma anonima, possano essere utilizzate a fini di ricerca.

Titolo della tesi: Il ruolo dell'urbanismo temporaneo nel fornire spazi di studio agli studenti universitari
Studentessa: Mohadese Kamali
Relatrice: Francesca Caterina Bragaglia, Politecnico di Torino
Co-relatrici/relatori: Erica Mangione, Loris Antonio Servillo, Politecnico di Torino

SEZIONE A – SU DI TE (4 domande)

30. A0. Dove stai compilando questo questionario? *

Mark only one oval.

- ◯ Lo sto compilando mentre mi trovo in uno spazio studio della rete Campus Diffuso
- ◯ Lo sto compilando altrove

31. A1. A quale università sei iscritto/a? *

Mark only one oval.

- ◯ Università degli Studi di Torino (UniTo)
- ◯ Politecnico di Torino (PoliTo)
- ◯ Other: _____

32. A2.1. A quale livello di studi sei iscritto/a? *

Mark only one oval.

- ◯ Laurea triennale
- ◯ Laurea magistrale
- ◯ Ciclo unico
- ◯ Dottorato
- ◯ Other: _____

33. A2.2. Qual è il corso che frequenti e dove hai principalmente le lezioni?
(es. Architettura – Castello del Valentino)

34. A3. Dove vivi durante l'anno accademico? *

Mark only one oval.

- ◯ Torino, Centro (Centro, Crocetta, San Salvario, ecc.)
- ◯ Torino, Nord (Aurora, Barriera di Milano, Regio Parco, Rebaudengo, ecc.)
- ◯ Torino, Ovest (San Paolo, Cenisia, San Donato, Pozzo Strada, ecc.)
- ◯ Torino, Sud (Santa Rita, Mirafiori, Lingotto, ecc.)
- ◯ Torino, Est (Vanchiglia, Borgo Po, Madonna del Pilone, ecc.)
- ◯ Area metropolitana (fuori dal comune di Torino)
- ◯ Faccio il pendolare da più lontano

35. A4. In che tipo di abitazione vivi? *

Mark only one oval.

- ◯ Residenza universitaria pubblica (EDISU)
- ◯ Residenza universitaria privata (es. Camplus, CampusX, ReLife...)
- ◯ Appartamento condiviso con studenti/lavoratori
- ◯ Appartamento da solo/a / con partner / con figli
- ◯ Vivo con i miei genitori
- ◯ Other: _____

SEZIONE B – LE TUE ABITUDINI DI STUDIO (4 domande)

36. B1. In media, quanto spesso studi fuori dall'orario di lezione? *
(Seleziona TUTTE le opzioni che valgono per te)

Check all that apply.

- ☐ Tutti i giorni prima/dopo le lezioni (weekend compreso)
- ☐ Tutti i giorni prima/dopo le lezioni (weekend escluso)
- ☐ Alcuni giorni alla settimana
- ☐ Nel weekend
- ☐ Principalmente di giorno
- ☐ Principalmente la sera / notte

37. B2. Dove studi DI SOLITO? (Scrivi fino a tre opzioni in ordine di priorità, iniziando da quella che usi più spesso) (es. 2–1–4). *

1 = A casa
2 = Biblioteche e sale studio universitarie
3 = Sale studio EDISU (es. Principe Amedeo, Verdi, Olimpia, Pietro Giuria, Opera, Camplus Regio Parco)
4 = Biblioteche comunali e pubbliche
5 = Spazi comunitari (centri culturali, case del quartiere, youth hubs)
6 = Altro (bar, ostelli, ecc.)

38. B3. La tua casa è adatta per studiare? *

Mark only one oval.

- Sì, molto
- Abbastanza
- Poco
- Per niente

B4. In questa parte valuterai diversi spazi studio in base ad alcune caratteristiche.

39. **B4.1 – Disponibilità di posti a sedere** *

In base alla tua esperienza, valuta quanto è facile trovare posto nei seguenti spazi studio.

(1 = Per niente, 2 = Poco, 3 = Abbastanza, 4 = Molto, 5 = Non uso questo spazio)

Mark only one oval per row.

	1 = Per niente	2 = Poco	3 = Abbastanza	4 = Molto	5 = Non uso questo spazio
Biblioteche e sale studio universitarie					
Sale studio EDISU					
Biblioteche comunali e pubbliche					
Spazi comunitari (cultural hubs, youth centers)					

40. **B4.2 – Compatibilità degli orari con le tue esigenze** *

In base alla tua esperienza, valuta quanto gli orari di apertura di questi spazi coincidono con i tuoi orari di studio.

(1 = Per niente, 2 = Poco, 3 = Abbastanza, 4 = Molto, 5 = Non uso questo spazio)

Mark only one oval per row.

	1 = Per niente	2 = Poco	3 = Abbastanza	4 = Molto	5 = Non uso questo spazio
Biblioteche e sale studio universitarie					
Sale studio EDISU					
Biblioteche comunali e pubbliche					
Spazi comunitari (cultural hubs, youth centers)					

41. **B4.3 – Accessibilità da dove vivi** *

In base alla tua esperienza, valuta quanto è comodo raggiungere ciascuno di questi spazi dal posto in cui vivi.

(1 = Per niente, 2 = Poco, 3 = Abbastanza, 4 = Molto, 5 = Non uso questo spazio)

Mark only one oval per row.

	1 = Per niente	2 = Poco	3 = Abbastanza	4 = Molto	5 = Non uso questo spazio
Biblioteche e sale studio universitarie					
Sale studio EDISU					
Biblioteche comunali e pubbliche					
Spazi comunitari (cultural hubs, youth centers)					

42. **B4.4 – Comfort degli spazi (arredi, ambiente, qualità generale)** *

In base alla tua esperienza, valuta quanto questi spazi di studio corrispondano ad ambienti di qualità e confortevoli.

(1 = Per niente, 2 = Poco, 3 = Abbastanza, 4 = Molto, 5 = Non uso questo spazio)

Mark only one oval per row.

	1 = Per niente	2 = Poco	3 = Abbastanza	4 = Molto	5 = Non uso questo spazio
Biblioteche e sale studio universitarie					
Sale studio EDISU					
Biblioteche comunali e pubbliche					
Spazi comunitari (cultural hubs, youth centers)					

SEZIONE C – SPAZI COMUNITARI PER STUDIARE (10 domande)

A Torino molti spazi comunitari offrono aree studio gratuite. Potresti averli già usati senza sapere che fanno parte della rete «Campus Diffuso».

43. C1.1. Quali di questi spazi hai usato per studiare? *

(Seleziona TUTTI quelli che hai usato. Se non ne hai usato nessuno, scegli una delle ultime due opzioni.)

Check all that apply.

- [ ] CAP 10100 (Centro de Protagonismo Giovanile) – Corso Moncalieri 118
- [ ] Imbarchino – Viale Umberto Cagni 37, Parco del Valentino
- [ ] Comala / POLO 3.65 (Centro de Protagonismo Giovanile) – Corso Ferrucci 65
- [ ] TYC / Off Topic (Centro de Protagonismo Giovanile) – Via Giorgio Pallavicino 35
- [ ] CPG Torino (Centro de Protagonismo Giovanile) – Strada delle Cacce 36
- [ ] Alkadia (Spazio Giovani) – Via Foligno 14
- [ ] Cartiera (Centro de Protagonismo Giovanile) – Via Fossano 8
- [ ] Bellarte (Centro de Protagonismo Giovanile) – Via Bellardi 116
- [ ] Cecchi Point (Casa del Quartiere) – Via Antonio Cecchi 17
- [ ] Casarcobaleno (Centro de Protagonismo Giovanile) – Via Bernardino Lanino 3/A
- [ ] Spazio 211 – Via Cigna 211
- [ ] Cascina Roccafranca (Casa del Quartiere) – Via Rubino 45
- [ ] Barrito (Casa del Quartiere) – Via Tepice 23
- [ ] Via Baltea (Community Hub) – Via Baltea 3
- [ ] Lombroso 16 (Centro Culturale) – Via Cesare Lombroso 16
- [ ] Yalla Aurora (Centro Policulturale)– Via Chivasso 10/C
- [ ] La Baràca (Centro Polifunzionale) – Via Rapallo 20
- [ ] Alloggiami Student Housing / Aula Manuela Ribas – Via Negarville 8/28
- [ ] Circolo Risorgimento – Via Poggio 16
- [ ] Circolo Maurice – Via Stampatori 10
- [ ] Circolo Scatolino – Via Villa Giusti 6/A
- [ ] Circolo Rami Secchi – Lungo Dora Colletta 39/a
- [ ] Circolo Magazzino sul Po – Via Murazzi del Po 18/20
- [ ] Circolo Kontiki – Via Cigliano 7
- [ ] Circolo Da Giau – Strada Castello di Mirafiori 346
- [ ] Ostello Torino – Corso Giambone 87/34
- [ ] Fondo Bibliotecario Tullio De Mauro – Via dell'Arsenale 27/E
- [ ] Portineria di Comunità 'I Giardini sulla Dora' – Lungo Dora Savona 38
- [ ] Portineria di Comunità 'Borgo San Paolo' – Via Osasco 19/A
- [ ] Centro Interculturale – Corso Taranto 160
- [ ] Gruppo ARCO – Via Capriolo 18
- [ ] Volere La Luna – Via Trivero 16
- [ ] InformaGiovani Nichelino – Via Galimberti 3 Nichelino
- [ ] Non ho MAI usato nessuno di questi, ma li conosco → vai alla domanda C9
- [ ] Non sapevo che esistessero → vai alla domanda C9

44. C1.2. Quale di questi spazi usi PIÙ SPESSO? Dropdown

Mark only one oval.

- ◯ CAP 10100 (Centro de Protagonismo Giovanile) – Corso Moncalieri 118
- ◯ Imbarchino – Viale Umberto Cagni 37, Parco del Valentino
- ◯ Comala / POLO 3.65 (Centro de Protagonismo Giovanile) – Corso Ferrucci 65
- ◯ TYC / Off Topic (Centro de Protagonismo Giovanile) – Via Giorgio Pallavicino 35
- ◯ CPG Torino (Centro de Protagonismo Giovanile) – Strada delle Cacce 36
- ◯ Alkadia (Spazio Giovani) – Via Foligno 14
- ◯ Cartiera (Centro de Protagonismo Giovanile) – Via Fossano 8
- ◯ Bellarte (Centro de Protagonismo Giovanile) – Via Bellardi 116
- ◯ Cecchi Point (Casa del Quartiere) – Via Antonio Cecchi 17
- ◯ Casarcobaleno (Centro de Protagonismo Giovanile) – Via Bernardino Lanino 3/A
- ◯ Spazio 211 – Via Cigna 211
- ◯ Cascina Roccafranca (Casa del Quartiere) – Via Rubino 45
- ◯ Barrito (Casa del Quartiere) – Via Tepice 23
- ◯ Via Baltea (Community Hub) – Via Baltea 3
- ◯ Lombroso 16 (Centro Culturale) – Via Cesare Lombroso 16
- ◯ Yalla Aurora (Centro Policulturale)– Via Chivasso 10/C
- ◯ La Baràca (Centro Polifunzionale) – Via Rapallo 20
- ◯ Alloggiami Student Housing / Aula Manuela Ribas – Via Negarville 8/28
- ◯ Circolo Risorgimento – Via Poggio 16
- ◯ Circolo Maurice – Via Stampatori 10
- ◯ Circolo Scatolino – Via Villa Giusti 6/A
- ◯ Circolo Rami Secchi – Lungo Dora Colletta 39/a
- ◯ Circolo Magazzino sul Po – Via Murazzi del Po 18/20
- ◯ Circolo Kontiki – Via Cigliano 7
- ◯ Circolo Da Giau – Strada Castello di Mirafiori 346
- ◯ Ostello Torino – Corso Giambone 87/34
- ◯ Fondo Bibliotecario Tullio De Mauro – Via dell'Arsenale 27/E
- ◯ Portineria di Comunità 'I Giardini sulla Dora' – Lungo Dora Savona 38
- ◯ Portineria di Comunità 'Borgo San Paolo' – Via Osasco 19/A
- ◯ Centro Interculturale – Corso Taranto 160
- ◯ Gruppo ARCO – Via Capriolo 18
- ◯ Volere La Luna – Via Trivero 16

45. C2. Pensando allo spazio che usi PIÙ SPESSO (quello che hai selezionato prima), quanto sono importanti i seguenti aspetti per la tua scelta ?

(1 = Per niente importante, 2 = Poco importante, 3 = Importante, 4 = Molto importante)

Mark only one oval per row.

	1 = Per niente importante	2 = Poco importante	3 = Importante	4 = Molto importante
Posizione / comodità	◯	◯	◯	◯
Orari di apertura	◯	◯	◯	◯
Ambiente silenzioso	◯	◯	◯	◯
Atmosfera rilassata / informale	◯	◯	◯	◯
Qualità del WiFi	◯	◯	◯	◯
Disponibilità di posti a sedere	◯	◯	◯	◯
Possibilità di mangiare/bere il mio cibo	◯	◯	◯	◯
Possibilità di comprare cibo/bevande sul posto	◯	◯	◯	◯
Adatto per il lavoro di gruppo	◯	◯	◯	◯
Possibilità di incontrare altri studenti/persone	◯	◯	◯	◯

46. C3. Che cosa ti piacerebbe migliorare in questo spazio?

(Puoi scegliere fino a 3 opzioni)

Check all that apply.

- [ ] Più posti a sedere / spazio più grande
- [ ] WiFi più stabile o più veloce
- [ ] Più prese elettriche vicino ai tavoli
- [ ] Un ambiente più silenzioso
- [ ] Orari di apertura più lunghi
- [ ] Apertura anche nel weekend
- [ ] Arredi più comodi / migliori
- [ ] Più informazioni sullo spazio
- [ ] Nulla, sono soddisfatto/a
- [ ] Other: _____

47. C4. Quanto spesso usi questo spazio?

(Seleziona TUTTE le opzioni che valgono per te)

Mark only one oval.

- ◯ Quasi tutti i giorni
- ◯ Più volte a settimana
- ◯ Solo nei weekend
- ◯ Qualche volta al mese
- ◯ Raramente / provato una o due volte

48. C5. Lo spazio è vicino a dove vivi?

Mark only one oval.

- ◯ Si, è nel mio quartiere o comunque facile da raggiungere (circa 15 minuti)
- ◯ Non è vicino, ma è sulla strada per l'università
- ◯ No, non è comodo da raggiungere, ma ci vado comunque perché mi piace
- ◯ Uso spazi diversi a seconda di dove mi trovo

49. C6. Come hai scoperto questo spazio?

Mark only one oval.

- ◯ Tramite l'università
- ◯ Amici
- ◯ Social media
- ◯ Passandoci davanti
- ◯ Ricerca online di spazi studio
- ◯ Other: _____

50. C7. Quanto sei soddisfatto/a di questo spazio studio?

Mark only one oval.

- ◯ Molto soddisfatto/a
- ◯ Soddisfatto/a
- ◯ Insoddisfatto/a
- ◯ Molto insoddisfatto/a

51. C8. Quando lo usi, è:

Mark only one oval.

- ◯ È la mia PRIMA SCELTA – lo preferisco rispetto agli altri posti dove potrei studiare (casa, bar, biblioteche, ecc.)
- ◯ È una SCELTA DI RISERVA – ci vado quando il mio posto preferito è pieno o non disponibile
- ◯ ENTRAMBE LE COSE – dipende dal giorno

52. C9. **[SOLO PER CHI NON USA QUESTI SPAZI]** Per quale motivo non li hai mai usati?
(Seleziona TUTTE le opzioni che valgono per te)

Mark only one oval.

- ◯ Non sapevo esistessero
- ◯ Non ce ne sono vicino a casa
- ◯ Preferisco biblioteche o altri luoghi
- ◯ Preferisco studiare a casa
- ◯ Non ho bisogno di altri spazi per studiare
- ◯ Other: _____

53. C10. Conoscevi il programma "Campus Diffuso"? *

"Campus Diffuso" è il programma ufficiale che raccoglie oltre 30 spazi studio comunitari promossi dal Comune, dalle università e da EDISU. http://www.studyintorino.it/it/campus-diffuso/

Mark only one oval.

- ◯ Si, lo conoscevo
- ◯ No, ma conosco/uso alcuni degli spazi
- ◯ No, non ne avevo mai sentito parlare

SEZIONE D – LE TUE OPINIONI (3 domande)

54. D1. Di che tipo di spazio studio hai PIÙ bisogno? (Scrivi fino a tre opzioni in ordine di priorità, partendo dalla più importante (es. 3–1–5)). *

1 = Spazio tranquillo per studiare da solo/a
2 = Spazio rilassato dove posso anche mangiare/bere/socializzare
3 = Spazio per lavori di gruppo
4 = Spazio aperto la sera o nel weekend
5 = Spazio vicino a casa
6 = Sono già soddisfatto/a degli spazi che uso

_____

55. D2. Secondo te, l'offerta di spazi studio a Torino è: *

Mark only one oval.

- ◯ Più che adeguata
- ◯ Adeguata
- ◯ Appena sufficiente
- ◯ Inadeguata
- ◯ Molto inadeguata

56. D3. Secondo te, gli spazi studio comunitari distribuiti nei quartieri sono: *

Mark only one oval.

- ◯ Un buon complemento agli spazi formali (biblioteche, sale studio)
- ◯ Un'alternativa necessaria, perché gli spazi formali non bastano
- ◯ Non necessari – gli spazi formali attuali sono sufficienti

SEZIONE E – COMMENTO FINALE (Opzionale)

57. E1. Vuoi aggiungere qualcosa sugli spazi studio a Torino? (Opzionale)

_____

_____

_____

_____

_____

GRAZIE PER LA PARTECIPAZIONE! 😊
Per maggiori informazioni sugli spazi del Campus Diffuso: http://www.studyintorino.it/it/campus-diffuso/

Interview Questions and Descriptive Responses

The interviews presented below are reported in the form of summarized and reconstructed responses. Due to the informal and conversational nature of the interviews, answers were not transcribed verbatim but consolidated based on participants' explanations and written clarifications.

Interviewee 1
Master's student in Chemical Engineering – Cenisia

Q1. First-choice vs. backup study spaces
The interviewee explained that the use of community study spaces depends on the academic period. During exam periods, the space is considered their first choice because it helps them stay motivated and reduces stress while studying. During regular periods, the space is used less frequently and is described as a backup option, mainly on days when they feel less motivated to study.

Q2. Proximity, mobility, and daily routines
The interviewee stated that the study space is located close to their home, which allows them to walk there easily. This eliminates the need to use public transport and avoids concerns about catching buses, particularly on rainy days or when they feel tired. The distance was described as convenient and suitable for daily use.

Q3. Minimum quality requirements for studying
According to the interviewee, a comfortable indoor temperature in both cold and warm seasons is important. They also mentioned a preference for a cozy environment with fewer familiar faces in order to focus. Access to basic facilities such as coffee, drinking water, and the possibility to heat food was described as necessary for studying for several hours.

Q4. Awareness, discovery, and information
The interviewee reported that they first learned about the study space through a friend. After visiting the space multiple times, they became comfortable using it regularly.

Q5. Desired changes to study spaces in Turin
The interviewee mentioned that there are not enough study spaces in the city, especially during exam periods when overcrowding occurs. They also expressed a desire for microwaves to heat food.

Q6. Additional comments or observations
The interviewee stated that they generally appreciate study space environments, describing them as places where young people can study and socialize at the same time.

Interviewee 2
Master's student in Architecture Construction City – Lingotto

Q1. First-choice vs. backup study spaces
The interviewee reported that community study spaces are not part of their study choices. They usually study at their university campus in Lingotto and stated that they are not familiar with other community study spaces, except for Comala, which they have only heard about.

Q2. Proximity, mobility, and daily routines
The interviewee explained that community study spaces are not included in their daily routine because they are far from their residence. Their daily mobility is mainly oriented toward commuting to the university by metro.

Q3. Minimum quality requirements for studying
The interviewee stated that study spaces should not require registration and should be open 24 hours, including after midnight. They mentioned the importance of fresh air, good lighting, cleanliness, large desks, lockers, and a pleasant indoor smell. They also noted that many enclosed study spaces have poor air circulation.

Q4. Awareness, discovery, and information
The interviewee reported learning about community study spaces through a friend's Instagram story.

Q5. Desired changes to study spaces in Turin
The interviewee suggested increasing the presence of large windows and removing walls that block natural light.

Q6. Additional comments or observations
The interviewee stated that study spaces should be more visible and better communicated, as they are not well known among students.

Interviewee 3
Master's student in Architecture Construction City – Lingotto

Q1. First-choice vs. backup study spaces
The interviewee described community study spaces as a backup option. They prefer studying at the university but use community study spaces on weekends when university facilities are closed or during evenings due to extended opening hours. They also reported using community spaces after university hours.

Q2. Proximity, mobility, and daily routines

The interviewee explained that accessibility is limited because community study spaces are far from their residence. Reaching these spaces requires a longer travel time.

Q3. Minimum quality requirements for studying
The interviewee mentioned the need for a quiet environment, good lighting, comfortable chairs, and large tables that allow some degree of privacy. They also reported the importance of comfortable temperature, nearby food services such as cafés, sufficient electrical outlets, clean toilets, and proximity to their home.

Q4. Awareness, discovery, and information
The interviewee stated that they became aware of community study spaces through friends. They mentioned that these spaces are less well known than university libraries and study rooms.

Q5. Desired changes to study spaces in Turin
The interviewee suggested more flexible furniture layouts, including desks for different group sizes and semi-private desk arrangements. They also mentioned the need for dedicated group-working spaces where students can speak aloud, as well as more comfortable chairs and improved food services.

Q6. Additional comments or observations
The interviewee noted that many study spaces are located in renovated older buildings, which often lack sufficient lighting and electrical outlets. They also mentioned that toilets are frequently not well maintained and that study spaces need better promotion.

Interviewee 4
Master's student in Civil Engineering – Parco Dora

Q1. First-choice vs. backup study spaces
The interviewee described community study spaces as their safest option for studying. They reported that the atmosphere helps them stay focused and motivated and that disturbances are lower compared to other places.

Q2. Proximity, mobility, and daily routines
The interviewee stated that proximity plays a critical role in their choice of study space. Traveling long distances across the city was described as time-consuming and physically tiring.

Q3. Minimum quality requirements for studying
The interviewee mentioned that study spaces should maintain comfortable indoor temperatures during both winter and summer. They also stated that spaces should allow both silent individual study and group work. Access to restrooms or vending machines was described as necessary.

Q4. Awareness, discovery, and information

The interviewee reported learning about study spaces through friends, particularly after experiencing overcrowding in Politecnico study rooms.

Q5. Desired changes to study spaces in Turin
The interviewee expressed the need for more study rooms distributed across different parts of the city to improve accessibility.

Q6. Additional comments or observations
The interviewee raised concerns about insufficient monitoring of behavior in study spaces. They mentioned issues related to noise, eating in silent areas, and unpleasant food smells.

Interviewee 5
Master's student in Computer Engineering – Cenisia

Q1. First-choice vs. backup study spaces
The interviewee explained that their choice of study space depends on daily conditions and exam periods. They described the importance of renovated spaces with large desks and reliable electrical outlets. Proximity to their home was also mentioned as a key factor, particularly during exam periods and late-night study sessions.

Q2. Proximity, mobility, and daily routines
The interviewee stated that the study space is located approximately a 15-minute walk from their home. They described this distance as convenient and particularly beneficial when returning home late at night.

Q3. Minimum quality requirements for studying
The interviewee reported the need for individual electrical outlets at each desk, comfortable and well-maintained chairs, adequate heating in winter, and access to affordable food or snacks.

Q4. Awareness, discovery, and information
The interviewee stated that they learned about the study space through classmates, even though it was located close to their home. After using the space for several days, they began to visit it more frequently.

Q5. Desired changes to study spaces in Turin
The interviewee expressed a need for more dedicated study and co-working spaces, particularly laptop-friendly environments such as cozy cafés that allow studying for extended periods.

Q6. Additional comments or observations
The interviewee mentioned that events and football matches during exam periods can be disruptive for students studying in the same space. They also noted that covered and heated

outdoor areas were helpful during winter and suggested that more spaces similar to Comala or Imbarchino should exist across the city.

Interviewee 6
Master's student in Urban Planning – Parco Dora

Q1. First-choice vs. backup study spaces
The interviewee described community study spaces as a backup option, mainly used when studying at home is not possible or when they want to change their study environment.

Q2. Proximity, mobility, and daily routines
The interviewee emphasized that proximity strongly influences their use of study spaces. They reported that spaces located closer to their home are more likely to be visited regularly.

Q3. Minimum quality requirements for studying
The interviewee stated that access to electrical outlets, quiet conditions, and comfortable seating are essential requirements.

Q4. Awareness, discovery, and information
The interviewee reported learning about study spaces through friends and classmates.

Q5. Desired changes to study spaces in Turin
The interviewee stated that additional study space capacity is needed.

Q6. Additional comments or observations
The interviewee mentioned that many study spaces become overcrowded during exam periods, forcing students to arrive very early or travel further across the city to find available places.