

# GLOBAL VILLAGE 2



Conference proceedings  
GLOBAL VILLAGE - SHELTER FOR RESILIENT LIVING 2

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Conference proceedings  
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## **PREFACE: GLOBAL VILLAGE — UTOPIA OR REALITY?**

res. ass .dr Tatjana Mrdjenovic, Faculty of Architecture in Belgrade  
Conference concepor and Editor in chief

The discussion will start debates about the diverse paradigms of suburban, rural, and urban places in today's global society, and it will do so by comparing these three types of locations. The primary point of contention is whether a Global Village should be categorized as an idealistic utopia or a feasible possibility for the foreseeable future. This debate will explore the advantages and disadvantages of each type of location, considering factors such as population density, infrastructure, and access to resources. Additionally, it will delve into the cultural, social, economic, and environmental implications of striving towards a Global Village concept. In the conversation that will bridge hierarchical and network viewpoints, we will investigate the idea of needs. Let's investigate some alternative ways of living to the one we are now accustomed to, on the presumption that we ought to consider the requirements that have been produced. These alternative ways of living may include sustainable communities, eco-villages, and self-sufficient neighborhoods. By considering the requirements that have been produced, we can explore how these alternative living arrangements can address issues such as energy consumption, mobility, built environment, waste management, and food production more efficiently and environmentally friendly. Furthermore, examining the cultural, social and economic implications of these alternative ways of living can shed light on the potential benefits and challenges they may bring to individuals and society as a whole. The core beliefs and identities held by people all over the world help to foster the growth of a diversified socio-economic and cultural network that spans a variety of geographic regions. This network serves as the basis for a worldwide community that is referred to as the Global Village. Within the context of our increasingly interdependent global community, this idea stands as a singular example of new communalism. As a result, Global Village would like to draw your attention to the following topics, most of which are also being explored in the thematic sessions of the conference:

1. ARCHITECTURE OF GLOBAL VILLAGE: PATTERNS, FORMS, SYSTEMS
2. PLANNING AND ARRANGING THE GLOBAL VILLAGE: INSTRUMENTS AND MODELS
3. MODERN TECHNOLOGIES IN RISK MANAGEMENT OF TERRITORIES
4. FORMS OF MOVEMENT AND MOBILITY MANAGEMENT IN THE GLOBAL VILLAGE
5. THE ROLE OF URBAN PLANNERS IN MANAGING THE CLIMATE TRANSITION
6. NEW MODELS OF ARCHITECTURE IN TRANSITION
7. RESILIENT CITIES IN THE ERA OF GLOBALIZATION: URBAN INTERVENTIONS TOWARDS A SUSTAINABLE FUTURE
8. HEALTHY city HEALTHY people: designing future cities for "mind body and soul"
9. RESEARCH IN THE FIELD OF ARCHITECTURAL TECHNOLOGIES - IDEAS AND POSSIBILITIES



## TABLE OF CONTENTS:

## KEYNOTE LECTURES

## PLANNING CONTEMPORARY CITIES: BETWEEN URBANISATION AND CLIMATE CHANGE p11

Pietro Elisei – ISOCARP President, ROMANIA

## CITIES - INCLUSIVENESS AND COMMUNITY PLANNING p12

Rajendra Kumar - ISOCARP, INDIA

## UNIVERSAL AND SPECIALIZED EXPOS THROUGH THE LENS OF ISIE - Towards Belgrade 2027 p13

prof. dr Guido Cimadomo, Universidad de Malaga, SPAIN;

## THEMATIC SESSION I:

## ARCHITECTURE OF GLOBAL VILLAGE: PATTERNS, FORMS, SYSTEMS

## GLOBAL VILLAGE IN ARCHITECTURAL THEORY AND PRACTICE: SOFTENING LIMINAL CONDITIONS p17

Vanja Spasenović, Teaching Assistant, Department of Architecture, Faculty of Architecture, University of Belgrade, SERBIA; v.spasenovic@arh.bg.ac.rs

Bojana Sićović, Associate, Department of Fine and Applied Arts, Academy of Arts, University of Novi Sad, SERBIA"

## ARCHITECTURAL MANIFESTATIONS OF PRIMARY PRODUCTION INDUSTRY IN URBANIZED TERRITORIES p23

Stela Skrizhovska-Koleva, University of architecture, civil engineering and geodesy, BULGARIA;

## SUSTAINABLE URBAN FORM AS AN IDENTIFIER OF ARCHITECTURAL SPACE p30

Dr Tatjana Mrdjenovic, University of Belgrade – Faculty of Architecture

Pavle Vasev, MArch, ULUPUDS

## PROLEGOMENA FOR THE NEW THEORETICAL DESTINY OF 'STRUCTURE' p31

Aleksa Ciganović, dipl. ing. Arch advisor, Republic Institute for the Protection of Cultural Monuments, Belgrade

## THEMATIC SESSION II:

## HEALTHY City HEALTHY People: Designing Future Cities For "Mind Body And Soul"

## IMPACT OF NATURAL ELEMENTS IN URBAN PUBLIC SPACES ON MENTAL HEALTH. p39

Marija Stojkovic, University of Belgrade, Faculty of Architecture, Serbia,

Eva Vanista Lazarevic, University of Belgrade, Faculty of Architecture, Serbia,

Jelena Maric, University of Belgrade, Faculty of Architecture, Serbia,

## LEARNING THROUGH EXPERIENCE: RETHINKING SPACE AFTER THE PANDEMIC p43

Ivana Rakonjac, PhD, Assistant Professor, Department of Architecture, University of Belgrade – Faculty of Architecture, SERBIA;

## THE DISAPPEARANCE OF OPEN PUBLIC SPACE IN THE CONTEMPORARY ERA: INTERIOR SPACE AS SPACE OF PUBLIC INTERACTION p49

Relja Petrović, M. Arch, University of Belgrade – Faculty of Architecture, SERBIA;

Iva Lokas, Ph.D. Student, Institute of Architecture and Urban &amp; Spatial Planning of Serbia, SERBIA;

Ivana Rakonjac, Ph.D., Assistant Professor, Department of Architecture, University of Belgrade – Faculty of Architecture, SERBIA;

**THE ELUSIVE CITY: MELANCHOLY, REVERIE AND THE CONTEMPORARY URBAN EXPERIENCE p54**

**Ivana Maraš**, Department of Architecture and Urban Planning, Faculty of Technical Sciences, Novi Sad, SERBIA

**LONG-TERM CARE LIVING ENVIRONMENTS FOR OLDER ADULTS: A COMPARISON OF TWO CONTEMPORARY CONCEPTS**

**p59**

**Vanja Skalicky Klemenčič**, assist.prof.dr., Faculty of Civil Engineering, Transportation Engineering and Architecture, University of Maribor, Slovenia;

**Vesna Žegarac Leskovar**, prof.dr., Faculty of Civil Engineering, Transportation Engineering and Architecture, University of Maribor, Slovenia;

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**THEMATIC SESSION III**

**NEW MODELS OF ARCHITECTURE IN TRANSITION**

**THE INFLUENCE OF BUILDING PHYSICS BETWEEN FORMAL AND MATERIAL ELEMENTS OF THE PUBLIC LIBRARY BUILDINGS. p67**

**Kire Stavrov**, University Ss Cyril and Methodius, Faculty of Architecture, Skopje, MACEDONIA;

**Strahinja Trpevski**, University Ss Cyril and Methodius, Faculty of Architecture, Skopje, MACEDONIA;

**Andrijana Tasheva**, Herzen State Pedagogical University, St. Petersburg 19118, RUSSIA

**URBAN PLANNING REGULATION AS A GENERATOR OF NEW HOUSING TYPOLOGIES NOT TYPICAL FOR THE CITY OF SKOPJE p73**

**Mihajlo Zinoski**, Professor, "Ss Cyril and Methodius" University, Faculty of Architecture, Skopje, RN MACEDONIA;

**Vebi Fazliu**, Assistant Professor, "Mother Teresa" University, Faculty of Civil Engineering and Architecture, Skopje, RN MACEDONIA;

**Valmir Dalipi**, Assistant, "Mother Teresa" University, Faculty of Civil Engineering and Architecture, Skopje, RN MACEDONIA;

**TRANSFORMATIONS OF THE SOCIAL MODERNIST BUILDINGS DURING THE TRANSITION IN TERMS OF THEIR RENOVATIONS FOR BETTER ENERGY EFFICIENCY p78**

**Liljana D. Sofronievska**, Faculty of Architecture, Ss. Cyril and Methodius University N. Macedonia,

**Ana T. Gavriloska**, Faculty of Architecture, Ss. Cyril and Methodius University N. Macedonia

**Bojan Karanakov**, Faculty of Architecture, Ss. Cyril and Methodius University N. Macedonia

**Teodora Mihajlovska**, Faculty of Architecture, Ss. Cyril and Methodius University N. Macedonia

**REMOTE WORK FOR COORDINATION OF ARCHITECTURAL AND INVESTMENT PROJECTS p83**

**Nikolay Istatkov**, University of architecture, civil engineering and geodesy, BULGARIA

**HEALTHCARE FACILITIES AS A GENERATOR OF ARCHITECTURAL MODELS p93**

**Jana Brsakoska**, Faculty of Architecture at Ss Cyril and Methodius University in Skopje, NORTH MACEDONIA,

**Mihajlo Zinoski**, Faculty of Architecture at Ss Cyril and Methodius University in Skopje, NORTH MACEDONIA

**HYBRID TIMBER CITY: LIFE-CYCLE ASSESSMENT OF MASS-TIMBER, STEEL, AND CONCRETE STRUCTURAL PROTOTYPES FOR CLIMATE-RESPONSIVE PERI-URBAN DENSIFICATION IN THE HUDSON VALLEY'S URBAN FRINGE p98**

**Eleni Stefania Kalapoda**, Architect & Urban Designer, Columbia University GSAPP (NYC), Greece,



## THEMATIC SESSION IV

## PLANNING AND ARRANGING THE GLOBAL VILLAGE TOWARDS RESILIENT SETTLEMENTS

## BUILDING URBAN RESILIENCE IN THE BALKANS: THE CASE OF 'MULTITUDINOUS' BUCHAREST p101

**Dr Eleni G. Gavra**, Professor, Dr Architect [Ekistics and Cultural Heritage], Department of Balkan, Slavic and Oriental Studies, University of Macedonia, Thessaloniki, GREECE,

**Kleoniki Gkioufi**, Architect-Urbanist, Dr Department of Balkan, Slavic and Oriental Studies, University of Macedonia, Thessaloniki, GREECE,

**Eleni Kiourou**, Archaeologist - Art Historian, MSc [History, Anthropology and Culture in Eastern and South-Eastern Europe], University of Macedonia Thessaloniki, GREECE,

**Anukrishnan A. S.**, Post-Graduate student, College of Engineering Trivandrum, INDIA

## THE NEXUS BETWEEN GREEN TRANSITION TO AFFORDABLE CLEAN ENERGY AND THE GLOBAL VILLAGE PARADIGM IN ARCHITECTURE AND SUSTAINABLE CITIES p106

**Angelica, Stan**, PhD Arch Professor, Ion Mincu University of Architecture and Urban Planning, ROMANIA,

## BUILDING RESILIENT CITIES WHILE TRAINING FUTURE COMMUNITY ARCHITECTS: THE CASE OF THE SMALL CENTER IN NEW ORLEANS p111

**Mart Deceuninck**, KU Leuven, Belgium;

**Emilie Taylor Welty**, Professor of Practice, Tulane University, USA;

**Angeliki Paidakaki**, Assistant Professor, Harokopio University of Athens, Greece;

**Pieter Van den Broeck**, Professor of Spatial Planning and Sustainable Development, KU Leuven, BELGIUM;

## SUSTAINBLE PRESERVATION OF COMMUNAL LIVING:CASE STUDY SHARE YARAICHO, TOKYO: SATOKO SHINOHARA p119

**Bojan Koncarevic**, Architect, Ph.D. MArch, SERBIA

## IDENTIFICATION OF PARAMETERS AND TOOLS FOR URBAN FIRE HAZARD ZONATION MAPPING IN THE KERALA CONTEXT p130

**Sneha John**, Post-Graduate student, College of Engineering Trivandrum, INDIA

**Anurup K.**, Assistant Professor, College of Engineering Trivandrum, INDIA

**Vipin Sebastian**, Post-Graduate student, College of Engineering Trivandrum, INDIA

## IDENTIFICATION OF INDICES AND METHODS FOR MAPPING LANDUSE LANDCOVER (LULC) ,LAND SURFACE TEMPERATURES(LST) IN URBAN AREAS IN KERALA CONTEXT p131

**Vipin Sebastian**, Student , College Of Engineering Trivandrum , INDIA

**Anurup K**, Assistant Professor , College Of Engineering Trivandrum, INDIA

**Sneha John**, Student, College Of Engineering Trivandrum, INDIA

**Anukrishnan A S**, Student, College Of Engineering Trivandrum, INDIA

## POSSIBILITIES AND CHALLENGES OF INCORPORATING SPECIES HABITAT NETWORKS INTO MASTER PLANS p132

**Yasmin A**, Post Graduate student, College of Engineering, Trivandrum, INDIA,

**Priyanjali Prabhakaran**, Professor, College of Engineering, Trivandrum, INDIA

## INTEGRATING CLIMATE CHANGE ADAPTATION INTO URBAN PLANNING STRATEGIES ANALYZING THE SPATIAL AGENDA FOR KARLSRUHE CITY - GERMANY p133

**Dr. Heba Mohamed Soliman**, University of Kafr El-Sheikh, Department of Architecture

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THEMATIC SESSION V

RESEARCH IN THE FIELD OF ARCHITECTURAL TECHNOLOGIES - IDEAS AND POSSIBILITIES

THE ASSIMILATION OF ARCHITECTURE, INFRASTRUCTURE AND LANDSCAPE IN THE POST-INDUSTRIAL DEVELOPMENT OF DANUBE WATERFRONT IN BELGRADE: RESEARCH BY DESIGN APPROACHES p137

dr Bojana Jerković-Babović, University of Belgrade – Faculty of Architecture, Department of Architecture,

THE IMPORTANCE OF SITE SPECIFIC SUSTAINABLE HOSPITAL DESIGN: GENERAL HOSPITAL IN PLJEVLJA, MONTENEGRO p143

Tijana Žišić, University of Belgrade – Faculty of Architecture, SERBIA, [tijana.zisic@arh.bg.ac.rs](mailto:tijana.zisic@arh.bg.ac.rs)

Marija Mišenković, University of Belgrade – Faculty of Architecture, SERBIA,

Nataša Čuković Ignjatović, University of Belgrade – Faculty of Architecture, SERBIA,

A FRAMEWORK FOR THE AUGMENTED ARCHITECT-MACHINE INTERACTION IN THE REHABILITATION OF MODERN HERITAGE STRUCTURAL SYSTEMS p149

Milijana Živković, PhD Candidate, University of Belgrade, Faculty of Architecture, SERBIA;

RESIDENTIAL BUILDINGS ENERGY PERFORMANCE OPTIMISATION - FAÇADE OPENINGS AND SHADING DEVICES p153

Nikola Miletić, Teaching Assistant at University of Belgrade - Faculty of Architecture, SERBIA;

FRAMEWORK FOR THE COMPLEX AND INTEGRATED REFURBISHMENT OF MULTI-FAMILY HOUSING STOCK OF SERBIA USING VOLUMETRIC ADDITIONS p157

Bojana Lević, Department of Architectural Technologies, University of Belgrade – Faculty of Architecture, SERBIA;

THE APPLICATION OF STRUCTURES MADE OF LIGHT-WEIGHT CONSTRUCTION COMPONENTS BASED ON TIMBER FIBRES p165

Irina Živković, M. arch. Teaching Assistant, University of Belgrade Faculty of Architecture, SERBIA;



## LEARNING THROUGH EXPERIENCE: RETHINKING SPACE AFTER THE PANDEMIC

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### ABSTRACT

The COVID-19 pandemic caused the transformation of the traditional learning environment by creating forms of distance education or mixed forms of education to meet the imposed restrictions. This period is characterized by the testing of different approaches to the educational process in the field of architectural design, as well as the need to adapt the educational model to a newly formed lifestyle in an urban environment and its reflections on space. The new forms of the Pandemic impact on the educational process in architectural design will be presented through the experimental research Post-Covid Architecture. This experiment represents a spontaneously formed flow of research through an architectural design that initiated specific considerations of space focused on the isolation experiences, and lifestyle during the Pandemic, as well as the consequences that changed the overall patterns of behavior. Testing of a design methodology based on David Kolb's Experiential learning model was carried out at the University of Belgrade – Faculty of Architecture at the Master's academic studies Interior Architecture as part of the Master's final thesis under the theme Contemporary Spectacle - Culture and Craftsmanship. This experiment is presented through the selected student projects. The paper aims to show the application of an educational model that transforms personal experiences into operational tools in the design process. Testing the different approaches and methodological models to the teaching process in the field of architectural design is reflected in the expansion of the potential of thinking about space. Sustainability, in the framework of architectural education, is determined by the openness of the methodology and process following the contemporary transformations of the needs and demands of users. These tendencies reflect the necessity of space changes creating new standards of architectural programming.

*Keywords: architectural concept, the future lifestyle, well-being, new urbanity, experiment in architectural education*

## **1. INTRODUCTION**

The COVID-19 pandemic caused the transformation of the traditional learning environment (Milošević et. al., 2023). Architectural education is determined by the openness of the methodology and process following the contemporary transformations of culture flows. The sustainability of architectural design is reflected in the necessity of space to keep track of new standards in space usage to create new concepts of architectural programming.

The lifestyle in an urban context and overall patterns of behavior during the Pandemic changed the perception of the environment. This experiment represents a spontaneously formed flow of research through an architectural design that initiated the isolation experiences and its reflection on space usage. The presented work aims to show the application of an educational model that transforms personal experiences into operational tools in the design process.

Improving the traditional learning environment in architectural design by introducing different approaches to the teaching process is reflected in the widening of the potential of thinking about space. Testing of a design methodology based on David Kolb's Experiential learning model was carried out at the University of Belgrade – Faculty of Architecture, the Master's academic studies Interior Architecture as part of the Master's final "Contemporary Spectacle - Culture and Craftsmanship", under the mentorship of assistant professor Dr. Ivana Rakonjac in 2021/2022 school year. The students presented and defended the results of their work in the presence of the committee, which, in addition to the mentor, consists of assistant professor Dr. Jelena Milošević and professor Dr. Milorad Mladenović. This experiment is presented through the selected student projects – Anastasija Glišović, Emilija Pantić, Sara Dragović, and Tamara Stupar.

## **2. CONCEPTUAL FRAMEWORK: CONTEMPORARY SPECTACLE — CULTURE AND CRAFTSMANSHIP**

The research process is focused on understanding the cultural component of the everchanging urban lifestyle. The focus is on defining new layers as an upgrade of the existing activities of the contemporary city characterized by a process of constant transformation.

Through an analysis of the given spatial framework on the edge of Belgrade city center, a former industrial space and foundry "Sculpture" on the corner of Carigradska and Knez Miletina streets, emphasis is on the conceptualization of new architectural programs to answer the current social and cultural moment. Through creative "construction of situations", evoking the importance and role of old crafts in the development of society, the results of research through design aim to integrate various aspects of urban life into the continuity of hybrid functions (culture, education, crafts, tourism, recreation, etc.). By initiating individual research topics and addressing the isolation experience, students strived to form a new



(contemporary) identity of the space defined by a strong heritage and contemporary tendencies of urban development. The outcome of individual research conceptualizes a new architectural program solution in order to give an answer to the newly formed patterns of behavior and the transformation of space usage.

### 3. THEORETICAL FRAMEWORK AND METHODOLOGY: EXPERIENTIAL LEARNING MODEL

The teaching process is based on the Experiential Learning Model developed by David Kolb in the seventies of the last century (Kolb and Fry, 1975). Changes and growth are illustrated by an integrated four-step process that begins with (1) acquired experience followed by (2) data collecting and observations of the specific experience; (3) data analysis and conclusions; and finally (4) modification of behavioral patterns to form new experience and concepts to test (Figure 1). Kolb codified the ideals of experiential learning by articulating key abilities that contribute to effective learning: the ability to *engage in concrete experience*, *reflective observation* – looking at the experience from different perspectives; *conceptualization* – the ability to form concepts that organize experiential observations into a logically grounded theory; *active experimentalism* – the ability to apply theories to problem solving and decision making (Kolb, 1984).

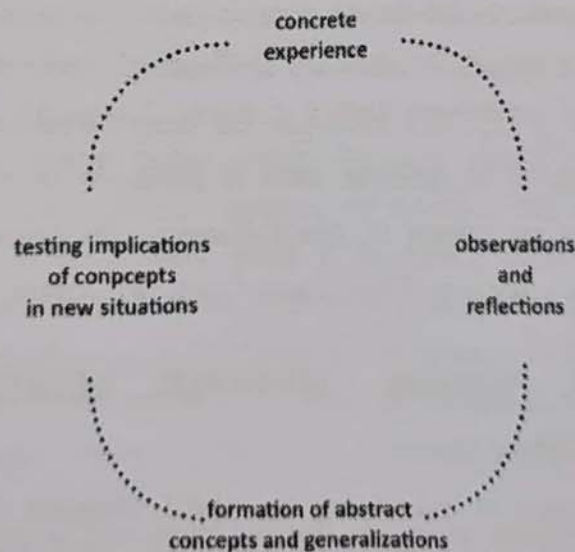


Figure 1: *The Experiential Learning Model (David Kolb)*

The teaching methodology is focused on finding a solution that transforms the specific isolation experience during COVID-19 into knowledge. The students alongside with mentor explored the potential of experienced situations in the form of reflective research at the individual level. The design process emphasizes the interpretation of different values and individual reflections based on various aspects: the cultural context, heritage, the experience of space, perception, identity, social interaction, and personal space. The research through design followed the abovementioned 4 stage process based on students' personal experiences (Figure 2).



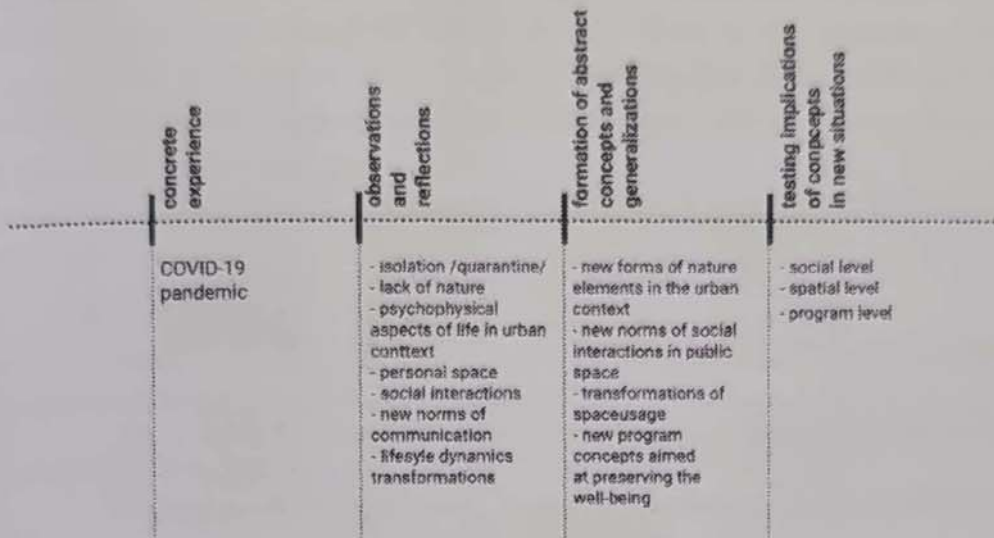


Figure2: *The Design Process*

#### 4. RESULTS

Pandemic experiences were associated with a period of isolation and a dominant stay indoors. The students' main focus was on limitations, both spatially and in interaction. The emphasis was on the need to solve the shortcomings with a focus on the psychophysical health of people living in an urban context. The presented examples of students' work deal with the topic of spatial-programmatic and contextual complexity as a consequence of the Pandemic period. The verification of new concepts resulted in an interior architecture project emphasizing the transformation of the old industrial complex following the newly-formed cultural values. The outcome of the thematization of individual experiences is presented through innovative concepts (Figure 3).

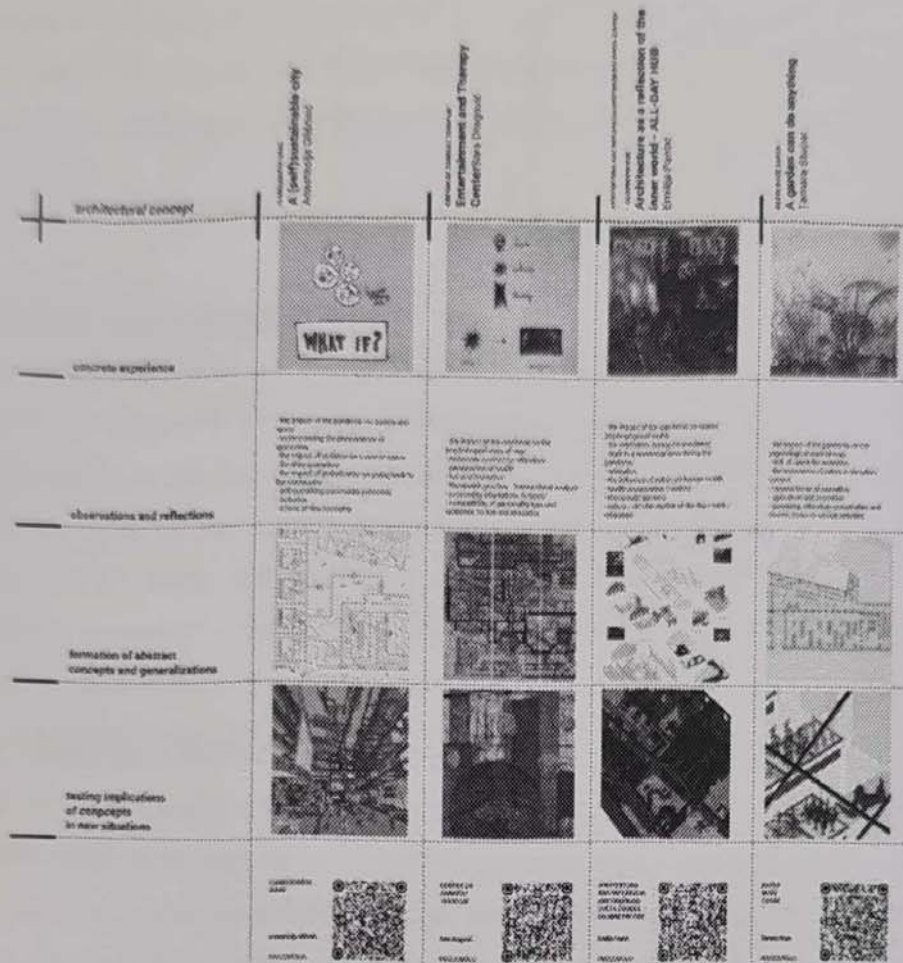


Figure3: The outcome of the individual Pandemic experiences (Rakonjac, 2023)

The concept of the *Self-sustainable city* (Anastasija Glišović) focuses on solving the problem of physical distances during the pandemic period and improving interaction in public space. The phenomenon of preserving people's psychological health in an urban context was addressed through the *Center for Entertainment and Therapy* (Sara Dragović). The solution to the problem of transforming the daily rhythm during the pandemic, as well as the transformation of space usage, was given through the innovative concept of the *All Day Hab* (Emilija Pantić). The experience of the lack of nature and recreation in the period of isolation in the urban environment was addressed in the *Garden Can Do Anything* (Tamara Stupar), by conceptualizing new forms of recreation through agriculture.

### 5. CONCLUSIONS

The presented paper gave a reflection on the current global situation, the post-pandemic period, and its influence on the educational methodology in architecture. Furthermore, the outcomes of the experimental research showed the impact of the pandemic on thinking about space and the overall design process. Individual students' isolation experiences are reflected on several levels – social, spatial, and program level.

The students identified problems and proposed solutions to comprehensive transformations of the context reflected on space usage. Although the focus of the research was on the architecture of the interior space and details, the transformations at the community and city level (urban scale) were examined. Newly formed concepts, tested through an architectural design process, indicate a strong influence of the context on the architecture of interior space.

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