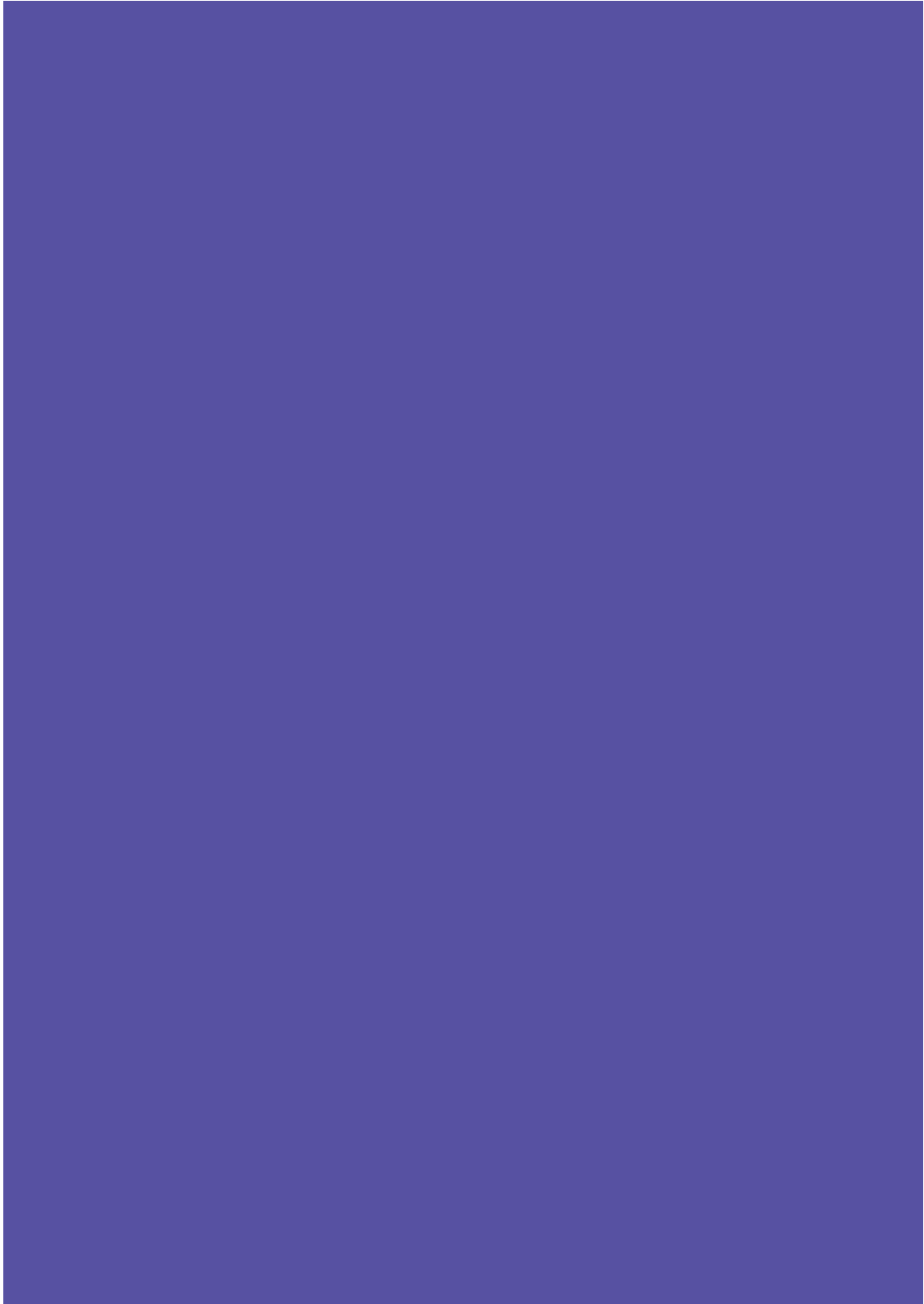


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**5th INTERNATIONAL  
ACADEMIC CONFERENCE ON  
PLACES AND TECHNOLOGIES**

EDITORS

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EVA VANIŠTA LAZAREVIĆ  
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# **PLACES AND TECHNOLOGIES 2018**

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Aleksandra Krstić-Furundžić, Milena Vukmirović, Eva Vaništa Lazarević, Aleksandra Đukić

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## TABLE OF CONTENTS

### IMAGE, IDENTITY AND QUALITY OF PLACE: URBAN ASPECTS

THE EFFECT OF BEHAVIOURAL SETTINGS ON THE REGENERATION OF URBAN DYNAMIC ARTS, CASE STUDY: TEHRAN AZADI SQUARE Yasaman NEKOUI Ali Entezarinajafabadi	3
DEVELOPMENT SCENARIOS OF THE ZAGREB'S SATELLITE TOWN DUGOSELO - "THE CITY OF THE FUTURE" Lea Petrović Krajnik Damir Krajnik Ivan Mlinar	11
SUSTAINABILITY OF MODERN-DAY UTOPIAS AS SEEN IN MASS MEDIA Aleksandra Til	18
URBAN DENSIFICATION OF THE POST-SOCIALIST CITY AND ITS IMPLICATIONS UPON URBAN STRUCTURE: A STUDY OF NIS, SERBIA Milena Dinić Branković Ivana Bogdanović Protić Mihailo Mitković Jelena Đekić	25
MUSEUM QUARTERS VS CREATIVE CLUSTERS: FORMATION OF THE IDENTITY AND QUALITY OF THE URBAN ENVIRONMENT Ekaterina Kochergina	35
URBAN NON-MECHANICAL CODE AND PUBLIC SPACE Aleksandra Đukić Valentina Milovanović Dubravko Aleksić	43
ADDRESSING THE SOCIO-SANITARY EMERGENCY IN AFRICA: THEORIES AND TECHNIQUES FOR DESIGNING A COMMUNITY HEALTH CENTRE IN MALI Adolfo F. L. Baratta Laura Calcagnini Fabrizio Finucci Cecilia M. L. Luschi Antonio Magarò Massimo Mariani Alessandra Venturoli Alessandra Vezzi	50
THE NETWORK OF LOCAL CENTERS AS A TOOL FOR STRENGTHENING THE SUPER-BLOCK COMMUNITIES: BELGRADE VS. ROME Predrag Jovanović Aleksandra Stupar	58
TRANSFORMATION OF IDENTITY OF SAVAMALA DISTRICT IN BELGRADE Aleksandra Đukić Jelena Marić Tamara Radić	66
THE CULTURE OF MEMORY AND OPEN PUBLIC SPACE - BANJA LUKA Jelena Stankovic Milenko Stankovic	73

### IMAGE, IDENTITY AND QUALITY OF PLACE: ARCHITECTURAL ASPECTS

IMPROVEMENT OF SOCIAL HOUSING THROUGH THE MIXING CONCEPT IMPLEMENTATION Nataša Petković Grozdanović Branislava Stojković Vladana Petrović Aleksandar Keković Goran Jovanović	83
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IMPROVING THE IDENTITY OF NON – SURROUNDED COMMUNAL SPACES WITH USING ARCHITECTURAL PROGRAMING. CASE STUDY: NAJAF ABAD (ESFAHAN), IMAM KHOMEINI SQUARE	91
Ali Entezarinajafabadi YasamanNekoui	
A CONTRIBUTION TO THE STUDY OF THE ARCHITECTURAL OPUS OF NATIONAL STYLE WITH MODELS IN FOLK ARCHITECTURE AND NEW INTERPOLATIONS	100
Katarina Stojanović	
SHOPPING CENTRE AS A LEISURE SPACE: CASE STUDY OF BELGRADE	108
Marija Cvetković Jelena Živković Ksenija Lalović	
ARCHITECTURAL CREATION AND ITS INFLUENCE ON HUMANS	119
Nikola Z. Furundžić Dijana P. Furundžić Aleksandra Krstić-Furundžić	
<b>INNOVATIVE METHODS AND TECHNOLOGIES FOR SMART(ER) CITIES</b>	
POTENTIAL OF ADAPTING SMART CULTURAL MODEL: THE CASE OF JEDDAH OPEN- SCULPTURE MUSEUM	131
Sema Refae Aida Nayer	
AN INNOVATIVE PROTOCOL TO ASSESS AND PROMOTE SUSTAINABILITY IN RESPONSIBLE COMMUNITIES	140
Lucia Martincigh Marina Di Guida Giovanni Perrucci	
GEOHERMAL DISTRICT HEATING SYSTEMS DESIGN: CASE STUDY OF ARMUTLU DISTRICT	148
Ayşe Fidan ALTUN Muhsin KILIC	
DATA COLLECTION METHODS FOR ASSESSMENT OF PUBLIC BUILDING STOCK REFURBISHMENT POTENTIAL	157
Ljiljana Đukanović Nataša Čuković Ignjatović Milica Jovanović Popović	
SMART HOSPITALS IN SMART CITIES	165
Maria Grazia Giardinelli Luca Marzi Arch. PhD Valentina Santi	
<b>INNOVATIVE METHODS AND TOOLS</b>	
PRIMARY AND SECONDARY USES IN CITIES – PRINCIPLES, PATTERNS AND INTERDEPENDENCE	175
Marina Carević Tomić Milica Kostreš Darko Reba	
MODELLING AND ANALYSING LAND USE CHANGES WITH DATA-DRIVEN MODELS: A REVIEW OF APPLICATION ON THE BELGRADE STUDY AREA	183
Mileva Samardžić-Petrović Branislav Bajat Miloš Kovačević Suzana Dragičević	
INNOVATIVE DECISION SUPPORT SYSTEM	190
Mariella Annese Silvana Milella Nicola La Macchia Letizia Chiapperino	



URBAN FACILITY MANAGEMENT ROLE	196
Alenka Temeljotov Salaj Svein Bjørberg Carmel Margaret Lindkvist Jardar Lohne	
ANALYSES OF PUBLIC SPACES IN BELGRADE USING GEO-REFERENCED TWITTER DATA	205
Nikola Džaković Nikola Dinkić Jugoslav Joković Leonid Stoimenov Aleksandra Djukić	
SENTIMENT ANALYSIS OF TWITTER DATA FOR EXPLORATION OF PUBLIC SPACE SENTIMENTS	212
Miroslava Raspopovic Milic Milena Vukmirovic	
CITIES AND SCREENS: ARCHITECTURE AND INFORMATION IN THE AGE OF TRANSDUCTIVE REPRODUCTION	217
Catarina Patrício	
<b>CITIZEN EMPOWERMENT, PUBLIC PARTICIPATION AND DEMOCRATIC CITIES</b>	
CITIES AS PLATFORMS FOR SOCIAL INNOVATION: AN INVESTIGATION INTO HOW DIGITAL PLATFORMS AND TOOLS ARE USED TO SUPPORT ENTREPRENEURSHIP IN URBAN ENVIRONMENTS	227
Margarita Angelidou	
PROBLEM ISSUES OF PUBLIC PARTICIPATION IN HERITAGE CONSERVATION: GEO-MINING PARKIN SARDINIA	235
Nađa Beretić Arnaldo Cecchini Zoran Đukanović	
A METHODOLOGY FOR STAKEHOLDER EMPOWERMENT AND BENEFIT ASSESSMENT OF MUNICIPAL LONG-TERM DEEP RENOVATION STRATEGIES: A SURVEY WITHIN SOUTH-EASTERN EUROPEAN MUNICIPALITIES	242
Sebastian Botzler	
THE OPPORTUNITIES OF MEDIATED PUBLIC SPACES: CO-CREATION PROCESS FOR MORE INCLUSIVE URBAN PUBLIC SPACES	249
Inês Almeida Joana Solipa Batista Carlos Smaniotta Costa Marluci Menezes	
ARCHITECTURE AS SOCIAL INNOVATION: EDUCATION FOR NEW FORMS OF PROFESSIONAL PRACTICE	255
Danijela Milovanović Rodić, Božena Stojić Aleksandra Milovanović	
CITY AS A PRODUCT, PLANNING AS A SERVICE	262
Viktorija Prilenska Katrin Paadam Roode Liias	
RAJKA: CHANGING SOCIAL, ETHNIC AND ARCHITECTURAL CHARACTER OF THE "HUNGARIAN SUBURB" OF BRATISLAVA	269
Dániel Balizs Péter Bajmócy	
POSSIBLE IMPACT OF MIGRANT CRISIS ON THE CONCEPT OF URBAN PLANNING	279
Nataša Danilović Hristić Žaklina Gligorijević Nebojša Stefanović	

TOWARDS DIMINUISHING DISADVANTAGES IN MIGRATION ISSUES IN SERBIA (FROM 2015) THROUGH PROPOSAL OF SOME MODELS	287
Eva Vaništa Lazarević Jelena Marić Dragan Komatina	

### **ARCHITECTURAL DESIGN AND ENERGY PERFORMANCE OF BUILDINGS**

APPLICATION OF ENERGY SIMULATION OF AN ARCHITECTURAL HERITAGE BUILDING	303
Norbert Harmathy Zoltán Magyar	

APPLICATION OF TRADITIONAL MATERIALS IN DESIGN OF ENERGY EFFI- CIENT INTERIORS	311
Vladana Petrović Nataša Petković Grozdanović Branislava Stoiljković Aleksandar Keković Goran Jovanović	

DETERMINATION OF THE LIMIT VALUE OF PERMITTED ENERGY CLASS FOR THE KINDERGARTENS IN THE NORTH REGION OF BOSNIA AND HERZEGOVI- NA	318
Darija Gajić Biljana Antunović Aleksandar Janković	

ARCHITECTURAL ASPECTS OF ENERGY AND ECOLOGICALLY RESPONSIBLE DESIGN OF STUDENT HOUSE BUILDINGS	326
Malina Čvoro Saša B. Čvoro Aleksandar Janković	

ENERGY EFFICIENCY ANALYSES OF RESIDENTIAL BUILDINGS THROUGH TRANSIENT SIMULATION	332
Ayşe Fidan ALTUN Muhsin KILIC	

INNOVATIVE TECHNOLOGIES FOR PLANNING AND DESIGN OF "ZERO-ENER- GY BUILDINGS"	340
Kosa Golić Vesna Kosorić Suzana Koprivica	

ENERGY REFURBISHMENT OF A PUBLIC BUILDING IN BELGRADE	348
Mirjana Miletić Aleksandra Krstić-Furundžić	

TPOLOGY OF SCHOOL BUILDINGS IN SERBIA: A TOOL FOR SUSTAINABLE ENERGY REFURBISHMENT	357
Nataša Čuković Ignjatović Dušan Ignjatović Ljiljana Đukanović	

### **ARCHITECTURAL DESIGN AND NEW TECHNOLOGIES**

EVALUATION OF ADVANCED NATURAL VENTILATION POTENTIAL IN THE MEDITERRANEAN COASTAL REGION OF CATALONIA	367
Nikola Pesic Jaime Roset Calzada Adrian MurosAlcojor	

TRENDS IN INTEGRATION OF PHOTOVOLTAIC FACILITIES INTO THE BUILT ENVIRONMENT	375
Aleksandra Krstić-Furundžić Alessandra Scognamiglio, Mirjana Devetaković, Francesco Frontini, Budimir Sudimac	

INTEGRATION OF NEW TECHNOLOGIES INTO BUILDINGS MADE FROM CLT	389
Milica Petrović Isidora Ilić	
INTEGRATION OF SOLAR WATER HEATING SYSTEMS INTO GREEN BUILDINGS BY APPLYING GIS AND BIM TECHNOLOGIES	394
Kosa Golić Vesna Kosorić Dragana Mecanov	
IMPLEMENTING ADAPTIVE FAÇADES CONCEPT IN BUILDINGS DESIGN: A CASE STUDY OF A SPORTS HALL	402
Aleksandar Petrovski Lepa Petrovska-Hristovska	
SIMULATION AIDED ENERGY PERFORMANCE ASSESSMENT OF A COMPLEX OFFICE BUILDING PROJECT	409
Norbert Harmathy László Szerdahelyi	
<b>ARCHITECTURAL DESIGN AND PROCESS</b>	
THE HABITABLE BRIDGE: EXPLORING AN ARCHITECTURAL PARADIGM THAT COMBINES CONNECTIVITY WITH HABITATION	421
Ioanna Symeonidou	
REFURBISHMENT OF POST-WAR PREFABRICATED MULTIFAMILY BUILDINGS	428
Aleksandra Krstić-Furundžić, Tatjana Kosić, PhD	
THE FUTURE (OF) BUILDING	438
Morana Pap, Roberto Vdović, Bojan Baletić	
COMPARISON OF ARCHITECTS' AND USERS' ATTITUDES TOWARD SPATIAL CHARACTERISTICS OF APARTMENTS	445
Ivana Brkanić	
DIGITAL VS. TRADITIONAL DESIGN PROCESS	453
Igor Svetel Tatjana Kosić Milica Pejanović	
CREATING THE EASTERN CAMPUS CONCEPT AT THE UNIVERSITY OF PÉCS - CONNECTED THE FACULTY OF BUSINESS AND ECONOMICS	461
Péter Paári Gabriella Medvegy Bálint Bachmann	
<b>BUILDING STRUCTURES AND MATERIALS</b>	
SUSTAINABILITY BENEFITS OF FERROCEMENT APPLICATION IN COMPOSITE BUILDING STRUCTURES	471
Aleksandra Nenadović Žikica Tekić	
POSSIBILITIES OF ENERGY EFFICIENT REFURBISHMENT OF A FAMILY VILLA IN BELGRADE: A CASE STUDY	479
Nenad Šekularac Jasna Čikić Tovarović Jelena Ivanović-Šekularac	

ENHANCING THE BUILDING ENVELOPE PERFORMANCE OF EXISTING BUILDINGS USING HYBRID VENTILATED FAÇADE SYSTEMS	485
Katerina Tsikaloudaki Theodore Theodosiou Stella Tsoka Dimitrios Bikas	
STRUCTURAL ASPECTS OF ADAPTIVE FACADES	493
Marcin Kozłowski Chiara Bedon Klára Machalická Thomas Wüest Dániel Honfi	
STRATEGIZING FOR INFORMAL SETTLEMENTS: THE CASE OF BEIRUT	500
Hassan Zaiter Francesca Giofrè	
THE IMPACT OF USERS' BEHAVIOUR ON SOLAR GAINS IN RESIDENTIAL BUILDINGS	509
Rajčić Aleksandar Radivojević Ana Đukanović Ljiljana	
PRESERVATION OF ORIGINAL APPEARANCE OF EXPOSED CONCRETE FACADES, CASE STUDY: RESIDENTIAL BLOCK 23, NEW BELGRADE	517
Nikola Macut Ana Radivojević	
<b>ADAPTIVE REUSE</b>	
CONVERSION AS MODEL OF SUSTAINABLE SOLUTION FOR DEVASTATED INDUSTRIAL COMPLEXES	529
Branko AJ Turnšek Aleksandra Kostić Milun Rancić	
SILO CONVERSION - POTENTIALS, FLEXIBILITY AND CONSTRAINTS	537
Branko AJ Turnsek Ljiljana Jevremovic Ana Stanojevic	
ARCHITECTURE OF MULTIPLE BEGINNINGS AS A TOOL OF SUSTAINABLE URBAN DEVELOPMENT	545
Milan Brzaković Petar Mitković Aleksandar Milojković Marko Nikolić	
INHABITING THE TOWER. THE PARADIGM OF THE FORTIFIED TOWERS OF MANI AND THE REUSE PROJECT	556
Rachele Lomurno	
ADAPTIVE REUSE THROUGH CREATIVE INDUSTRY TOOLS: CASE OF URAL-MASH, YEKATERINBURG, RUSSIA	564
Eva Vaništa Lazarević Timur Abdullaev, Larisa Bannikova	
<b>URBAN MOBILITY, TRANSPORT AND TRAFFIC SOLUTIONS</b>	
POLICY FOR REDUCING EMISSIONS IN AIRCRAFT OPERATIONS IN URBAN AEREAS BASED ON REGULATORY AND FISCAL MEASURES	579
Marija Glogovac Olja Čokorilo	
SIMULATING PEDESTRIAN BEHAVIOUR IN SCHOOL ZONES – POSSIBILITIES AND CHALLENGES	586
Ljupko Šimunović Mario Ćosić Dino Šojat Božo Radulović Domagoj Dijanić	

MODEL OF SMART PEDESTRIAN NETWORK DEVELOPMENT USING AN EDGE-NODE SPACE SYNTAX ABSTRACTION FOR URBAN CENTRES 593

Bálint Kádár

THE ROLE OF SMART PASSENGER INTERCHANGES IN THE URBAN TRANSPORT NETWORK 604

Bia Mandžuka, Marinko Jurčević, Davor Brčić

### **CLIMATE CHANGE, RESILIENCE OF PLACES AND HAZARD RISK MANAGEMENT**

THE IMPACT OF CLIMATE CHANGES ON THE DESIGN ELEMENTS OF CONTEMPORARY WINERIES - CASE STUDIES 617

Branko AJ Turnšek Ana Stanojević LjiljanaJevremović

DETERMINATION OF COMMUNITY DEVELOPMENT POLICIES USING URBAN RESILIENCE AND SYSTEM DYNAMICS SIMULATION APPROACH 626

Zoran Keković Ozren Džigurski Vladimir Ninković

QUALITIES OF RESILIENT CITY IN SYSTEMS OF PLANNING SUSTAINABLE URBAN DEVELOPMENT. AN INTRODUCTORY REVIEW. 634

Brankica Milojević Isidora Karan

PLACE-BASED URBAN DESIGN EDUCATION FOR ADAPTING CITIES TO CLIMATE CHANGE 641

Jelena Živković Ksenija Lalović

IMPROVING URBAN RESILIENCE, INCREASING ENVIRONMENTAL AWARENESS: NEW CHALLENGE OF ARCHITECTURAL AND PLANNING EDUCATION 652

Aleksandra Stupar Vladimir Mihajlov Ivan Simic

URBAN RESILIENCE AND INDUSTRIAL DESIGN: TECHNOLOGIES, MATERIALS AND FORMS OF THE NEW PUBLIC SPACE 659

Vincenzo Paolo Bagnato

THERMAL COMFORT OF NIŠFORTRESS PARK IN THE SUMMER PERIOD 666

Ivana Bogdanović Protić Milena Dinić Branković Petar Mitković Milica Ljubenić

### **LANDSCAPE ARCHITECTURE AND NATURAL BASED SOLUTIONS**

SMALL ISLANDS IN THE FRAMEWORK OF THE U.E. MARINE STRATEGY – CHERADI'S ARCHIPELAGO IN TARANTO 679

Giuseppe d'Agostino Federica Montalto

LANDSCAPE AWARENESS AND RENEWABLE ENERGY PRODUCTION IN BOSNIA AND HERZEGOVINA 686

Isidora Karan Igor Kuvac Radovan Vukomanovic

SAVAPARK – A RESILIENT AND SUSTAINABLE NEW DEVELOPMENT FOR ŠABAC	692
Milena Zindović Ksenija Lukić Marović	
ADRIATIC LIGHTHOUSES. STRATEGIC VISIONS AND DESIGN FEATURES	702
Michele Montemurro	
LANDSCAPE ARCHITECTURE AND INFRASTRUCTURES: TYPOLOGICAL INVENTORY OF GREEK WATER RESERVOIRS' LANDSCAPE	710
Marianna Nana Maria Ananiadou-Tzimopoulou	
THE BASIN OF THE MAR PICCOLO OF TARANTO AS URBAN AND LANDSCAPE "THEATRE"	717
Francesco Paolo Protomastro	
INTERWEAVING AND COMPLEXITIES OF THE MAN-MADE ENVIRONMENT AND NATURE	725
Dženana Bijedić Senaida Halilović Rada Čahtarević	
<b>BUILT HERITAGE, NEW TECHNOLOGIES AND DANUBE CORRIDOR</b>	
DIGITAL TOOLS IN RESEARCHING HISTORICAL DEVELOPMENT OF CITIES	737
Milena Vukmirović Nikola Samardžić	
APPLICATION OF BIM TECHNOLOGY IN THE PROCESSES OF DOCUMENTING HERITAGE BUILDINGS	751
Mirjana Devetaković Milan Radojević	
GIS-BASED MAPPING OF DEVELOPMENT POTENTIALS OF UNDERVALUED REGIONS – A CASE STUDY OF BAČKA PALANKA MUNICIPALITY IN SERBIA	758
Ranka Medenica Milica Kostreš Darko Reba Marina Carević Tomić	
MAPPING THE ATTRACTIVITY OF TOURIST SITES ALL ALONG THE DANUBE USING GEOTAGGED IMAGES FROM FLICKR.COM	766
Bálint Kádár Mátyás Gede	
INVENTARISATION AND SYSTEMATIZATION OF INDUSTRIAL HERITAGE DOCUMENTATION: A CROATIAN MATCH FACTORY CASE STUDY	777
Lucija Lončar Zlatko Karač	
CULTURAL LANDSCAPE OF ANCIENT VIMINACIUM AND MODERN KOSTOLAC – CREATION OF A NEW APPROACH TO THE PRESERVATION AND PRESENTATION OF ITS ARCHAEOLOGICAL AND INDUSTRIAL HERITAGE	785
Emilija Nikolić Mirjana Roter-Blagojević	
ALTERNATIVE TERRITORIAL CHANGES OF HOUSING ESTATES TOWARDS A SUSTAINABLE CONCEPTION	793
Regina Balla	

## **HERITAGE, TOURISM AND DANUBE CORRIDOR**

CULTURAL TOURISM IN THE BALKANS: TRENDS AND PERSPECTIVES. 807  
Kleoniki Gkioufi

CULTURAL TOURISM AS A NEW DRIVING FORCE FOR A SETTLEMENT REVIT-  
ALISATION: THE CASE OF GOLUBAC MUNICIPALITY IN IRON GATES REGION,  
SERBIA 814

Branislav Antonić Aleksandra Djukić

CULTURAL AND HISTORICAL IDENTITY OF TWIN CITIES KOMÁR-  
NO-KOMÁROM 823

Kristína Kalašová

PLACE NETWORKS. EXPERIENCE THE CITY ON FOOT 830

Milena Vukmirovic Aleksandra Djukić Branislav Antonić

STORIES WITH SOUP - CULTURAL HERITAGE MOMENTS ALONG THE DAN-  
UBE RIVER 837

Heidi Dumreicher Bettina Kolb Michael Anranter

ETHNIC AND TOPONYMIC BACKGROUND OF THE SERBIAN CULTURAL HERI-  
TAGE ALONG THE DANUBE 844

Dániel Balizs Béla Zsolt Gergely

## **SPATIAL AND RURAL DEVELOPMENT**

BEAUTIFUL VILLAGE PROJECT: AN ARCHITECTURAL AND LANDSCAPE DESIGN  
STRATEGY FOR NON-HERITAGE VILLAGES IN HEBEI PROVINCE 859

Dapeng Zhao Bálint Bachmann Tie Wang

CHANGES IN DEVELOPMENT OF NORTHERN CROATIA CITIES AND MUNICI-  
PALITIES FROM 1991 TO 2011: MULTIVARIABLE ANALYTICAL APPROACH 869

Valentina Valjak

SPECIFICS OF DYNAMICS OF SHRINKING SMALL TOWNS IN SERBIA 879

Milica Ljubenočić Milica Igić Jelena Đekić Ivana Bogdanović-Protić Ana Momčilović-Petroni-  
jević

BALANCED REGIONAL DEVELOPMENT OF RURAL AREAS IN THE LIGHT OF  
CLIMATE CHANGE IN SERBIA– OPPORTUNITIES AND CHALLENGES 888

Milicalgić MilicaLjubenočić Jelena Đekić Mihailo Mitković

COLLABORATIVE RESEARCH FOR SUSTAINABLE REGIONALDEVELOPMENT:  
EXPERIENCES FROM “LEARNING ECONOMIES” ITALY-SERBIA BILATERAL  
PROJECT 899

Jelena Živković Ksenija Lalović Elena Battaglini Zoran Đukanović Vladan Đokić

ASSESSMENT OF VALUE OF BIOMASS ENERGY POTENTIAL FROM AGRICULTURAL WASTE IN LESKOVAC FIELD AND ITS IMPORTANCE IN THE SETTLEMENT DEVELOPMENT PLANNING 908

Mihailo Mitković Dragoljub Živković Petar Mitković Milena Dinić Branković Milica Igić

MULTIFUNCTIONAL FACILITIES – FROM PRIMARY FUNCTIONS TO SPATIAL LANDMARKS (STUDY OF TWO CASES IN SERBIA AND BOSNIA AND HERZEGOVINA) 918

Aleksandar Videnovic Milos Arandjelovic



## **COLLABORATIVE RESEARCH FOR SUSTAINABLE REGIONAL-DEVELOPMENT: EXPERIENCES FROM “LEARNING ECONOMIES” ITALY-SERBIA BILATERAL PROJECT**

### **Jelena Živković<sup>1</sup>**

Associate professor, University of Belgrade -Faculty of Architecture, Bulevarkralja Aleksandra 73, Belgrade, Serbia, j\_zivkovic@ptt.rs

### **Ksenija Lalović**

Associate professor, University of Belgrade -Faculty of Architecture, Bulevarkralja Aleksandra 73, Belgrade, Serbia, ksenija.lalovic@gmail.com

### **Elena Battaglini**

Senior scientist, Fondazione Di Vittorio – ex IRES (Istituto Ricerche Economiche e Sociali), Via di S. Teresa 23, 00198 Roma, Italy, e.battaglini@fdv.cgil.it

### **Zoran Đukanović**

Associate professor, University of Belgrade -Faculty of Architecture, Bulevarkralja Aleksandra 73, Belgrade, Serbia, duke@arh.bg.ac.rs

### **Vladan Đokić**

Full Professor, University of Belgrade -Faculty of Architecture, Bulevarkralja Aleksandra 73, Belgrade, Serbia, vdjokic@arh.bg.ac.rs

## **ABSTRACT**

Worldwide, researchers are working together to achieve the common goal of producing new scientific knowledge. Development of ICT facilitated communication, exchange of information and collaboration between scientists, and paved the way to increase in number, size and diversity of collaborative research projects. The number of the research partnerships is also growing because they are considered to be the critical element of the innovation landscape and the knowledge-based economy. As such, they stand at the core of national and subnational research and innovation strategies, and are supported by the wide range of funding programmes. This trend is about to continue in the future. Nevertheless, very few studies investigate experiences and lessons learned from collaboration.

This paper presents and analyse the process, forms and the effects of collaboration in the „Learning Economies. Modelling Community-Led Local Development for the Sustainable Economic Trajectories of the Negotin and ZlatiborRegions“Italy-Serbia bilateral research project. Based on the concept of territorialisation as crucial for regional sustainability, and by appreciating different “ways of knowing” that intersect in face-to face communication, it attempts to theorise and discuss the role of workshops (as spatially localised and material events) in collaborative research, in ever more virtual and global research environment.

**Keywords: collaborative research, sustainable regional development, workshops, community led local development, learning economies**

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<sup>1</sup> Corresponding author

## Introduction

Traditionally, although different types of relationships between research existed, much research was done by individuals. Today, we are witnessing the almost opposite situation - the dynamic rise of collaborative research in various disciplines, enabled by technology, economy and politics. Perceived as a critical element of the innovation landscape and the knowledge-based economy ("learning economy") (Lundvall & Johnson 1994), research partnerships are promoted through research and innovation strategies at national, subnational and supranational levels. Collaborative research projects are financed through the wide range of funding programmes and these programmes support not only interdisciplinary and inter-sectorial, but also international cooperation in research.

Following this trend, in the last two decades, research on collaborative research is rapidly evolving too. In general, it focuses on the collaborative research practice and performance in relation to different tasks and forms of collaboration (Knight & Pettigrew 2007). Literature on collaborative research is well developed in education and project management studies, as well as in bibliometrics/scientometrics (Katsouyanni 2008). In relation to regional development, although numerous collaborative research projects were conducted in practice, very few studies investigate forms, process and lessons learned from collaboration.

Besides that, there are different constraints in collaborative research recognised by scientists, and one of them is the translation of knowledge between different scientific disciplines, cultures and professional practices (Katz et al. 1997, Ylitalo et al, 2006). Development of information and communication technologies (ICT) facilitated virtual communication, the exchange of information, and collaboration between scientists, but proved not to be sufficient. This puts forward face-to-face communication, in which "ways of knowing" may intersect in collaborative manner, and that can be achieved through workshops organised in real space and time.

Therefore, the purpose of this paper is to explore and analyse the process, forms and the effects of collaboration, by using case-study methodology, in order to theorize the role of workshops in collaborative research projects for regional development. In the first part of the paper we set conceptual and theoretical framework for analysing collaboration in collaborative research projects. We first introduce the concept of collaborative research and then focus on the meaning, forms and functions of workshops as a places and techniques for achieving collaboration. The second part of the paper presents and analyse an example of collaborative research project - the „Learning Economies. Modelling Community-Led Local Development for the Sustainable Economic Trajectories of the Negotin and Zlatibor Regions“, and discuss the role of workshops in enabling interdisciplinary and international collaboration as a basis for scientific advancement and sustainable regional development.

## Concept of collaborative research

### What is collaborative research and why is it important?

Collaborative research can be generally be defined as "researchers working together to achieve the common goal of producing new scientific knowledge" (Kishk Anaquot Health Research 2008:1). In more narrow sense, it is "a research effort done by research groups from different disciplines (interdisciplinary collaboration), either belonging to the same country (national) or to more than one country (international) or it may be a parallel research effort by groups from different countries applying the same protocol across various locations or a combination of the above" (Katsouyanni 2008:1).

In the context of policy oriented research (that relates science to local development), the truly collaborative research "involves respecting and understanding the participants and recognizing the knowledge and capabilities of the local people who can work with researchers to obtain

analyses and solutions” (Kishk Anaquot Health Research 2008:2). It refers to how differently-situated stakeholders (researchers, policy makers, practitioners, communities, etc.) may come together in a productive and well-integrated ways to address the different dimensions of the challenges in relation to development (Gonsalves 2014).

The basic premise of collaboration in any project is that it increases productivity, enables better problem-solving, boosts communication and improves human resources. The advantages of collaborative research relate not only to exchange and production of new knowledge, but also to the production of new relations (Kishk Anaquot Health Research 2008). In both research and policy support for collaboration in research, it is assumed that continuity in collaboration matters for strengthening scientific and interpersonal links, and that both elements contribute to the quality of research outcomes (Henderson 2002, Intervention Logic H2020).

Collaboration is performed in real life forms (conferences, presentations, meetings, workshops) or as a virtual collaboration (virtual ambience for conferences, presentations, meetings). The literature on collaboration in research, that examines the role of communication and the effects of physical and social proximity, acknowledges that spatial proximity seems to encourage collaboration since it tends to generate more informal communication (Katz et al. 1997). It points out that, although ICT made it possible to overcome physical distances in collaboration, physical proximity still matters, especially for the collaborative research in social sciences which aims to contribute to regional development.

### **Workshops in collaborative research**

Workshops can be conceptualised as spatially localised and material events that can be organised in many forms and produce many positive outcomes. In that sense, they can function as places for cooperative learning, but also as a technique that supports dialog through which different perspectives on issue under investigation emerge and confront. Besides that, workshops may be organised as settings and events that enable sharing stories and experiences, and exchange of knowledge through which new ideas and solutions may emerge. In another form, they may create a situation for team-work and cooperation, through which new relations may be constructed.

In theorising workshops, Graham et al. (2015) discuss the meaning of the workshop as both noun and verb. As a noun, workshop is a place where certain types of activity happen, while as a verb it means to work something through and make something together. For them, good workshops have several key characteristics: it is a place for drawing out thought; a place for sorting things out; a place of design and creative problem-solving; it is a form of encounter, and can also be seen as form of research. Different forms of structuring workshops enable different forms of social interaction. Materials and bodies influence relations and ways of knowing, as well as improvisation and emergence of skills of “thinking on feet” as specific and productive in workshops (revising and improvising). This perception of workshop enables thinking on its role in research project as “value of what lasts beyond space and time” (Graham et al. 2015: 414).

In collaborative research, workshops can be organised in different forms depending of the purpose. Usually they are conducted in the form of seminars, focusing on some particular subject, in which everyone present is requested to actively participate. This format of the event, emphasize free discussion, exchange of ideas, and demonstration of methods of practical application of skills and principles. Workshops can also be organised to include set of activities designed to promote learning, discussion, and feedback about some topic. In some cases, workshops can function as a brief, intensive course for a small group which emphasizes problem-solving, and in the case of collaborative research, this is performed when a new technique is introduced to the research team.

## **Collaborative research in practice: experiences from “learning economies” italy-serbia bilateral project**

### **“Learning Economies. Modelling Community-Led Local Development for the Sustainable Economic Trajectories of the Negotin and Zlatibor Regions”: Concept, goals and networks<sup>2</sup>**

Current debate on local development highlights the importance of its place-based dimension. The emerging approaches (Stimson et al.2011), while recognizing that development is framed by exogenous factors, attribute a much more significant role to endogenous forces. This approach has been translated into European policies and regulations with the concept of Community Led Local Development (CLLD). CLLD can mobilise and involve local communities and organisations to contribute to achieving the Europe 2020 Strategy goals of smart, sustainable and inclusive growth, fostering territorial cohesion and reaching socio-economic policy objectives (Battaglini 2016).

In that context, the main aim of the research project „Learning Economies. Modelling Community-Led Local Development for the Sustainable Economic Trajectories of the Negotin and Zlatibor Regions“ is the identification and construction of a CLLD-intervention model on the regional sustainable development paths. This model will be the core section of a feasibility study for the implementation of a proactive decision-support web-platform (fsWP) providing a valuable interface between firms, communities, authorities with solution-oriented innovative approaches in a public and participatory dimension.

This bilateral collaborative policy- focused research project stems from two previous case-studies and aims to contribute to their further regional development: 1) the region of Eastern Serbia – Municipality of Negotin, and 2) the region of Zlatibor – Municipality of Cajetina. In relation to their regional development, Learning Economies project aims to: a) Valorise local milieu and cultural and economic potential of the territories, b) Support local strategic visions and policies with “decision aiding” data, instruments and tools, c) Inform the Italian and Serbian tourist and agro-food companies wishing to operate in the regions involved in the project.

The project is based on understanding of the concept of Community Led Local Development as a process of “territorialisation”. Territorialisation is perceived as co-production of society and environment, in which both have agency. It refers to “a process in which communities (although in unbounded networks) perceive the specific nature and characteristics of their place, attribute symbols to resources and to local peculiarities, and reify, structure and organise space.” (Hornings et al. 2016, p.6). Territorialisation describes the dynamics and processes in the context of regional development, driven by collective intentionality and stretching beyond localities and geographical or administrative boundaries. Operationalisation of the concept of territorialisation is a methodological challenge that Learning economies project is about to address by using different quantitative and qualitative research methods and techniques.

In working on CLLD-intervention model collaborative research team would:

- Analyse and map the territorial characterisation of the regions and their local heritage dimensions through the interpretative perspective of Territorial Capital (TC).
- Identify and map perceptions meanings and values attributed to TC by the local institutions and communities.
- Identify and map the main strengths and weaknesses, opportunities and threats of CLLD sustainable development’s paths of these regions in order to further promote bilateral economic and commercial cooperation between Italy and Serbia.
- Analyse and cluster the collected good practices of agricultural and tourism firms towards the adaptation and mitigation of the Climate Change impacts, environmental protection

<sup>2</sup> This part of the text is based on the Research proposal for Learning Economies project (Battaglini 2016).

and place-based development.

- Analyse and cluster good practices of environmental and sustainable development governance cases collected at policy level.

The research project „Learning Economies” is part of the “Executive Programme for Scientific and Technological Cooperation Between the Italian Republic and The Republic of Serbia for The Years 2016-2018”.<sup>3</sup> It is considered to be a Joint Research Project of “Particular Relevance” (“Progetti di Grande Rilevanza” ai sensi della l. 401/90) and has been granted a financial contribution from Italian Ministero degli Affari Esteri e della Cooperazione Internazionale, Direzione Generale per la Promozione del Sistema Paese (MAECI). The partners in this project are: Fondazione Di Vittorio (ex IRES – Istituto Ricerche Economiche e Sociali) from Rome, University of Belgrade-Faculty of Architecture, Università Di Roma La Sapienza (Facoltà di Architettura), Università di Sassari - Facoltà di Architettura and University of Belgrade- Faculty of Philosophy, Institute of Architecture and Urban & Spatial Planning of Serbia (IAUS) and Riserva Naturale dei Monti Navegna e Cervia. The research team is interdisciplinary and includes: sociologists, urban planners, architects, spatial planners, landscape architects.<sup>4</sup>

### Process, forms and outcomes of collaboration through workshops in “Learning economies” project

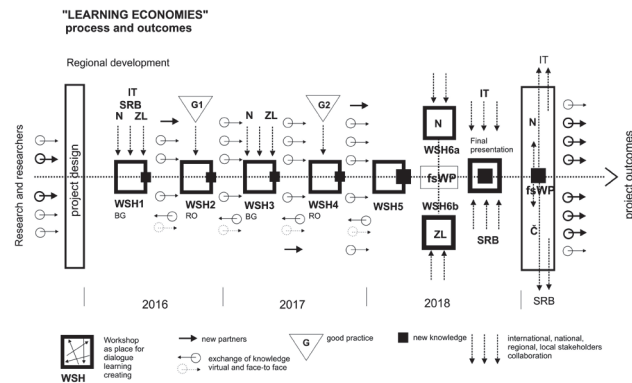


Figure 1: Process, forms and outcomes of collaboration in “Learning economies” project

The work on the project was organised for a 3-year period, giving special importance to semi-annual workshops that took place in Serbia and Italy. These workshops had different char-

3 The institutions in charge of the co-ordination of this programme are for the Italian Party: Ministry of Foreign Affairs and International Cooperation, Directorate General for the Country Promotion (Economy, Culture and Science), and for the Serbian Party: Ministry of Education, Science and Technological Development.

4 The researchers on the project are: a) Fondazione Di Vittorio, Rome: dr Elena Battaglini (project leader and Italian scientist responsible for collaboration), dr Pasquale Pignatale, b) Faculty of Architecture, Belgrade: dr Zoran Đukanović, dr Vladan Đokić, dr Jelena Živković (project co-leader and Serbian scientist responsible for collaboration), dr Ksenija Lalović + dr Jasminka Cvejić (Faculty of Forestry), c) University La Sapienza, Rome, Faculty of Architecture: dr Francesca Giofrè, d) University of Sassari - Alghero School of Architecture: dr Arnaldo Cecchini, dr Giuseppe Onni, e) Faculty of Philosophy, Belgrade: dr Marija Babović, f) Institute of Architecture and Urban & Spatial Planning of Serbia (IAUS): dr Marina Nenковиć-Riznić, dr Nikola Krunić.

## 5th INTERNATIONAL ACADEMIC CONFERENCE

acter, purpose and structure. Between workshops, research partners conducted studies and collaborated (individually or in groups, in virtual or face-to face forms) in working on specific tasks. Figure 1 presents this process and relates it to forms and outcomes of collaboration. Workshops were recorded, and documents and transcripts used for this study.

**Workshop WSH1** – Setting the scene: introducing concepts - identifying needs. The opening presentation, workshop, round table and kick-off meeting of the project were held on Thursday 26.05.2016. at the University of Belgrade Faculty of Architecture. The representatives of Italian and Serbian partner institutions, the representatives of national and local governments, tourist organisations and civil sector, took part in this workshop.

- Workshop functioned as a place for cooperative learning, sharing stories and experience, dialog and networking.
- Benefits of workshop were: a) Contribution to research and researchers: Learning on new concepts and tools, strengthening ties among researchers and learning about context; b) Contribution to regional development in Serbia: Giving voice to local communities in recognising problems, showcasing good examples, external recognition of local heritage and values.

**In-between:** Individual work on document analysis; Enlarging the research team

**Workshop WSH2** – Methodological workshop & Italian good practice: The methodological workshop, organised as a set of presentations and discussions, took place in Rome, at the Di Vittorio Foundation on 14<sup>th</sup> and 15<sup>th</sup> November 2016. Partners from Di Vittorio Foundation also organised a study trip and presentation of the Italian good practices of regional development in Rocca Sinibalda (municipality in Natural Reserve Monte and Monte Navegna Cervia). Participants in the workshop were team members.

- Workshop functioned as a place of drawing out thoughts, sorting things out, design and creative problem-solving, sharing stories and experience, encounter with places of good practice
- Benefits of workshop were: a) Contribution to research and researchers: Learning on contextual issues, good practice and tools + Facing and overcoming problems: conceptual differences between disciplines as well as contextual (between national data availability and planning systems) were discussed through dialogue. Result was the agreement on conceptual framework and interpretation of main concepts. This led to shift in research strategy – from quantitative to qualitative research. b) Contribution to regional development: Giving a credit to local Italian good practice – increasing visibility, recognising qualities, connecting people.

**In-between:** Individual and collaborative work – designing final conceptual methodological framework for the research; Preparing collaborative workshop; Enlarging the research team.

**Workshop WSH3 – Collaborative workshop – values and perceptions on resources.** The workshop with stakeholders and the semiannual meeting of the project were held at the University of Belgrade Faculty of Architecture on 8<sup>th</sup> and 9<sup>th</sup> of June 2017. The goal of the workshop was to explore perceptions and values that national, regional and local stakeholders attribute to local heritage of Zlatibor and Eastern Serbia (Negotin) region.

- *Workshop functioned as a place of dialogue, learning and networking*
- *Benefits of workshop were: a) Contribution to research and researchers: Facing and overcoming problems: conceptual differences on local/regional values and heritage between stakeholders were discussed through dialogue. Result was the conceptual agreement on what is local heritage and how it is to be valued. b) Contribution to regional development: Recognition of local heritage and empowerment of local stakeholders.*

**Inbetween:** Individual and collaborative work to identify and analyse what already exists on WEB for Regional Development in Serbia (content, form/presentation and networking).

**Workshop WSH4 – Research workshop + Italian good practice.** The research workshop took place from the 14<sup>th</sup> to the 16<sup>th</sup> December 2017 at the Di Vittorio Foundation in Rome. The main aims of the workshop were: a) To identify what *already exists* on WEB sites and platforms in Serbia (related to the development of regions under investigation), how relevant information and web sites are connected, and to evaluate *availability and usefulness* of existing Web supply for different user groups; and b) To discover the *gaps* between supply and expressed needs for WEB related to the development of Negotin/East Serbia region and Čajetina/Zlatibor region, in order to give recommendations for the concept of Learning Economies (LE) web platform and feasibility study.

- *Workshop* functioned as *a place of cooperative learning, drawing out thoughts, networking, sharing stories and experience, encounter with places of good practice*
- *Benefits of workshop were:* a) *Contribution to research and researchers:* Learning on contextual issues and new tools, networking, co-creation of concept for CLLD MODEL. + Feasibility study of Web Platform, b) *Contribution to regional development:* Recognition of local heritage and empowerment of local stakeholders.

**Planned activities for 2018 are:** **In-between:** Individual and collaborative work on Feasibility study of Web Platform (**fs WP**) and MODEL; **Workshop 5:** Synthesis workshop on Feasibility study and MODEL; **In-between:** Individual and collaborative work on MODEL PRESENTATION; **Workshop 6:** Verification of model with local stakeholders in Negotin (East Serbia Region) and Čajetina (Zlatibor Region). **Final Presentation** to Italian and Serbian national, regional and local partners in Belgrade.

### Discussion and Conclusions

Analysis of content, structure, process and experiences of LE collaborative research project shows that differently designed and conducted workshops may perform various functions. In our case they functioned as *places of sharing stories and experience, of drawing out thoughts, of sorting things out, of cooperative learning, of encounter with places of good practice and networking, but also as places of dialog, design and creative problem-solving*. In that sense, our results highlight the importance of thinking on workshop/ping, as both noun and verb, as both places and actions.

Workshops may have different positive outcomes for research and regional development, and various beneficial effects on both researchers and communities. It is shown that each Learning Economies workshop event had its specific planned outcomes, but also that some of non-planned benefits occurred, too. Workshops enabled new understanding of researched issues, acquisition of new knowledge, creation of new ideas, and worked as a place for dialog that enabled overcoming differences. But they also generated experiences that resulted in strengthening the ties in research team, and functioned as places where local communities' heritage and assets were recognised and appreciated.

When drawing conclusions from our experience in "Learning Economies" project, network continuity, structure and size seems to matter and to contribute to the quality of research process up to now. Previous links between some researchers generated open attitude and trust among team members that further positively influenced team-work and share of knowledge and experiences. At the same time, international, interdisciplinary small-size team of researchers, especially through workshop formats, managed to overcome conceptual and contextual differences, and work together for mutual goals of the project.

Finally, it is important to recognise the role of the workshops, not only as single event, but as a

## 5th INTERNATIONAL ACADEMIC CONFERENCE

part of the research and collaboration *process*. Organised as set of events during a research process, workshops function as places for cooperative learning and creative problem-solving, through which new relations are formed and strengthened among researchers, but also between related communities. In that sense, when evaluating collaborative research outcomes, it is important to recognise productivity of the process, not only of the published products.

This study has certain limitations that relate to the fact that the project is "a work in progress", to be finished at the end of 2018. In that sense, the scientific results can't be evaluated as the outcome of the research collaboration. Also, the policy dimension of the project and its influence on the regional development can't be observed at the moment. But what is sure and supported by new initiatives, is that the new knowledge on place and the modern tools for regional development were produced, as well as the personal advancement and ties among this international and interdisciplinary team of researchers, that will lead future collaborative research efforts. And for this - we should thank our continual and multi-beneficial face-to face workshop experiences.

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