

CONFERENCE
PROCEEDINGS

**3RD INTERNATIONAL
ACADEMIC CONFERENCE ON
PLACES AND TECHNOLOGIES**

EDITORS
EVA VANIŠTA LAZAREVIĆ
MILENA VUKMIROVIĆ
ALEKSANDRA KRSTIĆ-FURUNDŽIĆ
AND ALEKSANDRA ĐUKIĆ

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Eva VaništaLazarević, Milena Vukmirović, Aleksandra Krstić-Furundžić, Aleksandra Đukić

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PLACES AND TECHNOLOGIES 2016

KEEPING UP WITH TECHNOLOGIES TO CREATE COGNITIVE CITY
BY HIGHLIGHTING ITS SAFETY, SUSTAINABILITY, EFFICIENCY,
IMAGEABILITY AND LIVEABILITY

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TABLE OF CONTENTS

ARCHITECTURAL TECHNOLOGIES I – ENERGY ISSUES

DETERMINATION OF ENERGY CHARACTERISTICS OF TRANSPARENT ELEMENTS OF ENVELOPE OF RESIDENTIAL BUILDINGS IN BOSNIA AND HERZEGOVINA Darija Gajić	3
ECO-ENERGETIC RECONSTRUCTION OF ARCHITECTURAL STRUCTURES BY APPLYING MODERN FACADE TECHNOLOGIES Olja Joksimović, Katarina Vukosavljević	11
MODERNIZATION OF EXISTING GLASS FACADES IN ORDER TO IMPLEMENT ENERGY EFFICIENCY AND MEDIA CONTENT Jasna Čikić Tovarović, Jelena Ivanović Šekularac, Nenad Šekularac	19
EFFECTS OF WINDOW REPLACEMENT ON ENERGY RENOVATION OF RESIDENTIAL BUILDINGS – CASE OF THE SERBIAN BUILDING PRACTICE Ana Radivojević, Aleksandar Rajčić, Ljiljana Đukanović	27
GREEN ROOF RETROFIT POTENTIAL IN A DENSELY POPULATED BELGRADE MUNICIPALITY Katarina Vukosavljević, Olja Joksimović, Stevan Vukadinović	35
ENERGY REFURBISHMENT OF PUBLIC BUILDINGS IN SERBIA Milica Jovanović Popović, Miloš Nedić, Ljiljana Djukanović	43
PROBLEM OF PROTECTION OF ORIGINAL APPEARANCE OF PREFABRICATED CONCRETE FACADES AND ENERGY IMPROVEMENT MEASURES – EXAMPLE OF NEW BELGRADE Nikola Macut, Ana Radivojević	51
SUNLIGHTING: A BRIGHT LIGHT SOURCE FOR MULTI-STORY BUILDING CORES Liliana Beltran	59

ARCHITECTURAL TECHNOLOGIES II - INNOVATIVE METHODS, SOFTWARE AND TOOLS

BIM AND GREEN BUILDING DESIGN: EXPECTATIONS, REALITY AND PERSPECTIVES Igor Svetel, Marko Jarić, Nikola Budimir	69
UNDER THE SKIN - DETERMINING ELECTRICAL APPLIANCES FROM SURFACE 3D SCANS Ulrich Krispel, Torsten Ullrich, Martin Tamke	77
ARCHITECTURAL DIAGRAM OF A CITY Olivera Dulić, Viktorija Aladžić	85
DIGITAL TOOLS - BASED PERFORMANCE EVALUATION OF THE ADAPTIVE BUILDING ENVELOPE IN THE EARLY PHASE OF DESIGN Komnen Žižić, Aleksandra Krstić-Furundžić	93

INCREASING QUALITY OF PLACE BY USERS VALUE ORIENTATION Alenka Temeljotov Salaj, Svein Bjorberg, Nikolaj Salaj	101
COMFORT QUALITY IN THE ARCHITECTURAL TRANSFORMATION OF EXISTING FACILITIES Saša B. Čvoro, Malina B. Čvoro, Una Umićević	109
BUILDING STRUCTURES AND MATERIALS	
CONCEPTUAL STRUCTURAL DESIGN STRATEGIES FOR REDUCING ENERGY CONSUMPTION IN BUILDINGS Aleksandra Nenadović, Žikica Tekić	119
COMPARISON OF THE SUSTAINABILITY OF DIFFERENT TECHNIQUES FOR THE STRENGTHENING OF REINFORCED CONCRETE COLUMNS Tanya Chardakova, Marina Traykova	125
THE ARCHITECTURAL ASPECT OF DESIGNING THE OFFICE ENVIRONMENT IN THE MULTIFUNCTIONAL BUILDING IN THE CITY CENTRE Anna Rynkowska-Sachse	133
MITIGATE THE HOUSING DEPRIVATION IN THE INFORMAL CITIES: MODULAR, FLEXIBLE AND PREFAB HOUSES Frabrizio Finucci, Adolfo Barrata, Laura Calcagnini, Antonio Magaro, Ottavio Minnella, Juan Martin Piaggio	141
AN EXAMPLE OF USING RECYCLED CRUSHED CLAY BRICK AGGREGATE: A PREFABRICATED COMPOSITE FAÇADE PANEL WITH THE FACE OF STONE Tijana Vojinović Čalić, Dragica Jevtić, Aleksandra Krstić-Furundžić	149
CLIMATE CHANGE I – ENERGY ISSUES	
ENERGY MAP OF KRAGUJEVAC AS AN INTRODUCTION TO THE ANALYSIS OF NECESSARY INTERVENTION MEASURES ON BUILDINGS IN ORDER TO ADAPT TO CLIMATE CHANGE Iva Poskurica Glišović	159
THE IMPACT OF CLIMATE CHANGE ON THE ENERGY PERFORMANCE OF HISTORICAL BUILDINGS Alexandra Keller, Cristian Petrus, Marius Mosoarca	167
INFLUENCE OF DIFFERENT PAVEMENT MATERIALS ON WARMING UP OF PEDESTRIAN AREAS IN SUMMER SEASON Jelena Đekić, Petar Đekić, Milena Dinić Branković, Mihailo Mitković	175
ANALYSIS OF ELECTRICITY GENERATION RESULTS OF FIRST MINI SOLAR POWER PLANTS IN THE SOUTH OF SERBIA WITH VARYING INCLINATION OF PHOTOVOLTAIC PANELS AND DIFFERENT ENVIRONMENTAL CONDITIONS Mihailo Mitković, Jelena Đekić, Petar Mitković, Milica Igić	183
EDUCATION NEEDS AND INFLUENTIAL FACTORS ON ENVIRONMENTAL PROTECTION IN FUNCTION OF SUSTAINABLE DEVELOPMENT AT HIGHER EDUCATION INSTITUTIONS Marijola Božović, Milan Mišić, Zorica Bogićević, Danijela Zubac	191

BUILDING CLIMATE CHANGE II – STRATEGIES, PROTECTION AND FLOODS

EVALUATING THE CO-BENEFITS OF FLOOD MITIGATION MEASURE – A CASE STUDY OF SOUTHERN YUNLIN COUNTY IN TAIWAN Yi-Hsuan Lin	201
FLOODING RISK ASSESSMENT IN MOUNTAIN VILLAGES—A CASE STUDY OF KAOHSIUNG CITY Ting-Chi Hsu, Han-Liang Lin	209
SPATIAL PLANNING IN VIEW OF FLOOD PROTECTION-METHODOLOGICAL FRAMEWORK FOR THE BALCAN COUNTRIES Brankica Milojević	217
CLIMATE WARS AND REFUGEES: HUMAN SECURITY AS A PATHWAY TOWARDS THE POLITICAL? Thomas Schad	225
LOW-IMPACT DEVELOPMENT STRATEGIES ASSESSMENT FOR URBAN DESIGN Yu-Shan Lin, Han-Liang Lin	235

SUSTAINABLE COMMUNITIES AND PARTICIPATION I – PLANNING ISSUES

THE POSSIBILITIES OF SURVEY AS A METHOD TO COLLECT AND THE DERIVE MICRO-URBAN DATA ABOUT NEW COLLECTIVE HOUSING IN SERBIA Branislav Antić	247
POSITION OF THE SOCIAL HOUSING ACCORDING TO THE URBAN PLANNING REGULATION OF THE CITY OF NIS – DO THEY PROMOTE THE INCLUSION? Nataša Petković Grozdanović, Branislava Stoiljkovic, Goran Jovanović	255
INFLUENCE OF DIFFERENT APPROACHES IN DEVELOPMENT OF LOCAL RESIDENTIAL BUILDING TYPOLOGIES FOR ESTIMATION OF BUILDING STOCK ENERGY PERFORMANCE Milica Jovanović Popović, Dušan Ignjatović, Bojana Stanković	263
TOWARDS A LOW-CARBON FUTURE? CONSTRUCTION OF DWELLINGS AND ITS IMMEDIATE INFRASTRUCTURE IN CITY OF SPLIT Višnja Kukoč	271
SCENARIOS IN URBAN PLANNING AND THE MULTI-CRITERIA METHOD. A MEANINGFUL EXPERIENCE IN ITALY: PIANO IDEA IMPLEMENTED IN JESI AN,2004 Giovanni Sergi, Paolo Rosasco	279
THE PUBLIC INSIGHT AND INCLUSIVITY IN THE PLANNING PROCESS Nataša Danilović Hristić, Nebojša Stefanović	287
TOWARD THE SUSTAINABLE CITY – COMMUNITY AND CITIZENS INCLUSION IN URBAN PLANNING AND DESIGN OF URBAN GREEN SPACES: A REVIEW OF SKOPJE Divna Penčić, Snezhana Domazetovska, Stefanka Hadji Pecova	295

SUSTAINABLE COMMUNITIES AND PARTICIPATION II – CONCEPTS, METHODS AND COMMUNITY

HOW TO DEVELOP AND DESIGN HEALTHY URBAN ENVIRONMENT? Sanja Štimac, Anja Jutraž	305
SUSTAINABILITY AND BROWNFIELD REGENERATION Kristina Azarić	313
THE SOCIAL DIMENSION OF A SUSTAINABLE COMMUNITY: UNDERSTANDING OF THE EXISTING SPACE Silvia Grion, Elisabeth Antonaglia, Barbara Chiarelli	319
HOW TO UNDERSTAND THE GLOBAL PHENOMENON OF URBAN SHRINKAGE AT LOCAL LEVEL? COMPARISON OF URBAN AREAS IN ROMANIA AND SERBIA Mihai-Ionut Danciu, Branislav Antonić, Smaranda Maria Bica	327
SPATIAL PATTERNS OF SERBIAN MIGRANTS IN VIENNA AND IN THE SETTLEMENTS OF THEIR ORIGIN IN EASTERN SERBIA Branislav Antonić, Tamara Brajović	335
KEEPING THE CITY LIVEABLE FOR INHABITANTS AND EFFICIENT FOR TOURISTS: THE PILGRIMAGE ROUTES Lucia Martincigh, Renata Bizzotto, Raffaella Seghetti, Marina Di Gauda, Giovanni Perrucci	347
ENVIRONMENTAL PROBLEMS AND CITIZEN PARTICIPATION IN MEDIUM-SIZED TOWNS OF SERBIA Anđelka Mirkov	355
URBAN PROBLEMS OF HILLY AND MOUNTAINOUS RURAL SETTLEMENTS IN NIŠ MUNICIPALITY Milica Igić, Petar Mitković, Jelena Đekić, Milena Dinić Branković	361

IMAGE, IDENTITY AND QUALITY OF PLACE I – PLANNING ISSUES

THE STRATEGIES OF PLACE-MAKING. SOME ASPECTS OF MANIFESTATIONS OF POSTMODERN IDEAS IN LITHUANIAN ARCHITECTURE Martynas Mankus	373
DESIGNING CENTERS OF SUBURBAN SETTLEMENTS IN THE POST-SOCIALIST CITY – NIŠ CASE STUDY Milena Dinić Branković, Jelena Đekić, Petar Mitković, Milica Igić	381
TRANSITION AND THE CITY: TRANSFORMATION OF URBAN STRUCTURE DURING THE POST-SOCIALIST PERIOD Dejana Nedučin, Milena Krklješ	389
POST INDUSTRIAL CITIES: CREATIVE PLAY - FAST FORWARD BELGRADE 2016 Eva Vaništa Lazarević, Marija Cvetković, Uroš Stojadinović	395
THE FUTURE OF OLD INDUSTRIAL AREAS - SUSTAINABLE APPROACH Anica Tufegdžić, Maria Siladji	405

CREATING IDENTITY AND CHARACTER OF NEW SETTLEMENT FORMED DUE TO GROWTH OF THE CITY- ON THE EXAMPLE OF PODGORICA Ema Alihodžić Jašarović, Edin Jašarović	413
SPINUT-POLJUD RESIDENTIAL AREA IN SPLIT, CROATIA Vesna Perković Jović	421
IMAGE, IDENTITY AND QUALITY OF ZAPRUĐE HOUSING DEVELOPMENT IN NOVI ZAGREB Ivan Milnar, Lea Petrović Krajnik, Damir Krajnik	429
URBAN IDENTITY OF BORDER SPACES. CONSTRUCTING A PLACE IN THE BORDER CROSSING BETWEEN SPAIN AND MOROCCO IN CEUTA Belen Bravo Rodriguez, Juan Luis Rivas Navarro, Alicia Jiménez Jiménez	435
ZEITGEIST & GENIUS LOCI: TRADE VALUE AESTHETIC AND WEAKNESS OF AUTHOR'S IDENTITY IN RECENT SERBIAN ARCHITECTURE Aleksandar Kadijević	445
IMAGE, IDENTITY AND QUALITY OF PLACE II – PUBLIC SPACES	
PRESERVING PLACE MEANING IN FUNCTION OF TRANSFORMATION OF OPEN PUBLIC SPACES Ana Špirić, Sanja Trivić	455
STREET LIFE DIVERSITY AND PLANNING THE URBAN ENVIRONMENT. COMPARATIVE STUDY OF SOFIA AND MELBOURNE Silvia Chakarova	463
TRANSFORMATIONS AND PERMANENCE OF REPUBLIC SQUARE Stefan Škorić, Milena Krklješ, Dijana Brkljač, Aleksandra Milinković	473
THE IMAGE OF THE CITY VS. SEMI-PUBLIC SPACES OF SHOPPING MALLS: CASE STUDY OF BELGRADE Marija Cvetković, Eva Vaništa Lazarević	481
THE MARKET HALL OF PÉCS Balazs Kokas, Hutter Ákos, Veres Gábor, Engert Andrea, Greg András, Sike Ildikó, Alexandra Pető	489
INNOVATIVE PUBLIC SPACE REHABILITATION MODELS TO CREATE CONDITIONS FOR COGNITIVE - CULTURAL URBAN ECONOMY IN THE AGE OF MASS INDIVIDUALISATION Katarzyna Bartoszewicz, Piotr Lorens	497
ILLUMINATION OF FACADES OF PUBLIC BUILDINGS IN NOVI SAD AND ITS IMPACT ON SPATIAL PERCEPTION Dijana Brkljač, Milena Krklješ, Aleksandra Milinković, Stefan Škorić	507
COGNITIVE PERFORMANCES OF PEDESTRIAN SPACES Milena Vukmirović, Branislav Folić	515

IMAGE, IDENTITY AND QUALITY OF PLACE III – CONCEPT, METHODS, EDUCATION

THE CRIMINAL CITY: URBAN RESET AFTER "COLECTIV" Agelica Stan	527
TOWARD THE ULTIMATE SHAPE-SHIFTER: TESTING THE OMNIPOTENCE OF DIGITAL CITY Aleksandra Stupar, Tatjana Mrđenović	535
MANAGEMENT OF URBAN IMAGE AS A TOOL FOR PLANNING. THE CASE OF THESSALONIKI Kleoniki Gkioufi, Eleni Gavra	541
VISIBLE AND INVISIBLE PROCESSES AND FLOWS OF TIME-SPACE OF ARCHITECTURAL AND URBAN CONTINUITY OF THE CITY Velimir Stojanović	549
FORMS OF CONTINUITY IN ARCHITECTURAL SPACE Petar Cigić, Milena Kordić	555
URBAN DESIGN EDUCATION FOR PLACEMAKING: BETWEEN COGNITION AND EMOTION Jelena Živković, Zoran Đukanović, Uroš Radosavljević	565
SKETCHBOOK AS AN ARCHITECTURAL DESIGN INSTRUMENT OF THE COGNITIVE CREATION PROCESS FOR THE QUALITY OF PLACE Igor Rajković, Uroš Radosavljević, Ana Zorić	573
THE MUSICALITY OF UNDULATING GLASS PANES IN THE CONVENT OF LA TOURETTE Marko Slaviček, Anja Kostanjšak	581
THE ROUTES OF DIGITALIZATION – FROM REAL TO VIRTUAL CITY AND VICE VERSA Miodrag Ralević, Tatjana Mrđenović	587
RESILIENCE OF PLACES	
A SHRED OF PLACE IN A DIGITAL ERA HUMANITARIAN DISASTER Pavlos Lefas, Nora Lefa	599
URBAN SPACES MORPHOLOGY AND MICROCLIMATE CONDITIONS: A STUDY FOR A TYPICAL DISTRICT IN THESSALONIKI Stella Tsoka, Katerina Tsikaloudaki, Theodoros Theodosiou	605
SPONTANEOUS DEVELOPMENT AND RESILIENCE PLACES – A CASE STUDY OF ELECTRONIC INDUSTRY NIS (SERBIA) Liljana Jevremović, Branko Turnsek, Aleksandar Milojkovic, Milanka Vasic, Marina Jordanovic	613
SUSTAINABLE MODEL FOR REGIONAL HOSPITALS IN HUMID TROPICAL CLIMATE Nataša Čuković Ignjatović, Dušan Ignjatović, Dejan Vasović	621

MATERIAL AND COGNITIVE STRUCTURES OF BUILDINGS AND PLACES AS INTEGRATED PATTERNS OF PAST, PRESENT AND FUTURE Dženana Bijedić, Rada Cahtarevic, Mevludin Zecević, Senaida Halilović	627
BOOSTING THE RESILIENCE OF THE HEALTHCARE SYSTEM IN BELGRADE: THE ROLE OF ICT NETWORKS Jelena Marić, Aleksandra Stupar	635
INTERCONNECTION OF ARCHITECTURE AND NEUROSCIENCE - RESHAPING OUR BRAINS THROUGH PHYSICAL STRUCTURES Morana Pap, Mislav Pap, Mia Pap	645
THE POTENTIAL OF URBAN AGRICULTURE IN REVITALIZATION OF A METROPOLIS Gabriela Rembarz	651
 ADAPTIVE REUSE	
IMPROVING STRATEGIES FOR FUNCTIONAL UPGRADE FOR AN "INTEGRATED REHABILITATION" Francesca Guidolin	661
ADAPTIVE REUSE AND SOCIAL SUSTAINABILITY IN THE REGENERATION PROCESSES OF INDUSTRIAL HERITAGE SITES Sonja Ifko, Ana Martinović	669
REVEALING THE MONTENEGRIN KATUN AS A PLACE OF REUSABLE COGNITIVE TECHNOLOGIES Edin Jašarović, Ema Alihodžić Jašarović	683
INTERSECTIONS OF NOW AND THEN; IMPLEMENTATION OF ADAPTIVE REUSE AS CATALYST OF SPACE TRANSFORMATION Anja Kostanjšak, Nikola Filipovic	691
MULTIFAMILY HOUSING IN BELGRADE – ENERGY PERFORMANCE IMPROVING POTENTIAL AND ARCHITECTURAL CHALLENGES Nataša Ćuković Ignjatović, Dusan Ignjatovic, Bojana Stankovic	699
SPATIAL STRUCTURE OF THE SUBURBAN ZONES IN SELECTED ENTREPRENEURSHIPS NESTS OF THE TRICITY METROPOLITAN AREA Grzegorz Pęczek, Justyna Martyniuk-Pęczek	707
 INNOVATIVE METHODS AND APPLICATIONS FOR SMART(ER) CITIES	
TECHNOLOGY AS A MEDIATOR BETWEEN MAN AND CITY IN THE CONTEXT OF CONTEMPORARY CHALLENGES Katarina Stojanović	725
CITY INTELLIGENCE INFORMATION MODELING Alice Pasquinelli, Silvia Mastrolembro, Franco Guzzeti, Angelo Ciribini	731
AN INTRODUCTION TO THE PHYSICAL PLANNING INFORMATION SYSTEM OF CROATIA AND NEW GENERATION OF SPATIAL PLANS Sunčana Habrun, Lidija Škec, Danijel Meštrić	739

THE CONCEPT OF SMART ARCHITECTURE IN SERBIA – ONE BELGRADE EXPERIENCE Dragan Marčetić, Andrej Josifovski	747
THE IDEA OF COGNITIVE CITY - A CHALLENGE FOR NEW TECHNOLOGY TO PROMOTE HEALTH Aleksandra Krstić Furundžić, Nikola Z. Furundzić, Dijana P. Furundzić	755
MIXED REALITY ENVIRONMENT AND OPEN PUBLIC SPACE DESIGN Aleksandra Đukić, Dubravko Aleksić	761
VULNERABILITY OF PUBLIC SPACE AND THE ROLE OF SOCIAL NETWORKS IN THE CRISIS Milena Vukmirović, Miroslava Raspopović	769
NEUTRAL GROUNDING POINTS WITHIN THE GENERAL DISTRIBUTION SYSTEM AS AN ELEMENT OF ENVIRONMENTAL PROTECTION Zorica Bogičević, Slobodan Bjelić, Bojan Jovanović, Milan Misic	779
THE ROLE OF COGNITIVE – CULTURAL ECONOMY IN CITY’S GLOBAL POSITIONING Sanja Simeunčević Radulović, Biserka Mitrović	789
URBAN MOBILITY, TRANSPORT AND TRAFFIC SOLUTIONS	
THE CONTRIBUTION OF ITS TO THE SAFETY IMPROVEMENT OF VULNERABLE ROAD USERS Bia Mandžuka, Ljupko Šimunović, Pero Škorput	799
BUILDING ENVIRONMENTAL PERSPECTIVE OF AIRCRAFT OPERATIONS AROUND BELGRADE NIKOLA TESLA AIRPORT Olja Čokorilo, Ivana Čavka	805
TRANSPORT PROJECTS AND PUBLIC PARTICIPATION Davor Brčić, Stjepan Kelcec-Suhovec	813
DISLOCATION OF THE EXISTING RAILWAY AND BUS STATION IN THE CITY OF KUMANOVO AND THEIR INTEGRATION INTO A TRANSPORT HUB WITH ADJOINING CONTENTS Mihajlo Zinoski, Medarski Igor, Stefani Solarska	817
THE IMPACTS OF TRANSPORT INFRASTRUCTURES ON URBAN GEOGRAPHY Federico Andrea Innarone	825
LIQUID LIFE: A RELATIONSHIP BETWEEN VULNERABILITY AND MOBILITY – THE CONSEQUENCES FOR A SUSTAINABLE CITY, StevanTatalović	831

THE IDEA OF COGNITIVE CITY - A CHALLENGE FOR NEW TECHNOLOGY TO PROMOTE HEALTH

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ABSTRACT

New technologies offer us amazing opportunities for the progress of cognitive forms of learning, because they provide a virtual way of observation of the world around us. The concept of cognitive city, as an idea, enables to take advantage of new technologies and their availability in all spheres of society. Health promotion and disease prevention is possible to conduct through the enlightenment of children, youth and people. The program of prevention of human health should be presented in an interesting, user-friendly and modern way. In that sense, an option is as a separate subject or as part of some broader themes in the concept of cognitive cities. For the strategy and the concept of enlightenment, it is necessary to be adapted to the new trends of contemporary strategies of development of urban areas and updated according to the needs of target groups. In addition to providing information, tools are needed that would measure the interest of the people in the topics of health programs with the aim of achieving better results. This paper will indicate the possibilities offered by new technologies implemented as tools for health promotion and disease prevention in the idea of the concept of cognitive cities. The use of multimedia content with the help of new technologies implemented in the concept of cognitive cities can in plastic and entertaining way show the terms and conditions for the use of preventive measures, and why we use them.

Keywords: Cognitive city, Cognitive forms of learning, Health promotion, Health literacy, e-Health Systems.

INTRODUCTION

Cognitive science is the interdisciplinary study of mind and brain, combining the concepts, methods and insights of large parts of psychology, neuroscience, evolutionary biology, linguistics, philosophy, anthropology and other social sciences, and formal methods from computer science,

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3rd INTERNATIONAL ACADEMIC CONFERENCE

mathematics and physics (Andler, 2005). In cognitive science the mind is represented as an information processor (Marshall, 2009; Bruner, 1990). Through human senses information passes into the mind and is stored in memory and may be observed as "input" of information. As a reflection of the entered information behavioural "outputs" are resulting. Knowledge of the process, which refers to human learning, creates space for new tools that allow enlightening people on how to protect their health. New technologies make it possible to visualize the issues of health prevention and to reduce misunderstanding that might occur in humans. Misunderstandings arise as a result of the imperfections of language, what H. P. Grice discusses in his scientific paper entitled Logic and Conversation (Grice, 2004). Visualization supports the objective explanation of textual and verbal presentations.

New technologies offer us amazing opportunities for the progress of cognitive forms of learning, because they provide a virtual way of observation of the world around us. This paper will indicate the possibilities offered by new technologies implemented as tools for health promotion and disease prevention in the idea of the concept of cognitive cities. Methodological assess includes following steps: overview of the current vision of health promotion, consideration of health promotion integrated into the framework of ideas of cognitive cities and concluding remarks.

VISION OF HEALTH PROMOTION

Health promotion is defined by the Ottawa Charter for Health Promotion as "the process of enabling people to increase control over, and to improve, their health. To reach a state of complete physical mental and social wellbeing, an individual or group must be able to identify and to realize aspirations, to satisfy needs, and to change or cope with the environment. Health is, therefore, seen as a resource for everyday life, not the objective of living. Health is a positive concept emphasizing social and personal resources, as well as physical capacities. Therefore, health promotion is not just the responsibility of the health sector, but goes beyond healthy lifestyles to wellbeing" (WHO, 1986). Document 'Health education: theoretical concepts, effective strategies and core competencies' created by the World Health Organization (WHO, 2012), expressed the following view of health promotion and education: "Health promotion is viewed as a combination of health education activities and the adoption of healthy public policies. Health education focuses on building individuals' capacities through educational, motivational, skill-building and consciousness-raising techniques. Health literacy is an outcome of effective health education, increasing individuals' capacities to access and use health information to make appropriate health decisions and maintain basic health".

Health literacy is clearly dependent upon levels of fundamental literacy (Nutbeam_2000). The term health literacy is originally used in the United States and describes and explains the relationship between patient literacy levels and their ability to comply with prescribed therapeutic regimens (Ad Hoc Committee on Health Literacy, 1999). This approach defines health literacy as "the ability to read, understand and act on health care information" (Center for Health Care Strategies (CHCS), 2000). Health literacy is described by Nutbeam in the paper 'Health promotion glossary' (Nutbeam, 1998) in the following sense: "Health literacy represents the cognitive and social skills which determine the motivation and ability of individuals to gain access to, understand and use information in ways which promote and maintain good health. By improving people's access to health information and their capacity to use it effectively, health literacy is critical to empowerment. Health literacy is itself dependent upon more general levels of literacy. Poor literacy can affect people's health directly by limiting their personal, social and cultural development, as well as hindering the development of health literacy. "

In order to achieve success in health literacy, promotional material must be adapted to people in the area where health promotion is conducting. Knowing national history, religious and societal beliefs, looking through the lens of past, society can be able to transcend problems and make decisions.

HEALTH PROMOTION INTEGRATED INTO THE FRAMEWORK OF IDEAS OF COGNITIVE CITIES

Cities play a prime role in social and economic aspects worldwide, and have a huge impact on the environment (Mori and Christodoulou, 2012). Albino, Berardi and Dangelico in their paper mentioned the following data related to population growth in cities (Albino, 2015): "According to the United Nations Population Fund, 2008 marked the year when more than 50 percent of all people, 3.3 billion, lived in urban areas, a figure expected to rise to 70 percent by 2050 (UN, 2008). In Europe, 75 percent of the population already lives in urban areas and the number is expected to reach 80 percent by 2020. Cities consume between 60 percent and 80 percent of energy worldwide and are responsible for large shares of GHG emissions (UN, 2008)". Cities should respond to people's needs through sustainable solutions for social and economic aspects (Turcu, 2013; Berardi, 2013a; 2013b). Adapting to the needs of citizens technologies can be used in cities to empower citizens (Cugurullo, 2013; Kitchin, 2014; Vanolo, 2014).

Due to predictions which indicate that the majority of the population will live in cities, people should be provided with the knowledge how to create life in cities more sustainable. This knowledge should be based on the uniqueness of geographical origin of community, custom and national history, religious and social beliefs in order to be accepted by the population. Population growth causes unavoidable expansion of the city both in height and width, which requires cities to find ways to manage new challenges and to overcome the problems arose (planning the infrastructure, linking parts of the city, creating of proper customer services, etc.). With the problems that draw the cities of the future will face future generations, and therefore their knowledge should be theoretically stable and flexible enough to be easily applied to solve those problems. Using of cognitive science to explain phenomena of perceiving, thinking, remembering, understanding language, learning, we can form a program that can train the new generation in all scientific fields. One of these branches is preventive medicine and preventive dentistry because people need to be healthy and happy as a condition for survival.

PLACES FOR LEARNING BASED ON THE CONCEPT OF COGNITIVE SCIENCES



Figure 1: The interactive miniature park Madurodam - a fun form of education for both young and old

Cities need the spaces that will allow the whole family to participate in a fun form of education. This presents a challenge for planning of urban environment that will provide space for such activities. Miniature parks can correspond to such criteria. These areas are designed for the purpose of education, recreation and tourism. In such parks there are exhibitions of the selected specimens of history and culture of a nation or a city. Examples of such exhibitions or miniature cities are Madurodam in Netherlands, France Miniature in France, Catalunya en Miniaturra in Spain, Miniaturk in Turkey. The authors of this paper find that the miniature park Madurodam has elements of cognitive approaches to learning, giving the opportunities that parents and children through the use of active exhibits learn about the world around us. The exhibits are not elements

3rd INTERNATIONAL ACADEMIC CONFERENCE

just to watch, but through practical experience, through interaction, knowledge is acquired (Figure 1).

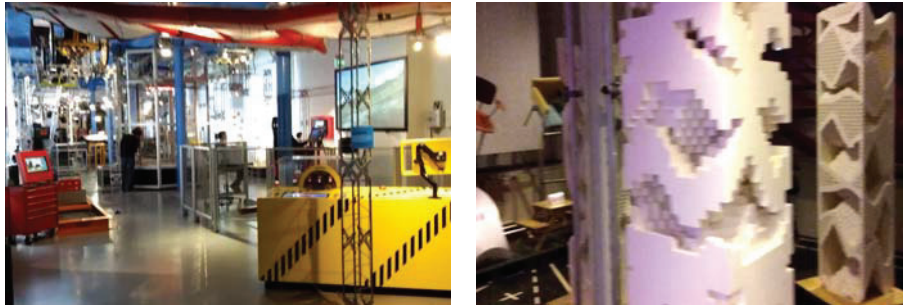


Figure 2: Science Centre Delft - an educational entertaining centre showcasing all the best scientific and technological research for people of all ages; Interaction, inspiration and creativity are core principles of functioning.

Also, it should be noted technical and scientific exhibition and research area at the University of Delft. Such institution is Science Centre Delft (Figure 2). This institution has exhibits of scientific and technological innovations and research at TU Delft. It is scientific education centre for local school children, but also for people of all ages. Stimulating, challenging and hands-on experience are the three principles on which is based the concept of the Centre (DELTA IN ENGLISH, 2010). Visitors are offered the opportunity to build and design things themselves.

Planning such a space for family fun, combining entertainment and science, should be implemented through the joint participation of scientists from various scientific fields. The position of such area should be in urban environment. Organizationally, this area should be flexible to allow for establishment of spaces for exploring new developments in theory and examples of technological artefacts. These items should present scientific issues but also encourage visitors to work in a team. This is particularly important for children to work with their parents as a team. Learning takes place immediately through the exercises that are the creation of the author of the artefact. In the context of the exhibition should be a topic that involves the transfer of knowledge about ways to preserve health, such as recreation, proper diet and ways of maintaining hygiene of the body and mouth. Visitors are stimulated on perceiving, thinking, remembering, understanding and learning information from artefacts in examination area.

CONCLUSIONS

Cities are the mark of the society and civilisation. Every city has its cooperation with society and that relationship is the base of the sustainability. The concept of cognitive city, as an idea, enables to take advantage of new technologies and their availability in all spheres of society. People must be educated to use new technologies to get the benefit of them. The younger generation more quickly accept the use of new technologies than the older generation. To overcome the gap between generations within the family it is important that families learn as a team. In this sense, cognitive parks and science centres are places where it is possible to run these processes. Exhibition spaces facilitate the process that allows the input and storage of information and influence the "output", such as behaviour, decision-making, application of knowledge in the right context, and also the protection and prevention of health. Knowledge of cognitive science is the key to successful organization of areas where are joined together entertainment and learning.

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