

**Conference of Academies for Applied Studies in Serbia
(CAASS)**

**University Business Academy in Novi Sad, Faculty of
Contemporary Arts, Belgrade**

BOOK OF PROCEEDINGS

Editor: Dr Branko Savić, professor

International Multidisciplinary Conference
"Challenges of Contemporary Higher Education" - CCHE 2024
Kopaonik January 29th - February 3rd 2024
Vol_4



**Challenges of
Contemporary
Higher Education**

Belgrade, 2024

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SECTION 3: ARTS

ARCHITECTURE IN 1:1 SCALE

EDUCATIONAL APPROACHES TO TRANS-DISCIPLINARITY OF ARCHITECTURAL DESIGN

Dr Bojana Jerković-Babović¹

Abstract: This paper presents an authentic approach in architectural education that connects architecture, interior architecture, furniture design, industrial and graphic design. The research is based on the multi-year educational process on the two courses: *In 1:1 Architecture of utility object* and *Design through detail*, on the Master's academic studies at the University of Belgrade - Faculty of Architecture. This paper aims to present the creative potentials of the architectural design process which, within the framework of education, tends to overcome the negative aspects of the contemporary local context, which commercialize designed object into a marketing product of sale and trade, devoid of aesthetic and ethical values, identity and individuality, for whom profitability is the only necessary quality. The paper refers to an internal faculty joke: "There is danger that it will be built!" through the courses results in which students actually fully realised their projects in a 1:1 scale, as a ready-to-use artefacts of a trans-disciplinary nature.

Key words: *architectural design, educational methodology, design scale, trans-disciplinarity, architectural education*

1. INTRODUCTION

The pomp of the commercial presentation of architecture and design, which sells the idea of necessity through elements of marketing which embodies selling qualities, intended for lay judges interested in profitability as a primary value. The abuse of architectural imagination and creativity, transforms people's awareness of the value of design, by popularizing an expression in which architectural design is only a commercial means and not an aim itself, art or science, is not uncommon. The creative convulsion of architects in such a context acquires new meanings in the reduction of the creative freedom of intellectual deliberation in meeting the demands of a performing or marketing practice made up of redundant non-architects.

Freedom in architectural design is recognized in the efficient process of searching for solutions in many creative potentials, in the purification of chaotic, intuitively creative thinking into recognizable fragments of the functional and formal whole, gradually.

Architectural education, the default basis of the credibility of architectural design action, is increasingly a neglected value in the local context. The intellectual and creative part of the design work is reduced to the level of craft, while education becomes a personal need, or pleasure, rather than an implied necessity of the profession. Accordingly, this paper recognizes the academic environment as the remaining free space of the design process based on learning and practicing individual, unique possibilities and researching the diversity of creative potentials.

At the University of Belgrade – Faculty of Architecture, where the author works, in the design process with students whose creativity and freedom are explored beyond the limitations of reality, which in the context of Belgrade and Serbia, in the cultural, aesthetic and ethical domain, is far from ideal and even normal, the ironic slogan is repeated: "Create freely, there is no danger that it will be built!" which emphasizes a paradoxical, contemporary situation. That situation, which may be logical during studies, but also more expected in real life - that this free design action will never meet realization, is one of the main starting points of presented work. The courses in subject – *In 1:1 Architecture of a utility object* [1] and *Design through detail* [2], have as unique, common, main goal to acquaint students with the processes of realization of objects, products, pieces of furniture, fragments of space on a scale of 1:1.

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With a focus on the trans-disciplinarity of architectural design process, the outcome of the students' projects is the usage of real materials, the creation of prototypes and finished products, which moves the process of architectural design education one step further. In the materialization of their ideas in reality, the architecture student stops the furthest on making a mock-up, an analog spatial model, which is used to check decisions regarding structure, form, ambience, etc. In the contemporary context, the model is increasingly being replaced by a 3D digital model, which, although more convincing in its appearance, is actually much less realistic and tangible. Therefore, the mentioned courses enable students to experience the final production of an artefact, spatial fragment, etc., using real materials and laws of construction structure, installations, which is completed and ready for use.

2. EDUCATIONAL APPROACHES TO TRANS-DISCIPLINARITY OF ARCHITECTURAL DESIGN

This research is based on the multi-year educational process on the courses: In 1:1 Architecture of utility object and Design through detail at the University of Belgrade - Faculty of Architecture, on the Master's academic studies in Architecture [3] and Interior Architecture [4], under the mentorship of professor Nebojša Fotirić and assistant Dr Bojana Jerković-Babović (from 2015th till now). This paper presents an authentic approach in architectural education that connects architecture, interior design, furniture design, industrial and graphic design in the two courses from 2014th till now with participation of approximately of 20 students per school year (more than 100 in total).



Figure 1 – photograph of the process, taken by the former student Anđelka Marković



Figure 2 – photograph from the final exhibition by Dr Pavle Stamenović

2.1. In 1:1 Architecture of a utility object

The course is implemented in the fourth year of Architecture studies, i.e. the first year of Master's academic studies in Architecture, as a follow-up course to the main Studio project, where the task is to design production spaces, arts and crafts spaces, educational, artistic, technological or creative hubs. The In 1:1 Architecture of a utility object course aims for students to directly experience the process of production or creation of the utility artifact itself, for which they design an architectural object in parallel with the main subject.

Course goal is the development of the student's ability for independent research and aesthetic and functional design of useful artifacts, furniture of various purposes with an emphasis on the artistic phenomenology of space, through architectural procedure and language, optimally harmonized with technical and functional architectural laws and possibilities, as well as the realization of prototypes in real life technological and market conditions [1].

Theoretical and practical education is aimed at familiarizing students with shape, materials, colors and textures in the process of creating useful artifacts. Both the theoretical and practical part of the lessons are enriched by cooperation with production plants and people from the economy, who show the students the process of producing artifacts from wood, plate materials, glass and steel.

The educational process is a creative process, the mentoring of each student project individually with the aim of harmonizing the concept and idea with the possibilities of realization through the research of methods, techniques, tools and materialization. Proof of concept involves making a prototype and then the final artifact in a 1:1 scale. The final results are presented at the student semestral exhibition in the Faculty Hall, where the task for the students is to connect knowledge from functional organization in the field of architectural design in the exhibition itself with knowledge from visual arts, visual communication in art and graphic presentation of products [5].

2.2. Design through detail

The course is implemented in the last, fifth year of the Master of Interior Architecture academic studies in the form of an elective course.

The aim of the course is to introduce students to the modern understanding of details in interior design and introduce them to the specific skills needed to transform ideas into a project through the elaboration of interior details, and then materialize through the process of realization. Students acquire knowledge that enables them to have a current, professional and sustainable advantage in interior design [2]. The teaching takes place in an interactive form, includes analyses of relevant case studies, lectures, discussions and creative processes. The theoretical teaching is aimed at understanding the specifics of the application of different materials in interior design. The purpose of the subject is to familiarize students with the different professions that the designer meets during the creation of details, as well as to define the position and role of the architect in the creation of the details.

As in the previously presented course *In 1:1 Architecture of a utility object*, the teaching is enriched by collaborations with production plants and people from the economy, who show the students the process of producing artefacts from wood, plate materials, glass and steel, where the students both majors, Architecture and Interior Architecture, meet and usually attend together.

The educational process is also of a creative, workshop character, guided individually by mentors for each project. The goal is to understand the role of details on a 1:1 scale in interior design, as a fragment of space or furniture that makes up that interior as a whole. In the process of working with students, we emphasize the need for the acquisition of knowledge of an engineering nature that complements interior design so that it justifies its place at the Faculty of Architecture, where Architectural design as a narrow scientific field is still positioned in the technical-technological field.

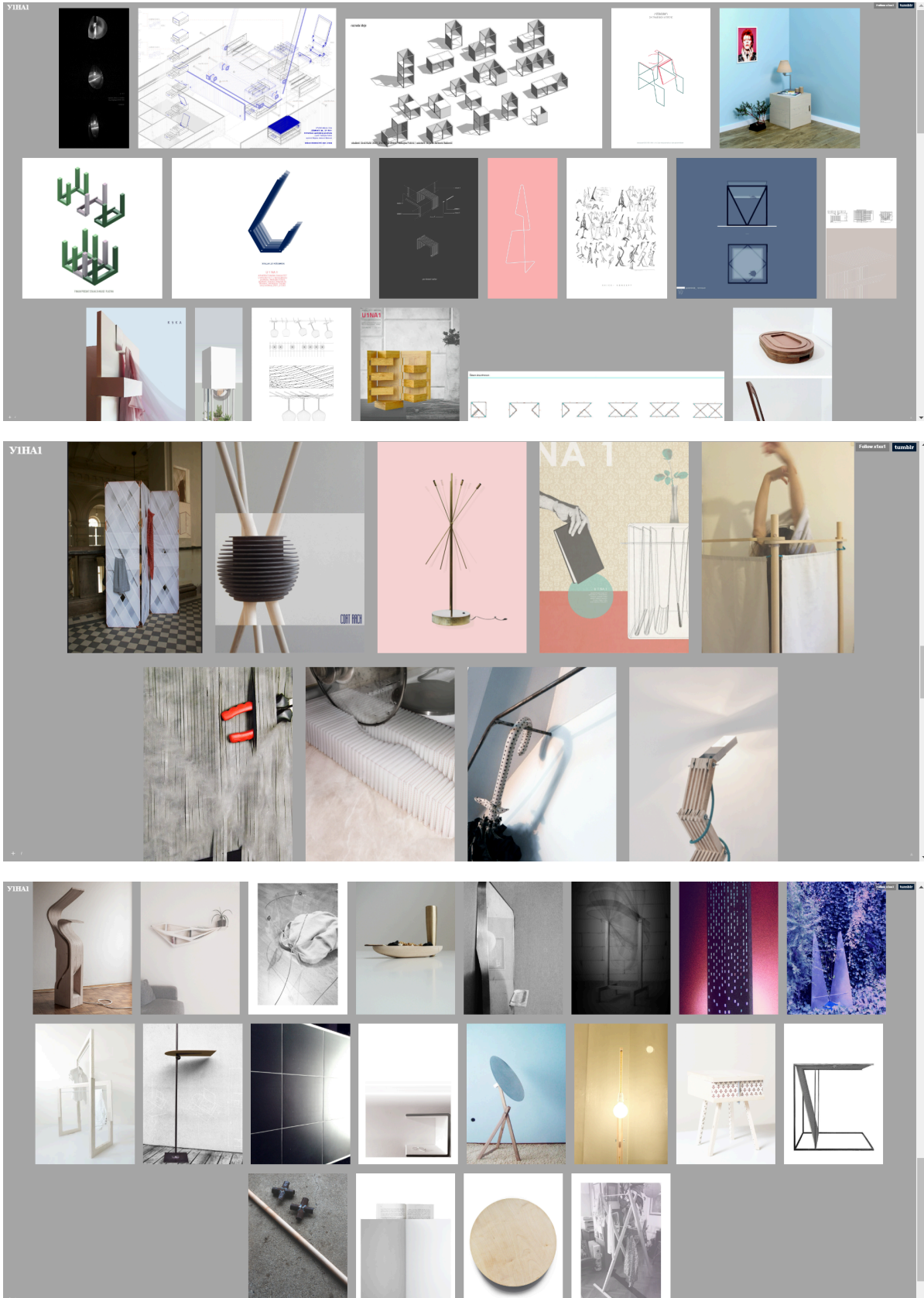
In the educational process, concepts and ideas are harmonized with the possibilities of realization through the research of methods, techniques, tools and materialization. Checking the concept involves making a prototype, and then the final artefact, furniture or useful item in the interior. The final results are also presented at the student semester exhibition, where the task is to connect knowledge from the field of interior design and organization of the interior space of the gallery with visual communication through artistic and graphic presentation of the project and artefact.

3. DISCUSSION OF THE RESULTS

For years, students' projects have been published on the blog run by the students at <https://x1xx1.tumblr.com/> which we recommend all readers to visit, in order to get a complete impression of the results through displays of the entire graphic elaborates and photos of the final, realised projects.

The outcomes of the course *In 1:1 Architecture of a utility object* are the acquisition of the ability of Architecture students to:

- make a project that satisfies both aesthetic and technical requirements by preparing and presenting projects of objects of different scale, complexity and typology in various contexts, using a range of media (techniques), and responding to the given task;
- applies knowledge about fine arts as influential for the quality of an architectural project through the creative application of visual arts in the design process and the creative application of similar works in the design process in the studio, through reconceptualizations and representations;
- understands the relationship between man and objects, between objects and their environment, and the need for the object to be related to human needs and measures, primarily through understanding the needs of users;
- learn the necessary design skills in order to meet user requirements within the framework of financial limitations or regulations, through an understanding of cost control mechanisms during the design process;



Figures 3,4,5 – previews of the results from the students' blog <https://x1xx1.tumblr.com/>

The outcomes of the Design through detail course are the acquisition of the ability of Interior Architecture students to:

- apply knowledge about fine arts as influential for the quality of an architectural project through the creative application of visual arts in the design process and the creative application of similar works in the design process in the studio, through reconceptualizations and representations;
- learn and understand the application of research methods and the preparation of project tasks for an architectural project through a critical examination of examples that are functionally, organizationally and technologically relevant to the set project task;
- acquire knowledge about the need to evaluate and prepare project tasks of different scales and typologies, to define client and user requirements and their adaptability to the location and context;
- understand the contributions of architects and professional associates in the formulation of the project assignment and the research methods required for the preparation of the assignment;
- understand constructive systems, construction and construction issues relevant to the architectural design of interior spaces through research, critical assessment and selection of alternative constructive, construction solutions, as well as materialization solutions in accordance with the architectural project; building strategies and the ability to integrate knowledge of structural principles and construction techniques; physical properties and characteristics of building materials, components and systems, as well as the impact of these decisions on the environment.

CONCLUSIONS

As, previously mentioned internal faculty joke: "Create freely, there is no danger that it will be realized" would not be a discouraging irony, the courses presented in this paper offer students the opportunity to develop their architectural education, in a trans-disciplinary character that befits the profession, through the experience of the entire process from idea to the realization of artifacts that are not architecture in the conventional sense, but which were created according to all the principles of architectural design. Over the years, the courses have successfully fulfilled the basic goal of students acquiring new transdisciplinary skills through architectural procedures and language, optimally aligned with technical and functional laws and the possibilities of making objects/furniture, as well as the realization of prototypes in real technological and market conditions. These experiences moved the completion of the action of the architecture student from the mock-up as the ultimate possible domain of the project during the studies to the final realization, with the final materialization, using infrastructure, construction, installations, etc., in a scale of 1:1. The final exhibitions were open to people from business and colleagues and associates from related fields of architecture, who showed interest in the production of individual student solutions. For several years, student works were part of the selection of the Belgrade Furniture Fair.

As part of the organization of each exhibition, the students created visual graphic material for the announcement and promotion of the results, applying knowledge from the field of applied, visual arts and graphic design. A number of artifacts were in the field of industrial design where students were introduced to electrical infrastructure and installations [6] taking conventional architectural education a step further. Students were enabled to experience the trans-disciplinary process of final production of an artefact, mobiliary, furniture, lighting, speaker etc, as a built, fully realised spatial fragment, using real materials and structuring, while creating in 1:1 scale. In accordance with the technical-technological nature of the architectural field, and equally with the artistic character of architectural design [3-4], we can conclude that the results of the researched two courses open new creative potentials in the field of education of future architects in authentic way.

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Conclusion

The International Multidisciplinary Conference "Challenges of Contemporary Higher Education" (CCHE) 2024 has successfully convened a diverse group of scholars, researchers, educators, social community members, governmental representatives, employers from the economy sector, and students from around the world. The discussions and research presented have underscored the multifaceted challenges and opportunities that contemporary higher education faces.

Interdisciplinary Collaboration: The conference emphasized the importance of interdisciplinary collaboration in addressing complex challenges. The range of topics, from Medical Sciences to Language for Specific Purposes, showcased that solutions in one field can often be informed and enriched by insights from another.

Global Participation: The hybrid format of the conference ensured that voices from around the world were heard, reinforcing the idea that higher education challenges are global in nature, and solutions must be sought in a collaborative, international context.

Innovation in Higher Education: Numerous papers presented innovative approaches to pedagogy, technology integration, and institutional collaboration. These innovations are pivotal for higher education institutions to remain relevant and effective in a rapidly changing world.

Stakeholder Engagement: A standout feature of the conference was the active participation and collaboration of various stakeholders. Members of social communities provided grassroots perspectives, governmental bodies offered policy-driven insights, employers from the economy sector highlighted practical needs and expectations, and students, the primary beneficiaries of higher education, voiced their aspirations and concerns. This holistic engagement ensures that the strategies and solutions discussed are comprehensive and grounded in real-world needs.

Future Directions: The conference underscored the importance of continuous dialogue and collaboration among all stakeholders. Institutions are encouraged to foster partnerships, both within and outside their disciplines, and with the broader community, to address the evolving challenges of higher education.

Commitment to Excellence: The quality of research and discussions, overseen by the Scientific Committee, showcased a collective commitment to excellence in higher education research and practice.

The CCHE 2024 has set a benchmark for future discussions on higher education. The insights gained and the collaborations formed during this conference, especially with diverse stakeholders, are expected to have a lasting impact on the higher education sector, driving positive change and innovation for years to come.

Warm regards,

Dr Branko Savić, professor

A handwritten signature in blue ink that reads 'Branko Savić'. The script is fluid and cursive, with the first letters of 'Branko' and 'Savić' being capitalized and prominent.

President of the Organizing Committee
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