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LEARNING  
ARCHITECTURE

# PROCEEDINGS

**CHAPTER 1 INNOVATION IN ART, ARCHITECTURE, SCIENCE  
AND TECHNOLOGY IN THE DIGITAL AGE**

**CHAPTER 2 INNOVATION IN INFORMATION TECHNOLOGY –  
– IMPROVED USE AND USER EXPERIENCE**

**CHAPTER 3 INNOVATIVE SOLUTIONS AND LEARNING  
IN METHODOLOGICAL APPROACH AND DESIGN**

**CHAPTER 4 MODELING FUTURE ARCHITECTURE AND DESIGN  
WITH ENVIRONMENTAL AND SOCIAL IMPLICATIONS**

**CHAPTER 5 CHALLENGES IN ARCHITECTURE AND URBAN DESIGN –  
– FACING THE CLIMATE CRISIS, SUSTAINABLE PRACTICES**

**CHAPTER 6 ART OR ARCHITECTURE AS INSPIRATION**

**POSTER SESSION**

**ON ARCHITECTURE**  
LEARNING ARCHITECTURE  
**PROCEEDINGS**

Belgrade, Serbia  
2020

**ON ARCHITECTURE**  
LEARNING ARCHITECTURE  
**PROCEEDINGS**

- CHAPTER 1 **Innovation in Art, Architecture, Science and Technology  
in The Digital Age**
- CHAPTER 2 **Innovation in Information Technology - Improved Use  
and User Experience**
- CHAPTER 3 **Innovative Solutions and Learning  
in Methodological Approach and Design**
- CHAPTER 4 **Modeling Future Architecture and Design  
with Environmental and Social Implications**
- CHAPTER 5 **Challenges in Architecture and Urban Design -  
- Facing the Climate Crisis, Sustainable Practices**
- CHAPTER 6 **Art or Architecture as Inspiration**
- POSTER SESSION

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## PREFACE

The theme of the 8<sup>th</sup> International Conference ON ARCHITECTURE, entitled LEARNING ARCHITECTURE follows the basic concept realized and developed at previous conferences of a multidisciplinary approach to the topic of architecture. Whilst extending research and the importance of understanding architecture the Conference theme is exploring UNESCO Learning City platform. Starting from the seventeen sustainable development goals, in particular making cities and human settlements inclusive, secure, resilient and sustainable, the role of architecture is considered as the basic artifact of urban structure. In all important aspects to understand the contemporary city and the processes that determine it, to consider the position and role of architecture and urban design, as well as the contribution of art and science, through the analysis of best practice that advance the life of the city.

Some key themes that interest the organisers and Programme Committees are:

- Best practices - learning city revitalizes learning in communities, extends the use of modern learning technologies and fosters a culture of learning throughout life
- Modeling the Future - modeling future architecture and design with environmental and social implications,
- Smart Design - in architecture, urban design, street and home furniture, lighting
- Technology and Architecture - how the use of digital technologies transforms the work process (BIM)
- Scientific research and architectural practice
- Innovative solutions in methodological approach and design in the use of materials
- Art as inspiration
- Playing City - gamification in urban design and town planning,
- Innovation in art, architecture, science, and technology in the digital age
- Innovation in information technology - improved use and user experience
- Challenges in Architecture and Urban Design - Facing the Climate Crisis, Sustainable Practices

Editor

## **THE IMPLEMENTATION OF THE PRINCIPLES OF THE LEARNING CITIES CONCEPT IN URBANISM-BASED EDUCATION: THE EXAMPLE OF URBAN DESIGN STUDIO AT THE FACULTY OF ARCHITECTURE IN BELGRADE, SERBIA**

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### **ABSTRACT**

The international concept of learning cities refers to a city as the human capital that facilitates our needs, interests and individual empowerment, while it parallel supports a community building through mutual learning process. This dual nature of a city as an educating ground opens multiple possibilities to learn, in both formal and informal ways. Considering that the concept of learning cities has a clear imprint into urban space, it elevates the position of urbanism and architecture within the concept. This position is characterised by simultaneous reliance to local and cosmopolitan values in culture, knowledge, and technologies, aiming to spatially empower individuals and create social cohesion, which basically support the urban sustainability.

The aim of this paper is to investigate how the concept of learning cities influences student work and decisions in a studio-shaped course, where the final product is actually the project of learning urban space. This investigation was carried within an urban design studio at 2<sup>nd</sup> year of bachelor studies at the Faculty of Architecture in Belgrade, Serbia. The analysis of student works presents that they comprehend the learning city in three directions: (1) as a network of learning places; (2) as the spatial reflection of renewal and revitalisation of local community; and (3) as the use of local heritage, culture and identity for new urban interventions.



## INTRODUCTION

The importance of education as a key precondition for the future development was internationally appreciated the half of century ago (UNESCO, 1972). Knowing that cities are the cornerstone of the current global development, it is not unexpected that they are linked with education as a global objective. The concept of learning cities is based on the premise that a city is the resource for human development, which (1) enables the satisfaction of needs, realisation of interests, and capacity building of an individual, but also (2) encourages interaction within community, mutual learning and proactive attitude towards the life and development of the city (Longworth, 1999; Osborne et al, 2013; Németh, 2019). This profound role of education for local community is especially important within the concept (Ranson, 2000). Moreover, the concept is furthermore connected to upper spatial and social levels – learning regions – that can also trigger education (Landry & Matarasso, 1998; Boekema et al, 2000). In accordance to this concept, learning goes beyond the limits of traditional education institutions; it can take place within the space that is not primarily designed for education and thereby be integrated into everyday activities (OECD, 1992).

The integration of this concept in the education of the students of architecture allows the overview and design of sustainable urban solutions from a new and specific perspective (Kearns, 2012). First, both fields are basically linked with the premises of sustainable city and built environment (Maruna et al, 2018), which enables strong connections between the concept of learning cities and adequate *in situ* implementation. This perspective is characterised by simultaneous reliance to local and cosmopolitan values, culture and knowledge, the combination of traditional and contemporary technologies, form of institutional structure, networks, and nodes for the empowerment of individuals, creation of social cohesion, and support for economic and cultural prosperity (Nichols & Dobson, 2018; Biao, 2019).

This paper presents the implementation of the concept of learning cities within the urban design studio of the 2<sup>nd</sup> year of bachelor studies at the Faculty of Architecture in Belgrade, Serbia. This studio was conducted during the summer semester 2019/2020. The paper underlines the main activities within the studio: didactic model, design methodology with working phases, and achieved results. The aim of this paper is to analyse how this approach in higher-education teaching and learning, based on the concept of learning cities, influence concrete student work and decisions in a studio-shaped course. The results obtained through this analysis are important to indicate which possible solutions and recommendations are crucial to upgrade the proper implementation of the concept in a concrete education environment.

### 1. METHODOLOGY

This paper is formed as a case-study research in teaching-learning process in the field of urbanism. The selected case study is one-semester long urban design studio conducted at the Faculty of Architecture in Belgrade, Serbia. The main goals of studio project were to enable student to apply basic research and design methods, techniques and tools necessary for designing sustainable urban communities. The main task for students was to explore the possibility of transformation and improvement of a given existing smaller urban unit in accordance with the principles of sustainability. Interdisciplinary reflection and action were encouraged and experts from the other field of education were involved in the work.

In line with the results of design studio – student urban design projects – the analysis of the teaching-learning process is set up through the graphical presentation of the most successful student works. Before this analysis, a theoretical core regarding teaching-learning process in the education of young architects-urban planners and designers is explained.

### 2. ANALYSIS

The undertaken graphical analysis refer to the selected case study is urban design studio of the 2<sup>nd</sup> year of bachelor studies at the Faculty of Architecture in Belgrade, Serbia. This one-semester studio was conducted during the summer semester 2019/2020<sup>1</sup>. There were guest lecturers from different professional background and engagement<sup>2</sup>. In total, 42 students attended the studio. They were organised into 14 student groups of 2-4 members. At the end, all of them successfully completed and orally presented their studio projects.

The analysis is developed within three steps that present basic theoretical fundamentals, i.e. principles that lay behind design methodology developed by student groups: (1) Programme concept, (2) Spatial concept,

<sup>1</sup> The studio supervisors were Prof. Dr. Marija Maruna and Assoc. Prof. Dr. Danijela Milovanović Rodić, while teaching assistants were Dr. Branislav Antonić, Aleksandra Milovanović, PhD student, and Višnja Sretović Brković, PhD student.

<sup>2</sup> Asst. Prof. Dr. Violeta Orlović-Lovren from the Department of Andragogy of the Faculty of Philosophy University of Belgrade and Ljubica Slavković, architect, PhD student, from NGO Center for Cultural Decontamination (CZKD) Belgrade

followed by (3) Graphical presentation of the achieved results.

These three phases generally follow the chronological development of studio work during the whole semester.

The design methodology developed by student groups can be differentiated into three main approaches:

1. Approach A: Creating the network of the physically and functionally connected existing and new learning places that performs as a learning system
2. Approach B: Redesigning existing learning spaces and upgrading their capacity to support individual and group learning and community development
3. Approach C: Relying on tangible and intangible urban heritage and historic and contemporary cultural patterns and their use to enhance local identity.

The student design projects selected for this paper presentation represent the best showcases of the undertaken work within the studio.

## **2.1. Approach A: Creating the network of the physically and functionally connected existing and new learning places that performs as a learning system**

### A.1. The title of the student project: AVENUE OF KNOWLEDGE (Photo 1)

**SPATIAL CONCEPT:** The concept is based primarily on several sociological problems of such as social apathy, alienation, lack of team spirit and community work. After identifying such similar problems, students proposed a solution in the form of opening workshops that would be located in abandoned or insufficiently active ground floors of buildings on site.

**PROGRAMME CONCEPT:** The workshops would feature a variety of content intended for all interested residents who want to socialise, participate and learn to interact with others. It is important to note that these workshops would mostly be located right next to the street and thus form an avenue of knowledge with several of them in a row.



Photo 1. Student project: AVENUE OF KNOWLEDGE [Authors: N. Šavikin, U. Kulić, A. Žiravac & I. Todosić, 2020]

### A.2. The title of the student project: PERPETUUM MOBILE (Photo 2)

**SPATIAL CONCEPT:** The concept is based on the development of a system of open public spaces and accompanying facilities in the form of checkpoints which should become generators of further development of the environment. The whole system is designed hierarchically through the treatment of block levels, individual buildings and specific segments of public space.

**PROGRAMME CONCEPT:** In terms of program, the project seeks to strengthen the multicultural community by implementing a variety of content for culture, learning, science and activism. In this sense, open spaces that become intermediaries of various social and cultural events are especially important.

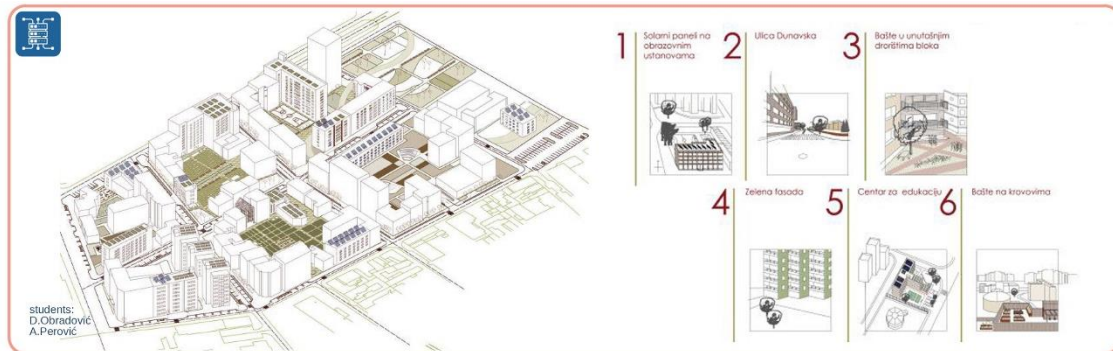


Photo 2. Student project: PERPETUUM MOBILE [Authors: D. Obradović & A. Perović, 2020]

## 2.2. Approach B: Redesigning existing learning spaces and upgrading their capacity to support individual and group learning and community development

### B.1. The title of the student project: 3EJENOYES (Photo 3)

**SPATIAL CONCEPT:** The project is based on an idea of improving the overall health on the territory of the subject location, which is divided into three key aspects: a healthy environment, physical and mental health. In this sense, spatial concept is based on nature-, greening- and well-being based approach.

**PROGRAMME CONCEPT:** A synthetic solution, deals with sustainable systems through which citizens learn, was found in, in the world, successfully applied, the practice of urban gardening. This system of cultivation in urban areas covered all three aspects for improvement and created a picture of prosperity that would be realized over a multi-year period.

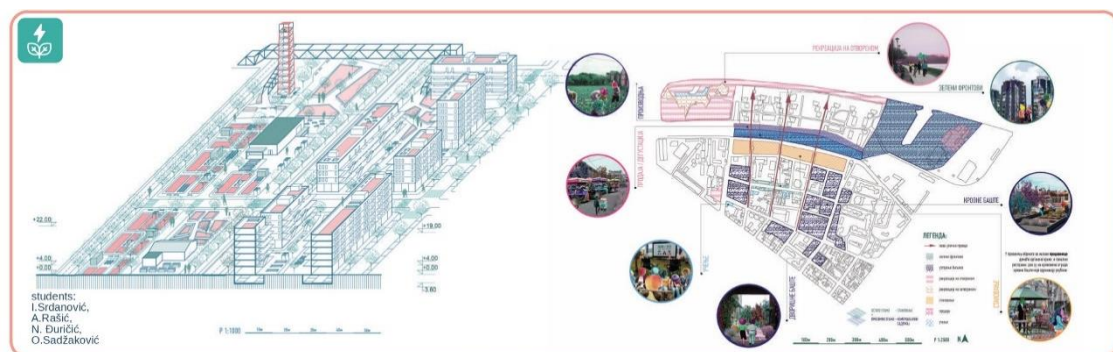


Photo 3. Student project: 3EJENOYES [Authors: I. Srdanović, A. Rašić, N. Đuričić & O. Sadžaković, 2020]

### B.2. The title of the student project: CULTURE TANKS (Photo 4)

**SPATIAL CONCEPT:** The spatial framework of urban intervention is old, neglected industrial area, which has the spatial and ambient capacity for reuse. In this sense, the spatial concept is based on the process of “cleaning up” and urban recycling.

**PROGRAMME CONCEPT:** The key topics project addressed were social, cultural, environmental and sustainable aspects. By considering all the components of social problems that are present in the wider area, and then focusing on how to solve these problems in a creative way, the idea of a project is based on social connection and encouraging collective awareness, and joint creation of a healthier environment for all.

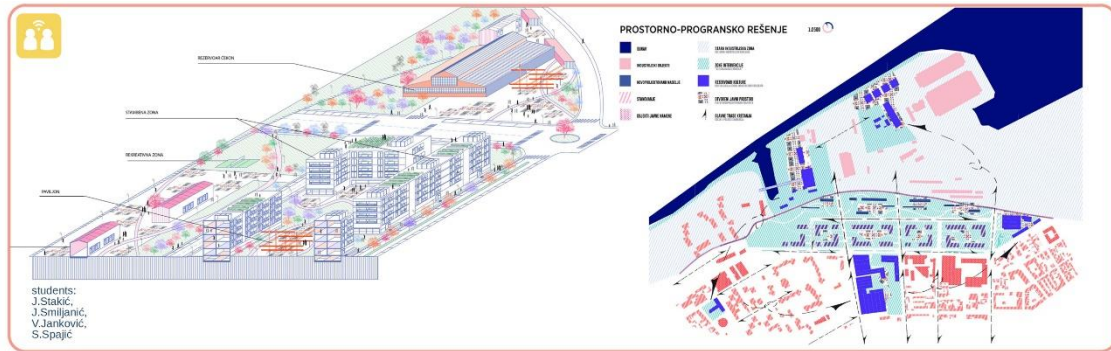


Photo 4. Student project: CULTURE TANKS [Authors: J. Stakić, J. Smiljanić, V. Janković & S. Spajić, 2020]

### 2.3. Approach C: Relying on tangible and intangible urban heritage and historic and contemporary cultural patterns and their use to enhance local identity

#### C.1. The title of the student project: THE SPIRIT OF PLACE (Photo 5)

**SPATIAL CONCEPT:** The primary design principle is based on adapting of a small place in a highly urbanised environment – questioning how to reconcile the two concepts and patterns that both preserve in their heritage.

**PROGRAMME CONCEPT:** The project responds to the problems of contemporary man, who, thanks to a new "fast" way of life, is alienated from the community of which he is a member. The goal was to raise awareness of values that focus on togetherness, empathy, mutual support and trust. Through the spirit of a small place, like those in which the four of us are adults, project tends to build a community in which there is mutual trust, support, communication, in which a sense of responsibility towards the community and one's own position in it is enlightened.



Photo 5. Student project: THE SPIRIT OF PLACE [Authors: J. Stašević, N. Branković, A. Dimitrijević & D. Medenica, 2020]

#### C.2. The title of the student project: HISTORY ARCHIVING (photo 6)

**SPATIAL CONCEPT:** The project is based on strengthening the relationship between society and ecology with the economy in accordance with the local context. The aim is to create a healthier city based on innovative spatial interventions.

**PROGRAMME CONCEPT:** In the program sense, project proposes a residential zone, an auditorium and a museum of fragrances, a plant for the production of perfumes / cosmetics and a science centre with a media library and various spaces where the program and education of various levels can take place, primarily in botany, chemistry, biology, and pharmacy.





Photo 6. Student project: HISTORY ARCHIVING [Authors: S. Jovanović, N. Đukić & F. Vasić, 2020]

#### 4. CONCLUSIONS

The main features of the presented didactic model of urban design studio are: the encouragement of interdisciplinary thinking, the connecting of existing challenges with possible solutions and the ways of their implementation, the combining of individual and group work, and the inclusion of experts in the field of education in studio.

Three types of student projects are identified:

- Type A: Creating the network of the physically and functionally connected existing and new learning places that performs as a learning system;
- Type B: Redesigning existing learning spaces and upgrading their capacity to support individual and group learning and community development; and
- Type C: Relying on tangible and intangible urban heritage and historic and contemporary cultural patterns and their use to enhance local identity.

To scrutinise, students see the spatial/urban reflection of concept of learning cities as a network of learning places or the spatial reflection of renewal and revitalisation of local community or as the use of local heritage, culture and identity for new urban interventions. Actually, their stance can be primarily (1) physical-functional, (2) social, and (3) cultural. Interestingly, there is no clear link to economical or ecological aspects in their understanding of the concept. Knowing that a sustainable city as a panacea of sustainable development at urban level considers all these aspects as important ones, this is an indication that the concept of learning cities still has to elaborate its economical and ecological sides. In a concrete learning process in urbanism and architecture, this implies that the concept of learning cities requires a more careful, step-by-step approach, including more alterations and variety in learning process. Thus, the final recommendations highlight the significance of visiting lectures by experts from different fields, combination of individual and group work, as well as the insisting on the different modes of student expression, such as drawings, plans, projects, text, key words, schemes, graphs, tables or algorithms.

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