



10th International Conference

December 2022, Belgrade, Serbia

*ON ARCHITECTURE
— PHILOSOPHY OF
ARCHITECTURE*



PROCEEDINGS

strand

Sustainable Urban Society Association

**ON ARCHITECTURE
PHILOSOPHY OF ARCHITECTURE
PROCEEDINGS**

**Belgrade, Serbia
2022**

**ON ARCHITECTURE
PHILOSOPHY OF ARCHITECTURE
PROCEEDINGS**

INTRODUCTION

CHAPTER I	PHENOMENOLOGY OF ARCHITECTURE
CHAPTER II	ARCHITECTURE AND/OR VS. ART
CHAPTER III	TECHNOLOGY AND ARCHITECTURE
CHAPTER IV	POSTER SESSION
CHAPTER V	PANEL SESSION

IMPRESSUM

Title

ON ARCHITECTURE
PHILOSOPHY OF ARCHITECTURE
Proceedings

Publisher

STRAND – Sustainable Urban Society Association
Belgrade

On behalf of the Publisher

Ružica Bogdanović
STRAND – Sustainable Urban Society Association

Editor

Ružica Bogdanović

Reviewers

Pavlos Lefas
Nora Lefa
Aleksandra Stupar
Nataša Danilović Hristić
Ranka Gajić
Svetlana Batarilo
Mirjana Devetaković
Ružica Bogdanović

Printed by

Grid studio, Belgrade

Print run

100

Belgrade, 2022

ISBN 978-86-89111-28-6

GAME-AS-A-SERVICE FOR URBAN DESIGN AND URBAN RESEARCH COMMUNICATION
Milena Ivković

PHILOSOPHICAL CONTEXT AND QUESTIONS ABOUT THE FUTURE
OF TECHNOLOGICAL REVOLUTION IN ARCHITECTURE AND URBANISM:
ECOLOGICAL, ECONOMIC, SOCIOLOGICAL PROGRESS OR A STEP BACK
Mila Pucar, Marina Nenković Riznić

TACTICAL URBANISM AND URBAN ACUPUNCTURE AS PLACE MAKING SOLUTIONS
FOR THE TIME OF AUSTERITY
Tamara Klicek

BUILDING SMART CITIZENS
Anastasia M. Kyriakopoulou, Konstantinos A. Oungrinis, Sotirios Ntzoufras, Antonios Papamanolis

HOUSING COMPLEX – AN ALTERNATIVE PENAL APPROACH
Margjori Lais-Ioanna, Papadosifou Eleftheria, Terzaki Maria, Karagianni Anna

NEW TECHNOLOGIES IN THE FUNCTION OF PARTICIPATORY AND EDUCATIONAL PROCESSES
IN URBAN PLANNING – CHALLENGES OF COVID-19 AND THE FUTURE OF DIALOGUE
Marina Nenković Riznić, Nataša Danilović Hristić, Sanja Simonović Alfirević

BIOPHILIC PATTERN AND APPEARANCE OF LEPENSKI VIR HABITATS
Nenad B. Miloradović

FRAGILITY AS RESILIENCE: DESIGNING THE BALANCE OF THE NATURAL AND BUILT ON THE EXAMPLE
OF AN OPEN COMPETITION FOR THE WIDER AREA OF THE HIPPODROME IN BELGRADE
Milena Kordić, Ranka Gajić, Svetlana Batarilo

INTERIORITY AS A CONCEPTUAL APPARATUS – THE RELATIONSHIP BETWEEN INTERIOR,
ARCHITECTURE AND URBAN
Natalija Bogdanović

SCENIC FUNCTION OF PARTIZAN SQUARE – TOWN SQUARE IN UZICE
Bojana Pašajlić

URBAN REGENERATION OF IVO LOLE RIBARA STREET IN KRAGUJEVAC AS A STRUCTURE THAT SHAPES
URBANITY OF MODERN CITY – TEACHING-EDUCATIONAL RESEARCH
Natalija Bogdanović, Bojana Pašajlić

RIVER BLOCK AND WALK ZENICA
Denis Ambruš, Vlatko Dusparić

IN SEARCH OF THE IDENTITY OF STRUGA – PRESERVING OR RESETTING THE URBAN MEMORY
Damjan Balkoski

INFLUENCE OF CULTURAL TRENDS AND POPULATION MIGRATION ON CHANGE
OF THE TRADITIONAL ARCHITECTURAL EXPRESSION OF RESIDENTIAL ARCHITECTURE
Iva Lokas, Ivana Rakonjac

LESSONS FROM PASSIVE SYSTEMS OF VERNACULAR ARCHITECTURE FOR CONTEMPORARY
CONSTRUCTION
Tijana Žišić, Marija Milenković

NEW TECHNOLOGIES IN THE FUNCTION OF PARTICIPATORY AND EDUCATIONAL PROCESSES IN URBAN PLANNING – CHALLENGES OF COVID-19 AND THE FUTURE OF DIALOGUE

Marina Nenковиć-Riznić¹, Nataša Danilović Hristić², Sanja Simonović Alfirević³

Institute of Architecture and Urban & Spatial Planning of Serbia

¹ Senior Research Associate, marina@iaus.ac.rs

² Senior Research Associate, natasadh@iaus.ac.rs

³ Senior Research Associate, sania.simonovic@gmail.com

ABSTRACT

New experiences in public participation gained during the pandemic, and in light of the growing digitalization and migration of various spheres of engagement in virtual space, indicate the need to change the paradigm engagement of planners as educators whose presence is necessary in the offline world. There are wider possibilities in overcoming the communication boundaries from a narrow space to the territory of the whole world. In addition, this leads to significant reduction of fuel consumption needed to overcome distant destinations and, consequently, reducing the carbon footprint. On the other hand, this type of communication allows relaxation of all participants who from their own homes can have a real experience of participating in the conference, lecture or seminar.

This type of dialogue also has significant negative consequences, which are reflected in increased alienation between interlocutors/participants, frequent misunderstandings and inadequate communication due to technological barriers, as well as participants inertia resulting from long exhausting conferences without real interaction.

On the examples of dialogue, education and participatory processes within the ConnectGREEN project- this paper will review the positive and negative repercussions of new mechanisms of participation and possible directions for achieving active participation and education that would be realized hybrid.

Keywords:

sustainable development, climate change, implementation of research results in the planning practice, the use of new technologies.

INTRODUCTION

Participatory and educational processes in urban planning and design have not experienced significant steps forward or transformations during the last decades of the 20th and the first decade of the 21st century. However, with the emergence of the COVID-19 pandemic, the current paradigm related to the need for active public participation and education directly related to spatial/urban/environmental planning and decision-making through lectures, public workshops, round tables, open discussions and debates requiring the physical presence of participants is changing, and new virtual space settings of participation are defined. New circumstances raise the question of continuing active participation activities in a (permanently?) changed environment and facing the obstacles caused by the global pandemic. Thus, the participatory tools and instruments used in the pre-pandemic era are changing significantly, opening new opportunities for the active participation of experts in projects of wider community importance. These opportunities are rising and will be evolved also in post-pandemic area opening the new field of research of potential possibilities for engagement of stakeholders in participation processes.

COVID-19 pandemic was having a huge impact on every aspect of human life, including public services, governance, and the well-being of citizens. In this regard, "normal" life in every aspect supposed be established soon after announcement of the pandemic, so that all of the important areas of human existence would continue working properly.

New experiences gained during the COVID-19 pandemic, supported by the growing digitalization and migration of various spheres of engagement in virtual space, indicate the need to change the paradigm engagement of planners as educators, trainers and mediators whose presence is necessary in the offline world. Having that in mind they can achieve wider and more adequate possibilities in overcoming the communication boundaries from a narrow space to the territory of the whole world. In addition, this leads to lowering GHG emission and production of CO₂ and, consequently, reducing the carbon footprint through significant reduction of fuel consumption needed to overcome distant destinations. On the other hand, this type of communication allows relaxation of all participants who from their own homes can have a real experience of participating in the conference, lecture or seminar.

However, this type of dialogue also has significant negative consequences, which are reflected in increased alienation between interlocutors/participants, frequent misunderstandings and inadequate communication due to technological barriers, as well as participants' inertia resulting from long exhausting conferences without real interaction. This type of communication, in addition to the obvious advantages (possibility of quick organization and animation of a large number of stakeholders in a short period of time, possibility of working "from home" with maximum comfort, reduction of transport/organizational and other costs of organizing webinars, online conferences, etc.), imposes a number of obstacles, primarily of a technical-technological and psychological nature. (Buehler, et al, 2020) (Beyea et al, 2009)

On the examples of dialogue, education and participatory processes within the ConnectGREEN project-Restoring and managing ecological corridors in mountains as the green infrastructure in the Danube basin, this paper will review the positive and negative repercussions of new mechanisms of participation and possible directions for achieving active participation and education that would be realized hybrid.

POSSIBILITIES FOR PUBLIC PARTICIPATION IN THE COVID-19 ERA

- education, trainings, workshops

Participatory processes which were legally established in the pre-pandemic era in spatial, urban and environmental planning have been seriously transformed during the global outbreak of coronavirus disease COVID-19 in 2020 (WHO). These circumstances had huge impact on every aspect of human life, including public services, governance, and the well-being of citizens. The life once considered "normal" got the new dimension, and all of its aspects, including important areas of human existence had the demand to continue working properly, despite the global pandemic.

Existing forms of communication, types of engagement and active offline participation have been disabled due to lockdowns, curfews, real pandemic threats, as well as fear and discomfort and other psychological barriers of the citizens. Due to all of these obstacles, participative process had to go through serious changes in order to maintain quality communication between interest groups.

Participation was not the only form of stakeholders' engagement that had to undergo changes. On the other hand, education at all age levels, the continuation of courses, training, lectures, classes in all educational institutions were also threatened by the pandemic and new ways had to be found to continue working in new circumstances.

New virtual participatory approaches through different types of engagement have entered new chapter in the history of public participation, with the aim to improve existing practice and procedures and adapt them to the demands of pandemic era, with the huge impact and help from technological achievements.

With the aim to maintain the perpetual engagement of stakeholders in planning and decision-making procedures, it was necessary to define new ways of their participation. Through the planetary experiences of different experts during 2020, it was determined that newly created conditions of physical distancing demand use of online (internet) tools/platforms and work in smaller groups, by combining different communication channels.

Having that in mind, it was necessary to define new methodological procedures for future alternative types of participation, which could easily convert to virtual participatory platforms.

Also, these new modalities of participation should necessarily follow previously adopted Arnstein "participation ladder" (Arnstein, 1969) with the clear steps needed for enabling full and adequate participation. These steps include:

- information - using tools such as social networks – Facebook, Instagram, LinkedIn, Whatsapp, Viber, webinars, newsletters, 3D visualizations, blog articles, etc.
- consultations - online surveys, questionnaires, focus groups, telephone surveys and trend research, supported by online platforms such as Zoom, Teams, Skype etc.
- inclusion - video conferences, online voting, use of email communication in order to engage stakeholders more often
- collaboration - distribution of documents via emails and other types of communications, creation of spaces for discussion and conversations on online platforms, conversations in groups and 1 on 1, tools for 3d mapping, virtual whiteboards to ensure cooperation on the Internet
- empowerment - support for the formation of a unique opinion, which was reached by using the means of virtual reality (Mohankumar, et al. 2020)

This type of engagement considers only online modalities of communication, without actual offline contact between different stakeholders' groups or relation teacher/professor – students.

A large number of experts (Mohankumar et.al 2020), (Buehler et al, 2020), (Pantic, et al, 2021), (Buheji et al, 2020) (Thoenick, 2021) proposed the thesis that participation should not be exclusively realized in online spheres, (having in mind that the pandemic will eventually stop) but that part of the activity should be realized in live contact with experts. However, the uncertainty caused by frequent quarantines and complete bans (lockdowns, curfews) on movement/contacts between people suggested the necessity of rapid mobility and a higher degree of adaptation to the organization of the engagement of experts, in which the base, for now, should be online forms of communication, through social networks, the organization of webinars and videos conferences, emails, newsletters, online lectures etc.

Each of the mentioned types of engagement has its own obstacles, which can be overcome to a greater or lesser extent.

This type of communication, in addition to the obvious advantages (possibility of quick organization and animation of a large number of stakeholders in a short period of time, overcoming territorial barriers, possibility of working "from home" with maximum comfort, reduction of transport/organizational and other costs of organizing webinars, online conferences, etc.), imposes a number of obstacles, primarily of a technical-technological and psychological nature (Buehler et al, 2020).

This primarily refers to evident technological and educational limitations, as well as problems encountered by participants in interactive processes, which relate to initial shyness in communication, discomfort, inability to clearly express opinions via Internet technology, and others. Special barriers were faced by people in older age categories who were insufficiently educated in terms of technology and/or did not easily grasp new ways of communicating via Internet.

In the case of workshops, online round tables and other forms of active engagement of stakeholders, the biggest problem is certainly (in addition to the inability to quickly adapt to technological innovations and psychological barriers) other technical obstacles such as poor internet connection, inadequate technological equipment of users, unstable internet connection, etc..

A similar situation occurred in the relationship between educators (professors, teachers) and students on the faculties and universities related to the urban/spatial/environmental planning all over the world. COVID-19 pandemic has disrupted teaching in a variety of institutions. It has tested the readiness of academic institutions to deal with such abrupt crisis. Online learning has become the main method of instruction during the pandemic. The period of transition from offline to online methods of education was short and the instructions for education were not clear enough, or it was difficult to get used to the new circumstances.

Students and teachers have also gone through similar problems as the participants in the processes of urban planning, since a significant part of them had technical difficulties, as well as psychological barriers to the implementation of the new concept of education (Almahasees et al, 2021) (Kulal et al, 2020) (Li and Lalani, 2020). At the same time, efficiency of such education showed less effective than face-to-face learning and teaching. Faculty and students all over the world concluded that online learning challenges lie in adapting to online education, especially for deaf and hard of hearing students, lack of interaction and motivation, technical and Internet issues, data privacy, and security. They also agreed on the advantages of online learning. The benefits were mainly self-learning, low costs, convenience, and flexibility. Even though online learning works as a temporary alternative due to COVID-19, it could not substitute face-to-face learning. The study recommends that blended learning would help in providing a rigorous learning environment (Almahasees et al, 2021).

IMPLEMENTATION OF THE NEW PARTICIPATION METHODS WITHIN INTERNATIONAL PROJECTS AND EDUCATION

Institute of Architecture and Urban & Spatial planning of Serbia - IAUS, in the period 2018-2021. year, as part of the international INTERREG project from the Danube transnational calls, "ConnectGREEN" (<https://www.facebook.com/connectgreensrbija>) "Management and restoration of ecological corridors as green infrastructure in the Danube Basin", (ConnectGREEN (DTP 072-2.3)- Restoring and managing ecological corridors in mountains as the green infrastructure in the Danube basin"), conducted a series of lectures and interactive workshops and online trainings, round tables and discussions with different age-group stakeholders, from students to experts in different subjects. The project was initiated by WWF Ro (World wildlife fund, Romania) with the aim of determining the migratory corridors of large carnivores and enabling better connectivity and reducing mortality rates of these species by building overhead crossings (eco-ducts or green bridges).

This project served as pilot project of COVID-19 based public participation in Serbia, because its realization demanded constant involvement of stakeholders in all the implementation phases. In the first year of project implementation, public participation was held offline, with the active participation of thirty-six representatives of the relevant stakeholders in Serbia, including the representatives of: four ministries of the Republic of Serbia, NGOs, public enterprises and academic institutions. On three different points (tables) mediators from IAUS were discussing with the groups of ten people about different topics. Representatives were discussing proposed methodologies via world-café participation model and round table discussions, as well as through direct communication with the project leader and team members. After the workshops, participants were engaged via e mail on different subjects.

After the announcement of pandemic of coronavirus disease COVID-19 in early March 2020, project team had to reorganize the participation procedure, strictly following the Arnstein "participation ladder" but adapted for functioning in the online sphere. This fast transition from offline to online sphere was caused by the project obligations which demanded two more organized workshops with the representatives from different institutions,

Information about the new circumstances and work within the project in pandemic were distributed via e-mail, project's web page, as well as newsletters. Participants in the previous workshops were semi-interested in the new way of communication, mostly because of the lack of technical knowledge in working with new technology, as well as sense of discomfort with the communication through internet and different types of conference calls (such as ZOOM, Teams, Skype etc.). Before the online workshops, all the relevant materials and documents on the elaborated subject were distributed to the participants.

Initial communication started via e mail in order to form focus groups for future virtual workshops and round tables. Direct involvement and questioning was initiated through video conference (ZOOM platform) using new technologies of online voting on subject that needed to be queried.

Discussions were realized through unified participation in the same channel of communication, and after experts were divided in several groups depending on the subject of the discussion, and later on brought back again in a single online conference room for defining common conclusions.

In the online sphere, workshops and roundtables had less participants due to technical illiteracy and disability to quickly learn new technologies, as well as psychological barriers which decreased the number of active participants on the second held workshop.

On the third organized workshop (Photo 1), held several months after the second, experts/stakeholders got used to the new circumstances and had better response to the online workshop and round table than on the previous one. Experts overcome the psychological barrier and developed skills for public speaking in front

of the cameras. Also, participants showed more enthusiasm in answering the questions related to the project, which brought better results of the overall discussion and better participation process in the project.

On the other hand, outbreak of COVID-19 also affected organization of the workshops and lectures for the students. Educational workshops represent a type of participative planning that involves organization in several stages, namely: previous education of the group whose opinion is being considered, implementation of the workshop on a specific, selected group of participants and presentation of the most significant research results to the participants. Workshops can be conducted on groups of residents of different ages, educational profile, level of competence, etc.

Online education methods of engagement (Photo 2), as other type of public participation – were also held within project ConnectGREEN. Team members of the project held lectures online for the students of the Faculty of Architecture of the University of Belgrade, within the subject "Trends in urban infrastructure", and in the master's studies and at the Metropolitan University, Faculty of Applied Ecology - FUTURA, in the subject "Risk Management in environment" at the master's studies. In the aforementioned lectures, the students took an active part in the exchange of opinions, concretization of the problem, consideration of possible scenarios and adequate planning and project solutions. In the conditions of the pandemic, the lectures were held online, however, this did not contribute to a decrease in student engagement, but encouraged them to take a more agile approach in interactive discussions of the observed issue. There were evident obstacles in the implementation of such engagement of students primarily due to the level of (un)familiarity with technology, psychological obstacles in active participation in decision-making in changed circumstances, as well as generalized problems that arose due to the impossibility of continuously holding the workshop due to technical obstacles (interruption of the Internet connection, image delays, etc.), enabling equality in time for expressing individual views, etc. However, despite everything, the workshops were successfully held. As a result of this active participation, the students created a large number of video works for the purpose of promoting and disseminating the results of the project, which had significant success in the international framework.

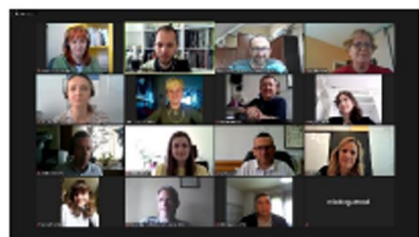


Photo 1. ConnectGREEN online workshops and round tables with experts



Photo 2. ConnectGREEN online workshops with the students (source: Authors)

CONCLUSION

Participation practice in the pre-pandemic times in spatial, urban and environmental planning process has gone through significant changes not only in terms of migration from offline to online spheres, but also with establishment of new, improved technics and methods that needed to be introduced in order to maintain more or less similar and adequate stakeholders' involvement. Transition from old habits to "new normal" were hard, having in mind small amount of time and level of experts' preparedness for new circumstances. Pandemic surroundings have raised questions of possibilities for continuing active participation activities in a (permanently?) changed environment and defining new, hybrid ways of engaging stakeholders in participatory planning activities.

New, adapted and improved participatory tools and instruments were introduced, opening new opportunities for the active participation of experts in projects of wider community importance, and on the different parts of the world, making territorial distance no longer an obstacle for stakeholders' involvement. Potentials for further improvements are now officially revealed through new directions for the development of the participatory process, based on the old matrixes

ConnectGREEN project and its' experiences on the new public participation processes can be used as an adequate polygon for newly established practice, with all the presented obstacles and advantages.

Taking into account the results of research carried out at one international project, and later verified at

several different international projects, congresses, lectures etc held online during pandemic in 2020, 2021 and 2022., it can be concluded that the best ways of participation are also those that are not oriented exclusively to online or offline mechanisms.

Namely, hybrid forms of participation proved to be the most effective, especially in the post-pandemic era, since they enable overcoming of the communication boundaries from a narrow space to the territory of the whole world. In addition, this leads to significant reduction of fuel consumption needed to overcome distant destinations and, consequently, reducing the carbon footprint. On the other hand, this type of communication allows relaxation of all participants who from their own homes can have a real experience of participating in the conference, lecture or seminar, and that is why it represents future participation in the newly established world setting.

ACKNOWLEDGEMENTS

The funds for the realization of the research presented in this paper were provided by the Ministry of Education, Science and Technological Development of the Republic of Serbia, registration number: 451-03-68/2022-14/ 200006.

REFERENCES

- Almahases, Z. Mohsen K., Amin M.O. (2021) Faculty's and Students' Perceptions of Online Learning During COVID-19, *Front. Educ.*, 12 May 2021 Sec. Digital Education
- Arnstein S., "A Ladder of Citizen Participation", *Journal of the American Planning Association*, 35(4), 216–224, 1969
- Beyea, W., Geith, C., & McKeown, C. (2009), Place making through participatory planning, *Handbook of Research on Urban Informatics: The Practice and Promise of the Real-Time City*,
- Buehler E. Jhson C., Strayer K., Button R., (2020.) Practices for engagement in the time of COVID, Salt Lake City engagement team. <https://www.slcc.gov/can/wp-content/uploads/sites/8/2020/04/Best-Practices-for-Engagement-During-COVID-19.pdf>
- Buheji M., Buheji A. Planning Competency in the New Normal–Employability Competency in Post- COVID-19 Pandemic, *International Journal of Human Resource Studies*, Vol. 10, No. 2, 2020,
- Kulal, A., and Nayak, A. (2020). A study on perception of teachers and students toward online classes in Dakshina Kannada and Udupi District. *Asian Assoc. Open Univ. J.* 15, 285–296. doi: 10.1108/aaouj-07-2020-0047
- Li, C., and Lalani, F. (2020). *The Rise of Online Learning During the COVID-19 Pandemic | World Economic Forum*. Available online at: <https://www.weforum.org/agenda/2020/04/coronavirus-education-global-covid19-online-digital-learning/>
- Mohankumar V., Saravanan N., Rajalingam S., Venkatesan V., Rajavelu A. Participatory planning in the era of physical distancing, *Urban Design collective*, https://issuu.com/urbandesigncollective/docs/participatory_planning_in_an_era_of_physical_dista, 2020.
- Pantic, M., Cilliers J., Cimadomo G., Montañó F., Olufemi O., S. T. Mallma, Van den Berg J. (2021), Challenges and Opportunities for Public Participation in Urban and Regional Planning during the COVID-19 Pandemic—Lessons Learned for the Future, *Land* 2021, 10, 137
- Thoneick R., (2021) Integrating Online and Onsite Participation in Urban Planning: Assessment of a Digital Participation System, *International Journal of E-Planning Research*, Volume 10 • Issue 1,
- WHO (2020). *WHO Director-General's Opening Remarks at the Media Briefing on COVID-19 - 11 March 2020*. Available online at: <https://www.who.int/director-general/speeches/detail/who-director-general-s-opening-remarks-at-the-media-briefing-on-covid-19-11-march-2020> (accessed September 15 2022).

**CIP - Каталогизација у публикацији
Народна библиотека Србије, Београд**

72.01(082)(0.034.2)

711.4.01(082)(0.034.2)

INTERNATIONAL Conference On Architecture
(10 ; 2022 ; Beograd)

Philosophy of Architecture [Elektronski izvor] : proceedings
/ 10th International Conference On Architecture, December 2022,
Belgrade ; [editor Ružica Bogdanović]. - Belgrade : STRAND
- Sustainable Urban Society Association, 2022 (Belgrade : Grid studio).
- 1 elektronski optički disk (CD-ROM) : tekst ; 12 cm

Sistemski zahtevi: Nisu navedeni. - Nasl. sa naslovnog ekrana dokumenta.
- Tiraž 100. - Napomene i bibliografske reference uz tekst. - Bibliografija
uz svaki rad. - Sadrži i biografske beleške o autorima.

ISBN 978-86-89111-28-6

a) Архитектура - Интердисциплинарни приступ -- Зборници b) Урбани
дизајн – Зборници

COBISS.SR-ID 80602633