

# Towards a Methodology for Rethinking Modernity: Between Imagined, Realized, and Lived Space

SESSION IV

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CONTENT / THE ASSIGNMENT

There is a global aspiration for continuous improvements of teaching curricula and teaching models in the field of architectural design, especially in response to the changing context of architectural education. New research areas and thematic frameworks within it are being continuously re-introduced and becoming more process and problem-oriented. Traditional teaching approaches and established programs thus require the development of extended forms of the teaching process and learning that empowers students to develop their competencies and skills further. The basic study program at the University of Belgrade — Faculty of Architecture covers various curricula and aspects of reflection that are autonomously examined from the architectural, urban and technological level. Especially, the teaching curricula for studies of modernity, that is a thematic focus of the paper, are established within different study programs and levels of study, which very often disables logical chronology of learning and an integral consideration of the phenomenology of modernity.

In order to address the issue, an extended learning model, based on the form of a workshop, was proposed. The workshop as an organizational form that stimulates the learning process most often represents a short-term model that, although develops brainstorming and sharing ideas productively, usually disables a complete systematic process from analysis to project task. Therefore, a model of a workshop whose timeline allows rounded cycle of the design process was developed. The learning model which involved students from various study programs (architectural design, interior design, architectural technologies, architectural engineering, urban planning, urban design, integral urban development, sustainable development) and students from different levels of study (bachelor, master, integrated, doctoral) enabled the opening of cross-exchange of knowledge and skills and the development of an integral approach to research and design that is not present in any other position within the school, which is due to the dominant independence of the curriculum in relation to school departments — architecture, urbanism and architectural technologies and engineering. At the conceptual level, the model is based on a student workshop that takes place through three continuous stages during which students develop the process of analytical thinking, architectural programming and architectural design: (1) *understanding the imaginary framework* — implies a complex urban study of the planned spatial framework and a retrospective of the urban morphogenesis and the development of the urban structure of the subject spatial framework through analytical architectural analysis, (2) *mapping of realized patterns* — identification of

spatial-programmatic relations with environment, user behaviours and lifestyles through architectural programming, and (3) *recognition of lived space impulses* — means the creation of spatial solutions in order to improve the quality of living and lived space through architectural design or the establishment of design principles and strategies. Each of these phases contains a series of research inputs, while the produced outputs become inputs for the next phase, up to the final phase within which the design synthesis is established.

The described model of the workshop was practically developed within a student interdisciplinary workshop 'Unforeseen Impulses of Modernism: The Case of New Belgrade Blocks', organized in November 2018 at the University of Belgrade — Faculty of Architecture. One of the most important contributions of the workshop was its integrally developed methodology which proved to be adaptable to other subjects. Therefore, the same model was applied in the second workshop organized in April 2019 at the same faculty 'Among Scales — Programming the Landscape Ecology: Toward the New Modernity of Belgrade'. The workshop model enabled transfer of ideas, knowledge and access through peer learning within a heterogeneous study program and an elastic thematic framework. Furthermore, tutors, teachers and critics who participated in the realization of the workshops were representatives of different departments, which contributes to the development of a comprehensive methodology that addresses a wide range of scales and aspects.

In the thematic sense, the realized workshops were focusing on contemporary trends, tensions and issues of architectural and urban practice through the relations of urban — rural, modern — post-modern, durable — ephemeral, compact — fragmented, public — private, individual — collective, towards the establishment of a new modernity. Therefore, the expanded agenda of the proposed model of the workshop is reflected in the challenges that have been established through the thematic framework and opens up possibilities for experimental research, model options and writing scenarios for future action.

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