

**RADIONICA O PLANIRANJU I UREĐENJU PROSTORA
UKLJUČIVANJE JAVNOSTI U PROSTORNO PLANIRANJE
Pula, 14. travnja 2016**

zavod za prostorno uređenje Istarske županije, Riva 8, I. kat

**Praksa in prostorski izzivi ob vključevanju javnosti - od študentske delavnice do končnega projekta
OBČINA ŽIRI**

župan mag. Janez Žakelj, občina Žiri,
asist. Janez P. Grom, Univerza v Ljubljani, Fakulteta za arhitekturo

For empirical learning the **“EXPERIENCE”** itself is just as important as the process of the **REFLEXION**, observation with thinking and the transmission of experience into a new process of thinking. This is only possible when we have **something to think about**, when our thoughts can be connected to the recognitions, own experience or with someone else’s recognised situation. This kind of thinking elevates the critical thinking and encourages students to think about the acquired experience in steps (Sewchuk, 2005):

- what they learned,
- what was good,
- what needs to be improved
- how new ideas can be implemented next time

**from the point of view of teaching
and learning process**

KEY QUESTIONS / workshop content and the answers to which should be familiar to us before beginning work:

- What is the intention or the significance of the workshop, and **WHAT WILL THE RESULTS BE USED FOR?**
- Which spatial challenge is so sensitive to the **LOCAL COMMUNITY** that theoretical knowledge needs to be implemented in the process of spatial development? And how can concept / vision / idea complement the possibility of feasibility and practice?
- What **SPATIAL DOCUMENTS** can the results of the work done in the workshop be included in?
- **URBANISTIC AND ARCHITECTURE WORKSHOP?** When to use one and when the other? Can they be complementary??
- Why are workshops **REPEATED** on certain locations? ... and what are those good previous results, which promote such methods of work?

but why a workshop?!??

Fundamentals of Creativity, Ronald A. Beghetto and James C. Kaufman, 2013

1. **Creativity Takes More Than Originality**
2. **There Are Different Levels of Creativity**
mini-c / interpretive; little-c / everyday; Pro-C / expert; Big-C /legendary
3. **Context Matters**
Teachers should do their best to minimize features of the environment that can impede creativity (social comparisons, contingent re-wards, and so on),... **conflict!!!**
4. **Creativity Comes at a Cost**
Creativity is often associated with fun, fluff, and frills. Many years of painstaking effort are needed to develop the expertise to make creative contributions,...
5. **There's a Time and a Place for Creativity**
teachers may feel that creativity should be encouraged and expressed at all times. **But would you want a creative hearth-surgent or pilot?**

TYPES AND METHODS APPLIED TO WORKSHOPS

Methods such as:

- Student group work, especially co-operative learning;
- Interactive classes which include dialogue, discussions and debates;
- Discussions in form of 'for and against', "brainstorming" and "aquarium";
- Project study work;
- Role-play and simulation;
- Participative games;
- Indirect experience with active visits to different areas and spaces;
- Conducting studies in connection with different environment and social groups (neighbours, local community, businesses, various associations and organisations etc.) and in connection of faculties with other graduate schools (even internationally);
- Use of information communication technology (ICT),...

WHO IS DIRECTLY INTERESTED IN THE ORGANISATION OF WORKSHOPS?!!

- Counties
- State
- Private investors
- Developers
- Companies
- Other institutions
- ...



1. Detection of problems and search for solutions

- The urban spatial planning of Žiri after the 2nd World war seems to lack the conceptual approach and vision of long-term solutions.
- The inadequate perception of the real needs.
- Our approach to find a proper solutions.

2. Architectural workshop as a way to a solution ?

A positive experience with an international architect. workshop a couple of months earlier (for a home for the elderly).

Why architectural workshop?

Because it helped solving partial interestes!!!

3. Our experience and positive results

Citizens at a public hearing **confirmed the problems** that were detected during the work.

Citizens have got a **new view** of the town, its problems and needs and possible solutions.

All resulting solutions are extremely **impartial, logical and practical** and well accepted by the public.

The initiative of the Committee for Spatial Planning of Žiri that such a way of working **should be used for other spatial and architectural solutions. IT IS FASTER AND MORE EFFECTIVE!!!**

Positive response and attitude of citizens to all previous work and results, their willingness to cooperate.

Raising awareness of citizens and consequently **change their attitude** towards their city.

4. Implementation of the results confirmed by the workshop

Confirmation of the broad conclusions of the workshop by the municipal council - basis for further planning.

Following the successful conclusion of the workshop we started the 1st phase of the reconstruction of the central square with the same planners.

Set an **example of good practice** to which we are proud.



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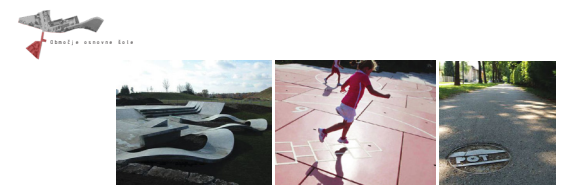
THE WORKSHOP and the PROJECT



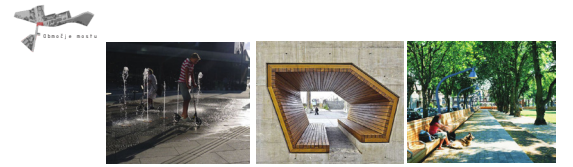
ANALIZA
FOTOGRAFIJE OBSTOJEČEGA STANJA



ARHITEKTURNA DELAVNICA | 2012 | UREDITEV SREDIŠČA ŽIROV



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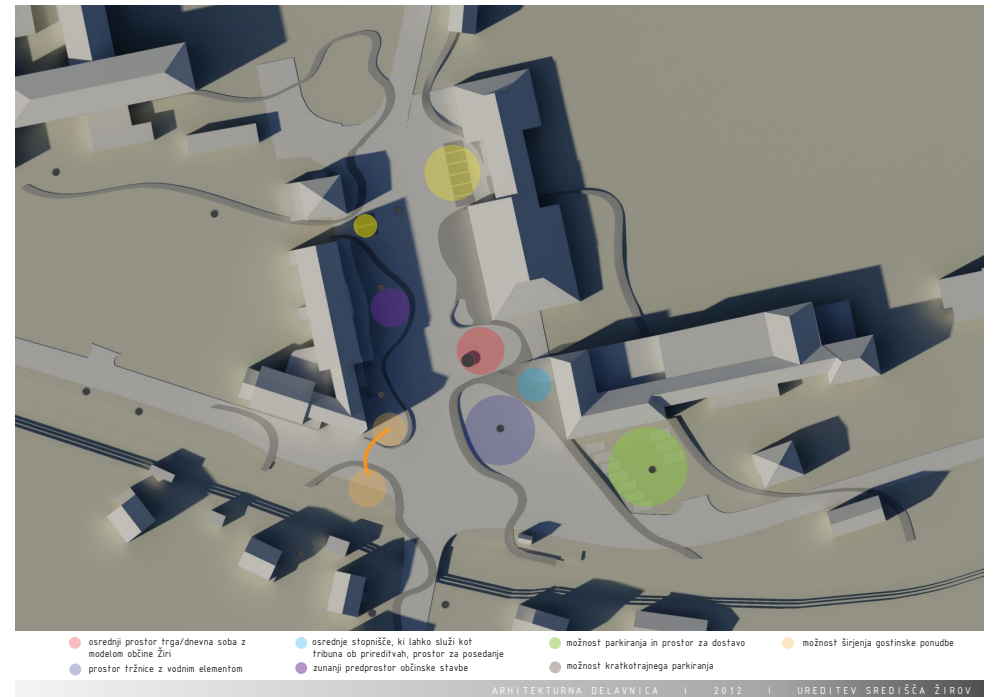


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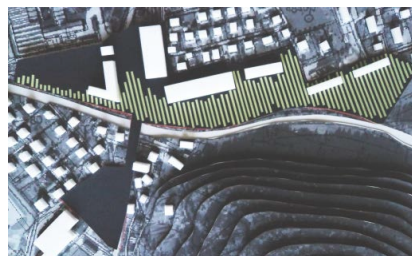
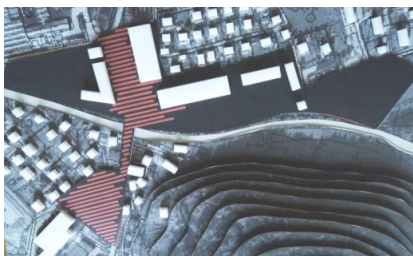
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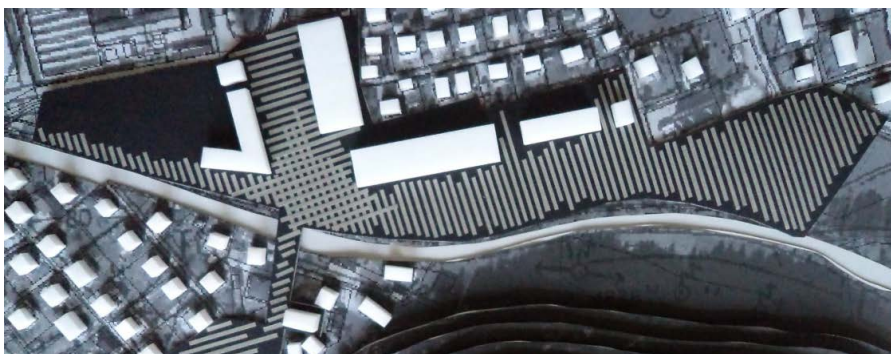
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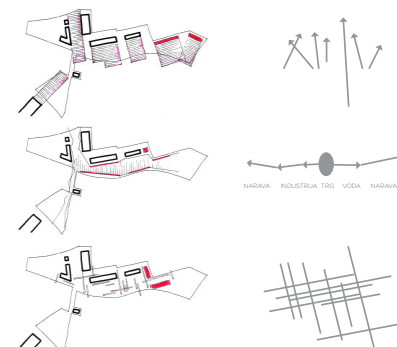


DRUŽBENA OS + **REKREACIJSKA/ZELENA OS**



KONCEPT

USTVARJANJE POVEZAV



I D E J E

RAZMIŠLJANJE V SKICI

POVEZOVANJE POSAMEZNIH POTEZ ČEZ POTOK
 Povezava na novo s ploščadmi pred parkom, ki so namenjeni za igranje in počitnice. Pri tem se vzpostavijo nove smeri v prostoru in povežemo most.

SMER OSI REKREACIJE

Pri tem se povežeta dve prostorski točki: nomenklaturni center in kulturnopodobnostna točka. Povezava je na črtni načrtu, ki je na sliki. Smar se povežeta 2 smeri in omogočijo umrežitev.

MREŽA

Namen mreže, ki naj se razširi v okolje, je povežati različne točke in omogočiti dostop do različnih točk. Mreža je na sliki povezava družbenih in rekreacijskih točk.

PROGRAM

CILJ
 „Vzpostavitev identitete kvarta in njegove urbanistične opremljenosti.“
 „Povezava družbene in rekreacijske točke in omogočitev dostopa do različnih točk.“
 „Vnos in povečanje družbenih dejavnosti.“

Lokali

Parkirišča

Preoblikovanje šole

GALERIJA
 Povezava različnih prostorskih točk: obnova, nomenklaturni center, kulturnopodobnostna točka, info točka, info točka, info točka.

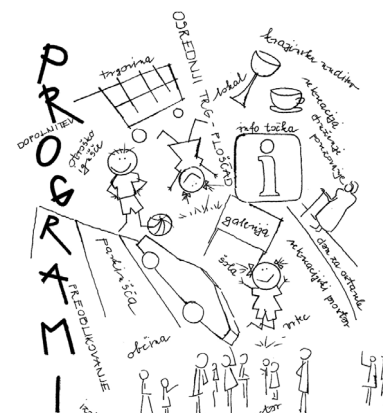
PRIPREDITVENI PROSTOR
 Obnova in opremljenost

REKREACIJSKI PROSTOR
 Obnova in opremljenost

Otroško igrišče
 Obnova in opremljenost

Trgovina, dopolnilne ponudbe
 Dom za ostarele

Mladinski center



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UREDITEV
2 0 1 2



UREDITEV
2 0 1 2



UREDITEV
2 0 3 3



UREDITEV
2 0 3 3



Novo tlakovanje površin,
kolesarska steza,
zazelenitev industrijske
cone,
parkirišča, ...



Ureditev obvodnega
prostora,
novo tlakovanje površin,
umik avtomobilov iz
območja obvodnega
prostora,
nove peš povezave čez
vodo,
ozelenitev površin, ...

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UREDITEV
2 0 1 2



UREDITEV
2 0 3 3



Nove kolesarske, peš poti,
ozelenitev območja ceste,
ozelenitev parkirišča,
umik avtomobilov iz občestnega prostora, ...



UREDITEV
2 0 1 2



UREDITEV
2 0 3 3



Ureditev obvodnega prostora,
novo tlakovanje površin,
razmejitev območja trga s pavilijonom,
oblikovanje tržnega prostora,
parkirišča, ...

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UREDITEV
2 0 1 2



UREDITEV
2 0 3 3



Ureditev prireditvenega
prostora,
poenotenje fasad,
novo tlakovanje površin,
razmejitev območja trga
s pavilijonom,
oblikovanje tržnega
prostora,
parkirišča, ...



UREDITEV
2 0 1 2



UREDITEV
2 0 3 3



Ureditev površin za
kolesarje, pohodnike,
pešce,
oblikovanje ambientov
za razne igre, športe,
kamp in piknik površine,
sprostitveni paviljoni...

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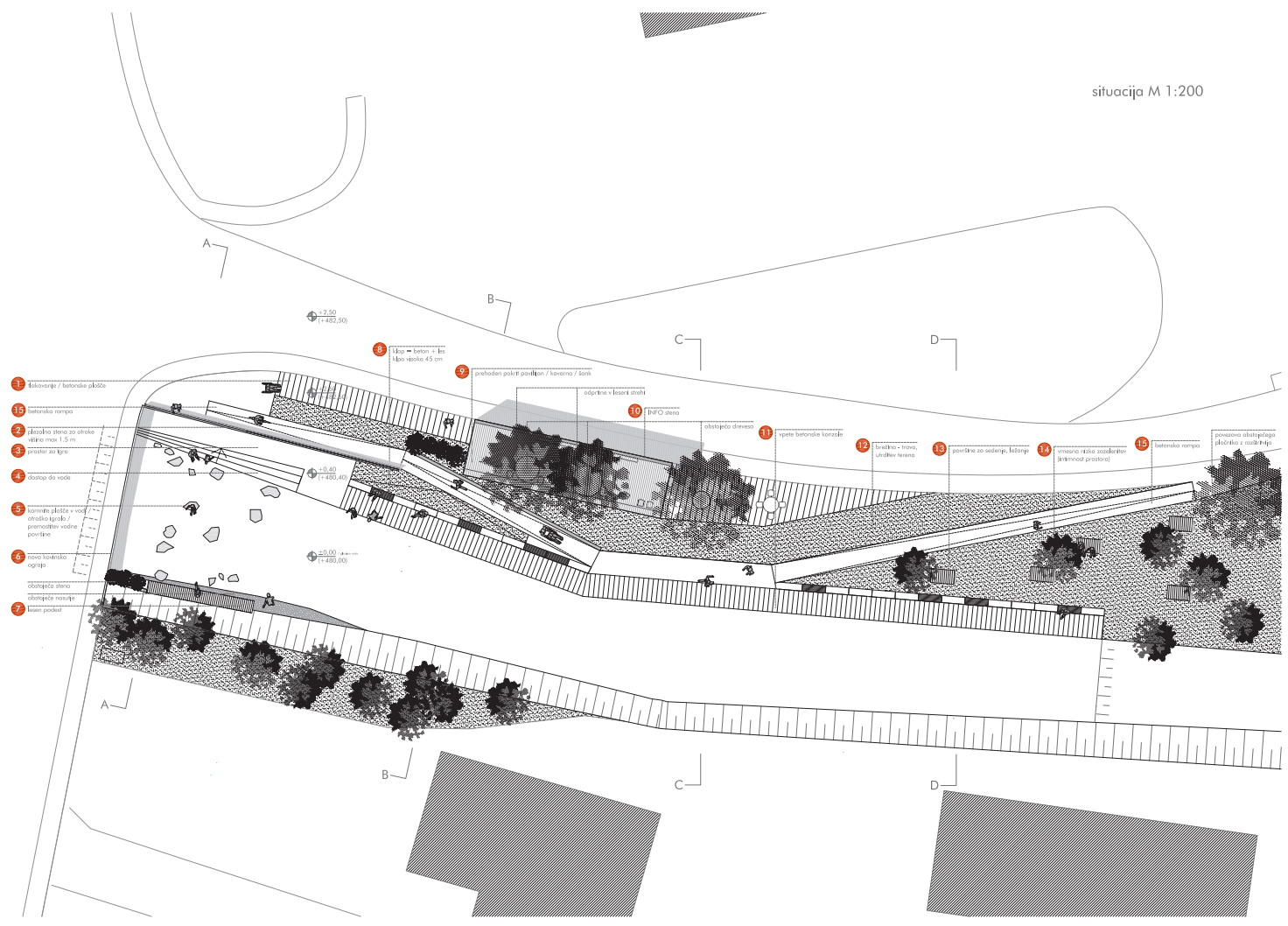
THE WORKSHOP and the **PROJECT**

FIST STAGE OF PROJECT - STUDENT INVOLVEMENT



THE WORKSHOP and the PROJECT

FIST STAGE OF PROJECT - STUDENT INVOLVEMENT

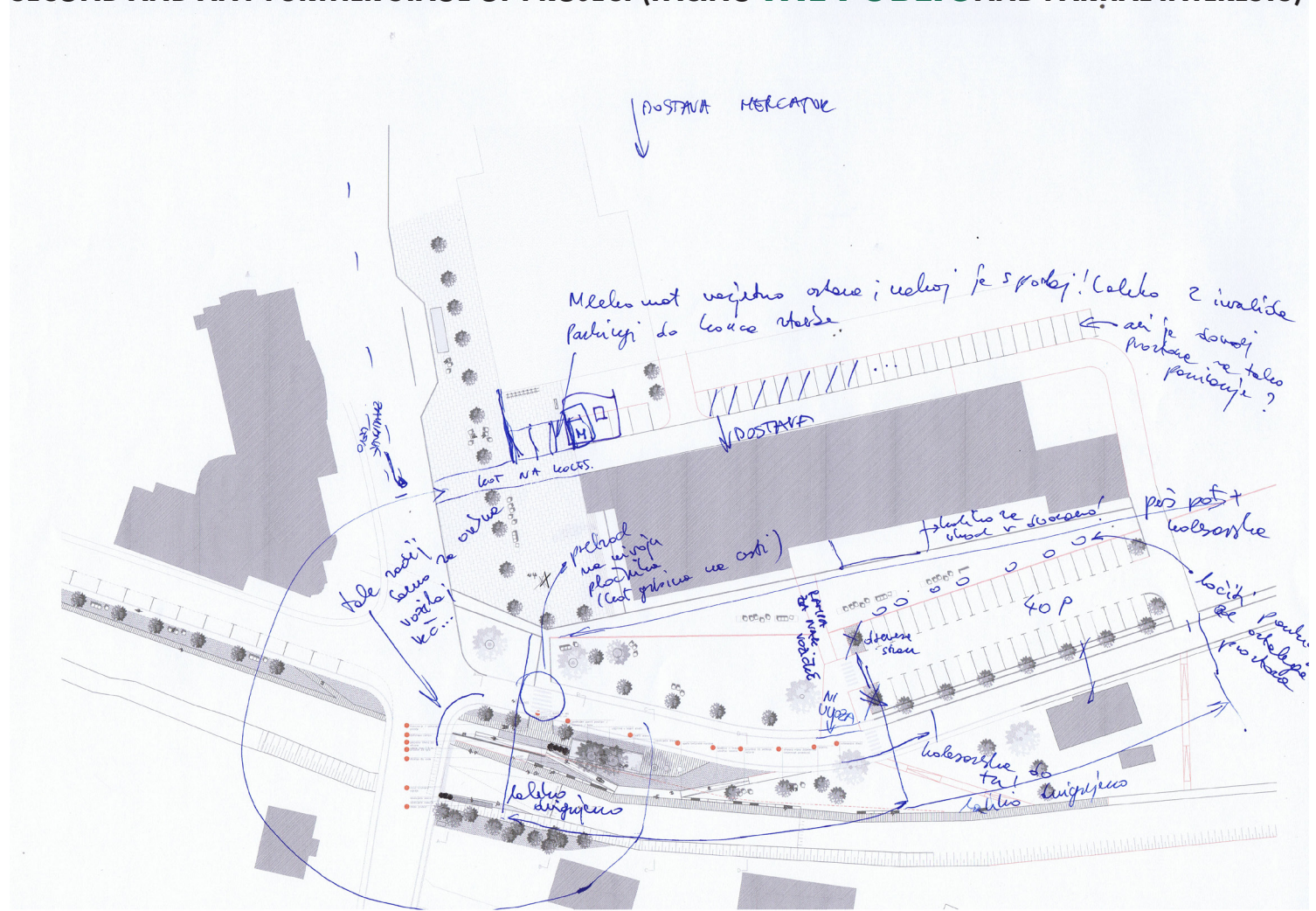


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THE WORKSHOP and the PROJECT

SECOND AND ANY FURTHER STAGE OF PROJECT (FACING THE PUBLIC AND PARTIAL INTERESTS)



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SECOND AND ANY FURTHER STAGE OF PROJECT (FACING THE PUBLIC AND **PARTIAL INTERESTS**)



wall (trolleys behind) →

this should be a "monolith" wall of visible concrete (the ramp and the stars are behind it) →

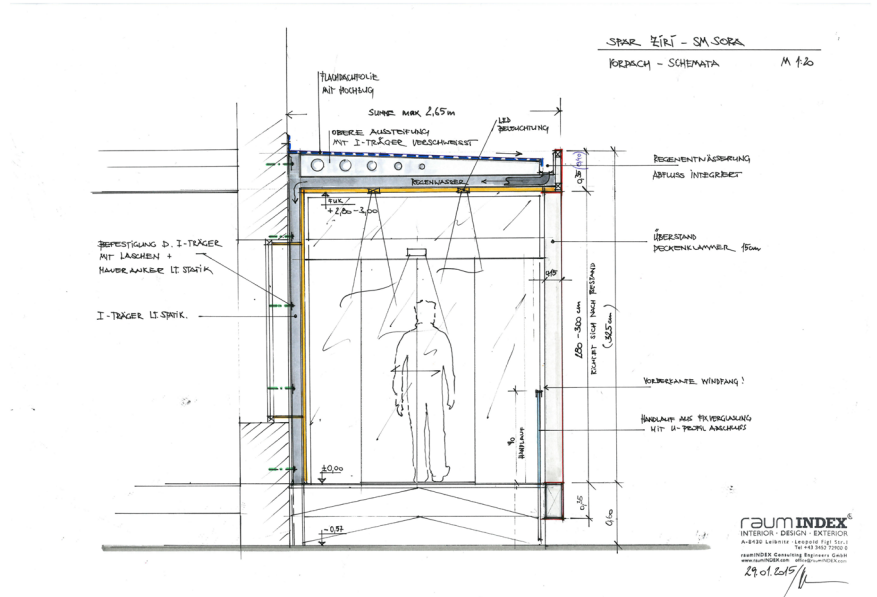
this element is positioned above the wall →

we agreed that the logo on the glass will be semi-transparent foil (only the logo)

the entrance can be moved inwards

there is no additional sign on the roofing as we agreed

the windows that are kept opened could be preserved the raster of the windows on the top of the facade



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absolute disregard of agreements by investors/capital

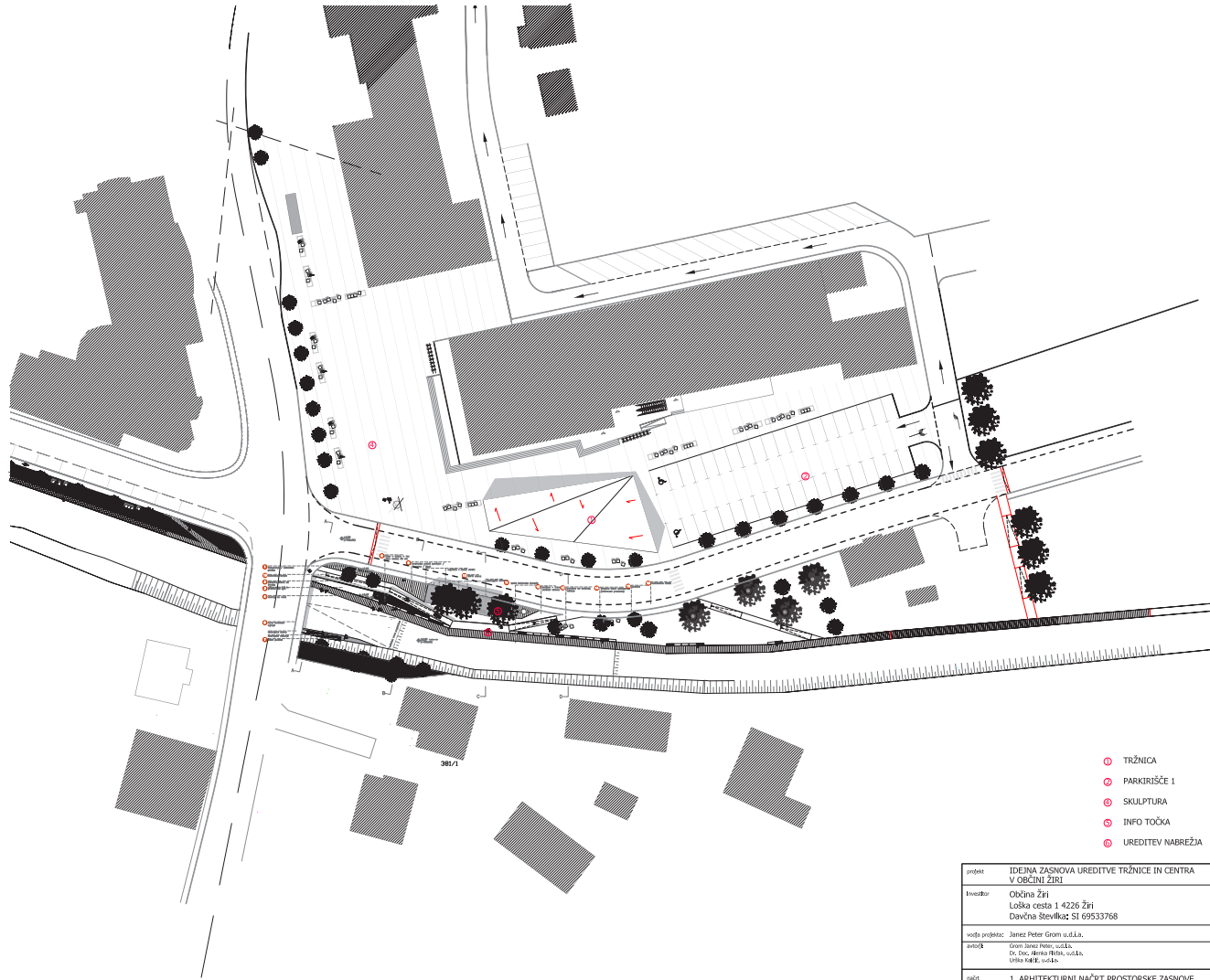


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THE WORKSHOP and the PROJECT

FINALISATION OF THE DRAFT PLANS BEFORE BEING CONFIRMED MY THE MUNICIPALITY



Pred tvezno preveriti vse dimenzije!
V primeru odstopanj obvestiti arhitekta!

Barve in materiali na natisnjenih načrtih,
vizualizacijah in shemah so približek in
odstopajo od dejanskih vzorcev materialov
in barv.
Verodostojni so samo vzorci!

- TRŽNICA
- PARKIRIŠČE 1
- SKULPTURA
- INFO TOČKA
- UREDITEV NABREŽJA



projekt	IDEJNA ZASNOVA UREDITVE TRŽNICE IN CENTRA V OBČINI ŽIRI	 GROM ARCH d.o.o., Praprotna 11, 1000 Ljubljana matična številka: SI 78427595, ID št. ODR: 88020785
investitor	Občina Žiri Loška cesta 1 4226 Žiri Davčna številka: SI 69533768	
vodja projekta	Janez Peter Grom u.d.i.a.	iz. projekta 02-16
avtorji	Grom Janez Peter, u.d.i.a., Dr. Dec. Miroslav Žitko, u.d.i.a., Irena Kufel, u.d.i.a.	IDZ
naslov	1. ARHITEKTURNI NAČRT PROSTORSKE ZASNOVE	18. januar 2016
	UREDITEV - FAZA II.	1:500 1.2.

NE VSE SODRŽAJE IN SVOJE PRAVE
IZDAVAJEMO BREZ PLOŠČINE
VSEBINE SI OHRANJAMO VSE PRAVE
NEPOOBHODNO RAZMNOŽEVANJE
ALI UPORABA POSAMEZNIH DELOV
BREZ SODJENJA PROJEKTIJNEGA
PODNEJALCA NI DOPUŠČENA IN SE
OBSTANOVNO V ZAKONU O
AVtorskih PRAVICAH

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hvala na vašoj pažnji!
hvala za pozornost!
thank you !