

SAVONIA

ammattikorkeakoulu

OPINNÄYTETYÖ - AMMATTIKORKEAKOULUTUTKINTO
KULTTUURIALA

A COMPARATIVE ANALYSIS OF COURSES IN SAVONIA AND
FACULTY OF ARCHITECTURE-UNIVERSITY OF PRISHTINA

TEKIJÄ Armand Gashi DA19SM, 26.08.2022

Field of Study Culture	
Degree Programme Degree Programme in Design	
Author(s) Armand Gashi	
Title of Thesis A comparative analysis of courses at Savonia and at the Faculty of University of Prishtina	
Date 26.08.2022	Pages/Appendices 79
Client Organisation /Partners	
<p>Abstract</p> <p>The subject of this thesis is to study and examine two educational systems from a comparative and empirical performance and quality of learning in the field of architecture for two different universities. In order to design a comparative study, abstracts were collected from universities and analysed according to a content criteria list developed on the basis of textual structure models and content instructions provided in Savonia UAS's thesis writing guidelines.</p> <p>This article is an attempt to explore the elaborative process in architecture and interior design, and its relation to the context. The main goal is also to elaborate examples regarding as the paradigm of a complex framework information. The theoretical part of this thesis reviews comparative previous studies from a different educational system regarding the architecture and shows the predictions and thoughts people have about the subject.</p> <p>Other supporting documentation, such as pictures, floor plans, sketches assist in the informative representation of the whole scope of the project. They also support the description of the results of the design process and give the reader a complete understanding about the outcome of the project. An analysis of each program was completed by elaboration of the courses. In conclusion, between the two countries, the programs showed some variation and different approaches.</p>	
Keywords: Comparative education, guideline, research, student learning, structure, undergraduate thesis	

SISÄLTÖ

1	INTRODUCTION	4
2	MATERIALS AND METHODS	4
2.1	Higher Education System Background in Kosovo	4
2.2	Introduction of Bologna reform	5
2.3	Curriculum structure	6
2.4	Finland higher education system	13
2.5	Savonia School of Design	14
3	THEORY	16
3.1	Courses in University of Architecture, Prishtina	16
3.2	Savonia Design School	35
4	RESULTS	47
4.1	Prishtina	47
4.2	Savonia	47
4.3	Research methods	48
5	CONCLUSIONS	50

1 INTRODUCTION

This chapter presents background information findings of the project. The aim of the article is about the study, its significance and research questions. The purpose of this study is to develop an typological bias approach in a complexity of intentions. This standpoint outlines the background of the study, its scope and focus, methodological framework as well as structure. One of our interests in this article is to further explore this process of educational form, and to understand if a set of general principles that can be derived in practical methods of design and architecture. In relation to the context a debated issue is also quantitative or specific over qualitative learning.

Scope and Procedure of the Study

The scope of this study is to compare and analyse architecture and interior design programs in Savonia UAE, Finland and Prishtina FNA, Kosovo. This research will illustrate the vast differences in the programs offered in each country. The recommendations resulting from this study will be implemented by the researcher to further advance interior design education at Savonia.

Limitation of the Study

This research is intended to give an overall perspective of the differences between the content of Savonia Design School programs and the content of the architecture programs in University of Architecture, Prishtina, Kosovo. The first and most major limitation of the study is how the content of each school's program is divided in years and basic course categories. Since my previous education is no longer applied, as Bologna Declaration was adopted, the five-year full education is no longer available. Also, unfortunately most of our projects that time were burned as a fire destroyed the student's archive. Given the circumstances, and as CAD projects were limited (most projects were paper drawing) I have few projects left intact. Thus, some of my research must rely on the only information given by the institutions, such as: program charts, course descriptions, etc.

2 MATERIALS AND METHODS

2.1 Higher Education System Background in Kosovo

The first higher education institution in Kosovo was established in 1959. Architecture studies in Kosovo began in 1978, as the Department of Architecture within the Technical Faculty, as an equal branch to Construction, Electrical Engineering and Machinery. First of all, it is important to note that the studies I took in Kosovo were the last of old order as Bologna Declaration was adopted. Provision is delivered in five languages: Albanian, Serbian, Bosnian, Turkish and English.

2.2 Introduction of Bologna reform

The University of Pristina adopted the Bologna Declaration in 2001, which makes it one of the first universities in Europe to start with the reforms called for in the EHEA. Due to the Bologna Declaration a new Law on Higher Education was drafted in 2002 and adopted in 2003, and then revised again in 2011. As a result of implementation of these reforms in higher education in Kosovo today all institutions of higher education implement the ECTS credit system, curriculum reform, three cycle degree system, student and staff mobility, diploma supplement and decent quality assurance system.

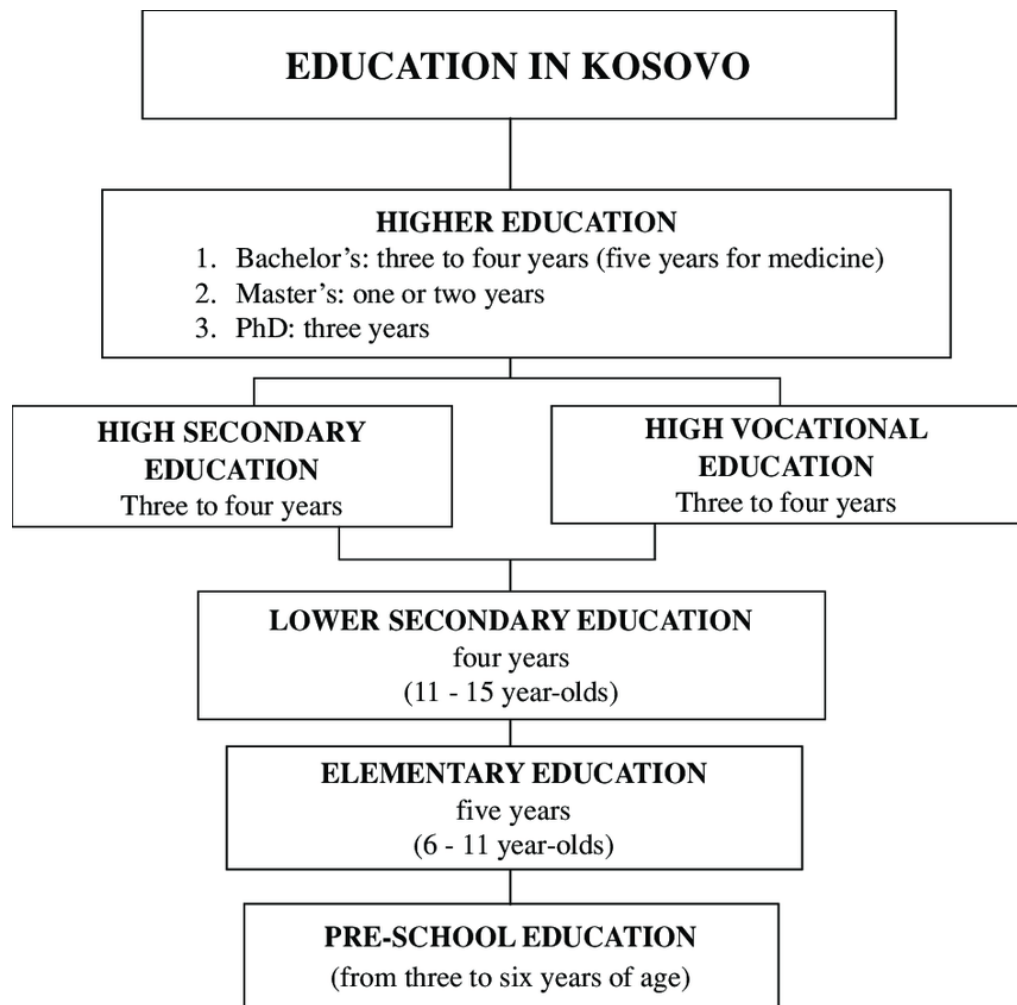


Figure 1. Education System in Kosovo, (CEBOLLA- BOADO, Hector 2014.)

2.3 Curriculum structure

The mission of the UAP is to create highly educated and professional staff of excellence in research, education, and practice in the built environment disciplines of architecture, community planning, historic preservation, and real estate development.

To empower and to lead in innovative and community focused education for future generation by providing opportunities through professional Architectural education. To develop their creative abilities albeit the big challenges of our times through creative and practice solutions.

The objectives and goals of the UAP are focused on activities such as:

- improving the quality of architecture studies.
- continuous scientific research in the fields of architecture, with a vast focus on architectural sustainability, urbanism and spatial planning, design, cultural heritage, applied technology in architecture, and energy efficiency.
- compatible educational system with the European standards.
- professional activities in the fields of architecture that meet the requirements of the economy and public state institutions.
- development of technology and innovation in the field of architecture.
- cooperation with other institutions at the national, regional, and international level.
- cooperation for research-scientific and professional projects with local and international institutions.

The courses in Pristina were divided in five academical years, with two semesters per year and with around 4 classes per semester. Teaching and learning were realized in the form of lectures, seminars, numerical and laboratory exercises, experimental works, practical field work, studio workshops, study visits, professional discussions, projects, professional consultations and through student research papers. The semester task was submitted in the form of a project, based on the relevant subject, and then at the end of each semester students had to undergo exams. Some were written exams, and some were oral exams. In the oral exams, the theory was usually elaborated, while in the written exam, a project was chosen depending on the subject to be worked on. The final tasks (tasks mostly concerning the architectural project fields) were submitted in certain formats, usually A3-A0 depending on the subject. The material was usually tracing paper, and with the widespread use of CAD, printed paper was also used.

UNIVERSITETI I PRISHTINËS
UNIVERSITAS STUDIORUM PRISHTINIENSIS
 FAX + 381 38 244 187, TEL + 381 38 244 183, 244 - 186
 E-mail: rektorat@uni-pr.edu, website: www.uni-pr.edu

FAKULTETI I NDËRTIMTARISË DHE I ARKITEKTURËS
PRISHTINE
 Adresa: Bregu i diellit p.n.
 Tel. ++381 38-548 644 Fax. Email:
 Nr. 2.17/4 Me 06.12.2008

PASQYRË E NOTAVE/TRANSCRIPT OF RECORDS

FAKULTETI I NDËRTIMTARISË DHE I ARKITEKTURËS

Seksioni i Arkitektarës
 Drejtimi _____
 Tel. +381-38-548-644 Fax _____
 e-mail adresa _____

Mbiemri i studentit: GASHI Emri: ARMAND
 Data e lindjes: 28.08.1981 Vendi i lindjes: Tirane
 Data e regjistrimit: 2000 Numri i studentit: 1072000
 Mënyra e studimit: i regullt Viti shkollor: 2004/2005

Nr. rend.	Kodi i lëndës mësimore-kursit (1)	Emërtimi i lëndës mësimore-kursit	Kohëzgjatja e kursit (2)	Nota UP (3)	ECTS nota (4)	ECTS kreditë (5)
1		MATEMATIKË	2S	8 tete		
2		GEOMETRI DESKRIPTIVE	2S	8 tete		
3		VIZATIM I LIRË I	2S	9 nëntë		
4		VIZATIM ARKITEKTONIK	2S	8 tete		
5		BAZAT E PROJEKTIMIT I	2S	9 nëntë		
6		KONSTRUKSIONET ARKITEKTONIKE I	2S	7 shtatë		
7		MATERIALE NDËRTIMORE	1S	10 dhjetë		
8		SKULPTURË	2S	10 dhjetë		
9		BAZAT E PROJEKTIMIT II	2S	9 nëntë		
10		PERSPEKTIVA	1S	6 gjashtë		
11		KONSTRUKSIONET ARKITEKTONIKE 2	2S	18 nëntë		
12		MEKANIKA TEKNIKE	1S	9 nëntë		
13		REZISTENCA E MATERIALIEVE	1S	8 tete		
14		VIZATIM I LIRË II	1S	6 gjashtë		
15		GEODEZI	2S	10 dhjetë		
16		ZHVILLIMI I ARKITEKTURËS I	2S	8 tete		
17		BAZAT E URBANIZIMIT	2S	9 nëntë		
18		HISTORIA E ARTIT	2S	10 dhjetë		
19		GHUJE ANGLEZE	2S	8 tete		
20		KONSTRUKSIONET ARKITEKTONIKE 3	2S	6 gjashtë		
21		STATIKA E KONSTRUKSIONEVE	2S	8 tete		
22		ZHVILLIMI I ARKIT. DHE TRASHIGIMIA	2S	7 shtatë		
23		INSTALIMET NË ARKITEKTURË	1S	8 tete		
24		PROJEKTIMI I OBJEKTEVE SHOQËRORE 1	2S	7 shtatë		
25		PROJEKTIMI I OBJEKTEVE TË BANIMIT I	2S	9 nëntë		
26		PROJEKTIMI I OBJEKTEVE EKONOMIKE I	1S	7 shtatë		
27		PROJEKTIMI URBANISTIK	2S	8 tete		
28		APLIKIMI DHE TEKNIKA E KOMPUTEREVE	1S	7 shtatë		
29		PROJEKTIMI I OBJEKTEVE TË BANIMIT 2	2S	8 tete		
30		PROJEKTIMI I OBJEKTEVE SHOQËRORE 2	2S	8 tete		
31		PROJEKTIMI I OBJEKTEVE EKONOMIKE 2	2S	8 tete		
32		KONSTRUKSIONET METALIKE	1S	8 tete		
33		KONSTRUKSIONET E BETONIT	2S	8 tete		
34		KONSTRUKSIONET PËR DRURIT	2S	6 gjashtë		
35		KONSTRUKSIONET HAPINORE	1S	7 shtatë		
36		ARKITEKTURA BASHKOHORE	1S	7 shtatë		
37		REVITALIZIMI DHE RIKONSTRUIMI URBAN	1S	8 tete		
38		PROJEKTIMI I OBJEKTEVE SHOQËRORE 3	1S	8 tete		
39		PROJEKTIMI I OBJEKTEVE EKONOMIKE 3	1S	8 tete		
40		ARKITEKTURA E BRENDSHME	1S	9 nëntë		
41		PLANIFIKIMI HAPINOR	1S	9 nëntë		
42		ORGANIZIMI DHE TEK. E NDËRTIMIT	1S	7 shtatë		
43		FONDAMENTET	1S	8 tete		
				7 shtatë		
						Total kredi:

(1) (2) (3) (4) (5) shiko shpjegimin në anën e prapme të faqes

Diploma/shkalla e fizar : INZHINIER I DIPLOMUAR I ARKITEKTURËS

Data : 05.10.2006

Emri dhe funksioni i zyrtarit: _____

Engin Kasabagi (referenc për çështje të studimit): _____

Nëmbërkimi i dekanit (ose personit përgjegjës administrativ): _____

Prof. Dr. Musa Stavileci (Dekan) _____

Vula e institucionit: _____

SHËNIM: Ky dokument nuk bën të vlefshëm pa nënshkrimin e dekanit ose të personit përgjegjës administrativ dhe pa vullën e institucionit.

(1) Kodi i lëndës mësimore-kursit:
Referohet në ECTS Paketën informative

(2) Kohëzgjatja e lëndës mësimore-kursit:
V = 1 vit akademik të plotë
IS = 1 semester
IT = 1 periudhë/tremestër
2S = 2 semestra
2T = 2 periudha/tremestra

(3) Përshkrimi i sistemit të notimit të institucionit:

UP	Përkufizimi
Nota	
10	SHKËLQYESHËM - njohuri të shkëlqyeshme, me vetëm disa gabime minore
9	SHUMË MIRË - mbi mesatare standarde, por me disa gabime
8	MIRË - rezultat në përgjithësi i mirë me disa gabime që vërehen
7	KENASËHËM - mirë, por me mjaftë gabime
6	MJAFTON - rezultatet plotësisht minimale
5*	DOBËT - kërkohet edhe pak punë nga studenti për të fituar kreditë
5	DOBËT - kërkohet shumë punë për të fituar kreditë

(4) ECTS shkallët e notimit:

ECTS Nota	Përgjigja e studentëve që normalisht e marrin nota	Përkufizimi
A	10	SHKËLQYESHËM - njohuri të shkëlqyeshme, me vetëm disa gabime minore
B	25	SHUMË MIRË - mbi mesatare standarde, por me disa gabime
C	30	MIRË - rezultat në përgjithësi i mirë me disa gabime që vërehen
D	25	KENASËHËM - mirë, por me mjaftë gabime
E	10	MJAFTON - rezultatet plotësisht minimale
FX	-	DOBËT - kërkohet edhe pak punë nga studenti për të fituar kreditë
F	-	DOBËT - kërkohet shumë punë për të fituar kreditë

(5) ECTS pikët kredituese:
 I vit i plotë akademik = 60 pikë kredituese
 I semester = 30 pikë kredituese
 I periudhë/tremestër = 20 pikë kredituese

Picture 1. Transcript of records (Gashi A. [own picture] 2008).

TABLE OF SUBJECTS, YEAR 2000-2005

YEAR I			
Semester I		Duration	
Nr.	Subject	Semester	ECTS
1	Mathematics	2S	3
2	Descriptive Geometry	2S	5
3	Free Hand Drawing 1	2S	3
4	Architectural Drawing	2S	5
5	Design Basics 1	2S	5
6	Architectural Constructions 1	2S	5
7	Building materials	1S	3
8	Sociology	2S	3

YEAR I			
Semester II		Duration	
Nr.	Subject	Semester	ECTS
1	Mathematics	2S	3
2	Descriptive Geometry	2S	5
3	Free Hand Drawing 1	2S	3
4	Architectural Drawing	2S	5
5	Design Basics 1	2S	5
6	Architectural Constructions 1	2S	5
8	Sociology	2S	3

YEAR II			
Semester I	Duration		
Nr.	Subject	Semester	ECTS
9	Design Basics 2	2S	5
10	Perspective	1S	5
11	Architectural Constructions 2	2S	5
12	Technical Mechanics	1S	3
13	Material Resistivity	1S	3
14	Free Hand Drawing 1	1S	3
15	Geodesy	2S	3
16	Architecture Development	2S	5
17	Basics of Urban Planning	2S	5
18	History of Arts	2S	3
19	English Language	2S	3

YEAR II			
Semester II	Duration		
Nr.	Subject	Semester	ECTS
9	Design Basics 2	2S	5
11	Architectural Constructions 2	2S	5
15	Geodesy	2S	3
16	Architecture Development	2S	5
17	Basics of Urban Planning	2S	5
18	History of Arts	2S	3
19	English Language	2S	3

YEAR III			
Semester I		Duration	
Nr.	Subject	Semester	ECTS
20	Architectural Constructions 3	2S	5
21	Construction Statics	2S	5
22	Development of Architecture and Heritage	2S	5
23	Building Installation	1S	3
24	Design of Social Objects 1	2S	5
25	Design of Residential Buildings/Housing 1	2S	5
26	Economical Design 1	1S	5
27	Urban Design	2S	5
28	Computer-Aided Design/CAD	1S	3

YEAR III			
Semester II		Duration	
Nr.	Subject	Semester	ECTS
20	Architectural Constructions 3	2S	5
21	Construction Statics	2S	5
22	Development of Architecture and Heritage	2S	5
24	Design of Social Objects 1	2S	5
25	Design of Residential Buildings/Housing 1	2S	5
27	Urban Design	2S	5

YEAR IV			
Semester I		Duration	
Nr.	Subject	Semester	ECTS
29	Design of Residential Buildings/Housing 2	2S	5
30	Design of Social Objects 2	2S	5
31	Economical Design 2	2S	5
32	Metal Constructions	1S	3
33	Concrete Constructions	2S	3
34	Wood Constructions	2S	3
35	Spatial Constructions	1S	3
36	Contemporary Architecture	1S	5
37	Revitalization and Urban Reconstruction	2S	5

YEAR IV			
Semester II		Duration	
Nr.	Subject	Semester	ECTS
29	Design of Residential Buildings/Housing 2	2S	5
30	Design of Social Objects 2	2S	5
31	Economical Design 2	2S	5
33	Concrete Constructions	1S	3
34	Wood Constructions	2S	3
37	Revitalization and Urban Reconstruction	2S	5

YEAR V			
Semester I		Duration	
Nr.	Subject	Semester	ECTS
38	Design of Social Objects 3	1S	5
39	Economical Design 3	1S	5
40	Interior Design	1S	5
41	Spatial Planning	1S	3
42	Organization and Construction Techniques	1S	3
43	Civil Engineering Foundations	1S	3

Finland is part of the European Bologna Declaration and has been a full member of the Bologna Process / European Higher Education Area since 1999. The higher education consists of two complementary sectors which are universities and universities of applied science. The degree structure in Finland is mainly based on a two-cycle model. The first cycle, with a minimum of three years, ends in a Bachelor level degree. The second cycle which are Master and Doctoral degrees. Universities of applied sciences (UAS) provide more practical education that aims to respond to the needs of the labour market.

Universities offer higher scientific and artistic education, award Bachelor's and Master's degrees as well as postgraduate degrees, such as licentiate and doctoral degrees. Universities of applied sciences award UAS Bachelor's degrees and UAS Master's degrees. The Bachelor's degree at a university is three years and for a Master's degree is other two years after that. The UAS degree takes usually between 3.5 and 4.5 years. The requirement for Master's studies at a university of applied sciences is a UAS Bachelors' degree or another suitable degree and at least two years of work experience after the completion of the previous degree. (Opetus- ja kulttuuriministeriö)

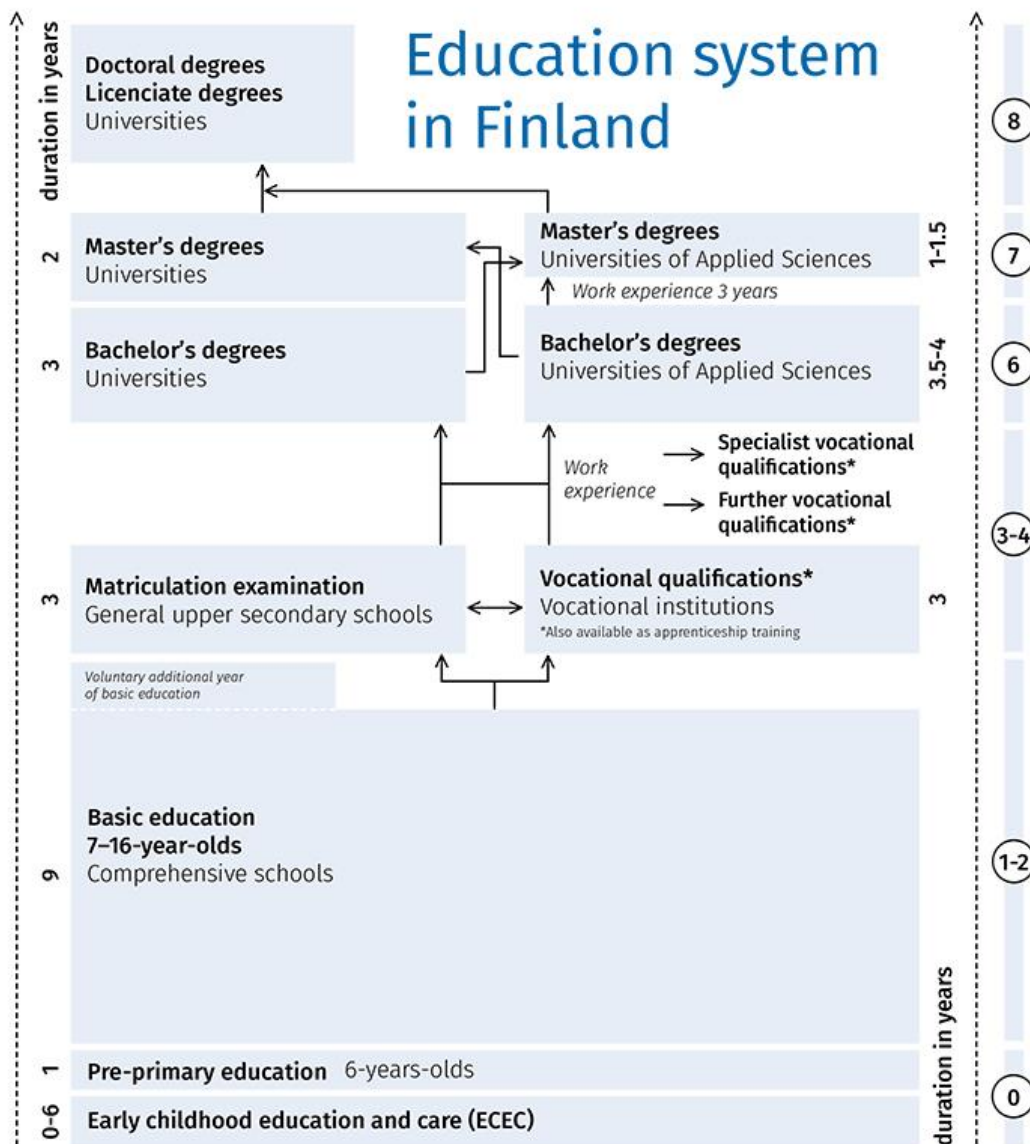


Figure 2. Education system in Finland Courtesy image: Finnish National Agency for Education.

2.5 Savonia School of Design

The degree programme in Savonia School of Design leads to a Bachelor of Culture and Arts degree. The extent of the degree studies is 240 ECTS credits. It takes four years to complete the degree and the studies are carried out mainly in Finnish. Savonia School of Design has four study branches: Interior architecture, Clothing designers, Jewellery and precious metal design, and Industrial designer. Interior architecture and furniture design provides the skills and abilities for designing environment, to work in interior and space design and construction product design. Graduates from this specialisation option are qualified as designers of one-family houses (competence class B). Upon graduation, the occupational title "Interior Architect" can be used by designers with membership at the Finnish Association of Interior Architects (SIO). (Savonia).

TABLE OF SUBJECTS

YEAR 2020		
Nr.	Subject	ECTS
1	Johdanto muotoiluun/PIMA+Modernin muotoilun ja taiteen historia DA19S	10
2	4 DAP20.4 Muotoiluajattelu (monimuoto)	10
3	4 DAP30 Muotoiluviestintä.4 DA 19SM - English language and communication: Spring 2020	10
4	4 DAP30.4 Suullinen ja kirjallinen viestintä	10
5	4 DAP40 Materiaalitekniikka_DA19S	10
6	4 DAP50.4 Muodon sommittelu	10
7	4 DAP60.4 Digitaalinen muotoilu DA19SM	10
8	4 DASS200.DA19SP.2 Asunto- ja pientalosuunnittelu - Syksy 2020	10
9	4 DATS200 DA19SP.1 - Graphic Design	10
10	DA 19SM_4 DAP50.4 Muodon sommittelu/Plastinen sommittelu monimuodolle	10
11	TAPAHTUMAN MUOTOILU 4 DAPS600.1	10

YEAR 2021		
Nr.	Subject	ECTS
1	4 DAPS200.DA19SP.1	10
2	4 DASS300 Hoito- ja hoivatilojen suunnittelu. 1 Ryhmät A ja B	10
3	4 DASS700 Oppimis- ja työympäristöjen suunnittelu_2021_DA19SP	10
4	4 DATS 100 Everyday Things DA19SM	10
5	4 DATS 700.DA18SP Product Service Systems	10
6	DA SS600 - Myymälä- ja näyttelytilojen suunnittelu 2021	10

YEAR 2022		
Nr.	Subject	ECTS
1	4 DASS400 Julkisten tilojen suunnittelu 2021-22	10
2	4 DASS500 Korjaussuunnittelu. 1 SP	10
3	4 DASS800 Rakennustuotemuotoilu. 1 Ryhmät A ja B yhdessä	10
4	4 DASS100 Kalustesuunnittelu.1 Ryhmä A	10

3 THEORY

3.1 Courses in University of Architecture, Prishtina

Year I

Mathematics

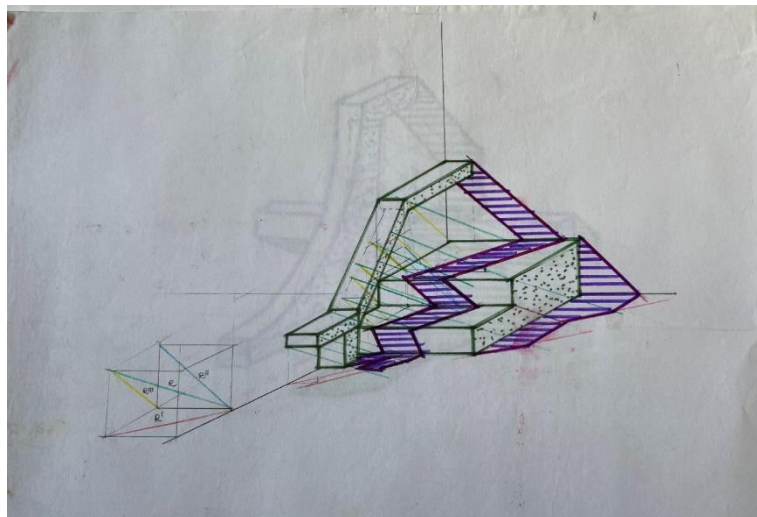
This course provides the basics of mathematics applied in architectural design. Architects apply these math forms which play crucial role in architecture, sketch designs and construction. Its role is also to calculate the probability of issues the architect could run into as they bring the design vision to life.

1	Vlera e shprehjes $\frac{4xy}{x^2 - y^2} : \left(\frac{3x}{x+y} + \frac{x}{x-y} - \frac{2xy}{x^2 - y^2} \right)$ është e barabartë me	a) $\frac{y}{x-y}$ c) $\frac{x^2 - y^2}{xy}$	b) $x - y$ d) $\frac{xy}{2x + y}$
2	Pas racionalizimit të emëruesit, shprehja $\frac{\sqrt{14}}{3\sqrt{7} - 2\sqrt{2}}$ është e barabartë me	a) $\frac{\sqrt{7} + 3\sqrt{14}}{\sqrt{2}}$ c) $\frac{\sqrt{7} - 3\sqrt{14}}{\sqrt{2}}$	b) $\frac{21\sqrt{2} + 4\sqrt{7}}{55}$ d) $\frac{\sqrt{14}}{5\sqrt{2}}$
3	Zgjidhja e ekuacionit $\frac{x^2 + 17}{x^2 - 1} = \frac{x - 2}{x + 1} - \frac{5}{1 - x}$ është	a) $x = 3$ b) $x = -4$	b) $x = 5$ c) $x = -2$
4	Zgjidhja e sistemit të ekuacioneve $\begin{cases} \frac{3}{x - 2y} + \frac{5}{2x + y} = 11 \\ \frac{2}{x - 2y} - \frac{3}{2x + y} = 1 \end{cases}$ është	a) $x = \frac{37}{11}, y = 3$ c) $x = \frac{1}{2}, y = 0$	b) $x = 3, y = -2$ d) $x = 2, y = \frac{3}{2}$

Picture 2. Mathematics exercise (Gashi A. [own picture] 2001).

Descriptive geometry

The main goal of this course is that the student knows the basic principles and concepts in descriptive geometry. Mastering the skills of presenting 3D spatial forms on the 2D drawing plane, and vice versa. Through this course the student can read and introduces oblique and orthogonal projection and to transform it into spatial perception. It also helps future architects into articulating the primary notions of the architectural space.



Picture 3. Descriptive geometry exercise (Gashi A. [own picture] 2000- 2001).

Free drawing

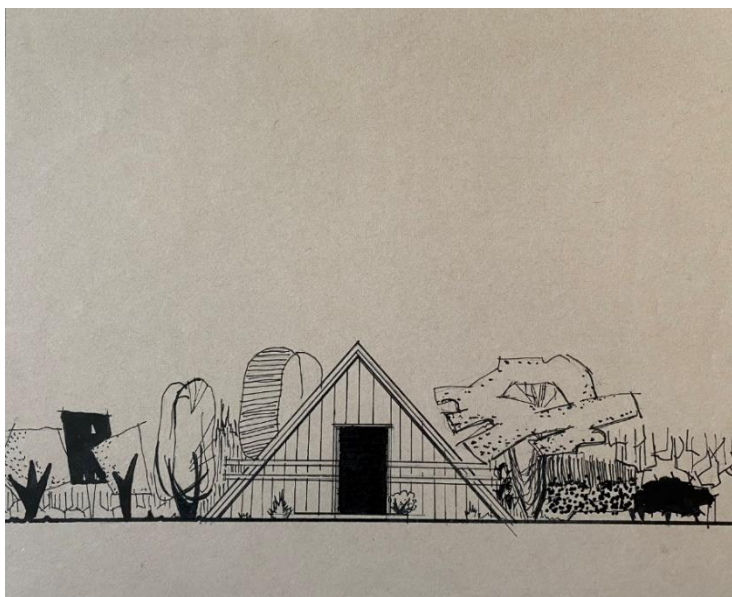
Creativity and the ability to compose are developed in this course. The student must possess the knowledge of visualizing the lines as an expression of architectural form. In this course the student masters the technique of drawing, understands, and can present the phenomenon of depth and three-dimensional expression. This knowledge enables the student to visualize the architectural space more easily in the study process. Moving from analysis to synthesis through associations of simple geometric objects or shapes.



Picture 4. Free drawing (Gashi A. [own picture] 2000).

Architectural drawing

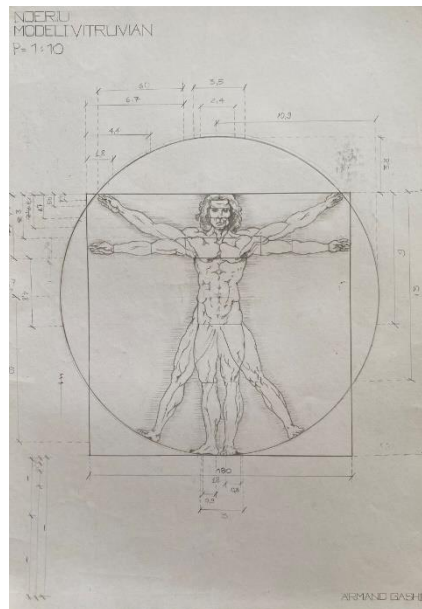
This course is focused on the technical drawing of a building or a construction project. Architectural drawings are made according to a set of conventions, which include specific views (floor plan, section, etc.), sheet sizes, units of measurement and scales, notes, and references. Architectural drawings are used by architects and others for several purposes such as: to develop a design idea into a coherent proposal, to communicate ideas and concepts, to convince clients of the merits of a design, to help a construction contractor build it based on in concept.



Picture 5. Architectural drawing (Gashi A. [own picture], 2000- 2001).

Design basics

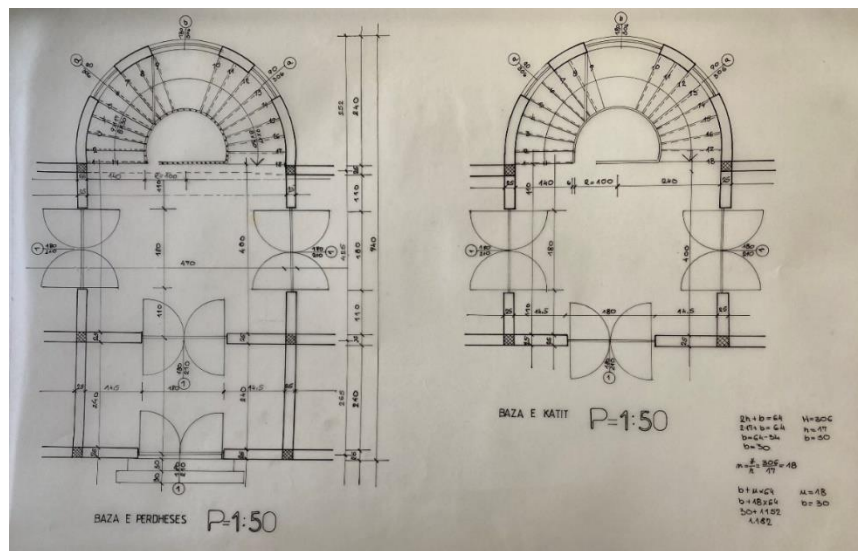
Introduction to the basics of design and their functions, such as components of space. Project development and the project of any concrete object. The main purpose of the Architectural drawing course is for the students to get to know the basics of architectural design. To introduce the basic of design, its function and to analyze the components of space. This will enable the students to get the first theoretical and practical knowledge from the field of architecture.



Picture 6. The Vitruvian Man (Gashi A. [own picture], 2000).

Architectural constructions

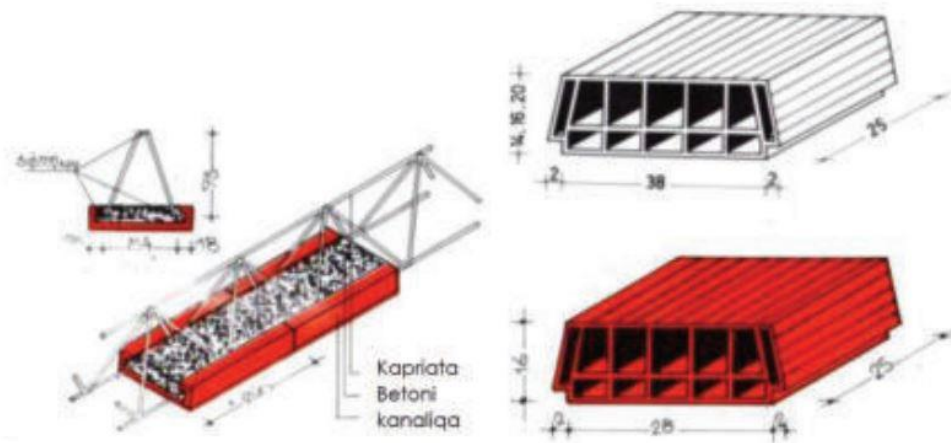
This course focuses on the philosophy of architectural construction and structure. Learning the basics of constructive elements, its components and construction parts according to different constructive systems. The architectural construction represents everything that is built to create certain structure of components and structural parts, such as: foundations, cladding, slabs, columns, beams, pillars, etc. Learning the basis of internal space and structure divisions such as: the systems of facades, roofs, vertical communication (stairs, elevators, escalators, ramps), etc.



Picture 7. Architectural construction, stairs. (Gashi A. [own picture], 2000).

Building materials in architecture

This course is about learning the fundamentals of materials. By knowing and using the main properties of construction materials students are able to use them in architectural or even engineering practice. The main purpose of this course is to adapt with the basic concepts of knowledge of construction materials and within the fields that includes the disciplines necessary for architectural engineering.



Konstruksion gjysmë-montazh ndërkati i sistemit "monta-fert"

Picture 8. Building material, online material (Prishtina, 2000).

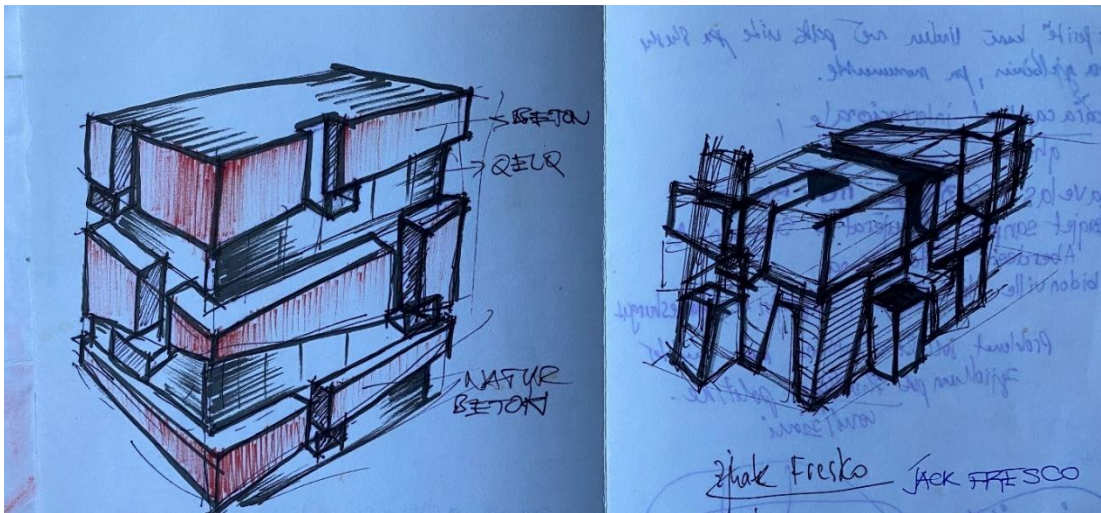
Sociology

The course deals with the social phenomena of human life, human society and is especially concerned with understanding the causes of human action and their effects. Sociology is also defined as the general science of society. Thus, to conduct research that can be directly applied to social policy and welfare and focus primarily on refining theoretical understanding of social processes.

Year II

Perspective

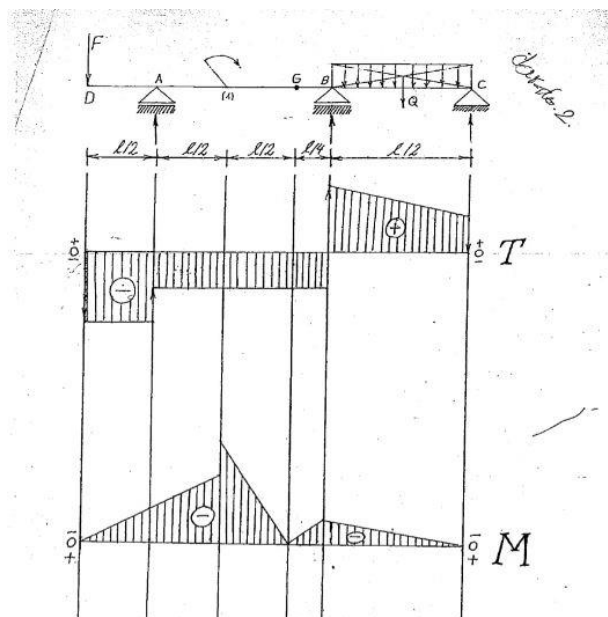
The subject has to do with drawing and understanding the nature of perspective and its role in architecture. The students are introduced with drawing techniques as well as drawing tools. Thus, making them comfort with all appropriate equipment for architectural drawing. Creating the skills to use work tools and materials, to organize the work surface in the most rational and creative way.



Picture 9. Perspective sketches (Gashi A. [own picture], 2001).

Technical Mechanics

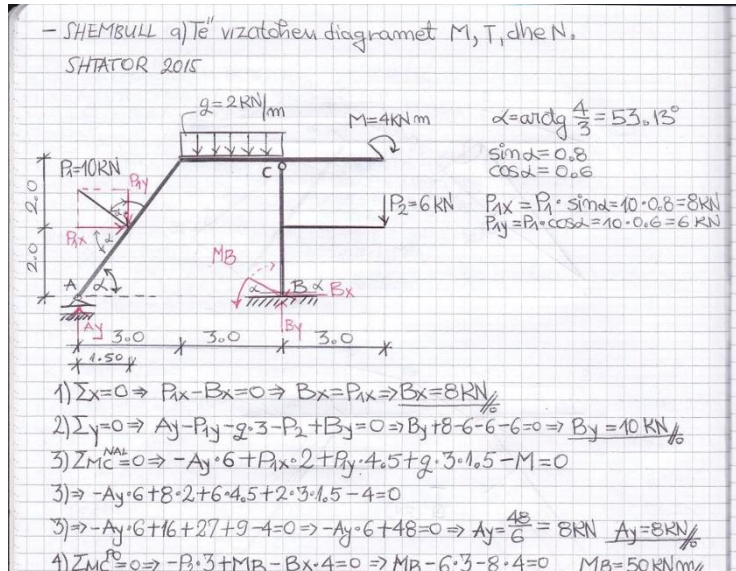
This course introduces the basis of technical mechanics, which is about the movement of material bodies, considering the causes that drive both movements. This means working with the notions like, space, time, force, and mass. In this course students can learn the strength of materials, the relationships that exist between forces, shapes, and dimensions of constructive elements, introducing the notion of types of materials, deformations, and strains.



Picture 10. Technical Mecanics course notes (Gashi A. [own picture] 2001).

Material resistivity

The content of this course is for the students to learn and use the basic knowledge of building materials that applies in architecture and construction fields that are closely related to architecture. The students learn how to distinguish the elementary materials in architecture, their properties and how to apply them in general practice.



Picture 11. Material Resistivity, course notes (Gashi A. [own picture] 2001).

Geodesy

The geodesy study program aims to prepare engineers for the use of modern methodology and technology in the function of geospatial data collection, spatial analysis performance and geoinformation management.

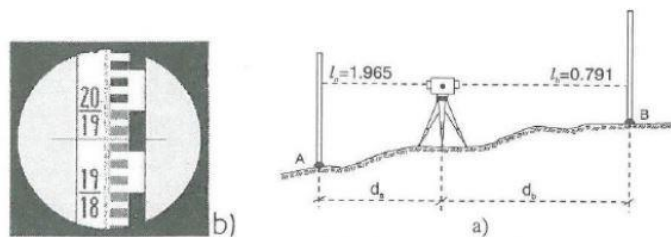


Fig.6.5.a. Nivelimi nga mesi, b) leximi në latën mbi pikën A.

Picture 12. Online notes (Prishtina 2001).

Architecture development

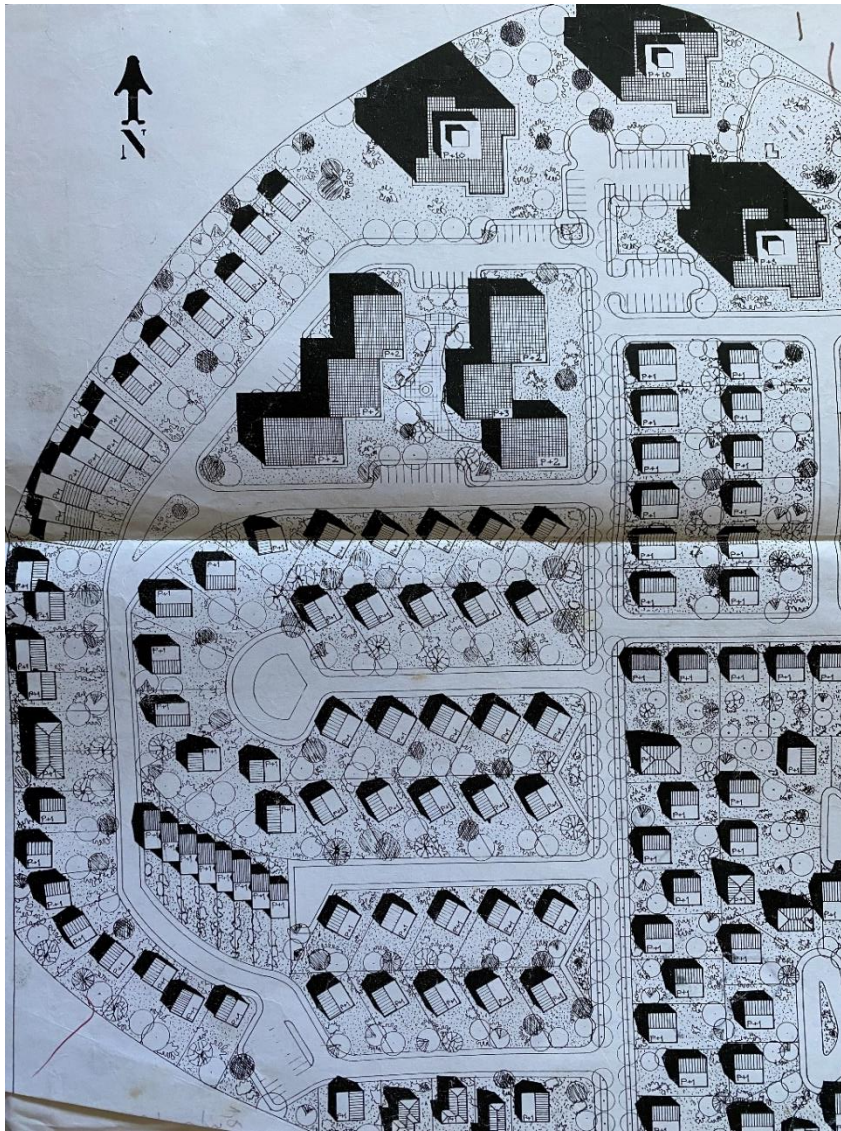
This course elaborates the theory of architecture development and its great importance. Through the history it talks about the first objects that ever existed up to nowadays architecture. The theory of architecture has a very big role in the identification of architectural values since they ever existed, evidence, facts and theories that evolved together with humankind. Learning about different styles in architecture to draw attention through the processes and evolution of architecture.



Picture 13. Historia e Arkitekturës, Arkitektura Europiane prej Renesansës deri te Moderna (Shekujt XV – XIX) Dispensë, Prishtinë 2007, Fakulteti i Ndërtimtarisë dhe Arkitekturës, Universiteti i Prishtinës, Mr.Sc.Shqipe Nixha, ida, Florina Jerliu, ida , MA.

Basics of urban planning

Basics of urban planning elaborates the content of the urban space influenced by the natural conditions and influences, the physical and functional elements of the city structure, focusing on the urban block. Elaboration of norms and criteria for the regulation and organization of residential buildings (low-rise, medium-rise and high) as well as public ones (kindergarten, business facility for daily supplies such as the community centre). The organization of adequate traffic (pedestrian, bicycle, and vehicle) as well as the green areas and recreational surfaces within the framework of the urban block. The main tasks are to work on the conceptual compositional solution of the urban block, respecting the natural conditions, insolation, the distance between the buildings and planning adequate traffic for the operation of the blocks.



Picture 14. Basic of Urban Planning, course Project (Gashi A. [own picture] 2002).

History of architecture/arts

The content of the subject elaborates the history of humankind thus developing art and architecture (the science and art of construction) while also managing to understand the transition from a simple hut to true works of art and architecture. Among other things, students gain deeper knowledge on the stylistic orders in architecture and will see the connection of architecture with general historical conditions. Students through this course are able to know and make the difference between the specific structures, their importance for the period in which they were built, as well as the importance and the impact they have in the development and chronology of Art and Architecture from the very beginning to the future. History of Architecture generally means data collections about the development of architecture through different periods.



Picture 15. Historia e Arkitekturës, Arkitektura Europiane prej Renesansës deri te Moderna (Shekujt XV – XIX) Dispensë, Prishtinë 2007, Fakulteti i Ndërtimtarisë dhe Arkitekturës, Universiteti i Prishtinës, Mr.Sc.Shqipe Nixha, ida, Florina Jerliu, ida , MA.

English language

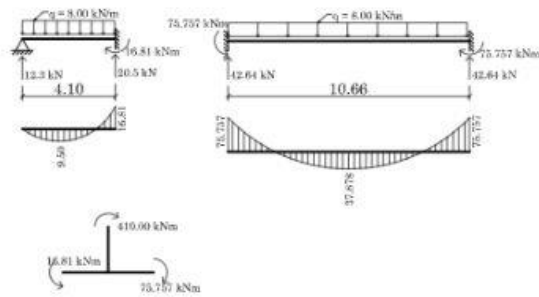
The course aims to provide basic knowledge of the English language in both speaking and writing. It aims to prepare students to better use everyday speech and to write letters, essays, and course assignments correctly. The main goal is to offer the students the opportunity to make decent presentations, CV-s, and other tasks related to global trends in architecture.

YEAR III

Construction Statics

The construction statics elaborate the theory of structures. It is the basic subject for the calculation of structures, and it studies the solution of the calculation scheme. This course helps the students with the calculation scheme and providing solutions to the main problems in a structure such as the internal forces and the deformations of the elements.

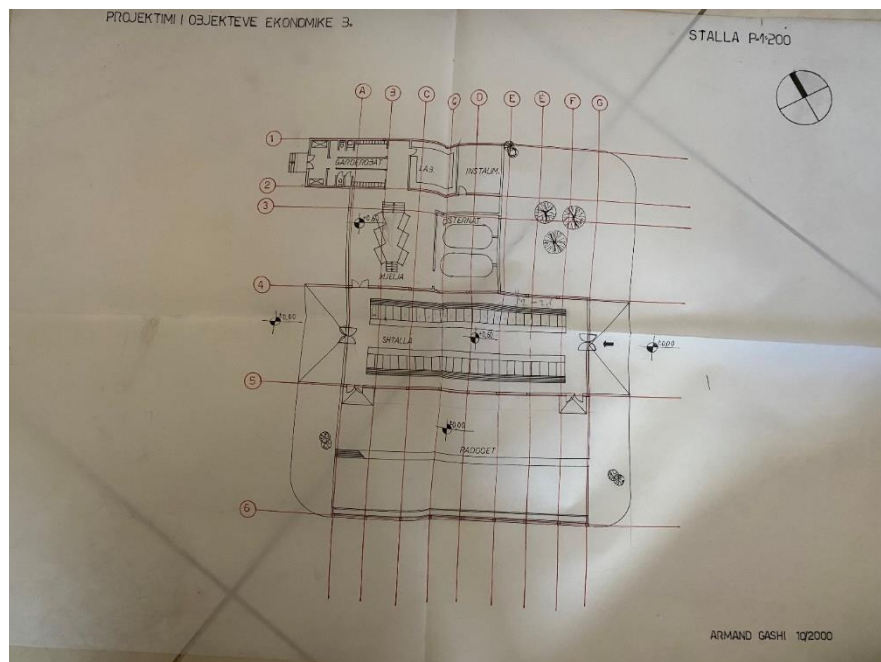
Caktimi i Vektorit të Forcës



Picture16. Statics, online notes.

Design of economical/industrial objects

This course contains the examination of the historical and contemporary development of industrial and economic buildings as an introduction to their complex phenomenology, as well as the wide presentation of architectural forms which follows the said complexity. The subject mainly focuses to present the objects of this nature such as factories or small productions plants, various stables, shopping centers, etc. The ability to cope with the most complicated architectural problems is developed, as well as the ability to critically examine new trends, in accordance with the most innovative standards, materials and constructions.



Picture 17. Cow barn project (Gashi A. [own picture] 2002)

Development of architecture and heritage

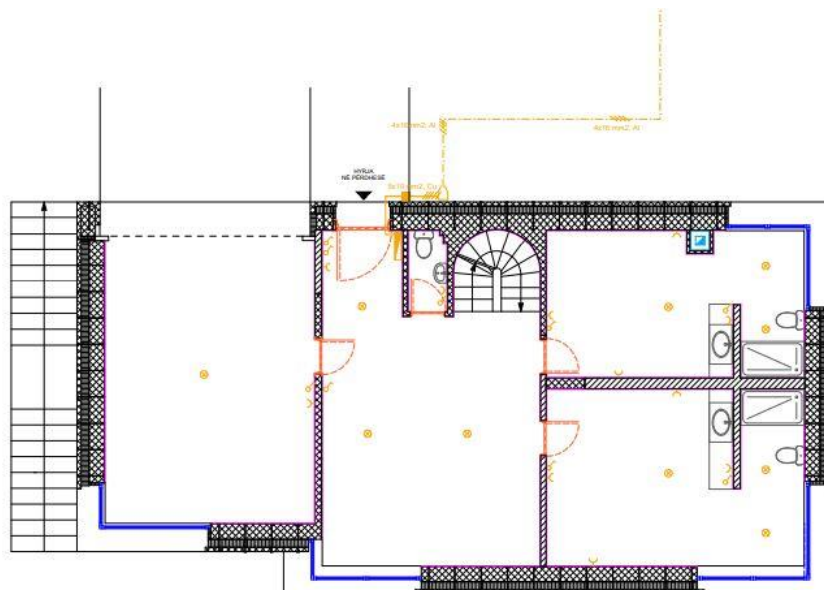
The main course of architectural heritage is learning to preserve, in terms of heritage and duration, objects that constitutes an important asset for the history and culture of a nation. From the prehistoric dwellings till nowadays traditional architecture. The architectural heritage consists of monuments, constructions and structures distinguished by their historical, archaeological, scientific, artistic values of social or technical interest, including movable elements as part of it.



Picture 18. Cultural heritage in Kosovo, (Infokomuna, 2022)

Building installations

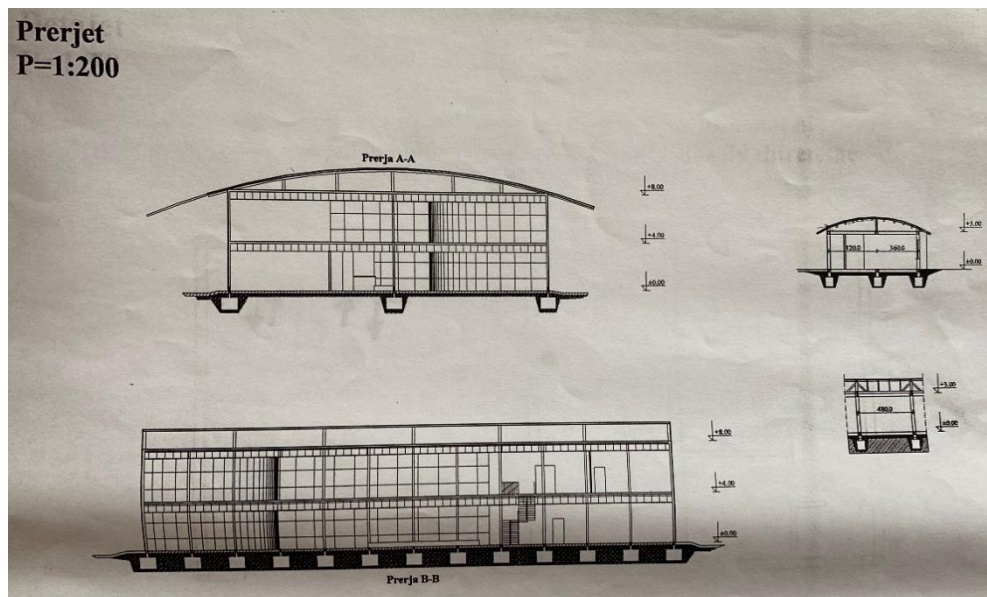
In this course students are introduced with basics of electric installations in a building. It refers to the convergence of electronics hardware, network communications, software applications and wiring into one integrated system of the building.



Picture 19. Illustrative picture, Udhezues-Paraqitja grafike e dokumentacionit ndertimor, USAID ESSENTIA, Kosove.

Design of social objects

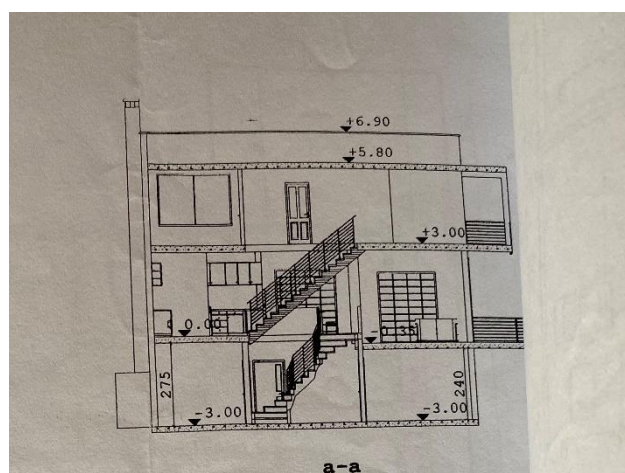
Introduction to the philosophy of design, objects, their functions, and components of space. Developments, systems of administrative buildings and school facilities. The main purpose of the course is to introduce with the basic concepts of social objects, in designing administrative and school facilities. The content of this course is focused on building basic knowledge in this field with a focus on local circumstances, both theoretically and practically. This course aims to form and develop in students an analytical and creative thinking, such as concepts and architectural materialization of the most complex buildings by highlighting essential components such as function, construction and fashion form and materials.



Picture 20. School project, sections (Gashi A. [own picture], 2002).

CAD

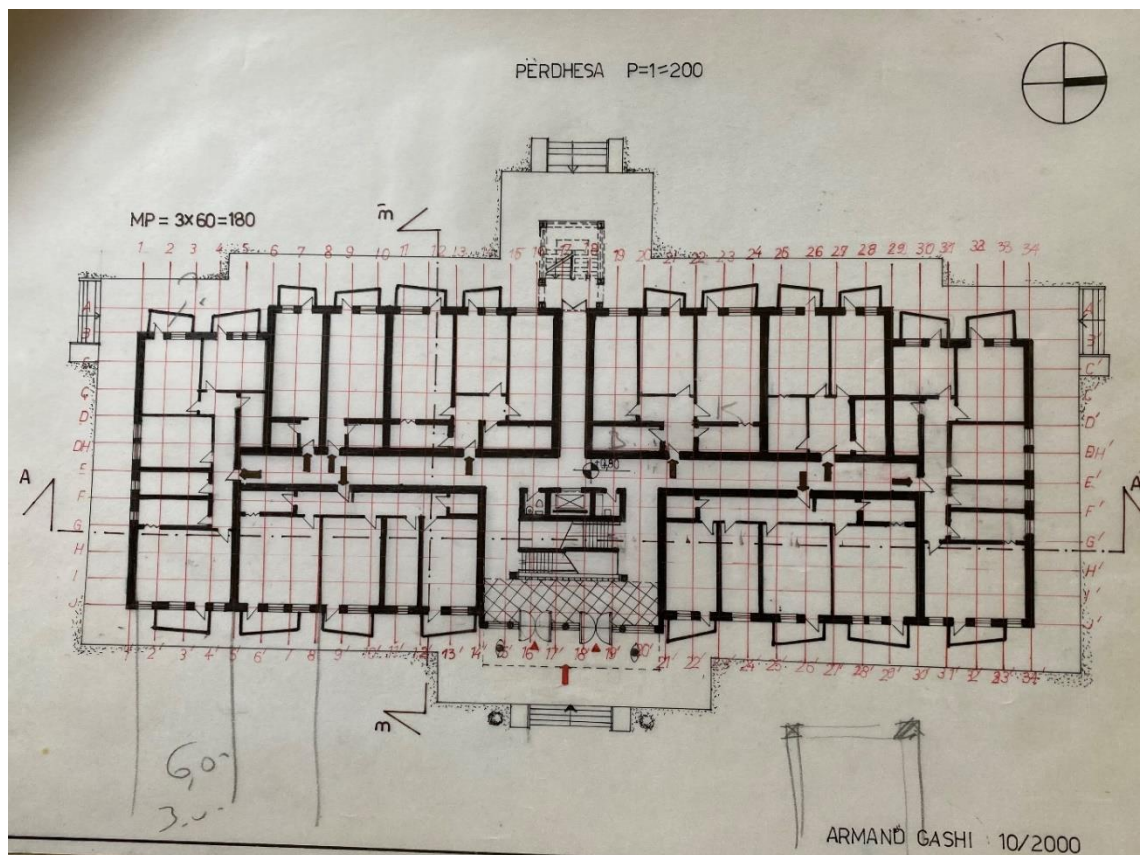
The subject has to do with CAD software, which enables students to design through the computer technology. The Auto CAD 2D course introduces students to the main models of computer-aided design, introducing them to the relevant program and other similar programs. This course aims to train students during their work in all the levels where this software is applied, and to be able to express their knowledge and work.



Picture 21. AUTOCAD School project, sections (Gashi A. [own picture], 2002).

Design of residential buildings/Housing

During this course it is expected that the student will be able to compose but also break down the structure of the design task and the program until the finalization of the conceptual project in the building for collective housing. To distinguish the determining factors one from the other, while shaping and discussing about functionality and aesthetics. To be able to convince hypothetically any potential customer with the knowledge and learning students have achieved during this study. Also, the class participates in debates and vis-à-vis debates while arguing and explaining task projects. The main purpose of the course is to acquaint students with the concepts of designing Collective Housing Facilities. The content of this course focuses on building solid main skills and knowledge both in theory and practice. This course aims to form and develop students analytical and creative thinking, by sublimating the main components such as function, construction, and form.

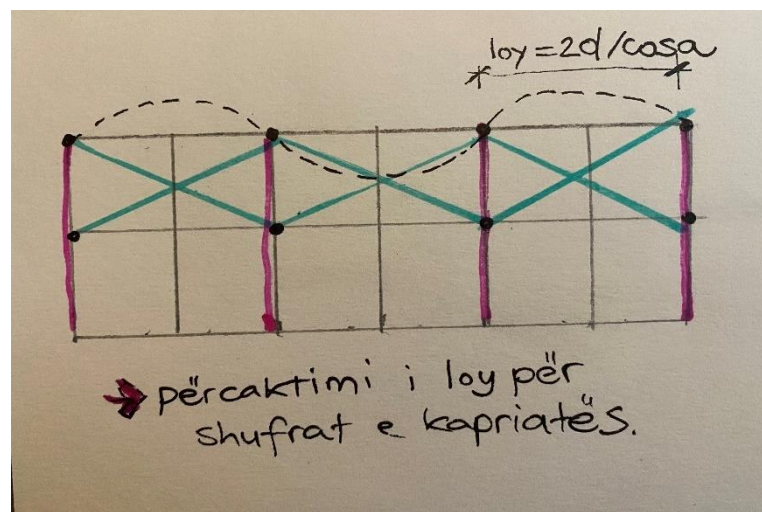


Picture 22. Apartment project, floor plan (Gashi A. [own picture], 2002).

YEAR IV

Metal constructions

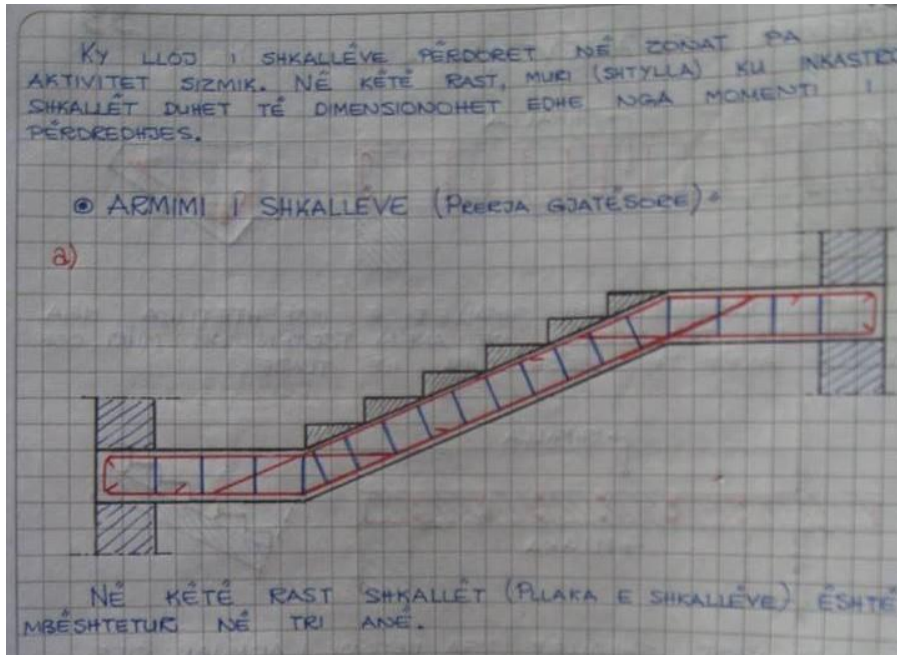
The main tasks on this course are drawing and detailing plans for metal constructions such as doors, windows, glass constructions, cylinders, stairs, porches, terraces, facades, structural constructions, design constructions, individual constructions. Projects are made for the national market and must meet EU standards. During this course the students can recognize different type of metallic of constructions and their treatment from an architectural point of view that is of particular importance for the harmonious connection of constructive elements as an architectural or urban whole. The concept of construction is defined as the interconnection, attachment or joining of separate parts to create the whole structure.



Picture 23. Metal construction structure notes. (Gashi A. [own picture], 2002).

Concrete constructions

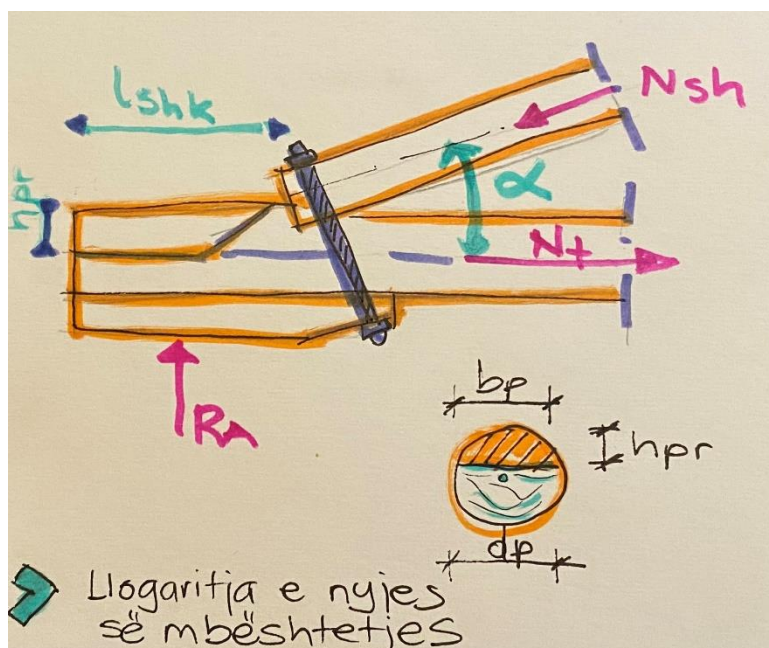
The objectives of this course are to further expansion of knowledge in the field of Design of Structures from concrete. To understanding the design of structures starting from the concept proposal structure, choosing, and acquiring the most optimal variant of the constructive system, complete analysis of the concrete construction, up to the presentation of reinforcement plans and details. To familiarize the students with the types of concrete constructions, such as those in different shape, structures with concrete walls or diaphragms, mixed/dual structures, etc. Deeper knowledge of spatial structures, different constructions mezzanine, with prefabricated structures, structures, and special objects, etc. To enable students to design a concrete structure in detail, prearranged or monolithic, including analysis, preliminary calculations, and the final ones, up to the graphic presentation of the details worked with software or manual methods. To enable students to propose adequate solutions depending on the purpose of the object and based on the conditions given in the design task. To familiarize students with the general concepts of design concrete structures, calculating up to the structural details.



Picture 24. Concrete constructions, course notes (Gashi A. [own picture], 2004).

Wood constructions

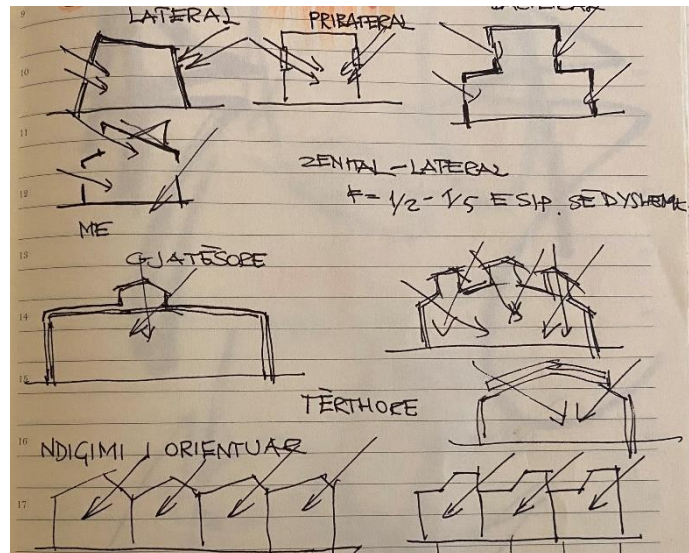
During this course the student deals with examination, knowledge of the subject and properties of wood and its different type of construction. The main goal of this course is the of knowledge on wooden constructions and its use in the construction of buildings for different purposes, such as: industrial, agricultural facilities, swimming pools, sports halls, residential facilities, bridges as well as several other facilities. Based on the skills student's assignment is to calculate a concept related to the design and calculation of a wood structure.



Picture 25. Wood constructions notes (Gashi A. [own picture], 2004)

Spatial constructions

This course is based on the theory of structures, and it studies the solution of calculation schemes. This course introduces to the theory of structures, constructive systems, calculation schemes, constructive elements, knots. Kinematic and geometric analysis of structures. The calculation scheme is a simplified real scheme, that is, the scheme formed without considering those factors that do not play a significant influence on the work of the entire object. The theory of structures includes many types, which are: statics of structures, dynamics of structures and stability of structures. The student tasks are to solve the calculation scheme and the issue of providing solutions to the main problems which are the internal forces and the deformations of the elements.



Picture 26. Spatial constructions course notes (Gashi A. [own picture], 2004).

Contemporary architecture

This course elaborates the knowledge of social and economic circumstances, which influenced and influence the birth and development of contemporary architecture in various European and world countries. Mutual influences on architecture, the activity of great architects who represent the contemporary movements in architecture through different eras. Through various typological movements, masses, texts, and personalities, it offers the students the knowledge of the entire levels of architectural history and practice, which will path and make the future architects work and effort more complex and richer.



Picture 27. Palau de les Arts Reina Sofia/Santiago Calatrava, Photographs:Palladium Photodesign.

Revitalization and Urban reconstruction

During this course students learn about the spatial planning as a social scientific discipline that research, discovers and describes the objective laws of development processes in space. The main course of revitalization and urban reconstruction well defines the principles, criteria, methods, instruments, and measures necessary for the organization of space through the design and implementation of spatial plans of different levels, to uniform economic and social development of our society. It analyses the general economic and social development in a territorial aspect, considering all the micro and macro characteristics of the territory. The main objective of urban reconstruction is to plan the economic and social development of specific spaces at the regional, national, and international level, as well as the relationships/connections between their elements. Attempts are being made to achieve a better urban planning vision, and the main goal is improving the standards of the habitat starting with diagnosing the problems up to the revitalization for their sustainable treatment.



Picture 28. Basic of Urban Planning, course Project (Gashi A. [own picture], 2004).

YEAR V

Interior design

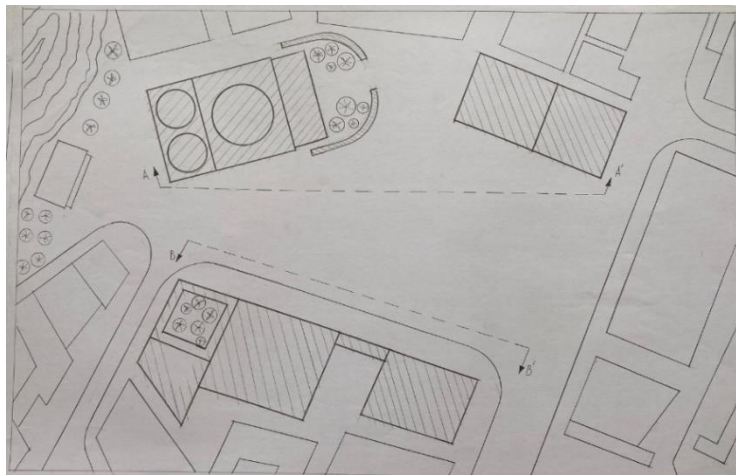
The course allows the students to get to know the basics of visual expression, explains what visualization is and what are the differences between 'visual' and 'artistic' layout. How to better understand the visual, artistic creation, and explains aesthetics and art and the connection in between. The students in this course learn about the image, the theory of composition and modeling through analyzing the principles of artistic formation and the structure of an artistic space. This course also prepares the students to logically express themselves artistically and visually through the interior design, textile, clothing, and visual communication.



Picture 29. Interior design, course Project. Archicad render (Gashi A. [own picture], 2005).

Spatial planning

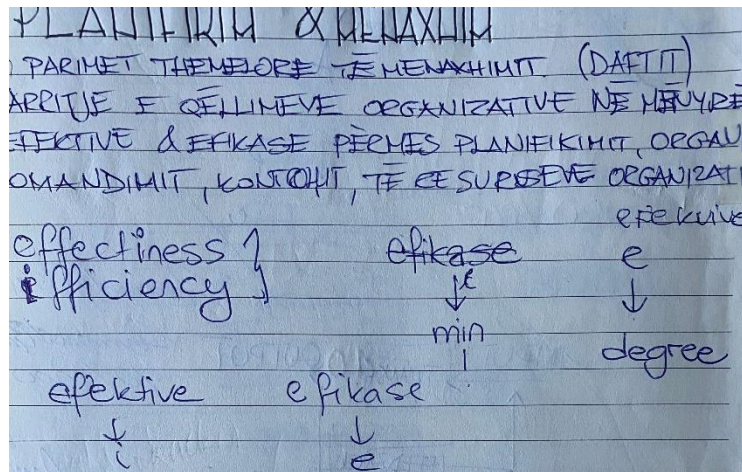
This course is related to the process of urban design in public spaces. The dimensions of urban design including morphological, social, perceptual, visual, functional, and spatial planning. The objectives of this course are to create a functional urban design as well as to achieve a better quality of public spaces including clarity, adaptability, continuity, and flexibility. General knowledge of detailed regulatory plans, urban plans and municipal plans based on current legislation are taken in consideration. The main task is to create a compositional idea solution, a group presentation and proposals of a public space selected by students or interest groups, facing the contents and real problems that appears in this field.



Picture 30. Spatial Planning, course Project (Gashi A. [own picture], 2005).

Organization and construction techniques

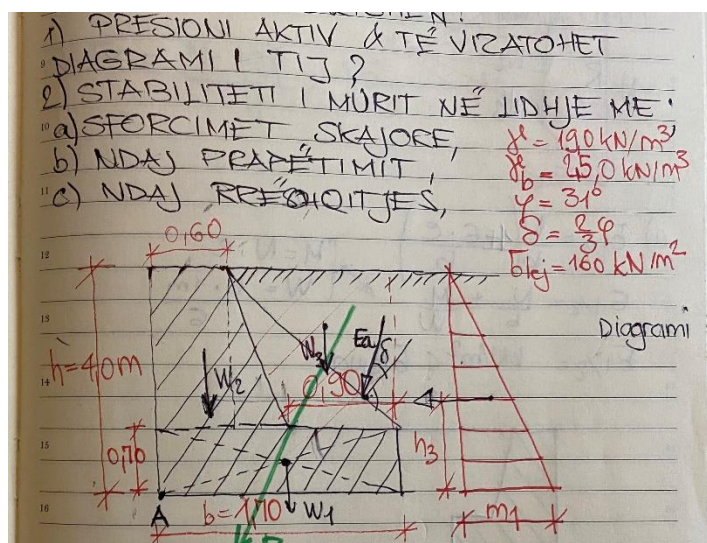
In this course the concepts, practices, and strategic issues related to the management of construction projects are examined. The aim of this course is so that the students can understand how a professional project management can increase the value and ensure a quality service for their clients. The subject will develop an understanding of issues related to the management of an architectural project, the clients and other circles and factors involved in the delivery of a project. The projects that are elaborated in this course are about time constraints, quality, cost, sustainability, and safety management. This subject will equip the students with the knowledge necessary to contribute effectively as a project manager in providing quality services from the perspective of project management.



Picture 31. Organisation and construction techniques, course notes (Gashi A. [own picture], 2005).

Civil engineering foundations

This course introduces the students with the basics of foundation constructions (constructive elements) used in civil engineering. Students will learn how to design foundations which accept all the loads, and their main system works. The main goal of this course is to know how to calculate constructive supporting elements that accept the forces from the object and transfer them to the ground, in order to create a resistant and stable, economically justified and easy to build foundations.



Picture 32. Organisation and construction techniques, online course notes (Prishtina, 2005).

3.2 Savonia Design School

Year I

Johdanto muotoiluun/PIMA+Modernin muotoilun ja taiteen historia

DA19S-Introduction to design/PIMA+History of modern design and art

The course focuses on basic skills of drawing, sketching, and using various colors and different size of paper formats. Basic perception and composition exercises is elaborated, and human models pose for various drawing types. Assignments, evaluation, and assignments are done through Moodle.



Picture 33. Course project, Photoshop. (Gashi A. [own picture], 2022).

DAP20.4 Muotoiluajattelu (monimuoto)- DAP20.4 Design thinking (variety)

The main goals on this course are for the students to know how to approach a design problem through a human-oriented design process. The students learn the different stages of the design process, the factors that influence them, know how to work in different operational environments and document the process. The students know the differences between linear and iterative processes and know how to apply them in their own work. The students know how to prepare a project plan and work according to the established schedule. The students can present the steps of their own process and justify the results and evaluate them. The content is applied in intensive workshops where the possibilities of interior architecture, service design and product design studios are introduced in practice. Performance methods such as participation in lectures and guided tasks, use of literature and other materials in learning tasks and exercises, hand drawing exercises are performed in this course.

DAP30 Muotoiluviestintä.4 DA19SM - English language and communication: Spring 2020

This course is about the means of communication in English language and communication. The students can act professionally and fluently both in oral language skills and in writing. The students know how to creatively use the means of communication in design field. The topics elaborated in this course are vocabulary in the design field, working life and studies, applying for a job, describing projects and products, as well as oral and written language usage patterns in English. The performance methods are through the assignments and participating in teaching. The English proficiency level test is held at the beginning and an at the end of the course.

DAP30.4 Suullinen ja kirjallinen viestintä-DAP30.4 Oral and written communication

The purpose of this course is to expand the knowledge of students to use creatively their writing skills as well as improve professional oral skills in Finnish language.

DAP40 Materiaalitekniologia_DA19S - DAP40 Materials technology_DA19S

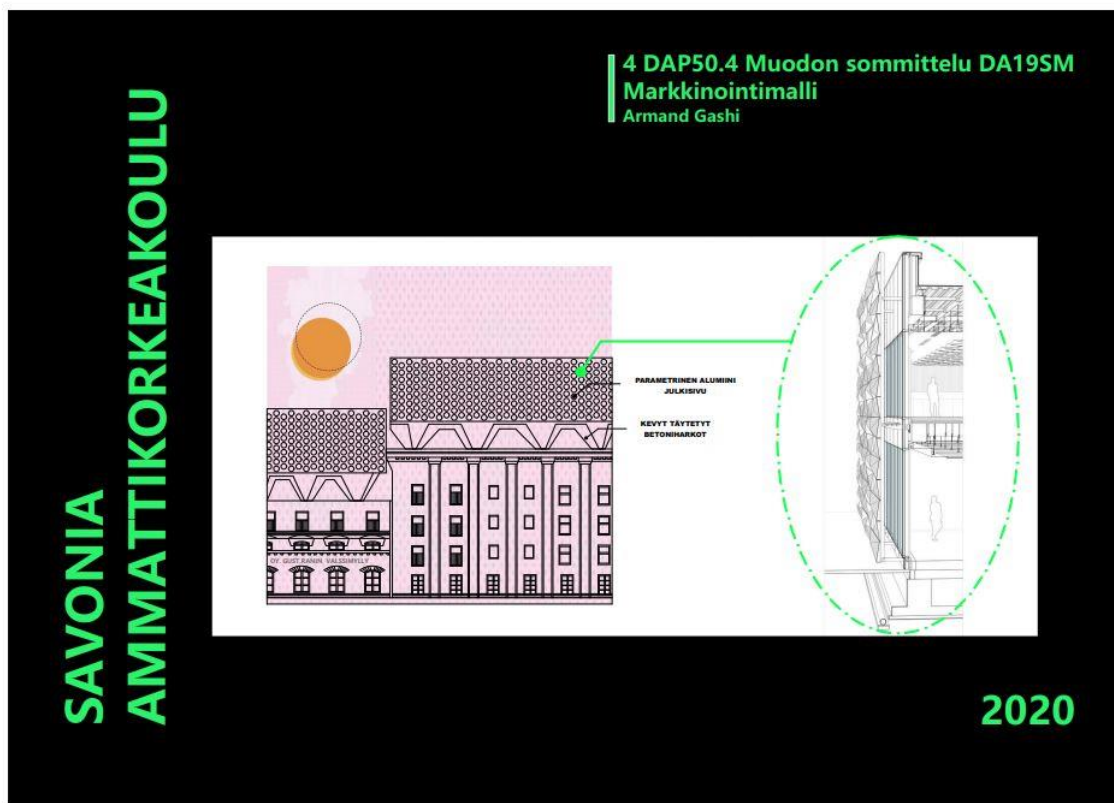
In this course, materials technology is studied from the perspective of design. The implementation has been adapted to be suitable for multi-modal studies. In this course practical works are mostly attended in workshop and laboratory conditions. The tasks include independent practical tasks which are help as a form of workshop.



Picture 34. Materials technology development project. (Gashi A. [own picture], 2022).

Muodon sommittelu/ Viiva-Väri-Muoto DA19S - Shape composition/ Line-Color-Shape DA19S

In this course is studied about the colours and its environment and impact in the culture. Also students learn to improve the monochromatic scale, shades, the visual power of monochromatic, contrasts, hue, saturation, intensity, visual power, etc.



Picture 35. Shape composition course project (Gashi A. [own picture], 2020).

DAP60.4 Digitaalinen muotoilu DA19SM-4 DAP60.4 Digital design DA19SM

The main goals of this course are to use modeling and visual communication methods and digital tools necessary for design tasks. To know the basics of digital design, graphic content production and their utilization in various design projects. The tasks include producing digital content using photo and video photography, their post-processing processes, and digital drawing. Also, in this course is elaborated and learned about the basics of graphic design, photography and videography, image processing, digital formats, various publishing techniques and their platforms. The basics of 2D and 3D modeling and the basics of 3D printing and basics of technical drawing. The students plan and implement the practice tasks under guidance, and tasks are presented in workshops or online. The contents are applied in various workshops where examples of interior architecture, service design and product design studios are introduced in practice.



Picture 36. Digital design course task. (Gashi A. [own picture], 2022).

Year II

DASS200.DA19SP.2 Asunto ja pientalosuunnittelu - DASS200.DA19SP.2 Apartment and small house design

The main goal of this course is to be able to design small spaces according to some given details and measures. This course is based on the use of SketchUp and Rhinoceros 3D modeling programs, Twinmotion rendering program and Photoshop CC image processing program. The tasks include designing, visualizing, and presenting an independent design project through all its stages. Then the students participate in the assessment by returning the task via forum and then each participating in project presentation. Lecture teaching and exercises are attended either in class or online.



Picture 37. Small house design, project presentation. (Gashi A. [own picture], 2022)

DATS200 DA19SP.1 - Graphic Design - DATS200 DA19SP.1 - Graphic Design

In this course the students learn about Adobe InDesign and Illustrator programs. Students get to know the enchanting world of print design. Introduction to the InDesign program and exercises about color space and Illustrator. Course tasks include business cards, poster or roll up banner. The main work of the course is either individual work or a group work. The final tasks are returned via Moodle and valuation is done.



Picture 38. Grafic Design poster. (Gashi A. [own picture], 2022).

DA19SM_4 DAP50.4 Muodon sommittelu/ Plastinen sommittelu monimuodolle
 DA19SM_4 DAP50.4 Form composition/ Plastic composition for multiform

The study unit consists of short contact meetings and students independent work by completing assigned tasks. The given tasks are presented and explained independently and discussed, and students receive feedback from both instructors and peers. As the course progresses, students compile a portfolio of the task results. The portfolio presents the results both verbally and visually with high-quality images. Assignments and materials to support the course are found in the Moodle course. Discussions are held via Zoom. The final assessment of course performance is based on the performance evidence provided by the online presentation.

Tapahtuman Muotoilu 4 DAPS600.1 - Event Design 4 DAPS600.1

When designing an event, the students know how to plan the event and its visual appearance in a multidisciplinary team, utilizing the methods of design thinking. The main goal of this course is to design the events entirety, brand and visual materials that can be implemented from the client/customer. Works are done in studios, online environments, and teams in cooperation with the client.



Picture 39. Event design project. (Gashi A. [own picture], 2022).

DAPS200.DA19SP.1- Brand design.

This course focuses more on deep analyze of what brand actually is, rather than only the final results. Why we do it, what is behind the brand and of course how to inspire our customers on that topic. The main goals of this course are to understand the difference between creative thinking and strategy business thinking and everything in between. The best way learning design skills is learning-by-doing. Therefore, instead of only theory, this course is focused on how to invest in genuine customer work to maximize hands-on learning, feedback and students professional development.

DASS300 Hoito- ja hoivatilojen suunnittelu.1 Ryhmät A ja B - DASS300 Design of treatment and nursing facilities.1 Groups A and B

This course is about designing treatment and nursing facilities. This course contains small assignments to be worked on independently instead of lectures, the return of which in their schedule is a prerequisite for completing the course. In addition, individual practice work is required to complete the course. In this course Archicad or Rhinoceros is used for modeling and CineRender and Twinmotion for visualizations. The assignments are found in section assignment task. Practice tasks are presented in Miro and the final work is returned to the draft review.



Picture 41. Minna shopping center interior design.Twinmotion render. (Gashi A. [own picture], 2022).

DASS700 Oppimis ja työympäristöjen suunnittelu_2021_DA19SP - DASS700 Design of learning and work environments_2021_DA19SP

In this course is learned how to design different work environments. The student knows how to utilize and apply the content learned in previous courses in practice (e.g., technical drawings, basics of lighting design, basics of acoustics design, fire engineering design, public space surface materials, etc.) In this course Archicad program and Rhinoceros are used for modeling, and Archicad CineRender and Twinmotion 2020.2 (+VR) for visualization. On the other hand, 2D modeling program is free to choose. In addition, Photoshop or similar for final processing of visualization images are used. Individual task is then presented, and the final task is to be returned to the draft view.



Picture 42. Vehmersalmi church utilization project. Twinmotion render. (Gashi A. [own picture], 2022).

4 DATS100 Everyday Things DA19SM

This course is focused on service design methods, expanded service design thinking methods for real projects. Using the right tools to create ideas, which can be either individually or with other people. Methods of generating ideas and sharing knowledge such as Absence Thinking, Brainstorming, Art streaming, Assumption Busting and so on are elaborated. Final individual or group task is the presented.

Tehtävä / haaste:		ARCHICAD EDUCATION VERSION	
<p>Kipupisteet Mitkä asiat olivat sinulle haasteellisia? Mikä oli erityisen vaikea?</p> <p>Haasteellisinta oli miettiä olemassa olevia asioita ja keksiä niille uusia käyttötarkoituksia. Kun aihe oli vihdoin selkeä, vaikeinta oli miettiä miten saada lamppuun kiinnitettävistä telineistä oikeasti toimiva.</p>	<p>Tekeminen Minkä projektin tiimi toteutti? Miten haaste ratkaistiin? Mahdollistajat? Mitkä asiat tukivat tehtävää?</p> <p>Työskentely tapahtui itsenäisesti ja projekti oli keksiä ratkaisu siihen, kun katsotaan puhelinta esimerkiksi illalla sängyssä, niin ettei kädet väsy. Ratkaisu ongelmaan oli teline, jonka saa kiinnitettyä yövaloon johon myös puhelin kiinnitetään. Näin kädet ovat vapaana tekemään muuta tai vain lepäämään.</p>	<p>Lukot Mikä esti sinua toimimasta?</p> <p>En ollut varma oikeista toiminnoista, jotta tuotteesta tulisi mahdollisimman kätevä ja toimiva.</p>	<p>Innostajat Mikä innosti? Mikä sai eteneämään jayritämään lisää? Mikä motivoi?</p> <p>Innostavaa ja hauskaa oli ajatella, että muotoilemalla jonkun kätevän tuotteen saisi helpotettua arkisia rutineja. Motivoivaa oli myös se, että oma ongelma saisi ratkaisun muotoilun avulla.</p>
<p>Palkinto Omat odotukset? Mitä hyötyä sai? Mitä opittiin? Mikä oli merkityksellistä?</p> <p>Odotin oppivani käytännön muotoilusta ja monet asiat saivatkin täysin uuden näkökulman. Muotoilu on monialaista ja sitä tarvitaan monenlaisissa tehtävissä. Kurssi onkin laajentanut muotoilullista ajattelua.</p>	<p>Vaikutus Mistä tiedät onnistuneesi? Miten onnistuminen vaikutti muihin? Mikä on merkityksellistä nyt jälkeenkäin?</p> <p>Onnistumisen tunne tuli prototyypin kautta, kun tuotteen pystyi näkemään todellisuudessa ja se tuntui toimivalta.</p>	<p>SAVONIA ALICAD ORIENTA</p>	

Picture 43. Everyday Thinking project. (Gashi A. [own picture], 2022)

16. 4 DATS700.DA18SP Product Service Systems

In this course the students are able to know how to shape the product service concept by involving designers, users and service providers in a comprehensive process. To know how to apply theory to practical project work and deepens systems thinking, life cycle thinking and circular economy models when creating a concept. Product Service System theory and methods, participatory planning methods, basics of the earning logic of business are also learned. In addition, English conventions and vocabularies are applicable to the project. The final task is about making a design project, professional documentation and presentation of the process and results.



Picture 44. Product Service project. (Gashi A. [own picture], 2022).

DASS600 Myymälä ja näyttelytilojen suunnittelu 2021- DASS600 Shop and showroom design 2021

In this course students learn how to design store spaces and facades and display window advertising. The main topics of this course are about the principles of a store and exhibition space that promotes sales, information and presentation of the customer cycle. The students know how to observe spaces and utilize information in planning. 3D programs in presenting plans and communicating, such as Archicad, Rhinoceros and Twinmotion are used. The final task is about the conceptualization of a store or other commercial space. It includes visualizations, floor plan, sections, wall projections, ceiling drawing, and transcription of furniture and equipment.



Picture 45. Design of the new facility for Lignell & Piispanen. Twinmotion render. ((Gashi A. [own picture], 2022).

DASS400 Julkisten tilojen suunnittelu 2021-22 - DASS400 Design of public spaces 2021-22

The main topics of this course are about the principles of designing a public space. In this course students learn how to spatially design environments which are experienced as belong to the public sphere. 3D programs in presenting plans and communicating, such as Archicad, Rhinoceros and Twinmotion are used. The final task is about the concept and arrangement of a hotel space. It includes visualizations, floor plan, sections, wall projections, ceiling drawing, and transcription of furniture and equipment. This task is a group presentation.



Picture 46. Hotel Saana ground floor visualisation. Twinmotion render. (Gashi A. [own picture], 2022).

DASS500 Korjaussuunnittelu.1 SP - DASS500 Renovation design.1 SP

Basic design studies about apartments and small houses. The student gets to know the starting points and research methods of repair and renovation construction. The student expands his expertise in interior design and develops his knowledge in repair and renovation construction site tasks. The student knows the goals of renovation construction and recognizes building history and old building methods and structures. The student knows how to prepare documents related to renovation construction and knows how to prepare drawings for alteration and repair construction, knows the construction materials used and knows renovation construction companies. Objectives of repair construction and finding out the construction history. Renovation and restoration principles, old building methods, structures, and materials. Building physics and chemistry related to repair construction. The study course includes theory lessons as well as class exercises and the completion of the subtasks included in the study course. Participation in face-to-face teaching and independent exercises. Exercise tasks and group tasks, reporting and oral presentation.



Picture 47. Typical house from 1937 renovation project, Twinmotion render. (Gashi A. [own picture], 2022).

DASS800 Rakennustuotemuotoilu.1 Ryhmät A ja B yhdessä - DASS800 Building product design.1 Groups A and B together

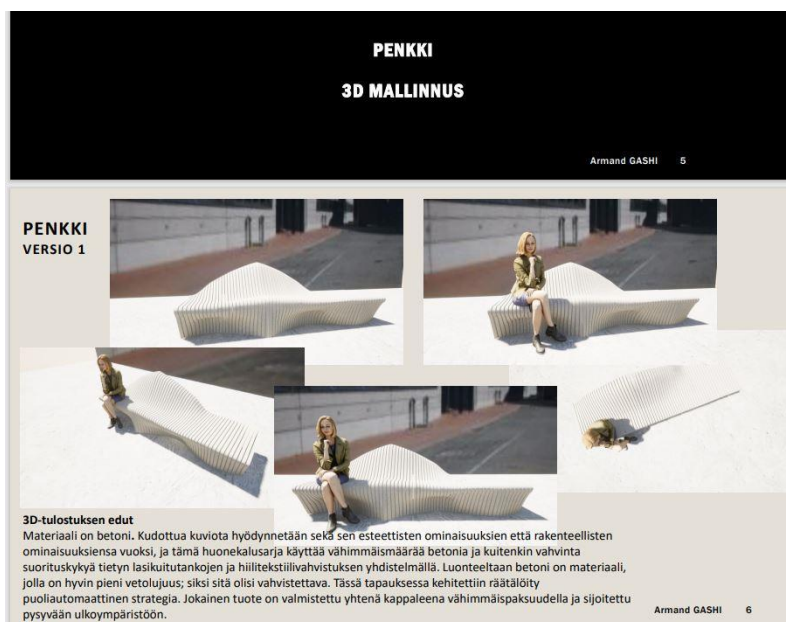
After completing the course, the student knows the design process of different types of construction products from the perspective of structures and ergonomics and knows materials and their properties. The student knows the ergonomics of fixed furniture and the effect of materials on the planned whole. The student knows the building legislation (RT) regarding public space furniture and materials. Building products: Doors, windows, stairs, railings, wall and suspended ceiling interior products Fixed furniture and structures and materials for public spaces CAD modeling and visualization and file formats of different manufacturing methods. Online teaching and exercises done in face-to-face teaching and independent knowledge acquisition. Making an independent design project or practice task. Participation in the assessment and electronic reporting and oral presentation.



Picture 48. Parametric wall, Building product design. Twinmotion render. (Gashi A. [own picture], 2022).

DASS100 Kalustesuunnittelu.1 Ryhmä A - DASS100 Furniture Design.1 Group A

The main goal is to develop the students creative thinking and expressive power, as well as functional and structural three-dimensional visualization. The aim of this study course is to provide information and skills on the design of industrially produced furniture. The students know how to model their plans and use 3D modeling for further work. Regulations, construction, and materials of public space furniture. Ergonomics and usability. Loose and special furniture. Sizing and materials. Furniture usage environments and habits. CAD software 2D and 3D. Lecture teaching and exercises are done either in class or online, independent knowledge acquisition. Students then are asked to make an independent design project or practice task. Then they participate in the assessment by returning the task via forum (electronic reporting) and then participating in individual oral presentation.



Picture 49. Furniture design project, Archicad and Twinmotion visualisation. (Gashi A. [own picture], 2022).

4 RESULTS

Results indicate that the key components of architectural and design education (design, theory, technology, communication, environment, professional practice, elective study) are comparable across all the standards, albeit with a degree of variation. The criteria related to professional practice focuses on integrated design and in the ability to balance competing priorities in different architectural issues. What is also important to point out is that space improvement is a peculiar continuous process. Thus, requirements to functionality of the design, space and technology are likely to change with time. All this to happen is due to vary changing of factors that might appear. Finnish education system is admitted as amongst the best due to the continuously evolved methods and the most equitable school system. It also aims an enthusiastic movement by creating a unique bond based on indefinite human value and foremost focusing on teachers and students.

It is the combined of efficient methods and effect of time, extraneous cognitive approach and versatile working capacity that has a significant effect on students potential and combined skills.

What is also crucial in this analysis is that it has included a comprehensive review of classes related to the subject. A comparison of architectural education in between two shows clear differences between them. Even though nowadays the whole European educational system is somehow unified, and diversities are diverged and being unified as one. Yet, back in the time when I studied, they were some differences between the two educational approaches. Consequently, they were vital and played major role in shaping personalities and outlooks of students. Part of distinct characteristics and contrast between the two approaches is how students see their role in their own learning.

4.1 Prishtina

Students particularly view sheer effort as the primary way to do exceptionally well in school. Education instil the belief that empiric and discipline in architectural expressive can challenge major difficulties and affect student performance as it contains a socially integrating idea of an entity category. Also, the system is somehow contained in between the moral values in education. Graduate students often struggle with the demands of writing a thesis, which is a specific genre of writing with its own set of standards, norms, and conventions.

4.2 Savonia

Savonia, on the other hand, focus more on student participation in challenging, design process, work in interior and space design and construction product design. It encourages the students to bring out ideas and students see their role as contributors and on the other hand to gain experience working in groups.

Differences Between the Two

Another interrelated difference between Prishtina and SAVONIA education is how learning itself is seen as a mean to an end. Another difference between the two approaches is how students see their role in their own studying and achieving the knowledge. It consists into diligence, absorbing and gaining resolve, and gaining values. While Savonia encourages thesis projects where the main data analysis consists of the interpretation of data and achievement. The thesis projects in Prishtina are more about picking up a precise topic related to the courses of architecture. Despite the differences, the courses were structured in the same way, even though the University of Prishtina is more focused on empirical and pragmatic technical data and had to go through the exam by the end of the course.

4.3 Research methods

Even though comparing the two different systems might seem challenging, there are some characteristics and methods that vary in both education systems. Given the different positions in Europe, historical development, and different architectural conception philosophy, the comparison consists mainly in deriving on the selection of design analysis and analytic hierarchy process depending on the main subjects and the previous knowledge respondents have in common.

Comparison referring to definitions

In the context of EU standards, the meaning of educational standards has been constantly clarified and unified so that it can fit and adapt to formal terms. Numerous guidelines and directives referring to educational standards have served as a basis for the educational reforms of specific topics. In general, recently in EU directives as well as in several official documents and methodologies, the "binding" educational standards has come to be "convenient", and they are treating educational standards more and more as "guidelines". However, different EU countries, as well as institutions or different categories of people engaged in education, continue to use different meanings and definitions of educational standards, depending on many specific factors.

This situation in the EU has had and continues to have a great impact on the understanding of educational standards in Kosovo. Joint programs in support of education, "approximation" processes, exchange programs and experts, literature, workshops etc., have influenced that in the educational institutional activity there is a great impact and influence for educational standards. An institutional consensus has been reached regarding this term (as well as many other educational terms), both in understanding and applying educational standards. The University of Prishtina adopted the Bologna Declaration in 2001. However, referring to the definition and meaning of educational standards, before the Bologna Declaration was applied, and that is the time of my studies it can be stated that, I have a lot of ambiguity and a lower degree of unification when compared to the official EU point of view. While compared to Savonia, these characteristics are approximate.

Comparison referring to types

In terms of comparison referring to the types of educational standards, the situation is same as that described above. As in Savonia, in University of Prishtina the classifications mainly refer to typical criteria such as "inputs, processes and outputs". But in the more detailed classifications found in Prishtina education documents, there is a confusion related to the ambiguity of the definitions of educational standards, especially input standards. The fact that the education system in University of Prishtina is generally input-oriented, has had an impact in terms of educational standards, where input standards are the most addressed but also the most debated in terms of classifications and definitions. However, as in Savonia, in the University of Prishtina there is a tendency to focus more on the standards of other types, i.e., those of educational processes and outputs.

Comparison referring to methodology

The methodology of architecture and interior design designing and implementing educational standards in Savonia, as well as other aspects of these standards (meaning, classification), are being "approximated" and clarified to facilitate the implementation of already widely accepted policies, such as increasing transparency and recognition of certificates, strengthening of employment mobility, quality assurance, etc.". In the University of Prishtina, however, still used methodologies as well as different institutional solutions for designing, adopting, and implementing educational standards. But what is noticeable is that in Savonia, despite the methodological variations, the same principles

and criteria are applied, in order to enable the implementation of the common policies mentioned above. If we compare these developments in Savonia with those occurred in University of Pristina, it can be said that the processes are approximate. The lack of current uncertainty in terms of understanding and classification of educational standards has affected methodological uncertainty and relevant institutional solutions. There are cases when educational standards are drafted and there are no approval mechanisms, or others that are approved but not implemented. Even institutions that have official responsibilities for educational standards of different standards, there are cases when they have not developed clear methodologies, or often change procedures, of various factors. So even the methodologies have not been formalized.

5 CONCLUSIONS

Savonia UAS is supported by various extracurricular activities and exchange programmes. These activities have a more complete integration and a better impact for the future of the students. A system to ensure a better feedback loop is developed through a clear structure of who must ensure that all responsibilities are followed through, and the mechanisms for doing so. School management and communication processes are constantly improved.

Savonia UAS has a clear institutional framework and tools to improve the situation with developed inclusive education, financial and human resources and more innovative approaches to maximise the effectiveness of existent resources. This approach is also too decentralised and incohesive when compared to Prishtina University, which requires stronger integration across different subjects (e.g. economics, resources, laboratories etc).

The pandemic exposed the infrastructural issue of “digital differentiation learning” to respond to the pandemic due to resctions. At the same time, it has also significantly increased the digitalisation pace such as remote learning becoming the norm, a better investment in information and communications technology infrastructure, as well as developing better digital skills. The pandemic has undermined both the studying processes, creating new challenges as well as causing many administrative issues (e.g. increased workload due to a digital transition, confusion due to various regulations imposed at many levels). However, it has conducted to e better comprehensive assessment of the digital skills or online learning. A lot of aspects including a broad variety of topics such as ZOOM, videoconferencing, online marking tools, online learning platforms, etc are improved. This kind of learning is complementary when working in both online and hybrid settings.

REFERENCES

- ACADEMIA. 2012-2013. [Lecture material] Available: https://www.academia.edu/38996701/UNIVERSITETI_I_PRISHTIN%C3%8BS_FAKULTETI_I_ND%C3%8BRTIMTARIS%C3%8B_DHE_I_ARKITEKTUR%C3%8BS_KONSTRUKSIONET_ARKITEKTONIKE_3_Leksione
- CEBOLLA- BOADO, Hector 2014. [Research] Available: https://www.researchgate.net/figure/The-structure-of-the-educational-system-in-Kosovo_fig2_44836841
- "COMPLEXITY PARADIGM" (Jencks, Ch. and Kropf K. eds. 2006) [Article]
- EUROPEAN PARLAMENT 2022. [Study] Available: [https://www.europarl.europa.eu/RegData/etudes/STUD/2022/699647/IPOL_STU\(2022\)699647_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/STUD/2022/699647/IPOL_STU(2022)699647_EN.pdf)
- FINNWAYLEARNING Available: <https://www.finnwaylearning.fi/finnish-education-system/>
- "GENIUS LOCI", 1992. [Article] Paessaggio ambiente, architettura
- HIGHER EDUCATION STRATEGY 2005-2015;
- INFOKOMUNA, 2022. [Website] Available: <http://infokomuna.com/>
- JENCKS. Ch, KROPF K. 2006. [Article] The end of the classical: the end of the end, the end of the beginning" (1984); tek Theories and Manifestoes of Contemporary Architecture botuar nga, fq. 282-284
- LAW no. 04/L-037 for Higher Education in the Republic of Kosova (2011);
- LAW no. 04/L-135 on Scientific Research (2013);
- LAW no. 03/L-060 on National Qualifications (2008);
- MORINA, Bekir 2015. [Research] Available: https://www.researchgate.net/figure/Structure-of-the-older-higher-education-system-in-Kosovo_fig1_285054518
- OPETUS- JA KULTTUURIMINISTERIÖ [Website] Available: <https://okm.fi/koulutusjarjestelma>
- PROCESSO E FORMA 1989. [Article] fq. 203-216, tek Progettare con la natura
- SAVONIA. [Website] Available: <https://www.savonia.fi/en/savonia-uas/schools/design/>
- UNIVERSITETI I PRISHTINËS. 2015-2019. [Study] Available: <https://fn.uni-pr.edu/desk/inc/media/6C2CEDD8-CACA-4D1A-9BE8-4121AAB03DF7.pdf>

APPENDIX 1

Thesis project in University of Architecture, Prishtina

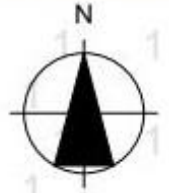
The thesis subject is selected from a relevant course that has been elaborated during the studies. Then with the lecturer of the relevant course (mentor), an adequate project is selected, and the respective location is chosen. This location function within the framework of the general urban plan and the urban regulatory plan. The decision of the right location is made in agreement with an urban planner lecturer and later followed by the consultations for the final phase. When the project receives the approval from the mentor, it is ready for the final presentation. The final presentation of the project is shown in A0 format layout and printed. This presentation must be elaborated and defended in front of a panel team. This panel consists of the mentor, the lecturer of urban planning, construction courses mentor and another lecturer of the same subject in which the thesis has been chosen. The final presentation is followed by questions from the panel and students. Later, this panel is called to make a decision on the grade of the thesis. In a symbolic way, the diploma is handed over and the student receives the title of graduated architect.

The conceptual project file consists of textual description and presentation graphic part. However here is only the graphic part.

1. The site location 1:1000
2. The site plan 1:500
3. Ground floor 1:100
4. Basement floor 1:100
5. First floor 1:100
6. Second floor 1:100
7. Third floor 1:100
8. Fourth floor 1:100
9. Section A-A 1:100
10. Section B-B 1:100
11. North elevation 1:100
12. North elevation 1:100
13. South elevation 1:100
14. West elevation 1:100
15. East elevation 1:100
16. Implementation plan 1:50
17. Details 1:10
18. 3D Renders

SITUACIONI I GJERË

P=1:50



PUNIMI I DIPLOMËS

GALERIA E ARTIT BASHKËKOHOR

UNIVERSITY OF PRISHTINA / FACULTY OF CIVIL ENGINEERING AND ARCHITECTURE / FINAL WORK / CONTEMPORARY ART GALLERY



P=1:500

SITUACIONI



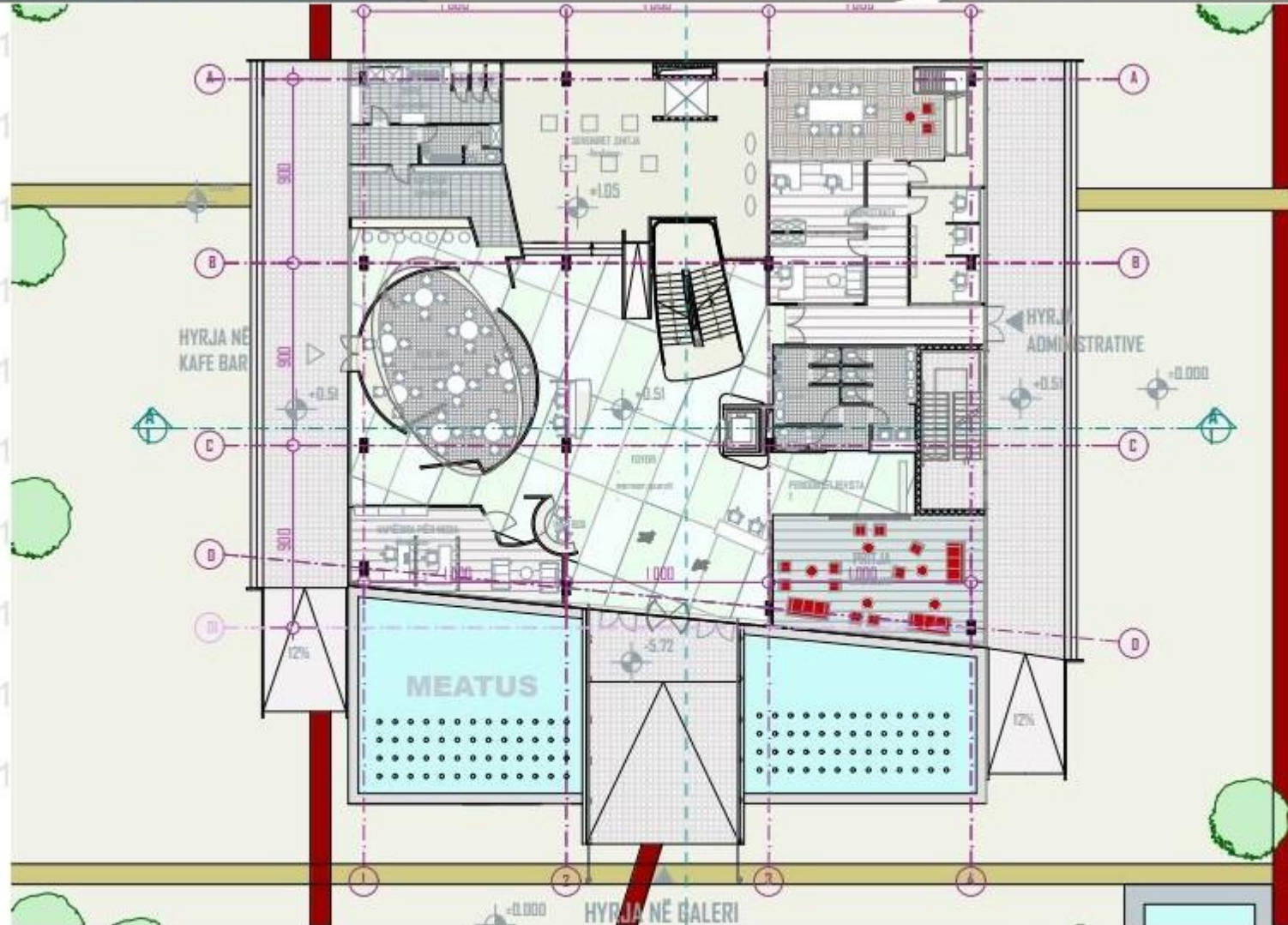
PUNTI I DIPLOMËS
GALERIA E ARTIT BASHKËKOHOR

UNIVERSITETI I PRISHTINËS
FAKULTETI I NDËRTIMTARISË DHE ARKITEKTURËS
SEKSIONI I ARKITEKTURËS

ARMAND M. GASHI
MENTOR: XHELAL LLONÇARI

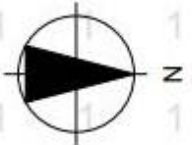
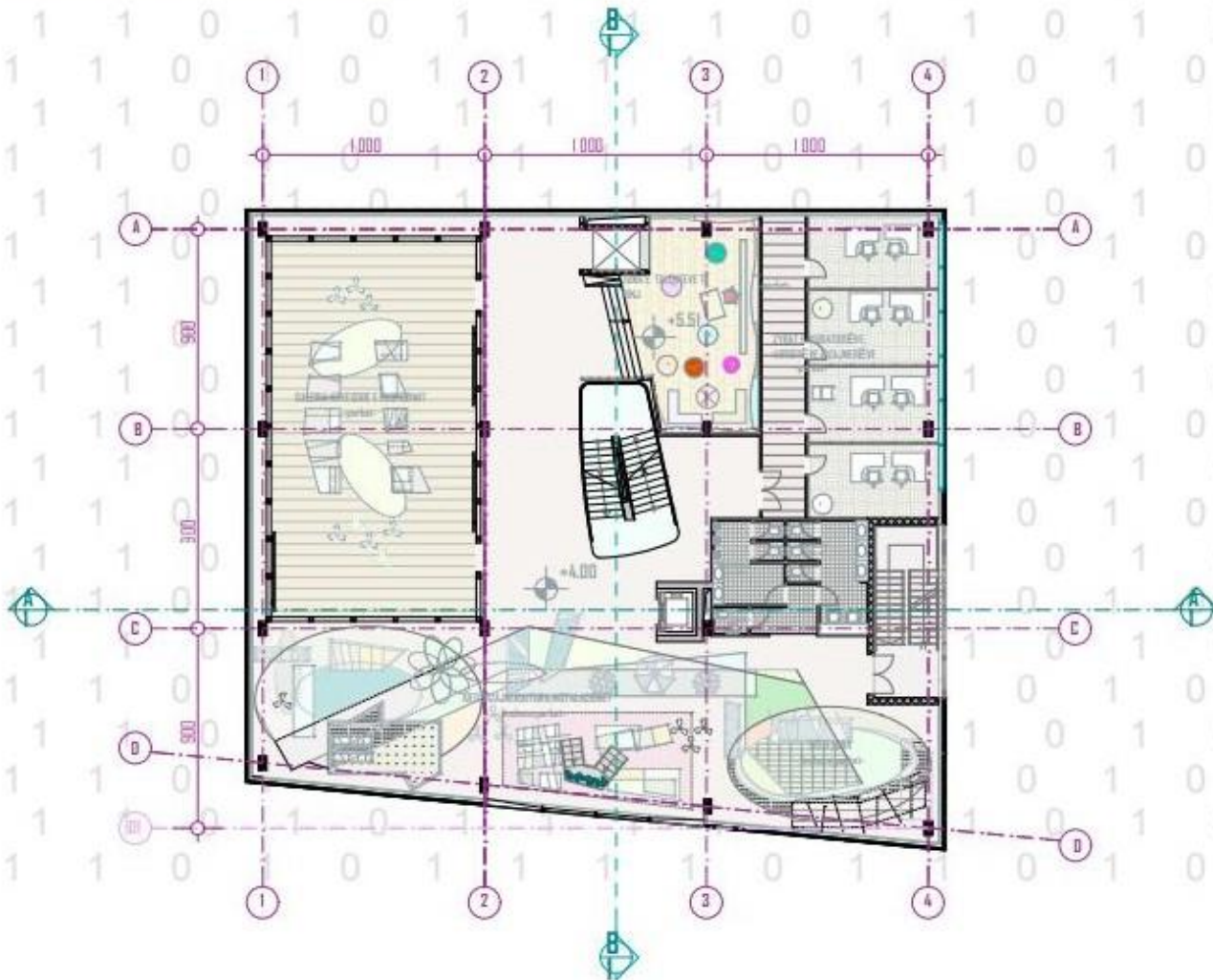
02

BAZA E PËRDHESËS P=1:100



PUNTI I DIPLOMËS
GALERIA E ARTIT BASHKËKOHOR

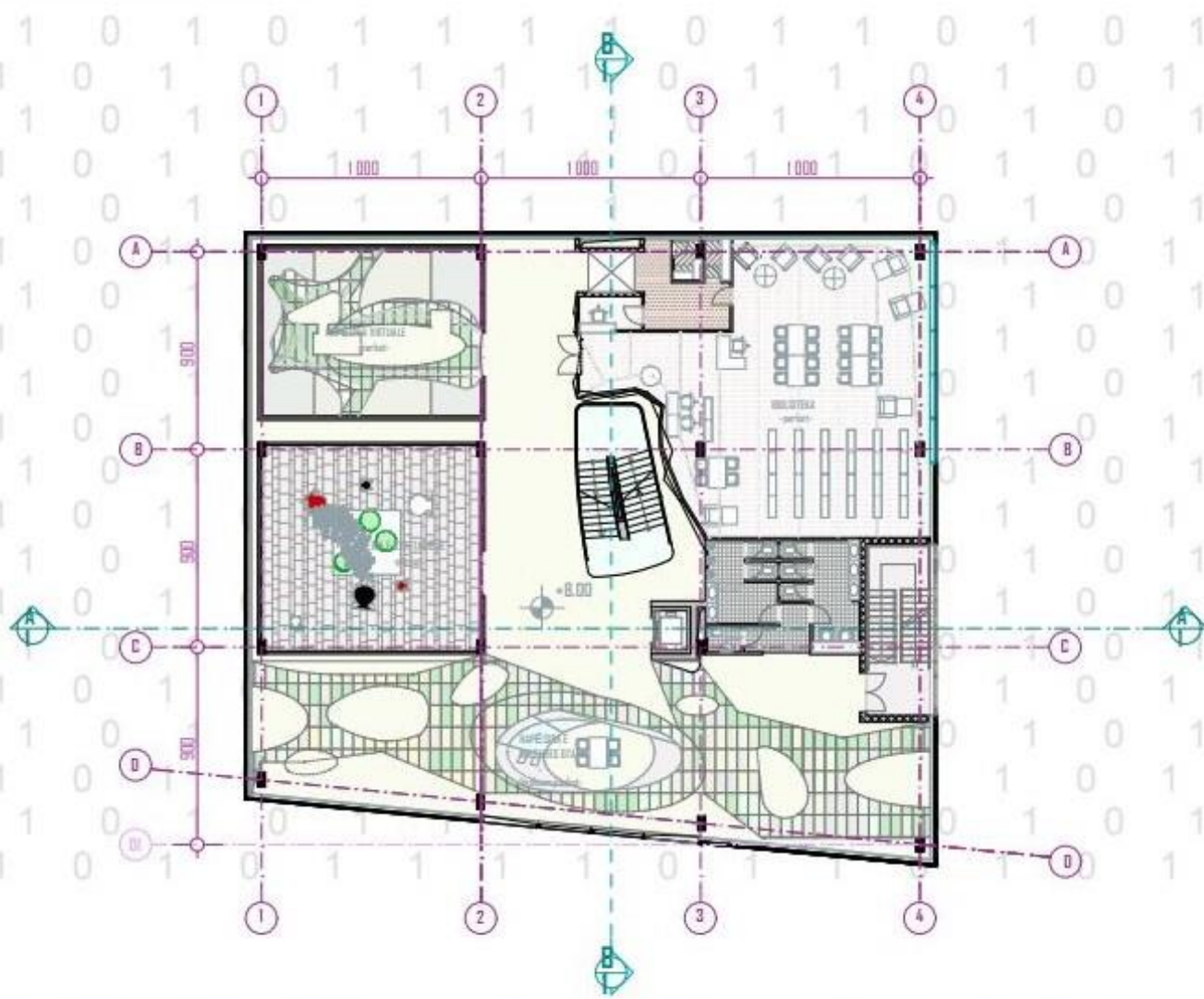
BAZA E KATIT TË 1-rë P=1:100



PUNIMI I DIPLOMËS
GALERIA E ARTIT BASHKËKOHOR

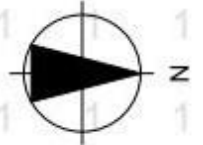
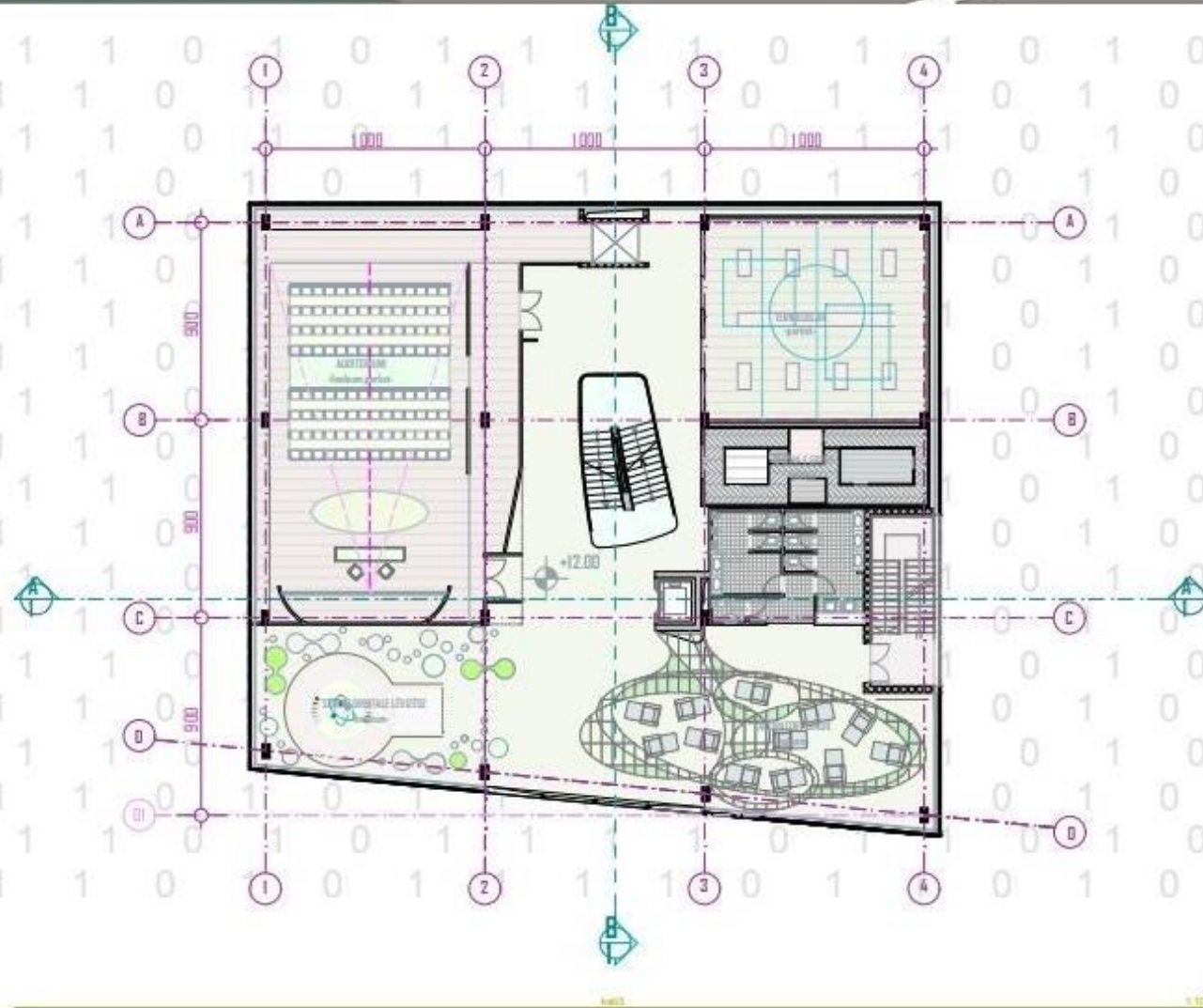
P=1:100

BAZA E KATIT TË 2-të



PUNIMI I DIPLOMËS
GALERIA E ARTIT BASHKËKOHOR

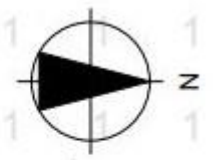
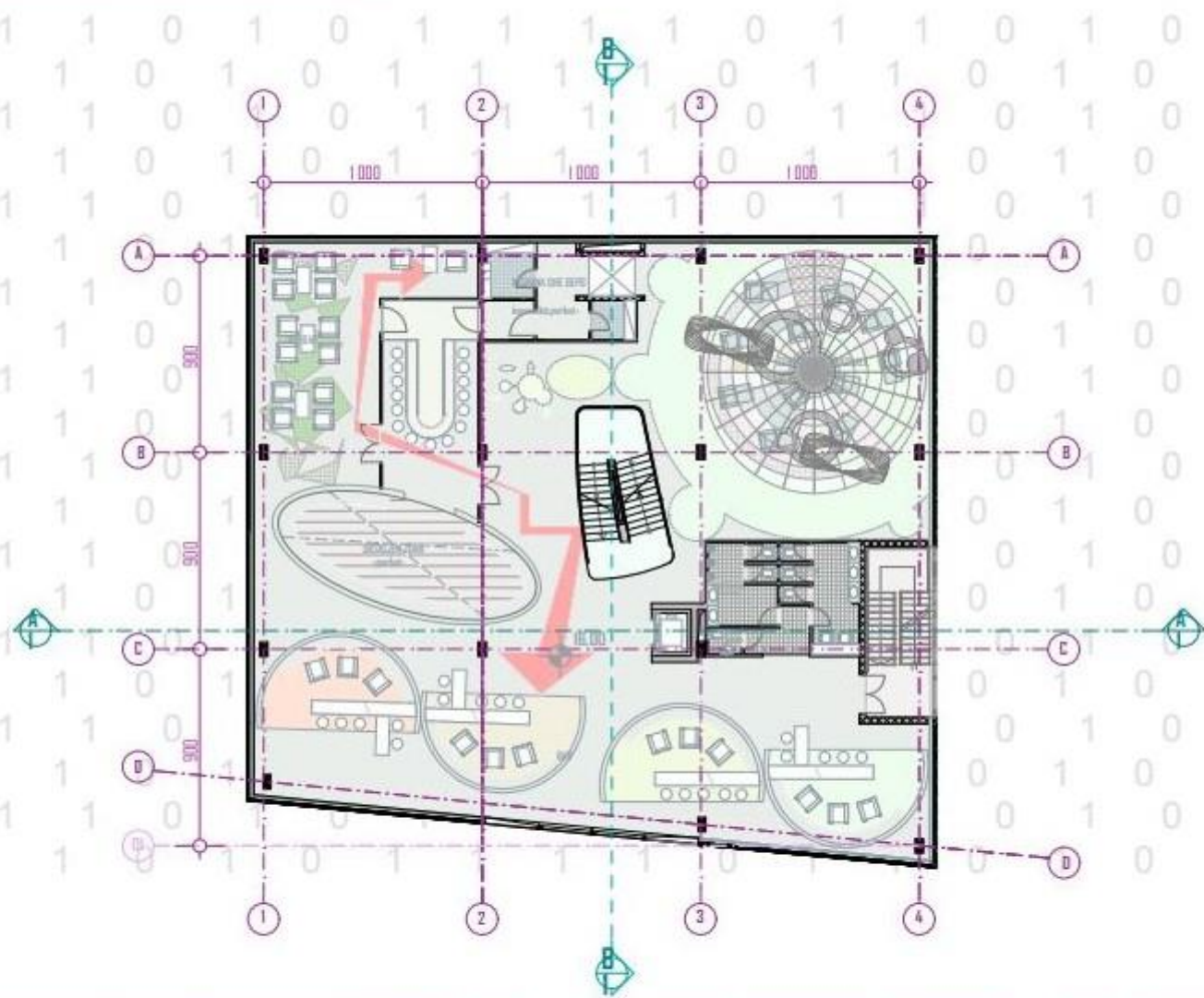
BAZA E KATIT TË 3-të P=1:100



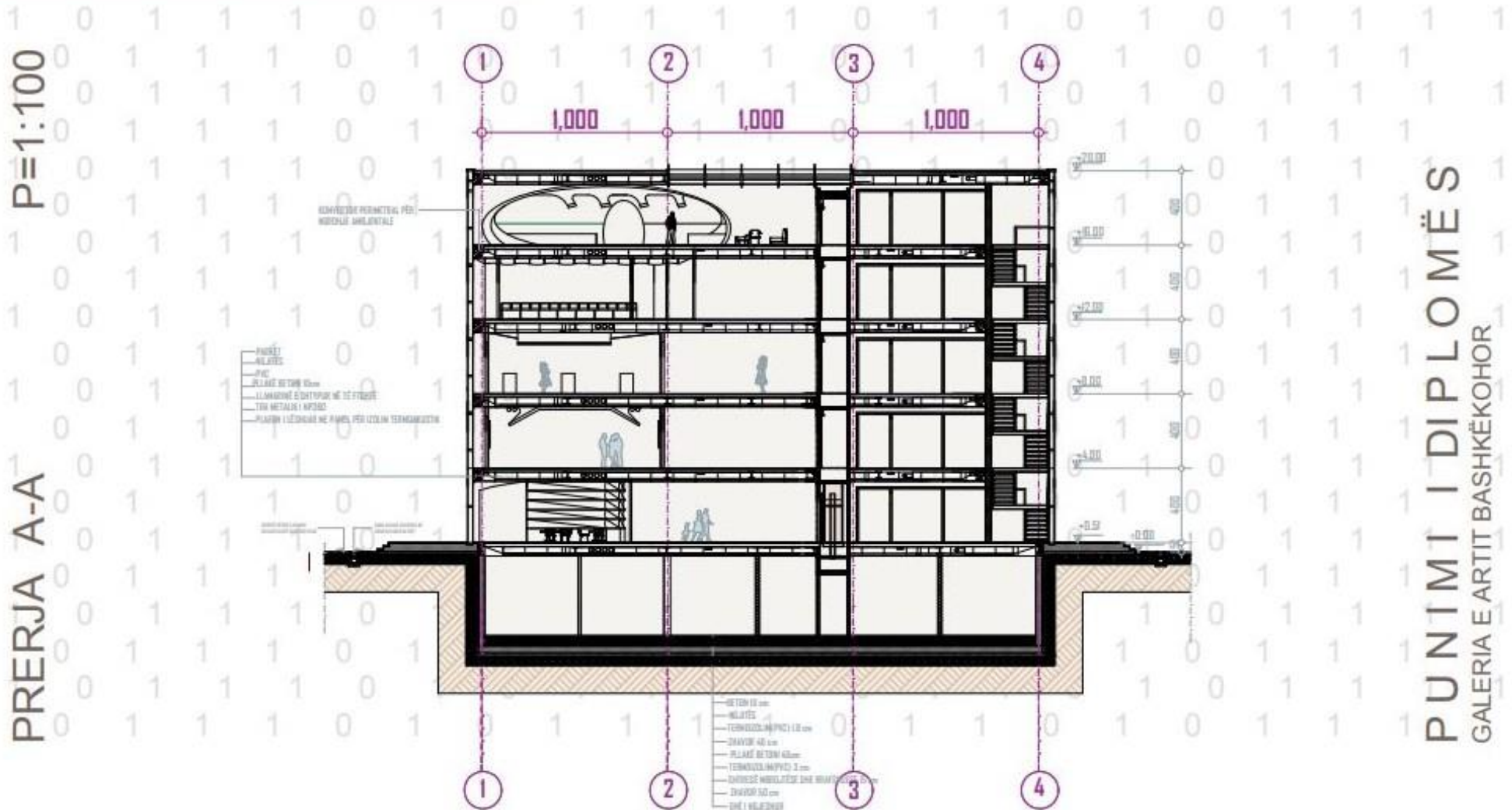
PUNIMI I DIPLOMËS
GALERIA E ARTIT BASHKËKOHOR

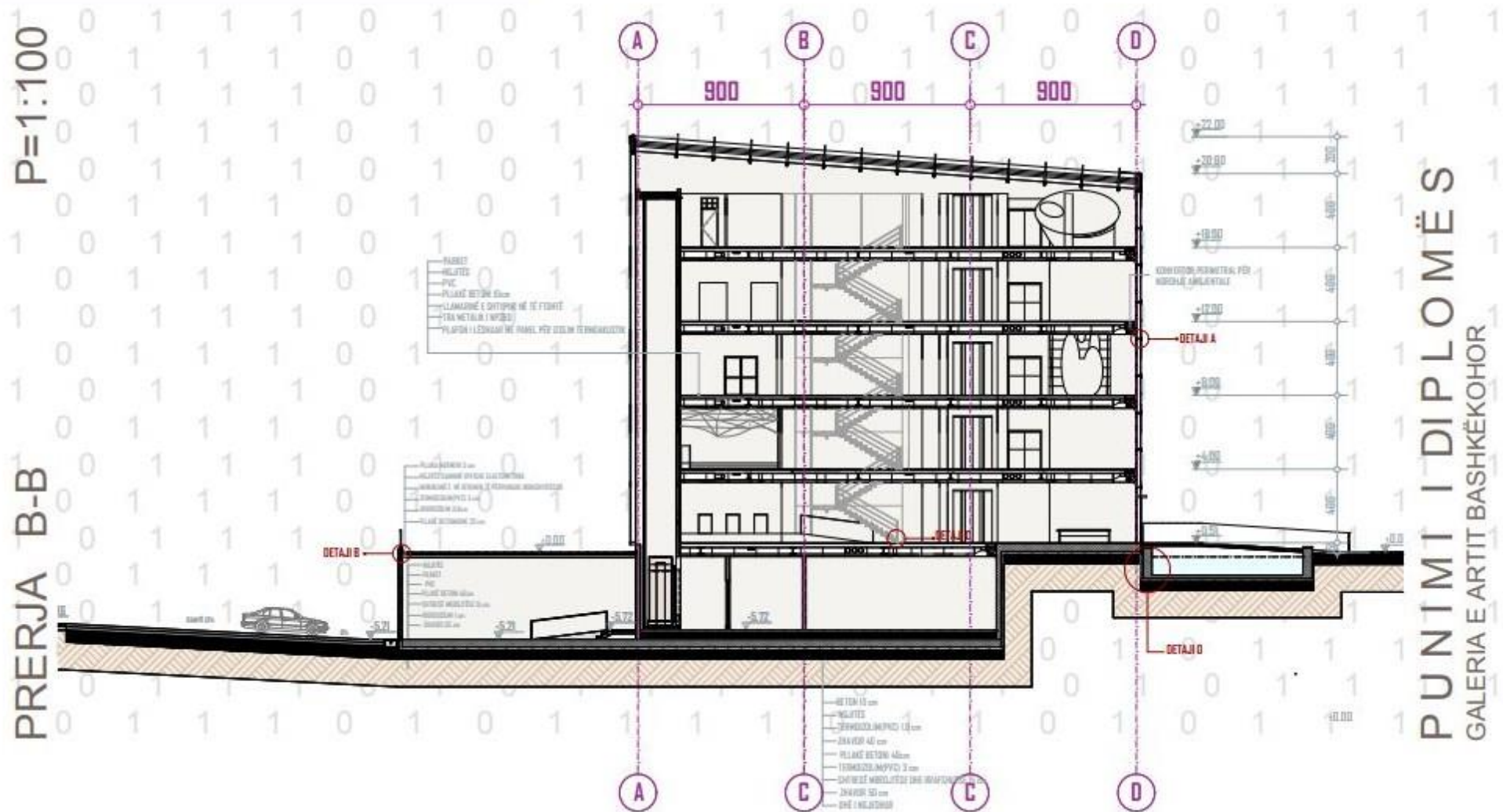
BAZA E KATIT TË 4-të P=1:100

BAZA E KATIT TË 4-të



PUNIMI I DIPLOMËS
GALERIA E ARTIT BASHKËKOHOR





P=1:100

DUKJA VERIORE



PUNTI I DIPLOMËS
GALERIA E ARTIT BASHKËKOHOR

UNIVERSITETI I PRISHTINËS

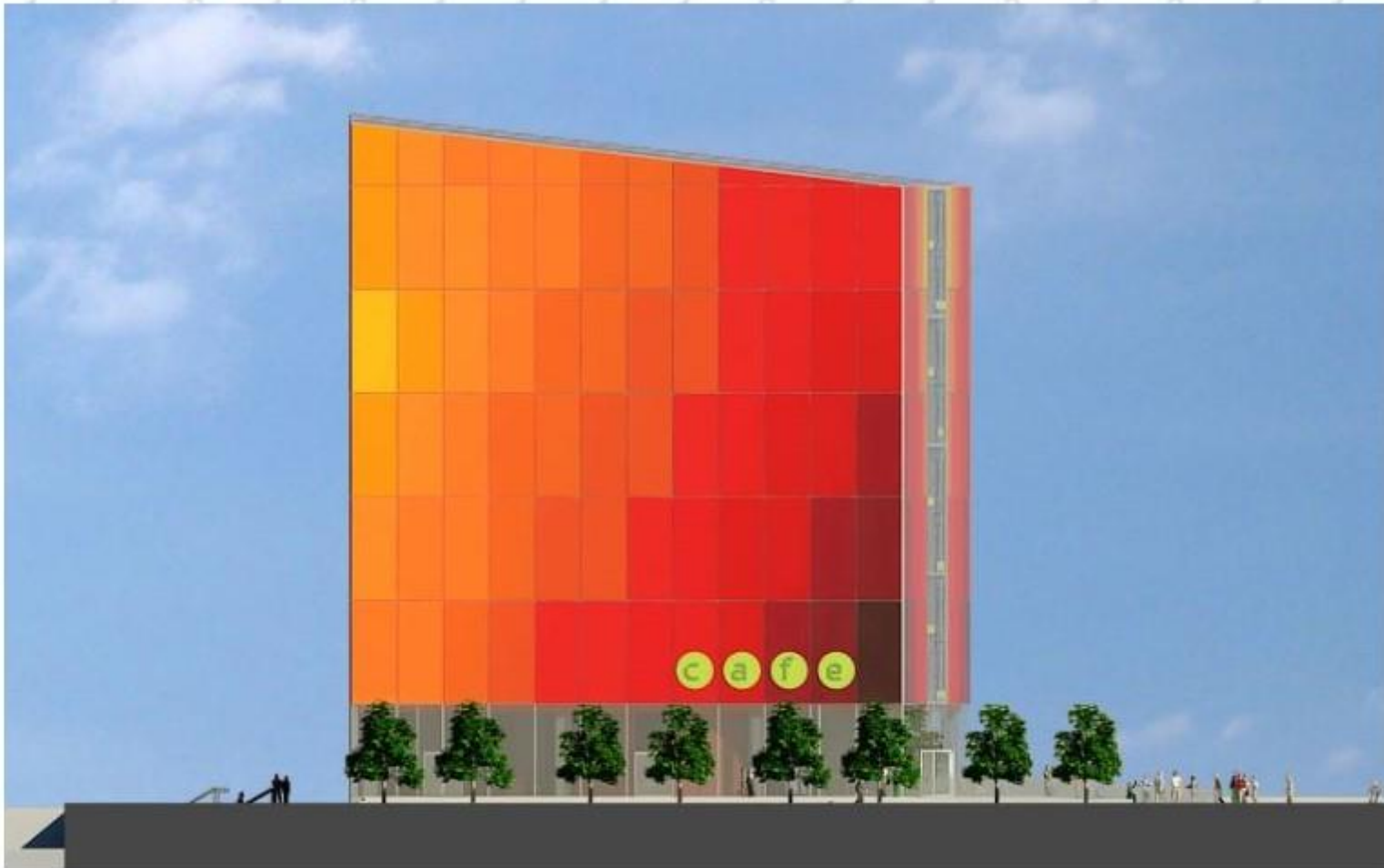
FAKULTETI I NDËRTIMTARISË DHE ARKITEKTURËS
SEKSIONI I ARKITEKTURËS

ARMAND M. GASNI
MENTOR: XHELAL LLONÇARI



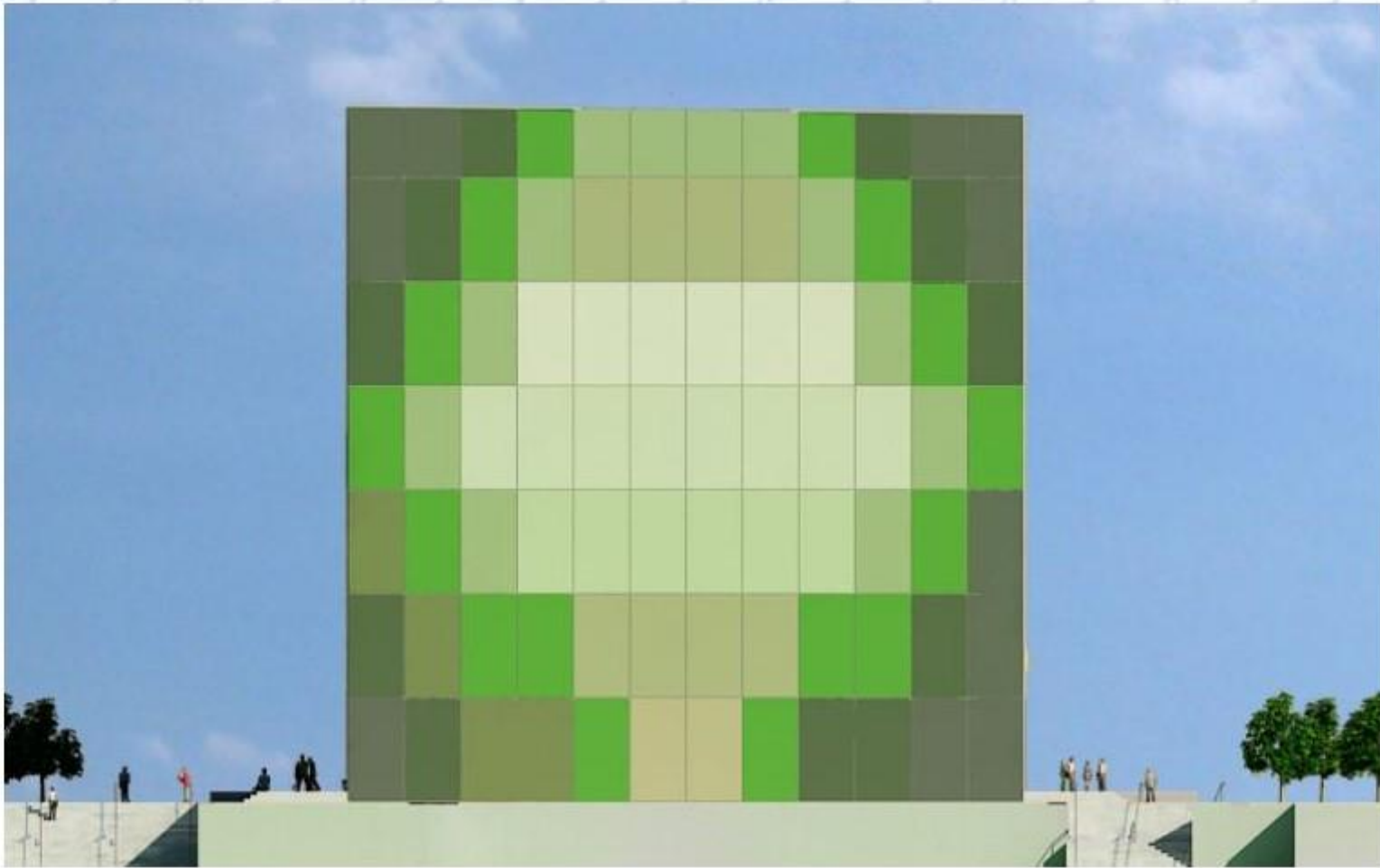
0 1 0 1 1 0 0 0 1 1 0 0 1 0 1 1 0

DUKJA JUGORE
P=1:100



PUNIMI I DIPLOMËS
GALERIA E ARTIT BASHKËKOHOR

DUKJA PERËNDIMORE P=1:100



PUNIMI I DIPLOMËS
GALERIA E ARTIT BASHKËKOHOR

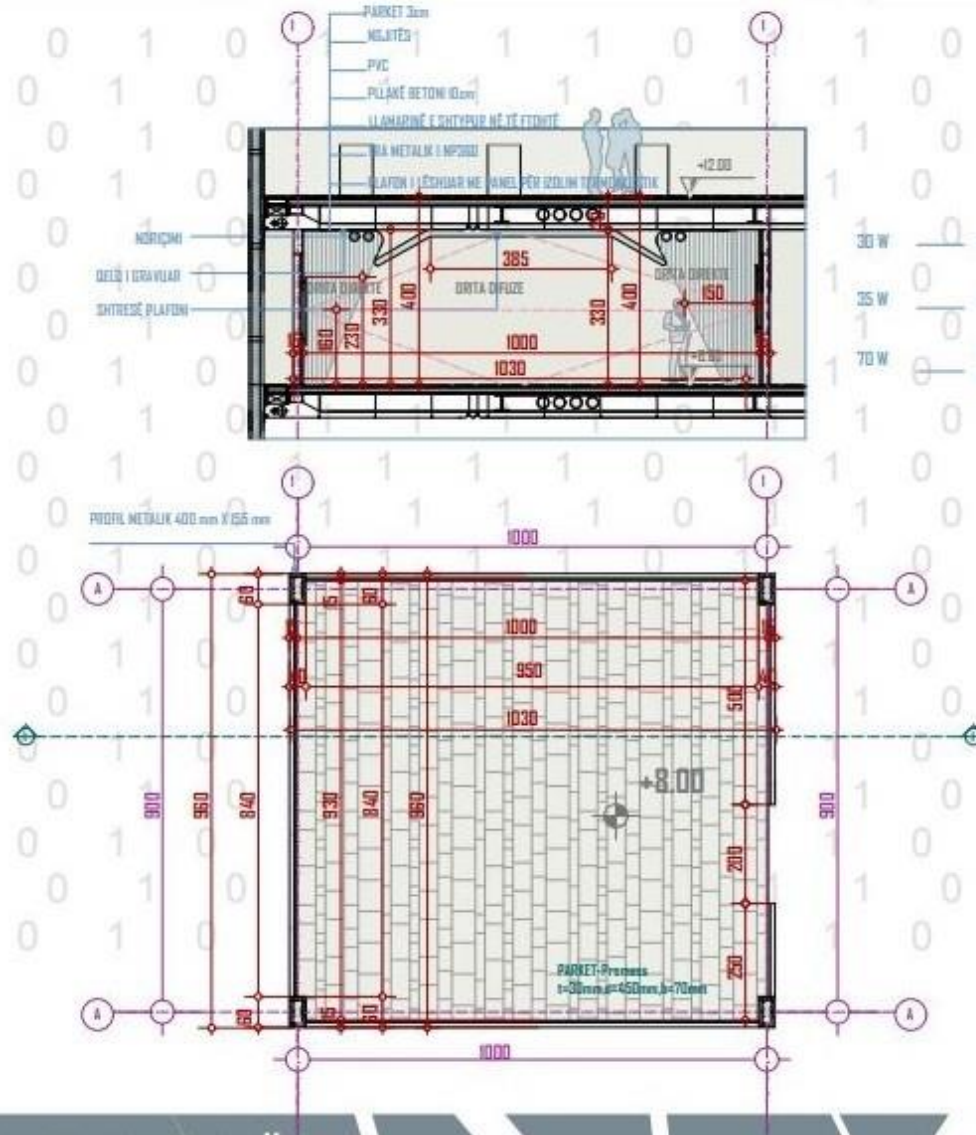
DUKJA LINDORE
P=1:100



PUNTI I DIPLOMËS
GALERIA E ARTIT BASHKËKOHOR

P=1:50

PLANI ZBATUES



PUNIMI I DIPLOMËS
GALERIA E ARTIT BASHKËKOHOR

PERSPEKTIVA

1 0 1 1 1 0 1 0 1 1 1 1 0 1 1 0 1 1 1 1
0 1 0 1 1 1 1 1 0 1 1 0 1 0 1 1 1
1 0 1 1 1 0 1 0 1 1 1 1 0 1 1 0 1 1 1
0 1 1 1 0 1 0 1 1 1 1 0 1 1 0 1 1 1
1 0 1 1 1 0 1 0 1 1 1 1 0 1 1 0 1 1



PUNIMI I DIPLOMËS
GALERIA E ARTIT BASHKËKOHOR

0 1 0 1 1 0 0 0 1 1 0 0 1 0 1 0

APPENDIX 2

Course task, Building product design (Rakennustuotemuotoilu) Savonia

This final task is selected from Building product design (Rakennustuotemuotoilu) course. This assignment was held in class and was part of 12-hour working day. The task was to design an effected wood wall (algorithm-assisted/parametric) for a given space. In addition to the parametric format, text effect solution incorporated to the wall was used. Interior birch plywood was used as the main material. Other materials and treatments were up to us to decide. This assignment for the final works was presented only at the beginning of the 12-hour working day. The task was delivered via Forum and the very next day it was presented individually.

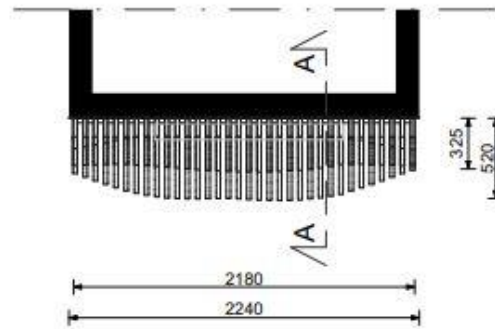
This project contains

1. Plan, Section, Elevation 1:50
2. Details 1:1
3. Elements elevation 1:50
4. Exploded 3D view 1:50
5. 3D renders

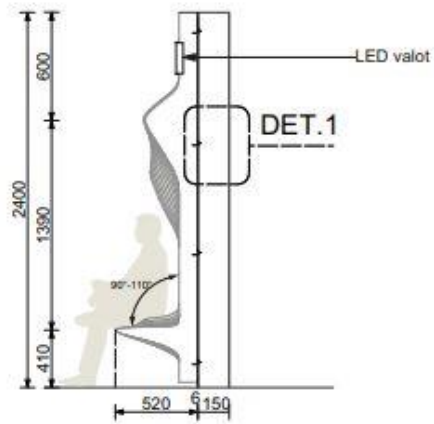
RAKENNUSTUOTEMUOTOILU

PARAMETRINEN TEHOSTESEINÄ

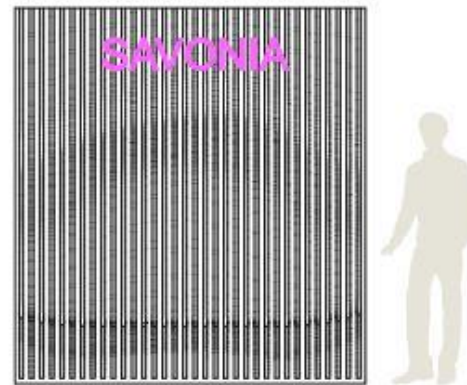
Armand GASHI DA19SM



POHJAKUVA 1:50

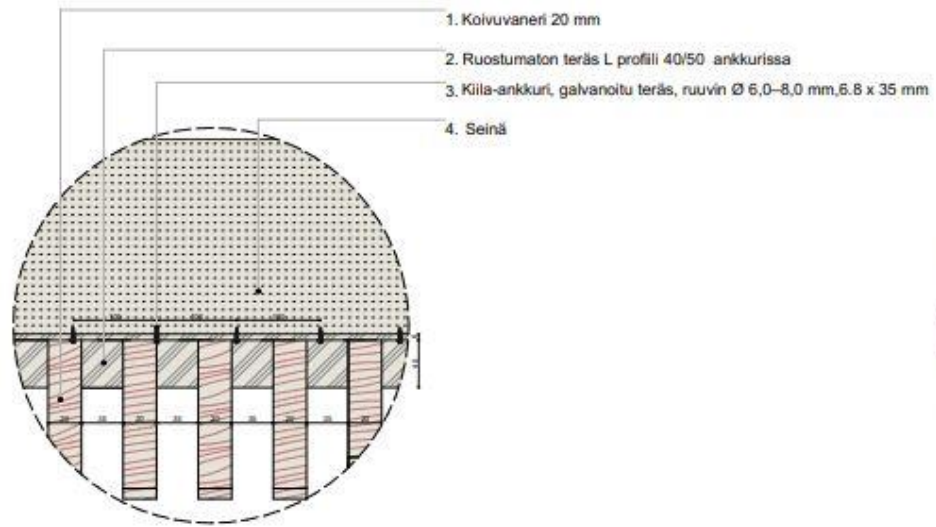


LEIKKAUS A-A 1:50

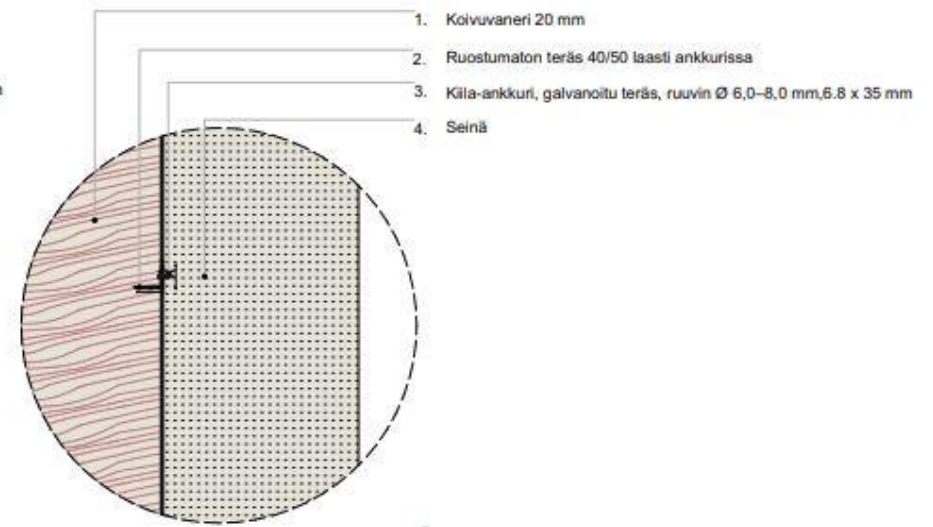


SIVUSTA 1:50



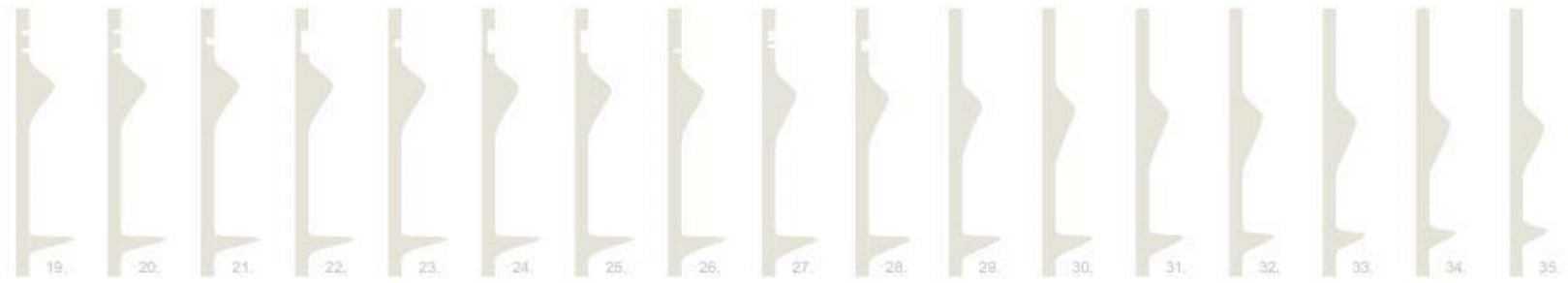


POHJAKUVA

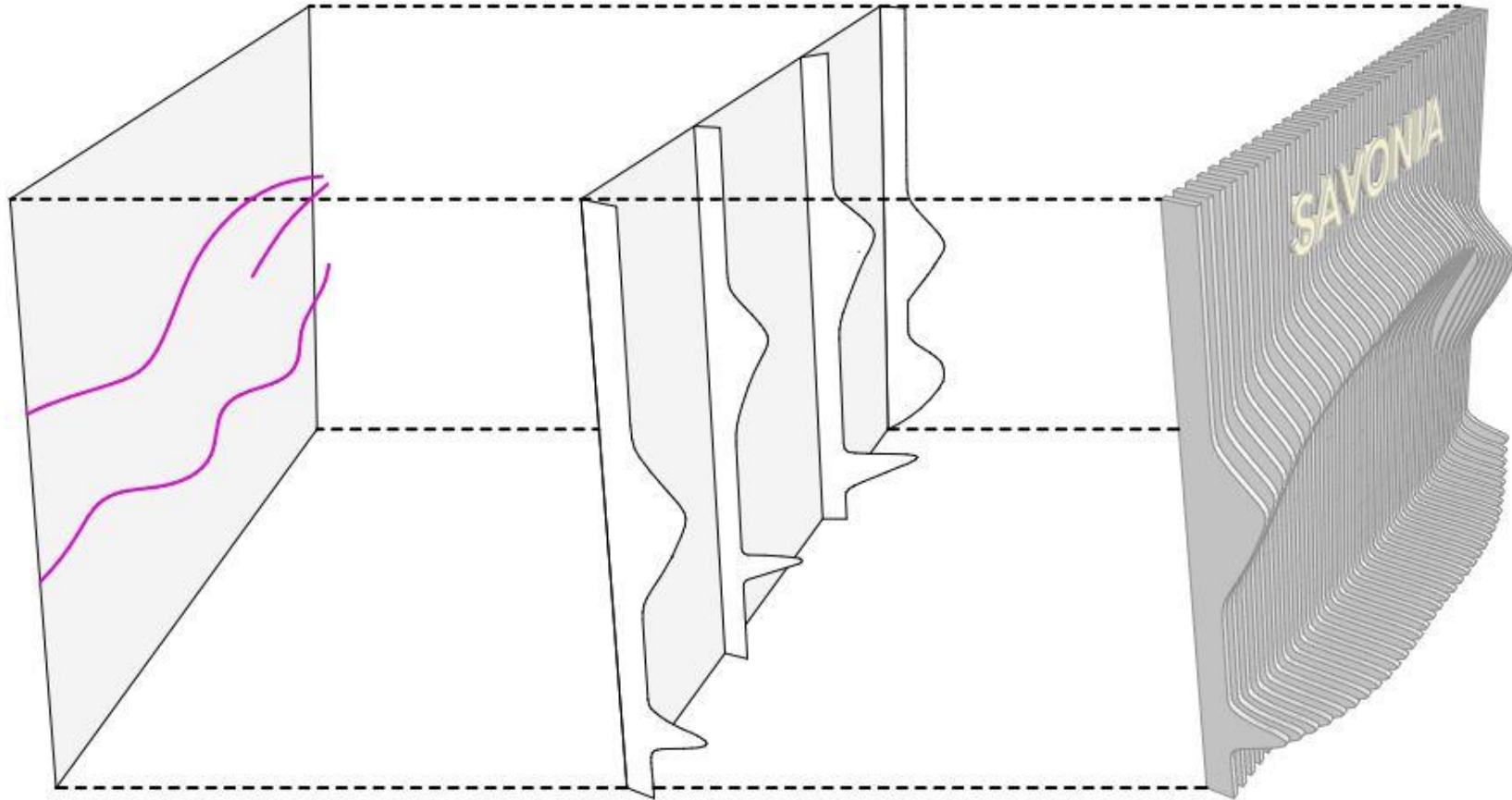


LEIKKAUS

DET.1 1:1



1:50



PARAMETRINEN RÄJÄYTYSKUVA



Rendaus



Rendaus

