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eingereicht an der **Technischen Universität Wien**

Fakultät für Architektur und Raumplanung

The Learning Nest: a student dormitory for Prizren

Das Lernnest: ein Studenten- wohnheim für Prizren

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Wien, am _____
Datum

Unterschrift

Abstract

The rule of the Roman Empire left its mark on ancient Dardania. At the time of the division of the empire into Roman and Byzantine, Prizren fell under Byzantine rule. Theranda, as Prizren was called in Roman times, developed as a very important place in many spheres of life, first in trade, then in administration and culture.

The city of Prizren is one of the oldest settlements in Kosovo and Eastern Europe, located in the middle of the ancient trade route Venice-Istanbul, which has always been a crossroads of trade and culture for the entire region. It was once called the 'Venice of the Balkans'. Thus Prizren in the XIII-XV century was a city of traders and trade exchanges.

Prizren as an ancient city that has gone through several periods and today is going through a new difficult phase, problems with new neighborhoods and large population growth. The massive changes that Prizren has gone through are the reasons why the city of Prizren can not have architectural and urban development. Due to its history, Prizren did not have the opportunity to create a unique style that can be compared to other cities around the world.

This research aims to present the social, economic, spatial and environmental need for the construction of a student dormitory in the city of Prizren and its importance in modern life.

The location of our facility is being used as a parking space in recent years and has never been reconstructed so far. For several years this location has been used as a shopping center, now for many years the building has been destroyed and is out of use.

As there is no university dormitory in the city of Prizren and the number of universities is increasing, there is a need for housing for students in the city in the university of Prizren.

The greatest importance will be given to the design of the facility in such a way that students feel comfortable and feel at home, be close to all other services and achieve the desired results.

Kurzfassung

Die Herrschaft des Römischen Reiches hat im antiken Dardanien ihre Spuren hinterlassen. Zur Zeit der Teilung des Reiches in römisch und byzantinisch fiel Prizren unter byzantinische Herrschaft. Theranda, wie Prizren in römischer Zeit genannt wurde, entwickelte sich zu einem sehr wichtigen Ort in vielen Lebensbereichen, zuerst im Handel, dann in Verwaltung und Kultur.

Die Stadt Prizren ist eine der ältesten Siedlungen im Kosovo und in Osteuropa und liegt inmitten der alten Handelsroute Venedig-Istanbul, die seit jeher ein Knotenpunkt von Handel und Kultur für die gesamte Region ist. Es wurde einst das „Venedig des Balkans“ genannt. So war Prizren im XIII-XV Jahrhundert eine Stadt der Händler und Handelsbörsen.

Prizren als antike Stadt, die mehrere Perioden durchlaufen hat und heute eine neue schwierige Phase durchläuft, Probleme mit neuen Nachbarschaften und großem Bevölkerungswachstum.

Die massiven Veränderungen, die Prizren durchgemacht hat, sind die Gründe, warum die Stadt Prizren keine architektonische und städtebauliche Entwicklung haben kann. Aufgrund seiner Geschichte hatte Prizren nicht die Möglichkeit, einen einzigartigen Stil zu schaffen, der mit anderen Städten auf der ganzen Welt verglichen werden kann.

Diese Forschung zielt darauf ab, den sozialen, wirtschaftlichen, räumlichen und ökologischen Bedarf für den Bau eines Studentenwohnheims in der Stadt Prizren und seine Bedeutung im modernen Leben darzustellen.

Der Standort unserer Anlage wird in den letzten Jahren als Parkplatz genutzt und wurde bisher nie umgebaut. Seit einigen Jahren wird dieser Standort als Einkaufszentrum genutzt, nun ist das Gebäude seit vielen Jahren zerstört und wird nicht mehr genutzt.

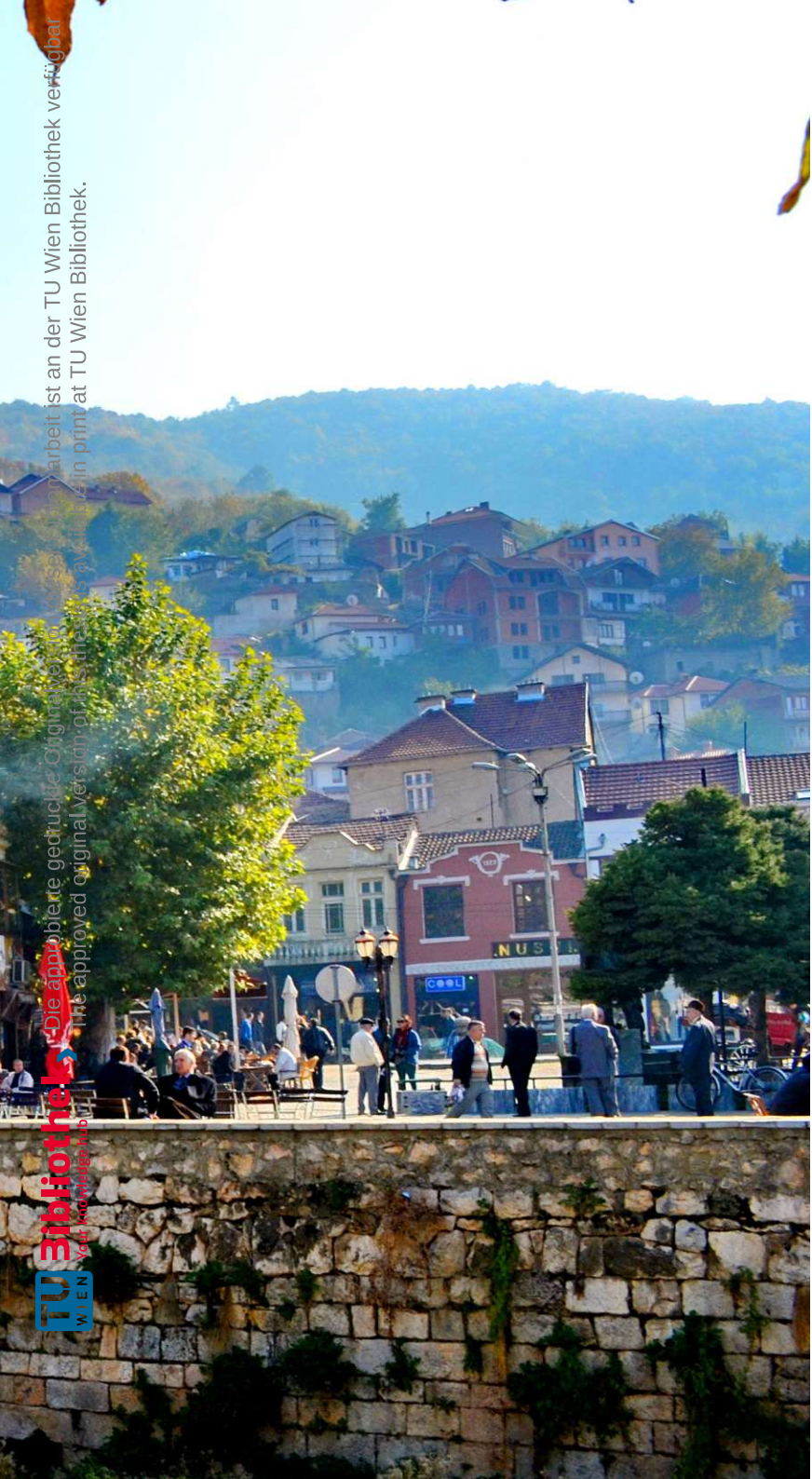
Da es in der Stadt Prizren kein Studentenwohnheim gibt und die Zahl der Universitäten zunimmt, besteht Bedarf an Wohnraum für Studenten in der Stadt an der Universität Prizren.

Größter Wert wird darauf gelegt, die Einrichtung so zu gestalten, dass sich die Studierenden wohl und zu Hause fühlen, in der Nähe aller anderen Dienstleistungen sind und die gewünschten Ergebnisse erzielen.



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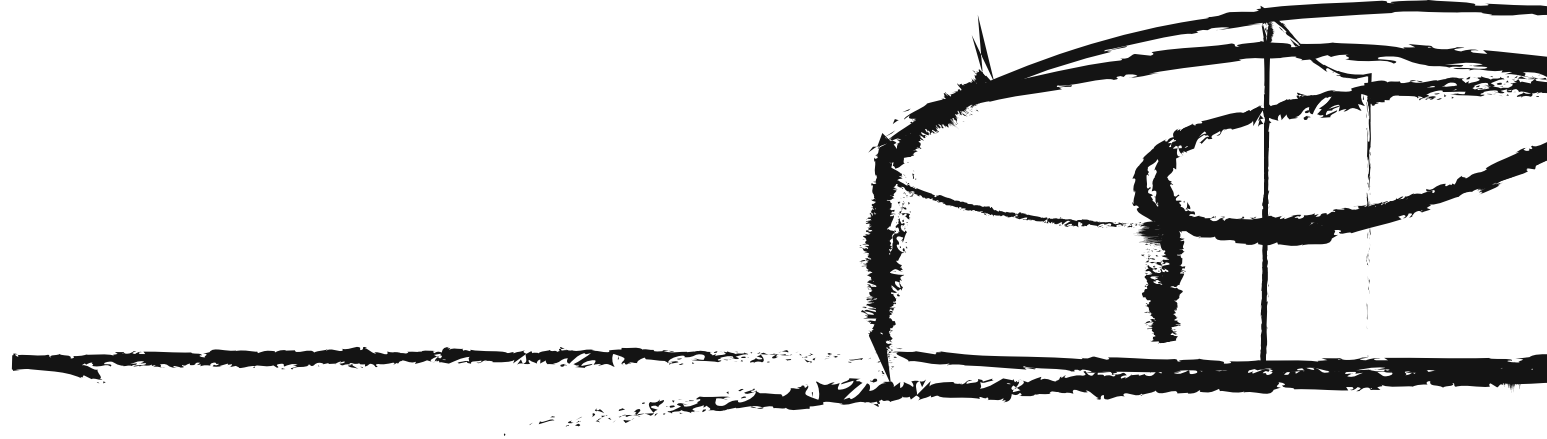
PRIZREN KOSOVO

Fig.1.1: Prizren city views

Table of content

1. Introduction	7
2. Situation analysis	11
2.1 Location analysis.....	13
2.1.1 Kosovo, Pristina	13
2.1.2 Prizren.....	14
2.1.3 History of the city	15
2.1.4 Castle of Prizren	18
2.1.5 The Albanian League of Prizren....	19
2.1.6 Fountain of Shadervan.....	20
2.1.7 Prizren Map.....	21
2.1.8 Site plan.....	22
3. Aim and objectives	25
4. Methodology	29
4.1 Research questions.....	32
4.2 Concept - Form analysis.....	33
4.3 Sun and wind analysis	39
4.4 Functions diagram	41
4.5 Structure diagram.....	45
5. Design	47
5.1 Site plan.....	49
5.2 Floor plans.....	51
5.2.1 Ground floor.....	51
5.2.2 Underground floor.....	53
5.2.3 First floor.....	55
5.2.4 Second floor.....	57
5.2.5 Third floor.....	59
5.2.6 Fourth floor.....	61
5.2.7 Fifth floor.....	63
5.2.7 Sixth floor.....	65
5.4 Room Types.....	66
5.4.1 Double room.....	67
5.4.2 Single room.....	73
5.5 Sections.....	75
5.5.1 Section A-A.....	75
5.5.2 Section B-B.....	77
5.6 Facade cross section.....	79
5.7 Visualisations.....	83
5.8 Animation story board.....	103
6. Spaces evaluation	105
6.1 Space evaluation.....	107
6.2 BKI Standards.....	113
7. Conclusion	115
8. List of references	119
8.1 Figures.....	121
8.2 Literature/ Website.....	124
8.3 Media.....	124
9. Curriculum vitae	125

1. Introduction





“Education is the passport to the future, for tomorrow belongs to those who prepare for it today.”

– Malcolm X

Introduction

Student life is one of the most important periods of a person's life, because it represents one of the challenges that not many students manage to overcome for various reasons. As long as it is called a challenge, a student must do many things to be successful in the end, because nowadays it is not enough to be good at studies or to have the highest grades to achieve academic ambitions.

University education is a choice, not an obligation, and as such it differs from pre-university education. Since students put themselves in the position of choosing whether to continue their education or not, it is not only the university or the direction that should be chosen.

Prizren, as the historical capital of the Republic of Kosovo is known, has always been one of the loudest places in Kosovo, both for the physiognomy of the city and for the quality of education it has provided over the years.

The region with a very large number of students, including students from other regions, is that of Prizren, precisely in the city of Prizren, which is the second largest city after Prishtina.

The Prizren region is one of the loudest regions when it comes to pre-university and especially university education. In this city there are the most prestigious public and private schools in the whole of Kosovo, and when it comes to universities, the city of Prizren belongs to the group of regions with the most students who come not only from the municipalities of Prizren, Suharek, Dragash and surrounding countries but also from the region of Gjakovo, as well as from the municipality of Gjakovo, Rahovec and Malisheva, and considering this fact, all the students who come from these countries make up a large number of students distributed in public and private universities in the city of Prizren.

Considering the fact that there is no dormitory for students in the city of Prizren and the need for one is very great.

This need and this problem brought me to the topic of my thesis, in which the solution to the lack of space for a student center to accommodate students of public and private universities would be among the most essential and important.

2. Site analysis





2.1.1 Location site:

Kosovo

- **Kosovo,**

Kosovo is a new country in South-east Europe.

Its geographical position of Kosovo in the middle of the Balkans prevents its exit to the sea, it is characterized by a different mountainous relief.

Kosovo has an area of about 10,887 square kilometers and a population of about 1.8 million inhabitants.

The state of Kosovo has a border line of 702 km in length and is bordered by neighboring countries: Albania, Montenegro, North Macedonia and Serbia.

- **Prishtina,**

The capital of the Republic of Kosovo is Prishtina, with nearly 1450,000 inhabitants, also Prishtina is the largest city in the Republic of Kosovo.





2.1.2 Kosovo - Prizren

- After Prishtina, the second largest city in Kosovo is Prizren with an area of 640 km². Prizren is located in the southwestern part of Kosovo and has nearly 74 localities and almost 175,000 inhabitants.

- Prizren is the historical capital of the Republic of Kosovo. For its cultural values and heritage, Prizren has been known since ancient times as a unique place in the Balkans. The favorable geographical location has made Prizren a commercial city when it was like a connecting bridge between the Adriatic coast and the Balkan Peninsula. The number of tourists has increased over the last few years due to the many monuments that are located in the city, Prizren can also be called a museum city.

Fig.2.2: Prizren map

2.1.3 History of the city

- According to archaeological data, the territory of Prizren has been inhabited since ancient times, in the c. II BC, this area was inhabited by the Dardanians population.

- Prizreni had a geographical position of commercial importance, this city served as a crossing road between the Adriatic coast and the Balkan Peninsula. Many civilizations, including the most important ones such as the Roman and Byzantine ones, settled throughout history in the city of Prizren.

The Ottoman Empire was the most influential empire that ruled the city of Prizren for 550 years.

According to the eras of rule, the city of Prizren received different names, under the Roman rule it was called Theranda, under the Byzantine rule it was called Prizdrijana, and in 1455 under the rule of the Ottoman Empire it was called Purzer, which meant “full of jewels”.

In the city of Prizren, there is a long tradition of religious tolerance that originates from the Ottoman notion of “la convivencia”, which means “the art of living together”, this tradition is still visible near the mosques of the city, dervish lodges and Catholic and Orthodox churches.

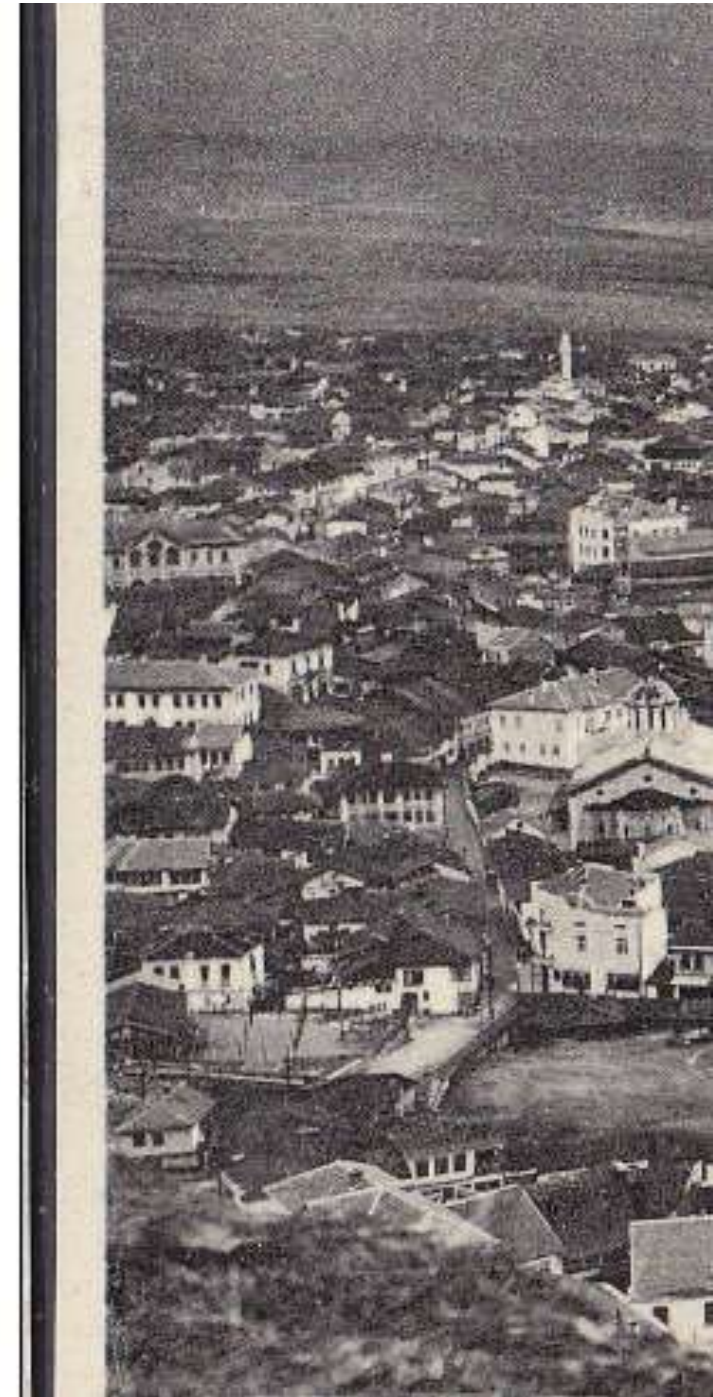


Fig.2.3: Old photo of the city of Prizren

- One of the oldest settlements in Kosovo and in the Western Balkans is the city of Prizren, it is the place where almost all cultures interact with each other.
- Over the years, the invaders have erected objects in their name, which still stand today, the city is also home to many mosques, Catholic and Orthodox churches, but also many other monuments.
- Cultures are intertwined and tourism is growing with a great momentum in recent times, a small beautiful city and very easy to visit when only from its castle with the naked eye we can see about 30 mosques and the city churches.



Fig.2.4: Old photo of the city of Prizren



Fig.2.5: Castle of Prizren

2.1.4 Castle of Prizren

- In Prizren, which is often called the “museum in the open sky”, there are dozens of Islamic cultural and historical monuments, but also of the Orthodox and Catholic faiths, while the Prizren Castle is something special.
- The castle itself contains an important part of the ancient history of the city and makes this city of indisputable environmental, scientific, historical and touristic value. Although it is located on a hill, and to get there you have to walk on steep terrain, even now, but even when it was under ruins, it was of interest to many tourists.
- The castle of Prizren covers an area of one and a half hectares and from it, as if in the palm of your hand, you can see the whole of Prizren with its fields up to the vicinity of Peja.
- The walls of the fort stretch in the north-south direction, while various spaces and underground corridors have been built along its interior, one of which is lowered down the hill to the source on the Lumbardhi river.

2.1.5 The Albanian League of Prizren

- The Monumental Complex of the Albanian League of Prizren is a museum complex and cultural heritage monument located in the historic city of Prizren, Kosovo.
- The Monumental Complex of the Albanian League of Prizren, as an urban and architectural whole in terms of space, lies in the center of the city of Prizren and has special cultural, historical, educational, social and environmental value.
- The League of Prizren was held in this Complex - a political organization of Albanian vilayets on June 10, 1878, whose purpose was the protection of Albanian territories from the annexation of neighboring states and the unification of Albanians in an autonomous vilayet.



Fig.2.1.6: The Albanian League of Prizren



Fig.2.7: Fountain of Shatërvan

2.1.6 "Fountain of Shatërvan"

- The fountain comes from the Persian word: "Fountain with many streams". It is located in the heart of the center of the City of Prizren and is supposed to be the oldest in the city.
- Fountain of Shatërvan is thought to have been built in the c. XVII (after the construction of the mosque of Sinan Pasha).
- The Fountain of Shatërvan, with its position in the middle of Shatërvan Square, its shape and decorations represents one of the symbols of the city and at the same time the most characteristic crown preserved to this day. According to the legend, whoever drinks water in this fountain "comes back to Prizren", or "gets married in Prizren".

2.1.7 Prizren map

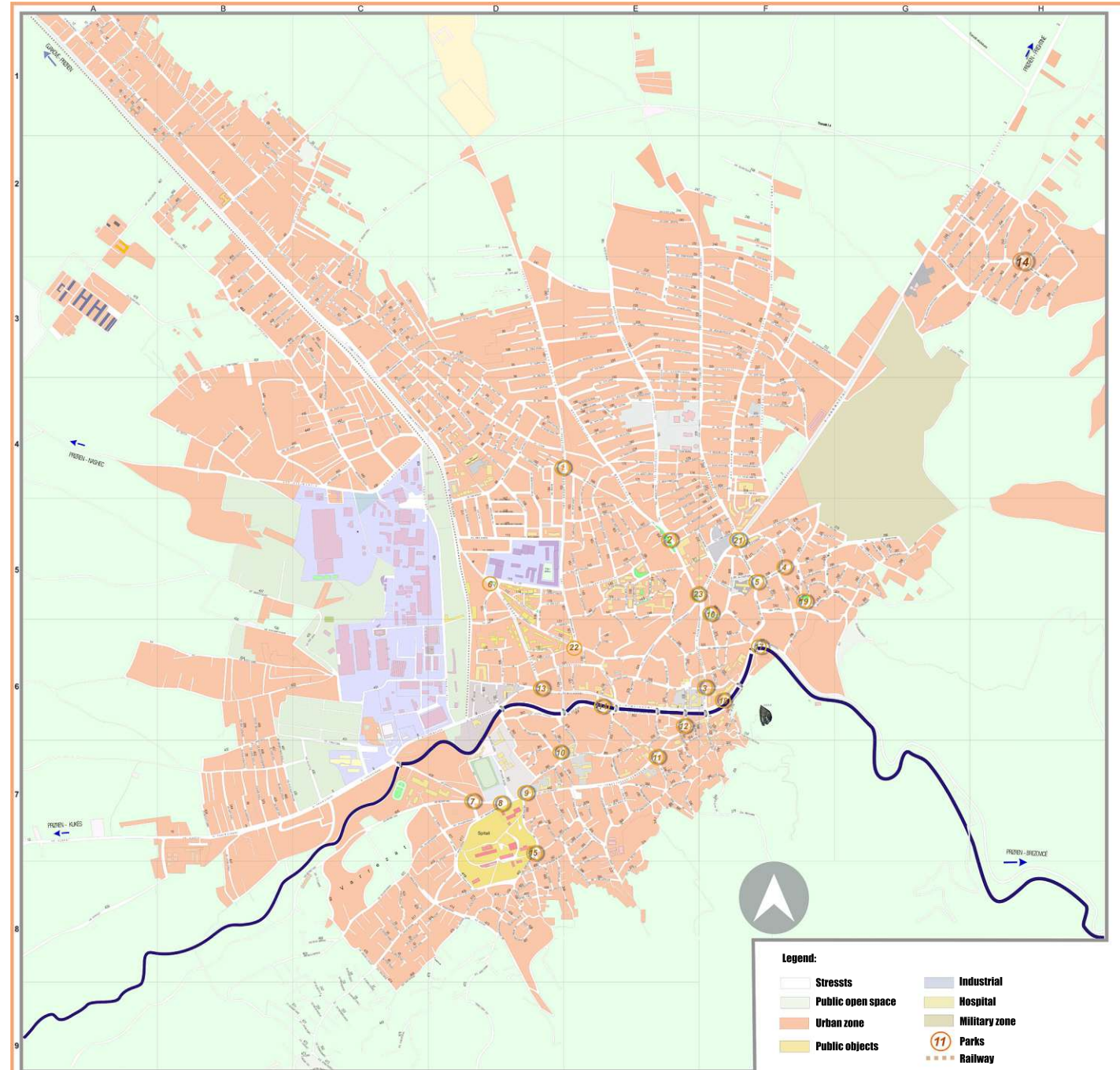


Fig.2.8: City of Prizren map



2.1.8 Site plan

The Current situation

In the selected part there is a parking space in recent years and it has never been reconstructed until now.

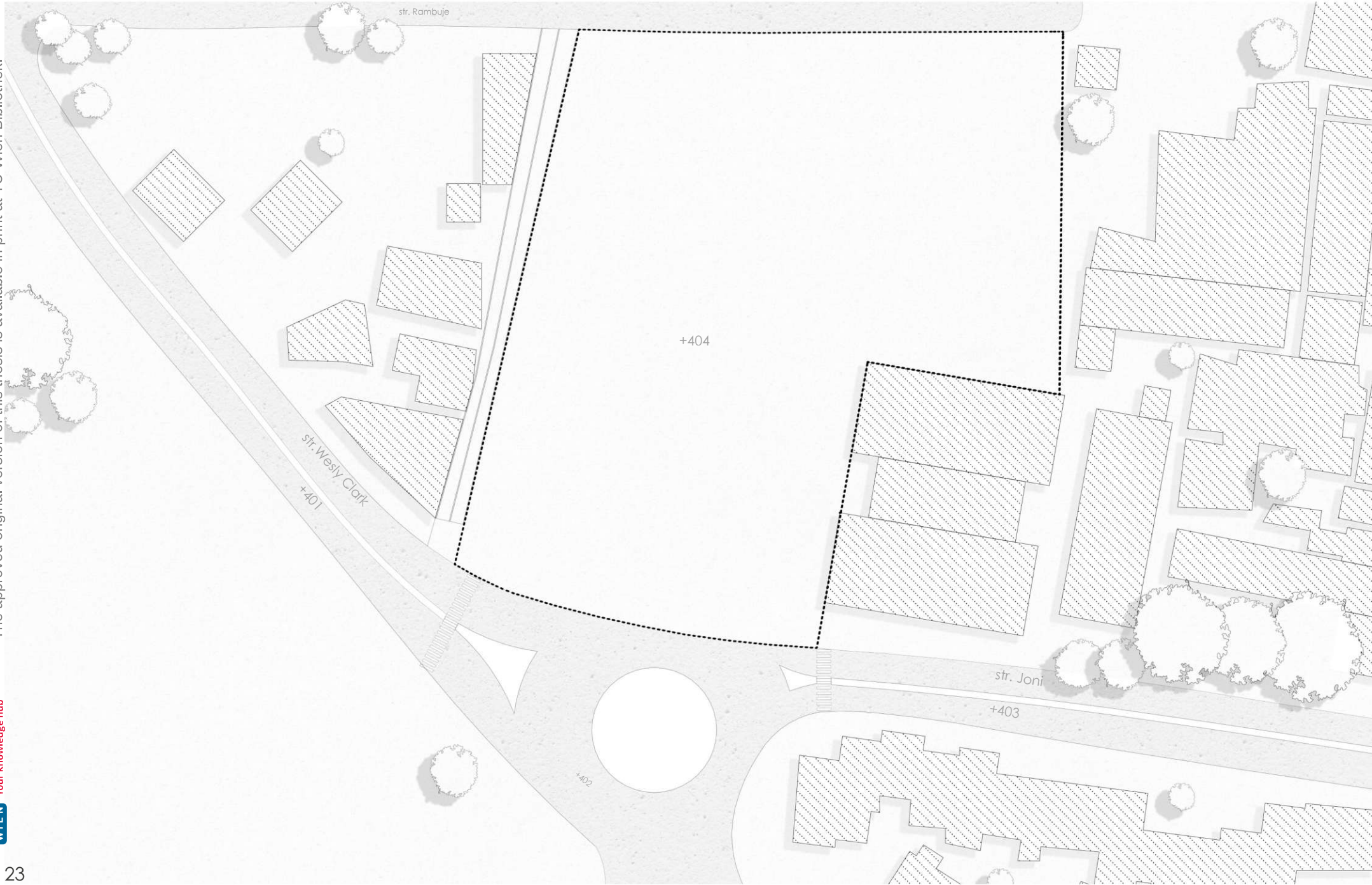
For several years this location was used as a shopping center, now that the building has been destroyed and is out of use.

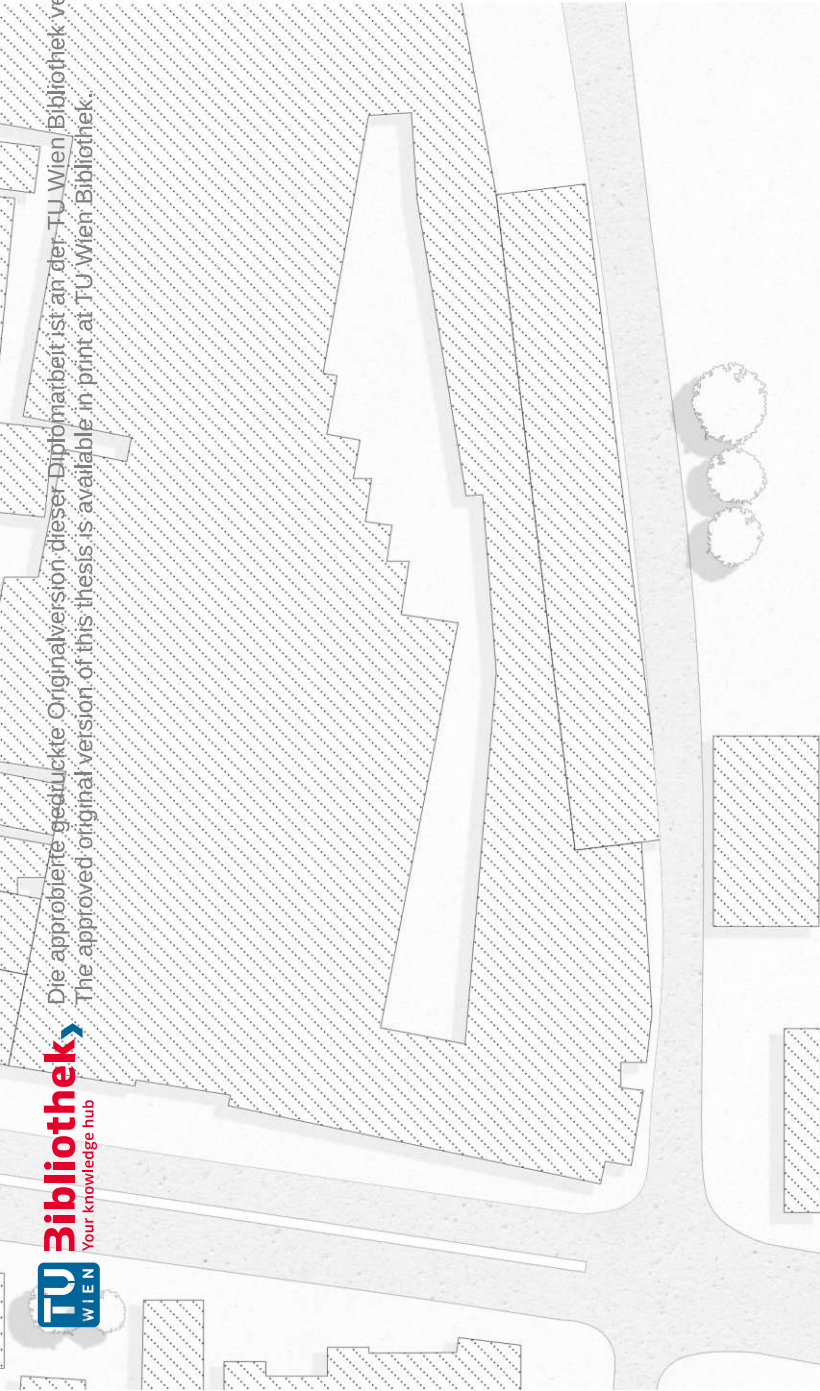
In all parts, the plot is surrounded by residential buildings or collective buildings.

Residential buildings are from 2 to 8 floors.

The main purpose of this project is to present the social, economic, spatial and environmental need for the construction of a student dormitory in the city of Prizren and its importance in modern life.

Fig.2.9-14: Planning site views





Site Plan

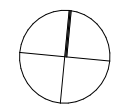
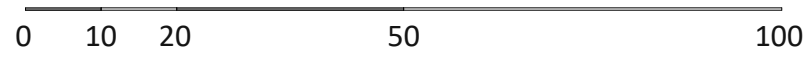


Fig.2.15: Site Plan - 42°12'56.7"N 20°43'46.0"E

3. Aims and objectives





Aims and objectives

The research refers to a much-discussed topic for the city of Prizren, which turns out to be one of the main problems for students in this city.

The purpose of the research is to create a suitable space to provide students with a contemporary space, with special attention being paid to social, economic, spatial and environmental issues and needs for the construction of a students dormitory in the city of Prizren and its importance in modern life.

Objectives:

To provide a dormitory for the students of the city of Prizren and help the newcomers to acclimatize and adapt to the new environment.

To provide the right atmosphere for study and exchange of thoughts and ideas.

To promote among students representing different communities, faiths and cultures of Kosovo the spirit of friendship, understanding, service to the Nation and the feeling of unity among diversity.

Aims:

When designing the project and analyzing the needs for student dormitory in Prizren, I focused on the following points:

- Providing comfortable personal rooms
- Providing spaces for the development of various activities
- Providing shared but also private spaces for cooking
- Library of university articles
- Creating zones for a healthy life (Fitness)
- Views and sunlight inside from every private and shared room
- Accessibility throughout the building as well as on the roof
- Designing a sufficient outdoor environment, surrounded by greenery and a sports field.

4. Methodology





Methodology

One of the challenges that students face during their studies is dormitory and housing conditions. Students from the region of Prizren and Gjakova, etc., including international students, come to study in the city of Prizren. Dormitory is more than necessary for these students because we know that the road from these cities or municipalities to Prizren is not close and for which students spend hours and pay bus tickets to come. If these students were to provide accommodation in the student dormitory, then everything would be easier for them, and they would remove the burden of daily travel, which in addition to time and money causes a lot of physical and psychological fatigue to the students.

A site that has been vacant for several years, in the center of the city, offers students the easiest access to the city center. Also, the proximity of the urban area in terms of students' needs is of great importance. After selecting the location in the center of the city and at the same time as a landmark of the city, it influenced the selection of the concept.

The selected design concept emerged after the analysis of the site. This concept was the most suitable for the site, as it offers a contemporary building with organic shapes, natural lighting from every corner and height adaptation to the surrounding structures.

For the internal orientation and general functionality, the study of similar student dormitories in different countries of the world was of particular importance. As a result of analysis, elaboration of plans and adaptation of various functions, a result has been achieved that meets the prerequisites and offers new and attractive opportunities for students studying in the city of Prizren.

The use of the structural facade allows communication with the outside spaces, but also brings a problem such as temperature and sometimes unwanted light. As a solution to this problem, several objects can be used, such as: various interior curtains, vertical curtains, shutters or even adjustable shutters.

The rooms were of great importance in the design, as each room has a different view of the environment, which affects the orientation as well as gives the feeling of a larger and more comfortable space for living, daily sleep and also a space comfortable to study.

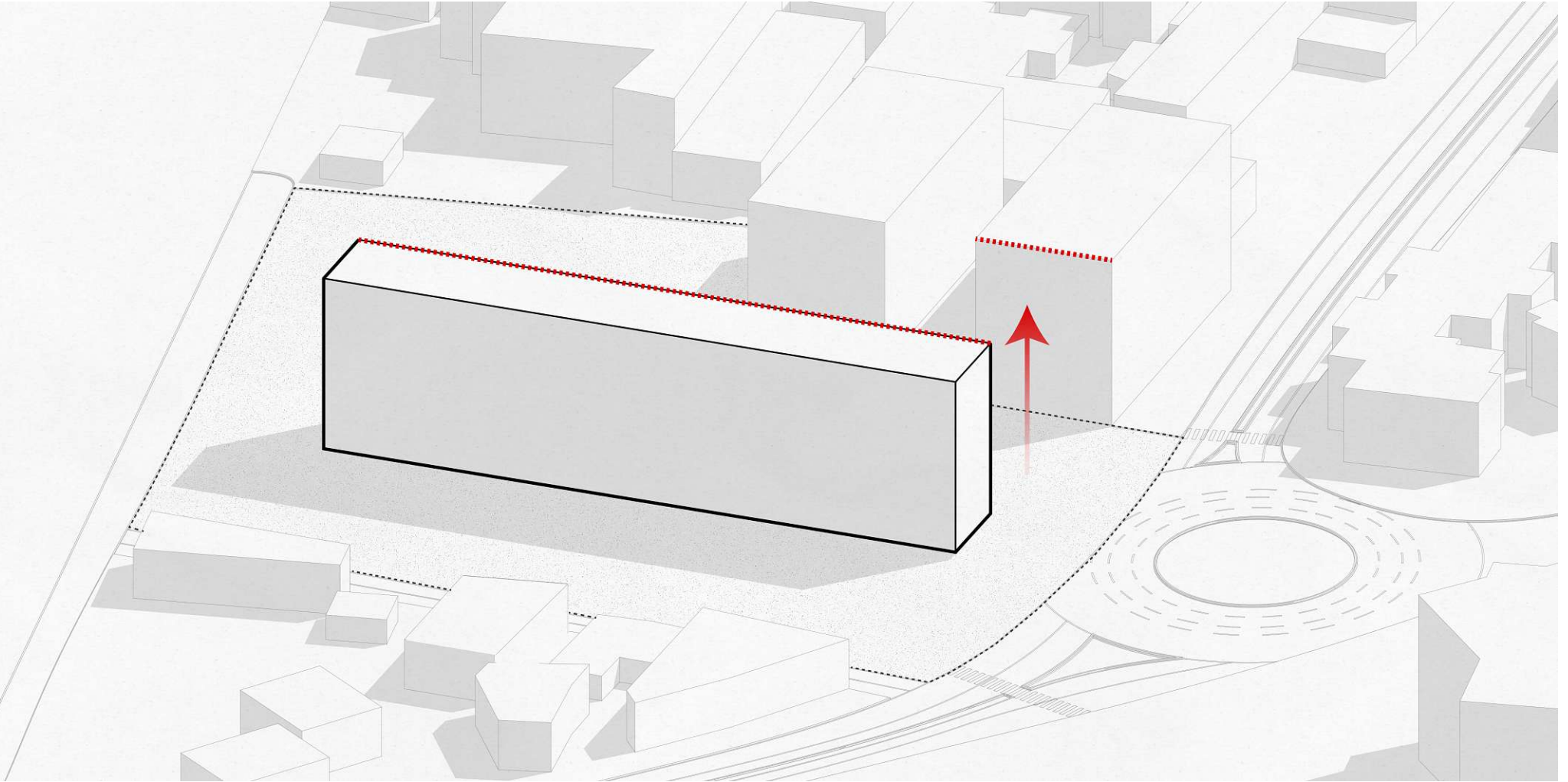
The external elements had a great influence on the form of the building, such as the green roof, and the main one is the access to the terrace from each residential floor, these were key factors in the external architecture of the building.

Taking into account all these factors, this facility aims to provide comfortable and very suitable facilities for the students of the city of Prizren.

4.1 Research questions

- Why there should be a student dormitory in the city of Prizren?
- What would make our student dormitory more attractive compared to other student dormitories?
- How to make students feel like they are at home?
- How to revive the beauty of the city?

4.2 Form analysis - Rectangle building



4.2 Form analysis - rectangle to round building

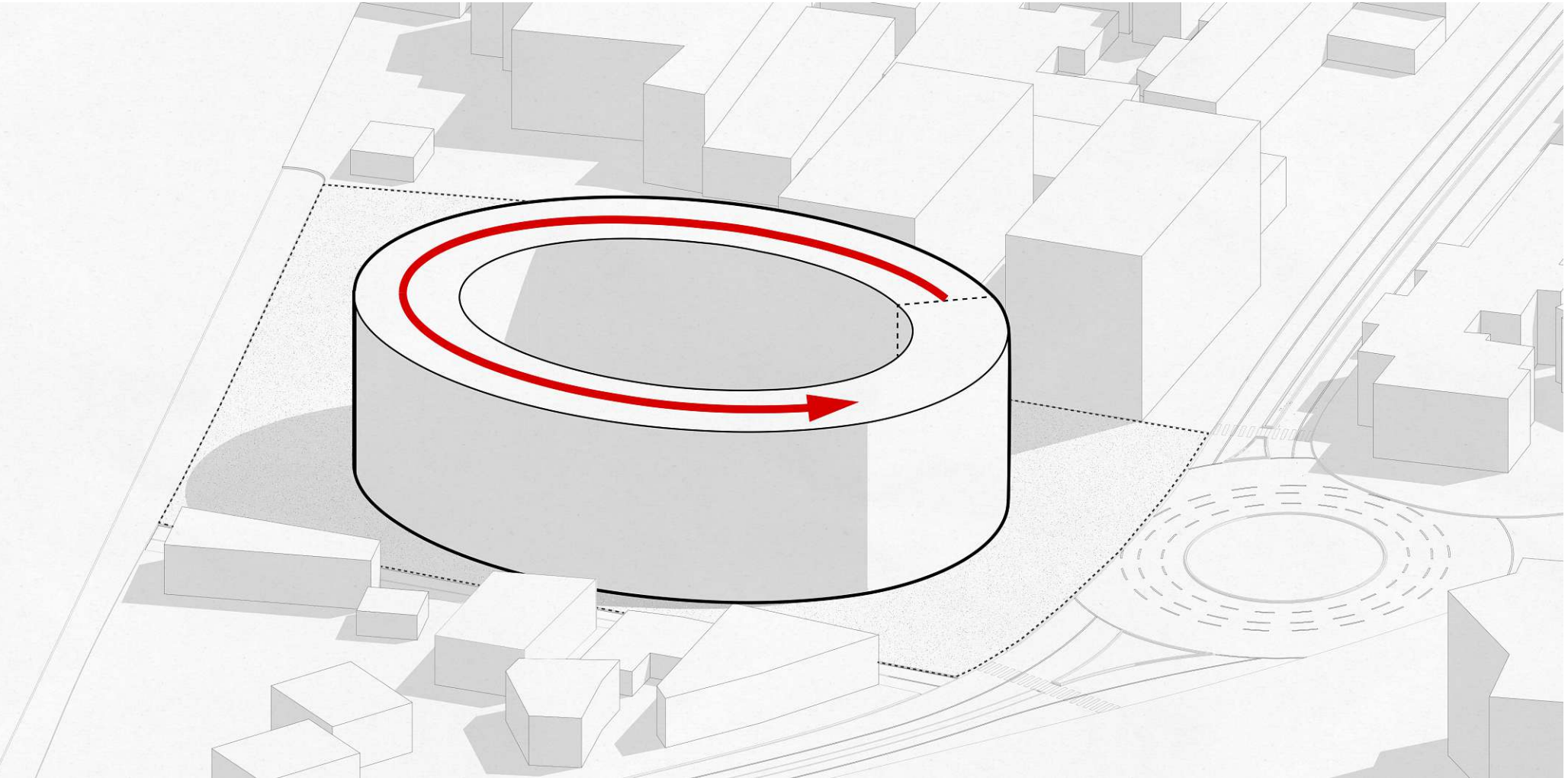
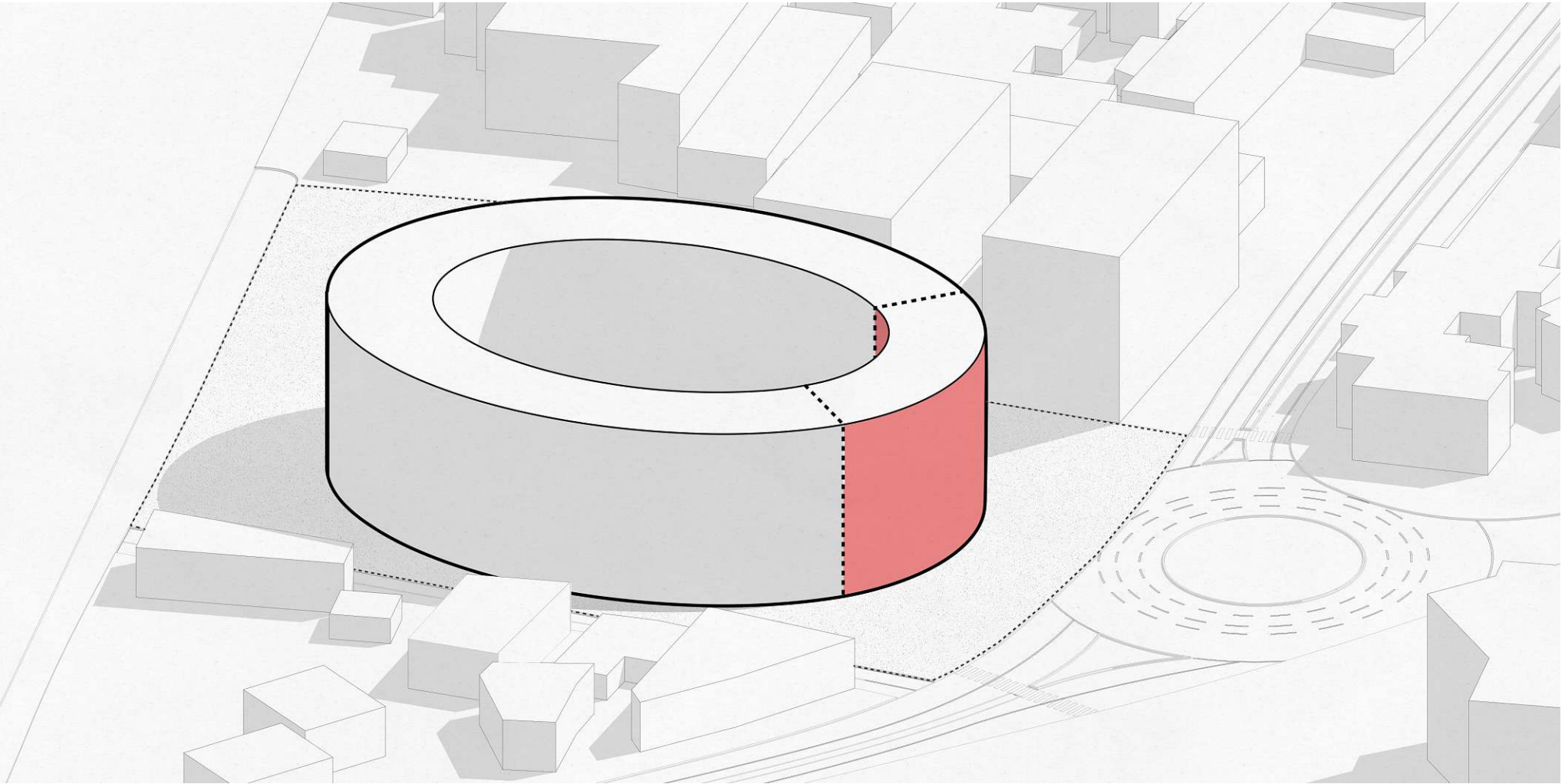


Fig.4.2: Form analysis

4.2 Form analysis - entrance



4.2 Form analysis - pushing down the entrance of the building

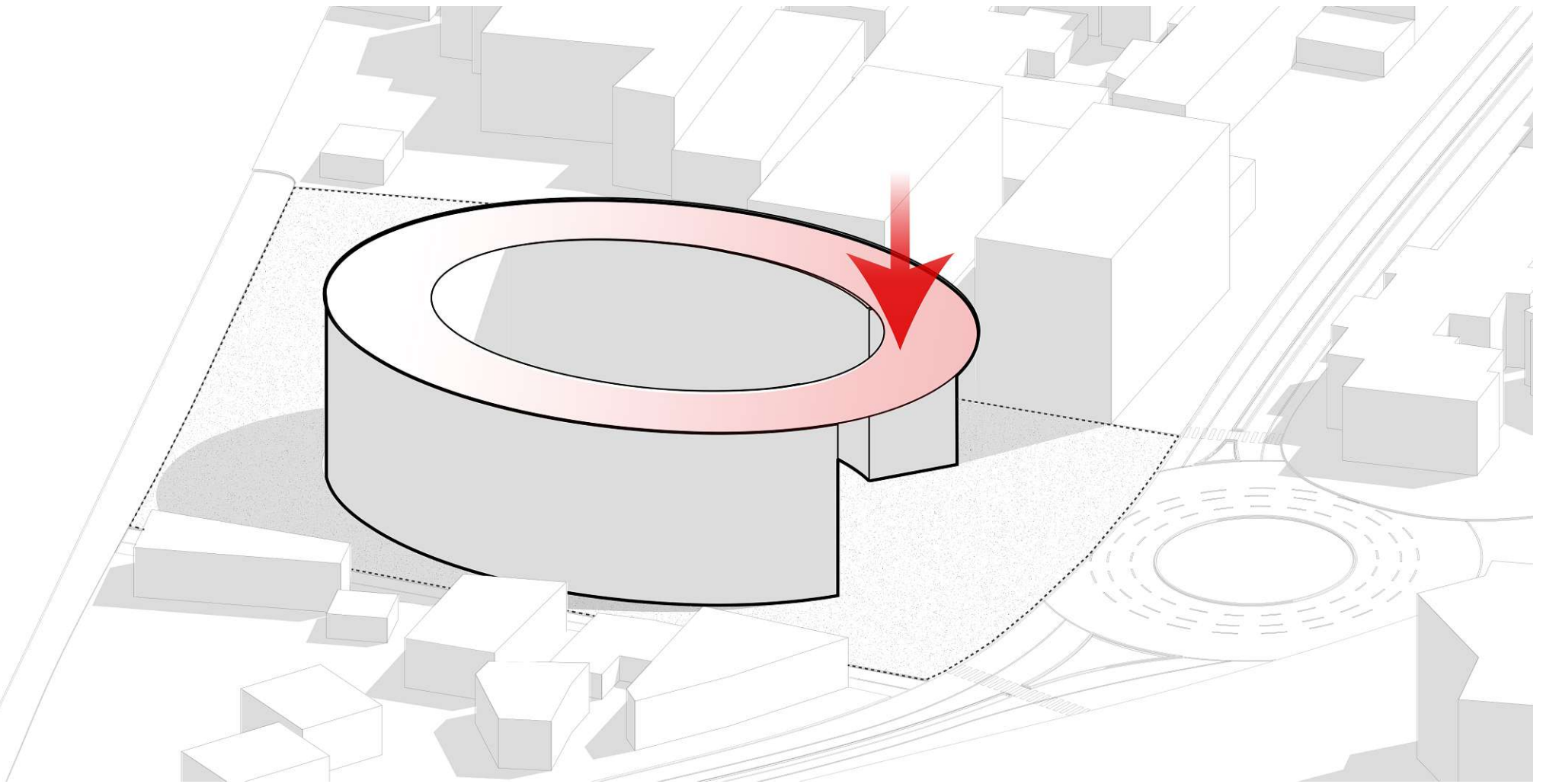
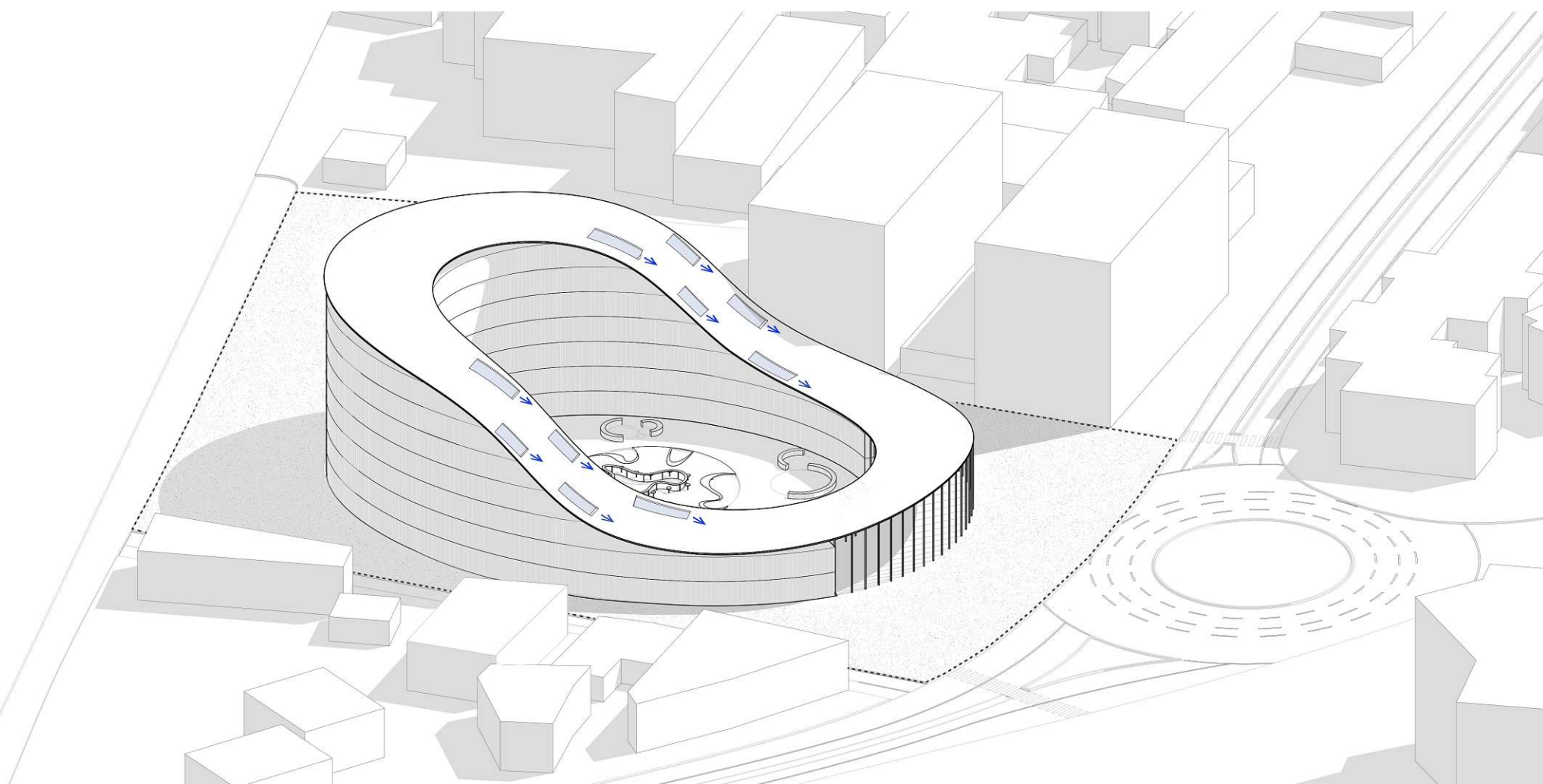


Fig.4.4: Form analysis

4.2 Form analysis - roof exits



4.2 Form analysis - green area

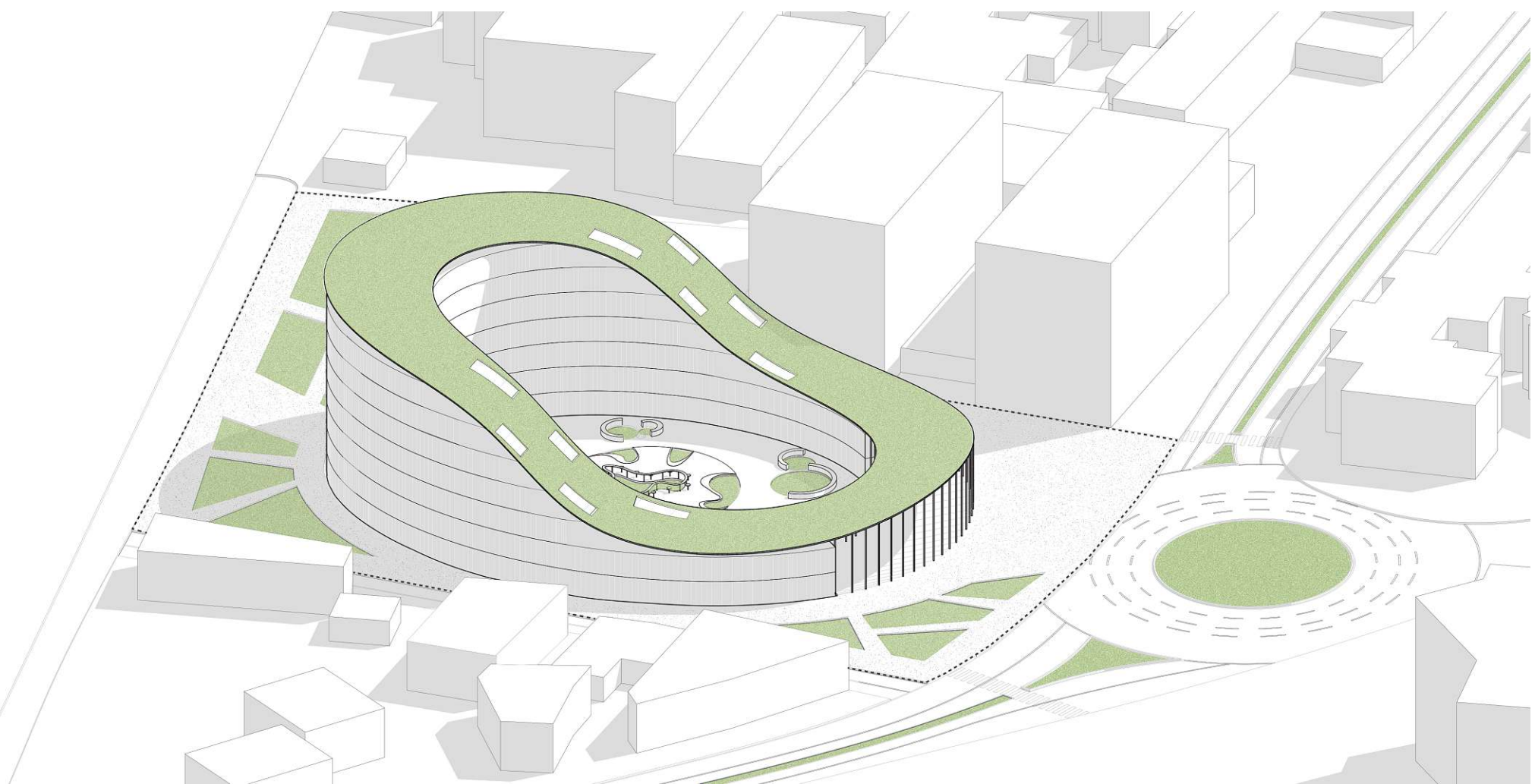
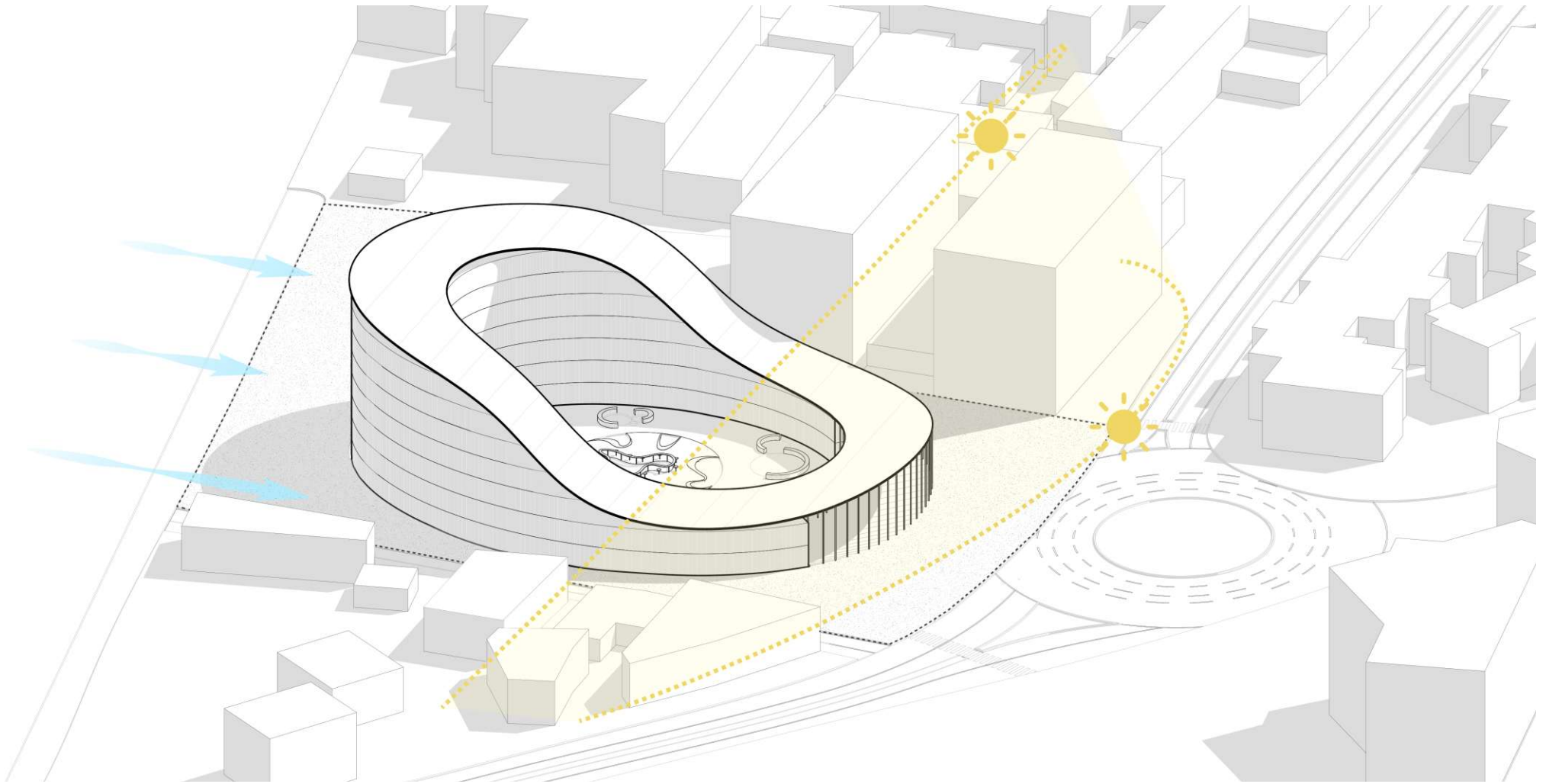
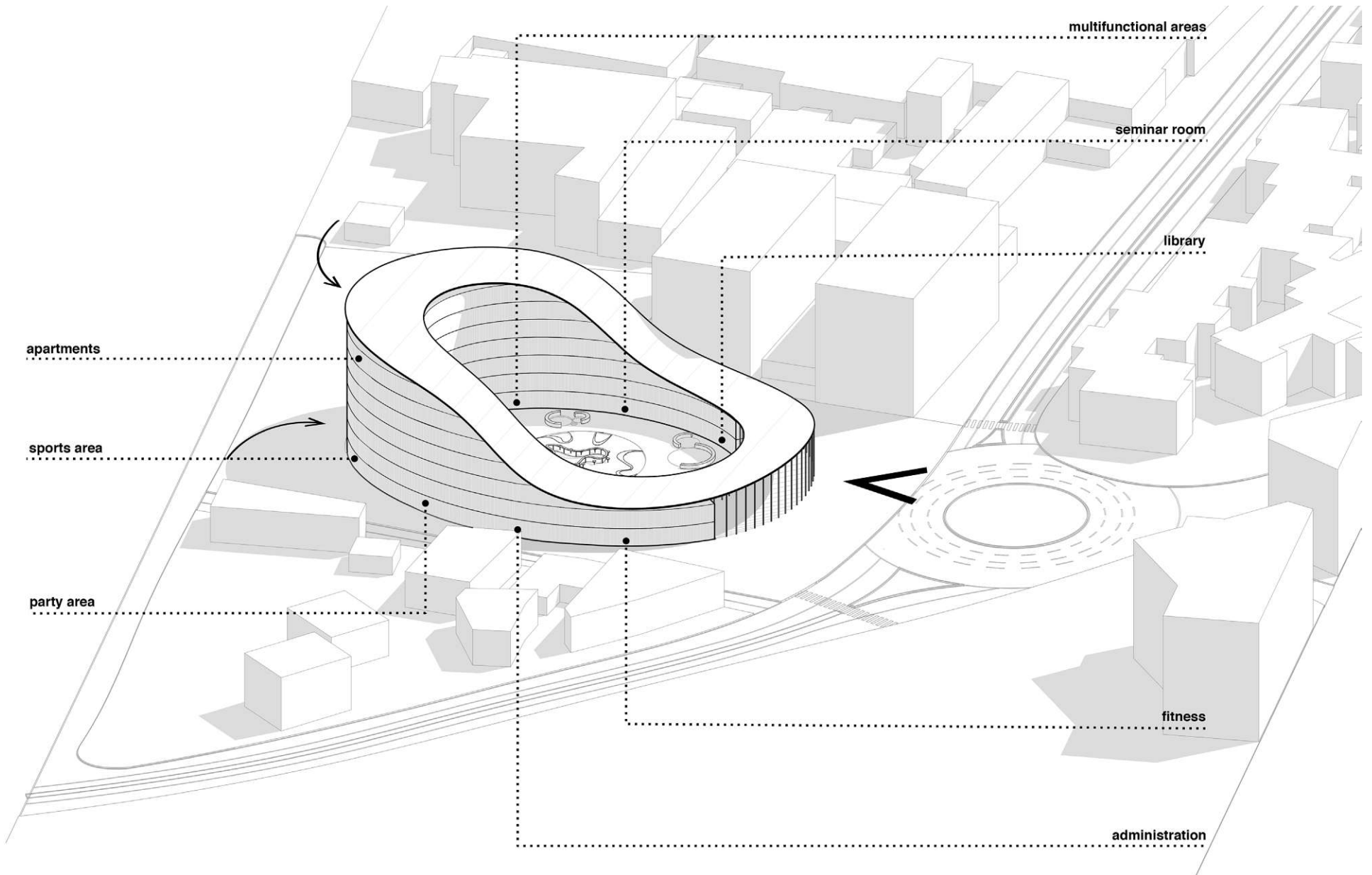


Fig.4.6: Form analysis

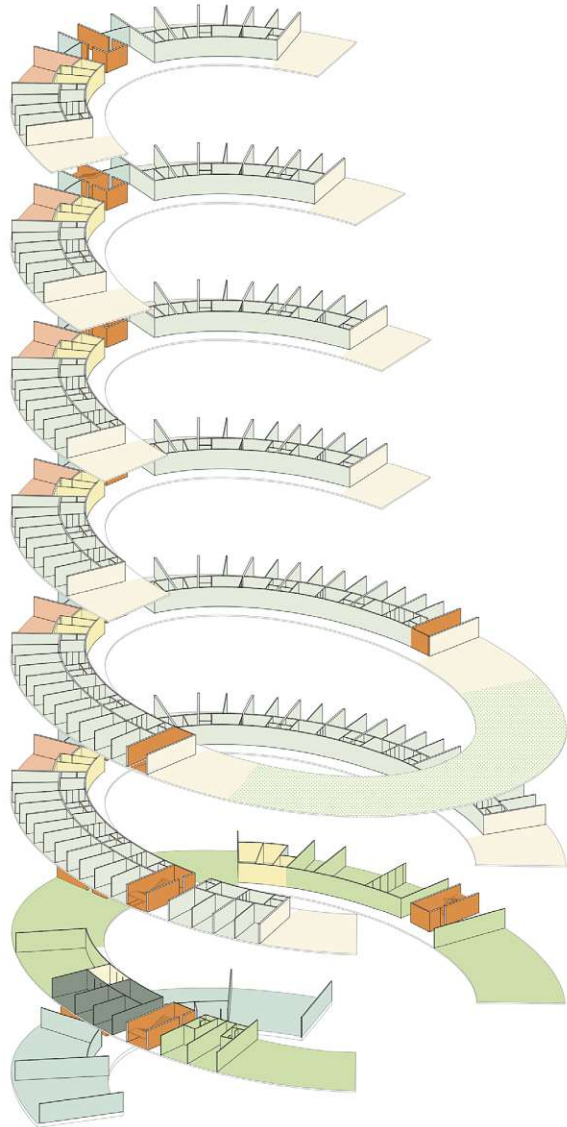
4.3 Sun and wind analysis



4.4 Function Diagram



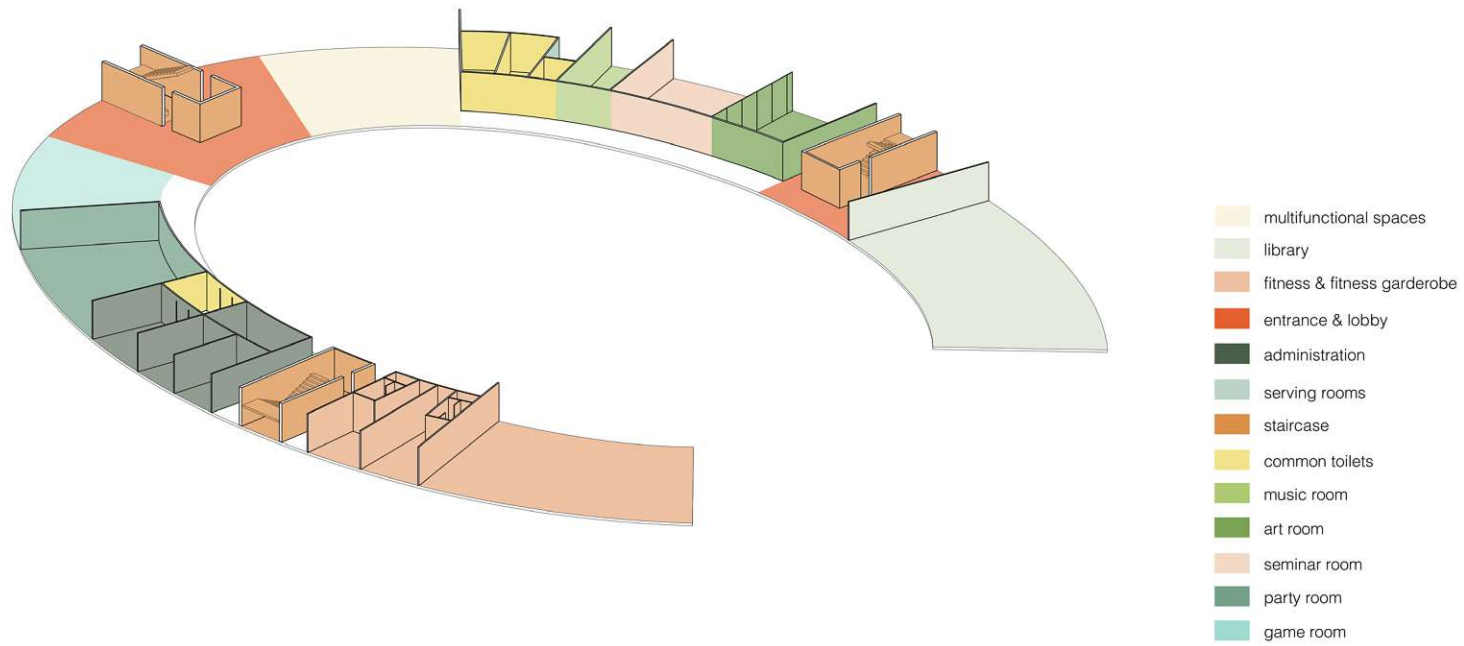
4.4 Function Diagram



- living spaces
- multifunctional spaces
- common kitchen
- entrance & lobby
- administration
- common spaces
- serving rooms
- staircase
- common toilets
- common terrace

Fig.4.9: Functions 3d Diagram

4.4 Functions Diagram - Ground Floor



4.4 Functions Diagram - First Floor

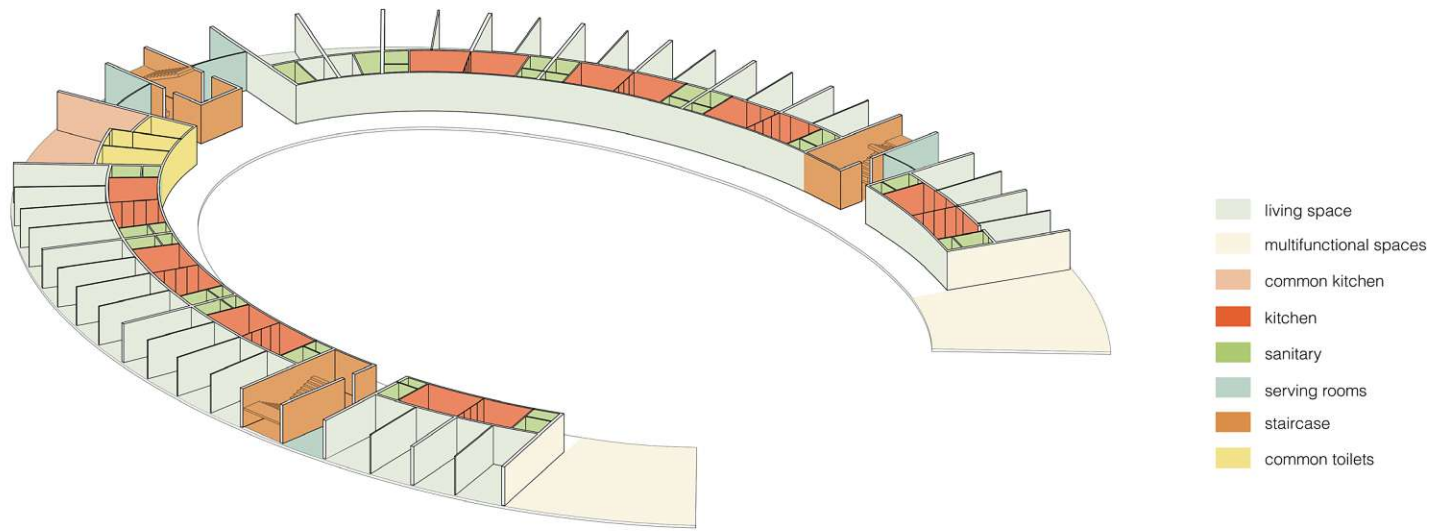
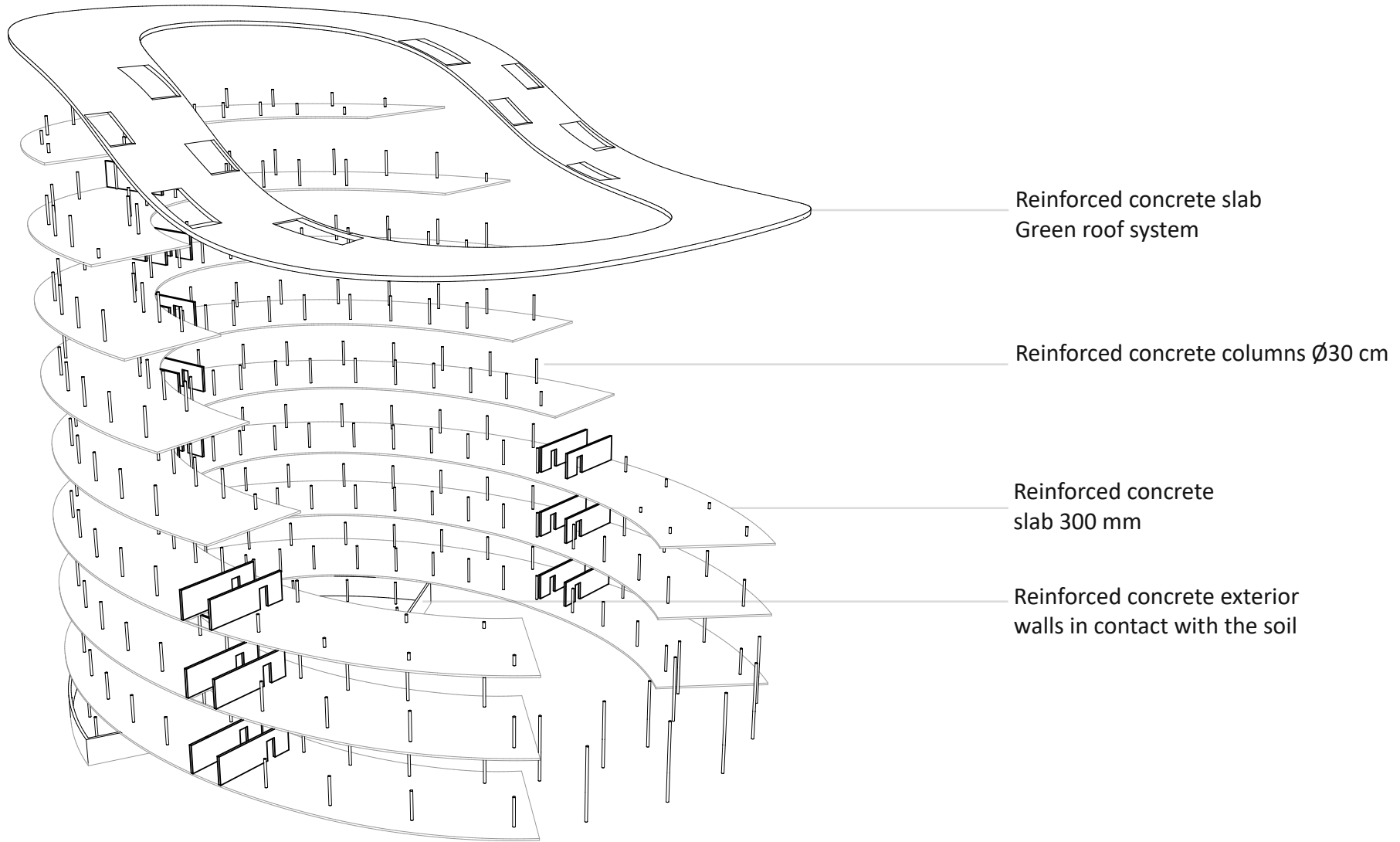


Fig.4.11: Functions 3d Diagram First Floor

4.5 Structure Diagram



4.5 Construction overlap

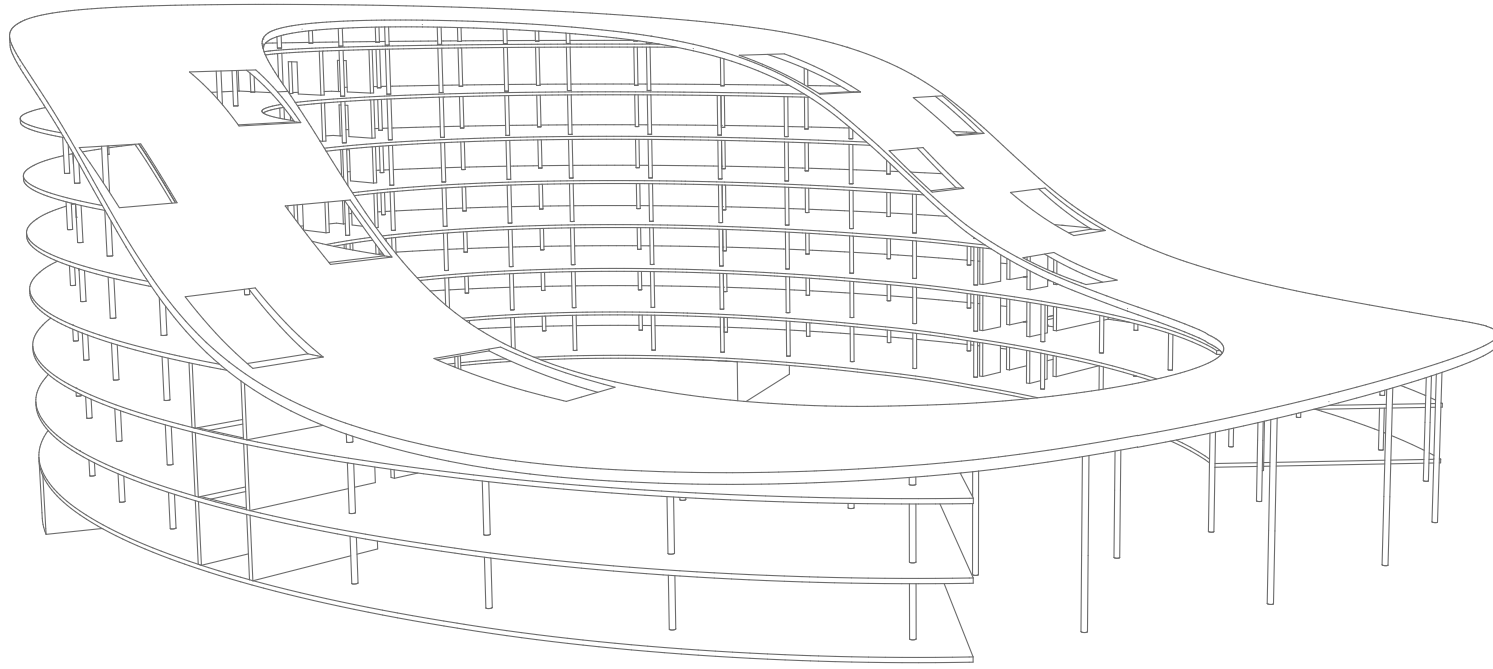
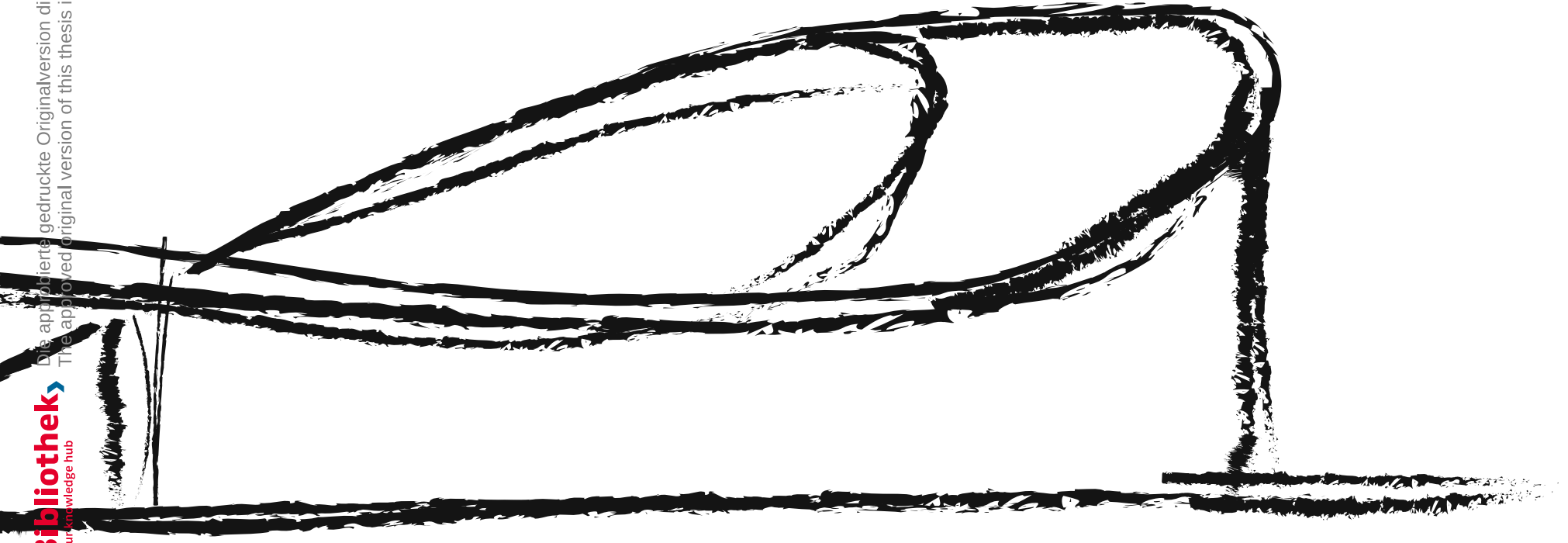


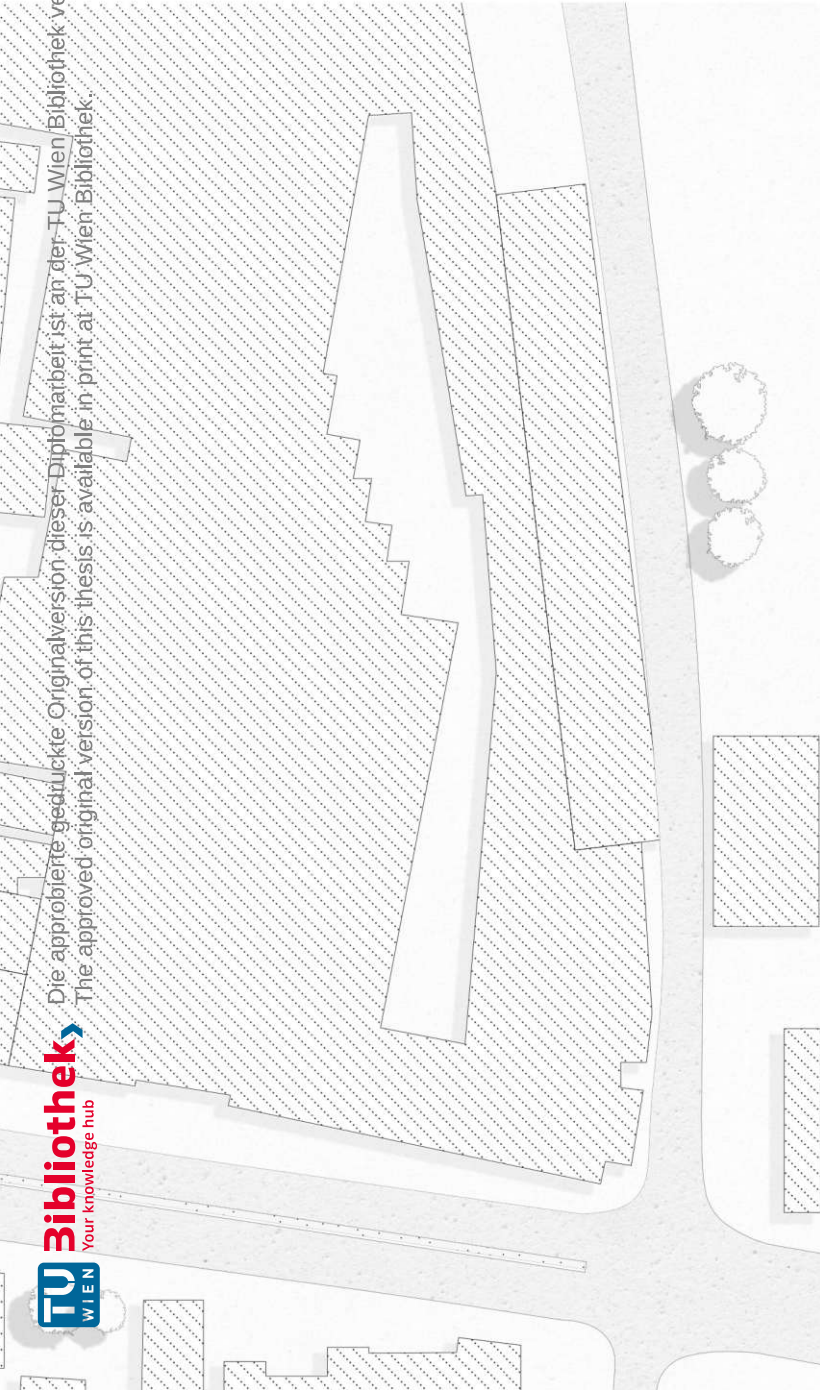
Fig.4.13: Construction overlap

5. Design









5.1 Site Plan

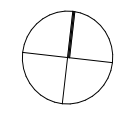
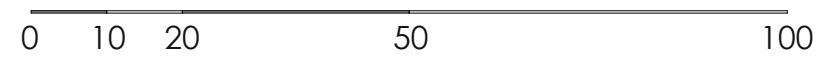


Fig.5.1: Site Plan

5.2.1 Ground Floor plan

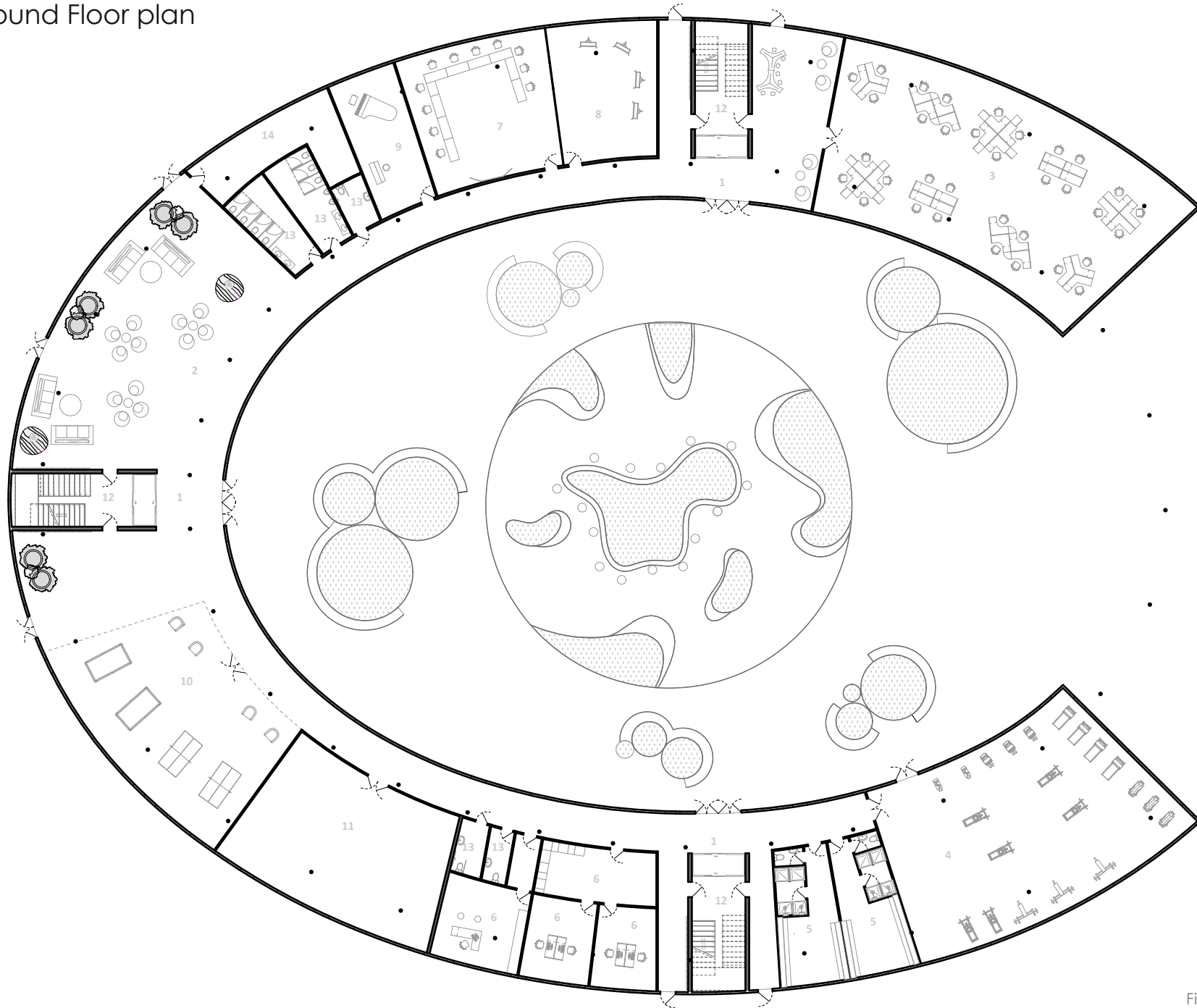
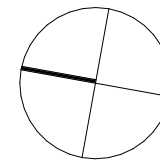
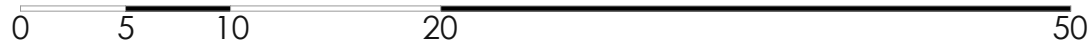


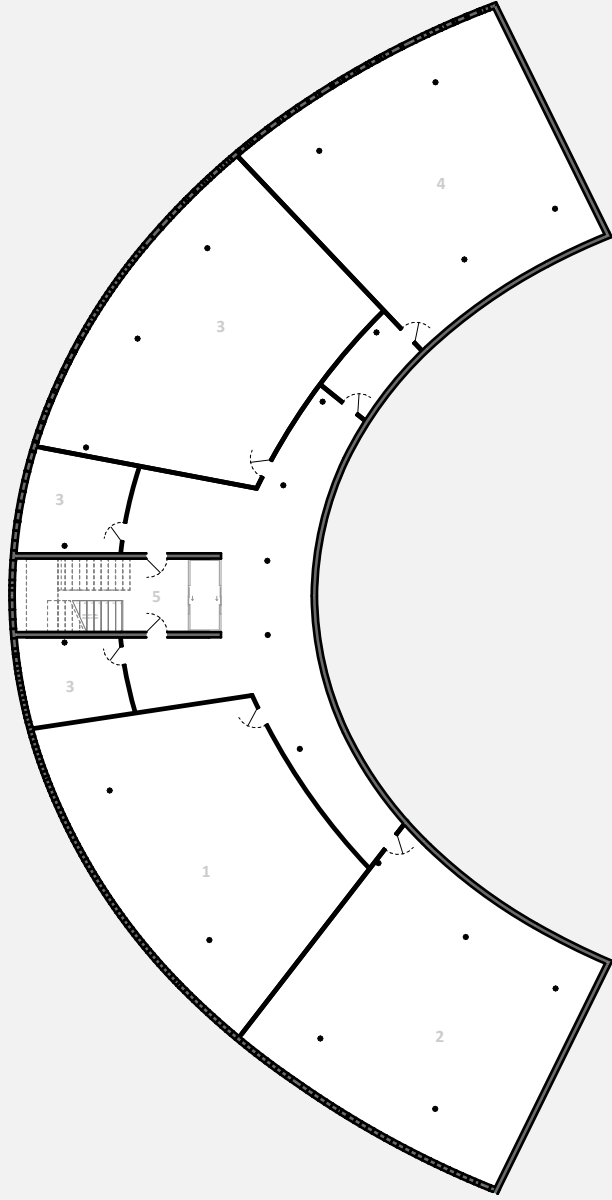
Fig.5.2: Ground Floor plan

Ground Floor plan

1. Entrance & Lobby 317 m²
2. Multifunctional space 205 m²
3. Libray 262 m²
4. Fitness 209 m²
5. Fitness garderobe 75 m²
6. Administation 107 m²
7. Seminar room 82 m²
8. Art room 64 m²
9. Music room 40 m²
10. Game room 145 m²
11. Party room 128 m²
12. Staircase 100 m²
13. Common toilets 56 m²
14. Serving room 37 m²

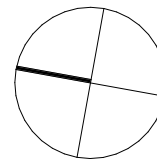
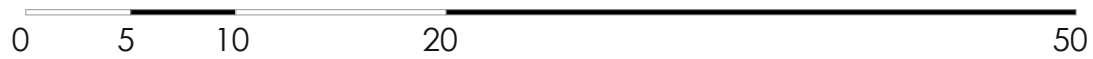


5.2.2 Underground Floor plan

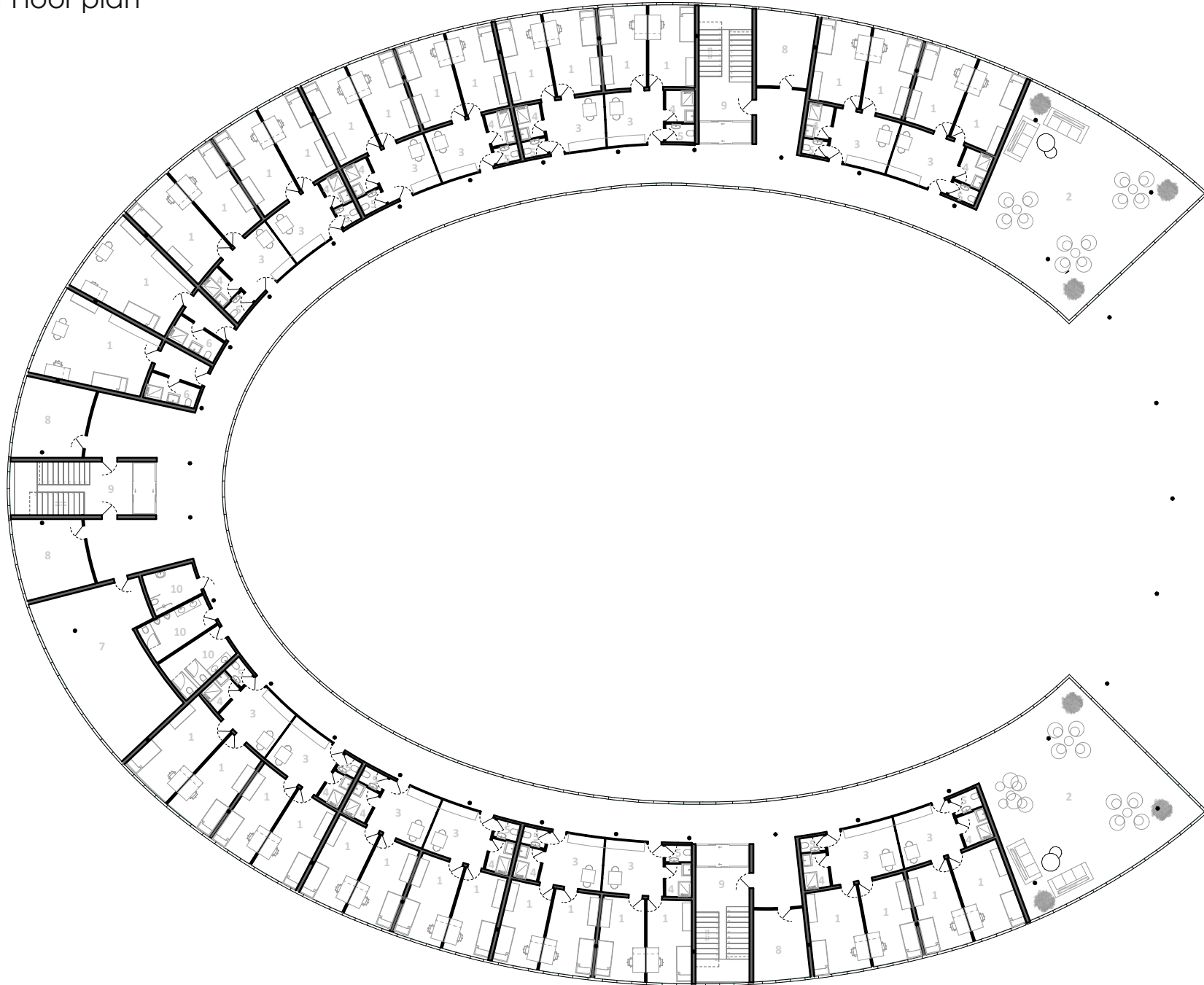


Underground Floor plan

1. Laundry room 144 m²
2. Storage room 157 m²
3. Serving room 181 m²
4. Garbage room 160 m²
5. Staircase 35 m²

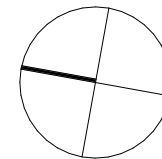


5.2.3 First Floor plan

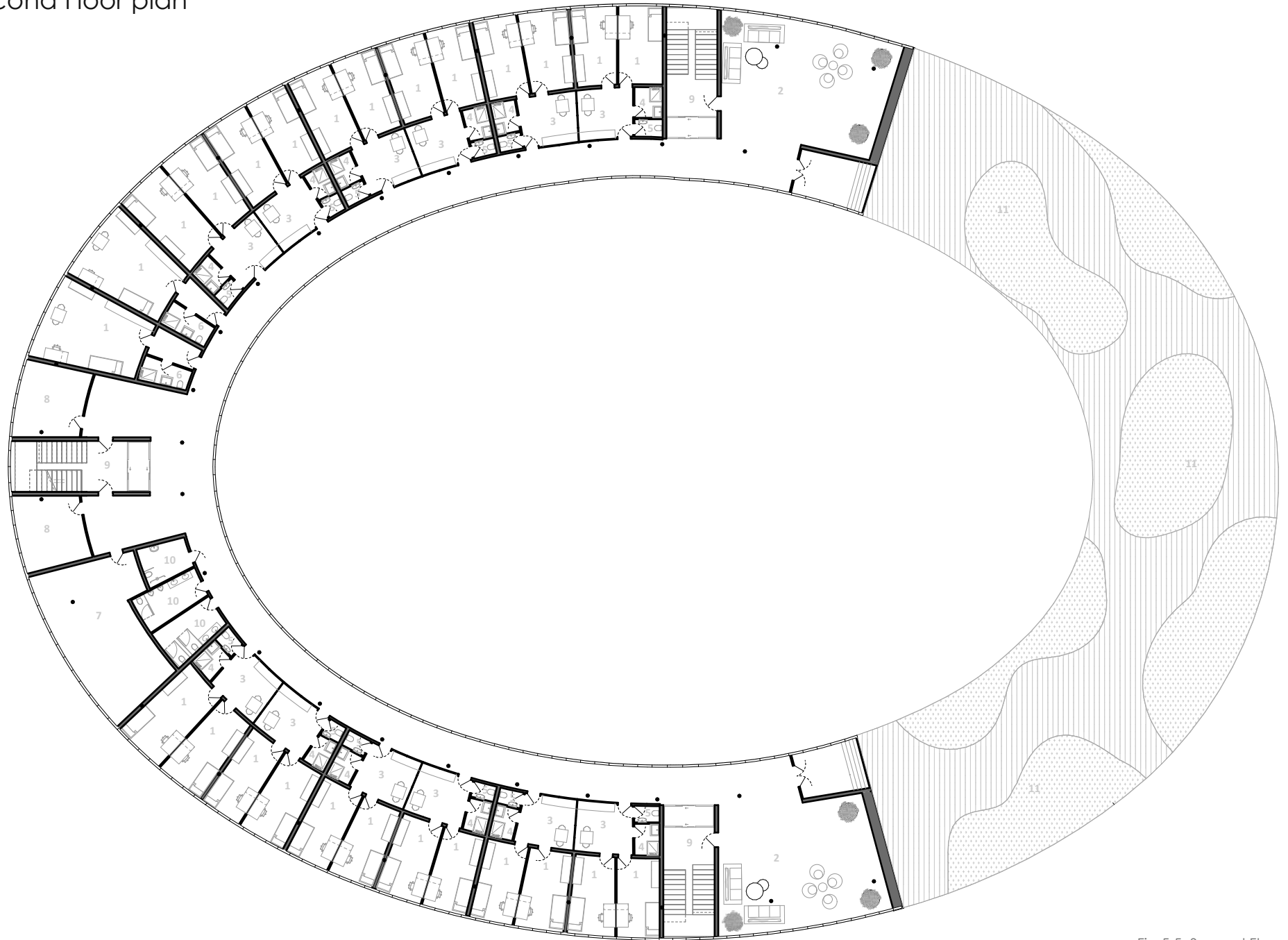


First Floor plan

1. Living space 742 m²
2. Multifunctional space 264 m²
3. Room kitchen 217 m²
4. Bathroom 58 m²
5. Toilet 30 m²
6. Bathroom 11 m²
7. Common kitchen 65 m²
8. Serving room 79 m²
9. Staircase 100 m²
10. Common toilets 44 m²

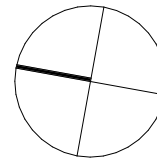


5.2.4 Second Floor plan

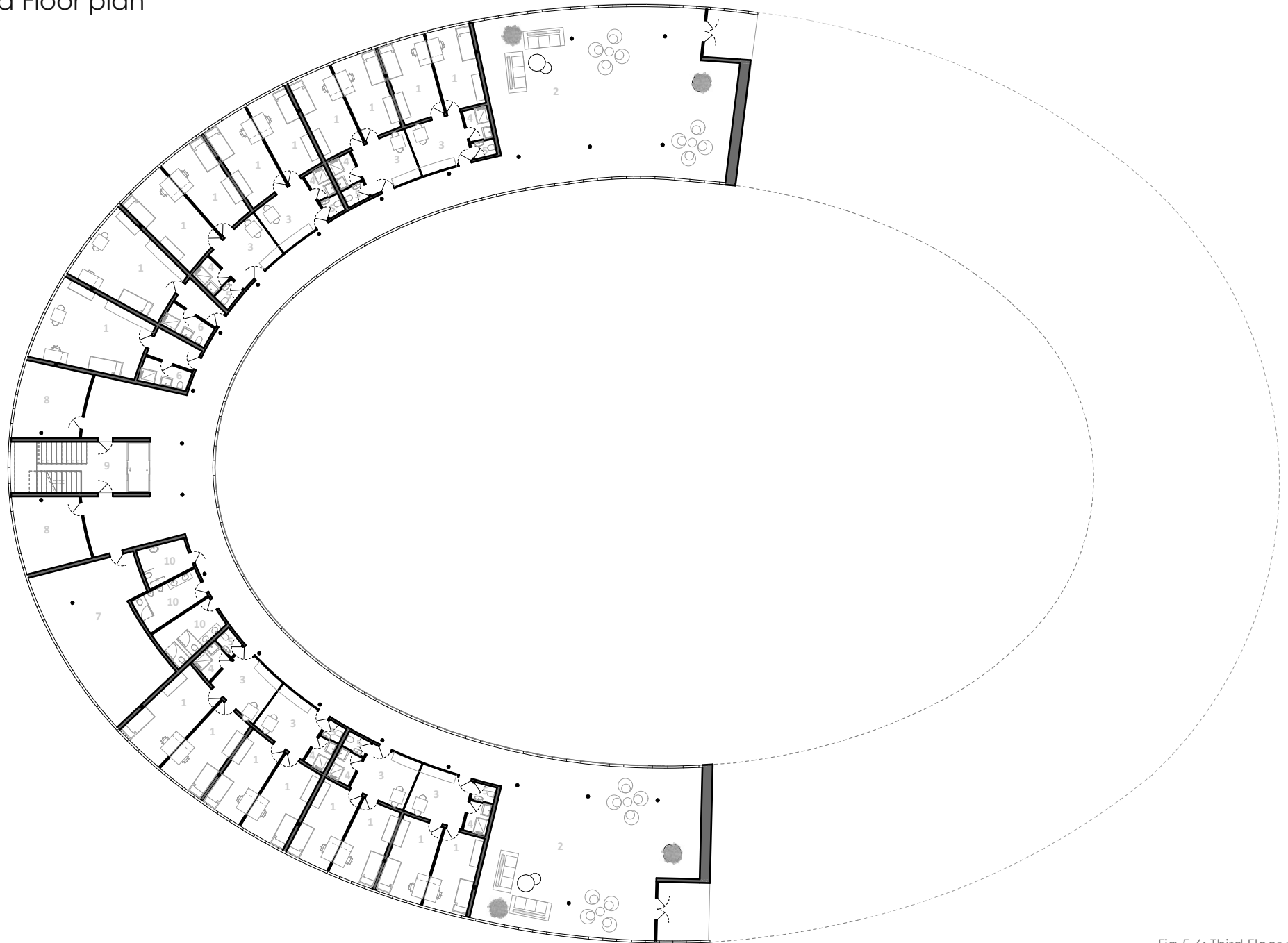


Second Floor plan

1. Living space 575 m²
2. Multifunctional space 250 m²
3. Room kitchen 159 m²
4. Bathroom 42 m²
5. Toilet 22 m²
6. Bathroom 11 m²
7. Common kitchen 65 m²
8. Serving room 46 m²
9. Staircase 100 m²
10. Common toilets 44 m²
11. Terrace 995 m²

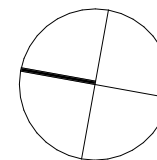


5.2.5 Third Floor plan

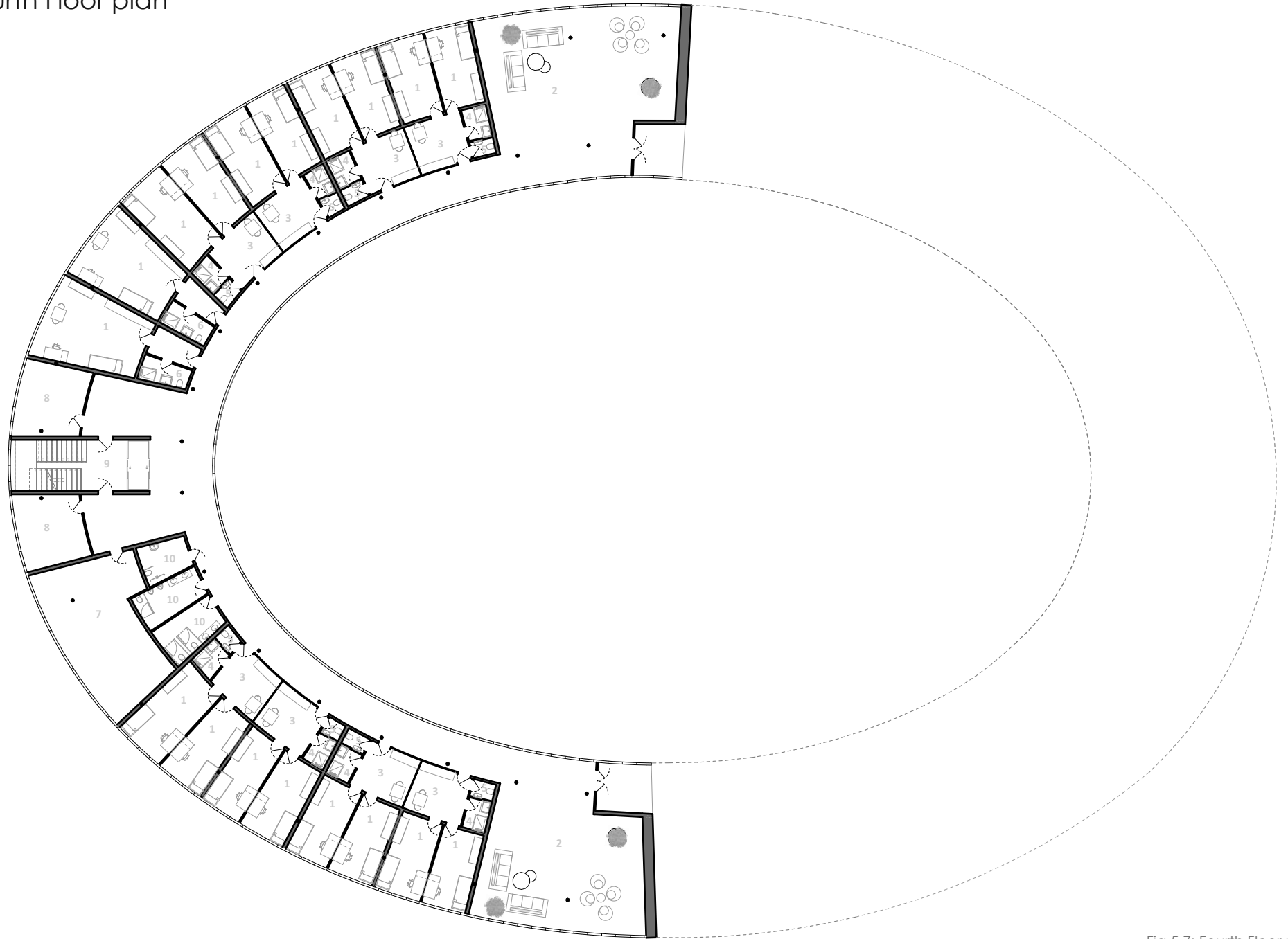


Third Floor plan

1. Living space 423 m²
2. Multifunctional space 366 m²
3. Room kitchen 106 m²
4. Bathroom 27 m²
5. Toilet 14 m²
6. Bathroom 11 m²
7. Common kitchen 65 m²
8. Serving room 46 m²
9. Staircase 35 m²
10. Common toilets 44 m²

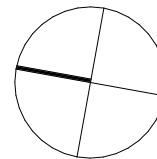


5.2.6 Fourth Floor plan

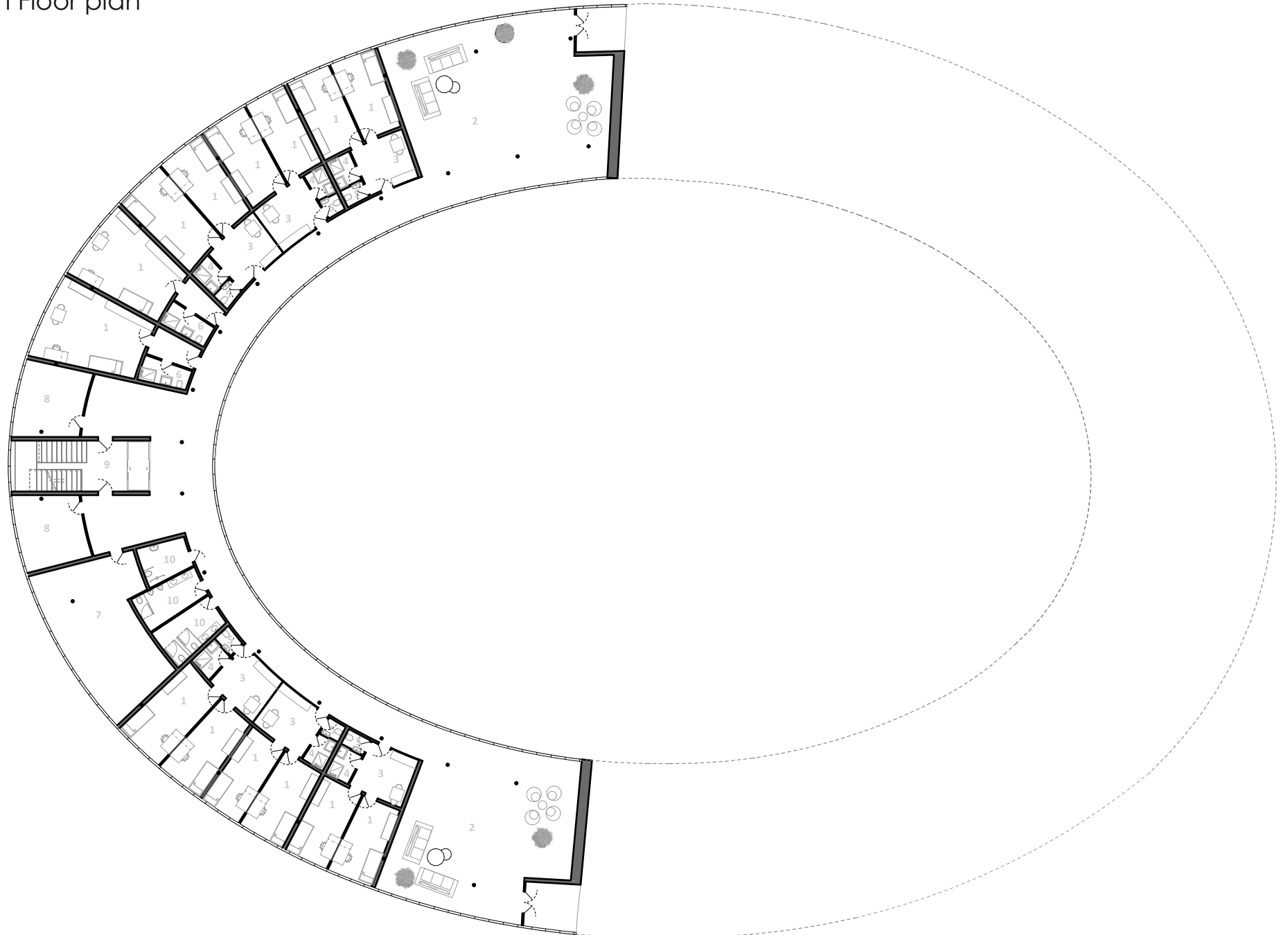


Fourth Floor plan

1. Living space 423 m²
2. Multifunctional space 271 m²
3. Room kitchen 106 m²
4. Bathroom 27 m²
5. Toilet 14 m²
6. Bathroom 11 m²
7. Common kitchen 65 m²
8. Serving room 46 m²
9. Staircase 35 m²
10. Common toilets 44 m²

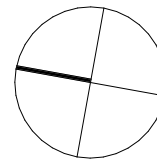


5.2.7 Fifth Floor plan

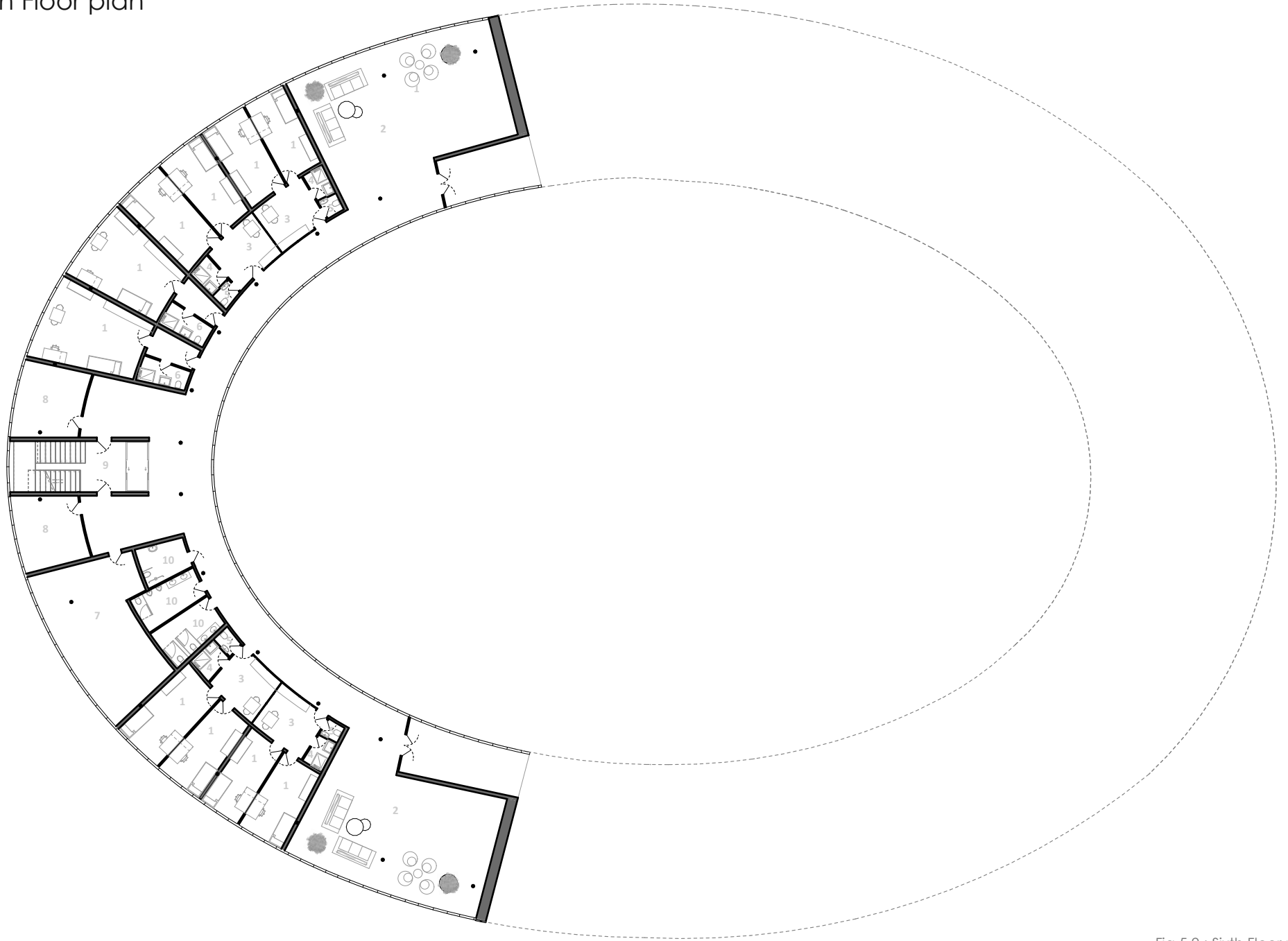


Fifth Floor plan

1. Living space 351 m²
2. Multifunctional space 307 m²
3. Room kitchen 79 m²
4. Bathroom 20 m²
5. Toilet 10 m²
6. Bathroom 11 m²
7. Common kitchen 65 m²
8. Serving room 46 m²
9. Staircase 35 m²
10. Common toilets 44 m²

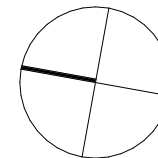


5.2.8 Sixth Floor plan



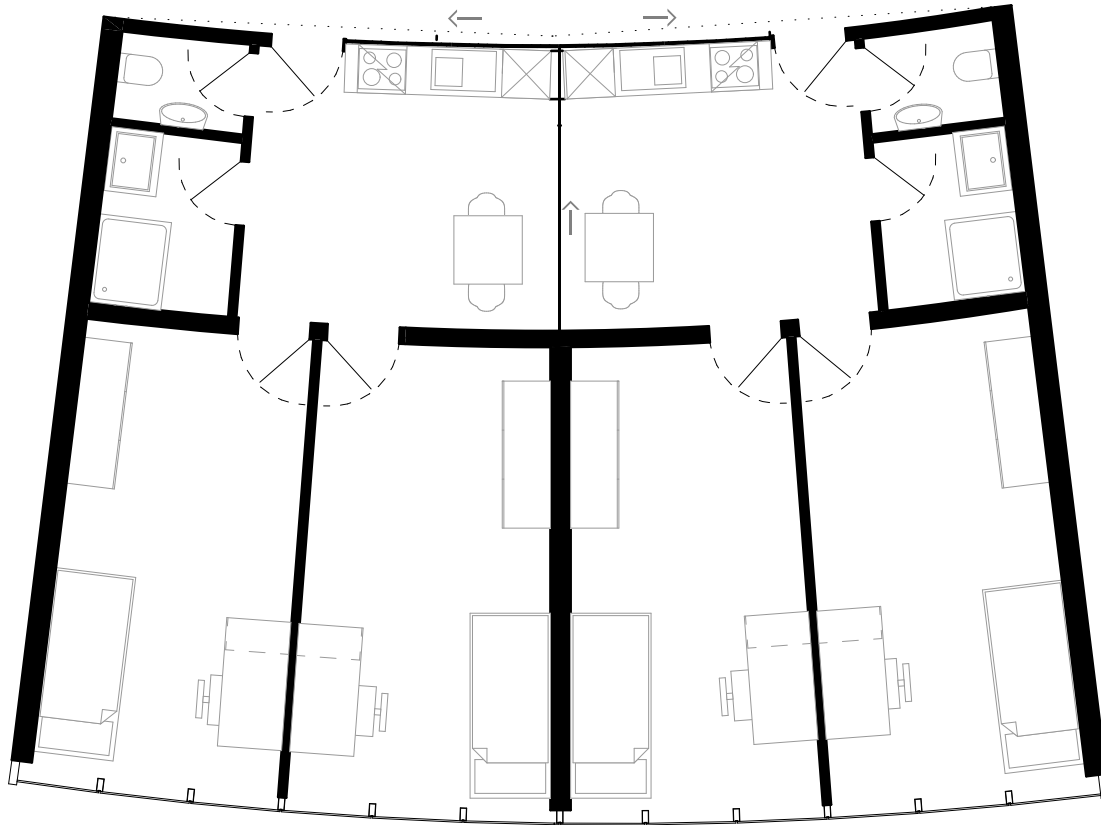
Sixth Floor plan

1. Living space 269 m²
2. Multifunctional space 279 m²
3. Room kitchen 53 m²
4. Bathroom 13 m²
5. Toilet 7 m²
6. Bathroom 11 m²
7. Common kitchen 65 m²
8. Serving room 46 m²
9. Staircase 35 m²
10. Common toilets 44 m²



5.4.1 Room type 1

- 2 Persons
- 5,5 m x 3 m modul
- 62 m²
- Closed toilet
- Closed bathroom
- Common Kitchen



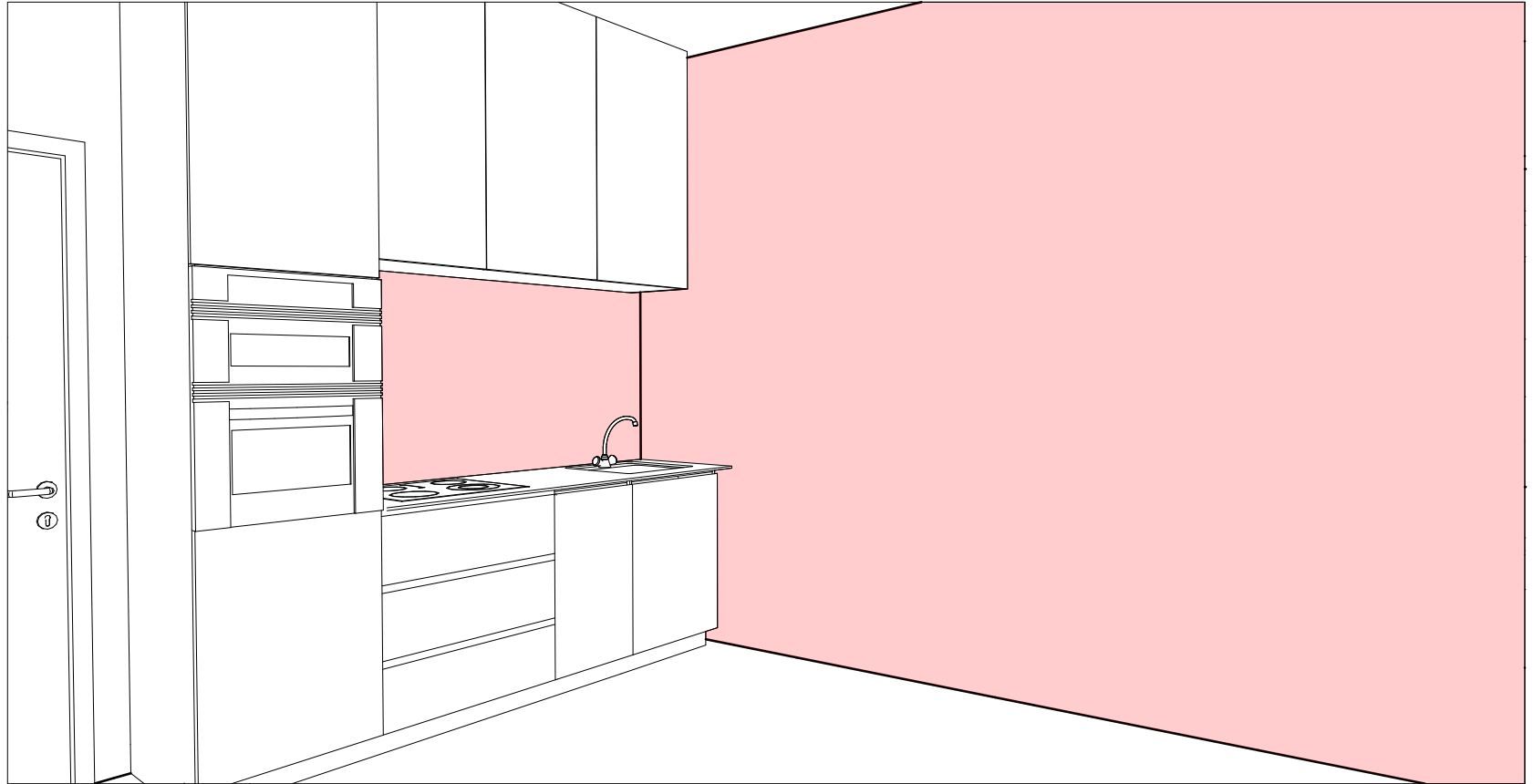


Fig.5.12: Room typology 1 - Perspective

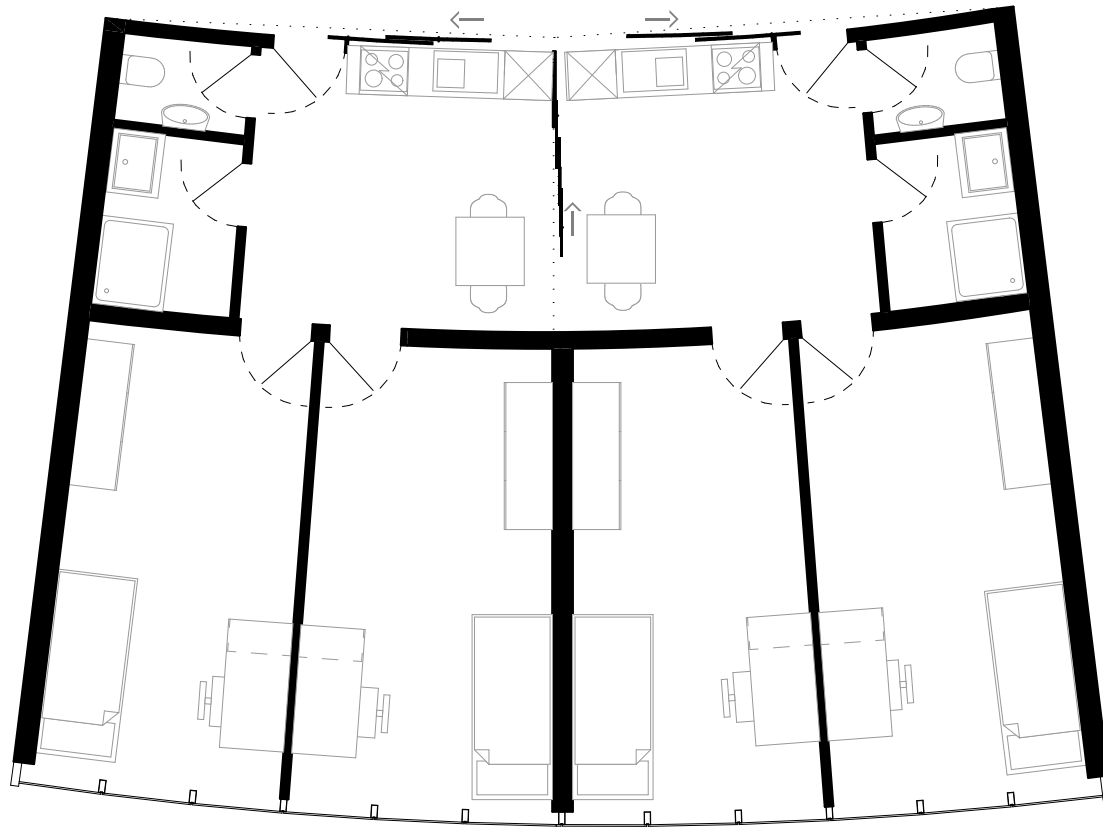


Fig.5.13: Room typology 1 - Plan

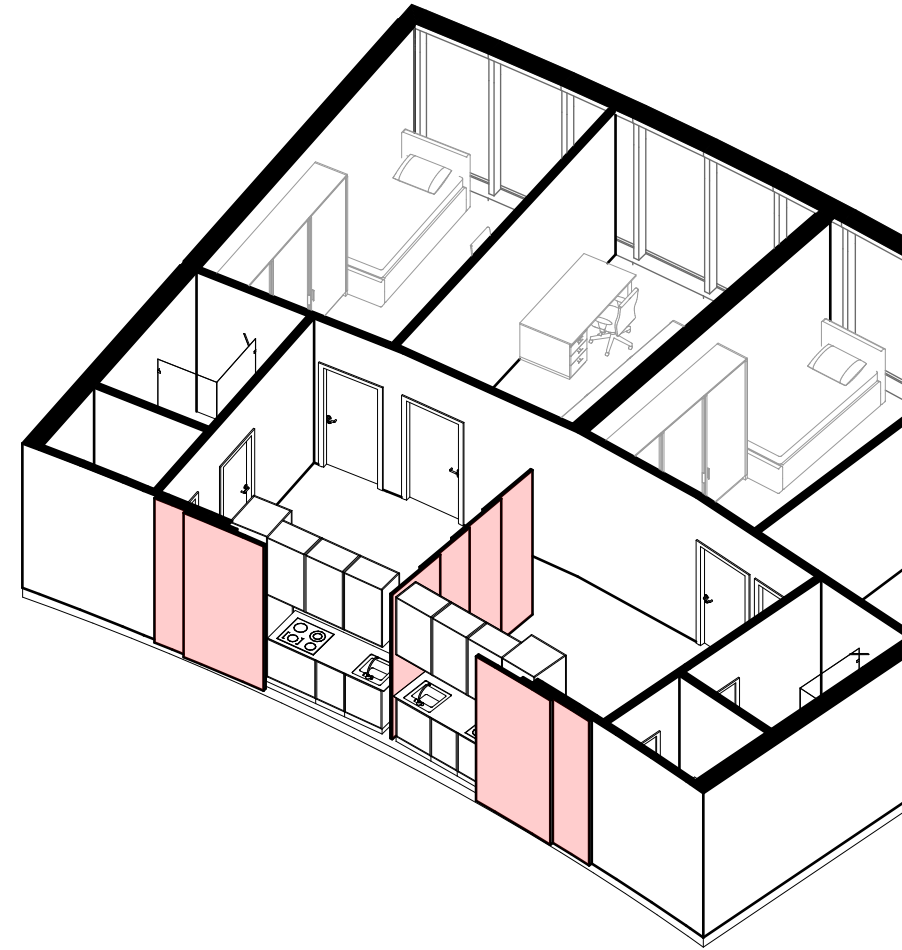


Fig.5.14: Room typology 1 - Axonometry

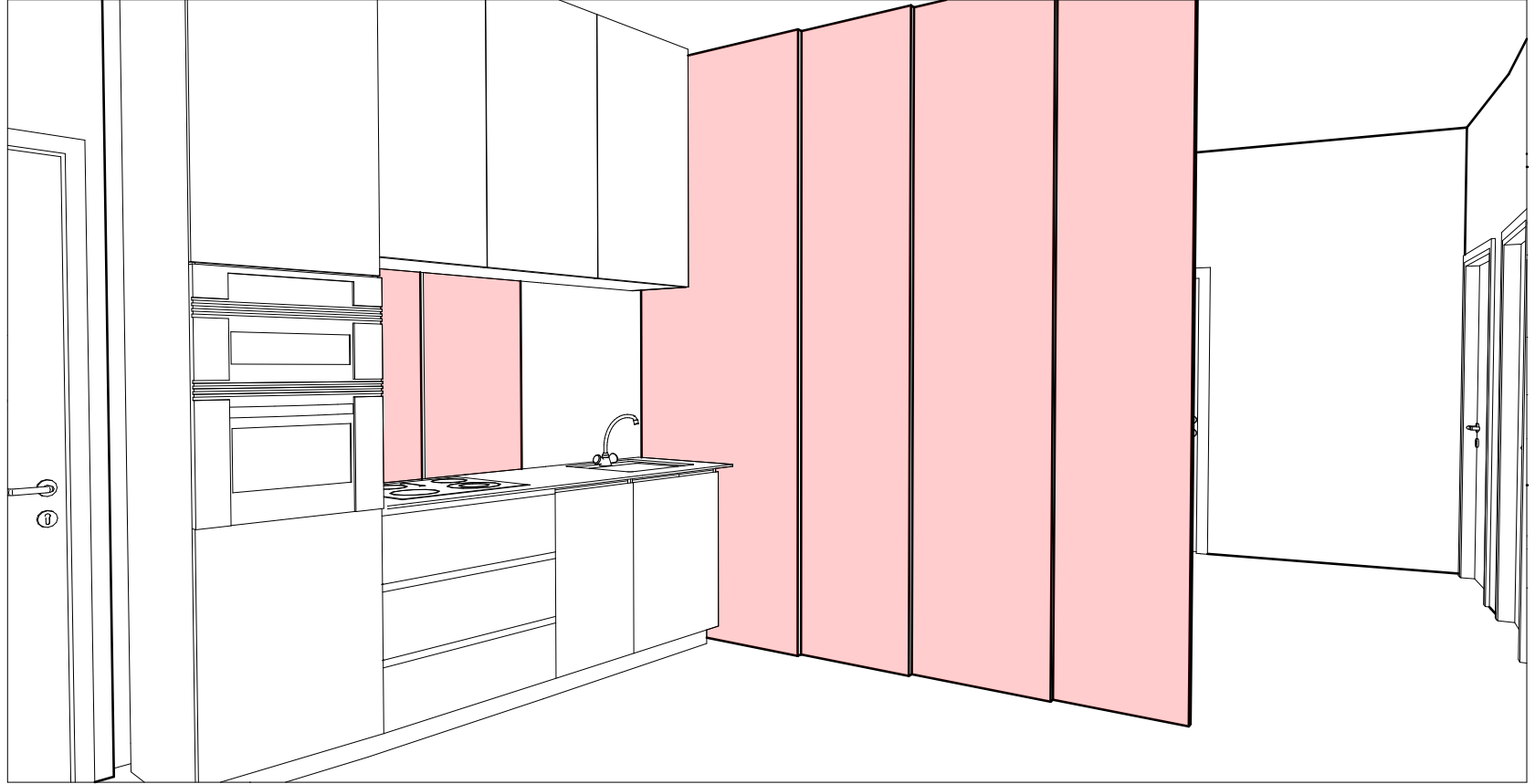
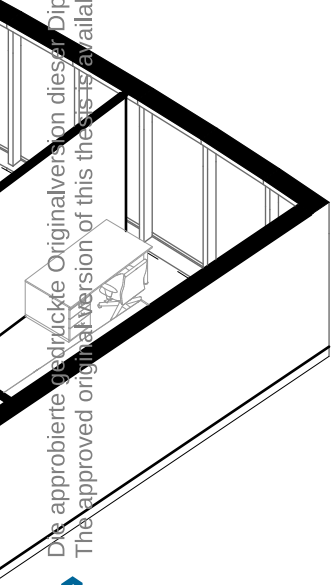


Fig.5.15: Room typology 1 - Perspective

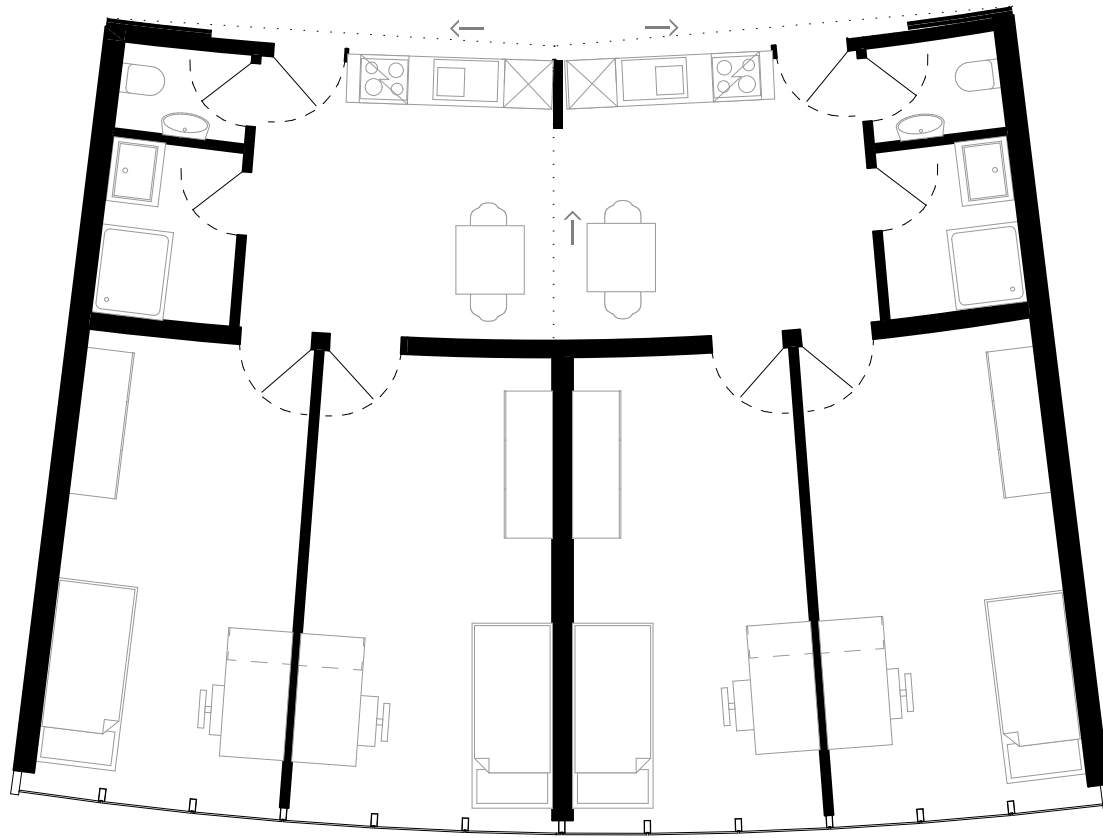


Fig.5.16: Room typology 1 - Plan



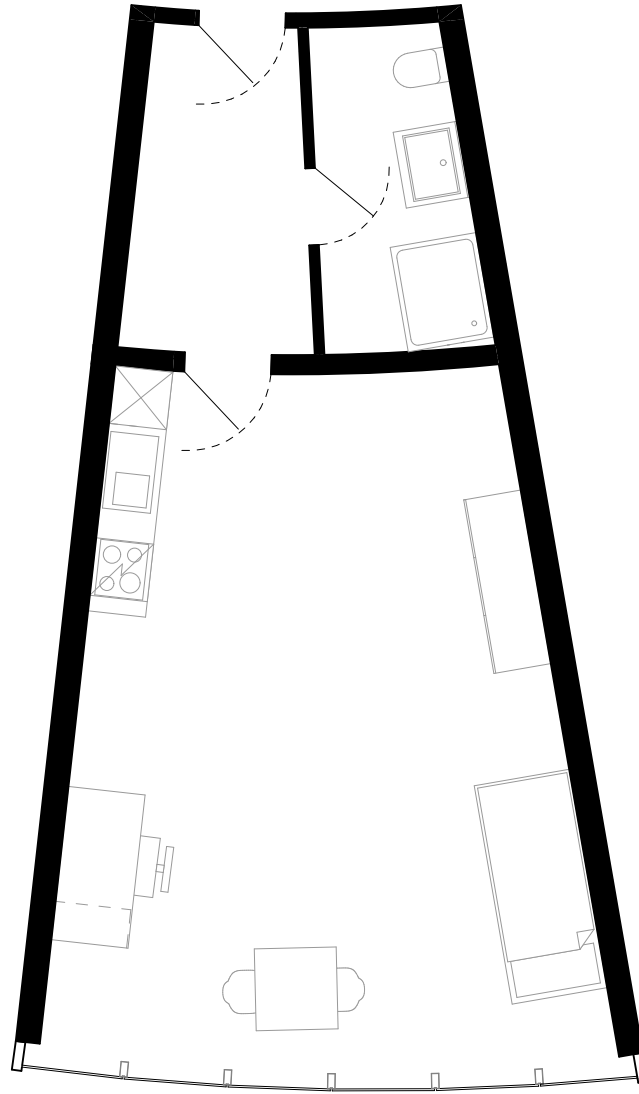
Fig.5.17: Room typology 1 - Axonometry



Fig.5.18: Room typology 1 - Perspective

5.4.2 Room type 2

- 1 Persons
- 50 m²
- Closed bathroom
- Kitchen - Living area



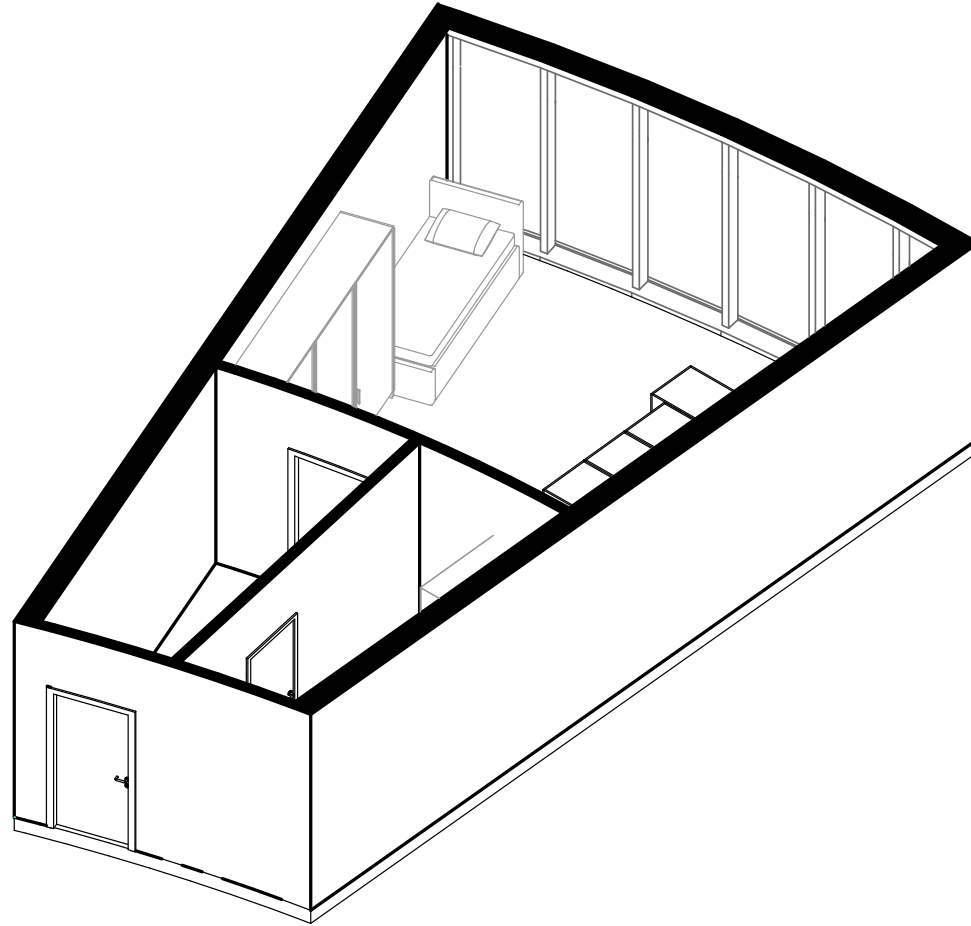
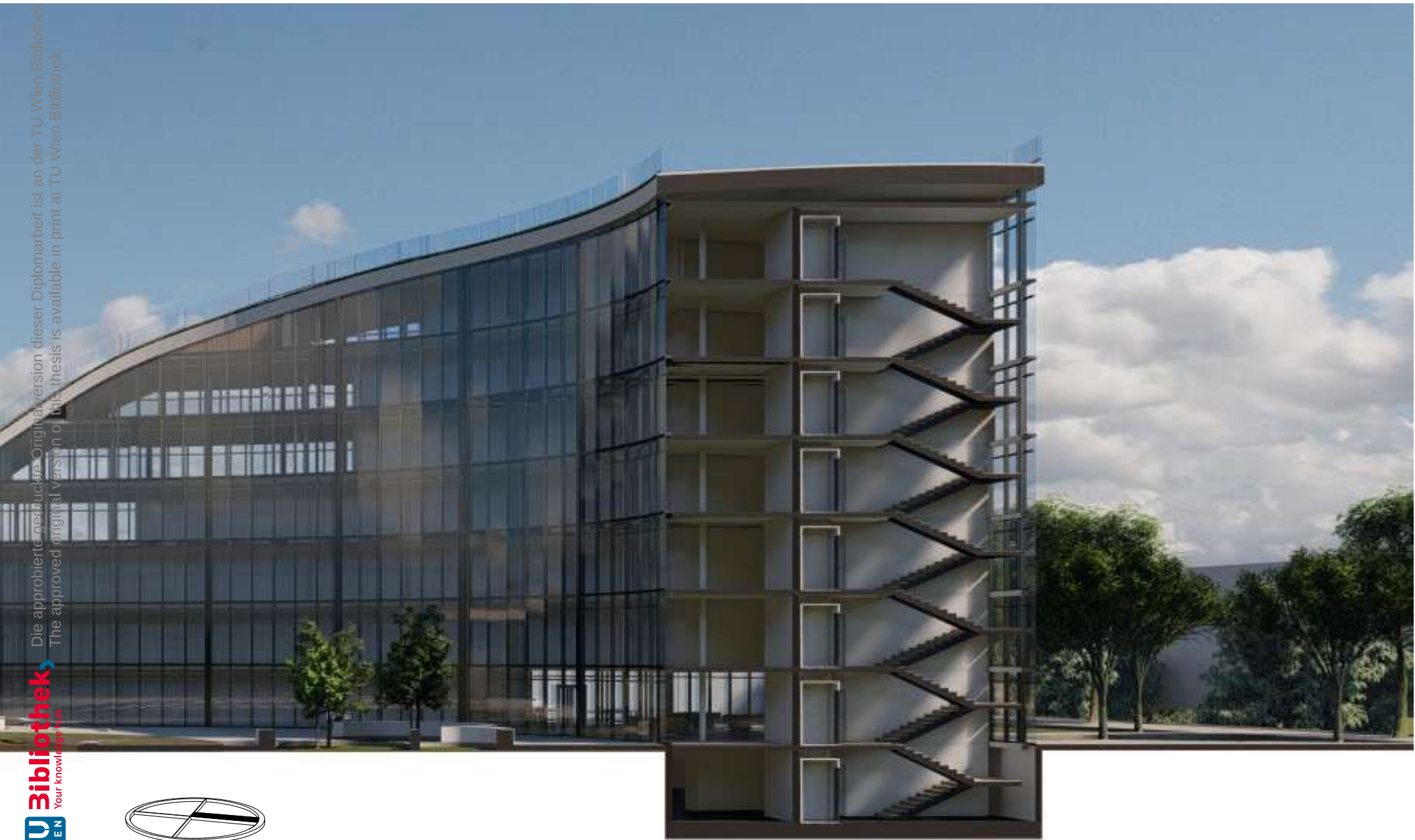
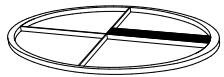


Fig.5.20: Room typology 2 - Axonometry

5.5.1 Section A-A





+2390
+2240
+1920
+1600
+1280
+960
+640
+320
±0.00
-320

Fig.5.21: Section A-A

5.5.2 Section B-B





Fig.5.22: Section B-B

5.6 Facade cross section

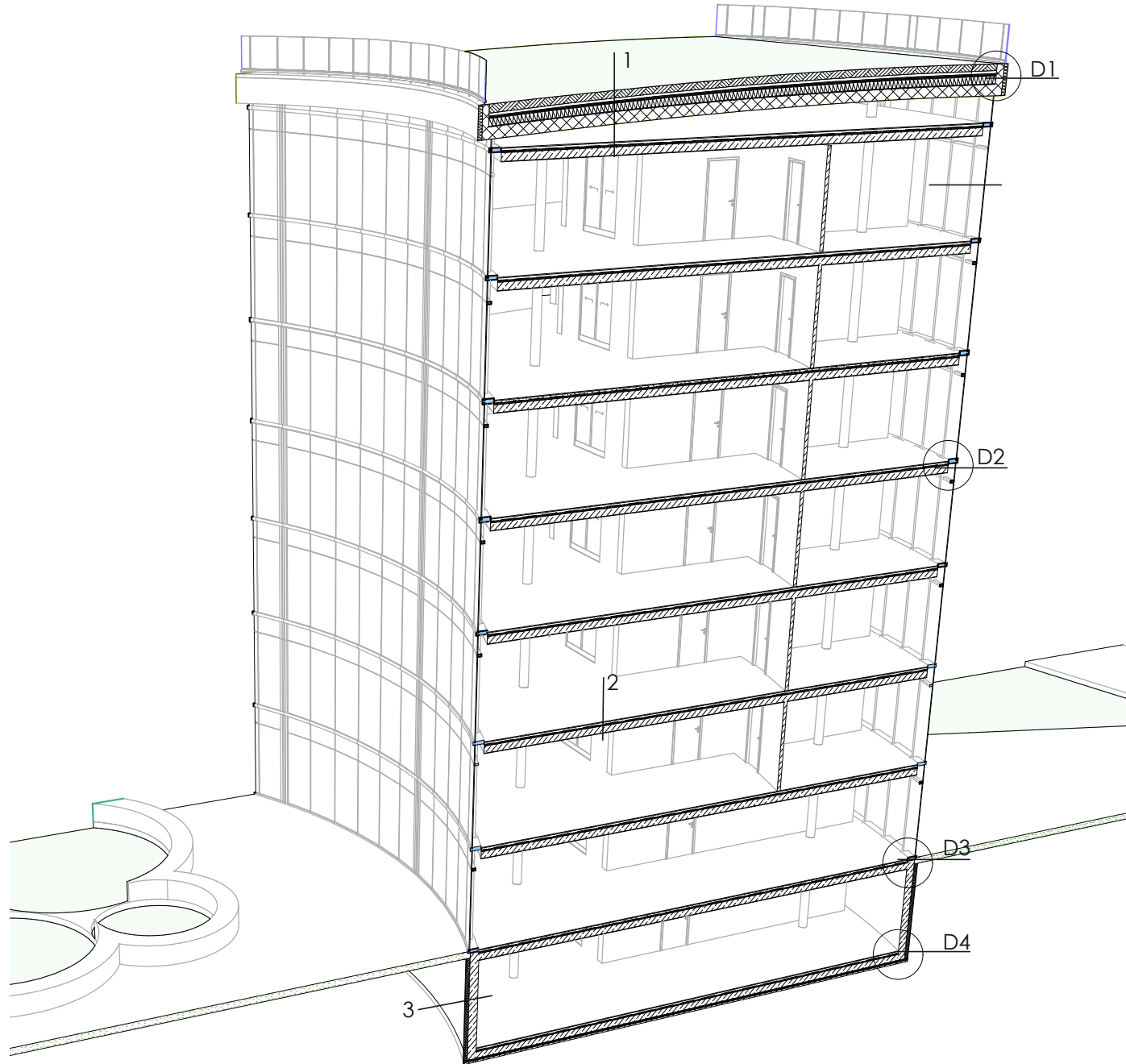


Fig.5.23: Facade cross section

5.6.1 Structure

1 Roof construction

Vegetation	
Growing mediums (Soil)	150
Drainage system	50
Waterproof root barriers	10
Bitumen membrane	10
Vapour control layer	10
Hydro Insulation	3
Reinforced Concrete Slab	300

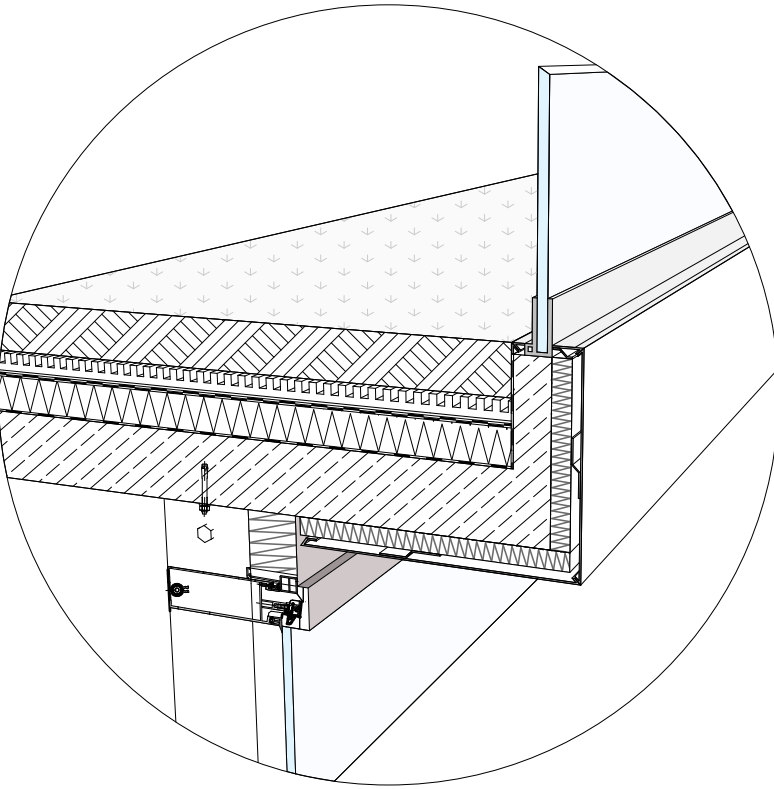
2 Floor construction

Parquet flooring	20
Screed	50
Thermical insulation	50
Reinforced concrete	300

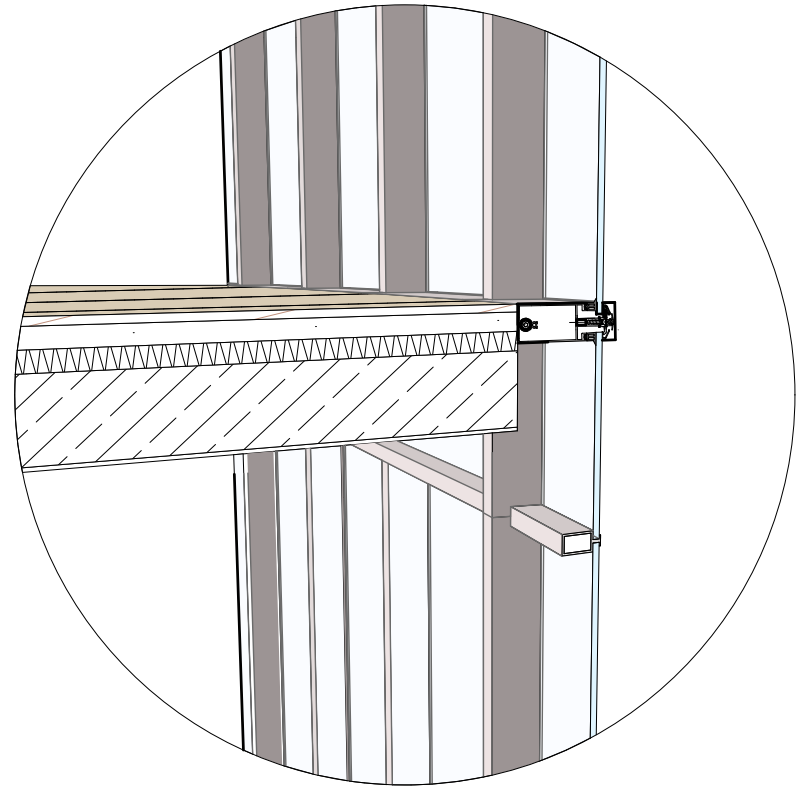
3 Outside wall (contact with the soil)

Gravel	
xps Insulation perimetar	100
Polymer bitumen	
Bitumen primer	
Reinforced concrete	300

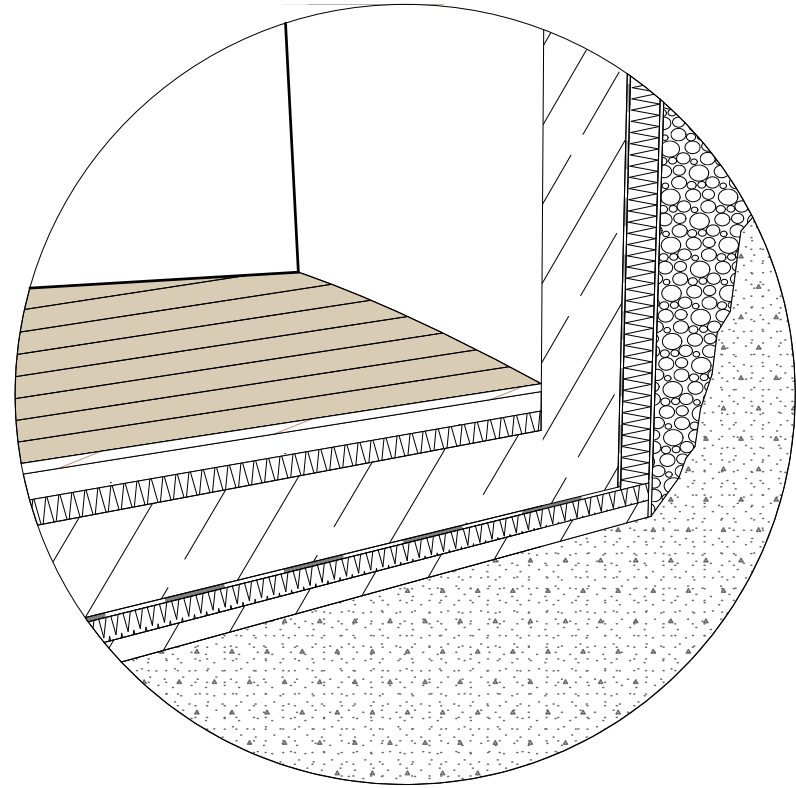
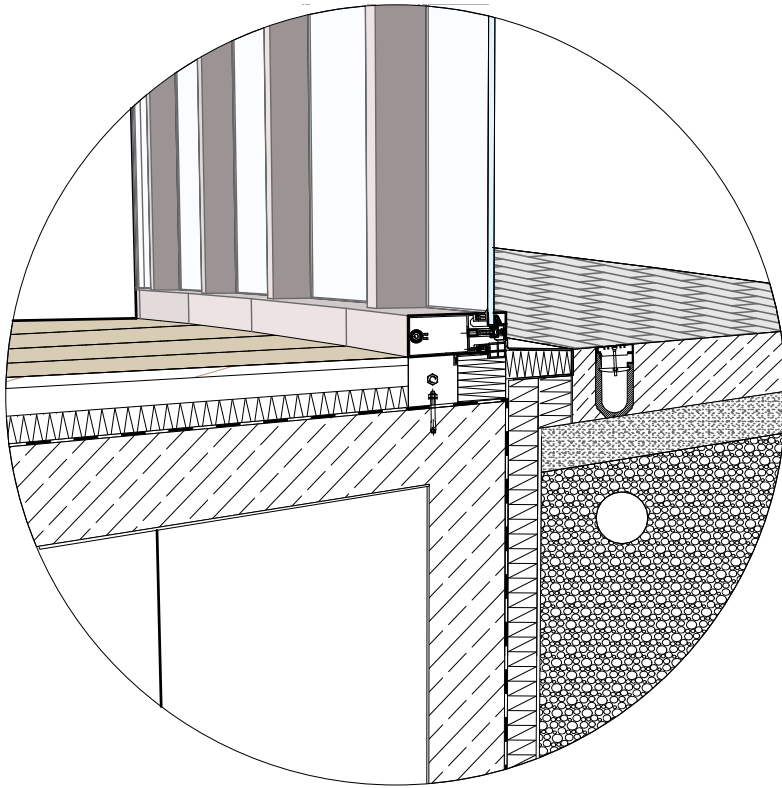
Details



D1	mm
Vegetation	
Growing mediums (Soil)	150
Drainage system	50
Waterproof root barriers	10
Bitumen membrane	10
Vapour control layer	150
Hydro Insulation	3
Reinforced Concrete Slab	300



D2	mm
Parquet flooring	20
Screed	50
Thermal Insulation	50
Reinforced Concrete Slab	300



D3	mm
Parquet flooring	20
Screed	50
Thermal Insulation	50
Hydro Insulation	3
Reinforced Concrete Slab	300

D4	mm
Parquet flooring	20
Screed	50-80
Thermal Insulation	50
Reinforced Concrete Slab	300
Pe foil	1
Hydro Insulation	3
Thermal Insulation	50
Lean Concrete	50
Gravel	30-50

Fig.5.26-27: Details

5.7 Visualisations





Fig.5.28: Exterior Visualisations





Fig.5.29: Exterior Visualisations







Fig.5.32: Exterior Visualisations





Fig.5.34: Exterior Visualisations





Fig.5.36: Exterior Visualisations





Fig.5.38: Room typology





Fig.5.40: Common area



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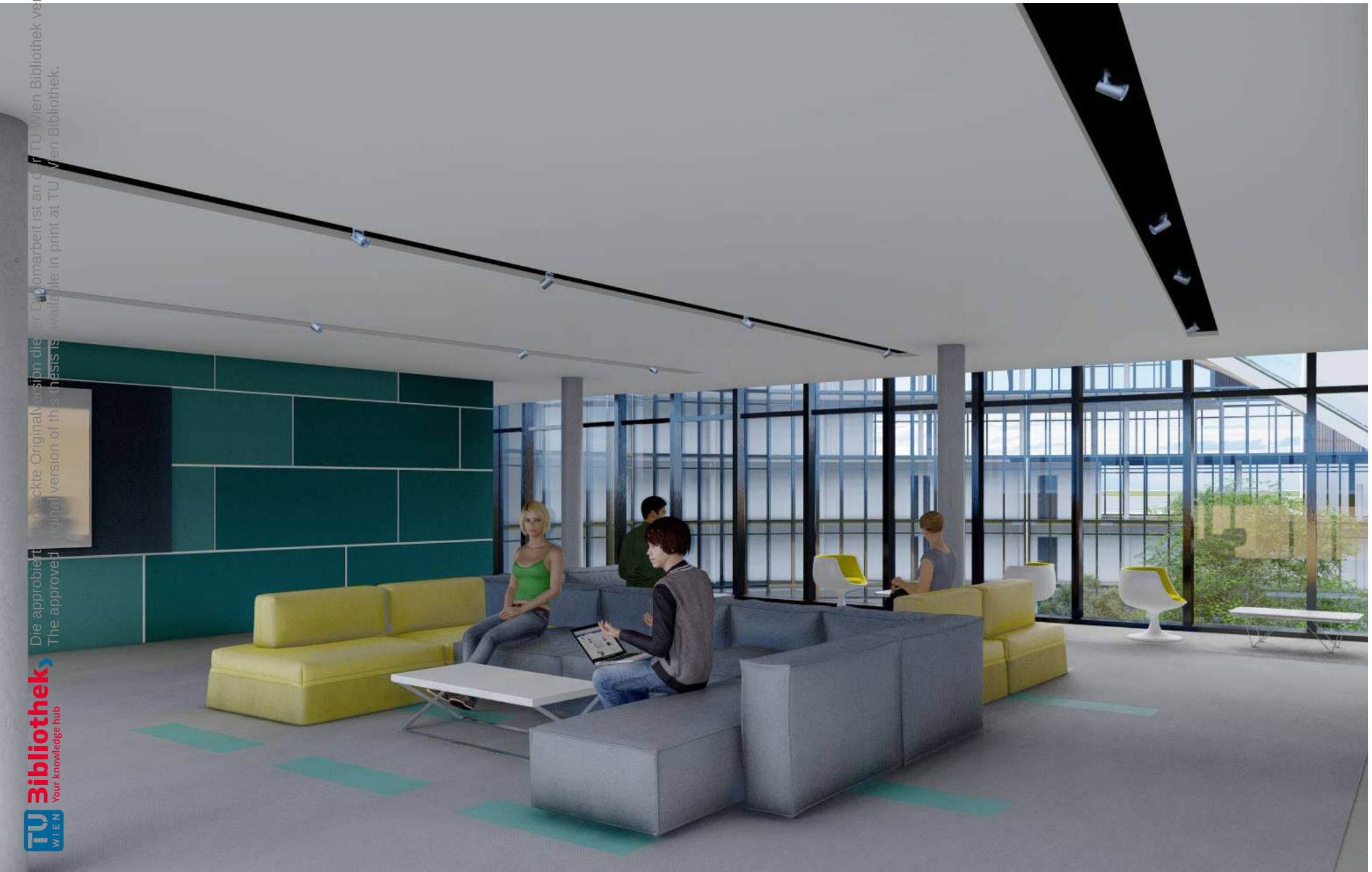


Fig.5.42: Common area



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The approved original version of this thesis is available in print at TU Wien Bibliothek.



Fig.5.44: Library

Originalversion dieser Diplomarbeit ist an der TU Wien Bibliothek verfügbar
The approved original version of this thesis is available in print at TU Wien Bibliothek.

5.8 Animation story board

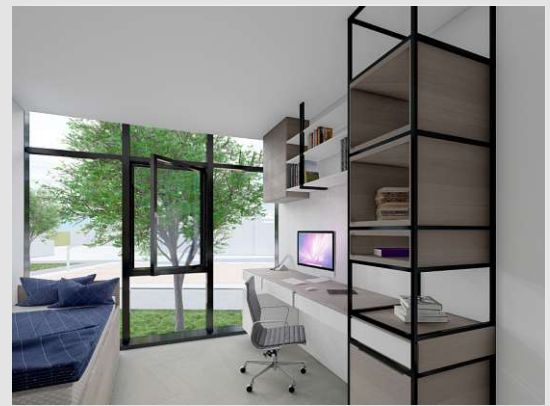
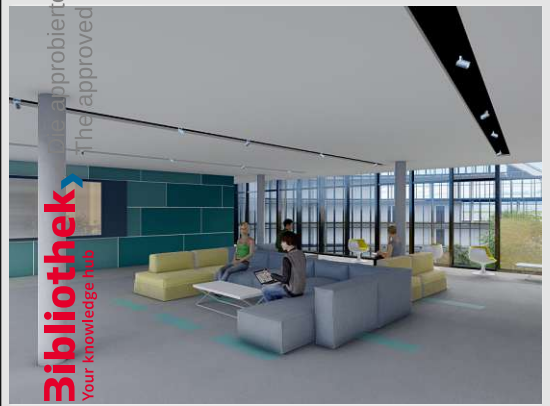


Fig.5.45: Animation sequences



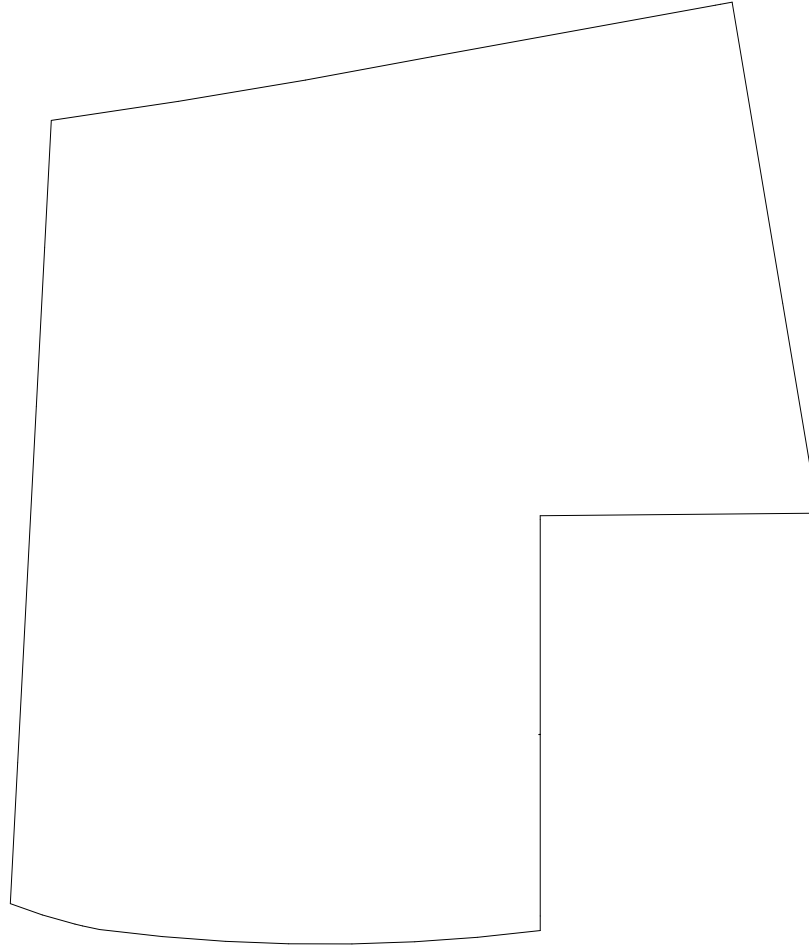
6. Space Evaluation



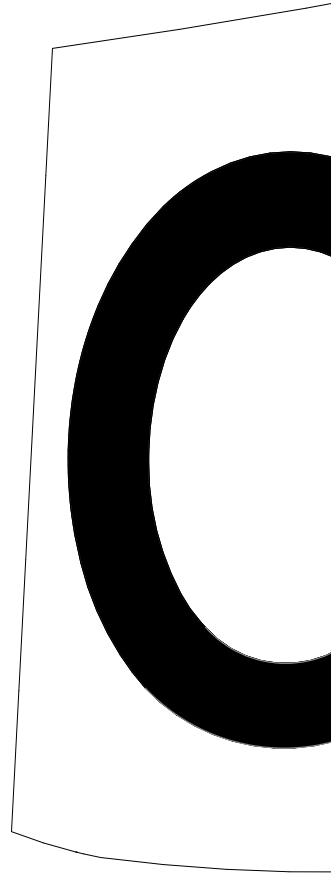


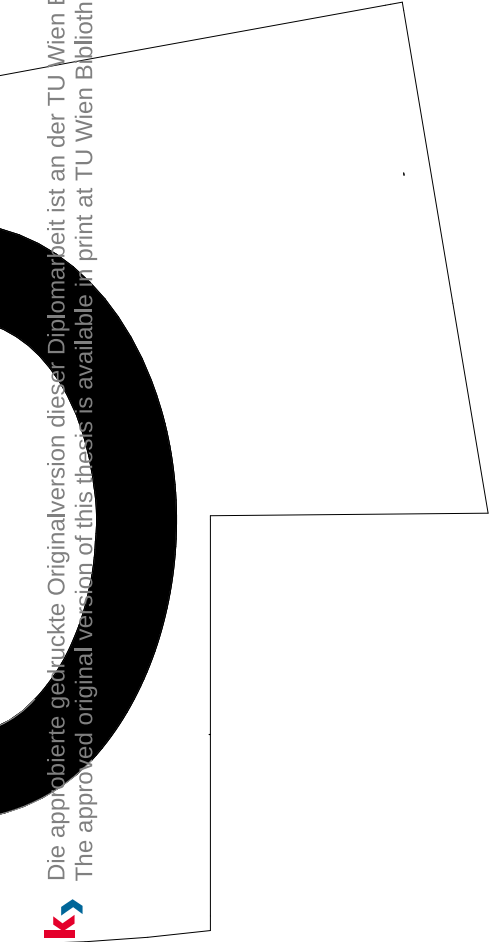
6.1 Area evaluation

Parcel
11 690m²



Built area
2 514m²
21,50% from the Parcel





Open Space
9 176m²
78,50% from the Parcel

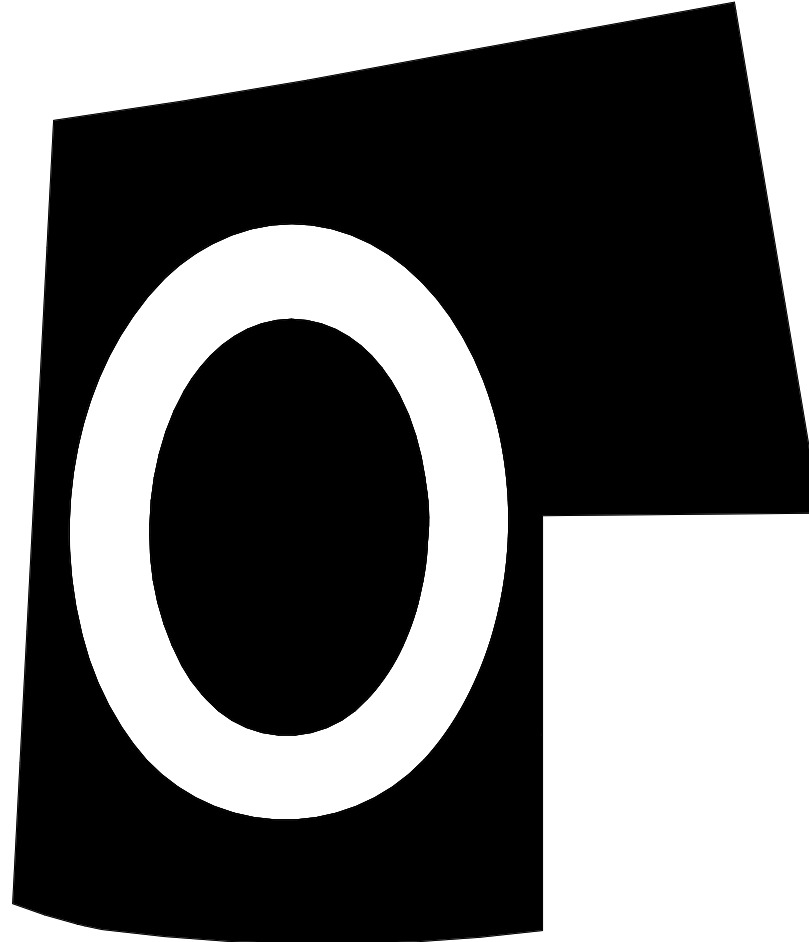
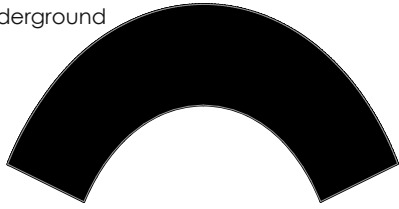
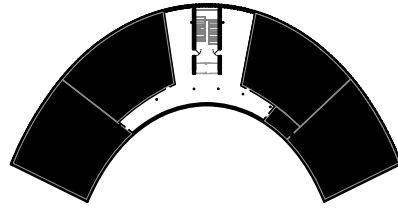


Fig.6.1: Space evaluation

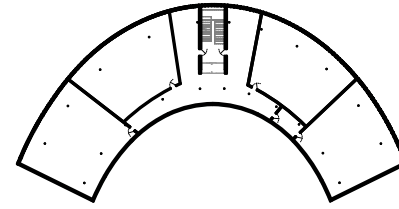
Underground



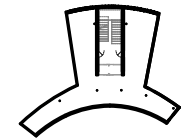
Built area
845 m²



Netto space 604 m²
71.4 % from the built area

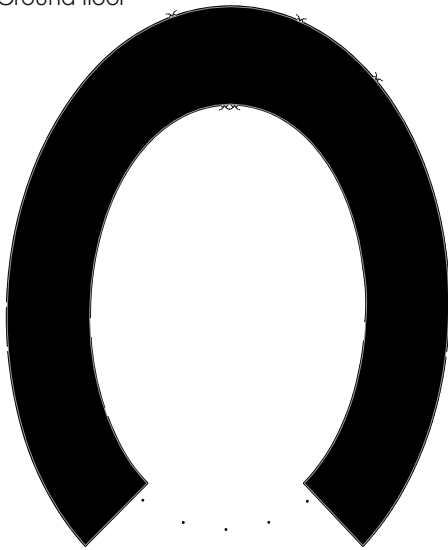


Structure 50 m²
5.9% from the built area

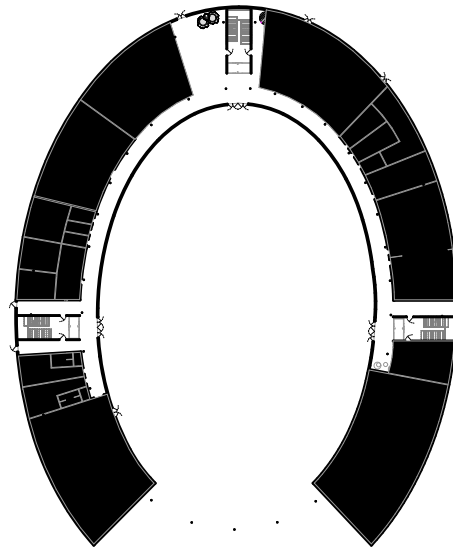


Circulation 191 m²
22.6 % from the built area

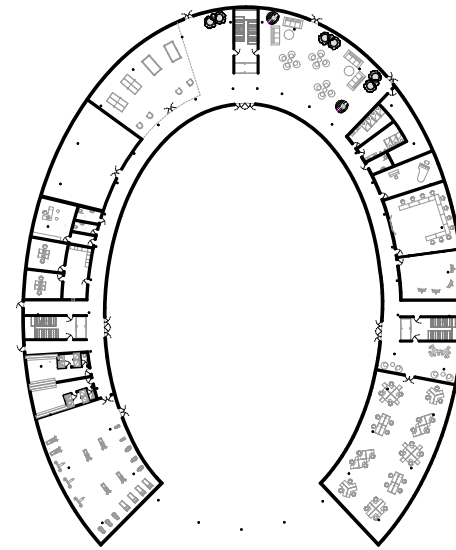
Ground floor



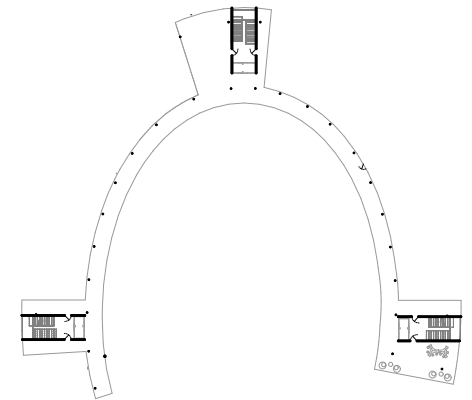
Built area
2060 m²



Netto space 1413 m²
68.59 % from the built area

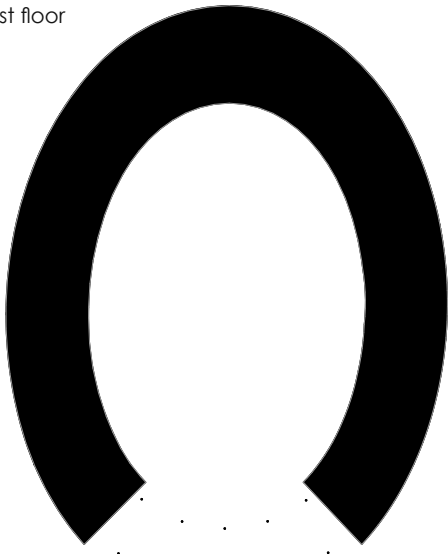


Structure 70 m²
3.39% from the built area

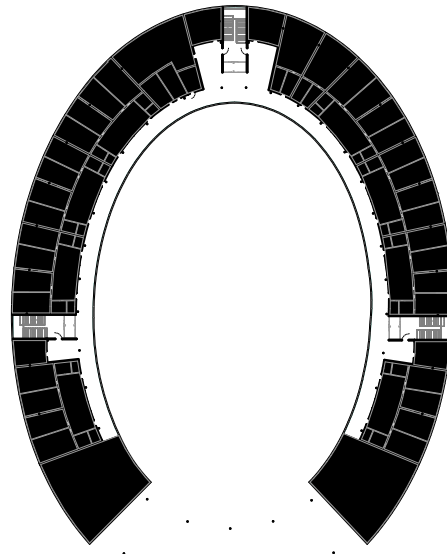


Circulation 577 m²
28.02 % from the built area

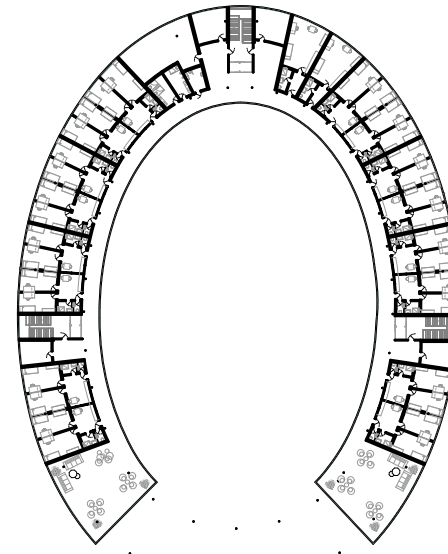
First floor



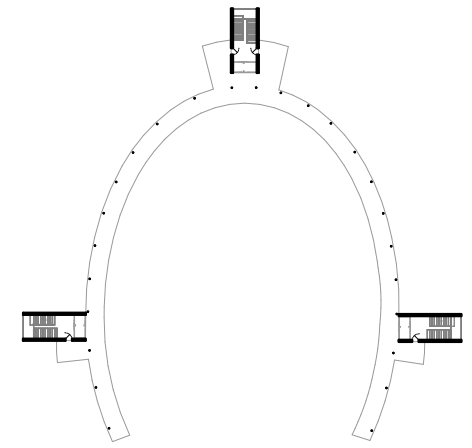
Built area
2060 m²



Netto space 1407 m²
68.30 % from the built area

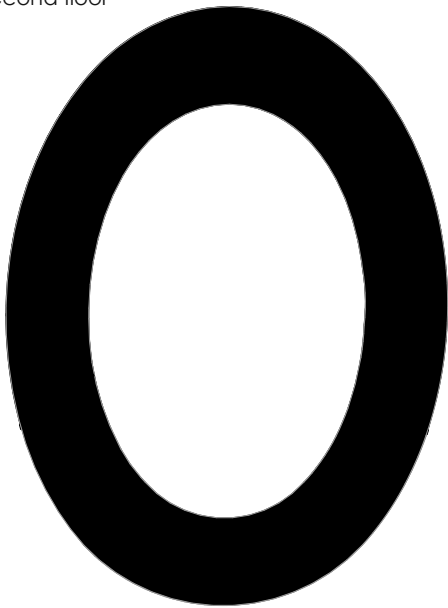


Structure 151 m²
7.33 % from the built area

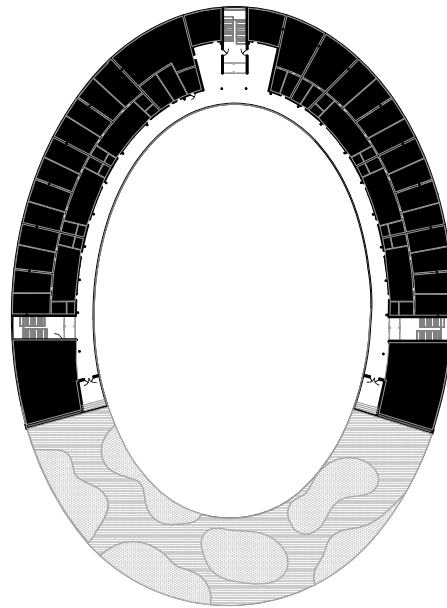


Circulation 502 m²
24.36 % from the built area

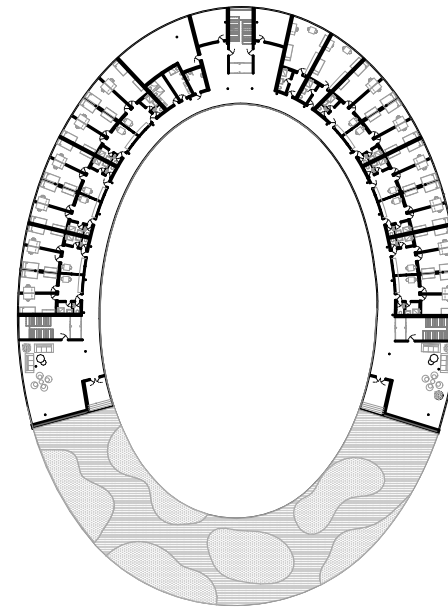
Second floor



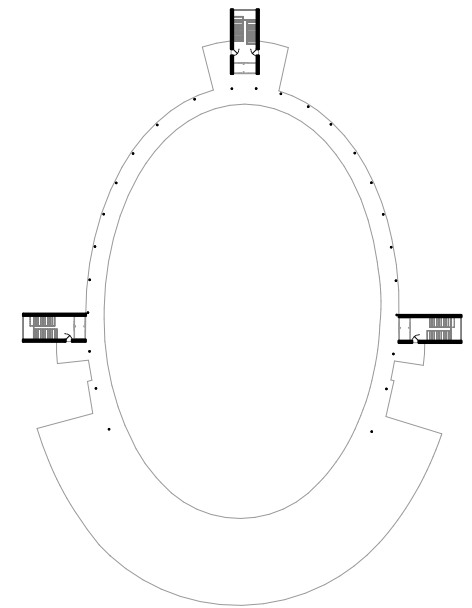
Built area
2514 m²



Netto space 1079 m²
68.30 % from the built area



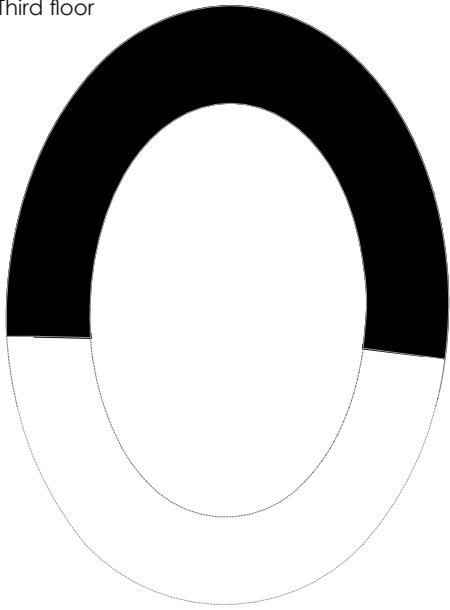
Structure 151 m²
7.33 % from the built area



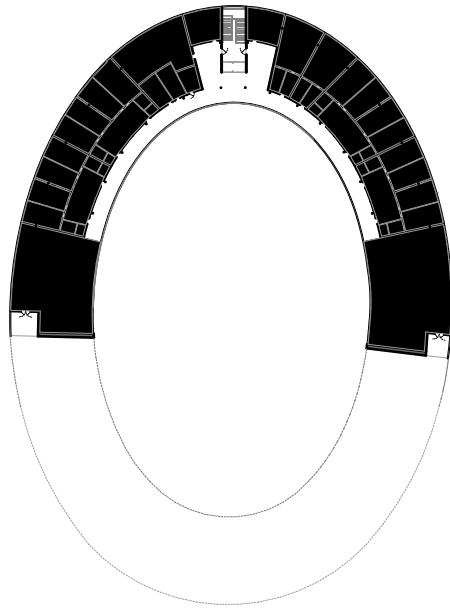
Circulation 1324 m²
24.36 % from the built area

Fig.6.2: Built area in different floors

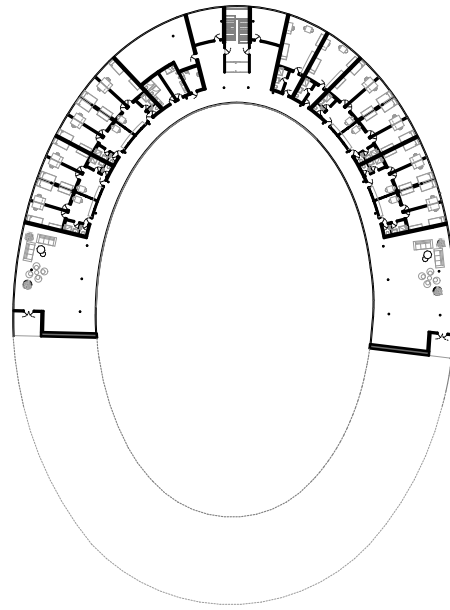
Third floor



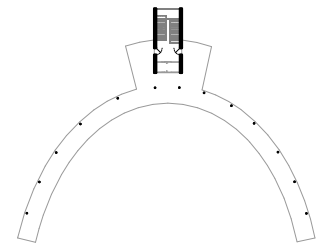
Built area
 1406 m²



Netto space 1022 m²
 72.68 % from the built area

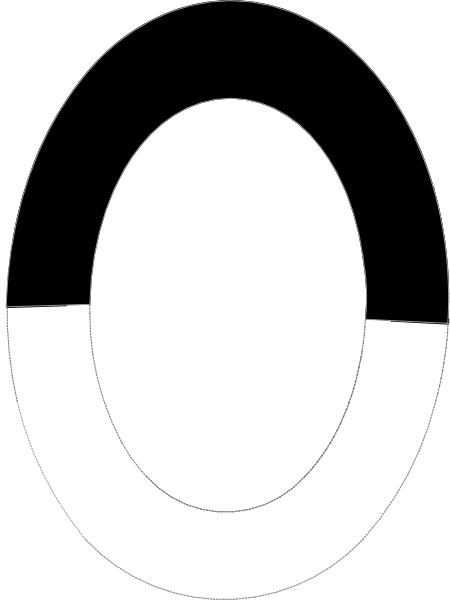


Structure 124 m²
 8.81% from the built area

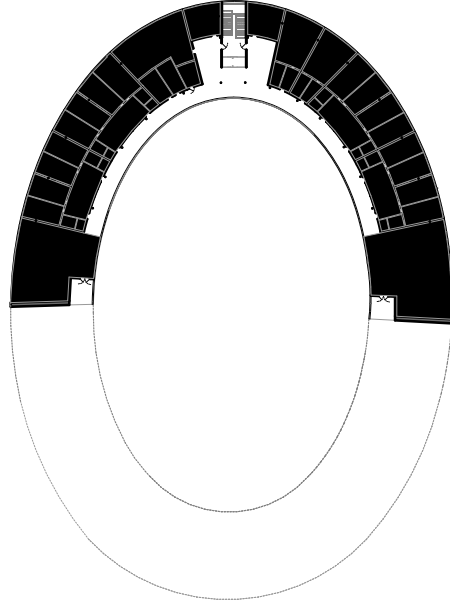


Circulation 260 m²
 18.49 % from the built area

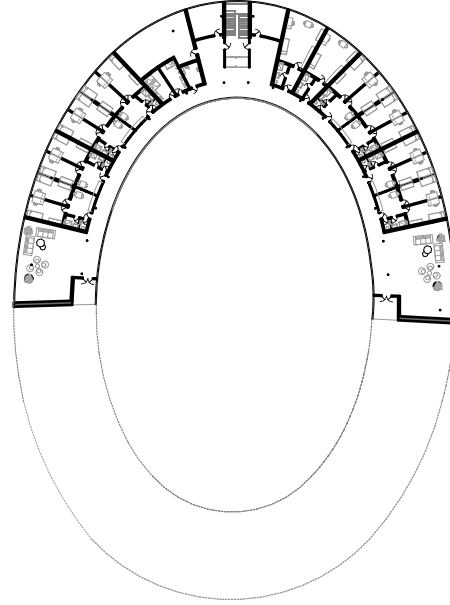
Fourth floor



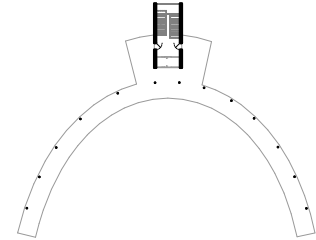
Built area
 1312 m²



Netto space 934 m²
 71.18 % from the built area

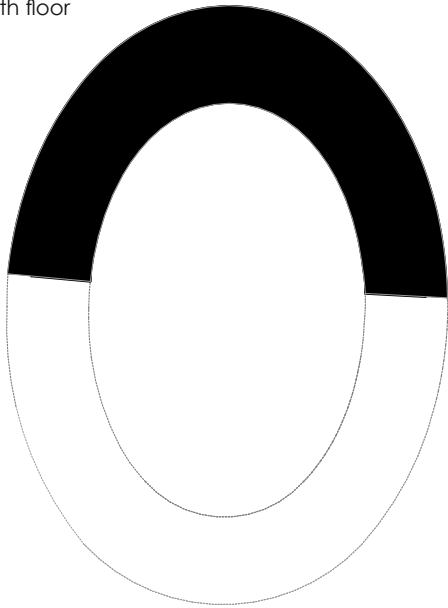


Structure 117 m²
 8.91% from the built area

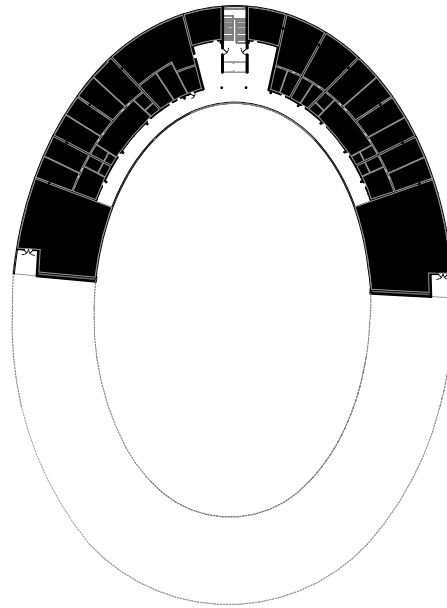


Circulation 260 m²
 19.81 % from the built area

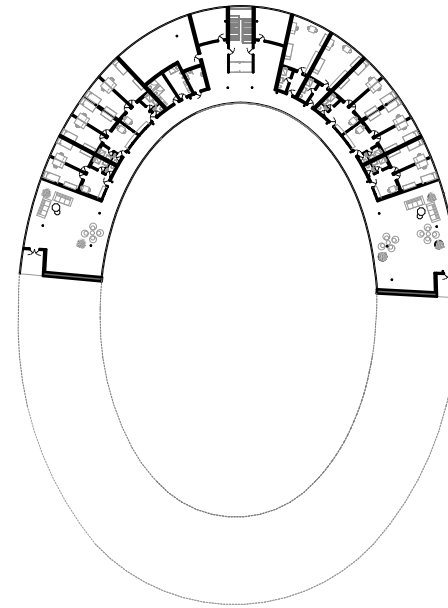
Fifth floor



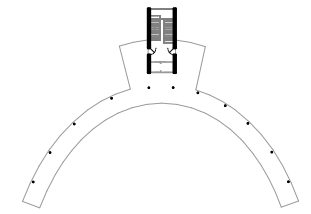
Built area
1200 m²



Netto space 860 m²
71.66 % from the built area

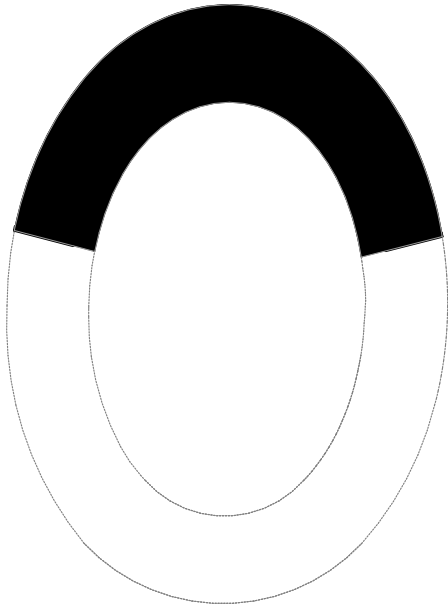


Structure 111 m²
9.25% from the built area

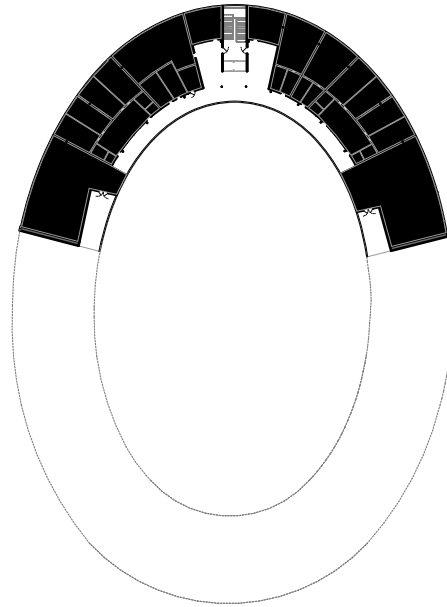


Circulation 229 m²
19.08 % from the built area

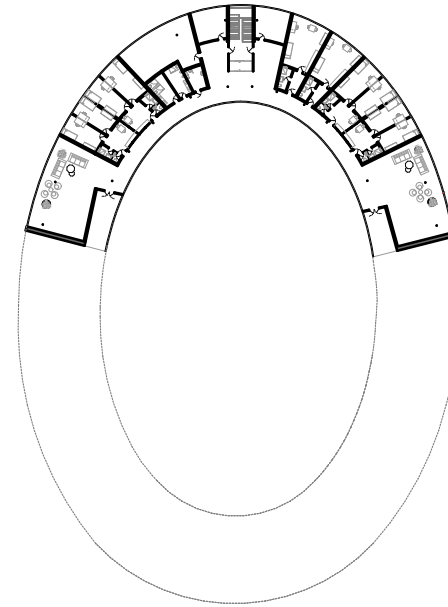
Sixth floor



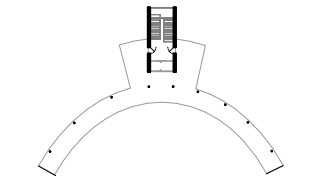
Built area
1023 m²



Netto space 724 m²
70.77 % from the built area



Structure 98 m²
9.57% from the built area



Circulation 201 m²
19.64 % from the built area

Fig.6.3: Built area in different floors

6.2 BKI Standards

Statistical parameters (BKI, 2019) BKI Standard for dormitories and boarding schools

Grundflächen		Fläche/NUF (%)			Fläche/BGF (%)		
NUF	Nutzungsfläche		100,0		60,1	65,5	69,6
TF	Technikfläche	3,0	3,7	6,6	1,9	2,4	4,7
VF	Verkehrsfläche	19,6	25,3	39,2	12,0	15,6	20,8
NRF	Netto-Raumfläche	122,6	128,1	141,6	80,9	82,9	84,5
KGF	Konstruktions-Grundfläche	23,8	26,6	31,5	15,5	17,1	19,1
BGF	Brutto-Grundfläche	146,5	154,6	172,7		100,0	

Fig.6.4: BKI, Area analysis reference building

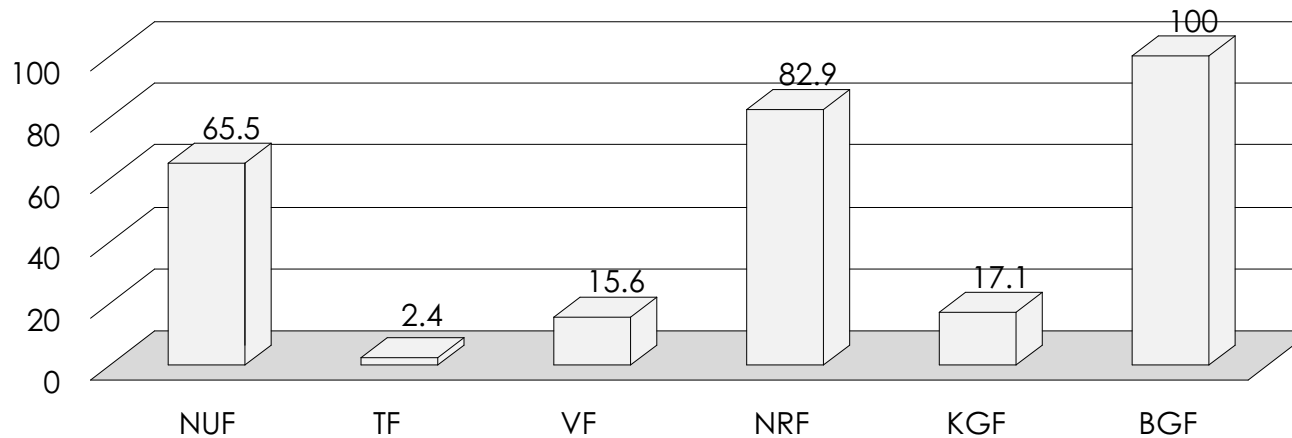


Fig.6.5: Diagram reference building

Statistical parameters (BKI, 2019) BKI Standard for dormitories and boarding schools

Grundflächen		Gesamt	Fläche/NUF (%)	Fläche/BGF (%)
NUF	Nutzungsfläche	8043 m²	100,0	64,7
TF-VF	Technikfläche Verkehrsfläche	3544 m²	44	28,5
NRF	Netto-Raumfläche	11587 m²	144	93,2
KGF	Konstruktions-Grundfläche	872 m²	10,8	7,02
BGF	Brutto-Grundfläche	12420 m²	154,4	100,0

Fig.6.6: Area analysis - Master thesis

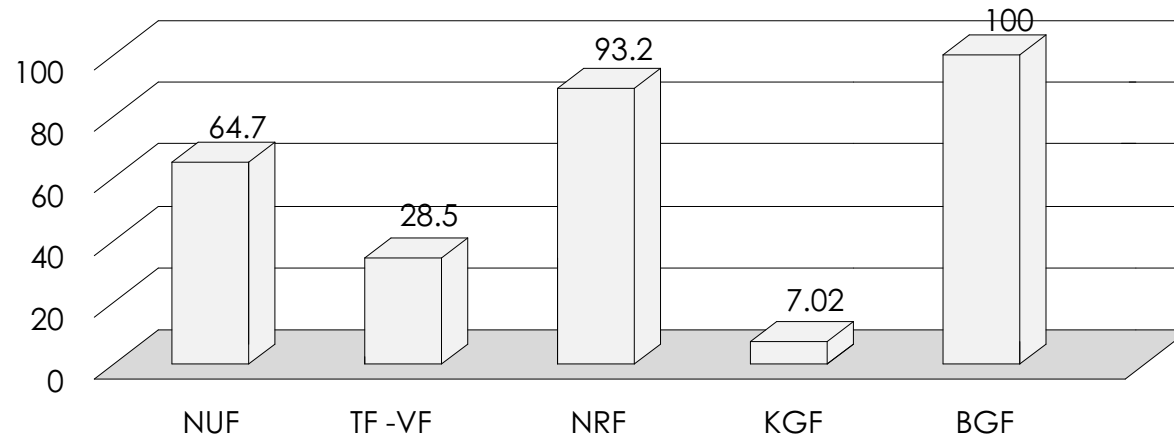


Fig.6.7: Diagram - Master thesis

7. Conclusion





CONCLUSION

It is said that “student life is the golden life”, because student life is the most important part of our life. It is the period of pure joy and happiness because a student’s mind is free from other worries that await after studies. So, the student period is called the formative period of human life.

This research is dedicated to students and creating a suitable student dormitory for them. Considering the fact that there is no student dormitory in the city of Prizren and the need for one is very great, then this paper aims to show exactly the demands of the students and the needs for the construction of such an object.

The best way to influence society and meet the needs of students is through architecture. This project is a combination of several years of knowledge, student life, the period in which I lived in this city and the basic requirements of comfort and safety.

By choosing an organic or circular shape for the building, each student has the opportunity to experience nature from a different angle inside or outside the building from a new perspective. In addition to a suitable environment with ample spaces for daily living and various activities, the green roof accessible to students also plays a very important role.

Students are the future hope of any country. So, we must offer the students the necessary conditions so that in the future every student can be an example of a citizen, so that in the future he can serve his country in the best possible way.

“Education is the most powerful weapon which you can use to change the world.”

– Nelson Mandela

8. List of references





8.1 Figures

Fig.1.1: Prizren city views | Available at: <https://travel2kosovo.wordpress.com/2016/01/22/prizren/>

Fig.2.1: : Europe Map | Available at: https://www.freeworldmaps.net/europe/blank_map.html

Fig.2.2: Prizren map | Available at: https://d-maps.com/carte.php?num_car=5720&lang=en

Fig.2.3: Old photo of the city of Prizren | Available at: <https://quotesgram.com/kosovo-quotes/>

Fig.2.4: Old photo of the city of Prizren | Available at: <https://quotesgram.com/kosovo-quotes/>

Fig.2.5: Prizren Caste | Available at: https://www.wikiwand.com/en/Prizren#Media/File:Prizren_Fortress.jpg

Fig.2.6: The Albanian League of Prizren | Available at: https://commons.wikimedia.org/wiki/File:Lidhja_e_Prizrenit,_By_MIBER.jpg

Fig.2.7: Fountain of Shatërvan | Available at: <https://goadventure.com/adventures/adventure/daily-tour-prizren/119183P4>

Fig.2.8: City of Prizren map | Available at: <https://kk.rks-gov.net/prizren/prizren-4/harta-e-qytetit/>

Fig.2.9-14: Planning site views | Arber Krasniqi [Image]

Fig.2.15: Site Plan | Arber Krasniqi [Archicad] 42°12'56.7"N 20°43'46.0"E

Fig.4.1: Form analysis - Rectangle building | Arber Krasniqi [Archicad; Adobe Photoshop]

Fig.4.2: Form analysis - rectangle to round building | Arber Krasniqi [Archicad; Adobe Photoshop]

Fig.4.3: Form analysis - entrance | Arber Krasniqi [Archicad; Adobe Photoshop]

Fig.4.4: Form analysis - pushing down the entrance of the building | Arber Krasniqi [Archicad; Adobe Photoshop]

Fig.4.5: Form analysis - roof exits | Arber Krasniqi [Archicad; Adobe Photoshop]

Fig.4.6: Form analysis - green area | Arber Krasniqi [Archicad; Adobe Photoshop]

Fig.4.7: Sun and wind analysis | Arber Krasniqi [Archicad; Adobe Photoshop]

Fig.4.8: Function Diagram | Arber Krasniqi [Archicad; Adobe Photoshop]

Fig.4.9: Functions 3d Diagram | Arber Krasniqi [Archicad; Adobe Photoshop]

Fig.4.10: Functions 3d Diagram Ground Floor | Arber Krasniqi [Archicad; Adobe Photoshop]

Fig.4.11: Functions 3d Diagram First Floor | Arber Krasniqi [Archicad; Adobe Photoshop]

Fig.4.12: Structure Diagram | Arber Krasniqi [Archicad; Adobe Photoshop]

Fig.4.13: Construction overlap | Arber Krasniqi [Archicad; Adobe Photoshop]

Fig.5.1: Site plan | Arber Krasniqi [Archicad; Adobe Photoshop]

Fig.5.2: Ground Floor plan | Arber Krasniqi [Archicad]

Fig.5.3: Underground Floor plan | Arber Krasniqi [Archicad]

Fig.5.4: First Floor plan | Arber Krasniqi [Archicad]

Fig.5.5: Second Floor plan | Arber Krasniqi [Archicad]

Fig.5.6: Third Floor plan | Arber Krasniqi [Archicad]

Fig.5.7: Fourth Floor plan | Arber Krasniqi [Archicad]

Fig.5.8: Fifth Floor plan | Arber Krasniqi [Archicad]

Fig.5.9: Sixth Floor plan | Arber Krasniqi [Archicad]

Fig.5.10: Room typology 1 - Plan | Arber Krasniqi [Archicad]

Fig.5.11: Room typology 1 - Axonometry | Arber Krasniqi [Archicad]

Fig.5.12: Room typology 1 - Perspective | Arber Krasniqi [Archicad]

Fig.5.13: Room typology 1 - Plan | Arber Krasniqi [Archicad]

Fig.5.14: Room typology 1 - Axonometry | Arber Krasniqi [Archicad]

Fig.5.15: Room typology 1 - Perspective | Arber Krasniqi [Archicad]

Fig.5.16: Room typology 1 - Plan | Arber Krasniqi [Archicad]

Fig.5.17: Room typology 1 - Axonometry | Arber Krasniqi [Archicad]

Fig.5.18: Room typology 1 - Perspective | Arber Krasniqi [Archicad]

Fig.5.19: Room typology 2 - Plan | Arber Krasniqi [Archicad]

Fig.5.20: Room typology 2 - Axonometry | Arber Krasniqi [Archicad]

Fig.5.21: Section A-A | Arber Krasniqi [Archicad; Lumion; Adobe Photoshop]

Fig.5.22: Section B-B | Arber Krasniqi [Archicad; Lumion; Adobe Photoshop]

Fig.5.23: Facade cross section | Arber Krasniqi [Archicad]

Fig.5.24: Detail 1 | Arber Krasniqi [Archicad]

Fig.5.25: Detail 2 | Arber Krasniqi [Archicad]

Fig.5.26: Detail 3 | Arber Krasniqi [Archicad]

Fig.5.27: Detail 4 | Arber Krasniqi [Archicad]

Fig.5.28: Exterior visualisations | Arber Krasniqi [Archicad; Lumion]

Fig.5.29: Exterior visualisations | Arber Krasniqi [Archicad; Lumion]

Fig.5.30: Exterior visualisations | Arber Krasniqi [Archicad; Lumion]

Fig.5.31: Exterior visualisations | Arber Krasniqi [Archicad; Lumion]

Fig.5.32: Exterior visualisations | Arber Krasniqi [Archicad; Lumion]

Fig.5.33: Exterior visualisations | Arber Krasniqi [Archicad; Lumion]

Fig.5.34: Exterior visualisations | Arber Krasniqi [Archicad; Lumion]

Fig.5.35: Exterior visualisations | Arber Krasniqi [Archicad; Lumion]

Fig.5.36: Exterior visualisations | Arber Krasniqi [Archicad; Lumion]

Fig.5.37: Rooms visualisations | Arber Krasniqi [Archicad; Lumion]

Fig.5.38: Rooms visualisations | Arber Krasniqi [Archicad; Lumion]

Fig.5.39: Common area visualisations | Arber Krasniqi [Archicad; Lumion]

Fig.5.40: Common area visualisations | Arber Krasniqi [Archicad; Lumion]

Fig.5.41: Common area visualisations | Arber Krasniqi [Archicad; Lumion]

Fig.5.42: Common area visualisations | Arber Krasniqi [Archicad; Lumion]

Fig.5.43: Library area visualisations | Arber Krasniqi [Archicad; Lumion]

Fig.5.44: Library area visualisations | Arber Krasniqi [Archicad; Lumion]

Fig.5.45: Animation sequences | Arber Krasniqi [Archicad; Lumion; Adobe Photoshop]

Fig.6.1: Spaces evaluation graph | Arber Krasniqi [Archicad]

Fig.6.2: Built area, netto space, structure, circulation in different floors | Arber Krasniqi [Archicad]

Fig.6.3: Built area, netto space, structure, circulation in different floors | Arber Krasniqi [Archicad]

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Fig.6.5: Diagram reference building | Arber Krasniqi [Excel]

Fig.6.6: Area analysis - Master thesis | Arber Krasniqi [Excel]

Fig.6.7: Diagram - Master thesis | Arber Krasniqi [Excel]

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9. Curriculum vitae





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