

TEACHING ON THE MOVE

Social Education
Toolkit for Teachers

OFICYNA  NAUKOWA



SoMovED

Social Education on the Move



Erasmus+

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TEACHING ON THE MOVE

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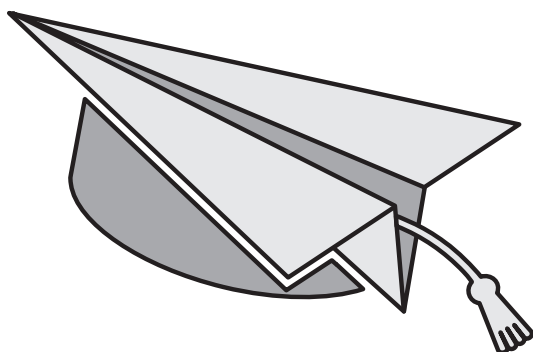
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Social Education
Toolkit for Teachers

Edited by
Dorota Bazuń & Mariusz Kwiatkowski

OFICyna  NAUKOWA

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Introduction

This Toolkit is designed for teachers committed to creatively, attractively, and effectively introducing students to the social world.¹ It is part of a collection of texts looking to popularize the mobile approach to social education. The Toolkit is also a part of the broader international research and education project “Social Education on the Move (SoMoveED),”² aiming to develop and popularize a mobile approach to social education. We described the theoretical and methodological foundations of this approach in the book *Knowledge on the Move. Studies on Social Mobile Education*. Some of the experiences we recorded as educational videos, and for students we developed a textbook *Learning on the Move. Social Education Handbook for Students*. The book is something of a companion volume to this Toolkit. There will also be a massive online open course (MOOC) available for those who prefer to develop their skills using this method.³

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² For more information about the project, visit <http://www.somoveed.is.uz.zgora.pl/>.

³ You can find out how to join the course on the project’s website <http://www.somoveed.is.uz.zgora.pl/>. The course will be available from February 2023.

We encourage you to make use of all three books, as well as videos and the MOOC and, at the same time, creatively develop the current education framework. Teachers who take accurate stock of the specific nature of the modern world realize that mobility is one of its key attributes. If this is indeed the case, then education should be adapted to these new conditions and rendered more mobile. Our proposal is but a first step in this direction.

As we have already mentioned above, the three books — *Knowledge on the Move*, *Student's Handbook*, and *Teacher's Toolkit* — are all parts of the broader international research and education project called “Social Education on the Move (SoMoveED).”

How to use the Handbook and Toolkit? As usual, different approaches are possible, with drawing on individual texts being one example. However, we also suggest considering a more systematic approach, which involves following the path laid out by the authors of both books.

This path is described in detail in the student handbook, and we encourage you to read it. Here, we reconstruct only its most essential elements. As we propose to approach mobile education as a kind of joint intellectual and emotional journey, this book opens with a section in which we encourage students to become co-creators of the acquired knowledge in several ways (Co-Creating Knowledge). In the following section, we propose tools for self-understanding. After these two stages, we move to developing the ability to create different types of maps for a better understanding of the social world (Making Maps). At first glance, the fourth stage of this joint intellectual journey is a step back, reaching for patterns from the past (Socio-Cultural Heritage). While seemingly backward, the step is essential as it is supposed to strengthen the social skills needed now and in the future. That issue is explored further in the fifth section (Social Skills). In conclusion, we propose a set of tools, such as scenarios for walks, study visits, or joint games, that can strengthen the capacity for creative social engagement (Social Change).

The Handbook and the Toolkit are related in a variety of ways:

1. they follow the same content structure,

2. most of the issues covered in one book have their counterparts in the other.

3. the Handbook contains texts intended to spark student interest in a specific topic and encourage them to ask questions and formulate their own answers,

4. the Toolkit includes lesson plans that relate to the texts published in the Handbook,

5. each scenario includes references to texts in the Handbook,

6. both the Handbook and Toolkit contain suggestions for literature, including references to the companion book laying out the theoretical foundations of our mobile model, *Knowledge on the Move*,

7. all three of our books on the mobile model of social education feature an interdisciplinary approach based on multi-faceted consideration of individual issues.

In light of these links, we encourage you to follow the procedure below. After getting acquainted with the theoretical foundations and examples of classes laid out in the book *Knowledge on the Move*, determine what type of content and forms of work your teaching will need. If planning a longer, for example a semester-long series of classes with students, invite them to co-create the curriculum using the tools included in the first part of both books. After drafting the program, while exploring additional issues, encourage students to read the relevant text from the Handbook before conducting a lesson on a specific topic.

For us, the authors, the most important thing is for the teacher to feel the need to go beyond the university walls and discover the benefits of doing so. As we are committed to understanding the sense and need of mobile social education, the act of students and teachers using our proposals to jointly create and implement their own scenarios tailored to their cognitive needs will bring us the greatest satisfaction. In that spirit, we wish you a successful and creative journey!

Dorota Bazuń, Mariusz Kwiatkowski

PART 1

Co-creating Knowledge

Don't Mop-Up When You Come Home! (A Box with a Few Tools to Complete Walks with the University on the Move)

Aim

To show that communication in writing is an essential element of studying.

To complement more conventional approaches, which tends to limit the place of writing to “writing up” — done once the real research is complete (Phillips and Kara 2021, 7).

To explore the notion that creative writing is also a way of “knowing” — a method of discovery and analysis. (Richardson 1994).

To discover new aspects of studying on the move and our relationship to it.

Time

Collaborative decision with students provides ample time to effectively complete the assignment after the “walking experience.”

Preparation

- Do not ask too many questions.

- Do not expect or suggest that there is an “ideal” response to the assignment.
- Do use open-ended questions.
- Do consider providing models.
- Do consider including a way for students to make the assignment their own.

In class

Students write stories about their learning experience on the move, their research, and discoveries, then submit their work for discussion with the group.

Writers become readers and co-critics, listeners co-authors. A closely observed event, however small, written about, reflected upon, discussed critically, and re-explored through further writings stands metonymically for the whole [...] reflective writer’s practice (Bolton 2006, 17).

Task sheet

Flash fiction is a short short story genre known for its brevity, also referred to as fast fiction, furious fiction, instant fiction, minute-long story (alluding to the time taken to read), micro-fiction, micro-script, bite-size story (referring to the diminutive size of the story), pocket-size, postcard fiction, napkin fiction (describing the small space they take up). One sentence cannot only tell a story, but one sentence (from the opening capital letter to the period) can be a story. The difficulty and the beauty of a short short story are that you leave in only what’s most important and encourage the reader to read between the lines.

- Flash fiction stories: intelligent, alive, and incisive.
- Writers: Ernest Hemingway, Jorge Luis Borges, Etgar Keret, Lydia Davis.

Tick-tock — a news story concentrating on a chronological order of events, a timeline narrative which applies a show-don’t tell attitude, a detailed report.

- Tick-tock stories: detailed, take-you-there, breaking down a complicated story in a quick and simple way, obviously a metaphor of a clock mowing forward toward... something.

- online news outlets and Web portals.

Vignette — a short piece of writing that focuses on the typical characteristics of a phenomenon or person and relies on vivid images and meaning rather than plot. It is a tool for creating a scene as shown in theaters, television, and film.

- Vignette: a single scene, slice-of-life moment, vivid.
- Writers; Margaret Atwood, Alice Walker, Ernest Hemingway, Tim O'Brien, and William S. Burroughs.

Bookend narrative — a storytelling device that brackets “a stretch of expository material with two pieces of more engaging scenic action, opening and closing with narrative that has the power to hold the longer, duller content in the center” (Hart 2012, 207).

- Bookending: mapping separate stories, theme, frame.
- Writers: Emily Brontë, Mary Shelley.

Personal narrative essay — a story with a plot that also includes a thesis statement: an idea based on a personal experience, which is then emphasized by the story in the first-person singular.

- *Personal narrative essay*: William Faulkner’s notion that “fiction is often the best fact,” anecdotal, experiential, personal idea, theme, thesis, everybody has a story to tell.

- *Writers*: James Frey, Primo Levi, Henry David Thoreau, Alan Bennett.

Log — recording events, readings, calculations.

Diary — reporting what has happened over the course of a day, experiences, thoughts, feelings, and comments.

Journal — recording events, thought, and feelings about a particular aspect of life.

Learning journal — a collection of writing done for the purpose of learning.

Learning journals are cornerstones of reflective practice, collections of expressions of thinking and explorations, charting personal reflective critical backgrounds to experiences and understanding, like a map (Bolton 2005, 166).

- *A learning journal*: free writing, stories, poems, reflections, fictional dialogues and monologues, analyses of motives and actions, philosophizing, fantasies, letters, sketches, extended metaphors, diagrams, sketches, cartoons, musings, what, where, who, how, why.
- *Diarists and journal authors*: Les Back, David Sedaris.

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Creating a Team of First-Year Students Using Field Games

Aim

- To encourage students to interact and collaborate while studying using elements of non-formal education.
- To familiarize students with the campus, its immediate vicinity, and key locations (student service office, dean's office, photocopying service point, the library).
- To demonstrate a way of looking at the roles played in a team that helps respect diversity, build relationships, and encourage cooperation (based on Belbin's concept of team roles).

The first days at a university can be stressful for some first-year students. The field game proposed below facilitates their adaptation and supports building cooperative relationships in the group.

Time

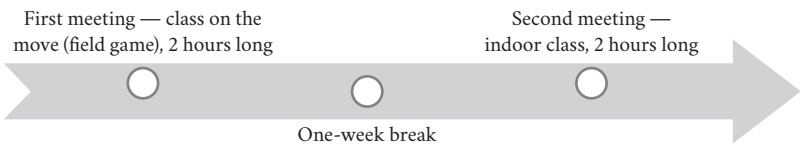


Fig. 1. The process of building cooperative relations in a group of students.

Preparation

Before the class, the teacher:

- drafts a list of tasks,
- drafts a map of the campus,
- visits all the locations and estimates the time needed to complete the tasks (using the map and task list),
- selects short teambuilding games. Students: no preparation required.

In class

During class:

The teacher:

- conducts a brief teambuilding game in the classroom,
 - explains the rules of the field game,
 - divides the group into two teams,
 - hands each team a map with marked locations to visit,
 - remains available throughout the game (via phone or Internet)
- when students split into teams. The teacher meets with the students in person at points 1, 4, and 9.

Class description — in the classroom, the teacher hands the students a map, offers the necessary explanations, and divides the group into teams (with 5–6 people per team). Each team carries out slightly different tasks, and later meets the others in the same places for joint activities facilitated by the teacher. The time for completing field tasks is limited. At a prearranged time, all the teams meet in one final place (point 9).

The teacher prepares two game variants — indoor, to deal with potentially poor weather conditions, and outdoor, to be used when the weather is good.

The students (during the class on the move):

The students move down the task list and visit the points marked on the campus map. At each of the locations, they receive several questions that they are expected to answer. Sample questions:

- a) Where do you arrange student IDs and clear up scholarship concerns?
- b) Where do you borrow books, and for how long can you take a book out?
- c) Where should you go to find teacher offices?

The students and the teacher (during the next meeting, the indoor class):

Drawing on Belbin's group role theory, the teacher should ask what roles have the students identified in their teams and how they would define their own. Have they encountered any surprising moments in the course of the game? Did this form of collaboration teach them something about themselves, about other people in the group? Time permitting, students can offer some reflections on their feelings about searching for information. Additional questions may include: "How do you feel about the game?," "Were there any problems during the game?"

Variation

Quests can be tailored to the specific environments of individual campuses and groups of students beginning their studies there, e.g., ERASMUS+ program participants.

Illustration

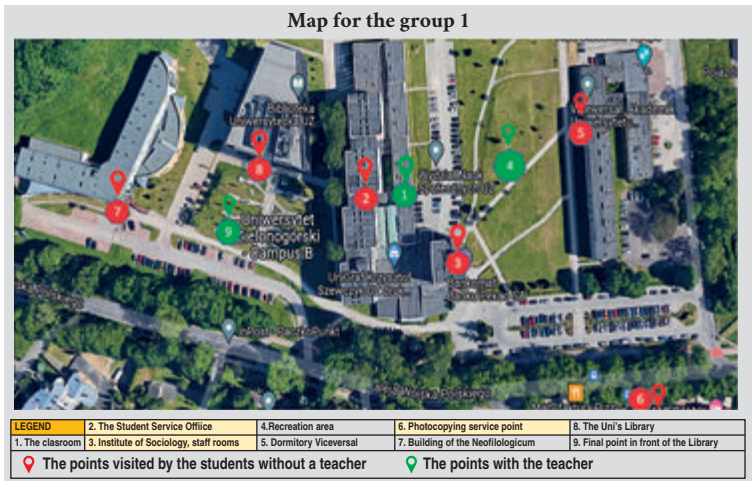


Fig. 2. Map of Campus B at the University of Zielona Góra. The locations markers were placed on a Google Maps-sourced satellite view of Campus B of the University of Zielona Góra.

Source: author's own work, using Google Maps as basis.

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Developing Group Dynamics During a Mountain Trip

Aim

This class aims to provide students with knowledge about the processes that characterize interpersonal relationships and group dynamics in the context of the Nature Guides Course. Specifically, it intends to lead students to:

- identify, understand, and acquire the skills to deal with group phenomena as future tourist guides.

Here, group dynamics are considered exercises developed within a group of people (tourists) to promote positive relationships between them (interpersonal relationships).

Time

This activity is to be prepared throughout one semester with teacher guidance. Following this preparation period, the activity will take place at the end of the semester for one whole day in a chosen location in the mountains of Madeira, where students will implement their prepared group activities.

In class

The activity includes students preparing and implementing group dynamics during a field trip to the Madeira mountains (Portugal), operating as if they are already nature guides. At the beginning of the semester, the students are divided into small groups of four or five. Each group must choose or create an activity that has the development of positive interpersonal relationships as its core. The teacher mentors the students and helps them plan the activities throughout the semester.

Task sheet

This activity starts with the formation of student workgroups. Each group must develop and plan a group dynamic to apply to all class members. There are no overarching themes, and each group can select the activity of their choice. The activity plan should be discussed with the teacher throughout all its steps, particularly before implementation day. The plan must include the activity's aims, materials, duration, and step-by-step implementation outlined by the students who will act as nature guides. For this, practical classes will occur where the teacher will help students develop this plan and implement it. Following this preparation period, the activity day will be scheduled by the teacher and the students, so that the whole class can go on the field trip to the mountains.

On the day of the activity/group dynamic, the students arrive at the activity place at the scheduled hour, preferably in the morning, by university bus. Upon arrival, each group explores the area, considering the requirements needed for the planned practical activities. Then, students implement their respective group dynamic to offer fellow students the opportunity to apply in practice their knowledge of the psychosocial processes that characterize interpersonal relationships and group dynamics. Each student group deploys the activity they developed, considering their colleagues and future customers as the target population under the framework of the Nature

Guide role. Following each group dynamic implementation, all the students, along with the teacher, discuss and reflect upon each activity. The field trip concludes at the end of the day, with the groups' return to the University of Madeira, Funchal.

The class ends with each student group drafting an activity report.

Illustration

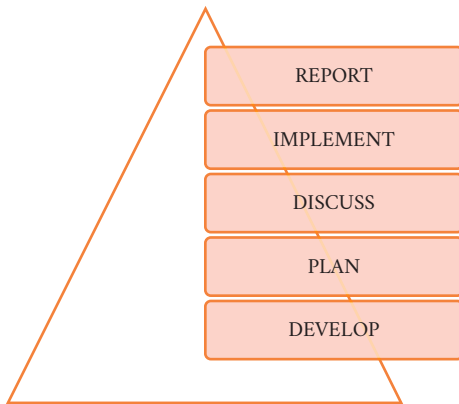


Fig. 3. Activity stages.

Source: author's own work.



Fig. 4. Looking for the “perfect” spot for an activity.

Courtesy of Soraia Garces.

References

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Gamelike Classes — Let's Teach Like Game Masters!

Aim

To demonstrate a potential scenario of using gamification elements in teaching statistics in higher education.

Time

This scenario is scheduled for one ninety-minute class.

Preparation

The teacher needs to (1) precisely define the goals and effects they want to achieve using gamification mechanisms, and (2) plan all the course rules (points, grades, tasks) accordingly. (3) The planning must also involve efforts to tailor the gamification approach and tools for use in the course, and (4) proper app selection. For support in this matter, please refer to Nyckowiak and Kołodziej essays in our companion volume, *Knowledge on the Move* (2023a, 2023b).

We use Moodle as our learning environment of choice, as it boasts a variety of highly useful features, including quizzes, surveys, progress bars, a system of achievements and levels, rankings, and more. Teachers can also use a variety of apps and platforms, such as Kahoot (free basic plan), Quizizz (free trial), Acadly (free), SeeSaw (free basic plan), Socrative (free), and others.

In class

The tasks below may be used in classes and in the field, because they revolve around the key element of the smartphone/tablet/laptop, which is a must-have tool. Whichever device is finally selected must be connected to the Internet and capable of working with the apps the teacher wants to use and students are familiar with. The teacher needs to draft an instruction or explain to the students all the rules and effects of your game(like) proposition.

Task sheet

I. Plan a class summary of some range of material that will cover four thematic modules (e.g., variables, means, dispersion, quartiles), based on the following assumptions:

- each module involves a set of five questions,
- students have limited time to answer the questions,
- this is not the solution for the exam — this should be an element of preparation for the exams, motivating and showing “where we are” with the basics.

II. All students answer at the same moment, and immediately after they do, they see the results.

Quick feedback with the results of their decision gives the students a chance to compare with others. In the case of a good answer, success can be considered a reward. If the answer is wrong, it can

provide motivation to revise knowledge/focus and achieve better results in the next question or quiz (Legaki et al. 2020).

III. Prepare a ranking showing three students with the highest results after each module.

Why only three:

- because those three will be proud of their top results, and their fellow students will be able to compare their own results against them and maybe find motivation to increase their efforts,
- and because those who would rank lowest could be targets of negative reactions from the rest group, which could prompt motivation loss (Buckley and Doyle 2016).

After each module, time ought to be spent on a summary. The teacher should give students a chance for questions and to prepare for the next module. Remember, at this point it's not about making a long discussion about "how to calculate this from very basics." After all, the modules show a final ranking of the three best results and try to spend some time on a summary. Those methods can improve student motivation, knowledge, and overall interest in the class (Yildirim 2017).

Variation

If you are looking for additional gamification elements, using progress bars in modules is worth considering. It will show students how many points they score from the maximum number given for the test. Like in games, they could also show how many points they need to achieve a higher level/grade. Also, if students do a project in class, or a database or calculation, the teacher can use this as material for subsequent classes with new students.

Illustration



Fig. 5. Moodle desktop for the Data Processing with Computers course, featuring a gamification add-on enabling point collection and a ranking system for participants.

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PART 2

Self-Understanding

GORDANA PATON

*Udruga IKS – Association for the Promotion of IT, Culture,
and Coexistence – Petrinja*

Sensitizing Students to the Problems of Crisis-Affected Identities

Aim

To sensitize students to the problems of crisis-affected identities, and foster understanding of how identity is affected by the crisis to develop different strategies for empowering citizens and rebuilding their positive identities.

Given our turbulent global history and ongoing devastating events, countless citizens struggle with the concept of “identity,” including personal, social, and cultural identities. Identity crises also aggravate collective crises, e.g., community, regional, national, and global, producing a variety of consequences affecting everyday lives.

Time

Communicating relevant information to students (class work) — 45 minutes.

Setting up cooperation with an NGO* in the field — 60 minutes.

Actual activity in the field — up to 2 hours.

Post-activity debriefing (class work) — 2 class hours.

*Either an NGO or an institution working with beneficiaries that have experienced various forms of crisis (addicts, victims of violence, war, or natural disasters, health crises).

Preparation

METHODS:

Study visit — to gain insight into beneficiary profiles and specific community challenges resulting from identity-crisis experiences. Discover available interventions and activities, as well as their implementation and results.

Exploratory walk, including *storytelling* and *living library* — to immerse yourself as a participant in an environment perceived differently by each individual, depending on their personal experiences. Listen to stories and observe identity-related aspects. Read your “book of choice” during the living library activity, where citizens (of different ages) talk about their lives and attempt to define their identities.

In class

1. Communicating relevant information to students. Provide background information and cross-reference with students’ self-study on the topic.

Students should explore the notion of IDENTITY through a mind mapping activity, pursued individually and within a group.

Details on logistics regarding field visits. Ask students to come prepared, take notes, and jot down questions before and during the mobile activity.

2. Post-activity workshop, including new ideas for interventions and preventive measures.

Allow the students to “digest” the activity, the who, what, where, and why, as well as the contexts and definitions of beneficiary profiles. Share experiences individually and inspire conversations about the topic. How is this experience related to their studies? Brainstorm cause and effect and possible solutions/interventions.

Note: the relevant NGO/organization in the field can be invited to participate in the classwork described above.

Task sheet

Before the activity: Self-study the topic using the Handbooks and additional information, e.g., on organizations facilitating the mobile experience. Prepare questions. Commit in advance to immersing yourself in the mobile activity to make the experiential learning process most effective.

After the activity: Hold a post-activity workshop, prepare resources and materials needed for the activity, but keep it simple.

Variation

Students should have an opportunity for individual reflection and group work, so that they can draw their own conclusions and listen to and reflect on others' perspectives.

Most in-class activities should feature some mobility within the setting, if possible, using flip charts, colored papers, and markers for mind mapping.

Illustration



Fig. 6. The city of Petrinja, Croatia, ravaged in the wake of an earthquake in December 2020. The region was first left in ruins by the 1991–1995 Croatian War of Independence and had not recovered.



Fig. 7. 2022 Russia–Ukraine War.

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Teaching Embodied Decision-Making Skills in the Wild

Aim

To raise awareness about the indifference to the future of places, particularly if they are passageways or have a bad reputation. The effort involves a “pedestrian enunciation,” an art of giving new meanings to residual spaces while crossing them, sometimes against the established logic of the city.

Time

The activity is split into four distinct sections:

- 90 minutes in class: Introduction,
- 120 minutes in the field: Exploration,
- 120 minutes of workshopping: Design,
- 90 minutes in class: Sharing.

Preparation

We suggest preparing an introduction on the specific place students are going to address, identifying the main topics and objectives. Some examples are:

- local micro and macro history,
- possible futures of places, both on a social and architectural level,
- chance and variety of learning opportunities about a place.

We suggest using a simplified version of *flânerie* and urban game design.

Flânerie is an exploratory methodology that enables individuals to experience their own urban environment with no other goal but to observe, listen, and feel the spaces. Searching for the *genius loci*, the city's soul, *flânerie* allows new and more honest experiences by getting lost and being open to what the city has to offer. Mentioned by Charles Baudelaire and theorized by Walter Benjamin, *flâneur* is French for "stroller."

Urban game design primarily consists of two steps: finding opportunities to perform ludic actions in a specific place, and reducing the topics addressed by the activity to a simple game system. A game system comprises game elements, rules, and objectives. You can easily approach this structure in a class by analyzing and deconstructing simple games such as tic-tac-toe or hide-and-seek.

In class

Introduction and Sharing are held in the classroom, while Exploration takes place in the field. It's preferable to take Design outside, but it can also be held in the classroom.

Students are divided into small groups (3–5 people) and are not required to do anything in preparation.

Task sheet

Introduction describes *flânerie*, urban gaming, the chosen location, and the topic. You can prepare a list of open questions to be discussed in class.

Exploration is an individual moment of *flânerie*, in which each student freely explores a place and records their sensations in a simple diary.

Design involves an activity in which each group imagines an urban experience about the place and the topic (an explorative path, a treasure hunt, a geolocated audio tour, etc.) If possible, each group can hold a playtest session with its classmates or others.

In Sharing, the final activity, each group describes its concept to the class in a semi-structured discussion that evaluates the *flânerie* experience through the four Fs (proposed by Roger Greenaway in 1991): Facts, Feelings, Findings, and Futures, from the most factual (Facts) to the completely hypothetical (Futures).

Variation

The activity can be adapted to very different urban contexts, situations, and problems. You can modify the proposed methodologies to fit the specific case you're working on. For example:

- by changing the duration of each activity or focusing on just one.
- by assigning different topics to each group to observe other aspects of thought, such as identity, relationship, body perception, wellbeing, and so on.

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Teaching Embodied Decision-Making in the Wild

Aim

To develop basic emotional decision-making skills through guided walks.

Time

Estimated duration: 30 minutes of walking, 20 minutes preparation of walk, 90 minutes of classwork.

The optimal number of participants is 5–10.

Plan ahead of time for rain, snow, or heat; the class is best held in the warm months.

Preparation

Ask students ahead of time to prepare the following:

- a mobile phone with a fully charged battery and enough memory for some video recordings,
- headphones with a microphone,

- appropriate clothing and shoes for a 30-minute walk in the area near the venue (sports shoes or trekking shoes are preferred),
- something to write with and on for taking notes during the class,
- in case of cold weather, prepare warm beverages for when students get back from the walk; in case of very hot weather, prepare water bottles ahead for students to take with.

In class

Activity: guided, conscious walks

The method entails listening to an audio guide while walking on the nearby streets of one's city or village. The teacher and the students are connected to the same chat, discussing the practicalities of the walk and the listening. They need to record 2–3 videos from their walk in which they show their options and explain the decision they made and which emotions and triggers led them to that choice. The videos are posted in the group chat as the students progress through the walk. Finally, they come back to class to discuss the walk.

Task sheet

1. Students attend a class about basic emotional decision skills.
2. Students are invited to take a guided walk through their city/village for 30 minutes.
3. A preparatory discussion follows, taking some 10–20 minutes.

The students need:

- a) headphones and smartphones,
- b) an Internet connection and network availability,
- c) the ability to walk and hear.

Walks should be undertaken individually.

4. A discussion takes place in class after the walk.

Discussion after the walk

The purpose of the discussion is to emphasize the following information in student's experiences:

- The influence of hazard,
- What are the decision criteria?
- What are emotions?
- How they are experienced differently by each student: ask different students to describe the same emotion and then ask them to describe common stimuli, to determine how different students felt upon perceiving them. Emphasize differences in reactions to the same stimuli and differences in perceptions of the same emotion.

Differences in decisions based on the same emotion:

- How do norms influence decisions? Emphasize the range of options being discarded by normative behavior,
- How do rules influence decisions? Emphasize the range of undesirable options being discarded by rule-based behavior. Emphasize the range of desirable options being discarded by rule-based behavior,
 - Emphasize creative potential in decision-making,
 - Emphasize missing logical options and hidden assumptions in students' stories of their walk.

Variation

- Have students look at the videos they made,
- Ask them to identify options they were unaware of when they were in sight,
- Ask them to identify the emotions and the reasons for which they discarded a given option.

Illustration

Audio illustrations:

https://drive.google.com/file/d/108CW7gBFjRa_02JZcknxaUErWWMVzZXFN/view?usp=sharing (in Romanian).

<https://drive.google.com/file/d/1DWIyoldAxFhaS1mD6S4tx0RNOg8aerB2/view?usp=sharing> (in English).

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PART 3

Making Maps

Soft Mapping as the Method of Exploring the Outside World

Aim

The purpose of the activity is to familiarize students with the method of soft mapping, used to explore, give meaning, and connect to the outside world. The specific aims of the lesson include:

- acquiring skills to develop a soft mapping of the outside world,
- familiarizing participants with the practical aspects of exploratory walks in general,
- familiarizing participants with Kolb's Reflective Model for reflection and learning.

Time

The lesson has five sessions overall, held both inside a classroom and in the field.

- preparatory session: 30–45 minutes,
- walking tour I: 30 minutes preparation; 60 minutes walking, 60 minutes class,
- walking tour II: 30 minutes preparation; 60–90 minutes walking, 90 minutes class,

- mental tour: 60 minutes of class,
- reflection session: 40–60 minutes,

The preferred number of students is 15–20.

Preparation

Introduction of soft mapping: see *Student's Handbook* for literature and examples.

In class

- preparatory session,
- walking tour I — sensory data: individually, the students explore the outside world and use their senses to collect data to be marked (tagged) on the map,
- walking tour II — stories: students connect to other persons outside, collecting stories, memories, or worries for the map,
- mental tour — making choices: students sketch their personal mental map of the explored outside world. With the collected data, this produces their soft map,
- reflection session: using Kolb's Reflection Model, for example, the students gain insight into the learning process and new skills.

Task sheet

For walking tours I and II, the students use checklists that include both practical elements (weather- and season-appropriate clothing and footwear, items needed for the tasks, like maps and markers) and content elements (dos and don'ts in interviewing, Scharmer's 4 levels of listening). These checklists are constructed by the students during the preparatory session and tailored (if necessary) ahead of the walking tours.

Variation

• Depending on the resources, the teacher decides on a digital or paper mapping approach. Typical digital mapping tools include Google Maps and MapsMe (available as offline tools for tablets & smartphones). The Finnish Maptionary and Dutch PraatMee apps are GIS examples that allow for interaction by means of tagging/markers.

• Otto Scharmer's Theory U defines levels of listening. Firstly, focusing on sensory input implies that students will naturally color their observations with their emotions and physical moods. Students may benefit from this insight while doing the Walking Tours. Secondly, students will be confronted with their level of listening while interviewing, thus adding another layer to the stories and memories collected. Both situations are part of the learning process in soft mapping.

Illustration

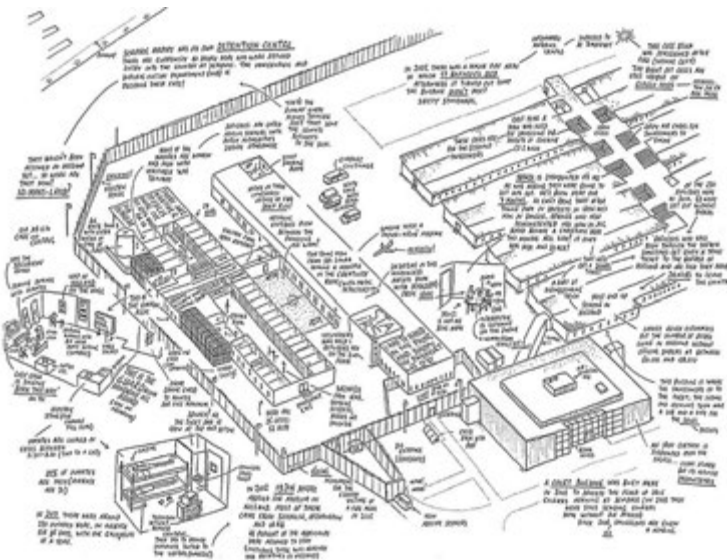


Fig. 8. Jan Rothuizen, *Soft Mapping* (Rothuizen 2009).

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Teaching Urban Sociology with FOSS GIS Tools

Aim

In the last three decades, the role of Geographical Information Systems in conceptualizing urban development has become an integral part of urban sociology and urban studies. This toolkit is designed to provide teachers of relevant subjects with the necessary guidelines for the adoption of free and open-source software. The aim is twofold:

1. increasing teacher capacity in using FOSS to teach spatial and social sciences,
2. describe a new module in employing FOSS GIS for the in-class experience.

Time

This module consists of 7 classes, each one 45 minutes long.

Preparation

Each class is estimated to require 45 minutes of preparation time for the teacher.

In class

This toolkit serves as an introduction to using QGIS as a new addition to mobility studies. The teacher's activities in class are divided into four parts:

1. introducing FOSS GIS and the necessary installation procedures,
2. explaining basic functions in QGIS, such as importing data, inserting base maps, raster files, plugins, and exporting shape files,
3. describing the difference between base maps like OSM, Google Earth, Bing Maps, and raster and vector files,
4. introducing spatial data sources in both vector and raster formats.

Task sheet

1. Students will be directed to use open-source textbooks on FOSS GIS for out-of-class preparations.
 - a. Explain the sources of the open-source platform briefly.
 - b. Why does the open-source community drive the software industry?
2. Installation of QGIS on different platforms, i.e., Windows, Linux, and macOS.
 - a. Explain the necessary packages for QGIS, especially the Python software packages.
 - b. Python installation differs between platforms. Be careful about how macOS pre-installed packages might create problems. Also, Windows requires .Net packages with hefty disk space requirements.
3. Basic file types, importing CSV files, features, and using attribute tables.
4. Using online base maps like Open Street Maps.
5. Importing spatial datasets like CSV and raster files, i.e., historical maps.

6. Creating interactive maps using design options like Stamen, and OSM.
7. Exporting interactive maps as Leaflet files.

Variation

QGIS is the most important and widely distributed FOSS (free and open source software) application in the Geographical Information Systems field. QGIS is rapidly becoming the GIS industry standard with its annual updates and easily downloadable plugins. There are other smaller-scale FOSS GIS tools, like GeoDA, but their support and user base are limited compared to QGIS. Across seven classes, we introduce students to using basic GIS with raster files and making exportable maps.

1. Introducing basic concepts like GIS, FOSS, spatial data, data layers, etc.
2. Installing QGIS in different work environments.
3. Describing primary tabs in QGIS. Creating a new project. File-save option and working environment selection.
4. Installing crucial plugins like QuickMapServices.
5. Using and importing different layers. Introducing different spatial data layers, such as shapefiles, CSV files, vector, and raster data.
6. Using OSM base map to visualize a current area, using Istanbul's historical peninsula as an example. Importing raster data, using different options for georeferencing the raster file.
7. Importing the completed map using the leaflet code as an embeddable Web map.

Illustration



Fig. 9. A finished map with the raster layer overlaid. Courtesy of the author. Raster map courtesy of Cplakidas (CC Attribution-Share Alike 3.0 Unported, 2008).

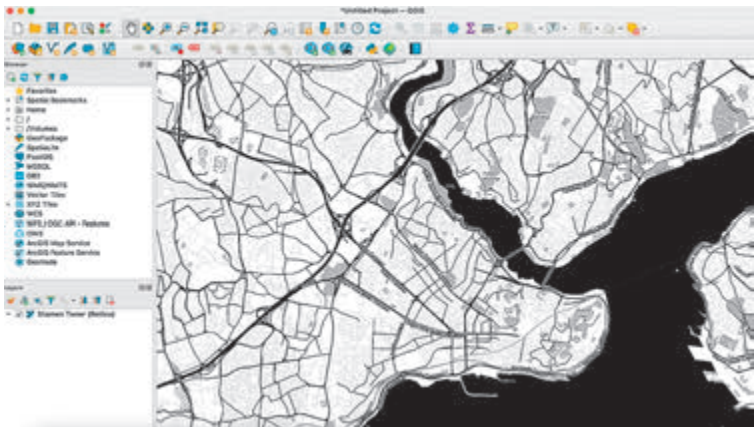


Fig. 10. QGIS work environment. Courtesy of the author.

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Exploring the City by Creating Virtual Maps

Aim

The tools outlined below allow for the creation of an interactive map located online, prepared in the form of a virtual, interactive trip.

This task combines photos and a free tool for creating virtual tours that combines individual photos into one sequence of a virtual walk.

The lesson involves making an interactive map in the form of a website, based on photos and additional descriptive or multimedia elements.

The exercise encourages you to get to know your city, find interesting places, and prepare information about these places. During the walk, students take pictures of objects (three modes possible: classic, panoramic, or 360 photos). After visiting the city, students upload their photos and mark the places they visited on a map, e.g., Google Maps. Then, they use a Web application (Lapentor, Marzipano, or Vtility) to put together an interactive trip.

This task can develop teamwork competencies. Students pick the area and objects they will present together. They also determine the division of labor (taking photos, writing descriptions, searching for information/pictures, uploading the data and pictures online).

Time

1 hour to set up exercise.

2–3 hours self-study time to do the activity.

2 hours to work with the material in the classroom.

Preparation

Instructions to students about:

- photo modes,
- using the website with a map and adding information,
- preparing a work schedule for the virtual map.

In class

• Preparation of the map — 90 minutes (individually or in teams of 2–3 people).

• Students uploads the photos, additional materials, and descriptions.

• The teacher describes the selected tool that will be used to prepare the virtual tour and discusses the necessary steps for using the application.

• After preparing the virtual walk, the students, with the teacher's help, prepare a map with virtual walks for a larger region. The map can be expanded with other teams' maps.

• After collecting all the elements, the students discuss and present to each other the places of their virtual walks.

Task sheet

After a discussion about the nature of a virtual walk:

1. The students decide what type of places will be explored in the form of a multimedia map.

2. The teacher suggests the “today and in the past” perspective to students and suggests thinking about: a) interesting places in the area/city, b) favorite places in the city, c) historical monuments, d) topography, f) meeting places, g) infrastructure, h) other interesting and characteristic elements of the city.

3. Students plan the trip route, so that the person viewing the virtual walk can easily orient themselves in the location.

4. The appeal of the trip may be increased by adding to the virtual walk a short video or soundscape recordings.

5. Students also should: a) show their virtual walk space to other people who know the area better and ask about additional, interesting information/photos about the places.

6. Students write a short report including:

- the reasoning behind the selection of the sites,
- impressions and reflections on the subjective image of the places and their surroundings,
- what they learned about the places,
- reflections on using apps to create a virtual tour.

After presenting the virtual walks of all teams in the class, ask the following questions:

- Have they found out new things about the selected places?
- Did this method of presenting information meet their expectations and did it contain all the information necessary to persuade participants to visit the described places in person?
 - Do you know other, better methods/tools for presenting information about the described places?

Variation

Depending on the selected topic, the virtual map can be expanded or tailored by third parties to fit various places and educational aims.

References

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Use of Fuzzy Cognitive Maps (FCM) in Researching the Quality of Perception of Urban Space

Aim

To present a practical method of activities for the city space. The classes aim to:

1. Deepen knowledge: creating scripts, which are structures describing objects, based on the method of conceptual dependencies,
2. Deepen skills: creating semantic networks in the form of a labelled directional graph,
3. Foster social competencies: methods of knowledge representing cause-and-effect relationships.
4. Practical objectives: Some people find using technical information like maps and reports difficult. One technique that has been successful in public consultation is FCM (Lewis and Sheppard 2006).

Time

One semester (30 hours).

Preparation

Preparation includes handing out written instructions to the students in the classroom, and offering them information about:

1. visiting the tested area,
2. mental maps, introduction to software used, presentation of sample maps to familiarize students with the tool,
3. grouping variables,
4. FCM, event scenarios and their interpretation,
5. translating conclusions from the interpretation of scenarios into proposals for action aimed at improving the functioning of the space covered by the research.

The student group is divided into working teams, with 2–4 people in each team.

In class

The division of activities concerns the creation of individual mental maps.

Subsequent actions during the classes:

1. urban inventory, methods of urban space reception by users/residents (field activities, research walks),
2. creating a mental map (classroom activities),
3. grouping variables,
4. creating FCM networks, weighing the associated factors,
5. interpreting scenarios,
6. inference — analysis of results,
7. proposing activities for introducing solutions in space (classroom activities).

Task sheet

For a field visit on the move, the student takes: a camera, a sketch-book, a pencil, notes to describe the later stages of work problems, and a map primer, which will be subject to verification in the field.

In the classroom

1. social participation in activities in the city space (bottom-up, top-down),
2. rules for grouping variables to properly create FCM network connections and build event scenarios,
3. principles of interpreting of event scenarios.

Variation

Depending on time and other factors, the activities may also include the following:

- a) determining the boundaries of the area covered by the analysis and inventory in the field (exploratory walk);
- b) conversations with residents as the most important stakeholders (interviews).

Illustration

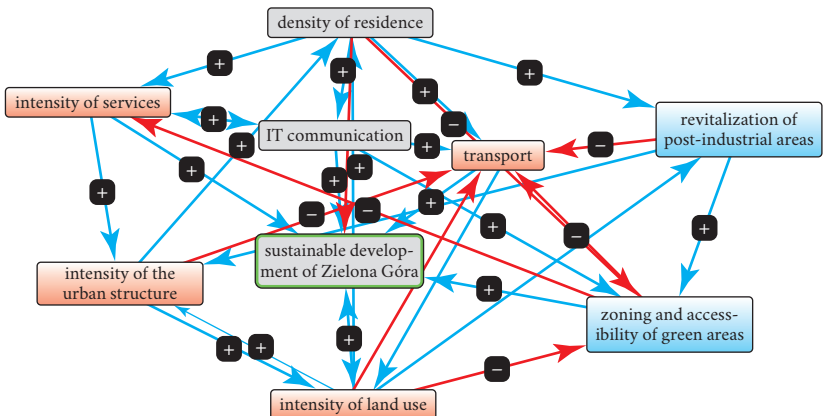


Fig. 11. FCM model of connecting variables for the sustainable development of Zielona Góra.

Source: authors' own work made with Mental Modeler,
<https://www.mentalmodeler.com/scenario/>.

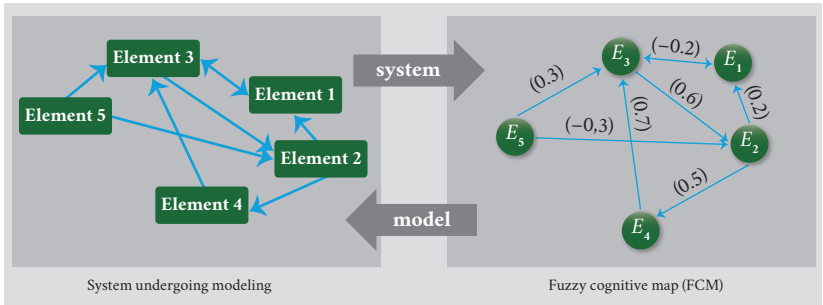


Fig. 12. Modeling real systems using a fuzzy cognitive map.
 Source: authors' own work.

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Mapping the City – Social Maps Uncovered

Aim

The course aims to familiarize students with the characteristics of maps used as social sciences research tools. Special attention will be paid to social maps. During classes, the students will prepare for activities that will allow them to develop elements of a social map based on their personal experience of urban space by using mobile technologies.

Time

This scenario is scheduled for two 90-minute classes.

Preparation

You may start by introducing students to the tools used to map the preferences of certain space users (like Google Maps, for example).

Try to explain that researchers use mapping tools to develop visual representations of specific manifestations of social life and its changes in the spatial context (e.g., cities). Examples of these tools include cognitive maps (often called “mental maps”), which relate to both real space (objective, material) and subjective representations.

In turn, evaluative maps, also known as “sensate,” are a subcategory of mental maps that strongly emphasize the emotional relationship with a specific space. Social maps, in contrast, which most often appear in contemporary sociology, link the objectified features of urban spaces with the values attributed to them by their inhabitants (with particular attention to their material arrangement).

In class

Tell students about your recent interesting experiences related to using areas in the city or make up a story that will serve as an example of this type of experience. Suggest identifying recent changes in your city. How were these changes implemented? Who influenced them? Were they needed, and did they serve their purpose? Maybe you had a different idea about how to develop these spaces?

How can we know the limits of what should/could change about individual city areas?

Task sheet

1. Ask the students to define the boundaries of the chosen space they are users of, e.g., the boundaries of the university campus. For this purpose, you may use Google Maps.

2. Ask the students to prepare information about the university campus area (use Google Maps).

3. Create a short survey about the university area evaluation (use Google Forms).

4. Ask the students to take a walk along the route that, in their opinion, marks the boundaries of the university campus area. Ask them to:

- mark places on their route they consider significant and explain why they are paying attention to them,
- identify locations where they have trouble deciding which way to go or which path to choose,
- identify places that are difficult to use — for disabled students among your, for example, or for purely infrastructural reasons,

- think about whether all the boundaries of this space are clear and unambiguous for them.

5. After the walk, answer questions about the evaluation of the studied area.

6. Ask students to compare their tracks with the actual boundaries of the university campus.

7. Instruct the students on preparing visuals showing the tracks of the imaginary boundaries of the studied areas and the results of the evaluation.

8. Ask students about changes they would want to implement in the studied area. Together, think about whether it would be possible to find out which changes in the university area make sense and are needed? Is the opinion of one or several people enough to warrant a change?

Illustration

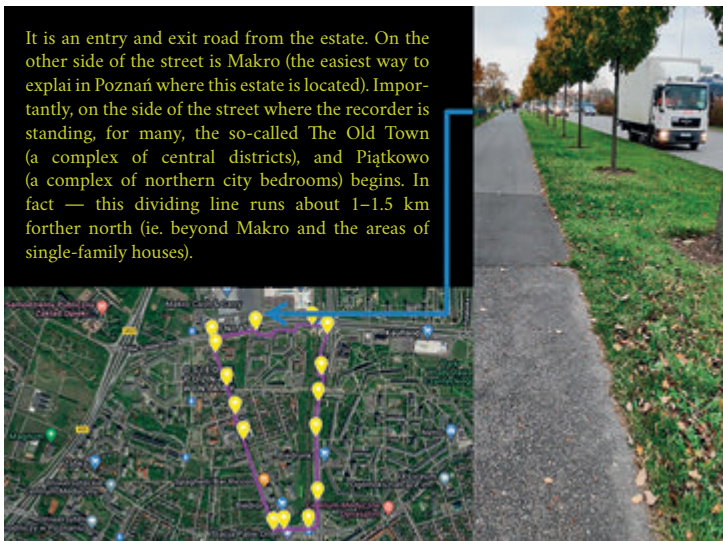


Fig. 13. **Powstańców Warszawy housing estate and its surrounding borders.**

Compiled by Justyna Nyćkowiak. Map created with Google Maps by Piotr Luczys. Photo and space description by Piotr Luczys.

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PART 4

Socio-Cultural Heritage

NIMET PINAR ÖZGÜNER GÜLHAN
Gaziantep University

Teaching Cultural Heritage with Exploratory Walks

Aim

The course is offered as an elective in the fourth year of undergraduate archaeology education. The lesson aims include: 1) familiarizing students with cultural heritage terminology, 2) supporting critical thinking skills by comparing theoretical aspects of the course with practical, real-world applications of heritage management, 3) integrating the students' social media use into the class. Students will be encouraged to take photos of their favorite objects or locations and explain their reasoning behind their choices.

Time

The class runs for 14 weeks. Four of those fourteen classes are designed as walks, while the rest are taught in class. Each walking session runs between 90 and 120 minutes — the majority of the class is focused on walking the route. After completing the walk, 30 minutes are set aside for students who would like to fill out the evaluation forms on location.

Preparation

Prior to the class, the instructor prepares background information for each walk. For instance, if the trip involves visiting a museum, inform the students about when and where the museum in the neighborhood was founded. The teacher also offers the buildings' architectural evaluations and the history of their immediate environment. This information is going to be incorporated into discussions of the walking tour. These can also be assigned prior to the walk if there are relevant readings. For terminology, instructors are advised to use cultural heritage, and tangible and intangible heritage terminology defined in related UNESCO agreements. There are two basic reasons for using UNESCO terminology: first, it is used globally; second, member states provide translations of UNESCO documents into their native languages, making these documents more accessible to wider audiences.

In class

Preparatory session:

- Before each walk, the instructor provides background information on walking routes in class. This information may include the settlement or architectural history of the area or building to be visited, administrative status, or the social structure of the area.
- During the class, potential themes and terminology related to the walking tours should be provided to students.

Task sheet

- For walking tours I–IV, the instructor provides information about meeting time and meeting point.
- Students are advised to check weather conditions prior to the trip and dress accordingly.
- Students are advised to bring their mobile phones and use them for documentation during the walks.
- Instructor books the trips and confirms availability with the museums prior to the walking tours.

Variation

- For walking tours I–IV, students are required to fill out an evaluation form. In these forms, students analyze and critique the positive and negative aspects of the route or the museum.

- In the evaluations, the students may recommend improvements to the routes and locations, based on their experience and information provided in the class.

- The evaluations will be discussed in the subsequent in-class lecture.

- The evaluations make up 40% of the final grade.

Illustration



Fig. 14. **Students discussing items displayed at the museum and using their cell phones for research.**

Courtesy of Nimet Pinar Özgüner Gülhan.



Fig. 15. **Gaziantep University, Department of Archaeology Students visiting Gaziantep Archaeology Museum.**

Courtesy of Nimet Pinar Özgüner Gülhan.

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Charles University

Making Educational Reform Teaching More Attractive

Aim

To identify the main issues of the pedagogical reform movement of the first half of the twentieth century within the broader social reforms across many interdisciplinary relations.

To highlight the importance of key players in the social and pedagogical reform movements.

To enable students within a complex educational process to learn about the key goals of the educational reform concept of period educator Eduard Štorch.

Obtain practical experience in pedagogical research work.

Time

One-day program (8 h), with preparation (4 h for teacher, 16 h for students) and follow-up discussions during the classes (4 h).

Preparation

Teacher:

- consults the students (organizers) while preparing the program schedule,

- prepares the content of theoretical inputs for the program.

Group of master's students (organizers):

- choose appropriate activities implemented within the applied educational methods (experiential walk, excursion) and ensure necessary educational aids,
 - communicate with the trip site (archive) about timing and rules for entry,
 - draft a detailed day schedule for BA students in the Education program enrolled in the History of Pedagogy course under the teacher's supervision.

In class

The teacher:

- introduces the various locations scheduled for a visit and their cultural, historical, and pedagogical relevance to the program,
 - compares the social and pedagogical reform efforts from the first half of the twentieth century with current efforts and concepts of human, social, and education reform,
 - introduces the principles and rules for analyzing the pedagogical program using the topographical and biographical research method.

Task sheet

Input knowledge of the topic from the previous lesson, "Social reform through educational reform," which was based on the writings and ideas of Jan Ámos Komenský, an education scholar who defined the effort to reform and repair society through education.

Practical information: Suitable clothing, tickets for public transport, refreshments for the whole day.

Program schedule:

1. *Opening debate* (Charles University):

What did the main effort of educational reformers at the turn of the nineteenth and twentieth centuries look like? What social and pedagogical problems were they looking to solve? How can we link these pedagogical problems with the life of Eduard Štorch?

2. *On the move (by tram)*:

Discussing issues important in today's debate on social reform and education.

3. *Arrival at Libeňský ostrov*:

This is where Eduard Štorch implemented his pedagogical reform concept of "school farm." Comparing photos from Štorch's book and local conditions today. Pointing out how the specific character of the place affected his educational concepts.

4. *Exercising after reading from copies of Eubiotic program texts*:

Learning about the principles of the "Healthy living program" and trying out physical exercises from the early twentieth century mentioned in the texts.

5. *On the move (by tram)*:

Discussing the principles and methods of pedagogical research in the archives.

6. *A visit to the archive of the Museum of Czech Literature*:

Confronting with resources from the period (letters, photographs, maps, and drawings of Eduard Štorch).

Variation

Use any other historical figure whose work is relevant to the place and field of study.

Illustration



Fig. 16. Student visit the Libeňský ostrov.

Courtesy of Jaroslava Swoboda.



Fig. 17. Visiting the archive at the Museum of Czech Literature.

Courtesy of Jaroslava Swoboda.

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Teaching Social Issues Through the Lens of Beekeeping

Aim

To help the teacher hold a class and study visit in an apiary designed to (1) support the process of developing research sensitivity and sociological imagination, as well as (2) teach selected issues related to the nature of social life and culture. The proposal below can be used in teaching sociology, cultural and social anthropology, social work, pedagogy, and — to some extent — in reintegration and social rehabilitation practice.

Time

The project is designed for a three-week timeframe: two ninety-minute intramural classes and one study visit, taking anywhere from one to several hours, as well as students' own work at the library.

Preparation

Find an apiary and a beekeeper in your neighborhood and arrange a visit well in advance. Please note: remember about safety measures during the study visit to the apiary and observe all safety rules! Before the visit, consult the beekeeper on how to dress and behave in

the apiary! Pay attention to possible allergies in yourself and your students!

Students: (1) consult sociology/anthropology and beekeeping textbooks, focusing on information related to the social life of the honeybee and making notes; (2) consult books on the history of beekeeping, focusing on information related to turning points in the development of expertise and practice related to the honeybee and its products, (3) consult miscellaneous textbooks, dictionaries, and articles dealing with the symbolic aspect of the bee.

You can assign students to individual topics, making discussions more multi-threaded, or choose only one of the three paths proposed above.

In class

The class before the study visit: students work with peers or in small groups, and then share what they learned; they also prepare questions for the beekeeper.

During the study visit to the apiary: students actively observe the social life of the honeybee colony and listen to the explanations and commentary of the beekeeper. The beekeeper outlines the rhythm of their activities in the apiary throughout the year and demonstrates the basic equipment they use for beekeeping and processing bee products, later explaining its operation.

In class, after the study visit: students discuss their observations and impressions — with peers or in small groups, making notes.

Task sheet

Initiate a class discussion based on information from the textbooks and lessons learned from the study visit.

Possible question to open the discussion with: Which aspects of the life of the honeybee colony would you use as an example that has parallels in human life and why? Which issues of the honeybee have no corresponding issues in human social life? Why?

You can divide students into two groups with opposite tasks: looking for cons and pros and discussing the issue.

Variation

Be bold — attempt a deep analysis of Western culture through the lens of bees and beekeeping, drawing on a variety of sources (see Pokrzyńska 2023).

Illustration



Fig. 18. An apiary: a space where culture can be transmitted between generations.

Courtesy of the author.



Fig. 19. A shared yard: offering close proximity to people and bees.

Courtesy of the author.



Fig. 20. An apiary in the garden: a space created by humans for bees.

Courtesy of the author.

References

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PART 5

Social Skills

GORDANA PATON

*Udruga IKS – Association for the Promotion of IT, Culture,
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Ways of Initiating Reflection on a Difficult Childhood

Aim

To observe and assess possible consequences of “difficult” childhoods, introduce current methods used in working with beneficiaries to experience the process through first-hand participation and later draw conclusions through dialogue, analyze the cause-effect relationships underpinning specific problems, and identify preventive measures for future generations.

Reasoning: There is a rich body of literature available on early childhood development, the effects of positive and negative childhood experiences on adulthood and family health in particular. We can examine generations that have endured crisis and war, various irregular upbringings, poverty, violence, illnesses, addictions, discrimination, and similar challenges in their childhood years.

Time

Communicating relevant information to students (class work) — 45 minutes.

Setting up cooperation with an NGO* in the field — 60 minutes.

*Either an NGO or an institution working with beneficiaries that have experienced various forms of crisis during their childhood or are still experiencing such events (youth with behavioral problems, addicts, victims of violence, victims of war or natural disasters).

Actual activity in the field — up to 2 hours.

Post-activity debriefing (class work) — 2 class hours.

Preparation

METHODS:

Study visit — an opportunity to learn about existing support available through NGOs and other community organizations. Discover interventions and activities available through direct participation, how activities are implemented, and what the results have been.

Exploratory walk including *storytelling* and *living library* — involves immersing yourself in an environment that individuals perceive differently depending on background and experiences. It also entails listening to stories and observing signs of crisis-affected identities, as well as reading your “book of choice” during the living library activity, where citizens talk about their lives.

In class

1. Communicating relevant information to students.

Involves providing background information and cross-referencing with students’ own self-study on the topic from the Students Handbook, along with details on logistics regarding field visit/s. Ask students to come prepared and take notes, and jot down questions before and during the mobile activity.

2. Post-activity workshop including new ideas for interventions and preventive measures.

Allow for “digestion” of activity, who, what, where, why, the context, and the definition of beneficiary profiles. Share experiences individually and inspire dialogue about the topic. How is this experience related to their studies? Brainstorm to identify problems (cause and effect) and possible solutions — ideas on interventions.

Note: the relevant NGO/organization in the field can be invited to participate in the class work described above.

Task sheet

Before the activity: Self-study on the topic from the Handbooks and additional information researched, e.g., information on the organizations facilitating the mobile experience. Prepare questions. Commit in advance to immersing yourself in the mobile activity for the experiential learning process to be most effective.

After the activity: For the post-activity workshop, prepare resources and materials needed, but keep it simple.

Variation

Students should have an opportunity for individual reflection and group work, so that they can draw their own conclusions and listen to and reflect on others' perspectives.

Most in-class activities should feature some mobility within the setting, if possible, using flip charts, colored papers, and markers for mind mapping

Illustration



Fig. 21. Left and right: children are significantly affected by crisis, whether a pandemic or a military conflict, which impacts the formation of their identities.

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JENNY LAMB

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Enabling a Class of Students to Build Relationships Between Each Other and Their Staff

Aim

- In an age where education relies on technology and relationships between teacher and student and between student peers are minimal, going away together encourages teachers and students to live, eat and study together for a short period of time. Forging relationships, trust, and understanding of each other whilst beginning to study the course materials serves to break down barriers, increase understanding and peer support, and ultimately lead to a more fulfilling learning experience.

- The residential serves to break down barriers between students and staff, changing the power dynamic and enabling students to form a relationship with the staff.

- The residential aims to enable a class of students to build relationships between each other and their staff, to improve attainment, peer support, and retention on the course. Learning outcomes for the program will be met during the activities.

- Students should be as involved in the planning process as much as is realistically possible and given as much notice of the planned events.

- Prior to the residential, students should be asked to complete a personal risk assessment and given a chance to feedback concerns.
- It should be the staff members' responsibility to plan, fund and risk assess the activities taking place. There should be a mix of educational activities, team-building activities, and free time for fun. Some suggestions are made throughout this chapter.
- Following the residential, students and staff will be asked to reflect on their experiences, in the context of what they have learned, but also in the context of how it felt to be out of the university, out of their comfort zone, and to not be the person in charge.
- There should be opportunity for reflection in a group setting but also individually.

Time

2 days planning and setting up (approx. 1 month prior to residential)

2–5 days for the activity

2 hours reflection time

Preparation

Ensure students complete a personal risk assessment and gather details on next of kin, allergies, and illness.

Plan and book the residential, ensure that information is communicated to students.

In class

A group discussion ought to be had about the purpose of the residential, with a focus on the teambuilding elements as opposed to the classroom. Where possible, students should be given a level of responsibility; one example is tasking groups with preparing meals or

activities. The responsibility should not hinder anyone's ability to be actively involved in the activities.

Most of the responsibility should be taken by the staff member/s.

If possible, prior to the residential, a discussion should be had about expectations and potential concerns.

Task sheet

A sample timetable for a five-day residential is outlined below; the schedule can be shortened. The effects of going away together are felt after only one night away.

Day 1

- expectations and ground rules,
- team building activities — simple, learning names,
- activities together — making food/film night.

Day 2

- AM — learning session,
- PM — orienteering/outdoor activity.

Day 3

- outdoor activity — if possible, visit a local community organization, day of volunteering,
- film night — relevant to course content.

Day 4

- AM — learning session,
- PM — teambuilding activity — teams of people who haven't previously spoken.

Day 5

- AM — reflection session — what have you learned?

Variation

Multiple changes can be made to adapt the program to the surroundings, different groups, and the academic content that should be

covered; the principles of team building whilst eating and spending time together can be achieved to a lesser extent without the residential setting, but that is inadvisable.

Interviews as a Tool for Understanding Human Development

Aim

To help students characterize and understand human development from adolescence until old age. More specifically, this class aims to:

- characterize psychological development from adolescence to old age,
 - identify main changes in this period from a multidimensional perspective (cognitive, emotional, social, physical, and moral),
 - apply theoretical concepts to case studies throughout these lifespan stages,
 - critically analyze topics related to human development.

Time

This activity is to be prepared throughout one semester and concluded with a class presentation.

In class

The in-class activity involves students interviewing someone who is: an adolescent, an emergent adult, an adult, or an elderly person and,

consequently, applying theoretical concepts learned throughout the classes to real-life case studies. Early in the semester, the students should be divided into groups between 5–6 students. Each group will be randomly assigned to a lifespan stage, between adolescence and old age, and tasked with preparing an interview and interviewing a selected person matching their assigned lifespan stage. The interview should be carried out outside the university. The teacher ought to supervise the entire process.

At the end of the semester, the students will present the interview to the whole class, along with their analysis of the interview contents according to the theoretical classes. The breakdown will include characterizing the interviewee's life stage, identifying the characteristics observed throughout the interview, and critically analyzing human development based on the interview outcomes, and learned concepts.

Task sheet

Throughout the semester, you will introduce students to theoretical content and practical examples covering human development across different life stages, including adolescence, emergent adulthood, adulthood, and senior years. This presentation will cover the characteristics of each stage, including their cognitive, emotional, social, and physical components, along with real-life examples. You should invite the students to participate in debates and encourage them to offer their own examples or share personal experiences in these more theory-oriented classes.

Alongside these classes, the teacher schedules practical lessons, which aim to offer guidance to each student group in developing their interview successfully. These classes will assist the students in preparing for the different steps ahead of the interview recording. These include: 1) preparing informed consent forms for the interview participants or their legal guardians if the interviewees are minor; 2) preparing a semi-structured interview focusing on content covered in class; 3) interpreting data collected through the interview

according to human development theories. The activity ends with interview presentations and data interpretation before the whole class at the end of the semester.

Variations

Alternatively, each student from every workgroup can be assigned a specific life stage and tasked with conducting their interview on their own. This way, each workgroup and each student will have the opportunity to experience in real life how to perform the interview, and a better chance of understanding and learning about individual life stages through hands-on experience.

Illustration

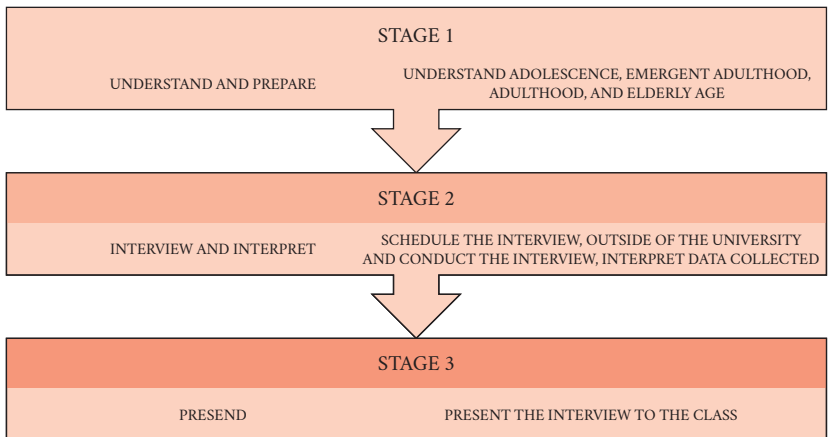


Fig. 22. **Activity stages.**

Source: authors' own work.

Literature

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ALASTAIR ROY

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Going Out and Going In: an Experiment in Co-Learning using a Delegated Walking Activity with Visual and Mobile Methods

Aim

This toolkit proposes a mobile approach which encourages students to see the everyday world around them as “anthropologically strange” (Silverman 2007, 11). This toolkit develops a practice which builds on the concerns of the mobilities turn in social sciences which explores the centrality of movement to the social and material realities of our lives (Büscher and Urry 2009). The lesson is also informed by the experience of doing research in the COVID-19 pandemic which temporarily limited many forms of human movement and led to an even greater interest in the experiences of walking and movement near where people live.

The lesson provides simple instructions for the students and the teacher/lecturer to complete a short mapmaking and walking exercise near where they live. The idea is that students and the teacher/lecturer do the exercise.

The activity encourages people to think of a short walk they would like to make in their own home, in their own garden, in the streets, fields, or alleyways near where they live, but with an emphasis on a short route that is completed at a slow pace.

Participants are encouraged to draw a map before completing the walk. After this, they walk the route without the map. During the

walk, they are encouraged to use an audio recorder, written notes, drawings, or photographs to capture sounds, sites, senses, and any other stimuli that draw their attention. Upon returning home, they are asked to add notes, drawings and/or pictures to the map and add in any new associations that come to mind. The idea is that those who take part approach an environment that is familiar in a way that allows it to become sociologically strange.

Participants are then asked to send the maps in before the lesson. If any images or words are considered by those who make the maps too personal, they can be covered up before the image is sent.

On the day of the lesson, each person is given time (5–10 minutes) to present the maps and walks to the groups, allowing time and space to introduce their maps and walks as they choose. This is followed by a group discussion in which people are encouraged to make connections between the maps and walks; this is followed by a short group reflection on the process and what has been learned.

Time

15 minutes setup.

2–3 hours self-study time to do the map and walk activity.

2 hours to work with the material in the classroom.

Preparation

Present the written instructions to students in the classroom. Address any questions or issues. Give the students a timeframe to complete the map making and walking exercise.

In class

- The preparation should take place in one class, which will include providing written information, describing how the exercise works, addressing questions and concerns, and agreeing on any

modifications that might be necessary for students with mobility issues or other concerns.

- One to two weeks later, the class will discuss what has been produced.

- This can be done in small groups or in a whole group, depending on the numbers. It can be done in person or online.

Task sheet

Experiment in mobile working.

This task sheet includes a set of instructions which can be followed as they are or modified and adapted for use in a different context (for example, students might all complete a map and walk of the same location, such as a university campus, or an area of a city or town).

Each person (all students and the teacher(s)) makes a map, completes a short walk, shares what they produce in the teaching room, and meets to explore and discuss the process and ways in which it might be adapted in the future.

Instructions for students

Think of a short walk you would like to take. This can be in your own home, garden, streets, fields, or alleyways nearby, but the emphasis is on a short route that you can complete slowly. Please take your time. And please take care on the roads.

Take time to draw a map before you walk. You are asked to think about the place you plan to walk in:

- What characteristics of the environment come to mind?
- Are there specific landmarks, locations, or features?
- What smells, sounds, and sites come to mind when you think of this place?
- Do any memories or stories come to mind?

Use a large piece of paper and colored pens or pencils if you like. The map can be of a traditional sort (what we might describe as carto-

graphic) with places, locations, paths, roads, and other routes, but it doesn't have to be; it could also be thematic, list-like, or associational, for example. The idea is that the mapmaking activity precedes the walk, but it does not have to lead it in the way you might follow a route on an Ordnance Survey-type map. It's your map, do with it what you please. You are allowed to enjoy yourself.

Next (and this can be at a different time or on a different day), walk without the map. Take your camera, audio recorder, or your notebook instead. Walk slowly, as the emphasis is on noticing sounds, sites, senses, and any other stimuli; hence, walking at a reflective cadence is part of the activity. When you notice something, pause, reflect, make a note of it, take a picture of it, or make a small sketch.

If the things you notice provoke any memories, recollections, stories or associations, make a brief note of these.

When you get back home (which can be at a different time or on a different day), add your notes and images to the map and any new associations, stories, or connections that come to you. These can be written or visual as you please. Be creative, you are allowed to enjoy yourself.

Finally, write a few reflections about the process:

- Were there any differences in what drew your attention before, during, and after the walk?
- Did you learn anything new from this about your own life, home, neighborhood?
- Did it lead you to have any new thoughts or questions about the place?

Suggested practice for group exercise:

If working in person, people are asked to take turns to present their individual maps. Depending on the size of the group, it may make sense to have digital copies of the maps and to put these in PowerPoint, so that everyone can easily see the details.

If working online, a space like AHASlides allows participants to respond to each others' maps with text — see the example below.

Give each person space (5–10 mins) to introduce their map, describe their walk, and reflect on the process and what they learned about the place where they live.

After each person has introduced their map, host a group discussion to reflect on these questions or an adapted version of them:

- Did we learn anything about our own and other people’s lives, concerns, homes, and neighborhoods from this?
- What did we like and dislike about the process?
- Are there better ways of sharing this?
- Is there a different way of working that we would propose?

Illustrations 1

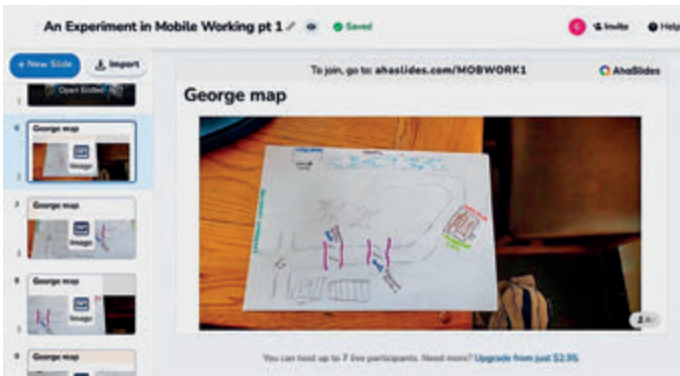


Fig. 23. A map drafted by a student named George.



Fig. 24. Responses and associations to George’s map on AHaslides. The screenshot shows the ways of cooperation between students.

Variation

A similar approach can be used in relation to a single area, for example, a university campus, a city center, a local park, a school, or any other space in which a group has a shared interest. This allows a group of different people to explore the same area and see what different people notice.

Illustration 2

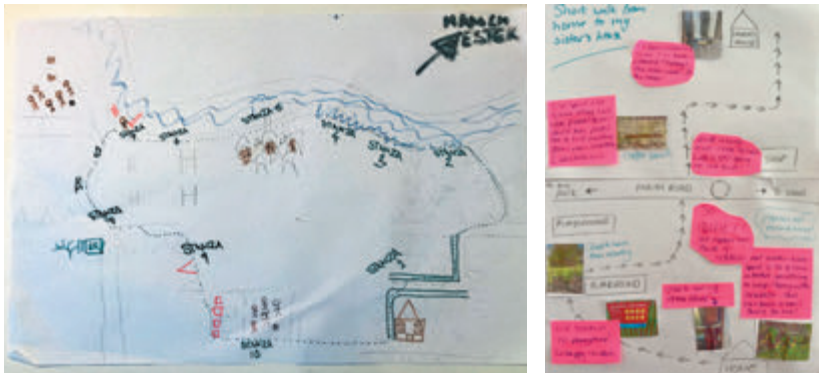


Fig. 25. Examples of other maps created by students.

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Raising Sound Awareness Among Students

Aim

This lesson aims to raise sound awareness among students and prepare them for soundscape exploration outside the class.

Time

90 minutes of classwork

Preparation

Print out the taxonomy chart so that every student would have his own.

In class

Look through the chart with the students. Explain how the urban soundscape consists of three main sound sources: nature, people, and machines. Nature-related sounds include geophony and biophony. The former denotes inanimate nature sounds (elements),

while the latter denotes animate nature, including biological sound sources. Human-related sounds are called anthropophony. This category covers, among others, footsteps, voices, laughter, coughing, crying, sneezing, and clapping. Machine-generated sounds are technophony. This includes technical sounds like mechanical tools or means of transport.

Scientists (Axelsson, Nilsson, and Berglund 2010, 2837) have discovered that people prefer natural sounds as a part of their soundscapes. Water, birdsong, gentle wind, and rustling leaves are usually considered pleasant. Sounds of other people may be pleasant when they are part of public space, and tiresome within our homes. On the other side of the spectrum are technical sounds, which are often considered annoying.

Task sheet

Choose a recreational area (e.g., a city park) near the class or easily reached by public transport. Visit it with students and instruct them to observe the soundscape using the *soundwalk* technique. For our purposes, I would recommend a thirty-minute group walk. It may be beneficial to spread the students out and position them just within earshot of others' footsteps. Let the students make notes, marking as many sounds as they can using the taxonomy charts. They should label the sounds as pleasant and unpleasant. After the walk, tell the students to read their observations and compare them. Make them look for patterns. Do their lists of perceived sounds match each other? What sounds have they overlooked? What sounds emerge as preferable and undesirable? What sound would they remove (or add) to make the recreational experience more pleasant?

Variation

In an e-learning situation, the soundwalks may be performed individually (each student chooses a nearby city park). Observations

from different places with similar characteristics (recreational areas) may be compared as well.

Illustration

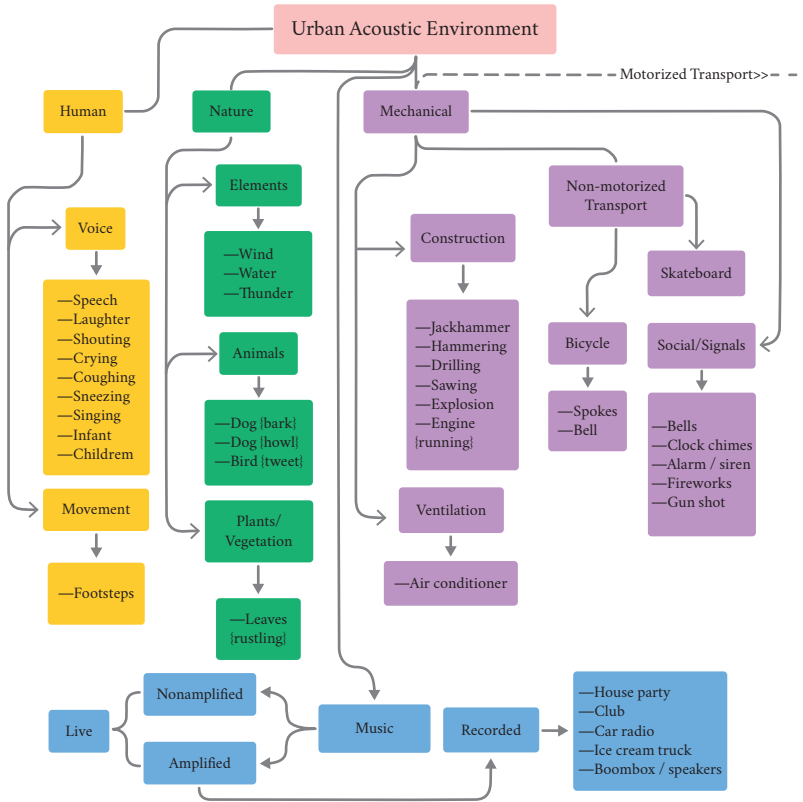


Fig. 26. Taxonomy of sound sources. Source: Salamon, Jacoby, and Bello 2014.

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Tools for Creating the Image and Brand of the City

Aim

To make university students aware of various city images that contribute to the brand identity of the city they live/study in. To introduce students to the concepts of brand identity, destination, destination marketing, destination lifecycle, city branding, and urban images. To understand and analyze the dimensions of urban images. To identify the value of city images that make up an identity. The task is designed to become a part of the Tourism Geography course.

Time

Six classes of 45 minutes each

Preparation

Preparations are split into three sessions, including theoretical, walking, and research activities.

A — Theoretical Session:

1) Providing written and visual materials, along with online content, on city brands and city images.

2) Preparing the prospective homework concept.

B — Walking Session:

1) Investigating whether it is necessary to have legal permission of interviewees.

2) Arranging the destination, route, and duration.

3) Drafting the exploratory walking guide, observation forms, and interview tasks.

C — Research and Analysis Session:

1) Forming student groups.

2) Deciding student roles, including taking photos, filming, and interviewing.

3) Comparing and contrasting findings.

4) Writing group reports.

In class

Activities: Interviews, taking photos, filming, exploratory walks, filling in observation forms, writing reports.

Places: University campus, potential tourist attractions in the city. The students are to be encouraged to work in pairs or small groups with a group moderator.

Task sheet

Theoretical Session: Students will read the lecture notes and download and study further reading articles selected from the literature listed below. They will search the Internet for their city images to match branding concepts.

Walking Session: Students will work in small groups. Each group will arrange a similar walking and observation session of their own in the city with a different route. Students will fill in the pre-structured observation forms, take photos, shoot videos, and interview people (if necessary).

Research and Analysis Session: All groups will submit their completed observations forms, recordings, photos/videos, and interview notes to the teacher in a pre-defined way. The teacher may request each group to draft a short report on their findings.

Variation

Course 1: Students learn about the theoretical background of brand identity, destination, destination marketing, destination lifecycle, city branding, urban images, and image building. Examples of city brands and city images are shared with students. As individual homework, each student searches the Internet for different visual icons, images, and data about the city they study in. Each student also fills out a SWOT analysis sheet for the city's actual and potential branding components.

Course 2: Students work in small groups of four people. They determine their own route and timing. The teacher checks the availability of the route. During this off-campus walking session, students fill out the pre-structured observation form, take photos, and shoot video of different urban images in the city. The photos/videos should support the data they put in the observation forms. If they want, they can interview local people and shop owners.

Course 3: Students prepare a group report of their walk. They also submit their completed observation forms, supporting photos/videos, recordings, and interview notes to the teacher. The report should mention the strong and weak components of city branding. This task should be done on-campus, during the lecture, and at the end of the semester.

Illustration

Before and during the theoretical session of the course, students will be provided some diagrams or slides showing the destination lifecycle, city branding schemes, and steps of image and reputation

design, cited in relevant articles and book chapters covering the theoretical background of the class.

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BUĞRA ZENGİN

Tekirdağ Namık Kemal University

Walking Tours and English Skills

Aim

The lesson aims to benefit from walking tour videos on YouTube as tools for developing productive English skills, making educational activities fun with motivating content, reflecting different parts of the world, motivating with diverse settings and scenes, and portraying different ways of urban or rural lives, as well as inspiring the learning of English to be as inclusive as possible regarding the cultural richness of the world.

Time

With a three-hour course a week, 3–4 weeks is adequate to establish the idea as a practice.

Preparation

Students are given free access to unlimited Internet and computers, and taught how to find walking tour videos relevant to the aim and take screenshots from the videos viewed.

In class

Students are provided with instructions on how to conduct task-based English language learning activities aimed at developing productive speaking and writing skills, by way of having the students talk about the contents of the walking tours shot and subsequently shared as video posts on YouTube.

Task sheet

The videos are to be pulled from a broad range of locations to reach diversity in terms of geography, including urban and rural areas, and nature, and cover history, nature, works of art, architecture, entertainment, and other various sightseeing features.

Variation

Students are instructed to view videos of as many walking tours as possible, featuring diverse content in terms of geography, architecture, history, and the way people live (look, behave, dress, etc.), from diverse settings, taking notes of the timecode information of the scenes they are screenshotting. Later, the students are asked to talk about or comment on the videos. Those experienced are asked to be team leaders.

After course hours, the teacher may additionally take the students to informal settings to share their talks about what they have viewed, write down some parts of their talks or comments, and produce dialogues out of them.

YouTubers' audio input and subtitles in their travel videos may be used to model.

Illustration

Clips or screenshots from the videos on YouTube will be used for practice. Students take screenshots of what they see along their route

(including the timecode info of the screen caps) to show them later in their imaginary café meetings or attach to the dialogues they write. As the virtual walking tour is being narrated, some students may draw what they think happens without seeing the walking tour video.

Further reading

A service allowing blind or visually impaired individuals “the ability to access information that sighted people obtain visually,” audio description (AD) “provides spoken description of visual content” and often accompanies movies, TV shows, and other forms of visual art. This service has also seen use at live theatrical events, providing “spoken descriptions of scenes, characters, props, and other visual elements” that may otherwise be inaccessible (Vander Wilt and Farbood 2021, 771). Relatively new but quickly expanding, AD is becoming more common in film and television (Vander Wilt and Farbood 2021).

Audio describers should not simply fill in the blanks but take control of the narration in order to create a unique experience for the audience (Yeung 2007; Caro 2016, 627). Caro’s obtained results which imply that more emotional AD can be offered (Caro 2016, 627).

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PART 6

Social Change

Plan Passage to Fallback Locations for Students in the Classroom or School

Aim

Some children are unable to stay a whole day in school in usual classroom conditions. They need their specific desires or needs to be considered and met. The ability to withdraw to places where the school does not ask for anything, and where they cut themselves off from schoolwork, the gaze of other students and teachers, and experience containing physical sensations, will allow them to spend school days more peacefully.

Time

Developing the facility, followed by observation and feedback on the experience of the introduced developments, can take anywhere between one to several weeks.

The fallback locations may include a custom corner layout in the classroom, a fallback room outside the classroom, or a multi-sensory room outside the classroom. Teachers also observe and examine how students move to these types of places, and how they return to the class group.

Preparation

Some students cannot stay all day in the same space or environment at school. Movement to other locations is advisable in these situations. These areas can include:

- a personalized corner,
- a private, sequestered location in the classroom, such as a tent or closed-off corner, separated from the rest of the class,
- a fallback room outside the classroom,
- a multi-sensory space outside the classroom.

The objective is to allow the students concerned to be able to move, shift activities performed in class, and spend the day in optimal conditions that allow them to learn in a more peaceful way.

In class

When the student moves to their personal space or a space of withdrawal, depending on the level of separation from the class, the student can carry out different activities: continue at their own pace the activity initiated with the group, resume another learning activity, cut themselves off from the class environment and practice a more personal activity, or go to a multi-sensory room that will provide him with reassuring and containing bodily sensations.

Task sheet

Plan the use of the fallback locations according to the specific needs of each student:

- include in the student's schedule the moments they spend in their room,
- provide for the use of this room according to the school activities planned by teachers,
- plan the use of this room according to the specific activities performed by the student (according to their personal wishes or according to the pedagogical organization).

Plan the student's movements outside of the class and establish whether they will be moving alone or accompanied by a peer.

Variation

- Leave it up to the student to decide when to withdraw to their space, regardless of the learning activity in progress. Such leeway implies that it is possible for them to freely express their feelings, worries, fatigue, desire to finish one activity before moving on to another, their bodily and sensory discomfort brought on by noise, light, movement in class, etc.

- If the student is unable to express verbally or non-verbally their desire to shift from the activity done in class, the teacher, basing on behavioral cues, takes the initiative and suggests to the student that they can spend a moment in the fallback room.

Illustration



References

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ÖZNUR YAŞAR

Tekirdağ Namık Kemal University

Inclusive Education for Minorities on the Example of Roma Children

Aim

This study aims to make “institutional visits” to schools with high numbers of Roma students, within the scope of the sociology of education course, in order to collect information from school administrators and teachers about sources of problems experienced by Roma children in education, and develop prospective solutions.

Time

A single visit to an education institution is sufficient for observation.

Preparation

Before the visit, an explanatory meeting should be held with the students:

1. to introduce the issues that effectively disrupt the education of Roma children,

2. to inform the students about what they will observe and what questions to ask the administrative staff and teachers during the visits,

3. to ensure that students have their mobile phones ready for any audio recording situation. Before the visit, necessary permits should be obtained from relevant institutions.

In class

Procedure:

1. within the scope of the sociology of education course affiliated with the Sociology Department, take students to visit schools with high Roma student populations,

2. ensure that the students stay there for two hours, which equals one class hour,

3. organize inclusive programs with Roma children in addition to institutional observations of school students,

4. explain the roles and duties of the students in detail. The roles may include deciding who will conduct the interview, who will record audio, and who will make the observations within the group.

Task sheet

- Reading a selection of literature on the education of Roma children.

- Creating a semi-structured interview form.

- Creating an observation form.

- Performing a voice recording attempt if sound recording is allowed.

- Watching selected documentaries about the Roma before the interviews.

- Investigating why Roma children are included in disadvantaged groups.

Variation

- First, students should introduce themselves to the teachers and children on site, and explain why they are there and the purpose of their study.

- The students should say that they want to get an audio recording, if teachers and administrators give their permission.

- Afterward, the students should ask teachers and administrators to introduce themselves.

- The students should try to collect information from teachers and administrators about the educational status of Roma children and their school attendance (using the semi-structured interview form).

- The students should learn how teachers and administrators come up with solutions to the issues they see as problematic and how they deal with the issues.

- The students should fill out the observation form while meeting the administrators and teachers.

- Finally, the students should visit Roma students' classrooms with permission from the teachers and administrators.

- Visiting students should meet with Roma schoolchildren, chat with them, and listen to them speaking up about problems regarding their education.

References

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Study Visit as a Factor in Local Engagement

Aim

The text aims to present study visits as a way of familiarizing students with the methods of meeting the needs of local communities and solving social problems through the efforts of social economy organizations.

Time

Three classes of 90 minutes each.

Preparation

- Recruit the host organization: a social economy entity (social enterprise, social organization) that provides social services in the selected local community.
- Set the date and define the purpose, content, and schedule of the meeting.
- Optional: involve local experts.
- Discuss with the students the importance of the social economy for local communities.

In class

During the study visit, enable the free flow of information between representatives of the host organization and the students, encourage questions, and initiate discussion.

Task sheet

Instruct students to develop a concept of intervention to meet a selected need of a local community they are associated with using social economy tools (individual or group projects).

Variation

A particularly valuable variation of the class involves encouraging students to arrange a study visit to a selected organization on their own.

Depending on the financial resources available, study visits may be organized locally or in places requiring travel (outgoing study visits).

Illustration



Fig. 27. Students during a study visit at the Alivio Social Cooperative.

Courtesy of Anna Mielczarek-Żejmo.



Fig. 28. The president of the Alivio Social Cooperative with students during a study visit.

Courtesy of Anna Mielczarek-Żejmo.

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Using Study Visits to Promoting Housing Approaches

Aim

The course aims to familiarize participants with new approaches to managing the housing stock of municipalities, also known as social housing policy, using the study visit method. One particular task involves educating students on the formation and implementation principles of social innovations, and especially the organizational forms they bring about and how they differ in effect from innovation from the technical and commercial spheres.

Time

1. Study visit preparation — 90 min.
2. Study visit participation — 3 hours.
3. Discussion of experiences and planning the use of the results of the visit — 90 min.

Preparation

Preparation for a study visit includes the technical aspects of its organization and practical considerations related to the participants.

It involves reaching out to the host institution, determining the purpose, scope, and date of the visit, and establishing the number of participants.

One essential aspect of the tasks in question is the preparation of visitors. The best practice based on discussion involves some form of workshop held prior to the study visit. It aims to present the host (its operations and achievements) and the local context of housing issues, to help participants identify similarities and differences in their situation and lay the groundwork for thinking about further action.

In class

The classwork tasks include a discussion with students about social housing and the housing situation in their place of residence. A discussion like that typically covers existing data on the number of social flats, the waiting period, their condition (e.g., year of construction, size), the number of people in the apartments, and the support rules provided (if any).

After returning from the study visit, discuss the similarities and differences in your region's approach to housing policy with the students. Assist students in developing the main principles of housing policy (using social housing tools) for the local communities they represent.

Task sheet

Tasks for students:

1. Compiling existing data on housing resources in their place of residence.
2. Studying housing strategies or strategies for solving social problems in relevant local communities.

Variation

The basic action plan during the course could be as follows:

1. Presentation of ideas, areas, and methods of social innovation.
2. Presentation of the idea and principles of implementing the social housing policy.
3. Discussion of the housing situation in municipalities represented by students.
4. Presentation of the host institution and preparation for the study visit (questions, comments, expectations to the host).
5. Execution of the visit and subsequent discussion of solutions.
6. Discussion of the results of the visit.
7. Development of a framework for a social housing program for municipalities represented by students.

Illustration

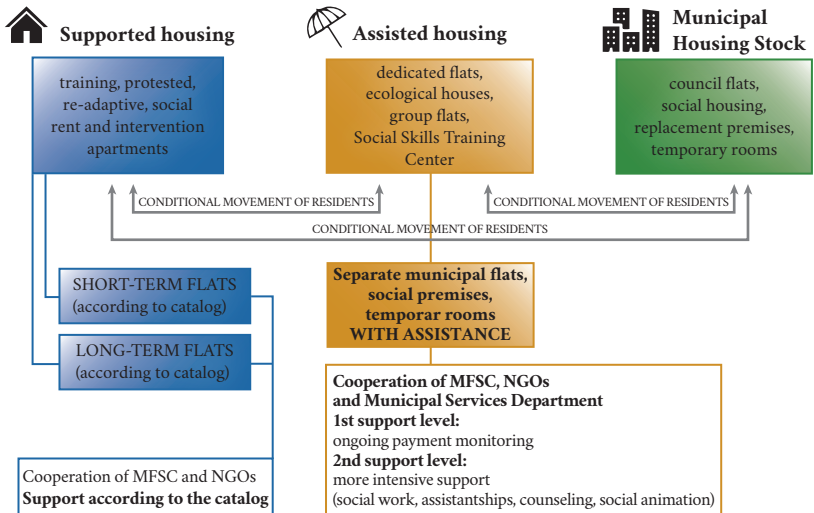


Fig. 29. Sample social housing model, based off the Gdańsk 2016 model of social housing.

Source: GSHP, 2016.

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Homelessness in a Transformative Perspective

Aim

The purpose of the class is:

1. to sensitize participants to the problems of people excluded from housing and suffering from homelessness,
2. to enable students to better understand the causes of this phenomenon,
3. to learn strategies for overcoming homelessness,
4. to change the stereotypical perception of people suffering from homelessness.

Time

One ninety-minute class

Preparation

1. Students read the relevant chapter in the Student's Handbook.

2. Before the exploratory walk, a discussion is held in class on the topics covered in the Handbook.

3. It is possible to suggest watching a film exploring the problem of homelessness, which offers an opportunity for a broader look at this phenomenon. *Nomadland* is a good example.

4. Students are informed about the rules of behavior and communication during the planned walk.

In class

The classes use the exploratory walk method, featuring a person who managed to get out of homelessness and other external stakeholders. The invited individual guides the walk through selected areas of the city and identified places and objects (buildings, people, institutions) important from the point of view of the discussed problem.

Task sheet

1. Participants meet at an agreed assembly point.
2. The teacher introduces the guide and other featured participants.
3. The teacher informs the participants about the purpose of the walk and its stages/points chosen by the guide.
4. On the way to the destination, the guide talks about the problems of living without a home, illustrating their points with examples related to the observed objects.
5. The destination is a homeless shelter or hostel that for some time served as the guide's temporary accommodations.
6. At the shelter for people suffering from homelessness, the guide introduces the participants to the staff and is interested in meeting residents.
7. The guide moderates the discussion between the participants of the classes and the staff and residents of the shelter.

8. The discussion touches upon the strategies and methods of overcoming homelessness and assisting people suffering from homelessness.

Variation

Depending on the academic discipline the participants are interested in, it is possible to deepen selected aspects of the problem by drawing on issues specific to certain fields:

Psychology — personality, familial conditions, and consequences of the phenomenon of homelessness

Sociology — inequality, marginalization, social stigma, the role of social solidarity and public services, as well as strategic planning

Social work — strategies and methods of working with people at risk of housing exclusion and with people suffering from homelessness

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(Excerpt from the introduction to the book)

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