



LEARNING ON THE MOVE

Social Education
Handbook for Students

OFICYNA  NAUKOWA



SoMovED

Social Education on the Move



Erasmus+

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LEARNING ON THE MOVE

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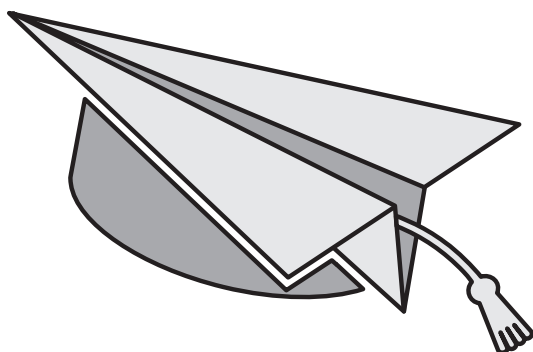
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Handbook for Students

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OFICyna  NAUKOWA

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Introduction

“Social education” is oriented toward the common but considers your individual needs and sensitivity. We’d love for you to join us, the authors of this handbook, in developing this kind of education. Learning on the move is our preferred mode of operation, and we believe you will like it as well if you give it a try. Or maybe you already have this type of experience and want to share it with others? Great! Let’s begin.

Consider yourself invited on an adventure searching for what is common and essential for us as a human family, for national, regional, and local communities, and interpersonal relations through the prism of your experiences and mainly on the move, outside the walls of the university.

This handbook is a part of the broader international research and education project “*Social Education on the Move (SoMoveED)*,”¹ 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*.² Some of the experiences we recorded as

¹For more information about the project, visit <http://www.somoveed.is.uz.zgora.pl/>.

²The publication is the result of the project “Social Education on the Move”. Project number 2020-1-PL01-KA203-082186, co-financed under the European Union

educational videos, and teachers received a Toolkit called *Teaching on the Move*. There will also be a massive online open course (MOOC) available for those who prefer to develop their skills using this method.³

The book you're holding is a collection of twenty-seven texts, sharing a common thread of issues and ideas for joint exploration and discussion. Each chapter covers a slightly different topic. We encourage you to read specific information in each chapter and respond creatively and critically. We are convinced that creative thinking is born in movement in a shared space. Consequently, we encourage you to take advantage of this extraordinary potential — we'll show you how to do it.

The titles of individual sections reflect our intentions for them. First, we want to offer you an active approach to knowledge acquisition. The best way to acquire knowledge is by participating in its co-creation. In the next step, we encourage you to deepen your self-understanding, a prerequisite for a better understanding of the social world. To that end, we outline a handful of approaches and practical techniques here. Reinforced by this self-knowledge, you can better recognize the reality that surrounds you using the methods of mapping physical and social space proposed in the next section. This will enable you to tap into shared heritage to find inspiration to act and, after strengthening some skills, reflect on your participation in the process of expected social change. In the book's final section, we offer you some different social goals to consider and some problem-solving approaches. Each of the methods goes beyond traditional academic standards, is more adapted to changing needs, and is more open to the active involvement of all participants.

If we compared the book to a journey, our joint movement here would go through the following stages: (1) let's co-create knowledge,

programme Erasmus+, with 25% of the funding provided by the University of Zielona Góra. Open access to this publication can be obtained from the OUTPUTS tab on the SoMoveED project website <http://www.somoveed.is.uz.zgora.pl/>

³You 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.

(2) deepen self-understanding, (3) map a shared world, (4) draw on heritage, (5) strengthen social skills, and (6) engage in social change.

Join us for this creative and committed adventure! Each stage, or section, consists of several stops along our journey — chapters in which we encourage you to reflect on a specific topic. Each section begins with an introduction that outlines its purpose, specifics, individual chapters, and the expected effects of learning and applying its contents in practice.

Dorota Bazuń, Mariusz Kwiatkowski

PART 1

Let's Co-create Knowledge

The more you contribute to creating knowledge, the more you will absorb it. This section of the book includes chapters that tell you the hows and the whys of becoming a co-creator of social knowledge. The opening text is revolutionary, as it encourages students to become actively involved in the drafting of the study program: “The purpose of the chapter is to offer you a framework to generate and design your on-the-move curriculum, which will be an invitation to join a learning community” (Adaszyński). In the following texts, the creative potential of students is harnessed in several different forms: to develop informal learning methods, consciously participate in group activities, develop interpersonal relationships and cooperation skills (Bazuń; Pocinho and Garces), and, finally, to form the ability to use games in learning about reality (Kołodziej and Nyćkowiak). We will assign you the role of an active, self-thinking social actor in this process. So, go and co-create social knowledge to understand yourself and reality better.

“Author! Author!” ...Outlining Learning in the Great Outdoors. Student-Generated On-the-Move Curriculum

Importance of the issue

The title is a reference to the enthusiastic call from the audience, summoning the author onto the stage. The purpose of this chapter is to offer you a framework to generate and design your own on-the-move curriculum to serve as an invitation to join a learning community. To develop the learning objectives and identify the skills and dispositions you might need and want to develop to succeed, I would like you to reflect on the university culture of learning and teaching by studying four entries from Encyclopedia Britannica and trying to find your personal answers to questions that follow.

Questions

- *In class:* There is an unquestionable desire among all the stakeholders of the education process to shift from the deeply rooted culture of knowledge transmission to knowledge generation, which involves a focus on research, discovery, inquiry, and leaving the limited space of the university premises. This re-engineering or shift in mindset

assigns you the role of the knowledge producer, which in turn requires reconsidering the aims and purposes of tertiary education.

Britannica entry to be considered: **The aims of education**

The most basic problem of the philosophy of education concerns aims: *What are the proper aims and guiding ideals of education? What are the proper criteria for evaluating educational efforts, institutions, practices, and products?* Many aims have been proposed by philosophers and other educational theorists; they include the cultivation of curiosity and the disposition to inquire; the fostering of creativity; the production of knowledge and of knowledgeable students; the enhancement of understanding; the promotion of moral thinking, feeling, and action; the enlargement of the imagination; the fostering of growth, development, and self-realisation; the fulfilment of potential; the cultivation of “liberally educated” persons; the overcoming of provincialism and close-mindedness; the development of sound judgment; the cultivation of docility and obedience to authority; the fostering of autonomy; the maximisation of freedom, happiness, or self-esteem; the development of care, concern, and related attitudes and dispositions; the fostering of feelings of community, social solidarity, citizenship, and civic-mindedness; the production of good citizens; the “civilizing” of students; the protection of students from the deleterious effects of civilisation; the development of piety, religious faith, and spiritual fulfilment; the fostering of ideological purity; the cultivation of political awareness and action; the integration or balancing of the needs and interests of the individual student and the larger society; and the fostering of skills and dispositions constitutive of rationality or critical thinking (Siegel 2023).

• *Task one:*

1. In the text above, highlight the goals and guiding ideas which could make your philosophy of education something you are prepared to pursue in your academic career.

2. Arrange them into three columns depending on what they refer to:

What I should know Content	What I should be able to do Skills	What I might follow Values

3. Compare your choices with your peers and discuss them.
4. Involve your teacher in the debate.
5. Go for a walk.

• *In class:* Your teachers are teachers and researchers. They explain, illustrate, synthesize, and explore the knowledge they want you to acquire. They tell you what they know. As researchers, they know how knowledge is constructed and they can tell you what they do not know.

Britannica entry to be considered: **Teaching, learning, and curriculum**

Whatever the curriculum, how should students be taught? Should they be regarded as ‘blank slates’ and expected to absorb information passively, as Locke’s conception of the mind as a tabula rasa suggests, or should they rather be understood as active learners, encouraged to engage in self-directed discovery and learning, as Dewey and many psychologists and educators have held? How, more generally, should teaching be conceived and conducted? Should all students be expected to learn the same things from their studies? (Siegel 2023)

Questions

- Would you like to have the opportunity to learn through inquiry and engagement?
 - What would the risks be?
 - What would the benefits of joining the research and investigative culture of academia be for you?
 - Are you ready for dialogic inquiry and membership in the broader academic community?
 - Go for a walk with your teacher and discuss learning-by-doing and try to jointly define a student-centered approach.
- *In class:* The academic freedom of your teachers is obviously the freedom to “pursue knowledge and research without unreasonable interference or restriction from the law, institutional regulations,

or public pressure” (Editors of Encyclopaedia Britannica 2020). For you, that freedom may denote the right to self-directed learning with a clearly defined list of responsibilities.

Britannica entry to be considered: **Role in curricular design**

In terms of the professional responsibility of teachers for what they teach, there is a major distinction between the university and the elementary- and secondary-school systems. At the level of higher education, teachers have the power and responsibility to define the curriculum, its content, and its methods. This is the essence of academic freedom in higher education (Havighurst 2022).

• *Task two:*

1. Invite your teacher for a walk and discuss the issue and the value of freedom FROM and freedom TO. You might agree to disagree.

2. Taking into consideration the notion of your academic freedom, try to decide how you would like to be involved in YOUR research.

3. The teacher provides the ISSUE.

4. The teacher provides the QUESTION.

5. YOU formulate the QUESTION.

• *In class:* You must have heard about the Montessori school and the method which discourages the traditional measurements of achievement, such as tests and grades. You might have heard about assessment and evaluation and the difference between the purpose of improving the quality of performance (assessment) and the purpose of judging the performance (evaluation).

Britannica entry to be considered: **Teaching, learning, and curriculum**

What are the effects of grading and evaluation in general and of high stakes standardised testing in particular? Some have argued that any sort of grading or evaluation is educationally counterproductive because it inhibits cooperation and undermines any natural motivation to learn. More recently, critics of high-stakes testing have argued that the effects of such testing are largely negative — dilution (‘dumbing down’)

of the curriculum, teaching to the test, undue pressure on both students and teachers, and distraction from the real purposes of schooling (Siegel 2023)

• *Task three:*

1. Go for a walk with your peers and try to define the concept of a CRITICAL FRIEND.

2. Go for a walk with your teacher and try to define the difference between TEACHER and COACH.

3. Go for a solitary walk and consider the question: What could the weight of PEER ASSESSMENT towards your class grade be? 25%? 50%?

• *Task four:*

Plan your experience of connecting with research and researchers within your own curriculum framework.

What?	How?	When?	Where?	To what effect?

• *Follow-up task:*

Prepare a list of notions you would like to study in Britannica. Take an online walk!

Recommended readings and other material

The Encyclopedia Britannica features carefully edited articles on a variety of topics. It is a good place to get started when writing and later on in the process, as a reference work.

The online version of Britannica, aside from the full text database and thousands of illustrations, offers direct links to outside sources of information.

References

- Editors of Encyclopedia Britannica. 2020. "Academic Freedom." In Encyclopedia Britannica. <https://www.britannica.com/topic/academic-freedom>.
- Havighurst, Robert J. 2022. "Teaching." In Encyclopedia Britannica. <https://www.britannica.com/topic/teaching>.
- Siegel, Harvey. 2023. "Philosophy of Education." In Encyclopedia Britannica. <https://www.britannica.com/topic/philosophy-of-education>.

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Creating a Team of First-Year Students Using Field Games

Importance of the issue

Finding yourself in a new social situation can be stressful. Everybody needs time to adapt, and there are ways to make this process smoother and less taxing. Games and activities in the field can serve as an icebreaker and facilitate the teambuilding process. Proper group integration positively affects cooperation and the performance of tasks in the future.

By carrying out tasks with others, we can learn a lot about ourselves, including the role we can play in the group.

Non-formal methods such as *workshops*, *gamification*, and *walk-and-talk* can be applied in formal education. Their primary characteristic is their focus on skill improvement and emotional development. While knowledge is a key component of the process, it is assumed that it is better to provide students with less information to make it easier for them to remember it longer. Considering that most university classes are knowledge-oriented, this way of working can be valuable.

Non-formal education is often used in the teambuilding process. The tasks, games, and techniques that derive from this trend can be

selected and utilized to identify which team members can cooperate, dominate, be creative, and work under stress. Task teams usually have a structure and are managed by someone; everyone has a role, responsibility, and duties.

Teambuilding is defined as a deliberately organized effort to enrich relationships within the group, and integrate and establish cooperation between its members. Efforts like these also enable us to observe what roles individuals tend to play in a group setting. Meredith Belbin identified nine essential roles, demonstrating how each is important in implementing tasks with specific weaknesses.

Tab. 1. **Belbin's Team Roles**

Group of roles	Type of the role	Short description of the role
Action-Oriented	Shaper	Challenges the team to improve.
	Implementer	Puts ideas into action.
	Completer-Finisher	Ensures thorough, timely completion.
People-Oriented	Coordinator	Acts as a chairperson.
	Team Worker	Encourages cooperation.
	Resource Investigator	Explores outside opportunities.
Thought-Oriented	Plant	Presents new ideas and approaches.
	Monitor-Evaluator	Analyses the options.
	Specialist	Provides specialized skills.

Source: https://www.mindtools.com/pages/article/newLDR_83.htm

Each role is vital for how the team's tasks are performed and completed. There are no better or worse roles. Observing the roles in the team should also strengthen respect and appreciation for the actions of other team members.

Note that the roles are not assigned for good. In some activities, individuals may be more people-oriented, while in others, they will take thought- or action-oriented roles. It is important to

observe ourselves in a group and identify when we feel more satisfied, stressed out, or cannot find ourselves in the team's activities.

Questions

- Visit the website www.mindtools.com and see the descriptions of the different roles. Which role do you think you play in different teams?
- How can you employ Belbin's team roles concept?

Recommended readings and other material

<https://www.belbin.com/about/belbin-team-roles>

References

- Belbin, Raymond Meredith. 2010. *Team Roles at Work*. London–New York City, NY: Routledge.
- "Belbins Team Roles." n.d. https://www.mindtools.com/pages/article/newLDR_83.htm.
- Newstrom, John W., and Edward E. Scannell. 1998. *The Big Book of Team Building Games: Trust-Building Activities, Team Spirit Exercises, and Other Fun Things to Do*. New York City, NY: McGraw Hill.

A Day in the Green Mountains of Madeira: Group Dynamics and Interpersonal Relationships

Importance of the issue

In the context of the Nature Guides Course, the Group Dynamics and Interpersonal Relationships class aims to help you understand the importance of interpersonal relationships in your future career as a nature guide in the Madeira mountains. The job of a nature guide entails dealing daily with people from all over the world, of different ages, and with interests and motives for traveling. Consequently, to be a good nature guide, it is crucial for you to understand how to develop and promote positive and practical activities with groups of people hailing from all over the world and speaking many different languages.

This class is even more significant since this profession also implies tourists trust you to lead them through new places, which can be dangerous and which they are not familiar with. Therefore, as a future nature tourist guide, how can you improve group dynamics and interpersonal relationships between people who may not even know each other? How can you promote positive relationships across several hours or even days, where trust and confidence within the group are essential for a better experience? How can you develop a sense of companionship in the group to help individuals appreciate

the activities they will experience? These and many other questions need to be addressed when preparing for a career as a nature guide. However, how can you, as a student, better understand this? That's the question! First, you need to learn how to prepare and develop activities for your future clients and, second, you need to experience being a tourist with a nature guide leading you through different activities and experiences.

Planning and creating for the "unknown" is not an easy task. This means that thinking carefully about where the activity will occur and the materials that must be sourced to carry out the activity effectively are essential. Therefore, the planning stage is one of the most important, and typically is the most time-intensive for the nature guide. Preparing an activity and thinking about how to implement it and how it will work beyond a written draft or subjective idea is crucial for you to develop better group dynamics that are efficient, well-thought out, and engaging. Also, by preparing a care plan, you will understand that some activities are not suitable for some situations, people, or places. Thus, learning to plan activities and then implement them in real-life contexts outside the university can be an excellent way to better understand how to develop and promote experiences with groups of people and enhance relationships within them.

After the hard work of the planning stage, the actual implementation will allow you to better understand and feel how people react and engage. Also, when you experience the activities that your colleagues will prepare, you will learn how your future clients may feel, and this will help you to better understand their needs, motivations, difficulties, and even dreams. Therefore, by preparing activities to be implemented in practice, you will learn to understand how group dynamics work in practice and how interpersonal relationships can be improved and developed positively with your future clients.

Questions

- How can you, as a student in a nature guide program, better understand the issue at hand? As a future guide, how can you

improve the group dynamic and interpersonal relationships within a group of people who may not even know each other?

- How can you promote positive relationships across several hours or even days where trust and confidence within the group are essential for a better experience?

- How can you develop a sense of companionship in the group to help individuals appreciate the activities they will experience?

- Why does it matter? What is it about? How to explain it? How to solve it? How to develop it?

Recommended readings and other material

Pocinho, Margarida. 2018. *Dinamização do grupo-turma: manual prático para psicólogos educacionais*. Funchal: Universidade da Madeira.

References/Literature

Dwyer, Diana. 2000. *Interpersonal Relationships*. London: Routledge.

Forsyth, Donelson R. 2019. *Group Dynamics*. Boston, MA: Cengage Learning.

Gamelike Classes — Let's Do It Like Players

Importance of the issue

Do you like play games? Not just video games but board games, too? There is a high chance that you do. Have you ever wondered why that is? Often times, it's the mechanics underpinning them that make games attractive for players and motivate them to increase commitment and readiness to learn from the game. Those mechanics also bring players a sense of pleasure from gaming. Interesting, right? But what does this have to do with learning and university classes?

Well, quite a lot, actually, because these mechanics can be used in the teaching process by way of an approach called gamification. It grew into quite a big deal in teaching and soon drew serious research interest. Using those mechanics in modern teaching allows us to better fit this process into your everyday activities and future job.

Much of the world of today is based on competition and cooperation, climbing up levels in schooling and our professional lives, making quick and correct decisions, comparing ourselves to others, and choosing the right skill development path. Sounds familiar? That's why the importance of gamification has increased.

Gamification entails using game-based mechanics to engage students and increase their motivation and effectiveness in learning.

You will use applications that enable the use of gamification potential. You will need to use your smartphone/tablet/laptop and an Internet connection during the course.

Naturally, you're not going to be playing video games during the classes, but some solutions from games may prove effective for you and make the class easier, more entertaining, and more interesting for you. You may even have heard or used tools like Moodle, Kahoot, or Quizizz before. If you haven't, you will, and will soon learn their value. They offer support and boosts engagement, both in the classroom and when courses are held online. The idea is to create classes that offer game-like fun along with profound knowledge.

We want to make teaching and learning more effective, more exciting and engaging — to make the acquisition of knowledge a genuinely enjoyable experience (Knaving and Björk 2013; Yildirim 2017, Nyćkowiak and Kołodziej 2023a, 2023b).

So, we'd like to ask again — do you like to play games?

Questions

Gamification is maybe not so new but definitely interesting and more and more widely undertaken as a solution for learning and teaching. We would like to ask you to reflect on two issues that are important from our perspective:

- Which mechanisms of games make them so interesting, educational, and engaging, and how can we use them to make classes as such?
- Can the classes be more like games?
- Which tools can we use to make classes more like games?
- Can using those tools make the class better?

Recommended readings and other material

If you'd to delve deeper into this issue before practical classes, we suggest taking a look at the following papers:

- Bicen, Huseyin, and Senay Kocakoyun. 2018. "Perceptions of Students for Gamification Approach: Kahoot as a Case Study." *International Journal of Emerging Technologies in Learning (IJET)* 13 (2): 72.
- Miller, Craig. 2013. "The Gamification Of Education." *Developments in Business Simulation and Experiential Learning: Proceedings of the Annual ABSEL Conference 40*: 196–200.

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- Knaving, Kristina, and Staffan Björk. 2013. "Designing for Fun and Play: Exploring Possibilities in Design for Gamification." In *Proceedings of the First International Conference on Gameful Design, Research, and Applications*, 131–34. Toronto Ontario Canada: ACM.
- Nyckowskiak, Justyna, and Tomasz Kołodziej. 2023a. "Gamification Potential in Traditional Social Research Methods." In *Knowledge On The Move. Studies on Mobile Social Education*, edited by Alastair Roy, Dorota Bazuń, Mariusz Kwiatkowski, and Sinan Tankut Gülan. Warsaw: Oficyna Naukowa.
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- Yildirim, Ibrahim. 2017. "The Effects of Gamification-Based Teaching Practices on Student Achievement and Students' Attitudes toward Lessons." *The Internet and Higher Education* 33 (April): 86–92.

PART 2

Deepening Self-Understanding

The better you understand yourself, the better you will understand the social world. In this part of the book, we offer three texts that encourage reflection and discussion about creating knowledge about yourself, but in the context of living among others.

We start with the primary issue, namely a sense of identity. We reflect on what identity is and the factors that shape it. What constitutes our identity as individuals living in specific communities? The author of the chapter on identity asks an essential question regarding social divisions and tensions: “How can we, as citizens, ensure healthy identity formation that positively influences overall development to strengthen our collective potential?” (Gordana Paton).

The texts in this section also deal with the difficulties presented by living with others. The second of the three (Conti et al.) encourages in-depth reflection on the relationship between humankind and the city, the latter conceived as a physical space that brings together people of different social status, origins, religions, and ethnicity. The present-day often entails the need to make numerous, difficult, and often independent decisions. You are part of this great, varied whole. How do you deal with it? The author of the section covering this topic offers the following holistic approach:

Decision-making is a process that involves both your body and mind. Without your body’s ability to distinguish between emotions, you

would not be able to make any decision, not even a strictly logical one. For this reason, it is important to prepare yourself for making decisions. You develop excellent communication with your body, so that you know at any moment what you like, what you do not like, and what you have to experiment on (Gheondea-Eladi).

All of these phenomena can be viewed through the lens of the mobile approach. Therefore, we encourage you to read the texts on identity, city life, and decision-making that describe these processes. We are curious about your opinions.

GORDANA PATON

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

Questioning Your Sense of Self or Place in the World

Importance of the issue

Each of us has personal, social, and cultural identities.

To strengthen our potential as individual human beings and as a collective, we may need to examine how different contexts and life experiences affect our identity formation and how, in turn, our identities impact our collective attitudes, behaviors, values, and beliefs, which drive our decision-making on an everyday basis. In a safe, stimulating environment that is economically, environmentally, and socially cohesive, we are more likely to develop healthy outlooks on life, confidence, and trust in ourselves and our fellow citizens. We can thus develop our identities without excessive struggle and avoid identity crises.

Identity crises can be interrogated by studying different societal groups, regardless of location, culture, age, or other specific characteristics. Different life experiences, especially trauma, may manifest multiple problems in the lives of human beings and their societies. Identity crisis can result in nationalism, various forms of discrimination, segregation, abandonment, loss of cultural or spiritual belonging, poorer health outcomes, cross-generational trauma, significant intergenerational gaps, and other often irreversible consequences within societies.

Countless generations of citizens who survived conflict and war, or lived through, for example, the dissolution of Eastern European polities, have struggled with reinventing themselves, often due to societal, political, and institutional pressure.

The Eriksonian theory of identity still applies to contemporary social contexts, specifically to evolving cultural and societal influences on youth development.

Identity crisis studies related to indigenous peoples in various parts of the world reveal ongoing problems with cultural and related spiritual identity, especially that of indigenous youth, often leading to mental health issues and suicides.

We aim to take a practical approach in delivering services, activities, and interventions to empower individuals, create “community,” and work on strengthening and actualizing the potential of children and youth by helping them self-discover and develop healthy self-empowering identities. Each of these community members impacts the various levels of collective identity.

Questions

- How would you describe your own identity, and what are the factors which have helped you form that identity?
- Can you describe the characteristics of the identity of your community, your region, or your country?
- Does the European Union as a community have an identity you can relate to?
- How can we as citizens ensure a healthy formation of identity that positively impacts overall development to strengthen our collective potential?

Illustration



Fig. 1. 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.

Courtesy of Association IKS.



Fig. 2. The city of Petrinja, Croatia. Members of Association IKS outside their offices wrecked by the earthquake.

Courtesy of Association IKS.

Recommended readings and other material

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Citizen, Explorer, Gamer

Importance of the issue

Think about when you experience a place in a transient way (for example as a commuter or an out-of-town student). When you don't actually inhabit a place, you're often uninterested in its future. This happens especially when a place is just a stopover or has a bad reputation in the urban fabric. In short, when that place is not "home."

Still, it is important to care for places, particularly when they have issues. It is essential to know their story and explore their possible futures, see ordinary things with new eyes, and better understand the social, economic, and political issues within these neighborhoods.

Moreover, it is important to do something, participate, and feel that the future of these places is also in your hands.

We can explore them beyond simply passing through and start living a more participatory life in unfamiliar urban environments. We can build up a sort of "pedestrian enunciation," an art of doing that addresses and gives new meanings to residual spaces when crossing them, sometimes even against the established logic of the city.

Moreover, this approach can also be extended to people who actually reside in these locations, to stimulate a deeper and more conscious involvement in the future of places in their hometown.

Questions

Here are some ideas and inspiring questions about this topic (based on Nuvolati's 2013 work):

- Human-space dialogue. Do you see any physical examples of human habitation? What can you see in the “urban skin”?
- Types of buildings. Are the buildings residential? Industrial? Commercial? Tourist-oriented? Are there any sports and leisure facilities? What is the level of heterogeneity?
- Signs of power. Do you see any manifestations of power: from political (police stations, municipal offices) through economic (banks, insurance companies), and religious (churches, chapels, sacred symbols), to social power (NGOs, senior citizen centres).
- Ethnoscapes (following Appadurai's 1996 definition). Who lives there? Who crosses those spaces? Who can you see there? Can you guess the quality of life of the people living there?

Recommended readings and other material

Critical City Upload, 2010–2015, urban game website.

Flanerie métropolitaine, 2014, video (in Italian, but with good English subtitles auto generated by YouTube).

The Citizen's City, 2018, European Commission, article.

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Learning Embodied Decision-Making Skills in the Wild

Why does it matter?

Decision-making is a process that involves both your body and your mind. Your body communicates with you all the time. It communicates to you in many ways, primarily using:

- images,
- sensations,
- pleasure,
- pain.

Unlike the pain you feel when you are ill, which may be very strong, the pain you feel when your body communicates is very subtle. The same is true for pleasure.

Your mind communicates with you through thoughts, but it also uses images and sensations that register as pleasure or pain. However, psychological pleasure and pain are slightly different from their physiological (body-based) counterparts. There are certain similarities between the two as well. Each body feels different, and there is no recipe for how your body will feel when it tries to communicate with you. Only self-training and practice can help you learn to recognize the messages.

Description of the issue

Today we will learn how to make decisions with our emotions and how to identify what influences our emotions? You will learn to listen to your body by engaging in a decision-making exercise while walking around the city. It is important to learn this because you are preparing for the UNKNOWN and particularly for situations with a strong impact on emotions, in which you might have to make important decisions.

Things to remember:

1. With every emotion, we have the opportunity to decide how to act.
2. Emotion-based decisions are not appropriate in any context, but all our other decision-making skills are based on our ability to manage them.

Exercise (20 minutes for preparation, 30 minutes for walking): the decisional walk. The exercise aims to train the ability to remain aware of your emotions while making decisions and exploring the connection between emotions and your environment. Listen to the audio while you walk. Send short videos to the group where you show your choices at each intersection and explain the motivations behind choosing a specific path. You will need a phone and headset, walking shoes, weather-appropriate clothing, and the audio file I will send you.

Questions

When you get back from the walk into the second part of the training session, think about the following:

- What influenced your decisions?
- What kind of emotions did you feel during the walk? What were these emotions like (pleasant, unpleasant, wanted/unwanted)?
- How did you use those emotions?
- What rules/norms influenced your decisions?

- Looking at the video, can you identify new options you have overlooked?

References/Recommended readings and other material

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- Lench, Heather C., ed. 2018. *The Function of Emotions: When and Why Emotions Help Us*. Cham: Springer.

PART 3

Mapping the Shared World

Mapping a shared world brings us closer to each other and facilitates mutual understanding. In this part of the handbook, we invite you to deepen your knowledge of the role that mapping plays in exploring the world and developing your ability to use new research methods and technological tools. We begin with soft mapping, a method of improving (enriching) the outside world map through personal involvement and walking around (Both et al.). Then, we move on to propose several methods, techniques, and applications for creating and using maps.

Among other uses, GIS enables the understanding of complex geographic issues, which are almost always relevant from the perspective of social research, and helps us imagine new conceptualizations (Gülhan). This section also outlines a lesson in creating an interactive map in the form of a website based on photos taken by students and attaching additional descriptive or multimedia elements to it (Wagner). Fuzzy Cognitive Map (FCM) modeling allows you to combine a qualitative approach (linguistically written elements, e.g., warm, good, sufficient) with a quantitative approach through event scenarios that can tell how different elements interact under certain conditions (Skiba and Bazan-Krzywoszańska). We draw on the discussed methods and applications to the city space to

discover and explain the daily practices of residents, their attitudes, and their world of values (Nyćkowiak and Kołodziej).

We hope this collection of texts will awaken or strengthen these needs and satisfy them to some extent.

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Exploring the Outside World? Go Soft Mapping!

Importance of the issue

“Two roads diverged in a wood, and I —
I took the one less travelled by,
And that has made all the difference.”

Robert Frost (1916), *The Road Not Taken*.

The outside world presents itself the moment you leave your home and does not have a good reputation: it is an unknown and unpredictable place, sometimes friendly, other times not so much, with paths you may or may not know. So how do you react? How do you handle deviations and obstructions on your path? Do you know your way, and are you comfortable walking (traveling) towards your destination?

A map (paper or app) is useful for finding your way around. But a map with lines, sections, and signs does not really tell what is going on in the real outside world. You need to assign meaning to the places and paths in the outside world. The process we have come to call soft mapping can help you do just that.

Soft mapping is a method for enhancing (enriching) maps of the outside world. In a nutshell: you add specific, personal information

to the map in specific locations. This extra information is not sourced from books or the Internet. You collect it personally when walking in the outside world.

But this is not as easy as it may appear. Aside from the basic conditions of the outside world, like weather, traffic, time of day, crowd density, another crucial element must be considered. While traveling the outside world, you bring along your inside world with you — your feelings and emotions, your knowledge and beliefs, your way of doing things, everything that makes you the person you are. Consequently, exploring the outside world entails a confrontation with what and who you are.

Soft mapping takes this confrontation as given. It is perfectly fine when your observations, emotions, and beliefs find their way as additional data onto your map. Alongside sensory and emotional information, interviews with other people provide you with stories, memories, and feelings of the other. It also means that listening becomes important (see Otto Scharmer's four listening levels).

Soft mapping allows you to reflect on this personalized material. It helps you understand why you react as you do and how to learn from this step by step.

Soft mapping may stimulate you to make the outside world a part of your inner world. This is where the Mental Mapping method comes into play. From memory, you reproduce a drawing of this outside world. Naturally, you cannot include all the information you have acquired, which is fine. What you draw and leave out, which distances, objects, and proportions land on the paper ultimately adds up to what is essential for you. In the end, it's you who's telling the tale of your discovery of the outside world.

Questions

- Do you need special skills to draw your own map off the outside world?
- What happens if you first draw a mental map of the outside world and then go outside to add personal information to the map?

Recommended readings and other material

Jan Rothuizen is an artist who makes hand-drawn perspectives of real-life places and situations. His book *The Soft Atlas of Amsterdam* is a great example of soft mapping. His drawings are very personal and trigger curiosity about places and what he feels about places or wants to feel. Matching his knowledge and his feelings about places, and using drawing to communicate, produces his own original way of soft mapping.

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Making Interactive Urban Maps with FOSS GIS

Importance of the issue

Urban sociology is one of the fields where spatial imagination is necessary to have alongside a sociological imagination. The last three decades of advances in software development and the ushering in of the free and open-source software movement introduced new tools to urban sociology, foremost of which is the wide availability of Geographical Information Systems.

Unfortunately, many of these tools were ultimately not adopted by sociologist circles. While emerging fields in geography, economics, and engineering rapidly embraced the tools mentioned above, sociology lagged behind. From the ubiquity of smartphones to the immense richness of public spatial databases, urban sociology is now actually ripe for integrating these new technologies. As late as the early 2010s, mapmaking was the domain of a select few who had access to expensive proprietary software like ARCGIS and satellite imagery. Now, however, with the flourishing of free and open-source software like Quantum GIS and public databases like Open Street Maps, urban sociology students can master and utilize basic mapmaking capabilities.

This section offers a basic introduction to using FOSS GIS tools and databases to enable student mapmaking. GIS facilitates the understanding of complex geographical issues that are almost always sociologically relevant and helps us formulate novel conceptualizations.

Questions

The seven steps below cover an introduction to learning mapmaking together.

- Introduction of basic concepts like GIS, FOSS, spatial data, data layers, etc.
- Installation of QGIS in different work environments like Windows, Linux, and macOS.
- Description of main working tabs in QGIS. Creating a new project. File saving options and working environment selection.
- Installation of crucial plugins like QuickMapServices and using OSM and Stamen to come up with easily approachable map designs.
- The use of layers, importing different layers. Introduction to different spatial data layers like shapefiles, CSV files, vector, and raster data.
- Using the OSM base map to visualize a given area, teachers are shown Istanbul's historical peninsula here. Importing raster data, using different options for georeferencing the raster file.
- Importing the completed map using the leaflet code as an embeddable Web map.

Recommended readings and other material

- Anselin, Luc. 1992. *Spatial Data Analysis with GIS: An Introduction to Application in the Social Sciences*. Technical Report 92-10. Santa Barbara, CA: National Center for Geographic Information and Analysis University of California.
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A Virtual Tour — Your City Today and Yesterday

Importance of the issue

This text will concern the situations and conditions that learning takes place in and the elements constitute this process, drawing on the theory of situational learning (situated learning) by Jean Lave and Etienne Wenger.

Looking for a model of the world seen as a social construct, the Lave and Wenger say that it is built from objective forms and systems of activity on the one hand, and from a subjective and intersubjective understanding of them on the other hand. Learning, thinking, and knowledge are relationships between active individuals and appear in a society and a world structured by culture. One might argue, therefore, that learning is situated between people and their experience of objective systems.

This exercise intends to prompt you to understand changes in social and architectural environments. With mobile technologies (smartphones) and online tools, you can independently prepare a field trip showing your more immediate or distant surroundings from a “today and yesterday” perspective.

Using an online tool, you can create a virtual walk showing the changes that have taken place in your city/town. Take

photos (classic, panoramic, or 360°) of interesting places or buildings — your task is to present how these sites looked like “in the past.” In order to complete the task, you need to search for historical sources and old photos, interview the local residents, and find out how the places you chose looked in the past. Sometimes it’s enough to find the information you need online, but in some cases, you will probably need to do short interviews with the locals.

Getting to know the history of parts of your city/town will allow you to better understand the changes that have occurred in your surroundings. It will allow you to identify socio-economic changes brought on by, for example, the process of urbanization. You can find out what influenced the changes in the communities.

Performing the virtual trip using a Web application (Lapentor, Marzipano or Vtality) will allow you to create a database of imagery showing how the city/town (which we see only from the “here and now” perspective) changed over time. It will also allow you to reflect on the need for changes and their legitimacy.

Developing a virtual tour can show you how our environment changes both in the short term (due to weather patterns, for example) and the long term (due to construction, renovation, redevelopment of city facilities).

Updating your virtual walk, for example every year, could help you show the changes taking over time, which are often invisible or unnoticeable. But that is just a suggest for those of you who like the process of creating virtual tours very much.

Questions

- What do you know about the present and past of your city/town?
- Do you know what factors triggered the changes?
- Were there any turning points in its history that radically changed how the residents functioned?

Recommended readings and other material

Lave, Jean, and Etienne Wenger. 1991. *Situated Learning: Legitimate Peripheral Participation*. Cambridge–New York City, NY: Cambridge University Press.

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

Importance of the issue

Understanding attitudes can help guide promotional campaigns that support and engage residents through building virtual social networks. Fuzzy Cognitive Map (FCM) modeling combines a qualitative approach (elements using written language, e.g., warm, good, sufficient) and a quantitative approach in event scenarios that can tell you how different elements interact under certain conditions. FCM simulations reflect the subjective knowledge of respondents, experts or decision-makers on a given topic, for example the still unexplored mechanisms behind certain events.

FCMs have several useful properties:

- they are an effective way to invoke, capture, and transmit causal knowledge,
- they can be based on social data (interviews, surveys, text analysis, group discussions),
- they can be easily modified or extended by adding new concepts and/or relationships or by changing the weights assigned to causal relationships,

- input data from large, diverse, and even dispersed groups can be easily integrated to overcome expert limitations and group views.

FCMs aim to solve complex political, economic, or social problems. They are used to model complex human systems based on multiple perspectives. MentalModeler is an easy software solution that can be used for FCMs (<http://www.mentalmodeler.org/scenario/#>).

Figure 3 below shows a model explicitly representing heterogeneous decision-making processes (based on beliefs and experiences, for example), which may predict the socio-environmental consequences of aggregated behaviors of individuals. The factors are divided into environmental, social, and economic.

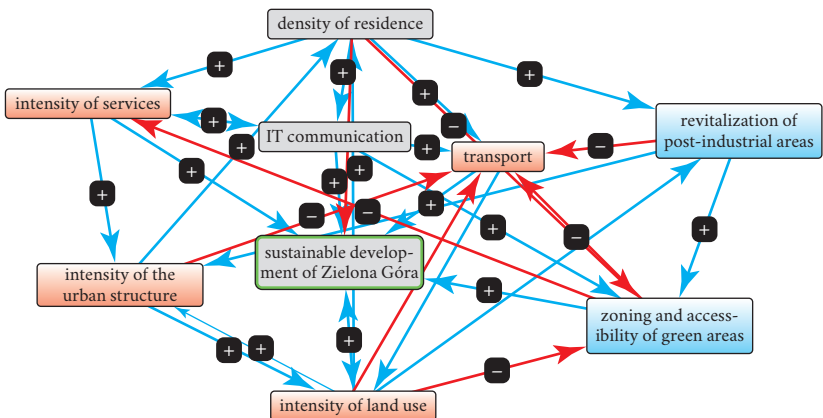


Fig. 3. FCM model of connecting variables for the sustainable development of Zielona Góra.

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

FCM models are used in environmental sciences mainly as a tool for engaging stakeholders in the development of action scenarios. They also focus on complex issues, such as the local effects of climate change, or the effects of policy decisions on ecosystems. Some studies have used FCMs to show how stakeholder views differ from what researchers and experts believe to be correct, for example in political

decisions. In Poland, FCMs in research have been used by Wojciech Bonenberg (2010) to analyze the distribution of emotional values, visualizing the aggregation of positive, negative, and indifferent feelings within the urban space of the city of Poznań. The conclusions of Bonenberg's research were used, among others, to determining the development directions for the city's public spaces.

Questions

- How do you manage an amusement park in a city, and what factors affect its shape?
- For which age groups do you adjust the park program and what is the ratio of users and uninterested residents for urban amusement parks?

Recommended readings and other material

Bonenberg, Wojciech. 2010. "Emotional Maps as a Method of Public Space Diagnosis — on the Example of the City of Poznań." *Architecture. Technical Transactions* 107 (5): 34–39.

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Mapping the City — the Secrets of Social Maps

Importance of the issue

Aside from its specific street layout, architecture, and population, each city has its own values and meanings. The individual experience of urban space does not derive from its objective, universal, and unchanging qualities, but rather from many diverse spaces, evaluated by their users. The city space determines the possibility of meeting individual material, symbolic, and emotional needs. By looking at this process from an individual point of view, we have a chance to obtain deeply subjective and personalized information about the city, its subsystems, inhabitants, and urban space.

All of this suggests that the city is a complicated system. How can we best understand this complex arrangement?

Questions

Think of your everyday experiences with city spaces and try to answer these questions:

- What knowledge about urban space do you have?
- What kinds of behaviors do you exhibit within urban space?

- What are your attitudes towards urban space, and how do you rate it?

People are usually full of ideas, beliefs, and references to common value systems. They use them to organize the utilization of urban space and potential changes to it. If you want to understand this, you should look at the complex constellations of their preferences built on their own experiences of using city space.

To discover individual and shared perceptions of city space, it is necessary to refer to the perceptions of its users and their everyday practices that indicate which cognitive, emotional, and behavioral components of attitudes toward urban space determine its transformations and use.

The preferable approach entails accompanying people in their everyday experiences of the city space. These people experience the city on the move, and only following in their footsteps may allow us to discover the real images of the city. The aim is, therefore, to investigate the realization of ideal-typological spaces of the mental city (including making shortcuts, creating new names for existing spaces, material and visual processes of colonizing and leaving certain parts of the city, etc.).

We can use mobile technologies and space imaging tools like maps to collect data describing everyday practices. These bits of information gain meaning when they translate an individual's experience of the city space into the development of specific measurement tools and imposing individual preferences of the respondents on actual administrative city maps. The possibility of using specific applications renders social maps of cities into an attractive and effective method of studying the social dimensions of urban space. Aggregating individual preferences will allow for a mental reconstruction of categories of experiencing and using urban space. Their comprehensive collection will help draft redevelopment plans, develop empty spaces, improve functionality, increase utility, etc. It will become possible to design solutions following the expectations and needs of residents based on their ideas, beliefs, and perceived dysfunctions of current spatial solutions. This approach also indicates

which processes in urban space are vital for its evaluation and how the perception of specific spaces can translate into spatial planning.

- Do you think that you could look at city space in this way as a researcher?
- Would it still be the same for you afterward?

Recommended readings and other material

Chen, Chun-houh, Wolfgang Härdle, and Antony Unwin. 2008. *Handbook of Data Visualization*. Berlin-Heidelberg: Springer.

Gottdiener, Mark, Randolph Hohle, and Colby R. King. 2019. *The New Urban Sociology*. New York City, NY: Routledge.

PART 4

Drawing on Heritage

When designing the future, we should draw on our common heritage. The texts that comprise this part of the handbook contain different arguments supporting the above argument. We start with the voice of an archaeologist, who proposes we look at the idea of heritage through the lens of this particular discipline. Drawing on specific examples of select sites located in one Turkish city, the author suggests a walk to discover the importance and significance of the achievements of past generations for people living today (Özgüner Gülhan). The following text follows a similar thrust. The authors stress that the current emphasis on a healthy lifestyle, ecology, harmony between people and nature, and social and individual responsibility has its prototype in the works of many authors from the past. They illustrate their argument by recalling an interesting pedagogical practice from a hundred years ago, which today can be an essential inspiration in developing the mobile approach (Strouhal et al.).

The last illustration of the importance of heritage for the present day focuses on beekeeping (Pokrzyńska). It is a fascinating field that offers a rich vein of cultural content, including skills, knowledge, values, lifestyle, and artifacts. The author portrays the world of beekeeping and discusses the relations between the past and the future, man and nature, and material and non-material culture.

Teaching Cultural Heritage with Exploratory Walks

Importance of the issue

In this chapter, we want to introduce you to the main issues of heritage that can be both tangible and intangible.

In the present, developments emerging in technology-related fields and disciplines such as archaeology can sometimes be perceived as irrelevant to the modern world. On the other hand, our experience of everyday life is to some extent a reflection of our cultural heritage.

The course that this handbook is part of aims at students who want to learn heritage terminology, the history of its development, and to critically analyze what constitutes heritage and its legal framework. To that end, we will look at the idea of heritage, what it means to us today and why it needs to be managed. In doing so, we also need to consider our context.

While Turkey is home to thousands of archaeological sites dating from the Paleolithic to the modern era and has strict regulations on the preservation of heritage, its protection remains a big problem. Looting, urban and agricultural development, and difficulties in maintaining archaeological sites are causing damage to tangible heritage.

On the other hand, intangible heritage has its own share of problems. According to UNESCO, intangible heritage can be at risk from being blocked by the creation of canonical versions, loss of variation, alteration of its sense or simplification by foreigners, abuse and over-exploitation, unsustainable tourism or over-commercialization.

After graduating from the department as an archaeologist, one prospective career involves cultural heritage management, in which you will focus on preserving and protecting tangible and intangible heritage to ensure it passes on to generations after you. This is a big task and an emerging field that brings a variety of together.

Another aspect of cultural heritage management is that each heritage item requires a different approach. This course offers you a hands-on experience in learning about cultural heritage and its management.

In the last decade, the city of Gaziantep has been investing in a variety of aspects of the cultural heritage field. As a result, the city has been drafted onto UNESCO's Creative Cities network in the gastronomy field. In addition to museums such as the Archaeology and Zeugma Mosaics Museum, other museum facilities focus on Gaziantep's tangible and intangible heritage. This course offers you a mobile module where you will visit and evaluate museums or a location that focuses either on tangible or intangible heritage. In-class sections will focus on learning necessary terminology and the discipline's history. Walking modules will enhance in-class learning.

In the mobile modules, you will be providing a critical perspective on the location we visit with these spaces concerning the terminology and current themes in cultural heritage management.

This approach will help you evaluate in which conditions management initiatives contribute to preserving and promoting heritage.

Questions

The course that this handbook is part of aims at students who want to learn heritage terminology, the history of its development, and to

critically analyze what constitutes heritage and its legal framework. To that end, we will look at the idea of heritage, what it means to us today and why it needs to be managed. In doing so, we also need to consider our context.

Recommended readings and other material

- Angelevska, Beti, and Vaska Atanasova. 2019. "Sustainability in Tourism Developing Walking and Cycling Network in South-Western Region of North Macedonia." *Central European Journal of Geography and Sustainable Development* 1 (2): 65–72.
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Experiencing Educational History and Memory

Importance of the issue

The importance of historical education for pedagogy is unquestionable. The present form of pedagogical phenomena has a fundamental historical dimension. The current emphasis on healthy lifestyles, environmentalism, harmony between people and nature, and social and individual responsibility, has its prototype in the work of many past authors. This is why we will focus on the pedagogical reform movement of the first half of the twentieth century and learn to understand it within a broader context, as a complex issue with many interdisciplinary relations that are still relevant well into our present day.

Questions

- Who was Eduard Štorch and what was his contribution to the Czech intellectual tradition? Why is his eubiotic and pedagogical work a great inspiration for those involved in the education of children and work in the current time of demands for new school reform?

- What is the importance of key players (people, institutions, media) within the social and pedagogical reform movement, and how can we point it out during an experiential walk and excursion?
- What are the main goals of education reform in Štorch's concept? How can we examine them by studying and experiencing historical materials at the exact spot where he implemented his pedagogical reform concept of "school farm"?
- How do these social and pedagogical reform efforts compare to current efforts and concepts of human, social, and education reform on the move (while on a tram, walking, or during our trip to the archive) in the city, and in locations which changed over time on their own?
- Why do we need practical experience with pedagogical research during our trip to the archives? What does it mean to conduct research according to principles and rules and how do you analyze of the pedagogical program using topographical and biographical research methods?

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Buzzing Borderlands: Bees, Humans, and Scholar Education

Importance of the issue

Using a broad anthropological lens, we could see an apiary as a human construction, a product of cultural ideas and deliberate human activity. Bees, the rhythm of their social life and its rules — reflecting on them and the need to adapt — affect people. The honeybee colony is a social microcosm, a well-integrated, efficient whole, that essentially constitutes a superorganism (Tautz 2008).

Working with bees in the apiary resembles straddling two social worlds. A beekeeper is somewhat of an anthropologist, conducting intensive field research, among other pursuits. However, in this case, these two straddled realms do not make up an “us/them” binary, but a “humans/nonhumans” one. When exploring the similarities and differences between the honeybee colony and human society, many reflect on their own condition and identity. Bees thus become an anthropological “lens” through which people examine their own selves (Pokrzyńska 2017).

Beekeeping is part of the vast ethnographic knowledge about human culture and a part of humankind’s heritage (tree beekeeping is included on UNESCO’s World Heritage List). Beekeeping covers a variety of cultural elements, including skills, knowledge, values,

lifestyle, and artifacts (Crane 1999). The honeybee functions both in material and non-material cultures, and its products are often considered an object of desire. However, the specific nature of bees can be challenging for people.

A broad historical perspective on beekeeping offers a unique interpretation of key aspects of culture and changes in civilization. The honeybee is a part of broader processes of the modernization, Westernization, and globalization of culture. Its presence and condition often act like an indicator of important phenomena and processes, both socio-cultural and environmental (Pokrzyńska 2018).

The high cultural status of the honeybee, as well as the durability and the universal character of perceptions related to the honeybee and its products (a multi-variant character, actually, but usually maintaining one common meaning) warrant attention and make this creature and its work unique. Despite the centuries-old tradition of using the honeybee by humans, it has retained its freedom (at least compared with other working domestic animals). In Western culture the honeybee and its products have been closely related to the sacred and the concept of eternity since ancient times. It is one of the best-known social species, used almost worldwide (Prabucki and Wilde 2008). We can find honeybees and their products in religion, philosophy, poetry, literature, folklore, national myths, cinematography, art, and everyday customs.

Questions

- Analyzing the social behavior of the honeybee provokes reflection on the nature of interpersonal connections on the intersection of the human and animal worlds. Does it exist? What constitutes it? Is the nature–culture divide real? What constitutes the basis of relationships, social ties, and identity? What is sociology actually about?
- Have you ever observed face-to-face the incredibly well-designed, coherent social life on a microscale or seen organisms cooperate in such a total, all-consuming manner? Would you like to touch on the timeless history of the intersection of culture and nature?

Let's study the honeybee colony and visit an apiary, where the beekeeper can introduce you to the amazing world of buzzing bees! But remember, be careful. Bees are charming but can sting. Wear appropriate clothes for the apiary. Don't lose your research distance or objectivity. Think critically. You will need it to understand the mechanisms, facts, similarities, and differences. Appearances can deceive you. Look analytically, go beyond the stereotype, and look deeper.

Recommended readings and other material

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PART 5

Strengthening Social Skills

Social skills are abilities that make it easier for us to function in groups and communities. They can and should be strengthened and used in many ways. In this section of the Handbook, we encourage you to develop several social skills. The first is resilience. Gordana Paton encourages reflection on preparing individuals and communities for traumatic situations. The author refers to childhood experiences in the context of such events as civil war or earthquakes, asking how could we better prepare communities for traumatic situations and their obvious negative consequences for children and adolescents? Using her hints, let's consider how to strengthen our resilience.

The following text explores practicing and growing the skill of effective interviewing outdoors and shows how it can deepen understanding of human development (Pocinho and Garcês). The next chapter deals with mutual understanding and trust in the educational process. Jenny Lamb suggests enhancing these features using mobile methods, especially walking.

Alastair Roy also encourages the use of similar methods, showing the potential for social workers to learn about the everyday life of vulnerable residents. Walks are also an excellent opportunity to understand city life through the prism of the sounds present in them. Artur Kinal explains how to shape listening and hearing

skills. Equipped with such skills, we can use them to co-create the city's branding, as proposed by subsequent authors (Doğan and Karabıyık), and develop communication skills in English (Zengin).

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Are Adults “Obsolete” Children?

Importance of the issue

Multiple studies are available on the effects of early childhood development and, more specifically, the effects of positive and negative childhood experiences on adulthood and, in particular, on family health.

Of course, some challenges throughout life will perhaps build a stronger, more resilient character. However, the concept of resilience is individual and thus manifests differently in each person. In some adults, the experience of trauma in their childhood brought on mental health issues and multiple barriers to achieving success in life, whatever that may be for them; others, meanwhile, have developed resilient characteristics as a result, overcoming struggles and reaching their full potential. What would happen if we were to work with both groups during childhood, implementing preventive programs and affording them the opportunity for a more productive and happy development? Could we reduce the number of adult addicts, mental health patients, suicides, and perhaps contribute to building a more productive society?

The approach suggested here prefers holistic interventions with individuals, families, and communities. If we do not take the holistic

approach, we might encourage a never-ending vicious cycle of cause and effect.

We can provide examples from Petrinja, Croatia, where children have experienced negative effects of the 1991–1995 Croatian War of Independence, and where more recently a new generation of children experienced a devastating earthquake in Dec 2020 and aftershocks, still felt in 2022.

Both groups (two consecutive generations) experienced their crises and endured attendant traumatic social, economic, psychological, environmental, educational, and other impacts, including loss of home, becoming a refugee, displacement and related consequences, stressful environments, vulnerable parents and family members, loss of family members, lack of security, lack of routine, forced adaptation and integration into new situations and demands, discrimination in new environments.

How could we better prepare communities for traumatic situations and their obvious negative consequences for children and young people?

Questions

- How did specific opportunities and events of your childhood affect your development into adulthood and your current adult profile?
- Have certain experiences made you stronger and more resilient?
- Have your childhood experiences impacted your self-esteem, communication and social skills, your entrepreneurial spirit, values, beliefs, and decisions?
- If you've had the privilege of a relatively "normal" and carefree childhood, are you able to understand and empathize with those who haven't?
- Consider generations in your communities that have endured crisis and war, various abnormalities in upbringing, poverty, violence, illnesses, addictions, discrimination, and similar challenges in their childhood years.

- Regardless of the subject at hand or seemingly unpredictable events, can professionals develop solid preventive measures to assist children and people working with children and parents that would help deal with challenging life events? If so, why is it that the relevant professions are never truly ready and able to assist effectively in times of crisis or are significantly lacking in resources?

- How can we intervene during the early years to prevent severe, often generational, consequences from affecting the lives of individuals and communities?

Illustrations

Children are significantly affected by crisis, whether a pandemic or a military conflict, which impacts the formation of their identities.



Fig. 4. Left and right: Photos from Petrinja and Glina, in the war- and earthquake ravaged region of Banovina in Croatia. “Mir” is the word for “peace” in Croatian.

Courtesy of Association IKS.

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Going Away Together — Exploring the Impact on Learning of Residentials on Youth and Community Work Students

Importance of the issue

This paper intends to encourage you to consider the benefits of going away with your peers and teachers.

Completing university studies is hard. You will be expected to work under intense pressure and complete multiple pieces of work to deadlines while ensuring you maintain a work-life balance.

Research shows us that students are more likely to complete their studies, attain better grades, and have a positive experience if they have positive relationships with peers and tutors. Peregrina-Kretz et al. (2018) claimed: “findings from this study highlight the vital role that informal peer interactions through classes, clubs and residence life have in supporting students to find community and meet their academic and personal goals.”

In an age when more content is being delivered online, in the main due to the COVID-19 pandemic pushing learning online and students finding it more difficult to achieve a balance between socializing, studying, and paid employment, it is increasingly difficult to form bonds with classmates and build relationships with teachers.

53% of students in the U.K. (Student Beans 2021) hold down a job alongside their studies. Considering both the rise in the cost

of living and tuition fees it is hardly surprising that socializing and building relationships with course mates outside of classes drops down the list of priorities during studies.

Students undertaking a Youth and Community Work degree program are required to learn how to build relationships with young people and members of the communities in which they work. They attend placements and are assessed against the National Occupational professional standards of youth work. How to build relationships is a challenging thing to learn in a classroom, and as such, placements and experiences form a vital part of the students' learning.

This paper discusses one potential solution to the problems presented here. Early in the academic year, students are given the opportunity to attend a short residential. This involves students living together for a short period of time, typically three to five days. During this time, students engage in teambuilding activities, eat and socialize together, and potentially complete some of the academic content for their program of study.

Attending a residential means that in a relatively short space of time, students can build relationships that cannot be formed during weekly lectures, can learn about each other through teambuilding games, and engage in shared experiences to further enhance their friendships.

Much research has been done on the impact of residential learning on young people, less so on adults and higher education students, but we are suggesting the impact could be huge in encouraging students of all ages to have time out of the classroom with each other.

Learning Away, a U.K.-based campaign to offer young people a chance for high quality residential learning, evaluated the impact of their residentials on the young people that attended and found, among other things:

- improved achievement, attainment, and progress,
- improved learner engagement and motivation,
- greater enjoyment of learning,
- significantly enhanced relationships with both staff and peers,
- greater cohesion and a sense of belonging.

When examining the case for overnight residentials as opposed to day trips or activities in the classroom, Learning Away (2021) suggests “this experience transforms relationships and develops a strong sense of community and belonging between staff and students involved.”

Consider your feelings on residential trips. Do they fill you with dread or excitement? Would you learn better if you had the opportunity to attend one?

Illustration



Fig. 5. Students have the opportunity to engage in activities they might not normally do. This is a group of students at Harwes Farm in Lancashire taking part in a forest school day.

Courtesy of Jenny Lamb.



Fig. 6. On the residential, students spend time learning, socializing, and eating together.

Courtesy of Jenny Lamb.

References

<https://learningaway.org.uk/> has a wealth of resources and articles to support the impact of residential activities. Template activities and case studies can be used from here. Although this resource focuses on secondary school-aged young people, the lessons and impact are just as relevant in higher education.

Peregrina-Kretz, Diliانا, Tricia Seifert, Christine Arnold, and Jeffrey Burrow. 2018. “Finding Their Way in Post-Secondary Education: The Power of Peers as Connectors, Coaches, Co-Constructors and Copycats.” *Higher Education Research & Development* 37 (5): 1076–90.

Prince, Heather E. 2021. "The Lasting Impacts of Outdoor Adventure Residential Experiences on Young People." *Journal of Adventure Education and Outdoor Learning* 21 (3): 261–76.

Student Beans 2021 (an app or card to discover all the places that offer a student discount).

Learn to Interview and Interview to Learn: Understanding Human Development Beyond Academic Books

Importance of the issue

Development psychology aims to understand how humans develop throughout our lives and across its different stages. As you may know, development is an intrinsic and essential part of the human being, and questions such as “How do individuals develop?” or “How do we grow mentally, socially, and physically?” pose critical reflections that help us better ourselves and our future clients. These and many other questions arise and are crucial issues to be explored by you as a future psychologist in a university psychology course, and by practitioners in other fields, such as education, where working and dealing with people makes up the core of the work.

Research has identified several perspectives on how we develop — including cognitive, social, emotional, physical, and moral interpretations of the process. Authors have discussed and reflected upon each perspective, often contributing their original theories and concepts to the field. But if you do not know how development looks and what should be expected in each stage of life, how can you know whether someone actually has a problem? How can you know when and how to help an individual if you do not understand whether they are suffering from some sort of developmental issue?

We believe that if you directly observe and talk with people in different life stages, learning about their ideas, experiences, and way of seeing life, you will be able to see through your own eyes what the books say about human development and each life stage characteristic.

But how can you see this happening in higher education when most programs are still based on theory taught in classes? We suggest that you go out and speak with people that are living these life stages at this moment in time. How can you do it? By preparing and conducting interviews, and observing these individuals in their current life stage.

By immersing yourself in their world and their points of view, you will gain hands-on practice, insight into, and glimpses of what it means to be an adolescent, an emergent adult, an adult, and an elderly person, alongside those living through that life stage at this precise moment in time. By developing insightful questions, preparing a semi-structured interview guide, and practicing it, you will gain skills not only on how to interview and develop positive professional relationships, but you will also learn “outside the university walls” in real-life contexts about human development with “real people.” Your questioning, observations, and reflections on the interviewee responses and experiences will breathe life into knowledge gained through academic texts. They will allow you to better understand what it really means to be an adolescent, an adult, an emerging adult, or an elderly person, and therefore gain hands-on knowledge that will be very useful for your professional life.

Going outside of the box and, in this case, outside the university and interviewing people from your daily life, or even someone you do not know, can enrich your professional skills and improve your personal life, giving you actual experience while allowing in-depth learning of human development in real-life contexts.

Questions

- The big question this class aims to answer is: what does human development look like in real life?

- What does it look like to be an adolescent at this moment in time? What does it mean to be an adult? Or what does it mean to accept aging in old age?
- Academic books answer these questions, listing many characteristics from these different life stages, but how can you identify these characteristics in real life, outside books? What does it look like to be independent in your teenage years?
 - What does it mean to develop a personal identity in adulthood?
 - What does it mean to feel in late adulthood that life is meaningful (or not)?
 - How do all of these (and many other questions) look like in real life?
 - How do individuals develop? How do we grow mentally, socially, and physically?
 - How are you supposed to know when and how to help an individual if you do not understand whether they are suffering from some underlying developmental issue?

Recommended readings and other material

Galletta, Anne. 2013. *Mastering the Semi-Structured Interview and beyond: From Research Design to Analysis and Publication*. New York City, NY: New York University Press.

References

Papalia, Diane E., Ruth Duskin Feldman, and Gabriela Martorell. 2021. *Experience Human Development*. New York City, NY: McGraw Hill Education.

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Finding Our Feet with Sociological Thinking Using Movement

Question

What is the relationship between moving and knowing?

Importance of the issue

Since the millennium, a new movement has emerged in the humanities and social sciences that focused on movement. Termed the mobilities paradigm, it has led to calls for new approaches to doing social research, ones which shift attention to the ways in which our movements through the world might help us make sense of things in different ways (Ingold 2011).

Informed by the mobilities paradigm, some academics have begun to theorize and conceptualize welfare practice (e.g. social work) through the lens of movement, also employing new research methods. Approaching welfare practice through the lens of movement has opened out a set of important considerations about the ways in which the movements exhibited by workers are important to what and how they come to know. What the research approaches of Ferguson (2014) and Hall and Smith (2013) unearth is that welfare

practice is predicated on forms of corporeal and embodied knowledge which is built in the environment and through movement. So, whereas historically people have imagined that the knowledge practitioners apply in practice is learned elsewhere, mobilities research has shown that the movements of practice and practitioners are central to the delivery of relational and embodied forms of welfare practice and hence to the provision of care and support.

In the two examples below, we see how mobile research methods help animate the everyday professional experience of welfare work, providing researchers with the means to provide vivid descriptions of small everyday details, rituals, movements, and habits of practice which constitute the lived experience of welfare work and its everyday interactive order. The value of this work lies not in its character of being dramatic, although undoubtedly some of it is, or even — often at least — in what is said, but in the careful attention given to detailed descriptions of scenes and movements, which depict the mundane features of the difficulties of realizing everyday social work practice.

Recommended readings and other material

Ferguson, Harry. 2016. "Researching Social Work Practice Close Up: Using Ethnographic and Mobile Methods to Understand Encounters between Social Workers, Children and Families." *British Journal of Social Work* 46 (1): 153–68.

Harry Ferguson (2008) seeks to understand the daily lives of movement of social work practitioners (including the sights, smells, feelings, and affects of practice), offering a distinctive lens on child protection social work. He employs "go-along interviews" — in cars, streets, and social work offices — encouraging practitioners to reflect on their professional actions/inactions, approaches, and feelings in the moments before and after client interactions, as well using ethnographic observation of practice itself. He uses this data to develop arguments about the place and function of movement in allowing social work practice to happen.

Hall, Tom, and Robin J Smith. 2014. "Knowing the City: Maps, Mobility and Urban Outreach Work." *Qualitative Research* 14 (3): 294–310.

Hall and Smith's research, conducted with homeless outreach workers in Cardiff, Wales, uses go-along interviews; they describe how the outreach workers are "experts in the terrain in which they operate." The works help us to reconsider the relationship between movement, perception, and knowing.

References

Ingold, Tim. 2000. *The Perception of the Environment: Essays on Livelihood, Dwelling and Skill*. New edition. London: Routledge.

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Univer-City. Walking Into Sound

Importance of the issue

Hearing does not equal listening. Our sense of hearing is much more complicated than it seems. We can listen in many ways and notice sounds in a vague or specific manner, depending on who we are, where we come from, and what experiences or needs we have.

Pauline Oliveros describes the difference between hearing and listening: “Hearing is something that happens to us because we have ears — it is our primary sense organ. Listening is something we develop and cultivate our whole life, and maybe all of our lifetimes. Listening is what creates culture. Listening is very diverse and takes many different forms as cultures take many different forms” (Oliveros 2005, 32).

As you can probably see already, listening to sounds may differ from person to person. Our experiences influence how we perceive sounds around us. Our associations are not necessarily the same as others’. Our own reactions may differ after some time and changed circumstances. It is important to understand sounds may have a special meaning and evoke emotional reactions in other people according to their biography and cultural background. Such individually perceived sounds are called soundscapes. In 2014, the International

Organisation for Standardisation introduced a definition of the soundscape as an “acoustic environment as perceived or experienced and/or understood by people, in context” (ISO 12913-1:2014). Therefore, the human factor is one of the key elements of the hearing process (situational context being the other). Hearing operates on three levels: individual, group, and social/institutional. Let’s examine each one. On an individual level, people differ from each other according to their experience (and therefore associations), preferences (based on mood and needs), and cultural background. The group level also adds social relations, group structure, and, possibly, an aggregated judgment affecting how we evaluate the sounds. Differences may be observed according to age, sex, wealth, common experiences, and other sociological characteristics. The institutional level also may be influenced by human-related characteristics, as behind the institutions are people making specific decisions (Lercher and Schulte-Fortkamp 2013, 120).

There are many possible sound sources, almost too many to count. Nevertheless, we may group them into handy categories to make them more prone to observation. Some may be more desirable than others, as they are pleasant. Others are perceived as annoying. Those we tend to call noise. The sounds around us may have a bonding influence. When we share a biographical and cultural background with others, we often perceive soundscapes in a similar manner and co-create them in a pleasant and beneficial way for all involved. On the other hand, different sound-related habits may easily lead to conflicts between individuals and social groups (Kinal 2023).

Questions

Which sounds do you like and don’t like, and why? Compare your answers with others; look for differences and similarities. How may sound-related changes improve our everyday lives? What to do when different sound-related needs and expectations must coexist in one place (like public spaces)?

Recommended readings and other material

Rehan, Reeman Mohammed. 2016. "The Phonic Identity of the City Urban Soundscape for Sustainable Spaces." *HBRC Journal* 12 (3): 337–49.

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- Oliveros, Pauline. 2005. *Deep Listening: A Composer's Sound Practice*. New York City, NY–Lincoln, MA–Shanghai: Deep Listening Publications.

Capture City Images, Co-Create a City Brand

Importance of the issue

City branding is a concept studied by different fields such as Tourism Management, Communication Sciences, Public Relations, Business Administration, Geography, Sociology, and even Urban Architecture and Planning. Awareness of different city images may help researchers, local authorities, and citizens work harder on new strategies to improve city branding and climb up various rankings, such as the city brand index, environment-friendly cities index, etc. Like organizations, cities also create and possess identities, as they create services, living and working areas, facilities, and attractions for residents and visitors. They can grow, transform, decline, or even revive over time. Cities may generate different images in the perceptions of citizens, visitors, and business circles. This study helps students analyze citizen perceptions through the lens of city branding components. Students learn how to combine theory and research by designing their exploratory walk. In that sense, exploratory research practice includes exploring, recording, and analyzing the components of city images. The research implementations follow four steps, some of which can be seen together

at the same stage: guidance, highlighting, creativity, and measuring.



Fig. 7. **Steps of the research implementation process.**

Source: authors' own work.

Questions

- *Guidance*: What would you recommend to someone visiting this city for the first time? What if you set a sightseeing route to explore the city?

- *Highlighting*: What are the elements the city is associated with? What could be the must-do things here?

- *Creativity*: How about coming up with a slogan or logo to express the city? What could be a single image identifying the city?

- *Measuring*: How do you think people perceive the city? What are the advantages and disadvantages of the city?

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BUĞRA ZENGİN

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Use of Walking Tours in Productive English Skills

Importance of the issue

Quarantines, (partial) lockdowns, social distancing, isolation, curfews due to the pandemic, as well as pandemic travel bans, tend to restrict the interactions necessary to build culturally rich communicative language skills. Unfavorable currency rates, making traveling and living abroad unaffordable, are another barrier. There is also the case of visually impaired individuals, who cannot benefit from the rich array of walking tours available on YouTube. If solutions are developed, this would also have implications for foreign language learners.

All these factors get in the way of exercising oral communicative skills, especially productive skills, such as speaking and writing, and gaining cultural exposure through travels. The abovementioned restrictions also engender frustration and boredom instead of the fun and motivation that students would most likely experience under different circumstances. As for film audio description for the visually impaired, these posts do not have the necessary audio description mode similar to that in a movie or TV show, which can potentially be used for language learning purposes, as can also be seen in the case of captioning for the hearing impaired.

As a way out of this boredom and frustration, the students may discover the wide variety of walking tours filmed and uploaded to YouTube. Most of them have no audio input or even captions (with the rare exception of English captions explaining the whereabouts of the locations in the footage). The people shooting these videos do so while doing walking tours of their surroundings. The lack of audio input should be seen as an opportunity to fill the silence with audience comments on what they see or what they think they are seeing.

After taking brief notes as they speak their minds about what they are coming across, the students can later organize them to produce coherently written dialogues. The process is carried out in ways that support achieving learning outcomes of the productive use of the English language. In the case of online distance education, each student is asked to perform their walking tour guide role and then act out gathering in an informal out-of-class setting (e.g., an imaginary café) for similar purposes. The activities are performed individually, in pairs, and in groups of more than two students.

The students may be encouraged or motivated to integrate the use of the abovementioned walking tour videos into their language skills development materials by making them aware of employment or job opportunities in the film industry.

Questions

The central question this chapter deals with is whether the novel idea of using walking tours, which are freely available on YouTube, can be converted into language learning tasks/materials, and whether a clear procedure about their application can be drafted as guidance for those who consider it applicable in their contexts.

Recommended readings and other material

Ibáñez Moreno, Ana, and Ana Vermeulen. 2016. "Visp: A MALL-Based App Using Audio Description Techniques to Improve B1 EFL Students' Oral Competence." In *Technology-Enhanced Language Learning for Specialized Domains: Practical*

Applications and Mobility, edited by Elena Martín Monje, Izaskun Elorza, and Blanca García Riaza. London–New York City, NY: Routledge.

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The use of audio description for foreign language learning warrants investigation. Hyks (2005, 6) defines audio description as “a precise and succinct aural translation of the visual aspects of the live or filmed performance, exhibition or sporting event for the benefits of visually impaired and blind people” as a result of interweaving description “into the silent intervals between dialogue, sound effect or commentary.”

Moreno and Vermeulen (2013, 2014) reflect on the proven fact that audio description is beneficial for foreign language learning. Clout (2005, as cited in Moreno and Vermeulen 2013) “proposes the use of AD as a didactic tool to promote writing skills in English” as a foreign language (FL). Moreno and Vermeulen (2013) also emphasize the need to explore Spanish as an FL and focus on studying Dutch-speaking students of Spanish. “Using the time span between dialogues, the audio descriptor discreetly provides the necessary information to compensate for the lack of visual capture on the part of the recipient” (2013, 41). With precision seen as a must, the space, time, objects, characters, and actions are evoked with very specific and accurate single words and multiword units.

Navarete (2018) clearly states the experts’ increasing acknowledgment of the pedagogic potential of audio-visual translation in foreign language learning (FLL) over the last decade. She adds, however, that audio description as a didactic tool in FLL is an innovative area that has received very little attention so far, despite its significant potential for language learners. Active audio description tasks were found to be useful by her studies participants who were students of Spanish as a foreign language.

Hyks, Veronica. 2005. “Audio Description and Translation. Two Related But Different Skills.” *Translating Today* 4: 6–8.

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PART 6

Engaging in Social Change

Engaging in social change is an effect and a factor in generating knowledge. In the last part of the Handbook, taking into account the acquired knowledge and skills, including the ability to co-create knowledge, we invite you to co-create social change. We start with the school classroom, which, as Rémi Poymiro claims, can and should be an inclusive space. A similar approach is proposed by Öznur Yaşar, who outlines a specific case of ethnic minority inclusion. From the classroom, we move to the local community, where, together with Joanna Frątczak-Müller and Anna Mielczarek-Żejmo, we have two study visits that will prepare us for sustainable and practical involvement in local communities and developing a housing approach. This approach presumes that housing for the poor is a human right and an essential condition for its development. The effect of this approach is the model of overcoming homelessness preferred by Mariusz Kwiatkowski. This model has proven successful in Finland, and the author asks us why this particular model is effective while others fail. Through a research walk involving a person suffering from homelessness, he encourages us to be creatively involved in this issue. Thanks to walks, study visits, mapping, and gamification, solid knowledge and positive commitment can create synergy in the form of expected social change. Hopefully, by using this handbook, we will become part of it and even drive it.

Fallback Locations in the Classroom and the School: Anticipating Displacement Within an Inclusive Approach

Importance of the issue

As future teachers, you might think that giving all students the opportunity to learn as close as possible to their home and as much as possible in ordinary classroom implies a change in the design of teaching practices. Some researchers, such as Tremblay, even speak of a paradigm shift: for the school to consider the specific needs of everyone, it is necessary that the teacher pay great attention to the expression of these needs. This will allow them to best adapt to the educational needs of each child. For this to happen, adjustments to the teaching content are necessary, but also adjustments to teaching content access. In this context, should the teacher seek to adapt, they must anticipate difficulties, but also, very often, improvise in real time when the situation requires it. This section can offer you some hints and inspiration about how to put some new and innovative solutions into practice.

Organizing displacements in the classroom and in the school can be part of this anticipation of the specific needs of students. This sometimes involves a rethinking of the geography of the places where learning can happen. This spatial reorganization is based on

very different educational concepts. At the same time, these displacements can be manifestations of ethical choices. Thus, the absence “neutral” places in school, other than medical facilities, seems to indicate the choices of the educational community. What about classroom organization? For example, it can be considered that a “bus” class layout equipped with a platform for the professor’s office will be more favorable for lectures. On the other hand, it will not be conducive to exchanges between students and will make it difficult to accommodate displacements. An island layout will promote group work and peer learning. A room with tables organized in a circle will offer free circulation and the opportunity to exchange with the whole group. The first arrangement may be based on a behaviorist interpretation of learning, while the other two appeal to socio-constructivist principles. Another layout, without an office, will question the place of writing as a learning process but also as a process of exclusion. We can then ask ourselves about the equipment that would promote the inclusive paradigm: what facilities of learning spaces would offer the best conditions to consider special educational needs by promoting movement?

Some children occasionally need to cut themselves off from school activity, which can be experienced as a constraint or require strenuous attention. Some children may feel the need to leave their peer group, and the gaze of others can generate anxiety or even be felt as a threat. They need spaces without school demands, which offer them the opportunity to experience containing physical sensations.

These specific needs can manifest themselves verbally or non-verbally. They may be the result of cognitive and/or psychological difficulties identified by the institution or, more simply, the observation of teachers during the classroom activity. It is easy to imagine that when this need to deviate from the class group, to take a kind of break is not considered and anticipated, students and teachers may encounter different difficulties. These difficulties can lead to a loss of academic efficiency for students and cause conflict. Unfortunately, they lead to rather marginal class exclusions in primary school and are very common in secondary school.

Some teams of teachers have imagined arrangements for their classes or schools that offer students who show the need places of withdrawal (see “Plan Passage to Fallback Locations for Students in the Classroom or School” in the Teacher Toolkit). These are often spaces in the classroom, including closed-off corners, separated from the rest of the class using a tent or a screen. These spaces can also be set up in a specific school room, such as a multi-sensory space. They allow some students to move, shift activities done in class, and offer them the opportunity to live a day of class and schooling in better conditions.

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Education for All: Beyond Barriers to Education of Roma Children

Importance of the issue

This study aims to make “institutional visits” to schools with large Roma student population, within the scope of the sociology of education course, to collect information from school administrators and teachers about the source of problems experienced by Roma children in education, and to develop solutions.

Questions

The social importance of this study can be summarized as follows:

1. to identify the barriers in the education of Roma children arising from the education system, originating in the environment, and in themselves,
2. to develop a proposal outlining solutions enabling Roma children to better participate in education.

Visiting the institutions will offer the students sociological gains in the field of educating disadvantaged groups.

The study aimed to achieve the following objectives for the education of Roma children:

- first and foremost, to fill the gap in the literature by conducting additional research on the education of Roma children. In addition, to carry out necessary studies to take concrete steps towards solving their problems,
 - to develop the education system by considering the different lifestyles of the Roma, as to prevent their exclusion from the formal education system,
 - to help Roma families struggling with financial difficulties,
 - to provide teachers and pre-service teachers with detailed training on a disadvantaged group of Roma students,
 - to inform teachers and administrators that Roma and non-Roma children should be more mindful of using exclusionary language with each other,
 - to create social activity areas for Roma children outside of school and to organize activities integrating them with other students,
 - to arrange reading-writing courses for Roma parents who are illiterate,
 - to carry out teambuilding activities for Roma and non-Roma families,
 - to arrange after-school courses for Roma students who struggle with the curriculum,
 - to inform Roma families and children on how to prevent early marriages,
 - to ensure that children meet successful Roma adults who have received an education to fill the role-model deficiency.

References/Recommended readings

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How to Get Involved Locally?

Importance of the issue

Active local communities are one of the possible answers to the challenges of the present day. Taking matters into your own hands allows you to better tailor the social services offer to the needs of residents and better respond to their problems, using your own resources while respecting local cultural and environmental values. Local involvement understood in this manner is conducive to social inclusion and developing cohesive communities. At the same time, the offer of social services is enriched and their quality improved, which is usually followed by a rise in the number of jobs for various categories of people in the third sector, which is an alternative for graduates looking for a good and important place on the labor market.

One example is the needs of people with disabilities, long-term illnesses, and the elderly. In 2018, 24.5% of EU residents aged 16 and up declared limited ability (European Commission 2021). In this category, 7.0% reported severe disability. This means that nearly 25 million people across the EU living in private households needed assistance with their daily activities. Among children under the age of 16, 4.9% reported disabilities and 1.2% reported severe disability.

This data refers only to people living in private households. If we add EU residents living in institutions, the share of people with disabilities below 65 would jump up 1%, while for people aged 65 and more, the share would rise by 5%.

Along with the increase in life expectancy, the number of people living in old age increases. These people also need support. The elderly residents of the EU find themselves in a peculiar situation. In 2019, 47.9% of people aged 65 and over reported experiencing moderate or severe difficulties in personal care or household activity (EUROSTAT). The share of these individuals increases with the age bracket.

EU residents with various degrees of reduced mobility, the long-term ill, and the elderly receive institutional support from EU member states. People in the most difficult situation can count on a stay in various types of 24/7 care facilities. These establishments offer standardized services provided by professionals. Importantly, they are in the care of the state, which is responsible for the quality of the support offered. However, these solutions have their drawbacks. First and foremost, people in 24/7 care centers are isolated, which limits interactions with family and contacts with the broader community (e.g., neighbors, acquaintances, friends). It is also related to the necessity to break contact with known places of attachment and previous activities. As a consequence, the mental and physical condition of the charges of care institutions deteriorates, and their quality of life follows.

How can we change that? What kind of support would you prefer? What kind of support would better meet the needs of people with activity limitations?

One alternative entails organizing support at the place of residence, in local communities populated with people with disabilities, long-term illnesses, and the elderly (deinstitutionalization) (European Expert Group on the Transition from Institutional to Community-based Care 2012). Many families are capable of looking after their family members in need if they receive adequate support in the form of social services (e.g., assistance to a person with a disability and respite care).

What are the benefits of such a solution?

Family ties remain unbroken, and the person in need of support stays in a familiar environment to which they are attached. It's possible to develop social services tailored to the individual needs of people in need and their families. The cooperation between institutions responsible for the provision of support (the public sector), non-governmental organizations offering the implementation of relevant social services (foundations, associations, social cooperatives), and the private sector is tightening. And the number of organizations offering jobs of great importance is increasing. This fosters the adoption of values such as acceptance and solidarity in the local community.

Study visits are a good way to learn how organizations offering social services operate. Organizations representing third parties offering social services are most often open to cooperation. On the one hand, it is a necessity (participation in the social support system), and on the other hand, it results from the personality traits of their leaders and staff (openness, commitment). It is a good basis for getting to know the specifics of the organization's operation, sensitizing others to the needs of people with various types of activity limitations, verifying stereotypes about their lives and the social economy, and establishing relationships with interesting and important people.

Questions

- What are the strengths of the local community you live in?
- What kind of resident needs do they help meet?
- Who would you go to first with a proposal for cooperating toward meeting these needs?

Recommended readings and other material

Wilson, Patricia Ann. 2019. *The Heart of Community Engagement: Practitioner Stories from across the Globe*. The Community Development Research and Practice Series, Volume 9. London–New York City, NY: Routledge.

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- See also: *National deinstitutionalization strategies*

Housing Matters

Importance of the issue

An apartment is a prerequisite for running a household and family life. It also performs many other functions: it increases quality of life and motivation to undertake social activities, supports intellectual development, reduces frustration, and builds a sense of security (Mulder 2006; Cunningham et al. 2019). However, housing maintenance is not always easy. The exclusion does not only include physical problems with the apartment (having a roof over your head) but also problems with establishing social relationships and administrative and legal regulations. It can result in placement in care institutions (24-hour care homes, single mother homes, shelters for the homeless). It can also lead to the most critical situations, like people living in the streets.

The tasks and challenges presented here concern the housing policy within municipalities, known as social housing. It is based on the assumption that the residents themselves are responsible for owning a flat, and the municipality supports only those in need. The problems presented above show that there are difficulties in implementing these tasks, and they cannot be solved using the traditional approach to managing the housing resources of municipalities.

According to data from Poland's Supreme Audit Office, the number of municipal apartments in Poland in 2016–2018 fell by 40,000. About 10% of Poles lived in overcrowded and poorly maintained premises, while the number of households (families or individuals) waiting for housing increased by 30% (“Niskie dochody” 2020). Similar housing crises are also sweeping other European countries, including Romania, Bulgaria, Lithuania, Latvia, Slovenia, Hungary, Greece, and Ireland (EUROSTAT 2021; Fondation Abbé Pierre and FEANTSA 2019).

Two types of housing have been developed in the local municipal law to answer these problems: supported housing and assisted housing schemes. The mechanism behind this program is as follows: municipal housing services secure the number and quality of housing planned in the program for people or families in need, and municipal social services provide support to those people or families to reintegrate into society and regain independence in life (assistance of a lawyer, psychologist, educator, social worker, etc.). This systemic cooperation in housing policy and social policy is also intended to ensure better performance of residents in their responsibilities to care for municipal buildings and pay rent.

Questions

The most frequently asked questions related to errors and barriers to the implementation of this housing policy. However, what we should be asking is what can be done better and differently to increase housing availability in municipalities and extend the service life of existing housing. Think about this issue. Below are some questions. Reflect on them and start a discussion.

- How do we support young people and vulnerable residents (single mothers, youth coming out of foster care, the unemployed, and others in difficult situations) in finding housing?
- What's the best course of action to give vulnerable people (e.g., addicts, people with disabilities, and seniors) a chance to live independently, without having to stay in institutions?

Recommended readings and other material

Frątczak-Müller, Joanna. 2022. "Innovative Housing Policy and (Vulnerable) Residents' Quality of Life." *Frontiers in Psychology* 13 (February): 751208.

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Home is Home. Overcoming Homelessness

Importance of the issue

The question of the chances and ways of overcoming homelessness is an inspiration to take up several issues related to human rights, social solidarity, organization of social life, socio-economic inequalities, the efficiency of public support systems and institutions, interpersonal relations, personal responsibility, and responsibility for others.

Homelessness is the most severe form of exclusion. It affects people with a whole spectrum of problems: addictions, disabilities, somatic diseases, mental disorders, unemployment, poverty, and the breakdown of family and other interpersonal ties. It is associated with a whole range of threats to life, health, a sense of security, dignity, and belonging.

Defining homelessness is crucial not only from the point of view of the correct interpretation of the issue. It is also important for the effectiveness of public intervention. A large part of the definition focuses on the physical attribute of homelessness of not having a roof overhead. Newer interpretations emphasize the processual nature of homelessness and the essential meaning of “feeling at home”: to be homeless is to lack any kind of private space, with its formal and

emotional demarcations, i.e., to lack a concept of “home” (Vágnerová, Marek, and Csemy 2020, 9).

In light of this definition, homelessness appears as a multidimensional phenomenon, contingent upon various factors and with various levels of intensity. Manifestations of homelessness include not only sleeping rough in public places, but also living in tight housing conditions, using the short-term hospitality of friends and relatives, and living in dormitories, shelters, and temporary (training, assisted) flats. Taking into account the indicated features of homelessness (multi-dimensional, multi-stage, gradual), but also the principle of respecting the dignity of every human being and hoping to improve their situation, this section will use the term “people experiencing homelessness.” The term assumes that homelessness is not the essence of a person, but just an aspect of their human experience.

The approach presented is aligned with the European Typology on Homelessness and Housing Exclusion (ETHOS). A broad, processual definition shows the path leading to street homelessness and the path of returning to life “on its own.” Statistics that adopt a narrow definition blur the picture of reality and make it difficult to understand the nature and dynamics of the phenomenon. Some governments deliberately narrow their official definitions to conceal embarrassing data and shift blame for the problem and the terrible fate of thousands or millions of people.

In the opening decades of the twenty-first century, the number of people suffering from homelessness is rising in most countries. One exception that deserves special attention is Finland.

Questions

When we meet people living on the street or in non-residential places, we think about the causes of the situation in which they find themselves:

- Who are they?
- How did they end up on the street?

- Have they chosen this way of life themselves?
- What is their everyday life like?
- How do they meet their basic needs?
- Who and how is helping them?
- Do I have any obligations towards them?
- What could I do for them?

Perhaps such meetings could also bear fruit in the form of other reflections:

- Why, despite relative prosperity, do so many people live in inhumane conditions?
- Is it possible to organize social life in such a way that homelessness is overcome? Are there any societies where homelessness has been reduced? If so, in what way?

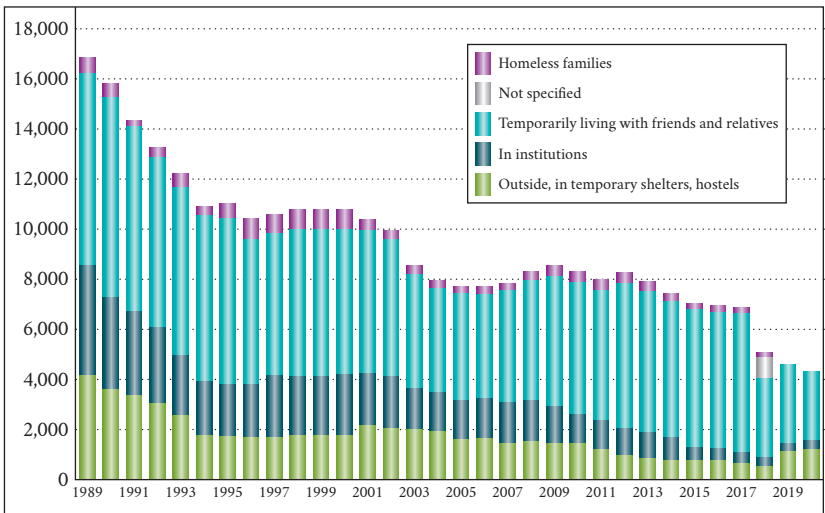


Fig. 8. Report 2021: Homelessness in Finland 2020.
 Source: Ara > Report 2021: Homelessness in Finland 2020.

The Finnish approach will serve as a reference point for describing the approaches used in solving the problem of homelessness

There are four general approaches:

1. low-intensity support offering temporary accommodation or low-intensity services not providing accommodation,
2. high-intensity support offering temporary accommodation and treatment services not providing accommodation,
3. low-intensity mobile support using ordinary housing and rapid rehousing and prevention models,
4. high-intensity mobile support using ordinary housing (European Observatory on Homelessness 2020).

The Finnish approach is the best example of the fourth variant listed above. We could say that in Finland, it was recognized that **a home should really be home**. Therefore, the strong support people receive when suffering from homelessness is closely related to the development of housing services. Finland has successfully implemented a “Housing First” program, which has drawn considerable controversy and resistance in other countries.

The key to solving the problem turns out to be the consistent implementation of the right to housing conceived as a human right. We should also note that a similar approach has been developed in the United States and is used in several cities. “Housing First” is an evidence-based method. Research shows that this method solves the problem of homelessness for eight out of ten people receiving support. In the case of the traditional approach (treatment first), the effectiveness is two times lower. So why is this method not widely used? What are the barriers and the main sources of resistance? Lack of adequate financial resources and infrastructure? Or maybe stereotypes and prejudices? Jealousy for the scarce resource housing is? The belief that an apartment has to be earned? Lack of political will?

The most important lesson from the Finnish experience and from examples of activities in some cities is the belief that homelessness can be overcome. This is the vision of many activists and social researchers. The descriptions contained in the book *A Home of Your Own. Housing First and Ending Homelessness in Finland* (2017) and the proposals featured in the visionary publication *Homelessness in 2030. Essays on Possible Futures* (2019) are definitely worth a read. The latter publication presents scenarios for many European coun-

tries, with 2030 as a common reference point. Will it be possible to end homelessness by then, or at least significantly reduce the scale of the phenomenon?

Knowledge about the phenomenon of homelessness and the everyday life of people experiencing this problem can be expanded by using participatory and mobile research methods. These methods make it possible to assign vulnerable persons a subjective role as experts and guides in known spaces (Kwiatkowski 2023). One inspiring version of this type of research uses film as a narrative stimulant. The authors of a study using this sort of method have shown that such projects open collaborative spaces in which people work together on issues around homelessness, recognizing the knowledge of marginalized young people and generating new stories that challenge existing narratives (Roy et al. 2020).

Recommended readings and other material

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This handbook is a part of the broader international research and education project "Social Education on the Move (SoMoveED)," 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 teachers received a Toolkit called Teaching on the Move. There will also be a massive online open course (MOOC) available for those who prefer to develop their skills using this method.

(Excerpt from the introduction to the book)

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