

# The STROLL course

## Case Study Documentation

**Authors:**

Marie-Noelle Duquenne, Nikolaos Kokosis

**University of Thessaly – GREECE**

Diana Szántó, Anna Végh, Ágnes Kovács

**Artemisszio Alapítvány – HUNGARY**

Orsolya Endrődy, Krisztina Borsfay, Lan Anh Nguyen Luu

**Eotvos Lorand Tudományegyetem University – HUNGARY**

Carlos Martínez, Sara Torres, Esteban López, Noemi Avila Valdes,

**Complutense University of Madrid**

**Coordinator:**

University of Thessaly – Greece

**Edited by:**

Marie-Noelle Duquenne

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## Introduction

### (a) Context of implementation of the online course – Pilot experiment

Through the «Stroll: walking the city-Streets Online» project, we intend to support learners and teachers to adapt to online teaching in a playful and pedagogically rich manner. One of the main objectives is to create a methodological package addressed to teachers, based on the experience of designing, implementing, and testing a special pedagogical program, combining online and offline methods.

With the collaborating teachers, we created the institutional and pedagogical frame of the online course with its curriculum, offering to the students the opportunity of a virtual study abroad experience. The partnership between the 4 institutions therefore implemented a one-semester long virtual student exchange, involving student groups in host-visitor relations, connecting them across internal European borders. Through this pilot experiment on a small scale, we intended to test and standardize this pedagogical program for future use on a larger scale.

This Pilot course entitled: '*STROLL. European virtual mobility through researching cities*' is a highly complex experiment as it comprises the physical organization of the program (from recruitment in each program country to the delivery of the course), the involvement of a transnational and multidisciplinary team as well as the production of a detailed documentation.

As for the team involved in this experiment, it is composed of 13 teachers coming from 3 countries (Hungary, Spain, and Greece) and covering a wide range of scientific fields: Anthropology, Arts, Economy, Educational sciences, Geography, History, Psychology, Spatial Analysis, Sociology, Urban Planning, but all having in common experience in urban studies.

The present report (Documentation on the Case study) constitutes the synthesis of our experience, describing how the pilot experiment was designed, organized, and implemented.

### (iii) General objectives and learning outcomes expected

This study abroad program is a thematic one and participating students - organized in groups - are expected to learn reading the urban space from the point of view of different scientific and artistic disciplines with the support of an international team of teachers. Consequently, the students benefit from the diversity in the background and culture of the teaching team while they will acquire a dynamic and interactive educational experience.

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They also learn how to conduct a small scale, collaborative research project and how to create creative and artistic representations from their research results. Students working in small, mixed research teams can foster the development of intercultural competency, leadership, communication, and cooperative skills, outcomes that themselves recognized during the evaluation task they accomplished at the end of semester (Closing session).

More specifically, the general objective of the course is to introduce students into some epistemological traditions and methodological variations associated with urban studies. The city is considered both as a research topic and as a field, the exploration of which teaches us not only about urbanity but also about broader structural and cultural forces influencing our collective life.

At this end of the course, the main expected learning outcomes can be summarized as follows:

**Students**

- will have understood key concepts related to urban research,
- will have studied important authors in this field, will get to know their theoretical frame and will know how to apply this theoretical knowledge to their own research experience,
- depending on their research group, they will deepen their knowledge in specific research topics and learn how to relate these to the urban question,
- will have gained basic ethnographic skills, such as observing, journaling, interviewing
- will have experimented with different creative methods of urban mapping,
- will have learned how to collect, create, and use data to create hypotheses and mini theories,
- will have gained valuable experience on how to conduct collective research and construct collective presentations,
- In the process they will practice intercultural communication skills and will exercise cooperative task management.

# Part 1.

## Preparing the implementation of the course

## Chapter 1. Launching the course

### 1.1. Announcement

To launch the course, we adopted a strategy based on two steps:

**1st step:** agreement from the institutions allowing us to offer this course. Each partner followed its own procedure about the rules of its institution. As an example, for Greece, this agreement was granted by the General Assembly of the Department of Planning and Regional development, after specific request from the Greek staff in December 2021 [ Annex 1].

**2<sup>nd</sup> step:** announcement of the course that took place during December 2021 and January 2022. Generally, the partners used their own network to promote the course and sensitize students. To ensure the widest possible dissemination of information and publicity about this course, **different ways of communication** were systematically used:

**Website / social medias:** all the information regarding to the course and the application process were published both in the official website of the institutions and / or in the Stroll websites that each partner had previously created. Some **leaflets** [in Annex 2]. were produced and posted in website pages as well as social media (Facebook, LinkedIn etc).

#### Main website pages

STROLL-UCM website: <https://www.ucm.es/stroll/curso-stroll>

UCM website: <https://www.ucm.es/reconocimiento-de-credit-os-optativos>

STROLL-UTH-CIE website: <http://cie.uth.gr/stroll/>

Website of the Department of Planning and Regional Development of UTH:

<http://www.prd.uth.gr/ανακοίνωση-εκδήλωσης-ενδιαφέροντος/>

STROLL page on Facebook: <https://www.facebook.com/Stroll-Walking-the-City-Streets-Online-104178392094097/>

STROLL on Artemisszio's webpage: <http://www.artemisszio.hu/kiadvanyok>

ELTE: <https://ppk.elte.hu/konyvtar/edit>

**Mailing/Newsletter:** In Greece, we sent a series of emails to a relatively large focus group of the academic community as Vice-dean of International Relationships, head of departments, coordinators of masters' programs with relevance to the content of the course or to people potentially interested in urban research, and of course students, especially Master and PhD degree). For this mailing, we can mention the **flyers** specially designed by UCM as an example of good practice [Annex 3]. In

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Hungary, we published information on the course in a newsletter additionally to Facebook posts.

**Meeting with students:** we organized meetings with students from existing master's degree Programs that could be interested by the themes developed in the course [Annex 4]. During these meetings, we described the course and its originality, explaining how walking the city - including virtually - can address issues related to urban studies. We also met PhD students who, due to their own field of research, might be interested in this course and the opportunities it offers for exchange with other students and young researchers. In Hungary and in Spain, multiplier events were used to raise interest in the course amongst students.

**Examples of Master Programs contacted:**

*Master's Degree in art education in Cultural and Social Institutions (UCM)*

*Master's Degree in Teacher Training for Secondary and Vocational Education and Language Teaching (UCM)*

*Master's Degree in advanced Planning Studies (UTH)*

*Master's Degree in Urban Regeneration, Urban Development and Real Estate (UTH)*

*Master's Degree in Project Management, Transportation and Spatial Planning (UTH)*

During this period of announcement, interested students wrote an email to the coordinator of their country or contact him directly. At this step, the interest was relatively satisfactory as regards our objective of 8 students by country (20 expressions of interest in Spain, 12 in Greece, 10 in Hungary). We can consider that the course rose a lot of interest in the three countries. We were less quick to fill up the places as for administrative reasons, it was not easy to enroll students from other departments. As a result, it was quite difficult to reach the objective of 8 students per country. Various reasons can explain this difficulty:

- Some departments do not have a lot of students.
- The pool of students for whom registration was the easiest and most taken for granted, remained relatively small.
- Students' apprehension about their own level of English.
- Schedule of the lessons not convenient, especially for master students because they were studying at the same time other courses.
- Students' apprehension about the demanding schedule
- Administrative difficulties to register students outside of the participating departments

Consequently, just before closing the registration, we still had open places. We addressed this challenge in different ways. In Greece and in Spain, we accepted to start the class with a smaller group. In Hungary, we decided to open these places for adult learners who would not get credit but would get the freedom to attend. In



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Hungarian universities, this is a common practice. In this way, the Hungarian group was mixed, made up of most students and a few adult learners. It is useful to note that adult learners took the class as seriously as the students and we felt that their presence in the working groups was an extra motivator for the students too. As regards the two other countries (Greece and Spain), the group consisted exclusively of master's and PHD students.

**IO3 – Documentation on the Case Study****1.2. Online Open Session before the selection**

To finalize the students' registration, we organized an online open session with the presence of all the teachers on Monday 7<sup>th</sup> February 2022, a week before the course starts. We invited by mail the interested students and posted an invitation to participate to this Session through social media and website pages in the hope that this new announcement might attract new candidates [Annex 5].

The objectives of this session were: (I) firstly present the STROLL project, its objectives, philosophy, originality and value-added, (ii) secondly and mainly, present the design and organization of the course as well as the team involved in the learning process (teachers and mentors), highlighting its transnational character and its high level interdisciplinarity. For this purpose, two power point presentations were produced [Annex 6].

During this session, we underlined the following points:

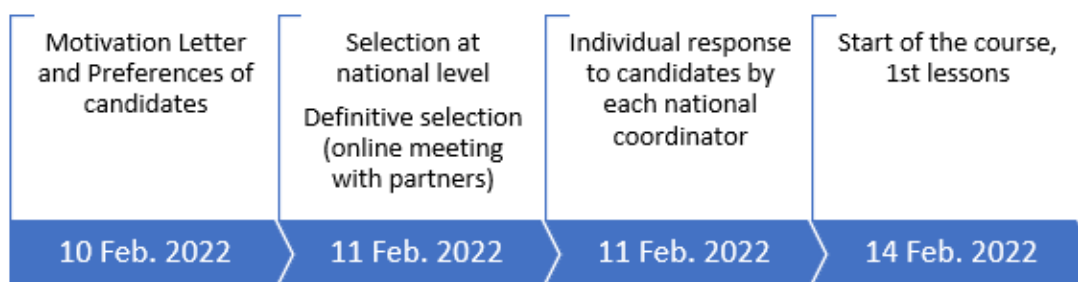
1. Mondays sessions: Theory and methods, Class presentations by the teachers, Country presentation by students, methodological tools.
2. Wednesday sessions: virtual mobility and research seminars, opportunity to use online tools as google maps, mind maps, role of mentors.
3. The 4 selected research topics corresponding to the different country modules: urban space, women, art, and dwelling – living in urban space.

We also explained what and how would the **working space** work for the research groups and finally we presented the assignments that students would have to realize (reflective journals, reading scientific papers, country presentation etc.)

*We strongly recommend the organization of such a session. It allows candidates to make an informed decision as it allows them to understand what will be taught, how it will be taught, what are the initial requirements and finally what the workload will be.*

**1.3. Selection of Students in each country**

At the end of the Online Open Session, we asked the candidates to send a **motivation letter** with their preference regarding the 4 proposed research topics. Thereafter, each institution reviewed the applications and selected the students. All this procedure was managed firstly at national level. All partners then came together during an online meeting to make a final decision on the students to be registered, after which the coordinator of each institution sent – through email - individual responses to the candidates.

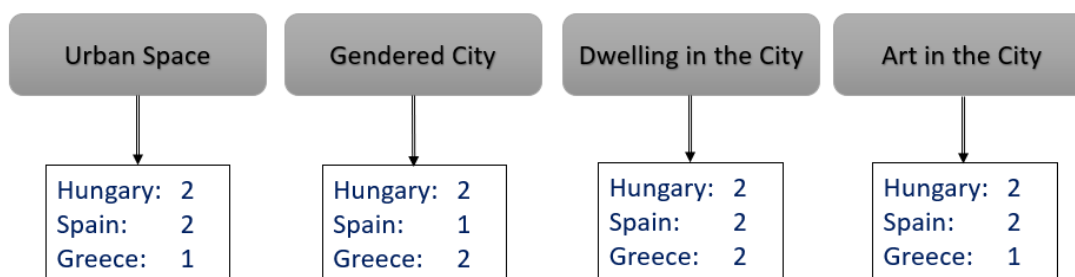
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**Timetable of Students' selection**


Finally, the number of the students was 21 against the objective of 24, which is quite a satisfactory result taken in consideration the above-mentioned difficulties. The students' profiles were logically very different, as their university backgrounds were also different (learning intercultural pedagogy, art, anthropology, urban planning). As an answer to the different situations prevailing in our universities and because the course was designed to offer new learning anyway to all the groups, we decided that we would open this optional course to 2 levels: PhD and MA. Because of the peer-learning and active-learning component of the course, ***this diversity was more an asset than a source of difficulty.***

**1.4. Organization – composition of the 4 research' s groups**

We assigned each student to one of the four research groups, considering their preference and the need to distribute the students evenly (balanced representation of the 3 countries). The aim was for each group to be composed of students from all 3 countries so that in each group we would have at least one student per country who would be able to play the role of the host (in Budapest, Larissa, and Madrid).

The allocation of students to the 4 research groups according to these multiple criteria was not an easy task. It was necessary to suggest some changes to the students as compared to their initial preferences. After discussions with the students, we were able to rework the allocation and we finally obtained a general agreement to ensure that the 3 countries are quite equally represented in each group.

**Composition of the 4 Research groups / number of students by country**


## Chapter 2. Organization of the course

In this chapter, it is important to outline (a) how and why the course was based on 2 pedagogical pillars and 4 research thematic and (b) how students had access to the learning materials as the course progresses over time.

### 2.1. Brief presentation of the Syllabus

One of the key points during the preparation of the course was the production of the Syllabus. To achieve this task, we spent quite a long time because we built all together the whole syllabus (coming to an agreement progressively on the general structure and on the content of each block) rather than working directly on a central plan submitted by the project coordinator. This approach was cumbersome but at the end consensus building supported ownership of the course by all the partners.

Through the negotiation and voting process for each block of the syllabus [Annex 7], we spent the necessary time so that each partner can integrate, appropriate, and own the final form of the course, taking into account not only the different scientific fields of the teachers but also, from a practical point of view, the specificities, and the different modes of operating of each institution involved in this program. At each step, we paid attention to the justification and clarification of our decisions, so that the rationale of each decision is understandable to all team members.

We also had to solve some challenging practicalities as for example, the different academic calendars (featuring different national holidays). For each of these challenges, we tried to find a compromise, even if it meant in some cases accepting to teach on a holiday. For the same reason we had to stop for the Easter Holidays for 3 weeks.

The initial idea behind the course is that studying the city is such a vast field of investigation that it makes no sense to confine ourselves to one single approach. To the contrary, we wanted to give the students the opportunity to gain understanding of social and cultural phenomena by observing the small details of everyday urban life. Given the time constraints (one course / one semester), and the specificities of the universities, we had to limit the fields of investigation. So, beyond the general theme of «*Urban Studies*», we had to select the topics to be taught, (i) integrating the fields of experience of each partner, both in terms of scientific fields and methodologies as well as (ii) ensuring the multidisciplinary pursued in this program. We decided that each partner would teach only one topic, considering that more than one by institution would not be efficient for a one-semester course. Then the partners had to suggest four topics, affecting to each one of them a weight from 1 to 4 and marking at the

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same time the topics that they can take in charge. From the list [Annex 8], we retained the most frequently chosen topics and decided which partner will be responsible of the teaching module in question.

**Four selected thematic topics / four modules / 3 weeks by module**

- |                                 |               |
|---------------------------------|---------------|
| ✓ Urban space                   | → Artemisszio |
| ✓ Gender in the City            | → ELTE        |
| ✓ Dwelling – living in the city | → UTH         |
| ✓ Art in the City               | → UCM         |

The common thread connecting these seemingly disperse elements is the engagement to question everywhere the possibility of *social justice, inclusion, and equality*.

**2.2. Course Schedule (Scheme of lessons)**

The course is structured around **two teacher-led pedagogical pillars**:

- ✓ a series of theory and method classes (20h),
- ✓ a series of research seminars (20h).

Beside this structured class time students were expected to spend time on independent fieldwork, collective work in peer groups and individual learning (40h all together).

The course is organized in **4 modules of three weeks**, during which learning items vary but the structure remains the same.

The first three weeks (Module 1) was an introductory module during which students had the opportunity to get to know each other across borders, while they received detailed information about the program, and they started learning about urban research. During the first three weeks, students gained their first offline fieldwork experience, supported by their local teachers. At the end of the module, they presented the results of their work in local groups to the whole class.

At the 4th week, virtual mobility started. Each students group had the chance to be host once and to virtually travel twice. Concretely, students spent virtually 3 weeks by City: Budapest - Module 2, Larissa – Module 3 and finally Madrid – Module 4. In this timeframe, teachers and mentors supported them to discover how their own research topic is related to the hosting city's reality. During each one of the 3 virtual mobility modules, the 4 Research groups conducted their own mini virtual, fieldwork-based research together, gathered data, analysed these, and finally presented their findings at the end of the country module.

During the last week (13<sup>th</sup>), there was no more teaching, just a «Closing Ceremony». During this collective online session, we gave time to the research groups to work in their own MS Teams room so that they produce a creative visual (using various tools

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as Padlet, Miro, etc) outlining their experience during the semester and highlighting the strengths and weaknesses of the course. This final presentation corresponded to the final exam.

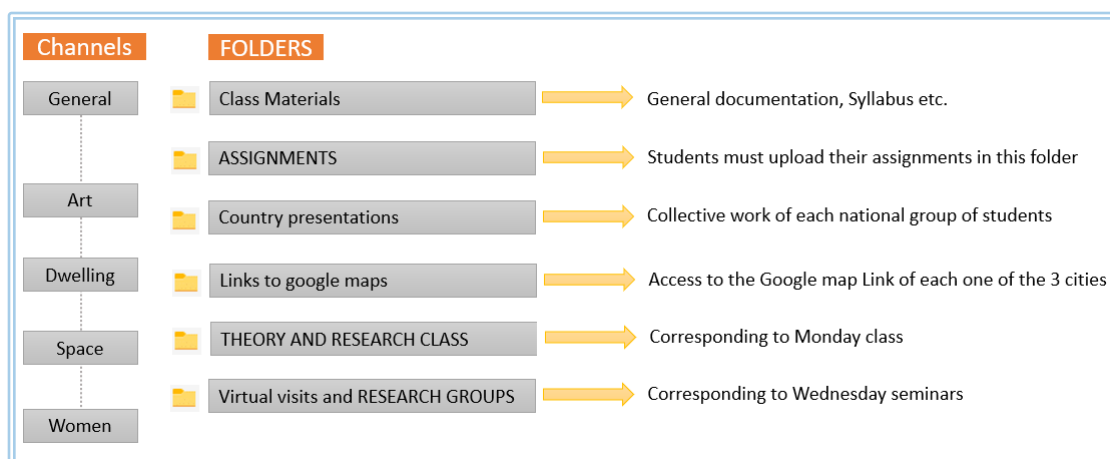
**Weekly schedule of the course**

	Theory and research classes Monday 15h-16h30 CET	Autonomous collective fieldwork	Research seminar for research groups Wednesday 15h-16h30 CET	Independent individual work
1st-3rd weeks Introduction without mobility	Online	Collective offline fieldwork in local groups	Offline with local teachers	Reading and individual preparation
4th – 6th weeks Visiting Budapest		Collective virtual fieldwork in international research groups	4 parallel sessions online for 4 research groups, with research mentors	
7th-9th weeks Visiting Larisa				
10th-12 <sup>th</sup> weeks Visiting Madrid				
13 <sup>th</sup> week		Online collective presentation		

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**2.3. Teams Platform for students (access to material, uploading assignments, etc.)**

We selected the MS Teams platform for the implementation of the Online course because of its multifunctionality.

- **Five rooms** were created: (a) the general room for the online theoretical lesson on Monday concerning all students from the 3 countries, (b) the 4 thematic rooms for the research seminars on Wednesday, concerning the members of the 4 research groups.
- **Six main Folders** were designed so that students can find all the necessary material (teachers' presentations, guidelines for research seminars, tools etc.) and so that they have a space to upload their assignments.

**General Structure of the Platform**


- When necessary, **sub-folders** were also designed to facilitate the navigation and access more easily to specific information.


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ROOM	FOLDERS	SUB-FOLDERS
General	Class Materials	<ul style="list-style-type: none"> <li>research groups .xlsx</li> <li>Syllabus STROLL.docx</li> </ul>
	ASSIGNMENTS	<ul style="list-style-type: none"> <li>Creative journals</li> <li>Reading journals</li> <li>Reflective journals</li> </ul>
	Country presentations	<ul style="list-style-type: none"> <li>Greece</li> <li>Hungary</li> <li>Spain</li> </ul>
	Links to google maps	<ul style="list-style-type: none"> <li>Link to Budapest google map.docx</li> <li>Link to Larisa google map.docx</li> <li>Link to Madrid google map.docx</li> </ul>
	THEORY AND RESEARCH CLASS	<ul style="list-style-type: none"> <li>MODULE 1 – Introduction</li> <li>MODULE 2 – Budapest</li> <li>MODULE 3 – Larisa</li> <li>MODULE 4 - Madrid</li> </ul>
	Virtual visits and RESEARCH GROUPS	<ul style="list-style-type: none"> <li>ARTS in the city</li> <li>Final presentation by students</li> <li>LIVING IN THE CITY</li> <li>The gendered city</li> <li>Urban space</li> </ul>

Each Thematic includes 3 folders

- Budapest
- Larisa
- Madrid



## Chapter 3. Staff teachers' coordination

Due to the relative complexity of the course (two pillars: theoretical approach and research seminars) as well as its structure based on successive modules, each one of them organized by one of the 4 partners, the coordination between teachers and mentors was a critical aspect of success. We had to manage two levels of coordination:

- Transnationally, especially to ensure an efficient transmission of information from one module to the other. The objective was to ensure a smooth continuity of the learning process.
- National, especially to ensure a good diffusion of information between the teachers in charge of the theoretical lessons (Monday session) and the mentors accompanying students in their research work (Wednesday session).

### 3.1. Exchange of information between teachers and mentors

Each partner was responsible for delivering a whole module independently, i.e., to hold lectures for the whole class for 3 weeks and support the four research groups during the research seminars run parallelly each week. Teachers from the partnership tended to attend the lectures but they were logically excluded from the research seminars where most of the work with the students was done.

To assure continuity and transparency in such circumstances, we decided:

- to create a **"quite simple" Template** with a limited number of focused questions, posted on the MS Teams platform [Annex 9]. After each session, each teacher / mentor filled in this template and uploaded it on the platform. This task concerned both the Monday session (Theory-method classes) and the Wednesday session (Research seminars). The teachers and mentors kept a detailed documentation on the teaching and learning process that everyone could consult at any moment. This process allowed (i) to obtain regular feedback as regards to what was done and (ii) to detect problems or difficulties so that we can provide solutions / improvements in due time.
- to schedule several **national meetings** with teachers and mentors, during the implementation of each module. It was especially important to find the most appropriate way to lead the Research Seminars. As a result of such meetings, Mentors were able to propose a brief introduction to the visited city (adapted to the objective of the specific module).

### 3.2. Staff meetings at the end of each module

For smooth information flow we institutionalized a **monthly partner meeting** (transnational), where coordinators and main teachers met and discussed the experiences of the previous module, while looking ahead together at the next one. Practical issues like grading, student-led evaluation, time management, etc. were discussed at these meetings, and hands on information were exchanged about the pedagogical experience. These regular occasions were essential in assuring continuity and coherence between the modules and throughout the course.

These transnational meetings obviously played a very positive role throughout the semester. The 1<sup>st</sup> one at the end of the 1<sup>st</sup> module was especially important since it closed the 1<sup>st</sup> round before, we entered in the second module where for the first time the mixed groups (students from the 3 countries) would meet and work together in the research seminars. Based on the experience gained during the first 3 weeks, this meeting allowed us to define some priorities.

#### 1<sup>st</sup> Monthly meeting at the end of the first module

##### Result: Definition of main points for next module

- For research seminar: first time the mixed groups will meet. Leave some time for group building, brainstorming on a common topic and on possible ways to do online research activities online. (Remember, host students can move in physical space and can involve guests' students virtually!). Revision of what makes a good research question (a question that in principle can be answered by the chosen methods)
- There should be a clear plan of what the groups will do in the first week
- Groups should be reminded to fill out the signup sheet for social media post and answer the evaluation questionnaire.

The next meetings at the end of each module followed the above model. During the last meeting at the end of the 4th module, we had to discuss the activities proposed for the closing session of the course. The students had expressed great concern about their final group presentation. This led us to carefully reconsider the organization of the session and we sent a reassuring mail to the students, clarifying the purpose and the content of the event.

## Part 2.

# Implementing the course

## Chapter 4. Introductory module on Urban Research

### *Module 1 – Weeks 1 to 3*

#### 4.1. Importance of the module

The first module was purposefully planned as an introduction to the course. During these three weeks students were supposed to get a good understanding of the academic expectations, to get to a common ground as to the theoretical and methodological approach to be followed and to have the chance to experiment with the collective research method in national teams. The module prepared the students for the virtual student exchange, so that they have more clarity and practice by the time they start working in international groups.

#### 4.2. Planned purpose and content

The aims of this first module were:

- to offer a general introduction to the structure of the course and of the academic expectations,
- to frame the course in the tradition of urban anthropology, more specifically by shortly presenting the work of Walter Benjamin and his efforts to read the urban space as the imprint of modern (Western) consumerist society,
- to build a common understanding of the research topics and the way the collective mini-research project will be conducted,
- to define and transfer basic ethnographic skills, including mapping,
- preparing students for student-led collective research. The content of the frontal classes served these purposes.

Online lectures were planned as follows:

Monday 14<sup>th</sup> of February:

Much of the **first class** repeated what had been explained already at the preparation occasion. This repetition was necessary because the structure of this course is more complex and more demanding than that of most university courses. First, teachers and members of the staff introduced themselves, then students also had some space to say something about themselves. After that we went through the syllabus week by week and explained in detail the two main pillars of the course (lecture classes on

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Monday and research seminar on Wednesday). We dwelled on explaining the assignment and the grading system. We presented shortly the research topics and presented the distribution of the students in the research groups, according to their preferences, previously collected. This was urgent because as early as the following Wednesday they were to start working in groups. The theoretical contribution of the class was rehearsing the major tools of ethnography: observing, journalling ...and mapping. Journalling has a special place in ethnographic methods, as well as in our methodology in the STROLL course. For this reason, the class dealt in detail with the techniques of field note taking, putting the emphasis on the conscious separation of observations and reflections. A short history of mapping was presented to students so that they understand that mapping is not only about faithfully representing objective geographical space but also about creating and shaping certain visions of the world. Because mapping is a powerful tool to explore physical spaces, it was suggested that they start using this method early.

Monday 21<sup>st</sup> of February:

The topic of the **second class** was spatial justice. Our objective was to show students how observation of space can lead to understanding of larger cultural and social structures. In this perspective, it was important to offer a short introduction to the work of critical thinkers (philosophers, anthropologists, and artists) who turned toward the city to explore what they also saw as a new aspect of human life: urbanity in the 19<sup>th</sup> and 20<sup>th</sup> century seemed to be connected to the emergence of the consumerist society (a new feature of Western capitalism). We started the class with a short ice breaker on Mentimeter. Students were asked what words come to their mind when they think of their research topics, and we presented the result in a word cloud. Art, feminism, communication, everyday life, landscape, and environment were some of the words that popped up, next to urban space, and obviously, the city. Then, we returned shortly to the previous class, and we added one more mapping method: that of Kevin Lynch's mental mapping. The first individual assignments students got was to create their own mental map of a city section of their choice. The theoretical introduction was followed by a historical overview of authors and artists using walking as a method of exploration, as well as a conscious way to resist the oppressive features of built urban space. We got acquainted with the figure of the "flaneur" through the work of Baudelaire and Walter Benjamin and we suggested that students take this position of the "stroller" to discover their cities in a patient, still alert and self-reflexive way. The class ended on a critical note, examining some of the social troubles of our times, citing Harvey and Lefebvre, as two examples of those critical analysts who turned to the theme of urban crisis to theorize the possibility of resistance. Finally, we opened the floor to know if students have questions about the assignments and about

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the presentation due to the following week. Concerning the presentation, additional explanation and some tips were provided.

Monday 28<sup>th</sup> of February:

The **third class** was designed to prepare the transition from the introductory module to the first country module (Hungary). For this reason, this was a joint class, where a teacher from Artemisszio and 2 teachers from ELTE shared the time. In the first part of the class, we returned one more time to the practicalities of the program, discussing with students how we, as a group, will do the transit. We spent some more time presenting possible other ethnographic methods, such as interviews and street surveys, and discussing the format of the presentation, before the ELTE team took over, and presented the structure of the online platform. In the second part of the class, we discussed possible intercultural differences when looking at cities in different parts of the world.

### **4.3. Learning activities**

During the introductory module the students also learned the rhythm of the program. In each module, besides attending the classes (lectures and research seminars) they were expected to do extra-scholar field research and read at least two required readings. Because their most important output was the collective country presentation, we did not ask them to produce extensive written assignments, however, we helped them to process intellectually their readings by providing them a template for a reading journal, in which they were asked to collect notes on the readings. They were also required to hand in a sample from their reflective journal for grading. The journal had to contain some notes from the fieldwork, as well as reflections on these and the learning process.

The reading journal had to reflect on the two required readings for the module:

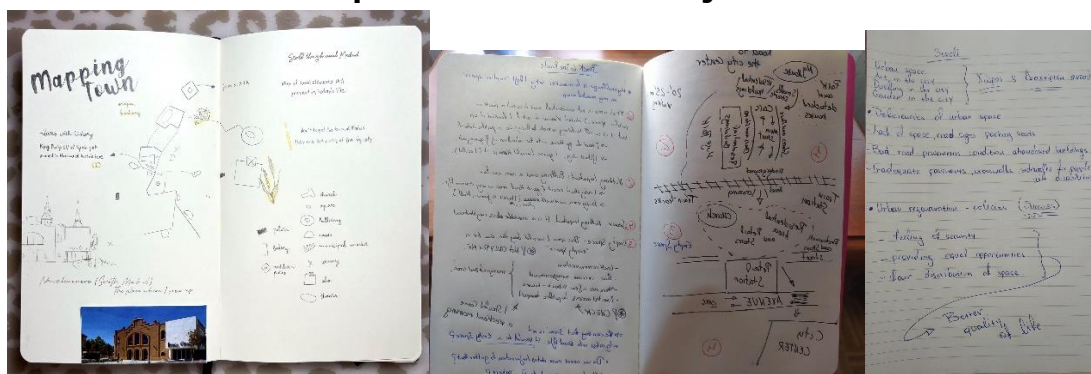
1. Harvey, D. (2008) The Right to the City, *New Left Review*, 53 (pp. 23-40)
2. Low, S. (2014) Spatializing Culture: An Engaged Anthropological Approach to Space and Place, *People, place, space* (pp. 34-38).

Both readings deal with urban space, connecting spatial inquiry with social and political questions about spatial justice. The template for the reading journal contained a list of specific entries to which students had to respond [Annex 10]

Because the readings were chosen by the module's coordinator (Artemisszió), the journals of students from all countries were graded by its team. Students did not just receive a grade, but also detailed feedback in commentaries.

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Because of the highly subjective nature of the reflective journals, students were not graded on these, or more exactly they only received a pass/no pass grade (all of them passed!) with some appreciative comments and further suggestions. The lack of formal criteria or instructions on how precisely to write these journals gave great freedom (and motivation) to the students to create journals as fitted most with their creative calling and critical mind. The result was an incredibly rich variation of different styles and approaches.

**Samples from the reflective journals:**

**4.4. Research activities**

Between the Monday theoretical classes and the Wednesday research seminars students would have to do “field research”, related to topics discussed in class, and brought in conversation during the seminars. Some methods were presented during class, with possible linkages to the theoretical topics. So, during the first module, we explored the potential of mental mapping for creating a new reading of the city or of certain parts of the city. Students were encouraged to “go out” to the street and start mapping. Although this instruction could have resulted in similarly looking end products, the exercise was complicated by the requirement to build connection with the research topics. Students indeed proved to be highly inventive in creating their mini-case studies using mapping as a method, exploring with this tool different topics.

In this first, introductory module, students were not yet working in international teams. Instead, a team of educators (teachers and research mentors) accompanied the research groups in each location, brainstorming and discussing with them, helping them to find their research question and the method that would be the most convenient to research it. Depending on the Covid situation of the moment, teachers and students could meet personally, or alternatively, online. In Hungary, all the research seminars were organized online, but students were encouraged to meet physically during their fieldwork. The site of the fieldwork could be chosen freely by the teams, and it was understood that they should use both offline and online methods

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for it, as much as possible. As for the purpose of the research activity the whole class was broken up to 16 mini-groups (4 research topics, in 4 countries), in this first exercise, the thematic research teams were extremely small size, sometimes composed of one single member. However, each national team was asked to prepare their end-of-module presentation together.

Some methods that the groups used were presented during class or during the research seminar, but some of them were their creative inventions. A list of research methods used during this first module:

- Strolling, journaling
- Mental mapping
- Photo reportage
- Videoing
- Using pictures from social media (Facebook and Instagram)
- Using pictures from archives
- Spatial analysis (documenting different behaviors of users in different spaces)
- Documented observation of the materiality of public spaces (built environment, street furniture, public art)
- Investigating the variation of rental prices (published in adds)
- Interviews
- Retrieving data from street name registry (statistics on male and female street names)
- Using google map (aerial view, street view)
- Comparing official and subjective maps
- Exploring street art
- Autoethnography
- Case studies (for example of an urban regeneration project, or of activist performances for extending women's rights)

The sheer variety of these methods show that the students knew very well how to use the space of creativity that we created for them in the course.

#### 4.5. Main Results

The main result of all the learning and research activities during a module is the research report of the student groups which takes the form of a collective visual presentation in front of the whole class and in the presence of all the teachers from the 3 countries. During the first module it was possible to organize this presentation in a hybrid way, so all the Hungarian group met in person in the university and connected to the Teams meeting where the whole group gathered. This first presentation was also exceptional, because instead of the 4 research groups

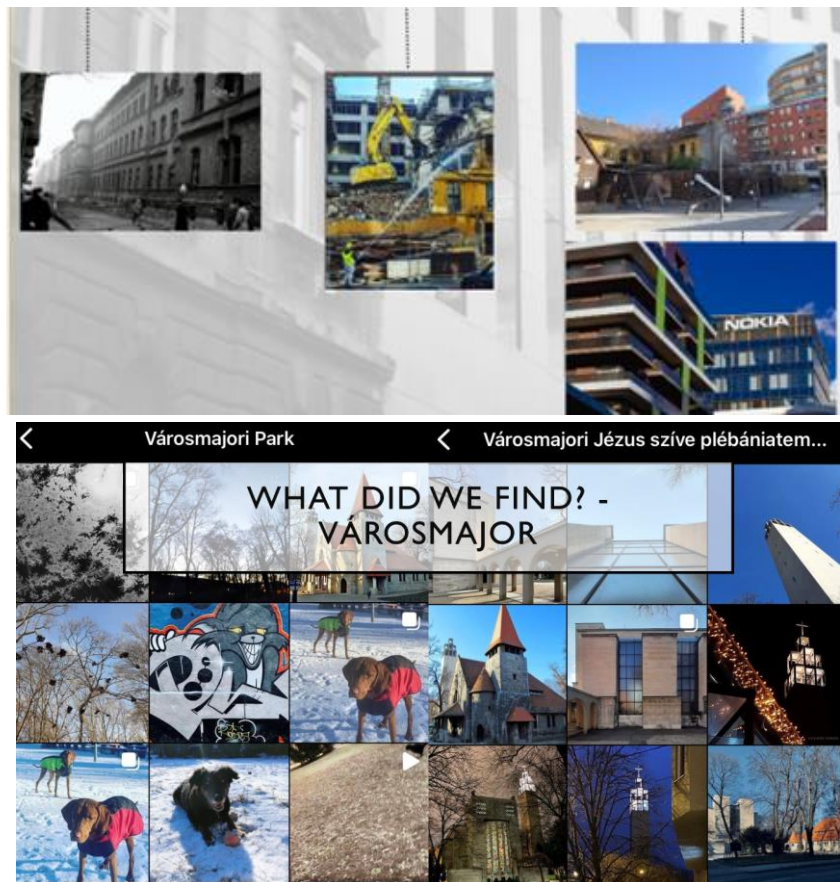


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presenting, here the national groups presented, but each national presentation had to accommodate its 4 research topics. The only constraints the student had was the thematic of their research group, within that they could freely decide on their research question, the topics that they were interested in and the methods they used. Understandably, the students' way to work differed a lot in the different cities, also reflecting the main approach of their universities. In Hungary, the whole group had a pronounced sociological/anthropological interest, in Greece, students were more versed in urban planning, while in Spain the work of all the research groups were influenced by art and creativity. In the following, we will present shortly the work of the national groups.

In **Hungary**, the **Urban Space group** worked on gentrification, and they chose a quickly transforming neighborhood in Budapest's city center as their field. They visited Individually and together Corvin Negyed, they took pictures, they mapped and talked to the inhabitants in the streets and cafes. They also used social media archives for temporal comparison. Their research question was "How public spaces are transformed by gentrification?" They found that gentrification diversified the population and created new public spaces from where lower income inhabitants were pushed out. Other public and semi-public spaces which had been frequented by locals, were transformed, or disappeared. They used the concept of "spatial justice" to frame their findings. **The Gender group** asked the question "How gender inequality is reflected in the public space?" and they used as a method comparing street names bearing masculine and feminine names. Not only did they find that there are more male heroes giving their names to streets, but also female characters borrowing their names to streets were more often imaginary figures, not real persons. **The Dwelling in the City Group** did their observations in 4 different city parts (2 in Buda and 2 in Pest). They asked the question "What is the function of these parks?", with the hypothesis that the way how people use the parks confers specific functions to their places. They did participant observations in the park, and they also used Instagram pictures to create statistics. Infirming their preliminary hypothesis, they found that each of these parks have multiple functions, however they differ by the profile of the public that frequent them, and by their physical aspects that determine what kind of pictures people post about them. **The Art in the City group** collected examples of street benches and public sculptures with a particular interest in miniaturized sculptures, of which Budapest now is famous. They were also interested in their function and documented each example with photos taken on the spot.

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**Columbo Statue**

A bronze sculpture of American actor Peter Falk



<https://goo.gl/maps/fXSwfY49yKlCg44LA>



Within the **Greek group**, the research team working on **Urban space** was also interested in the different functions of urban spaces. Their research unit was their city, Larissa. Using areal pictures, they could demonstrate the density of the urban structure. They also made a photo documentation on problems in urban development (damaged or too narrow pavements, lack of parking lots, etc.), following closely an urban regeneration project, showing how many of these shortcomings were improved. The **Gendered City** group examined how marginalized groups act in public spaces to

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claim their rights. They brought interesting examples of feminist movements staging resistance in public spaces. The **Living in the city** group contrasted overcrowded and dysfunctional public spaces, abandoned buildings that could be transformed and city parks that already function as attractive public spaces. The **Urban art** group explored several art forms that can be visually identified in the public space in Larissa, adding more temporal forms of art, such as digital and new media, bringing localized (photographed) examples. Related to each example they asked different questions, related to our theoretical readings and class learning.



An alternative Laundry Was Spread In Larissa as part of the celebration of Women's Day, feminist collectives sent their own message, spreading a different laundry in the central square of Larissa





space for claiming rights







Event of Simultaneous Public Breastfeeding in a public cultural space: Pappas Mill  
rewarding public breastfeeding and familiarizing our society with the image of the breastfeeding mother

Is Larisa Densely Built?

Is Art open to intervention  
neo-dadaism or vandalism?

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In **Spain, Urban Space** was explored through the concept of “empty space”, with the interesting hypothesis that mental maps can help us discover “empty spaces”, i.e., spaces which are rendered invisible by social/spatial segregation. Invisible places are marginalized places because they are used/inhabited by marginalized groups. Finding these places could help planning urban development to be more inclusive- was the presentation’s final argument. The **Gendered City** group asked the question: “How aspects of gender and culture transpires in different cities?”, using their own city as a case study. Showing localized examples, they demonstrated how the city creates boundaries for women but also how women are doing their struggle by stretching the dominant boundaries. **The Art in the City Group** successfully proved that it is possible to find art in places where one would not expect to find it, on the margin, on the facades and in the everyday. The **Dwelling in the City** group chose concrete places for their case study: 2 subjective reference points in a particularly interesting district in Madrid. In their presentation they were able to bring together a reflection about public space and social practices, asking the question “What makes people feel at home in the city?”





## Chapter 5. Visiting Budapest

### *Module 2 – Weeks 4 to 6*

#### 5.1. Importance of the module

In this module, we provided theoretical concepts, approaches, and methodological tools for urban analysis from a gender perspective. In addition to gender, the methodological focus was on the tools and different ways of visual analysis.

Gender is one of the most important social categories (one of the Big Three, besides age and ethnicity). It stems from gender how we develop our gender roles which define how we behave in social spaces as being male or female in a particular culture. Gender ideologies, important value sets are also influencing our existence, we try to operate according to these values. All this can be observed and examined in the space of the city, and this is what this module was aiming to do. We searched for examples for how aspects of gender and culture can be investigated in the city. What does masculinity or femininity mean in the city, what are the images related to these concepts? Are urban spaces used specifically by women or men? What are they, why do they use them, what does that mean? How norms of cleanliness, dirt, odour, and modes of dressing are „dictated” by our culture; how values of shame or disgrace can be attached to certain modes of appearances, and how does this all relate to gender? These, and other questions concerning gender and culture were raised in this module in accordance with the philosophy of the course which was to examine cities within a rich interdisciplinary framework, integrating cultural and social aspects of urban research.

The different social-gender roles and gender-related values often covertly interweave social functioning; therefore, we needed methodologies that are capable of deciphering hidden messages. “Pictures have capacity to convey information that cannot be coded in any other way” (Nyíri, 2009), that's why we looked at the photos and images that can be sources of interpretation of any social construction. Unconventional methodologies fit well into the broader framework of the course. According to our ideas, during the course, we looked for and presented methods to the students that help them discover urban spaces in new ways, and that are also suitable for online research. Among the tools of visualization, there are many that fit perfectly into this idea, so visual tools were an integral part of our methodological framework.

## 5.2. Planned purpose and content

In this module, we wanted students to get to know theoretical concepts and some methodological aspects necessary for gender-based research. We aimed to place the concept of gender in a broader theoretical framework, so we discussed the relationship between culture and gender together during the module. In this broader context, we analyzed the city from the point of view of cultural values, and within that Hofstede's values of masculinity-femininity. Also, through the concept of the gendered city, we planned to examine how gender manifests itself in urban spaces and in the lives of the city's inhabitants (e.g., gender differences in public and private spaces, appearance of power status differences in the city, gender roles that can be observed in the urban space).

From a methodological point of view, our goal was for the students to learn about the methods by which visual materials can be included in the research process. We also considered it important to show and emphasize the possibilities for the joint interpretation of visual and textual information (see an example for different sources of visual interpretation in fig. 1.). Different aspects of the creation and use of visual materials were also scrutinized (photographing social phenomena, using existing photos, images, etc.).

### Sources of visual interpretation analysis /Kolodko Mihály: Mekk Elek<sup>1</sup>/

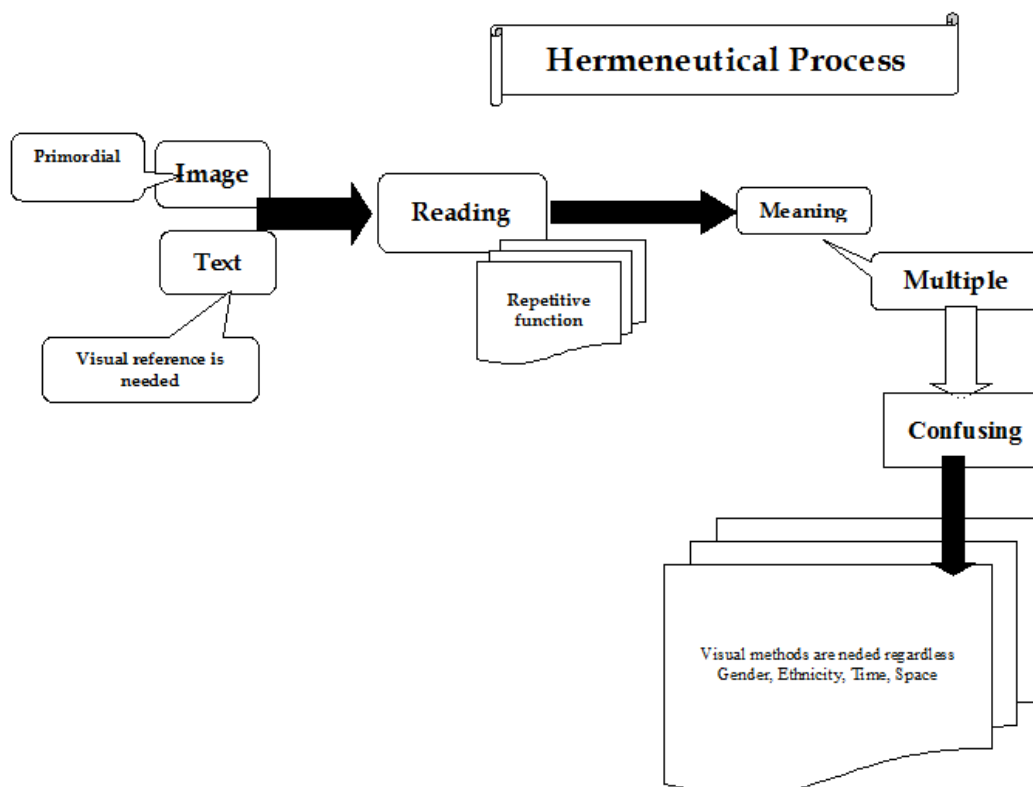


<sup>1</sup> kolodkoart.com

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During the visit to Budapest, we focused on the so-called Iconographic analysis. In the main methodological presentation, we used voice-recorded ppt-s.

The key feature of the presentation pointed out that for decades, historians have analyzed primarily textual documents such as letters and diaries to recreate history. Researchers used only pictorial papers to illustrate their theses. In this introductory presentation, we gave some examples of the possible analysis methods and the theoretical framework of this discipline. According to several visual researchers, a picture's meaning depends on convention, and it is a matter of constitution that makes a picture a picture. Gadamer (1998)<sup>2</sup> points out that images and buildings can be read. First, we try to decipher the letters and then read them fluently. According to Kress – Leuween (2006)<sup>3</sup>, picture analysis helps interpret and translate the coded information. The hermeneutical process serving the deciphering and interpretation of pictures may be summarized as follows (Endrődy-Nagy, 2017)<sup>4</sup>:



Then we learned the following two focuses:

2 Gadamer, H-G. (1998): Truth and Method, trans. Doepel and Weinsheimer, Sheed and Ward, London  
 3 Kress, Gunther and Leeuwen, Theo van: Reading Images, The Grammar of Visual Design, London and New York, Routledge, Taylor & Francis Group, 2006.

4 Endrődy-Nagy, O. (2017): Images and Iconography in Cross-Cultural Context In: Benedek András, Veszelszki Ágnes (ed.) Virtual Reality – Real Visuality: Virtual, Visual, Veridical. 198 p. Frankfurt am Main; New York; Berlin; Bern; Bruxelles; New York; Oxford; Wien: Peter Lang GmbH, Internationaler Verlag der Wissenschaften, 2017. pp. 67-78.

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- How to classify the analyzed documents?
- What are the limitations of a possible analysis method?

We also provided a list of suggested other literature at the end of the presentation.

**5.3. Learning activities**

In **theoretical modules**, students were provided with different theoretical and methodological presentations.

- o Gender, culture, and the city (introduction of theoretical concepts)
- o Women History through the Lens of Visuality
- o City through Photovoice method and digital storytelling
- o Iconography step by step – how to do a visual analysis?

During the **research seminars**, all four topics of the course were covered. Different instructors used different teaching methods in each research group.

In the gender group with the help of small interactive presentations gender-relevant phenomena in the cities were discussed, research and observation examples were given (e.g.: public space (street) named after women; women in the maze of Budapest – walk from a feminist perspective; Budapest Men Only / Women Only Bath; woman & man in Budapest – gender roles which can be experienced in urban space; gender sensitive campaigns in public spaces).

In the art group, we focused on public spaces, the relationship between street furniture and human beings, and the interaction of general chairs, benches, and sculptures. We created the following categories within street art:

- I. MAINSTREEM
  1. Buildings
  2. Statues
  3. Tromp d’oeil
- II. STREET ART
  1. Street furniture
  2. Wall-decor
    - Grafitti
    - Tags
    - 3D paintings of pedestrian
    - Other wonders

We tried to identify several examples of each category. By the end of the first seminar, we have decided to create research about the mini sculptures – what they mean, why they are effective, and what their relation is to the space. In the meantime, we started



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to create a mind map in Miró. In their final presentation, students found evidence of more vital emotional involvement of these mini sculpture creatures.

Besides interactive presentations and discussions, other learning activities were applied such as brainstorming, group discussions including debates, and analysis of previous research examples provided the basis for finding research topics and conducting research.

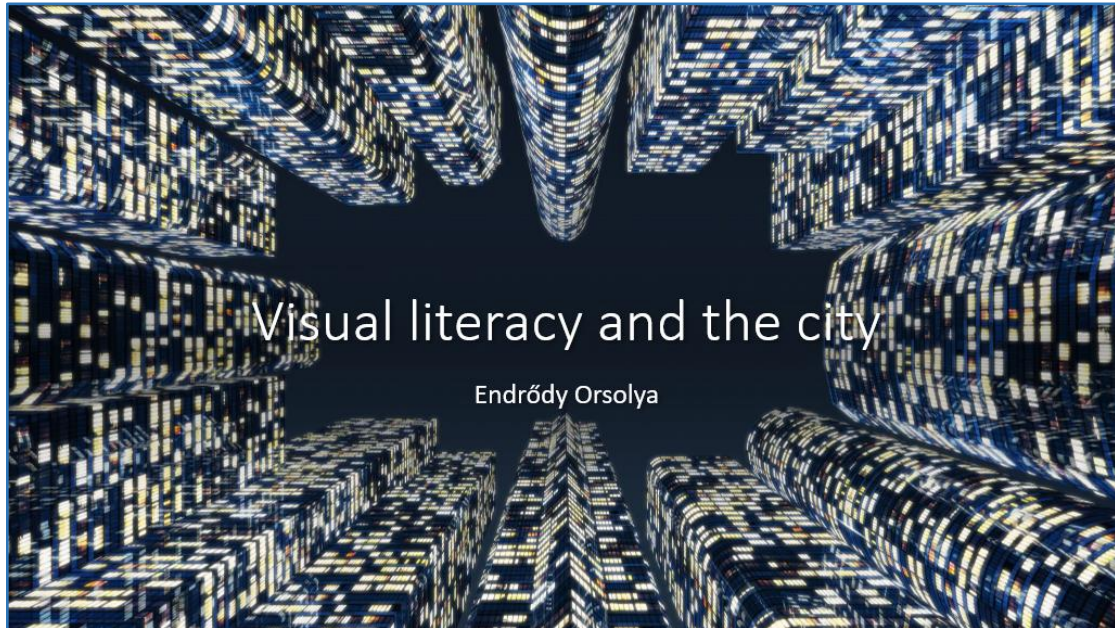
In the urban space group, we spent a lot of time brainstorming about the different students' interest, trying to find common points and an initial research question that we can start working with. The discussion was lively and slowly the international aspect of certain places of Budapest emerged as a possible topic to explore, proposed by the students at home in the city, who had already a few ideas about adequate field sites. For the second seminar the Hungarian students brought photos that they took on the previously selected places. We brainstormed together questions that can be asked concerning the pictures. The students worked independently in the bigger part of the session and invented a method to comment photos individually and in written, which they used finally in their final presentation.

**5.4. Research activities: what methods and tools were proposed and implemented?**

In this module, the students were offered research tools with which they could examine urban research questions with the help of visuality. One of the methods presented was Photovoice technique which is originally a participatory research tool to understand and interpret visual information (photos, pictures) from different viewpoints, hence reflect on other people's perspective.

Besides pictures, photos we also wanted to develop a more broadly understood visual literacy in students, so we offered the methodology of iconography for the visual analysis of urban space (e.g., analysis of public spaces, statues, building walls, etc.) (see excerpts from teacher's presentations below.)

Excerpt from “Visual literacy” presentation



+

o

## Art on the streets

- I. MAIN STREEM
  - I. Buildings
  - II. Statues
  - III. Tromp d'oeil
- II. STREET ART
  - I. Street furniture
  - II. Wall-decor
    - Grafitti
    - Tags
    - 3D paintings on pedestrian
    - Other wonders

•

## 5.5. Main results

In this module, each of the research groups tackled their topic in an exciting way. There was one group that specifically carried out its research using the methodological tools offered (Photovoice Analysis), but the other groups also partially applied the tools of visual analysis and image observation, shaped to their own interests. Cooperation began to develop within the international (mixed) groups, although the extent and strength of this was different in each group.

The four-research carried out by the groups were the followings:

- Interaction and Communication with Sculptures
- Balcony Observation – Dwelling in the city
- Gender representation in Budapest streets – The shape of the city, gender, and naming
- A Photovoice Analysis on the Internationalization of Public Spaces in Budapest (The Case of Fisherman’s Bastion and Kazinczy Street)

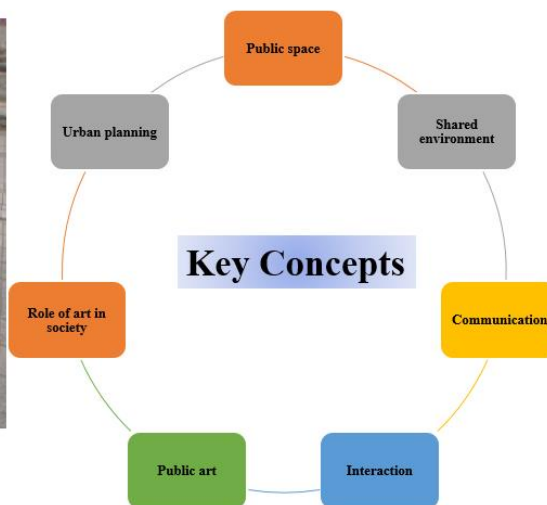


Presentation on balconies (Dwelling in the city group)

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Imre Kalman  
Hungarian composer  
1882 - 1953

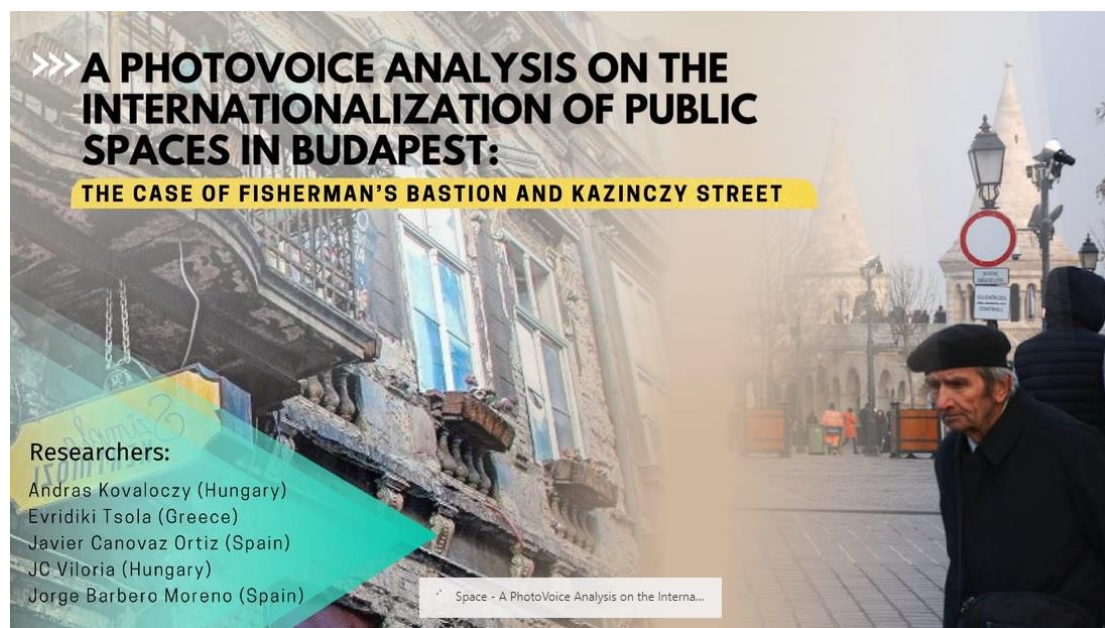


Presentation on street furniture and sculptures (Art in the city group)



Presentation on the gendered identity of buildings (The gendered city group)





Presentation on the internationalization of public space (urban space group)

## Chapter 6. Visiting Larissa

### *Module 3 – Weeks 7 to 9*

#### 6.1. Importance of the module

Rapid urbanisation is an inescapable process whose obvious result is the continuous increasing proportion of the population living in cities. In 2020, around three quarters of the population live in urban settings (Mennatallah & Plaku, 2021). This evolution has direct impacts on the citizens' quality of life from both a social and environmental point of view.

*«Urban living limits access to nature and can increase exposure to certain environmental hazards, such as air and noise pollution. Many urban areas face increasing pressure from expanding populations, limited resources, and growing impacts of climate change. These challenges must be addressed for cities to provide healthy and sustainable living environments».*

*W.H.O., 2017, Urban green spaces: a brief for action<sup>5</sup>,*

<sup>5</sup>[https://www.euro.who.int/data/assets/pdf\\_file/0010/342289/Urban-Green-Spaces\\_EN\\_WHO\\_web3.pdf](https://www.euro.who.int/data/assets/pdf_file/0010/342289/Urban-Green-Spaces_EN_WHO_web3.pdf).

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In such a context, public open spaces as well as urban green spaces are vital for understanding cities and the quality of life of their inhabitants. They are important part of common services provided by the cities and they serve as a health-promoting setting for all members of the urban community.

As mentioned by S. Efil (2019), *«it is undeniable that public spaces contribute immensely to creating healthy, well-functioning urban environments. Landscape architects have a great responsibility to create socially sustainable places ... Therefore, well-functioning public spaces are crucial for any urban environment due to being physical spaces for civic participation, sense of belonging, and social integration»*<sup>6</sup>.

According to this, we proposed to the students to explore the concept of Urban Open Space (UOS) as a structural element of the city that contributes to providing **environmental, social and/or economic benefits** (whether direct or indirect) to citizens.

Urban Open Space can be defined as all land that does not contain buildings and are left open to the citizens. If there is a broad variety of UOS, this module is focused on green spaces, and other nature-based solutions as **Pocket parks** that must be understood as places of social interaction between the inhabitants and places of social integration.

*«The right to access green spaces is not a topic of just quantitative increase. While urban parks offer opportunities for wide social interaction, pocket parks are more concerned with high-density urban neighbourhoods, where they interconnect intimately with their immediate communities. It is this close connection to their locality, along with their small size, which give pocket parks their intimacy».*

Mennatallah Hamdy , Rovena Plaku (2021)<sup>7</sup>.

Therefore , we proposed to students to examine and discuss about new innovative approaches that ensure accessibility to green spaces for all population groups and could contribute to increase the quality of life of residents.

## 6.2. Planned purpose and content

During this module and through the study of Larissa City, the students were expected to:

<sup>6</sup> <https://land8.com/how-public-open-space-reactivates-the-city/>

<sup>7</sup> Mennatallah Hamdy, Rovena Plaku (2021). Pocket Parks: Urban Living Rooms for Urban Regeneration. Civil Engineering and Architecture, 9(3), 747 - 759. DOI: 10.13189/cea.2021.090316

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- understand and get familiar with key concepts related to **living conditions** in the city through the **development of green opened spaces** and other nature-based solutions (as Pocket Parks).
- develop critical thinking about the *Triple Win* for citizens (social, environmental, health-related) that could generate innovative approaches as regards public green spaces.
- Experiment creative methods as **mental mapping and mind maps**, combining them with **google maps**
- Experiment - through a case study in Larissa - creative methods for development of pocket parks and small-scale green interventions in the urban fabric.
- Understand the specificities of Larissa, a regional urban center in the heart of a highly agricultural region.

The three online lectures (Monday), have been organized as followed:

#### Monday 28 March: Citizens and urban open spaces

This 1st lesson started with a brief presentation of the city of Larissa that students was invited to virtually visit. Then Elina Manika developed the thematic relative to Citizens and Urban Open Space – crestring a Triple Win (environmental, Social, healthy) for citizens.



Marie-Noelle Duquenne, Walking the city of Larissa

The aim of this 1<sup>st</sup> lesson was to encourage students to explore and understand the concept of urban open spaces and especially one specific type: the «Pocket Parks».

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## Main idea

 "..... to achieve urban integration means thinking of urban open space not as an isolated unit—be it a street, park or square—but as a **vital part of urban landscape** with its own specific set of functions"

 "... Public space should be conceived of as an **outdoor room within a neighbourhood**"

 *Public spaces work best when they establish a direct relationship between the space and the people who live and work around it*

During the first part of the lesson, the following issues were discussed: (i) The role of urban open spaces, (ii) the range of open space types, (iii) the provision of services by open spaces and their relevance. Then the lesson focused on the concept of Pocket Park, presenting its origin and the benefits resulting from their development for the inhabitants in their daily life. The lesson ended with some directives and discussion about the construction of the research question, using tools as Google maps and Mind Map. Nikolaos Kokosis then presented the concept of mind mapping invented by Tony Buzan in the 1970s. This is a technique of visual representation to show relationship between various ideas, concepts, or other information. It allows to represent hierarchical information that includes a central concept or idea surrounded by connected branches of associated topics



### Constructing the research question

#### Main Research Questions

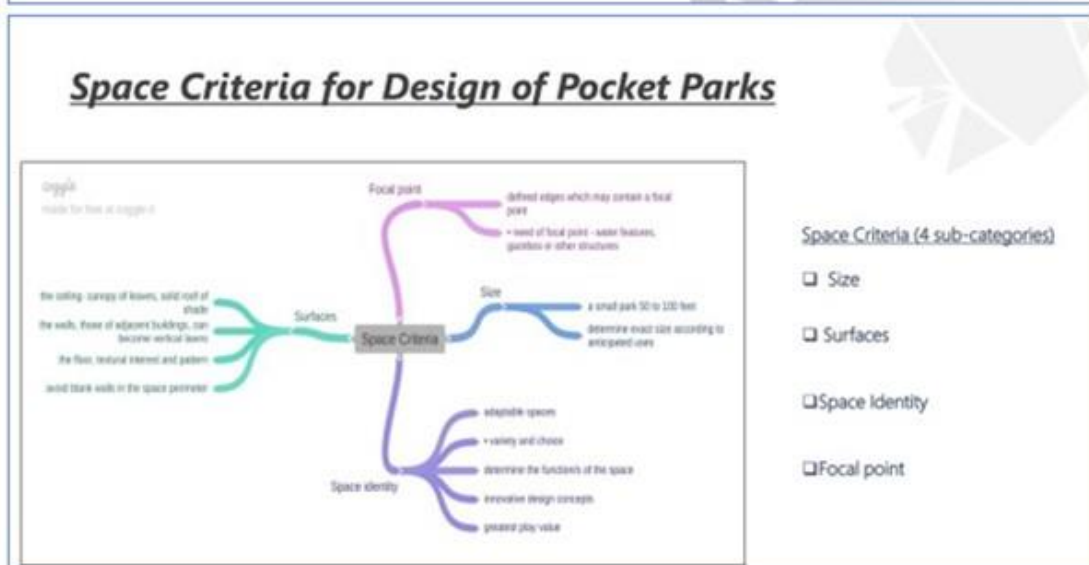
- Which places are more suitable to become pocket parks?
  - What are the expected benefits of these spaces?
    - How can they work?
  - What alternative scenarios do we have?



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Monday 4 April: *Greek cities and Larissa as a case study for development of Pocket Parks*

After a general presentation of the Greek cities characterised by an 'over-fragmented' and 'collage-like' morphology as well as minimum standards of public open spaces and public amenities, the lesson focused on the city of Larissa as a typical case study of Greek city with deficit in open public spaces, especially green spaces. We examined to what extent, different types of tactical urbanism methods (as pop-up extension, playstreets, streateries, parklets and pocket parks) could improve the urban environment. The lesson closed with the presentation - through **Mind Mapping** - of the parameters and Criteria for design of Pocket Parks.



*Elina Manika and Nikolaos Kokosis. Presentation of parameters and criteria for Design of Pocket Parks, 4-4-2022*

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Monday 2 May: *Following the crisis of the pandemic, Cities need to transform and adapt to new conditions*

*"First life, then spaces, then buildings. The other way around never works". (Jan Gehl)*

In this lesson, through a ***bibliometrix approach***, we presented how cities should adapt to emerging trends following the pandemic. New trends in work and commerce entail transformations in both the housing market and ***citizens' mobility***, which in turn will have a decisive impact on urban spaces. These new evolutions bring the issue of public space as a key facet of public life back to the forefront. Therefore, it appears that ***changes in urban planning approaches*** are necessary, promoting new innovative initiatives - as tactical urbanism - that are essentially anthropocentric and aimed at improving the urban environment.



### 6.3. Learning activities

To become more familiar with the concepts and approaches developed throughout this module (especially the new approaches in urban planning), students were invited to read the following two texts and then choose one of them to complete the template created for this purpose.

**Mennatallah Hamdy, Rovena Plaku (2021). Pocket Parks: Urban Living Rooms for Urban Regeneration. Civil Engineering and Architecture, 9(3), 747 - 759.** DOI: 10.13189/cea.2021.090316

**Landgrave-Serrano M, Stoker P, Crisman JJ (2021). Punctual Urbanisms: Rapid Planning Responses to Urban Problems. Journal of Planning Literature, 36(4):467-491.** doi:10.1177/0885412221999424

We have also placed great emphasis on understanding and learning about Mind Mapping. We invited the students to create - throughout their work in groups - their

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own mind maps as a process for taking notes by identifying the most important points or key words and detecting the relationships between the main ideas. Through this exercise, students can stimulate their own creative thinking, define their research questions as well as construct their final presentation.

**6.4. Research activities: what methods and tools were proposed and implemented?**

As above mentioned, each transnational group of students had to carry out its “field research”, related to the main concepts developed during the 3 theoretical courses, while integrating their own specific topic (urban space, gender, living in the city, art). During the seminars on Wednesday, the 4 mentors (after consultation between themselves) proposed to the students some common research methods to be applied and adapted to their own thematic - research question, and in particular:

- **Exploring and understanding** the city of Larissa **through online documentation**, photographs etc. *Exploring Web Resources* is contrarily to what we can think, not a so easy task because not everything we can find on the Internet is appropriate to use as a reliable resource in our research. For each international group, the exploration was focused on a specific question as for example:
  - ⇒ *what forms of Art can we find in the open public spaces of Larissa?* This also means that students had to identify the main categories of city art, represented in Larissa.
  - ⇒ *What is the contribution of urban open spaces in reshaping the urban fabric?*
  - ⇒ *Does the need for urban renewal in Larissa necessarily involve major interventions? What about smallest interventions as tactical urbanism?*
  - ⇒ *To what extent urban design can make space safer for women?*
- **Brainstorming** as a qualitative research method for generating collectively as many creative ideas as possible. Brainstorming is based on the active interaction between participants aiming to develop cohesion between them and built relationship among them so that they can collectively produce creative thinking. Hoing (2001) defined brainstorming as «*multiple thinking that includes the breaking up of old ideas, making new connections, enlarging the limits of knowledge and the onset of wonderful ideas*». For Jarwan (2005)<sup>8</sup>, it means

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<sup>8</sup> Jarwan F., (2005). Teaching Thinking: Definition and applications. Amman: Dar Al-fkir. Jordan

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*«the use of brain to the active problem solving and the brainstorming session aims to develop creative solutions to problems»*

During the 1<sup>st</sup> seminar, each mentor accompanied the students as a “moderator” to clarify some information. This was necessary due to the fact that Larissa was an unknown City for Hungarian and Spanish students. Unlike the other two cities (Madrid and Budapest), Larissa is a medium-sized regional city without international standing. It is important to underline that in such a context, the role and involvement of host students was essential.

- **Gaming** to definitively define the research question and propose pertinent responses. The mentors suggested to their own group of students to act as a hypothetical group of experts appointed by the Municipality of Larisa, to make a **diagnosis** as regards open spaces in Larisa and justify a strategy based on the development of “pocket Parks”. Once again, each transnational group had to integrate in their proposal its specific topic.

During the research seminars and for the collective work, we proposed to students to use and combine the following tools:

- Google Map and Street View to collect photographic material from the city of Larissa, that corresponds to the topic under exploration. Via google maps students had the opportunity to visit Larissa and created and enriched a thematic map with four layers each one for the four issues considered: green space in the urban fabric, gendered injustice about green spaces, parks as well as forms of art in the open urban spaces.  
Through Google Map and Street View, students had the opportunity to seek and select a suitable abandoned plot / site that could be the basis for the creation of a potential pocket park.
- Mind Maps: students were invited to create mind maps using the basic steps that were presented during the theoretical course. Students had the possibility to create their mind map manually or using free online tools as Coggle or Miro that gives the opportunity to design the mind map and at the same time illustrated the main idea and its sub-components with photos and/or other documents.

## 6.5. Main results

One «problem» encountered by the students during this module - that we had not properly assessed - was the difficulty to acquire a precise idea of such a medium regional unit’s urban planning due to the huge difference between Larissa and the 2 other cities with international fame. It was the first time that visiting students heard about this city, so initially they had difficulty to imagine what Larissa was.

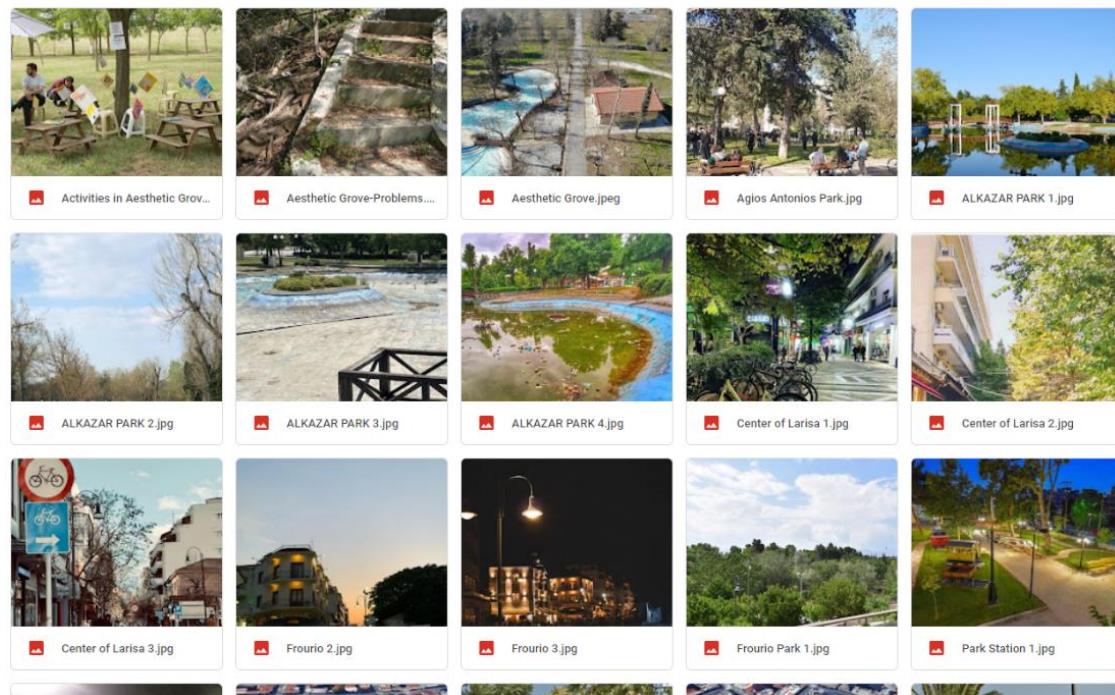
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This problem was partly overcome by the students by using the photovoice method and by the creation for this purpose a Folder "Photovoice Larisa" with a very useful material concerning various open spaces in Larisa including potential plots well adapted to tactical interventions.

According to their final collective presentations, the students demonstrated that they were able to develop well focused mini research projects around the central theme of Pocket Parks. They also used with high degree of creativity the proposed tools.

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Σε κοινή χρήση με εμένα &gt; PHOTOVOICE LARISA ▾


*Extract of the PHOTOVOICE LARISA created by Students*

The **Urban Space Group** demonstrated that they have learnt and understood the issue of Open Urban Spaces and their contribution to the urban regeneration of a city as Larissa. Applying the criteria presented during the course, they also examined what plots in Larissa would be 'good places' for the creation of Pockets parks. Students also proposed an adapted form of *photovoice with rubric* (after collecting the pictures, different team members wrote their reactions to them in pre-established template), which was a very pertinent methodological approach.

**The Dwelling - Living in the City Group** selected an interesting research question: how to apply theory and practice to detect the appropriate place for a Pocket Park providing easy access for citizens and offering places for citizens' participation. In this context, students proposed a robust methodology based on brainstorming activity which allowed them to produce a great variety of mind maps. What we should also remember from this collective work is the ingenuity through which students created an organic link between the three cities, connecting them with the concept of Pocket Park.

The **Gender Group** proposed a very clear research question: How urban design can make space safer for women? Students clearly highlighted the importance of the concept of injustice in the field of gender studies, proposing very detailed mind maps covering specific fields of injustice that we can meet inside the city.



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The **Art Group** proposed a playful presentation based on a creative and meaningful discussion between the students. Students, using Miro, managed to design a *thematic music Pocket Park* focused on key items and called it the «Giannis Pocket Park», demonstrating a real creative capacity as well as an understanding of the criteria that can make a pocket park attractive - as a place of social link - for the local inhabitants.

Some significant extracts from the work done by the students at the end of the 3rd module are presented below.

**Using photovoice with rubrics**  
**Potentiality of Pocket Parks in reshaping urban fabric**  
**[Urban Space Transnational group]**

Urban space group

## URBAN DESIGN

**METHODOLOGY**

PV IS "A PROCESS BY WHICH PEOPLE CAN IDENTIFY, REPRESENT, AND ENHANCE THEIR COMMUNITY THROUGH A SPECIFIC PHOTOGRAPHIC TECHNIQUE. IT ENTRUSTS CAMERAS TO THE HANDS OF PEOPLE TO ENABLE THEM TO ACT AS RECORDS, AND POTENTIAL CATALYSTS FOR CHANGE, IN THEIR OWN COMMUNITIES." (WANG & BURRIS, 1997)

DATA COLLECTION

- PHOTOVOICE METHOD
- COMPLIMENTATION OF RUBRICS

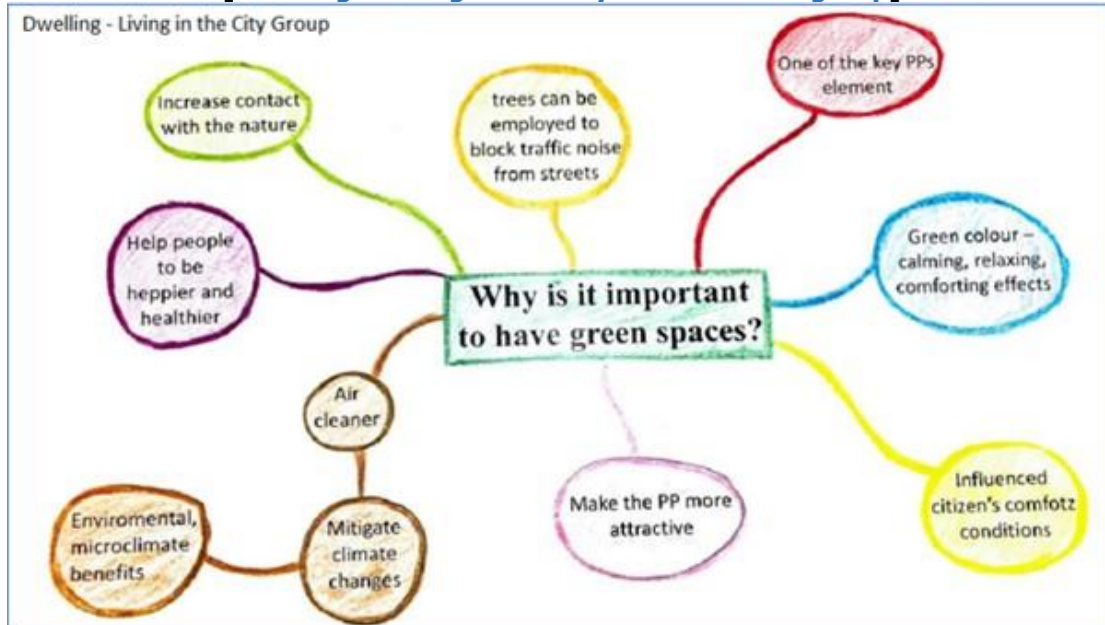
Examples of pocket parks	JERGA	ANDRAS	JANIS	JC	EVNI

POCKET PARKS	JERGA	ANDRAS	JANIS	JC	EVNI
For Whom?					
The main difference between Regular Parks and Pocket Parks					
Limits of the pocket parks					
Purpose of Pocket Parks					
Advantages of pocket parks					
Disadvantages of pocket parks					



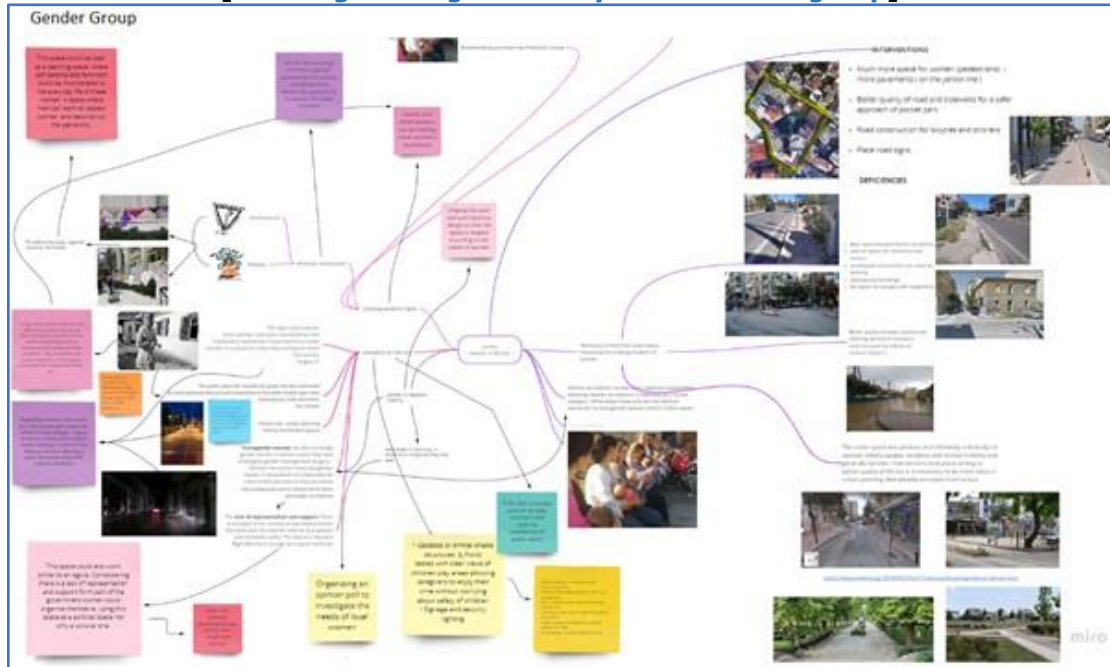
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**Brainstorming results – visualization through Mind Map**  
**Role of Green spaces and accessibility of Pocket Parks**  
**[Dwelling – Living in the City Transnational group]**



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**Brainstorming results – visualization through Mind Map**  
**Gender in the City – fields of injustice**  
**[Dwelling – Living in the City Transnational group]**



**Design of a thematic Pocket Park**  
**[Art Transnational group]**



## Chapter 7. Visiting Madrid

### *Module 4 – Weeks 10 to 12*

#### 7.1. Importance of the module

In 1961, Jane Jacobs, published her book “The death and life of great American cities”, and she dedicated a chapter to the art. In this chapter, Jacobs wrote “*we need art, in the arrangements of cities as well as in the other realms of life, to help explain life to us, to show us meanings, to illuminate the relationships between the life that each of us embodies and the life outside us. We need art most, perhaps, to reassure us of our own humanity*”<sup>9</sup>. Based on this idea, this module focuses on how the art is part of the city, and how we can understand the city better, when we understand that art is part of our lives.

According to this, we proposed the following two quotations as inspiration at the beginning of this module:

*The most recent trend and the most valuable contribution of museums seems to be the desire to reach outside of the museum to the street “happening” to the neighborhood and to the whole community... The Museum, which has all its activities centered in one building has been called Mausoleum, a barren crypt, a hothouse of inert treasures. Today the hue and cry are to break out, to get into the streets where people and action are. The museum without walls that reaches in every place where it is needed is the museum of today and tomorrow.*

Victor D’Amico. 1969. Museum Art Education in Crisis, 2-3<sup>10</sup>

*Community arts has been described as “art in other places” meaning art that has moved out of the museum and into the communities, agencies, and institutions where it can have a direct, positive impact on the lives of people, from the most personal to the most political levels.*

William Cleveland. Art in other places. 2000<sup>11</sup>

With these two important authors in art education and community art, let us introduce the theoretical frame to the students. Through the module, we taught how to apply these theories into the reality of Madrid city.

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<sup>9</sup> Jacobs, J. (1961). *The Death and Life of Great American Cities*. New York: Random House.

<sup>10</sup> D’Amico, V. (1969). *Museum Art Education in Crisis*, 2-3

<sup>11</sup> Cleveland, W. (2000). *Art in Other Places: Artists at Work in America’s Community and Social Institutions*. Santa Bárbara: Praeger

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## 7.2. Planned purpose and content

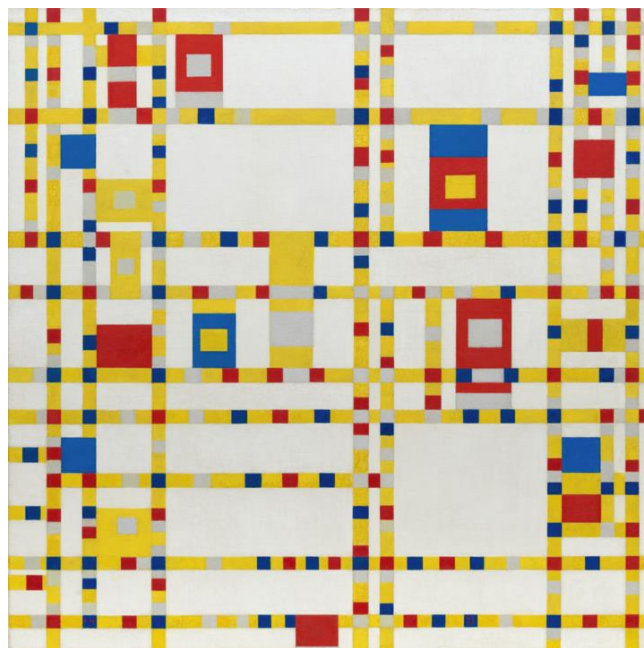
The students were expected to:

- Understand key concepts related to **exploring the city and the urban space through the Art.**
- Experiment with different **creative methods: recording videos, photographing, walking, or drawing data.**
- Understand **Madrid city through the art and creative processes.**
- **Feel confident using creative methods in the collective research for** gathering data, interpreting these, and presenting the findings.

Online lectures were planned to acquire these knowledge and skills.

Monday 9<sup>th</sup> of May: *Art in the city, walk inside/out* by Sara Torres.

Sara Torres, presented an inspiring conference, introducing ideas as, museums in the city, heritage in the city, or art education. During this session we had the opportunity to connect some pieces of art in an interactive way, thinking about art is part of our life in the city:



*Broadway Boogie Woogie (1942-43) by Piet Mondrian.*

Monday 16<sup>th</sup> of May: *Creative methods for exploring the city* by Noemí Ávila.

This session was recorded (due to fact that this day was a local holiday in Madrid), giving us the opportunity to record two didactic videos. One video about several methods for exploring the city, based on Jan Gehl and Birgitte Svarre's book, *How to*



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*study public life* (2013)<sup>12</sup> and other creative method, *drawing data*, inspiring by the project *Dear Data* (2014)<sup>13</sup> created by the artists Giorgia Lupi and Stefanie Posavec.

Another video, edited by Jorge Barbero, that describes the activity about Street Art in Madrid, that we developed with two UCM-students. This video is an example about how we can use other creative methods for exploring the city, such a walking, recording, or photographing.

**Video's frames created by Noemí Avila. Recorded session (16<sup>th</sup> May) about *Creative Methods for exploring the city.***



<sup>12</sup> Gehl, J & Svarre, B. (2013). *How to study public life*. Washington: Island Press

<sup>13</sup> <http://www.dear-data.com>

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**TikTok video’s frames created by Jorge Barbero (UCM student) showing the activity “Street Art in Madrid and Looking for Goya’s House” Available in:**

[https://www.tiktok.com/@stroll\\_es/video/7115374522181668102?is\\_copy\\_url=1&is\\_from\\_webapp=v1&lang=es](https://www.tiktok.com/@stroll_es/video/7115374522181668102?is_copy_url=1&is_from_webapp=v1&lang=es)



Monday 23<sup>rd</sup> of May: Art in the city, walk inside/out: Madrid Case studies by Noemí Avila.

In this session, we explained how to apply the theoretical approach *Art in the city*, that we had been explored in the first session, to some experiences in Madrid city. Three case studies were described: in the first one, we were analyzing the performances by Cangrejo Pro<sup>14</sup>, a group of young women artist in Madrid that talk about what it means

<sup>14</sup> Cangrejo Pro Company: <http://liwai.org/cangrejo-pro>

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to be a-Young-Chinese-Woman living in Madrid. The two following case studies let us think about how neighbors (in two Madrid's neighborhoods) can create together a better place for living through creative projects.

*Me importa una cuerda* (2019) by Colective Performance *Cangrejo Pro*. Available in:  
<https://www.youtube.com/watch?v=mz-l593oDgM>



### 7.3. Learning activities

Regarding to the readings, we proposed some changes, students didn't have to fill out the "template" that they used to filling out in the previous modules, they had to read the papers and include an entry in each padlet screen:

- **Smithson, R. (1967). *A Tour of the Monuments of Passaic, New Jersey*. ARTFORUM VOL.6, NO.4.** Robert Smithson (1965) talked about the contemporary society that produces "masterpieces" and "monuments" in the city (bridges, sewage filters, ...). As he said, "in the suburbs and cities where most of us live, the buildings that represent our daily lives fail to say anything profound about us as a society or culture". We asked students finding their "own monuments" inspired in this reading and share these photographs in this padlet: <https://padlet.com/navila1/iji3hkpdfz5qvqf>
- **Cleveland, W. (2002). *Arts-based Community Development: Mapping the Terrain*.** Community arts has been described as "art in other places" (Cleveland, 2000), meaning art that has moved out of the museum and into the communities, agencies, and institutions where it can have a direct, positive impact on the lives of people, from the most personal to the most political levels. We asked students to include an example of a community art-based project in



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their cities. They could add pictures, descriptions, and the information that they considered interesting for understanding this project. Then, they shared their findings here: <https://padlet.com/navila1/gpp1ivqvsf4flu2u>

Regarding to the reflective journal, we invited students to transform their “reflective” journals into “creative” journals. Providing them the opportunity to play with ideas, suspend thoughts, imagine new places, document experiences, and create make mental notes. They could draw scenes, including photographs, collecting cuttings, or making collages.

#### 7.4. Research activities

Based on the ideas of Jane Jacobs, Jan Gehl and Birgitte Svarre and the artists Giorgia Lupi and Stefanie Posavec, we proposed students the following research methods:

- Observing and looking closely. Jane Jacobs speaks in her book (1961) about “*People’s love of watching (...) watching the pedestrians who cross the mall in front of them, watching the traffic, watching the people on the busy sidewalks, watching each other*”.
- Counting, tracings, tracking, looking for traces, photographing, recording videos. Jan Gehl and Birgitte Svarre (2013) say that “*Counting is basic to public life studies... everything can be counted: number of people, gender division, how many people are talking to each other, how many are walking alone or in groups, how many are active, (...)*”. All these data can be registered by photography or video.
- Drawing city life’s data is one of the creative methods that the project *Drawing Data* (2013) by Giorgia Lupi and Stefanie Posavec propose. They collected and measured a particular type of data about their lives, their city lives. Each week, and for a year, Giorgia and Stefanie collected their own data about various aspects of everyday life, and then they used this data to make a drawing on a postcard sheet of paper, and then dropped the postcard.

During the Research Seminars, mentors proposed other methods and tools as:

- ✓ Google Street View (Chronological Tool), presented by mentor Carlos Martínez with *Dwelling in the city* group.
- ✓ Walking in the city, presented by mentor Noemí Avila in the *Urban Space* group, based on the Jane’s Walk Festival.<sup>15</sup>

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<sup>15</sup> <https://janeswalk.org>

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In the collective presentations, we can find examples of how students applied some of these methods, being photographing one of the most relevant tools in all the research explorations.

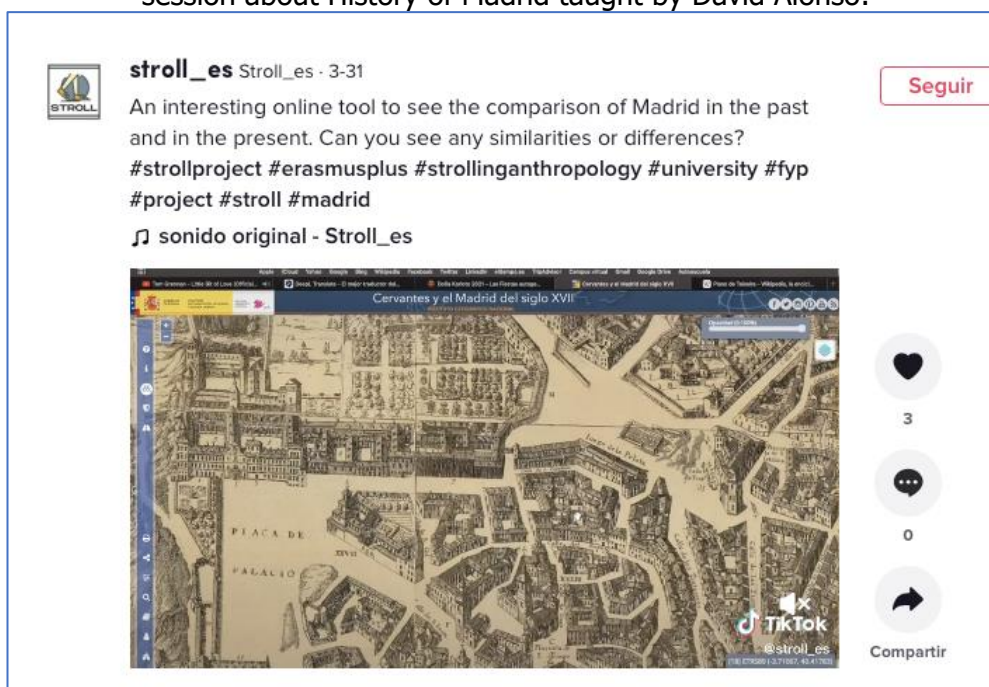
**7.5. Main results**

According to the final products (collective presentations, entries in the *padlets* and country presentation videos) that students created during this last module, we have to say not only that they acquired the knowledge and the skills expected, but also, they showed their own creative capability.

This last module offered students a catalogue of creative tools, and more freedom to develop their own research, at the same time, that they appreciated the importance of art as tool of thinking, understanding, and transforming the city.

Here we present some examples of the results/products that students created during this module, that visualizes the well-done creative outcomes:

[TikTok's video](#) created by a student (Jorge Barbero), later that they received the session about History of Madrid taught by David Alonso:



Tik Tok video created by Jorge Barbero (UCM student) summarizing the session about the history of Madrid and the georeferenced Teixeira's Map. Available in:  
[https://www.tiktok.com/@stroll\\_es/video/7081252774612110597?is\\_from\\_webapp=1&sender\\_device=pc&web\\_id=7112436969921791493](https://www.tiktok.com/@stroll_es/video/7081252774612110597?is_from_webapp=1&sender_device=pc&web_id=7112436969921791493)

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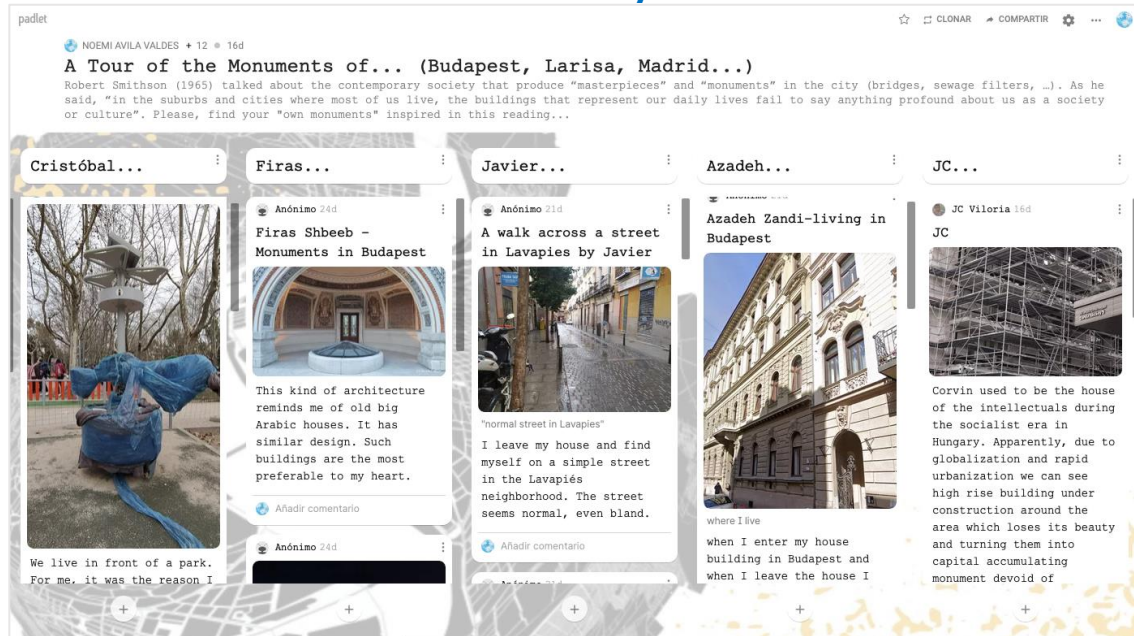
**Google Street View exploration (Chronological Tool)** in Malasaña’s neighborhood, presented by *Dwelling in the city* group:



Example presented by the Research group, *Dwelling in the city*, using Google Street View (Chronological Tool) in Malasaña’s neighborhood (Madrid).

**Padlet’s entries** of the students regarding to the readings (Smithson, 1967 and Cleveland, 2002):

**Padlet’s entry 1**



Padlet inspiring in the Reading “A tour of Monuments of Passaic” (Robert Smithson, 1967) Available in:

<https://padlet.com/navila1/iji3hkhpdfz5qvqf>



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Padlet's entry 2

NOEMI AVILA VALDES + 10 • 28d

### Arts-based Community Projects in the city

Community arts has been described as "art in other places" (Cleveland, 2000), meaning art that has moved out of the museum and into the communities, agencies and institutions where it can have a direct, positive impact on the lives of people, from the most personal to the most political levels. \*PLEASE, INCLUDE AN EXAMPLE OF A COMMUNITY ART BASED PROJECT IN YOUR CITY... (add pictures, descriptions and all the information that you consider interesting for understanding the project).


**Ukrainian Colours Heart Mural in Budapest**



Heart Mural in Budapest Painted Colors of Ukrainian Flag - Hungary Today

The mural is on a wall in Dob utca, in a central part of Budapest, in the old Jewish quarter. As you can see, in the background of the blue-yellow heart (colors of the Ukrainian flag), the following words are written: "love your neighbor." Many murals were painted in recent years / in the last decade in Budapest's firewalls, and I think they are now emblematic in a sense of the Hungarian capital. However, I chose this mural because it is (or actually the redesign/repainting is) very new, and it has a strong political message: Despite the Hungarian government's "shuttlecock policy" regarding the war and the pro-Russian


**Firas Shbeeb - Timewheel**



One of the largest hourglasses in the world. It is located in Budapest. It takes an entire year for the sand to run from top to bottom, with the final grains falling on New Year's Eve. Made of granite, steel and glass, it takes four people approximately 45 minutes to turn the wheel at the end of the year, so the sand can begin to measure time once again. We usually find such things in museums and indoor sites. So it is really amazing.

<https://goo.gl/maps/nRz2ed6SoVCjU5pS8>


**SPUTNIK. MORE PICTURES ABOUT IT**



MORE INFORMATION ON THE PROJECT BELOW:  
<https://vallecasviva.com/espacio-kult/pva-sputnik-vallecas/>


**The Feminist mural of Ciudad Lineal part. 2a**  
photo of the demonstrations of outrage over the vandalism against the mural. And below the story on wikipedia  
[https://es.wikipedia.org/wiki/Mural\\_feminista\\_de\\_la\\_Coñcepci%C3%B3n](https://es.wikipedia.org/wiki/Mural_feminista_de_la_Coñcepci%C3%B3n)

**SPUTNIK VALLECAS: A PARK MADE BY THE NEIGHBORS OF VALLECAS**



Close to the metro station Puente de Vallecas, this neighbor park was created as a movement for using the space in a social way rather than using it as a dumpster. It was created in 2016 and, nowadays, it is still used and help especial festivities for locals, including choirs, cinema nights, talkshows and small art exhibitions

**los grafitis de tetuán (Tetuán's Graffiti)**



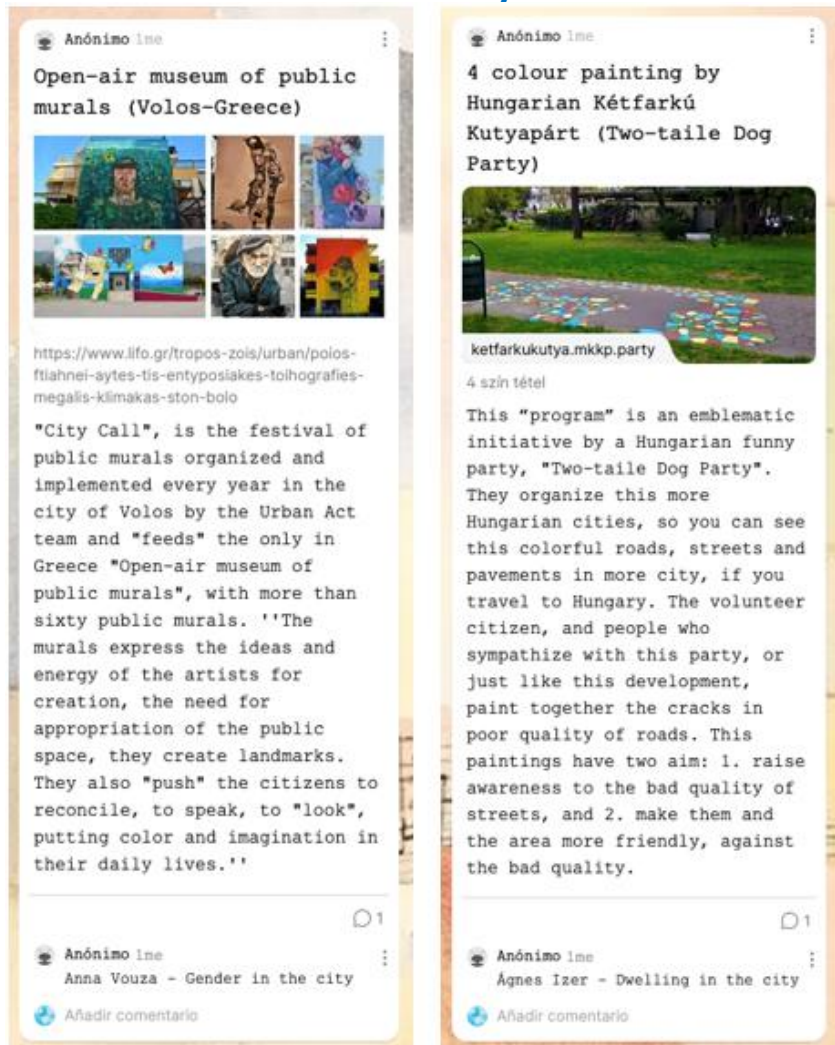
Tetuán is the second biggest district in Madrid's centre. It is known for its sharp economic differences. It has historically been a working-class neighbourhood but has become due to its situation and closeness to some economic areas of the city in an extremely divided space: "The two sideroad of Tetuán" it has been called. However, it is in this environment where an immense accumulation of urban art has been born making it into the Cultural Repsol GUIDE. Tetuán is linked to immigration and multiculturalism from the very beginning and this is something that is strongly shown in the urban art that has appeared in the neighbourhood, as well as the problematics of the city like isolation and alienation.

Padlet inspiring in the idea of Community Art-Based projects (Cleveland, 2000). Available in:

<https://padlet.com/navila1/gpp1ivqvsf4flu2u>

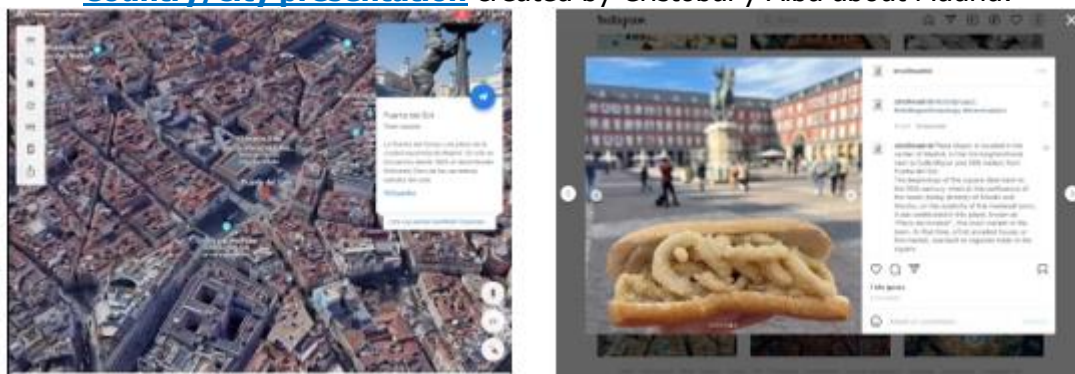
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Padlet's entry 3



Padlet entries about community art-based projects, created by Anna Vouza and Agnes Izer. Available in: <https://padlet.com/navila1/gpp1ivqvsf4flu2u>

**Country/city presentation** created by Cristobal y Alba about Madrid:



Video's frames created by Cristóbal Sánchez and Alba Rodríguez (UCM students) regarding to Madrid Cultural Presentation

## Chapter 8. Assignments and Grading System

### 8.1. A continuous process based on individual and collective work

First of all, we attached great importance to the active participation of the students during online classes and more over during research seminars. We strongly encouraged them to work together both in research seminars as well as outside the classroom. As for the assignments themselves, we organized them in two categories: individual and collective tasks so that they practice what they had learned during the theoretical lessons, using multi-modal tools.

Individual tasks:

The students were invited:

- to read the obligatory literature: **one scientific paper by module**. We proposed for each module two different papers and student had to select one of them for a short analysis. These assignments gave the students the opportunity to better understand and to reflect on the main concepts and theories related to the 4 topics. Students were invited to note details of their readings according to a **given template** [ Annex 10]. This reading journal is organized around a series of items: the bibliographic data of the reading, the summary of its essential arguments, key quotes illustrating these arguments, the explanation of the most important concepts and a short reflection on how the reading relates to real life observations. As the students proceeded from country to country, alternative ways for processing the readings were proposed.
- Students were also expected to write a **reflective journal** on their fieldwork, i.e., to take notes continuously during research seminars and online field study and reflect to these. Learning how to do ethnographic fieldwork was part of the expected learning outcomes of the course. The reflective fieldwork journal includes two important aspects of observation: (i) direct observation and listening and (ii) notes on personal reactions. Because most of students were not familiar with this type of work, we showed them with examples how they could do it.



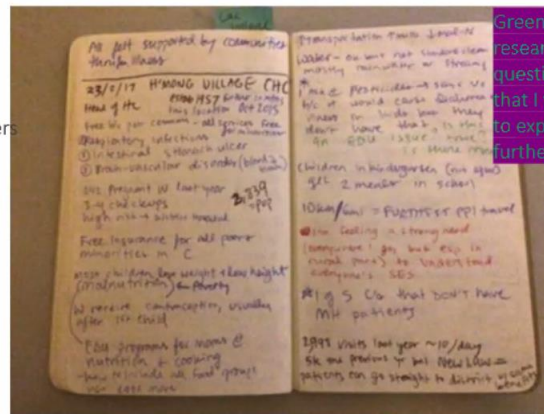
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How to proceed with reflective journal

## JOTTINGS WHILE ON THE FIELD

Blue: direct observation & listening (what I see & hear)  
i.e. "record"

Black: "cold" numbers  
(dates, quantities,  
distances, etc.)



Green:  
research  
questions  
that I want  
to explore  
further

Red: personal  
reactions  
(emotions,  
impulses,  
Recurrent  
thoughts, etc.)  
i.e. "respond"

Source: Diana Szántó, Presentation on 1<sup>st</sup> lesson, 21-2-2022

### Collective tasks:

- The main collective task of the students was to do fieldwork in peer groups and prepare a presentation on the research results for the whole class. At the end of each module (last Wednesday), each transnational group presented its work (research question, methods / tools and, results) to the other students and to all the teachers. Throughout the semester, a total of 16 presentations were produced.
- At the end of the semester, the research groups prepared collectively a final presentation to account for their learning path. This assignment was one of the best experiences for all the participants, teachers/mentors as well as students because each one of us had the opportunity to make a first personal appraisal of this pilot experimentation. The presentations made by the students in this last session were not only rich in information about what they liked and the difficulties they encountered but also reflected what they learned, especially about research methods and tools.
- Besides the work performed in research groups, students also worked in national groups in the first part of the program, in order to prepare a presentation of their country for the visiting groups. Each presentation was to be structured according to 4 themes: History, Political situation, social problems, and Arts – Culture. These presentations were shared with the whole learning community, when it arrived virtually in a new city.
- Additionally, each national group designed a social media post, choosing the medium that best suited them.

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**Excerpt from students' country presentation**

The organization of assignments and the grading system are summarized in the following table.

Evaluation criteria and assignment	Type of grade	Due Date	Points
Participation	Individual	Throughout semester	5
Country presentation by hosting group 1 assignment	Collective	To be uploaded at the end of the 1 <sup>st</sup> module	5
Reading Journal 4 assignments	Individual	Continuous, at the end of each module	20
Double entry journals (1 page and reflective write up <u>per country</u> ) 3 assignments	Individual	Continuous, at the end of each module	15
Thematic presentation of research results by research groups 4 presentations	Collective	Once at the end of each module	40
Social media post 1 assignment per research group	Collective	Scheduled according to collective plan	5
1 final presentation by whole class	Collective	Final week	10
	<b>Total</b>		<b>100</b>

At the beginning of each module (1<sup>st</sup> Monday), we tried to explain clearly to the students what they would have to produce during the 3 weeks ahead and what would be the due dates. In the beginning, it appeared that the students felt a bit lost when

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faced with the quantity and variety of assignments they had to complete. This led us to remind them quite often - orally but also in writing (emails) - about their obligations. It could be a question of organizing these assignments and the grading system in an easier-going platform, i.e., a more structure virtual platform. Nevertheless, after the first modules, the student got familiar with the structure and the requirements appeared less scary to them. In fact, despite the initial apprehension, all of them fulfilled their obligations.

To grade the different assignments, especially the reading journal and the thematic presentation of research results, we produced some templates to be filled by the responsible teacher (reading journal) or by all teachers (thematic presentation).

For each reading journal (one by module), we proposed to the student, after reading the paper, to fill the template form containing a list of focused questions. The teacher responsible of the module graded their work and sent an individual mail to the students with their grade and a comment on the work.

For the thematic presentation (last Wednesday of the module), all teachers were invited to grade the 4 research groups (*see below the template*), following some predefined criteria. They also had to comment the grades. Through this continuous process, we collected at the end of the semester, detailed and useful information about this important part of the learning and research activity.

<b>GRADING TEMPLATE FOR THE THEMATIC PRESENTATION</b>								
Research GROUP								
Module								
	name	name	name	name	name	name	name	name
<b>Name of the grading teacher</b>								
<b>Criteria</b>								
Is the research topic clear, well defined, interesting? Does it encompass all the work done?								
Is the research question clear, well defined, interesting? Is it possible to investigate it within the given time and the methods presented?								
Are the used methods well explained? Do they yield any data?								
Are there any theoretical concepts used? Are they explained?								
Is there an analysis of the data? Does the result offer any answer to the research question, or does it lead to an alternate research question?								
Did the group demonstrate groupwork in their methodology and their presentation?								
<b>Points given range 1-10</b>								

**8.2. What did the students finally produce?**

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Finally, despite the difficulties encountered and the relatively high workload (especially for students enrolled in a Master program), most of them managed, sometimes with a slight delay, to fulfill their obligations.

As above mentioned, the amount of work finally done by the students is impressive, especially if we consider the time they spent - outside of class and seminar hours - to carry out their 4 mini research projects. It does indeed meet the requirements of a master's course.

From the 21 students that finally followed all the course, they globally produced 114 documents / assignments:

- ✚ Reading journals :  $21 \times 4 = 44$
- ✚ Reflective journals and /or creative journals:  $21 \times 4 = 44$
- ✚ Country reports by national group:  $1 \times 3 = 3$
- ✚ Research groups' projects: 4 groups' presentations x 4 modules = 16
- ✚ Social media posts by national group:  $1 \times 3 = 3$
- ✚ Transnational groups' presentations (Closing session):  $1 \times 4 \text{ groups} = 4$

Besides this statistical result, the involvement and participation of students were very satisfactory. After the necessary time of adaptation, the students succeeded in developing a constructive climate of collaboration, discussion, and exchange of experiences within each transnational group. If in a relative limited time, they were able to produce the 16 mini research projects, this is due to the fact that each one of the local students acted as hosting students, guiding their colleagues – the visiting students - to better know the virtually visited city and making easier the 'walking the city-streets online'.

## Chapter 9. Conclusion

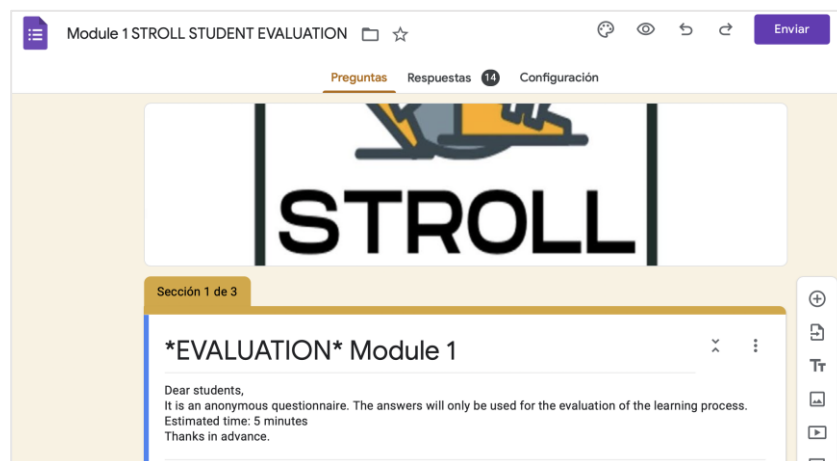
*Realistic evaluation is a form of program evaluation that asks, “What works, for whom, in what respects, to what extent, in what contexts, and how?”*

Ray Pawson<sup>16</sup>

### 9.1. Evaluation of the course by teachers and students: what have we learned?

Collecting data from teachers, mentors and students regarding to the teaching and learning process across the course is an important task to carry out to document the challenges and success factors of this pilot course. For this reason, we needed to collect quantitative and qualitative data for the evaluation, both being equally valid. Partners designed two questionnaires : one for mentors/teachers and the second for students) taking in account both approaches (qualitative and quantitative). We considered that the questionnaires had to be simple and quick to complete, and easily to be carried out (see Annex 11).

The participants (teachers/mentors and student) had to fulfil the questionnaire (Google forms) at the end of each module (4 times during the semester).



Except this formal way of evaluation, we also used other tools as chats, informal conversations, presentations of students with objective to capture ad hoc feedback and more qualitative information throughout the semester. It is also important to mention that the communication' templates fulfilled during all semester by the teachers

<sup>16</sup> Pawson, R. & Tilley, N. (1997). *Realistic Evaluation*. London: Sage.



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and the mentors have also provided some of the most useful information for the evaluation.

**(A) Teachers and Mentors' evaluation: main lessons to be learnt**

The creation and implementation of a transnational course with the participation of a multidisciplinary and multicultural team as well as multinational students is obviously a win-win experience. From the evaluation process, it appeared that all participants (not only students) recognized that this course gave them the opportunity to enrich their knowledge, mainly about:

- ✓ How to approach cities through various optics. As mentioned by one of the teachers: «the city is also gendered, and this aspect must be taken into account when I teach urban planning».
- ✓ How to enrich our methodological approaches, using various online tools which at the same time, facilitate the interactive participation of students in research seminars.

For teachers and mentors involved in this pilot course, its positive aspects can be regrouped around 3 main issues:

- ✚ The content of the lessons with multidimensional approach of the topics as for example social aspects included in each one of the four selected topics as well as the environmental awareness or the place of art in urban design.
- ✚ The learning process based on interactive learning and interdisciplinarity. The collaborative work with small groups of students and the systematic discussion with them make easier the understanding of how they perceive the new concepts and approaches.

*«The opportunity to exchange freely with students, to discuss all together about the research work and this in details since there are a few numbers of participants. This is a very important point as regards how we scheduled these research sessions. With a small group of students, each one has really the opportunity to contribute to the discussion, to ask clarification. Students can also relatively easily get to know the other participants».*

The interactive learning contributed to the development of collaborative and synthetic skills.

- ✚ The personal development: *«Mentoring was a powerful personal development and empowerment tool».*

The main difficulty concerns the duration of each module. For most of the teachers, it seems that the time allowed (3 weeks by module), is too short to allow a deepening of the topic.

Finally, during the semester and with the experience gained, it appeared important that the 4 mentors of each module develop a common plan of actions for the research seminars.

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(B) Students' evaluation: main lessons to be learnt

For Students, one of the major positive aspects concerns the opportunity to collaborate with other students from other countries and other culture:

*«The diversity in class and the different opinions about same topics but from different points of view and experiences depending on the country».*

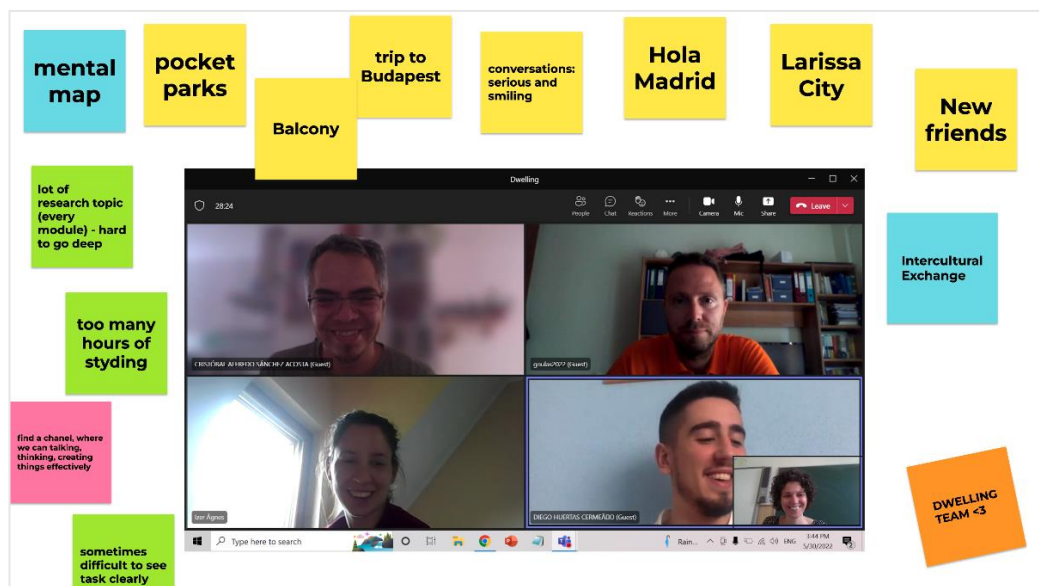
*«It has been a mix between new knowledge and having the counterpoints from how a person in another country in another culture sees the same object of research».*

**During** the last session (*Closing Ceremony*), we proposed to students a creative exercise, a last presentation for summarizing the course using pictures, keywords, ideas, or conversations, trying to answer these 3 questions:

- ✓ *what you have learned,*
- ✓ *how you have learned,*
- ✓ *what were the most exciting moments for you or perhaps the hardest ones.*

The following three screenshots clearly summarize the students' views.

**Screenshot of the *Dwelling – Living in the city* Group**



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## Screenshot of the Gendered city Group

*Some thoughts*

1. Learnt about collaboration
2. We became more creative
3. we got to know two cities that we did not know
4. We met people from around the world
5. We learnt how to work with limited time and access to information.
6. We learnt about new communication tools and we learned about other apps to do things more creatively.
7. We had fun, and we laughed.
8. We tested ourselves out of our comfortzones



## Screenshot of the Urban Space Group

**Disadvantages/improvement suggestions:**

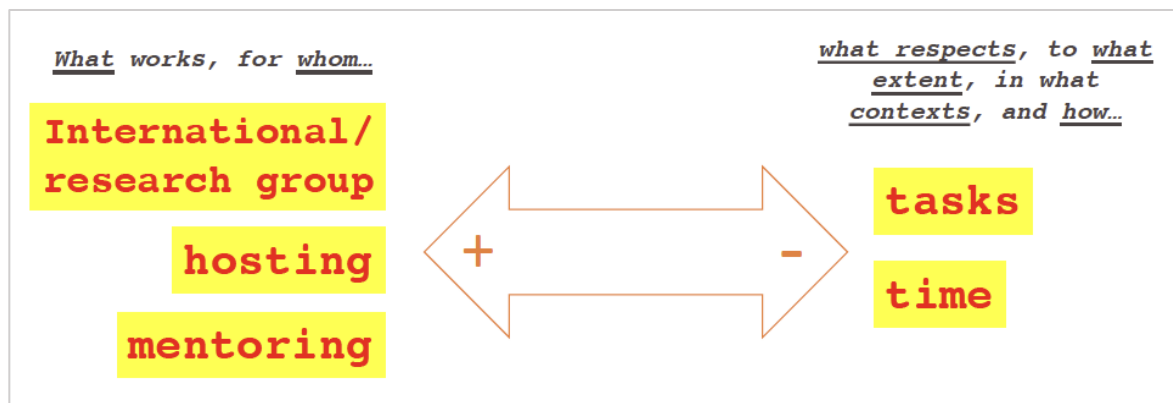
- little time for the projects, the three weeks flew so fast
- Better control and advice on research steps at the time of the sessions
- Use the reflective reading as a possible creation rather than merely theoretical reflection.  
We could provide innovative ways of reflecting on a text, such as videos, schemas, drawings, collages...



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9.2. **Positive and negative aspects (problems and how we solved them): what do we suggest as improvements?**

The following picture summarize the positive and negative key points that we have been collected through the different evaluation tools across the course:



To illustrate each one of these key points we can highlight some quotations of the participants:

Positive aspects (regarding to **international groups**, **hosting**, and **mentoring**)

*I enjoyed meeting with my colleagues during the research days.*

*Take the lead as I was the host*

*The leadership of the local students*

*The support from the mentor*

*Mentoring was a powerful personal development and empowerment tool*

Negative aspects (regarding to **tasks**, and **time**)

*The time was barely enough and that meant a lot of stress for the students*

*Managing time, still working on it.*

*Time! and we solved it with good teamwork and communication*

*It will be great if we could have more time for the module.*

*Too many tasks and I am confused*

# Annexes



## ANNEX 1: Incorporation of the course in the university's official curriculum

FIGURE 1

Prof Marie-Noelle Duquenne  
Department of Planning and Regional Development  
[mdyken@uth.gr](mailto:mdyken@uth.gr)

Volos, 17 December 2022

To:  
General Assembly of Department of Planning  
and Regional Development  
University of Thessaly

**Subject:** Request to the General Assembly of TMXPPA for offering a master's level course

Within the framework of the implementation of the program "STROLL: Walking the City-Streets Online" [Erasmus+], the Demographic and Social Research Laboratory (EDKA) in collaboration with Artemiszio Alapitvany (Hungary), Eotvos Lorand Tudomanyegyetem University (Hungary) and Complutense University of Madrid (Spain) are invited to offer during the spring semester 2021-2022 the online course entitled "European virtual mobility through researching cities: understanding and learning the European cities online".

(i) This course is offered as a priority to master's and PhD students.

(ii) The course is taught exclusively in English.

(iii) The teaching is ensured through the participation of professors and teachers of the 4 aforementioned institutions (3 weeks per institution). For the University of Thessaly, Ms. Duquenne and Ms. Manika will participate with the support of the researchers - members of the Laboratory of Demographic and Social Analysis (LADS).

(iv) The course includes 4 thematic units:

-Urban space through ethnographic approach)

- Art in the city

- Women in the city

- Dwellings – open urban spaces

(v) The course corresponds to 5 ECTS.

The number of students per country amounts to 8 to form 4 groups of students per country for the collective work (Research project) that they should undertake during the semester.

At the end of the semester, after the successful completion of the online course, the student is awarded a Certificate of successful completion.

Based on the above, we ask the members of the General Assembly for permission to offer the aforementioned course for the spring semester 2021-2022 and therefore to make the relevant official announcement.



Prof. M-N. Duquenne

**UTH partner: Agreement request to the General Assembly of the Department in order to offer the Online course.**

## Annex 2: Announcement of the course

FIGURE 2



The leaflet is titled "STROLL Walking the City Streets Online Online Learning Course". It features a central image of a city map with a white path winding through it. The text on the leaflet includes: "European virtual mobility through researching cities (understanding and learning the European cities online)", "Spring Semester 2022", and logos for the European Union and the STROLL project. The leaflet is divided into sections: Course Description, Aims, Structure of the course, and contact information.

**Course Description**

The course introduces students into some epistemological traditions and methodological techniques and tools with urban studies. The city is approached both as a research topic and as a field. This exploration teaches us not only about urbanity but also about broader structural and cultural forces influencing our collective life. Given the very wide field of investigation, **four thematic topics are privileged: urban space, the role and place of women in cities, art in the city, and living in the city.** The common thread connecting these seemingly disperse elements will be the engagement to question everywhere the possibility of social justice, inclusion, and equality.

**Aims**

This course benefits from the diversity in the background and nationality of the teaching team and aims to create for the students from different countries and cultures a dynamic and interactive educational experience.

As Students will virtually visit successively three European cities: Budapest, Larisa, and Madrid, they will both learn theoretically about the four selected topics and conduct further fieldwork to discover what looking at the city through these prisms may teach them about European society. Accordingly, students will receive a basic introduction to these 4 specific topics within urban studies, while they will be methodologically prepared to conduct independent, collective, fieldwork-based, ethnographically informed mini research projects.

**Structure of the course**

This Online course is structured around two pedagogical pillars:

- Online lectures (**Monday, 15h to 16h30**) for the whole class, presenting theories and methods focused on the four topics: urban space, the role and place of women in cities, art in the city, living in the city (20h),
- Research Seminars (**Wednesday, 15h to 16h30**) (20h), offline during the three first weeks and online during the rest of the semester (weeks 4 to 12). Research seminars will be organized for research groups.

Beside this structured class time, students are expected to spend time on independent fieldwork, collective peer to peer discussions and individual learning (40h all together). Fieldwork and work in research groups are organized independently by students, local students doing offline fieldwork, visiting students online research.

This course is given exclusively in English  
Course Accreditation: **5 ECTS**  
At the end of the semester and after the successful attendance of the course, each student will be awarded a **Certificate of successful attendance** (Erasmus + certificate).

**Assessment:**

1. Individual assignments: Participation, Reading Journal, Double entry journals (reflective write up): **45%**
2. Presentation of collective project at the end of the semester: **55%**

**Important Dates:**

- ✓ Application until 7 February 2022 [by mail to [smanika@uth.gr](mailto:smanika@uth.gr), [koragazo@uth.gr](mailto:koragazo@uth.gr)]
- ✓ Online Open Session (Presentation of the course, information): 7 February 2022
- ✓ Selection and Registration: 11 February 2002
- ✓ Start of course: 14 February 2022

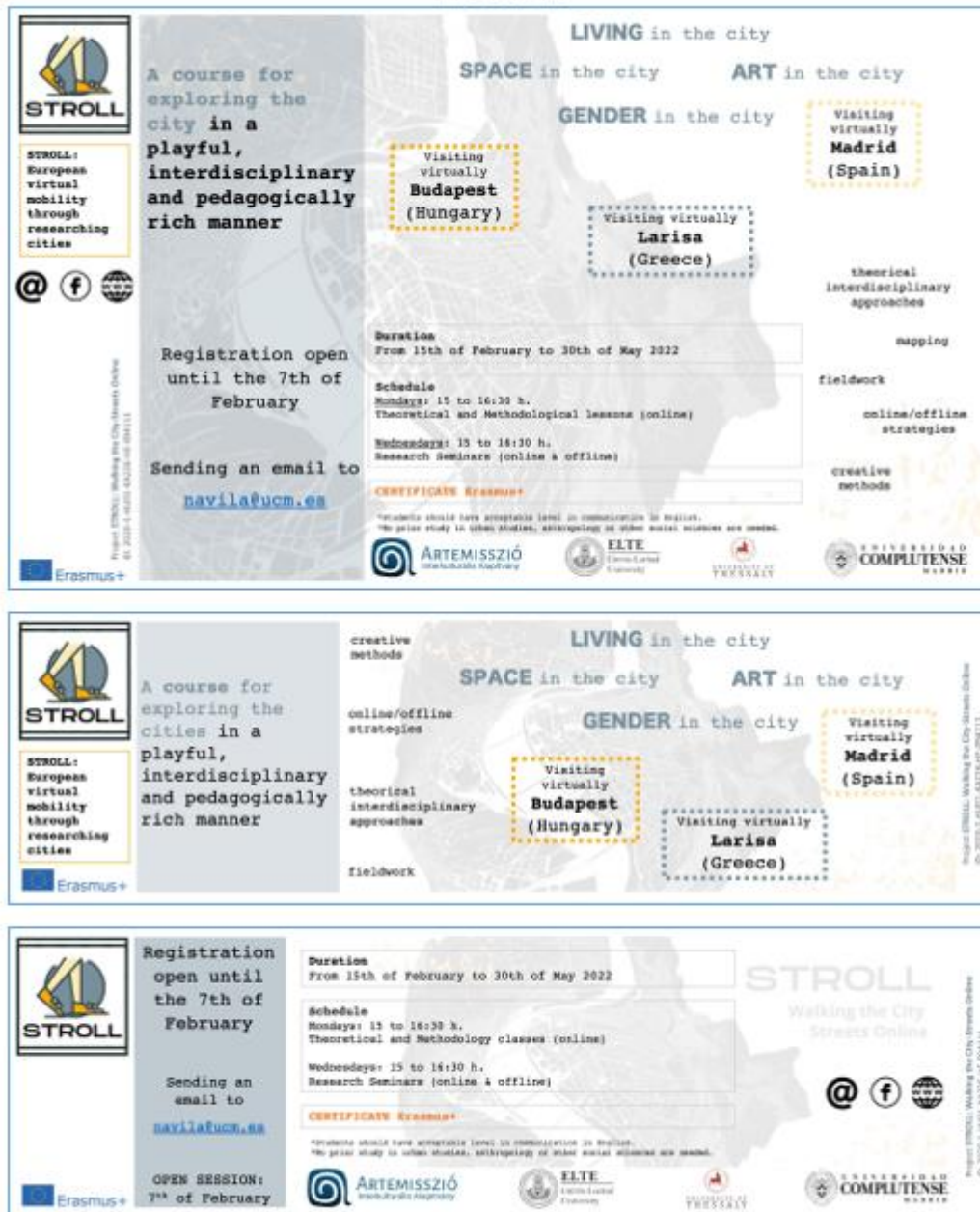
**For more information, contact:**  
Laboratory of Demographic & Social Analysis (LADS),  
Dept of Planning and Regional Development,  
UTH.  
[mdyken@uth.gr](mailto:mdyken@uth.gr),  
[smanika@uth.gr](mailto:smanika@uth.gr),  
[koragazo@uth.gr](mailto:koragazo@uth.gr),  
[nkokosis@uth.gr](mailto:nkokosis@uth.gr)

*One of the leaflets announcing the course posted on website and social media*

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## Annex 3: Flyer to announce the course – Spain

FIGURE 3



UCM: flyers for the announcement of the course – distributed by mail

## Annex 4: Information event for prospective students – Spain





***UCM: Presentation of STROLL Course with students of the master's degree in Teacher Training for Secondary and Vocational Education and Language Teaching***



## Annex 5: Program of the opening session Greece

**FIGURE 4**



STROLL: Walking the City-Streets Online  
ID: 2020-1-HU01-KA226-HE-094111

### Program of the Open Session

**Monday 7<sup>th</sup> February 2022, 15.00 – 16.45 (CET)**

We are very pleased to invite you to participate to the Open Session concerning the Online Learning Course:

*“European virtual mobility through researching cities”*

**This Session will take place on Zoom**

**Link:**

<https://ppk-elte-hu.zoom.us/j/91535593279?pwd=QjFxdzZlRUxqdkh3NTdESUVOUkQ5QT09>


**Program:**

- 15.00 – 15.15: Welcome and Short presentation of the Project STROLL Walking the City Streets Online, ERASMUS+, [Diana]
- 15.15 – 15.30: Short Presentation of the Online Learning Course (Power Point based on the Syllabus), [Marino]
- 15.30 – 15.40: Short presentation of each team (with Power Point Support), [Diana, Krisztina - Orsi, Noemi, Marino]
- 15.40 – 15.55: Questions / Responses
- 15.55 – 16.10: Research groups and how will students get there?
- 16.10 – 16.30: How to get the course? Motivation Letter, indicating their preferences as regards the research groups, Selection by each National Team, individual response to candidates by each National Team.
- 16.30-16.45: Questions / Responses


**Important Dates:**

- /a/ Motivation Letter and Preferences of candidates until 10/02/2022
- /b/ Selection: 11/02/2022
- /c/ Individual response to candidates: 11/02/2022


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ARTEMISZIÓ  
Manufacturing Foundation



UNIVERSIDAD  
COMPLUTENSE  
MADRID



elte | ppk  
Eötvös Loránd University  
Faculty of Education and Psychology



UNIVERSITY OF  
THESSALY

*UTH: Invitation to the Open Session posted in website and social media*



## Annex 6: PowerPoint presentation for the opening session

FIGURE 5



*Presentation of Teachers' team during the Open Session*

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FIGURE 6

**1** Online Open Session  
Monday 7 February 2022  
Presentation of the Course  
of urban street mobility through researching cities, understanding and learning the European cities online

**2** Course Description

- The course introduces students into urban epidemiological, qualitative and methodological techniques and tools with urban studies.
- The city is approached both as a research object and as a field. This explorative course is not only about urbanity but also about broader structural and cultural issues following an holistic view.
- Four thematic topics are privileged:
  - Urban spaces
  - Urban and place of movement in cities
  - Art in the city
  - Living in the city
- Course: Overall learning (over semesters) degree elements will be the engagement to question metropolitan the possibility of social justice, inclusion, and equality.

**3** Structure of the Course

Two Pedagogical Pillars (Four Topics)

- Theory and Methods Classes
  - Monday 10h (LIVE)
- Research Activities
  - Monday 10h (LIVE)
- Interdisciplinary Projects (i)
  - Collaborative work in your groups

**4** Weekly Schedule

Weekly Schedule	MONDAY Theory Methods	MONDAY Research Lecture	During each week
Weeks 1-4 (1st semester)	10h (LIVE) - Discussion "GENERAL INTRODUCTION 'WALKING IN THE CITY'"	10h (LIVE) - Introduction with local teachers	Research in your groups
Weeks 5-8 (1st semester)	10h (LIVE) - Discussion "THE GENESIS OF THE CITY"	10h (LIVE) - epistemological questions / a theoretical approach with their research mentor	Research in your groups
Weeks 9-12 (1st semester)	10h (LIVE) - Discussion "LIVING IN THE CITY"	10h (LIVE) - epistemological questions / a theoretical approach with their research mentor	Research in your groups
Weeks 13-16 (1st semester)	10h (LIVE) - Discussion "ART IN THE CITY"	10h (LIVE) - epistemological questions / a theoretical approach with their research mentor	Research in your groups
1st Year Work	Collaborative Online Team registration by students with 8 weeks in place of the first year		

**5** Research Groups

Research country, four (4) local groups of students and research tasks are chosen over the 4 research topics.

At the 1<sup>st</sup> week, the four (4) international groups of students over its work, collaborators (linked) with local students supporting and collaborating with the research topics.

Four international groups over the first two impact topics.

**6** Assignments and Assessment

Type	Description	Assessment	
Individual	Participative	The regular exercise	30%
	Reading scientific papers	Large module	30%
	Reflection writing up / journal	Open-ended task	40%
Collective	Country presentation	Open learning group at the start of each module	30%
	Thematic presentation of research results	Open international research group at the end of each module	30%
	Final module presentation	Open international research group	30%
Final presentation	4th international learning for 1st year	30%	
Total:		100%	

**7** Main Learning Outcomes

At the end of the course, students:

- will have understood by research related to urban research;
- will be able to apply the theoretical knowledge acquired during the semester in their own research experience;
- will learn how to select the specific research topics in the urban questions;
- will gain an understanding on how to conduct collective research and construct collective presentations;
- will acquire a **multidisciplinary wide range of skills**:
  - Research capabilities: choosing, planning, monitoring
  - Class collection, analysis, and use
  - collaborative methods of urban mapping, aerial mapping / cartography
  - Interdisciplinary communication skills
  - Management of tasks in collaborative way

**8** Finally,

- Students will learn in a rich **interdisciplinary atmosphere** with the support of an **interdisciplinary international team**.
- The course is built upon a **collaborative vision**.
- The course is also based on the **collective nature of learning**. Students are **participating** of the collective learning process.
- This course presents a real originality:
  - Each group of local students will take the role of (intensity) leading the other students in their city, during a period of 3 weeks.
  - Each group of local students will take the role of virtual visitors of the other cities, during three other periods of 3 weeks.

Presentation of the content and the structure of the course during the Open Session

**IO3 – Documentation on the Case Study**

## Annex 7: voting tool for collaborative syllabus production

Our course						
Topics	Questions	Artemisszö	ELTE	UCM	UTH	
Length of structured time/week	90 min		x	X	x	
	180 min	x				
Spacing of our structured time	1x180 min, 1 day			X		
	2x90 min, 2 days	x			x	
	1x90 min 1 day (second 90 min is optional for students)		x	X		
sequencing of the modules	1, month tuning in, 1 month intro, 1 month visit, 1 month research			X		
	1 month intro, 3x3 weeks city visits with research	x	x		x	
Types of structured time	90 min lecture time: theory and method - 90 min research lab/office hours (student's discussion time with teachers standby to construct their research)	x		X	x	
	90 min combined class (lecture and practice)		x (it can be imagined as a lecture for 24 students, but in the second part, group work in small groups)			
Use of lecture time during intro modul (online)	1, intro to course, getting to know each other, 2, intro to urban studies/method, 3, intro to urban sociology/method, 4. presentation of research groups		content can be decided when we have fixed the structure			
Use of lecture time city visits (online)	1. country presentation by host student group, 2, thematic lecture, 3, presentation of the work of the research groups		content can be decided when we have fixed the structure			
Research groups work during 1st introductory modul (offline)	supervised by local teachers (group of 8)	x	x	X	X	
Leading teachers supervising the research groups online	one "expert" teacher during the 4 month/group =4 parallel sessions		x			
	One "local" teacher during one country visit (3 weeks)=4 parallel sessions	x		X	x	
	one "expert" teacher during the 4 month/sessions with "expert" teacher are according to students' need		x	X		
Methods to be taught	mapping : mental maps	x	x	X	x	
	walk along interview	x	x	X	x	
	interview	x	x	X	x	
	photo voice		x			
	artistic methods		x			
	Cityscape reading				x	
	Online "template form" to fulfill during the city's visit (using microsoft forms that can be used with mobile phone)					x
	Online mapping - web mapping				X	x
Days proposed for structured time	Gamification				x	
	Monday, Thursday	x			x	
	Monday (within 12:00-16:00)		x			
	Wednesday (within 12:00-16:00)		x			

***Voting Tool used for the creation of the Syllabus***

## **Annex 8: voting tool for establishing the research topics**

	<b>Points</b>	<b>Willing to teach</b>
<b>Space in the city:</b> <i>spatial stratification, boundaries and symbolic marking of the space, gentrification, processes of displacement, public and private spaces/ design, and planning</i>	<b>8</b>	<b>AA UTH</b>
<b>Dwelling in the city:</b> housing, home making, precarious housing, homelessness, radical housing	<b>7</b>	<b>AA UTH</b>
<b>Art in the city:</b> contemporary art, community art, creative methods, gender approach, interdisciplinary approach, aesthetics of space, components of visuality, etc./ Art-based Community projects, cultural heritage (in objects, artifacts)	<b>8</b>	<b>Yes ELTE UCM</b>
<b>Intercultural city:</b> traces of different times and spaces, co-existence <b>(2 org)</b>	<b>5</b>	<b>ELTE AA</b>
<b>City and women (gender in the city)</b> <b>(3 org)</b>	<b>5</b>	<b>ELTE UCM</b>
<b>Environmental justice + health:</b> nature and culture, the built and the non-built environment, waste and waste management, pollution, poisonous spaces and spaces of wellbeing, parks, trees, water/ pocket parks”, ”Urban community gardens / allotment”, ”Urban farms”/care giving, community wellbeing <b>(3 org)</b>	<b>6</b>	<b>AA UTH UCM</b>

**IO3 – Documentation on the Case Study**

# ANNEX 9: Template for exchange of information between teachers and mentors

IO3 – DOCUMENTATION TASK

Please indicate, the Session and the date.

SESSION	Indicate with 'X' the day	DATE
MONDAY		
WEDNESDAY		

If Wednesday, please indicate the parallel session that concerns you.

PARALLEL SESSION	TITLE	Indicate with 'X' the Session
1	SPACE	
2	WOMEN	
3	DWELLING	
4	ART	

**A. SEMINAR SESSION PLAN**

A.1. Please, describe the planned purpose and content of the seminar session (main goals)

A.2. What were the planned learning activities?

**B. RETROSPECTIVE NOTES**

 B.1. Regarding the Session Plan as described above, were the planned purpose and contents completely attained? **IF NOT**, what are the main reasons?

IO3 – DOCUMENTATION TASK

B.2. What changes / improvements could possibly be proposed?

 B.3. Did you have "surprising" situation/event to deal with? **IF YES**, please describe briefly how you handle this situation/event.

**C. REMARKS AS REGARDS STUDENTS' REACTIONS**

C.1. Please briefly describe the students' reactions, their involvement in the Seminar

 C.2. Did the students encounter difficulties? **IF YES**, please briefly describe how you manage these difficulties

**D. INFORMATION ADDRESSED TO THE NEXT TEACHER(S) (From Wednesday to next Monday)**

D.1. What message would you like to address to the next teacher(s), taking over the class or the group, as well as questions or subjects to pay attention to?



## ANNEX 10: Reading Journal Template

Name of the student/Number of the class of the reading:
Exact bibliographical references for the reading:
What is this text about? (topic)
Main arguments (not less than one sentence, not more than one paragraph)
Most emblematic quotes (with page references)
Most important concepts (theories) used and their <u>basic</u> working definition
Who is the text discussing with (authors and theories) - allies and adversaries?
How does this reading relate to your own experiences or to what you think of the topic?
Questions or comments? (Not more than 1 paragraph)

## ANNEX 11 : Evaluation form

### *Mentors/teachers' Questionnaire (Google Forms)*

---

Rate the following topics of the module on a scale (1-5):

1. What has been your experience with mentoring during this module?
2. Do you think that your mentoring is useful for the students?
3. How do you evaluate group work in the research group that you mentored?
4. Based on the students' presentations (last Wednesday), how do you consider the progress of the students?

OPEN QUESTIONS:

- What did you like most about this experience (teaching/mentoring) on this module? Please, could you describe it.
- Could you please suggest any improvements for the following modules?

### *Students' Questionnaire (Google Forms) \**

---

Rate the following topics of the module on a scale (1-5):

1. How do you evaluate how much have you learned from this module?
2. How did you enjoy this module?
3. Overall, how would you evaluate this module content-wise?
4. How would you evaluate this module by its teaching method?
5. How do you evaluate group work in your research group?
6. How do you evaluate your own contribution?

OPEN QUESTIONS:

- What has been the biggest take away for you (during this module)?
- Were there any moments that you particularly enjoyed?
- Which difficulties did you find during this module? What did you do to overcome them?
- Could you please suggest any improvements for the following modules?