

Good Practices Report: Creative methods Exploring the City/ Virtual Student Mobility

Participating Organisations:

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University of Thessaly -GREECE
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Leading Organisation:

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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.

Jane Jacobs, 1961

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APPENDICES

1. Introduction: Why Good/Promising Practices

STROLL, Walking the city, streets online is an Erasmus+ project delivered by experts and teachers from a Hungarian independent private not-for-profit organization, Artemisszio Foundation, and three European universities: Complutense University of Madrid (Spain), University of Thessaly (Greece) and Eotvos Lorand Tudomanyegyetem University (Hungary).

STROLL pretends to generate a framework for pedagogical and interdisciplinary collaboration that contributes to helping students and teachers adapt to virtual teaching in a playful and pedagogically rich and creative way, using urban spaces and the city as the central theme.

To achieve this aim, the project is structured in these following *Intellectual Outputs*:

- IO1 *Preliminary research*: innovative use of digital platforms for collaborative learning in tertiary education, including tools supporting student mobility and creative methods for exploring the city.
- IO2 *Modulable curriculum* for involving students in online study-abroad programs. Curriculum for special course on urban research involving virtual mobility.
- IO3 *Case study*: set up, document, and evaluate the pilot project.
- IO4 *Teachers' manual*: on the basis of IO3, to create a teachers' *manual* for practicing teachers.

Before starting to develop the STROLL program, we need to know what is out there. IO1 (*Preliminary research*) has provided us with this background. The IO1 outputs presents information in two topics: on the one hand, it focuses on digital education (*Analysis about the Questionnaire Digital teaching/learning*); on the other hand, on the pedagogical advantages of exploring the city by creative means and virtual student mobility (*Good/Promising Practices Report*).

This document is one of the IO1's outputs, this *Good/Promising Practices Report* provides information about the two areas that we would like to know more about just before starting with our STROLL program:

- *Creative methods to explore the city*: We need well-illustrated examples of educational programs and projects focused on the exploration of the urban space.
- *Virtual student mobility programs*: We are interested in more specific examples about digital student mobility experiences, or European experiments substituting or combining geographical cross-border mobility with digital means. We are interested in more specific examples in which digital elements and traditional techniques of fieldwork have been combined to create what can be called the *digital student mobility experience*.

For collecting this information, we have asked the partners if they know about other similar projects about creative/virtual methods to explore the city, and about digital student mobility experiences. Each partner has selected ten *Good/Promising practices*, eight related to creative methods to *explore the city*, and *two* related to *virtual student mobility*. Some of the good practices have come from partner institutions, this has the advantage that interviews with staff participating in the project have been easily conducted.

Additionally, taking into account that we have been dealing with a current and emerging situation (virtual learning and teaching), we have included the idea of “promising practices”, because both experiences are interesting for our project. We consider as “Good practices” those that include projects that have been evaluated in some form. On the other hand, we have considered as “Promising practices” those

experiences that have proven practical, but without a formal evaluation. Despite lacking formal assessment these may act as a source of inspiration for us.

To collect the most relevant information about these experiences, partners are followed these items (APPENDICE 1):

- *Title of the program/practice/project/activity*
- *Organization which experimented with it*
- *Date/Period*
- *Students (describe the group of students : studies, degree, master, ...)*
- *Pedagogical aims*
- *Short description (100-200 words)*
- *Elements of the actions, methods used, online tools mobilized*
- *Criteria to consider that this action a success*
- *Website/contact*

All partners have been involved in searching for and presenting data, according to the template and work plan provided by UCM (APPENDICES 2, 3, 4 and 5). This collection of Good/Promising Practices combine experiences in tertiary education developed by different universities and several inspiring projects carried out by public bodies, as well as experiences carried out by civil associations or private not-for-profit organizations.

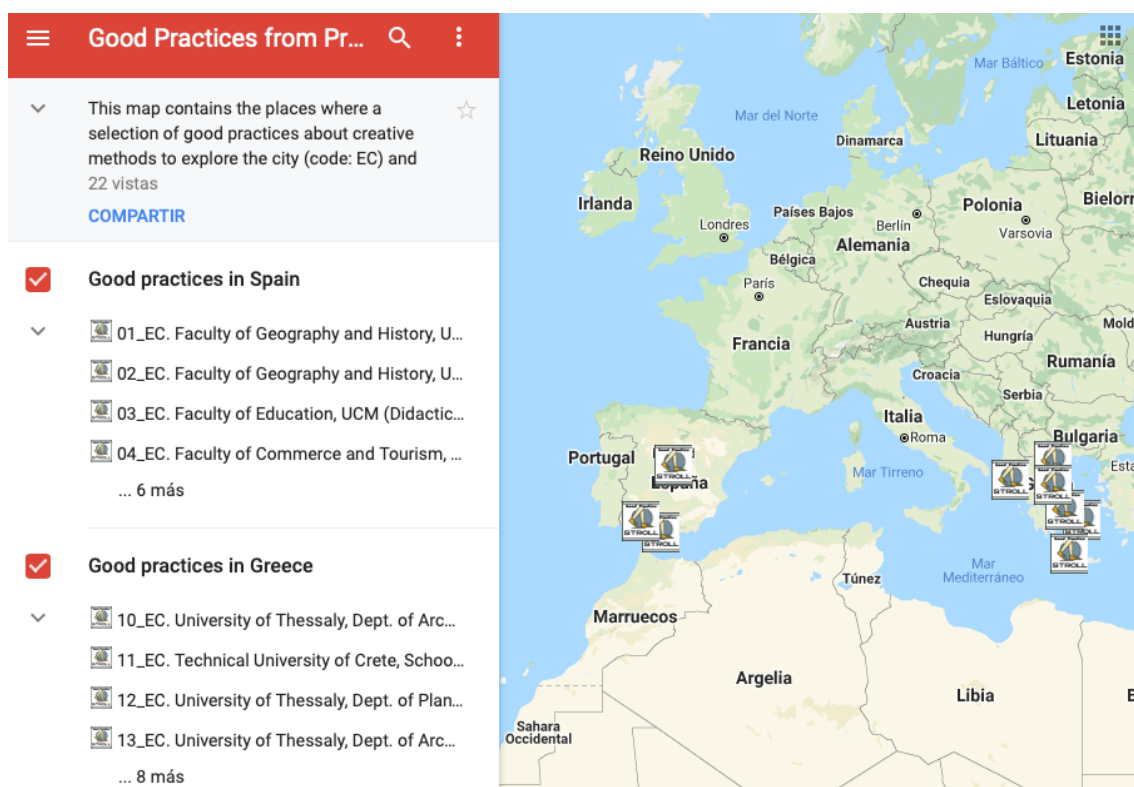
We present this report in two different formats: a *writing report (PDF file)* and an *interactive resource (Google Maps)*. This collection of practices is a meaningful and inspirational catalogue of ideas, elements of innovations and experiences that we will use to design the STROLL program in the following IO2, but also is an open-source document/resource which practicing teachers all around the EU can turn to in order to find ideas for their own classes and teaching assignments.

2. Interactive Resource: STROLL Good Practices Google Maps

Following the core of STROLL project, we present this report through an *interactive resource*, Google Maps.

Over the last several years, Google Earth and Google Maps have been adopted by many academic institutions as academic research and mapping tools. With easy access to spatial and cultural information, Google Maps/Earth has provided users with the means to understand their world and their communities of interest. For academic researchers, Google Mapping applications are also appealing for their powerful ability to share and host projects, create customized KML (Keyhole Markup Language) files, and to easily communicate their own research findings in a geographic context.¹

This interactive mapping tool not only displays all the Good/Promising Practices collected, but also offers STROLL the opportunity to share all the information through an open-access tool, while updating it any time during the project. This interactive output will be open during all the project, because work should be continuous, and it might be possible to discover other good practices and include them in this interactive platform.



<https://www.google.com/maps/d/edit?mid=1klWKP9bCo0YMQzGYwiGOorwkSbE68cOI&usp=sharing>

¹ Dodsworth, E., & Nicholson, A. (2012). Academic Uses of Google Earth and Google Maps in a Library Setting. *Information Technology and Libraries*, 31(2), 102-117. <https://doi.org/10.6017/ital.v31i2.1848>

3. *Good practices and Promising Practices: Creative methods Exploring the City*

The study of the city matches with an almost illimited range of disciplinary approaches: artists, architects, city planners, sociologists, anthropologists, psychologists, designers all turn towards cities with interest, and they have a lot to tell each other about their common topic. The cultural heritage of European cities is not only material, but cities also speak about social and cultural history, political, sociological, and economic developments, tensions, and integration. The composition of STROLL partnership consciously builds on the potential of this rich interdisciplinary dialogue, on the diversity and commonalities of European urban cultural heritage, and on its pedagogical value.

We are really interested in the interdisciplinary approach for exploring the city. In fact, the best practices that are included in this catalogue combine several approaches and methods from different areas of expertise. However, to offer a manageable way to understand and use this catalogue of Practices, we would like to share this table, organized in these six areas: *Artistic/creative approach; Historical/Heritage approach, Geographical Approach, Psychological/Sociological/Anthropological approach, Architect /Urban/City Planner approach and Educational/Pedagogical approach*. Moreover, this table is not a way to categorize these practices or experiences but to display the rich information of this interdisciplinary catalogue.


Artistic/Creative approach	
03_EC	<i>Madrid, city of women</i>
05_EC	<i>ARTYS, la Experimental</i>
23_EC	<i>Urban escape</i>
25_EC	<i>BMW Guggenheim Lab - Interdisciplinary urban laboratory project of the Solomon R. Guggenheim Museum</i>
Historical/Heritage approach	
02_EC	<i>The Time of Spaniards. Traces of a Global Presence</i>
17_EC	<i>Virtual Reality Online Collaborative Environment for designing, analyzing and modeling buildings and monuments</i>
18_EC	<i>Virtual Reality Digital Collection Ancient Agora of Athens</i>
19_EC	<i>Ionian Islands Virtual World</i>
16_EC	<i>YouGoCulture.com</i>
20_EC	<i>Imagine the past</i>
21_EC	<i>Meeting the traditional religions of Hungary</i>
22_EC	<i>Treasure hunt in the Museum</i>
Geographical approach	
04_EC	<i>SIG y Street View para comprender la gentrificación turística.</i>
Psychological/ Sociological/ Anthropological approach	
01_EC	<i>Madrid after the pandemic. An Oral History</i>
07_EC	<i>Patio 108. Video-testimonies of the Post-Covid19 Seville</i>

IO1 Preliminary Research: **Good Practices Report (Creative methods Exploring the City/Virtual Student Mobility)**

08_EC	<i>Vallecas, the women's neighborhood</i>
24_EC	<i>Cultural heptathlon</i>
26_EC	<i>Visegrad I Walks: Teaching Democracy through Digital Local History Walks</i>
27_EC	<i>Outdoor Guided Walk as a tool for culturally sensitive interview</i>
28_EC	<i>The method of Photovoice in intercultural encounters</i>
29_EC	<i>City Game</i>
Architect / Urban / City Planner approach	
10_EC	<i>ARCHITECTURAL DESIGN III-V A: Designing the Urban Public Space</i>
13_EC	<i>ARCHITECTURAL DESIGN III-V Z: The habitable bridge</i>
14_EC	<i>Application for Cycling Tour in Syros Island</i>
15_EC	<i>Smart Cities and Innovation Ecosystems</i>
Educational/Pedagogical approach	
06_EC	<i>Merezco una calle</i>

01_EC

Title of the program/practice/project/activity
<i>Madrid after the pandemic. An Oral History. (Madrid tras la pandemia. Una Historia Oral)</i>
Organization which experimented with it
Complutense University of Madrid
Date/Period
March 2020 to March 2021
Students (describe the students group: studies, degree, master, ...)
Degree in History, Students from the 1st year. Subject: "History of Madrid in the contemporary age"
Pedagogical aims
<ul style="list-style-type: none"> To learn about the experiences of Madrilenians in their neighborhoods during and after the lockdown To collect experiences about the impact of this situation on their private and professional lives. To apply oral history methods to collect information
Short description (100-200 words)
In the subject "History of Madrid in the contemporary age" of the Degree in History of the UCM, students collected the experiences of the people of Madrid during this extraordinary year. Around 100 students interviewed citizens of Madrid about their experiences during and after confinement, about the changes both in their day-to-day and in their professional life. In these almost 100 interviews, parents and grandmothers, nurses and students, taxi drivers, waiters or shop owners tell us about their personal experience this year, about their hopes and fears.
Elements of the actions, methods used, online tools mobilized (create an as detailed description as you can)
<ul style="list-style-type: none"> Elements of the actions: collect the experiences of the people of Madrid during this extraordinary year. Methods: interviews, photographs and maps. Each student chose a person and designed the questions for the interview. Then took a photograph of the persona interviewed or the place. The interviews were transcript and upload to the web in order to create a catalogue of testimonies of the day a day of persons during and after the pandemic in Madrid. Finally, all the testimonies are connected in a virtual map of Madrid. Online tools: <ul style="list-style-type: none"> <i>My maps (google):</i> https://www.google.com/maps/d/viewer?mid=1JTi99eFp2QWh-lzayMRdKtGoQJ5GNPeu&usp=sharing <i>Virtual exhibition (photographs and interviews):</i> https://www.ucm.es/la_otra_europa/historia-oral-barrios-de-madrid
On the basis of what criteria would you consider that this action was a success?
<ul style="list-style-type: none"> The project offers students the opportunity to combine a traditional technique/ method (interviews, photograph) at the same time to mapping all the experiences together through a virtual platform. The project connects with other similar international projects, providing the students other ways to understand the reality around the world: <ul style="list-style-type: none"> EE.UU., Canadá y Europa: https://covid-19archive.org/ Madrid: http://www.madrid.org/archivos/index.php/actividades/memorias-del-covid19 New York: https://www.cohr.incite.columbia.edu/covid19-oral-history-project UNESCO: https://en.unesco.org/covid19/initiatives COVID-19 Story-Collecting Initiatives worldwide
Web/contact
https://www.ucm.es/la_otra_europa/madrid-tras-la-pandemia



La otra Europa. Historia cultural y social en
Europa del Este y del Sur

Proyectos de Investigación

Sobre nosotros


Proyecto de Investigación

Red de Investigación REIECO

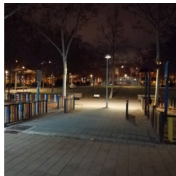
Proyecto de Innovación Docente

Portada / Proyecto de Innovación Docente / Madrid tras la pandemia. Una Historia Oral / Testimonios de Madrid (municipio) I


Testimonios de Madrid (municipio) I




Un conductor de VTC de Ciudad Lineal se reinventa
por Daniel Méndez Ramos




Testimonio de un joven vallecano sobre el coronavirus
por Nur Yudego



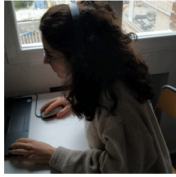
"Ojalá no existiésemos". Redes de solidaridad vecinal contra las "colas del hambre"
por Adrián Prieto Sánchez




La visión de una taxista de Madrid tras la pandemia
por Javier Regidor Castillo



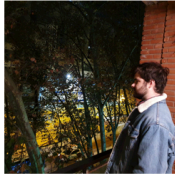
COVID positivo
...



El teletrabajo nos hará libres
...



La cerveza, los hobbies y el COVID
...



La pandemia a través de un balcón
...

Teachers:

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- Carolina Rodríguez López carolinarodriguez@ghis.ucm.es
- José M. Faraldo Jarillo jm.faraldo@ghis.ucm.es

02_EC

Title of the program/practice/project/activity
<i>The Time of Spaniards. Traces of a Global Presence (La época de los españoles: huellas de una presencia mundial)</i>
Organization which experimented with it
Complutense University of Madrid. University Program of Third Age.
Date/Period
February to May 2020
Students (describe the students group: studies, degree, master, ...)
Complutense Program for the Elderly. Pupils are more 55
Pedagogical aims
<ul style="list-style-type: none"> • To describe the main issues related to Spanish Monarchy during XVIth-XVIIth Centuries. • To show the current research disciplines to study the Spanish Monarchy during Early Modern period. • To disseminate knowledge about archeological traces, sources in archives and influences in our current time.
Short description (100-200 words)
<p>The XVI XVII centuries can be considered as a key period in European and world history. From Carlos V to Carlos II, the Hispanic Monarchy was the political institution of reference in different European and non-European and its role as agent of the first global age is questionless. The Habsburgs were a reference because of their possessions in Europe, Africa and America. So, its knowledge is a key point to understand the Modern Age times and, in this way, to guess a wealth of current collective processes around the world.</p> <p>The course focused on the explanation of the main elements that characterized the Hispanic Monarchy as well as presenting the vestiges that can still be traced today in numerous cities on various continents.</p>
Elements of the actions, methods used, online tools mobilized (create an as detailed description as you can)
<ul style="list-style-type: none"> • Elements of the actions: This course started as a face-to-face format for pupils of the Third Age Program. After the lockdown (14th March), the instructor had to adapt classes to a virtual environment not as an Emergency Remote Education (ERE) but taking consideration of main elements of Virtual Education: 1) encouraging student-faculty contact; 2) encouraging cooperation among pupils; 3) encouraging active learning; 4) Giving prompt feedback; 5) Emphasizing time on tasks; 6) communicating high expectations; 7) Respecting diverse talents and ways of learning. • Methods: Each student prepared a little research on Madrid History during Early Modern Period. For this goal, they used a Georeferenced Map of 1656 that allows compare current city with the past. Each student added a personal story about the place studied, connecting with other pupil's experiences in the city. The tutor took advantage of this preliminary knowledge to extend contents about a particular space or event. • Online tools: <ul style="list-style-type: none"> ○ <i>Georeferenced Teixeira Map:</i> https://www.ign.es/web/visualizador_cervantes/#map=16/-412438.71/4927164.56/0 ○ Google Maps.
On the basis of what criteria would you consider that this action was a success?
<ul style="list-style-type: none"> • At the end of the two weeks of intensive study of Madrid, the class completed a survey using Google Forms about the efficacy of the Madrid mapping assignment. Overall pupil answers showed a positive response to this task. The most positive part of the activity is related with researching, inquiring and learning through an active role of students, regardless of their age. Only 18% of students highlighted limitations in the use of the technology. Students thoroughly enjoyed comparing the modern cityscape with the spaces inhabited by their urban predecessor in 1656. • The project connects with other similar experiences of virtual recreation of cities as Firenze <ul style="list-style-type: none"> ○ https://artsandculture.google.com/story/YwWxaFvyCQYDQA



- | |
|---|
| <ul style="list-style-type: none">The experience has been published as article in the Sixteenth Century Journal, LI. Supplement, 2020, pp. 259-264. |
| Web/contact |
| Teachers: <ul style="list-style-type: none">David Alonso García: davalonso@ghis.ucm.es |

03_EC

Title of the program/practice/project/activity
MADRID, CITY OF WOMEN
Organization which experimented with it
UNIVERSITY COMPLUTENSE OF MADRID
Date/Period
2014-2017
Students (describe the students group: studies, degree, master, ...)
Students of Master for Gender Studies, Students of Master of City planning, Students of History Degree, etc.
Pedagogical aims
<ul style="list-style-type: none"> • To contribute to a more democratic participation in the construction of City History. • To deconstruct the idea of city of a male-bourgeois achievement only with men traces. • To renew and broaden the view of the city from the point of view of women's history, building an inclusive and fairer history. • To recognize the presence of women in cultural and scientific development. • To show the presence of women in the economic and industrial development of the city. • To highlight women as a key group in education. • To present women's struggles to achieve equality. • To highlight the potential of women as creators of living and care spaces. • To make women visible at key moments in the history of the city. • To open up lines of education and research for different educational levels. • To offer additional material for professionals in education or cultural animation, both in the walk around the city and in the different cultural, social and educational centers. • To promote a curious, active and peace-building citizenship.
Short description (100-200 words)
<p>What is "Madrid, the City of Women"?</p> <p>It is a project that aims to show the existence, past and present, from different points of view, of women in the city of Madrid: their historical, social, economic and cultural protagonism, with the aim of also showing the desires and expectations of the women who live in Madrid, with an emphasis on those groups that do not usually have a voice: women from all social and cultural backgrounds, native and migrant women, women of different ethnic groups and origins, women with mental health problems, homeless women, women who have worked as prostitutes, older and younger women, etc. The City of Women opens up, like a fan, to show the presence of women as the driving force of expression, creativity and activity in the city.</p> <p>Under the umbrella of the European project DIVERCITY, Diving into Diversity in Museums and in the City, it aims to connect the associative movement, museums, universities and the city.</p> <p>It is a PROCESS, but also a RESULT: a journey, a map, a walk.</p> <p>It is the fruit of singular personal experiences, but also a response to a precise urban configuration that facilitates or hinders the lives of women and the actions they carry out, whether these are assigned or chosen. Does the city help to care? Does it silence the actions of its female citizens? Which ones does it show? Which ones does it hide? Which neighbourhoods are masculinized in Madrid, pushing women away? Which areas make younger women afraid and angry? Which ones make older women angry? Which places should we remember? Which ones should we forget? Which ones should we forget? What are the experiences of women who have just arrived?</p>
Elements of the actions, methods used, online tools mobilized (create an as detailed description as you can)
<p>The methodology, horizontal and through collaborative process, interacts the following modalities:</p> <p>For current narratives:</p> <ul style="list-style-type: none"> • Workshops with different groups of women. • Mixed workshops at Museums

- In-depth interviews.
- Collection and creation of maps with points linked to emotions and narrative itineraries and location of symbolic spaces through experiences in the city of Madrid.
- Creation of a website: <http://madridciudaddelasmujeres.es/>

For the narratives of women from the past:

- Collection of documentation
- Data elaboration
- video production and editing (see some of them: <https://www.youtube.com/channel/UC-nroLMxJy2h4X50oYqALA/videos>)
- A FREE MOBILE APPLICATION, available on android and iPhone.

Four Educational Guides have been produced and are currently being used by the equality areas of the Madrid City Council <https://www.ucm.es/divercity/diversidad-en-la-ciudad>

On the basis of what criteria would you consider that this action was a success?

The programme can be considered a success on the basis of the following results:

- The application "Madrid, city of women" has obtained the I Social Sciences and Humanities Transfer Award of the Complutense University of Madrid 2017.
- The project was chosen to represent the whole Complutense University at the European Researchers' Night 2017.
- The videos have been viewed with more than 30,000 visits.
- The application has had more than 3000 downloads.

Web/contact

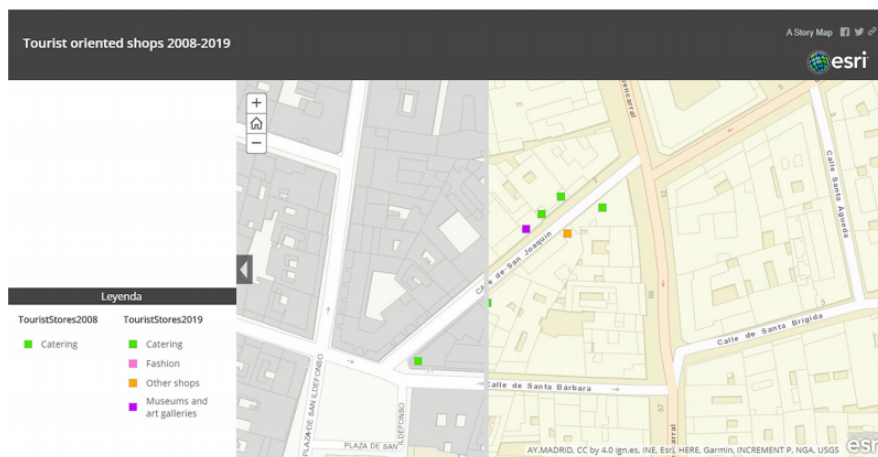
<https://www.ucm.es/divercity/diversidad-en-la-ciudad>

04_EC

Title of the program/practice/project/activity
<i>Didactic use of GIS and Street View for understanding commercial gentrification in large urban destinations.</i>
Organization which experimented with it
Complutense University of Madrid.
Date/Period
Second semester 2020.
Students (describe the students group: studies, degree, master, ...)
Subject "Planning of Tourist Destinations", taught in the 2nd course during the 2nd semester in the Tourism Degree of UCM. Covering 6 ECTS, its teaching is assigned to the Department of Geography.
Pedagogical aims
<ul style="list-style-type: none"> • To recognize urban functional changes through time. • To develop basic cartographic and visual skills. • To facilitate the understanding of contemporary dynamics of commercial transformation in contexts of tourism gentrification. • To think about experiences of sustainable management in the use of urban space between tourists and residents.
Short description (100-200 words)
<p>This is a digital cartography making activity to recognize the contemporary dynamics of commercial transformation within tourism gentrification contexts in touristic cities.</p> <p>This transformation implies visual changes in streets which are not possible to be seen by students due to spatiotemporal delimitations: we cannot travel to the past and sometimes to specific far or inaccessible places in the present. This activity allows to travel through time and space with no limits. It is in accordance with the sustainable tourism pedagogy approach and follows an active methodology using three different GIS applications: Google Street View, ESRI ArcGIS Desktop and ESRI ArcGIS Online Story Maps application. A 4-phase methodological design is proposed so that the activity is customizable (1- recognition of previous ideas), achievable (2- significant streets' mapping), collaborative (3- collective idea-sharing) and replicable (4- academic and didactic evaluation).</p> <p>The results from an initial implementation in Madrid are brought to light: i) an initial conceptual lack was found, ii) examples that help to see the proposal materialized are shown and iii) expected positive consequences according to the scientific literature are presented.</p>
Elements of the actions, methods used, online tools mobilized (create an as detailed description as you can)
<p>The activity presents a method with free and open GIS applications for tourism students to facilitate the understanding of contemporary dynamics of commercial transformation in contexts of tourism gentrification: (i) Recognize commercial changes through time using the chronographic tool of Google Street View; (ii) Create a map using ArcGIS for initial time and another one for the final time with the information of commercial functions which were recognized before; (iii) Design a cartographic comparator using ArcGIS Story Map including evolution data about commercial transformations; (iv) Share a guided-interpretation of results by oral and visual presentations; and (v) Think about sustainability of these urban transformations in a large group guided-discussion. The method is applied in Madrid and a list of study streets is provided.</p>
On the basis of what criteria would you consider that this action was a success?
<p>It provides an easy and highly detailed method to travel through time and space with no limits and reach a well based interpretation, so that we can recognize urban changes of anywhere and understand the characteristics, causes and consequences of touristic gentrification, a complex and multidimensional urban phenomenon.</p> <p>The example of the implementation of the activity is based on a previous knowledge recognition test and an expected competence learning is scientifically discussed.</p>
Web/contact

<https://www.investigacionesgeograficas.com/article/view/2020-Didactic-use-of-GIS-and-Street-View-for-Tourism-Degree-students>

Figure 6. Example of a cartographic comparator in ArcGIS Online's Story Maps, with the map of tourism-oriented shops on San Joaquin Street in 2008 (gray image) and 2019 (color image). It is interactively available on <https://arcg.is/0XqLa5>.



Own elaboration

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05_EC

Title of the program/practice/project/activity
<i>ARTYS, la experimental</i>
Organization which experimented with it
Madrid Salud (public body of the Madrid City Council responsible of health promotion and community health) and Complutense University of Madrid
Date/Period
May 2017 to March 2021
Students (describe the students group: studies, degree, master, ...)
PhD student
Pedagogical aims
<ul style="list-style-type: none"> To promote the improvement of the physical, mental, and social well-being of the neighbors through artistic practices. To promote the active participation of community members through collaborative artistic practices to generate positive experiences around health promotion To establish links and relationships between people and the public space they inhabit and share To promote democratic access to art and culture as an agent for the development of healthy communities.
Short description (100-200 words)
<p><i>ARTYS La Experimental</i>, is an Art & Community Health Project that took place in La Colonia Experimental, a neighborhood located in Villaverde Alto (Madrid-Spain). The project intends to increase the neighborhood's quality of life, improving their health and wellbeing across the creativity and the artistic practices. The project is based on the community art-based projects, collaborative arts and activist art.</p> <p>During the project a group of women (neighbors, health workers and artist) have developed several artistic actions in the public space, promoting the participation and collective making-decision. Artistic processes have allowed to work with a positive approach to community health (<i>salutogenic</i> model) in order to give rise to a social change in this neighborhood with a group of women.</p>
Elements of the actions, methods used, online tools mobilized (create an as detailed description as you can)
<ul style="list-style-type: none"> Elements of the actions: Based on community art-based projects, the PhD student (Silvia Siles) cultivated trust, mutual understanding, and commitment for creative and artistic developing of the project. She made a research gathering information about and with the people of the neighborhood, places, and issues. The student provided a network for interaction with other social and cultural agents (health, urban, council, museums). Methods: artistic actions in the public space, art workshops and neighborhood meetings. Online tools: <ul style="list-style-type: none"> <i>WhatsApp groups.</i> PhD student, health workers and women neighbors) create a group that offered the opportunity to talk openly and share ideas, feelings, and pictures of the process. This tool has been so important during the process that the PhD student has included as a research tool. <i>Twitter:</i> @BatasNomadas; #artysteosaludable; #Artys. Twitter has been a way to spread the <i>image bank</i> of the project, a tool for sharing and visualizing this neighbourhood of the Madrid city.
On the basis of what criteria would you consider that this action was a success?
<ul style="list-style-type: none"> <i>ARTYS La Experimental</i> had carried out by a PhD student in collaboration with the University Complutense of Madrid and the Public Body Madrid Salud. The project offers a community health art approach of exploring the city, following these ideas: <ul style="list-style-type: none"> <i>The use of artistic creation as a tool for prevention and health promotion.</i> <i>The activation of spaces for public participation in health promotion.</i>

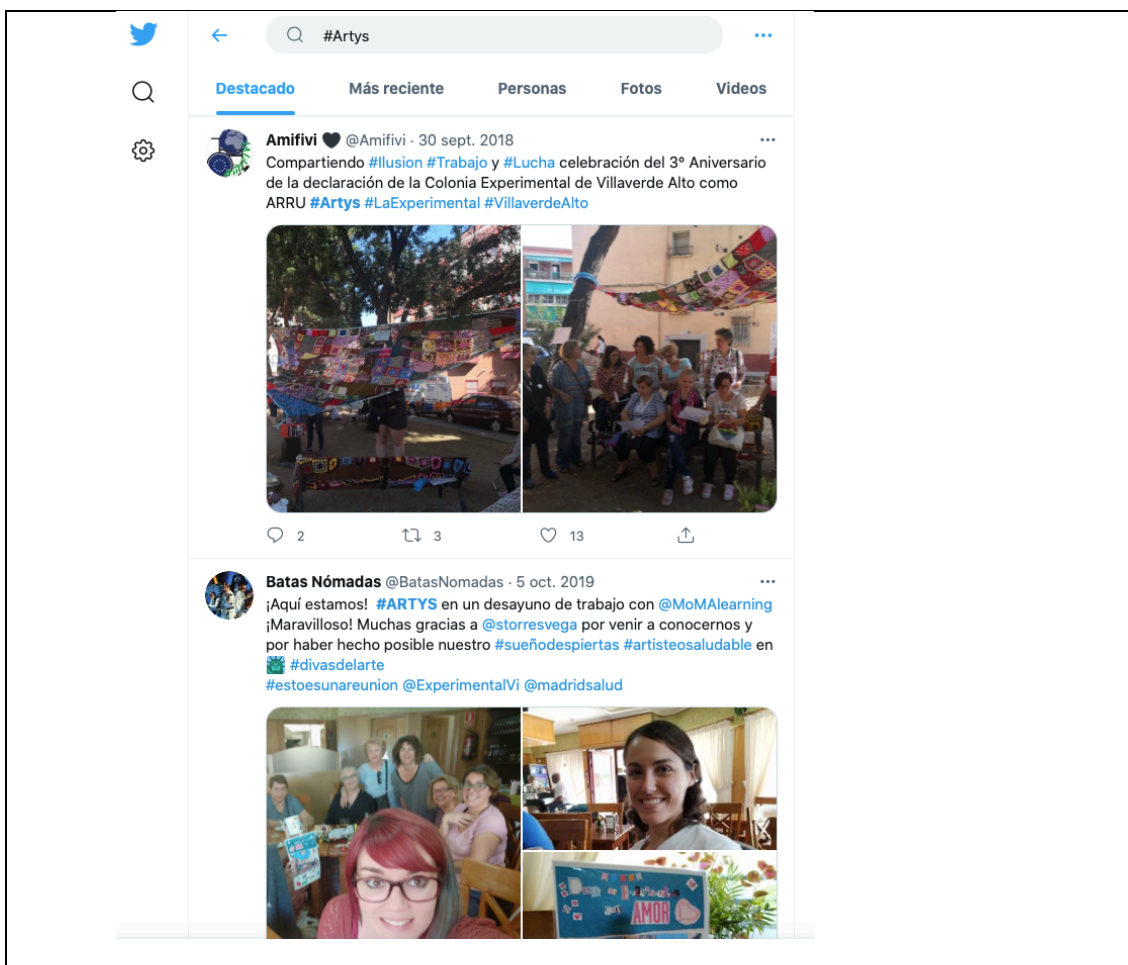
- *The involvement of different social and cultural agents (associations, groups, museums, schools, social services, etc.) in art and health promotion projects.*
- The project uses online and social media tools (*Twitter*) for visualizing the reality of the neighborhood.
- The use of *WhatsApp*, and the images collected by the group of participants have created a meaningful image bank of the process. Collecting pictures is one of the most interesting and recognisable tools for incorporating art in the sphere of health, social justice and spacial justice approach.

Web/contact

- *Art and creativity as a new wellbeing way. The first phase of ARTYS. La Experimental, Art and Community Health in the Colonia Experimental of Villaverde Alto (Madrid)*
Siles, S. (2019). El arte y la creatividad como nuevas formas de bienestar. Primera fase de ARTYS La Experimental, proyecto de Arte y Salud Comunitaria en la Colonia Experimental de Villaverde Alto (Madrid). *Educación artística: revista de investigación*, 10, 150-167. doi:<http://dx.doi.org/10.7203/eari.10.12608>
- *The neighborhood party as a hybrid practice between art, education, community health and research.*
Siles Moriana, S., & Castillejo Higuera, M. (2020). La fiesta vecinal como práctica híbrida entre el arte, la educación, la investigación y la salud comunitaria. *Tercio Creciente*, (extra3), 75–83. <https://doi.org/10.17561/rtc.extra3.5732>
- *Five experiences of art and health in Madrid Municipal Community Health Centres.*
Siles Moriana, S., Higuera, M., Cedena, J., Vergara, A., & Gómez, C. (2020). Prácticas artísticas en contextos de salud comunitaria: cinco experiencias de arte y salud en los Centros Municipales de Salud Comunitaria de Madrid. *Arteterapia. Papeles De Arteterapia Y educación artística Para La inclusión Social*, 15, 135-146. <https://doi.org/10.5209/arte.65388>
- Siles Moriana, S. (2021). *Democratic access to art and community health: The case of ARTYS, La Experimental*. **Link (Thesis) pending**

Researcher:

- **Silvia Siles:** shivanataraya2@gmail.com



06_EC

Title of the program/practice/project/activity
<i>Merezco una Calle</i>
Organization which experimented with it
IES Cartima (Cártama, Málaga, Spain)
Date/Period
Since 2017
Students (describe the students group: studies, degree, master, ...)
High school students. Open to other schools.
Pedagogical aims
<ul style="list-style-type: none"> • To understand that women and men are historical subjects, produced by the gender organisation in each society and time. As a result, their vital conditions and situations can be changed and it is necessary to work to reach a fairer, fairer and more egalitarian life. • To use correct, non-sexist language, showing attitudes of respect when interacting with others, rejecting gender discrimination and valuing gender equality. • To contrast different sources of information, choosing the most relevant ones from a gender perspective, organising information and arguing their own ideas in debates. • To work as a team and actively participate in the activities suggested for the development of the contents. • To identify diverse discriminatory situations against women, based on economic, political or cultural variables. • To value positively the use of ICT by both men and women in equal conditions, as a means to widen their knowledge and personal, academic and professional self-fulfilment. • To read and interpret statistical charts and graphs about the situation of men and women. • To value the measures to foster gender equality. • To know and value the role of women in culture, science and history, becoming aware of their silence in the official historical narration, identifying feminism's main conquests and its contribution to the world's democratic development. • To analyse and critically interpret presence and silence of men and women in different sources of information. • To reflect about the importance of using the language in such a way that doesn't hide women.
Short description (100-200 words)
#Merezcounacalle is a Project started by IES Cartima's students and their teacher Rosa Liarte. They research the streets named after men and women. They later contact the local authorities and formally suggest female names for new streets. They don't aim to change the street names but to strike a balance between male and female street names.
Elements of the actions, methods used, online tools mobilized (create an as detailed description as you can)
The project team ask other schools to analyse the street names in their town/city and to share the proportion of female-male names via their website. They also write to the local authorities to make them aware of the usual imbalance in such proportion and urging them to revert the situation by naming new streets after women who "deserve a street". The research results are shared on the project's website.
On the basis of what criteria would you consider that this action was a success?
The project has succeeded in getting city councils to name their new streets after women so as to reach 50% female-male names for streets. It has spread from its hometown, Cártama, to others in Andalucía: Pizarra, Casabermeja, Vélez-Málaga, Benalmádena, Torremolinos, Fuengirola, Mijas and Alhaurín el Grande. It has been promoted on several media: RTVE, Canal Sur, Diario Sur, Facebook and Twitter, among others.



Web/contact

<https://www.merezcounacalle.com/>

07_EC

Title of the program/practice/project/activity
<i>Patio 108</i> . Video-testimonies of the Post-Covid19 Seville
Organization which experimented with it
ZEMOS98 (http://zemos98.org/en/)
Date/Period
2020
Students (describe the students group: studies, degree, master, ...)
Citizens of Seville (Andalusia, Spain)
Pedagogical aims
<ul style="list-style-type: none"> Analyse the situation of the city of Seville after the pandemic caused by COVID-19. Review the city model, considering the testimonies of those who inhabit it, from the center to the periphery.
Short description (100-200 words)
<i>Patio 108</i> is an invitation to occupy the narratives of Seville. An invitation to drain the city from its stereotypes, to centrifuge it to its peripheries, to fill it with diversity, neighborhoods, reality. Citizens can share stories, complaints, memories and experiences that are usually forgotten by the government and local media. It offers an open and collaborative platform in which any inhabitant can send a video-testimony. Each testimony adds to a map composing a mosaic or still picture of the city of Seville right after the pandemic.
Elements of the actions, methods used, online tools mobilized (create an as detailed description as you can)
<ul style="list-style-type: none"> Elements of the actions: collect narratives, stories, experiences of the city of Seville. Methods: map and video-testimonies. <i>Patio 108</i> questions us about the model of city we want to live in through twelve different categories: housing, childhood, diversity, tourism, public space, security, culture, mobility, work, memory, feminisms and climate. The platform is a tool to reclaim the right to the city when social distance is the law; but it also acknowledges that most of the problems that arouse are rooted in the city. The health crisis stressed their importance, more than creating them. Online tools: <ul style="list-style-type: none"> <i>Seville maps with testimonies of all participants:</i> https://patio108.es/ <i>Information about the project:</i> http://zemos98.org/en/portfolio_page/patio-108-video-testimonios-de-la-sevilla-pos-covid-19/
On the basis of what criteria would you consider that this action was a success?
<ul style="list-style-type: none"> This project shows the need of involving citizenship in a real two-sided dialogue. And it does so by reclaiming a redistribution of the narratives of the city from its centre to its peripheries, where most of the population actually lives.
Web/contact
https://patio108.es/

IO1 Preliminary Research: Good Practices Report (Creative methods Exploring the City/Virtual Student Mobility)

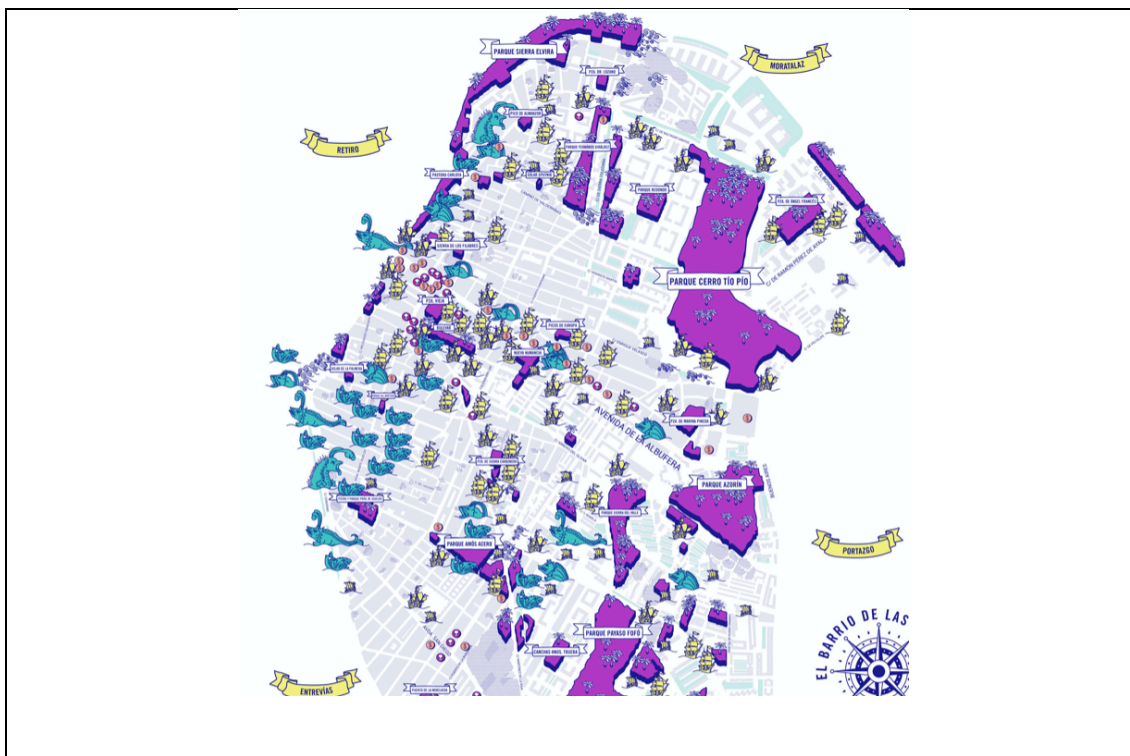
- Contact: info@zemos98.org

08_EC

Title of the program/practice/project/activity
<i>Vallecas, el barrio de las mujeres. (Vallecas, the women's neighborhood)</i>
Organization which experimented with it
<ul style="list-style-type: none"> • <i>Medialab Prado</i>. Citizens' laboratory that serves as a place of encounter for the production of open cultural projects. https://www.medialab-prado.es/en • <i>Madrid Salud</i>-Puente de Vallecas. Public body of the Madrid City Council responsible of health promotion and community health. • <i>Save the Children</i> (Vallecas-Madrid-Spain)
Date/Period
2018-2021
Students (describe the students group: studies, degree, master, ...)
This is a social project. The participants are Puente de Vallecas' women neighbors
Pedagogical aims
<ul style="list-style-type: none"> • To explore the neighborhood from <i>community health</i> and <i>feminist urbanism approach</i> • To develop collective mapping for diagnosis of the neighborhood. • To develop actions (art community based) for activation public spaces.
Short description (100-200 words)
<p>It is a meeting place where residents of the Puente de Vallecas district, share how live our neighborhoods and what would like to improve in them, collectively producing a social mapping of the territory.</p> <p>Through workshops, debates, and walks the project debates about those are the spaces that take care of us, such as some squares, parks, associations, support networks, public and community resources. The project also looks at areas that we consider unkind and even unsafe.</p> <p>The project shares memories, struggles, perceptions, fears, desires, and reflects on how people can have a city that prioritizes people and proposing some concrete actions for change.</p>
Elements of the actions, methods used, online tools mobilized (create an as detailed description as you can)
<ul style="list-style-type: none"> • Elements of the actions: workshops, debates, mapping and walks around the neighborhood. • Methods: The project is divided in three phases: Phase I: workshops on feminist urbanism, interviews, collective mapping, day and night walks with a gender perspective, thematic debates and meetings. Phase II: diagnosis of the neighborhood and some proposals. Phase III: actions and interventions, focusing on the diagnosis of the neighborhood and the proposals for improvement, as well as the activation of public spaces. • Online tools: <ul style="list-style-type: none"> ○ <i>Mapping:</i> https://barriomujerespvk.maransay.com/mapa/ ○ <i>Youtube:</i> https://www.youtube.com/watch?v=NcyflynrRiU
On the basis of what criteria would you consider that this action was a success?
<ul style="list-style-type: none"> • The project offers the opportunity to combine a traditional technique/ method (workshops, interviews, debates) at the same time to mapping all the experiences together through a virtual platform. • The project is based on <i>community health</i> and <i>feminist urbanism</i> and offers the opportunity to explore the city from other voices and approaches.
Web/contact
https://barriomujerespvk.maransay.com Cristina Martínez Aransay: elbarriodelasmujeres@gmail.com



IO1 Preliminary Research: Good Practices Report (Creative methods Exploring the City/Virtual Student Mobility)





09_EC

Title of the program/practice/project/activity
Pending
Organization which experimented with it
Date/Period
Students (describe the students group: studies, degree, master, ...)
Pedagogical aims
Short description (100-200 words)
Elements of the actions, methods used, online tools mobilized (create an as detailed description as you can)
On the basis of what criteria would you consider that this action was a success?
Web/contact

10_EC

Title of the program/practice/project/activity
<i>ARCHITECTURAL DESIGN III-V A; Designing the Urban Public Space</i>
Organization which experimented with it
Department of Architecture, University of Thessaly.
Date/Period
In force to date
Students (describe the students group: studies, degree, master, ...)
Studies (a graduate program of Architecture). The profile of the Department is structured on the basis of understanding and accepting the severity of the scope of contemporary architectural practice and market specificities. The main axes of identity are based on a: the importance of theory, history, and general humanities to study architecture, b: the expansion of the design of the building object to the construction of landscape at various scales, ie the transfer of design from building to the city as an urban landscape. c: the relationship of design and technology, the virtual space and the visual arts: the emphasis on environmental practices.
Pedagogical aims
This course aims to help students acquire: Ability to search for, process, and analyze information from a variety of sources using the necessary technologies, Ability to adapt to and act in new situations and cope under pressure, Ability to make reasoned decisions, Ability to work autonomously, Ability to work in a team, Ability to work in an interdisciplinary environment, Capacity to generate new ideas (creativity), Ability to interact constructively with others regardless of background and culture and respecting diversity, Commitment to conservation of the environment, Ability to demonstrate social, professional and ethical responsibility and sensitivity to gender issues, Ability to be critical and self-critical , Ability to promote free, creative and inductive thinking.
Short description (100-200 words)
The evaluation of students is based on the following deliverables: Emphasis is placed on the empirical cartographic process of public space: how it addresses our senses, and what is its soundscape when we navigate inside it? These will be approached through a series of on-site research methods; visits to urban units involved in the research project in order to get first-hand information through on-site notes and sketches, review of records, videotapes-recordings . The on-site collected material is presented by the students, live and online , to discuss and compose by each student group the cartographic performance-expression of the empirical approach of the area. The cartographic performance of the area under investigation, as a combination of how the area is addressed to the human body; senses, and cartographic data resulting from a combination of data and archive research, is required to be represented on a coherent map and can be developed with mixed means of recording and expression that aim to capture the dynamics of the urban landscape over time , such as videos, audio documents, sketches and diagrams, model construction. During the semester there are lectures [by the instructor and guest speakers] in person and online, and students attendance is desirable, as it will give them tools and triggers to move forward with their project. Also, mainly amid measures to prevent the spread of COVID-19 , it is requested that these lectures be followed by discussions between the speakers, the students, the teacher, because public space and its evolution is an issue that concerns all of us: as architects and as residents of the city.
Elements of the actions, methods used, online tools mobilized (create an as detailed description as you can)
<ul style="list-style-type: none"> • Elements of the actions: Emphasis on new technologies as a means to better understanding urban space, a combination of empirical cartographic methods • Methods: videos, audio documents, sketches and diagrams, model construction • Online tools: live presentation of the coherent map
On the basis of what criteria would you consider that this action was a success?



The course offers students the opportunity to analyze information from a variety of sources using the necessary technologies, to adapt to and act in new situations or pandemics and cope under pressure urban challenges.

Web/contact

More information is available here

<http://www.arch.uth.gr/el/studies/course/1544/7>

Teacher: Prof. Aspasia Kouzoupi, Visiting Professor

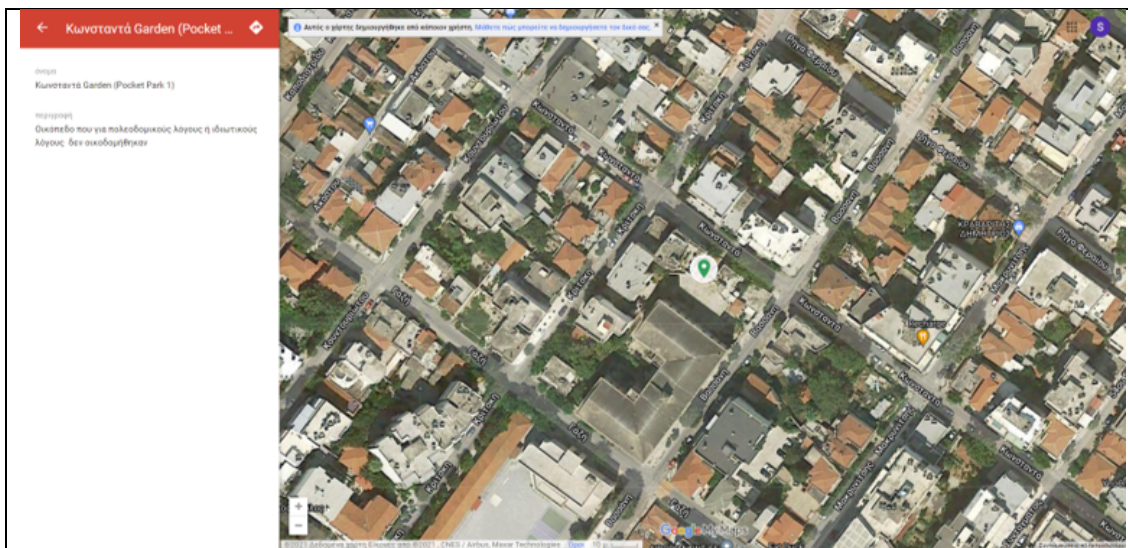
11_EC

Title of the program/practice/project/activity
<i>Advanced Digital Technologies</i>
Organization which experimented with it
Technical University of Crete - School of Architecture
Date/Period
In force to date
Students (describe the students group: studies, degree, master, ...)
Studies (a graduate program of Architecture). The graduate courses combine design practice with theoretical thinking, with a particular emphasis on the relationship between the cultural and the natural environment.
Pedagogical aims
This course aims to introduce students to the comparative presentation of analog and digital technologies and tools and to provide them with comprehensive knowledge about the field of new innovative, experimental technologies and their implications in the urban fabric. Digital toolkit tutorials help students become familiar with 3D modeling tools.
Short description (100-200 words)
The course structure refers to lectures, exercises, and support seminars for learning 3D modeling tools. It is a lab course. Learning software is a means to improve synthetic ability and spatial (urban) perception , not an end in itself. Explaining design methods, principles, analysis, and transformations of already designed small-scale buildings, so that students understand the material taught, is critical to this effective learning. Emphasis is placed on the concept of the ' <i>diagram</i> ' - as a tool of analysis and transformation - and the ' <i>sketch</i> ' in combination and contrast with digital tools. The blog is used as a digital communication platform for the course. There - as in the course - communication and critical thinking are encouraged through the delivery of public critical speech by students about their work. Apart from the blog, e-class platform is also used.
Elements of the actions, methods used, online tools mobilized (create an as detailed description as you can)
<ul style="list-style-type: none"> • Elements of the actions: Emphasis on new technologies as a means to better understanding urban space • Methods: virtual tools, drawings, images. • Online tools: blog
On the basis of what criteria would you consider that this action was a success?
<ul style="list-style-type: none"> • The course offers students the opportunity to combine traditional techniques and design and analysis methods and to utilize the blog to interact with city residents on urban issues.
Web/contact
More information is available here https://www.arch.tuc.gr/el/spoydes/proptychiakes-spydes/programma-spydon/4o-etos/n/18578-proigmenes-psifiakes-technologies/
Teacher: Prof. Parthenios Panagiotis, Professor of Digital Technologies in Architectural Design

12_EC

Title of the program/practice/project/activity
Project Title: Utilization of Information and Communication Technology (ICT) to understand the city and improve the citizens' daily life, Course: Planning and Design of Cities
Organization which experimented with it
School of Engineering, University of Thessaly, Department of Planning and Regional Development
Date/Period
In force to date
Students (describe the students group: studies, degree, master, ...)
Studies (a graduate program of the Department of Planning and Regional Development).
Pedagogical aims
The course aims at (a) providing students with a comprehensive set of theoretical knowledge in Planning and Design of Cities, (b) developing students' critical analytical thinking on new cutting-edge issues in Planning and Design of Cities, and (c) practicing the design skills of students in Urban Planning.
Short description (100-200 words)
The course contributes to the theoretical training of students on urban design issues, dealt with by the International Schools of Planning and Design of Cities that dominated from the second half of the 20th century to the present, and produced modern European cities. The general skills that the course aims to allow the students to acquire are planning and design of urban areas, cities and mapping of the urban fabric, research, analysis, and composure of data and information, by utilizing the necessary technologies. The main project of the course asks students, firstly, to analyze the characteristics of pocket parks, small in size but huge in impact, and their benefits on the quality of life of residents. Secondly, based on these characteristics, the project asks students to identify the urban units or blocks within the study area where pocket parks could be created. The study area is the city of Volos. In order to locate proposed pocket parks, students (a) visit the area online via google earth, (b) use the official website for the city of Volos for data extraction , and (c) use online cartographic applications such as ArcGIS Maps in Microsoft Teams for better cooperation between them.
Elements of the actions, methods used, online tools mobilized (create an as detailed description as you can)
<ul style="list-style-type: none"> • Elements of the actions: Emphasis on new technologies as a means of better understanding urban space and as a direct online way of data collection. • Methods: drawings, images, maps • Online tools: My maps – google (map created and customized by students) https://volos.maps.arcgis.com/home/index.html

IO1 Preliminary Research: **Good Practices Report (Creative methods Exploring the City/Virtual Student Mobility)**



On the basis of what criteria would you consider that this action was a success?

- The course offers students the opportunity to combine traditional techniques and methods at the same time to better understand the urban fabric and also to propose the best location for urban transformations.

Web/contact

More information is available here

<http://www.prd.uth.gr/en/course/planning-and-design-of-cities/>

Teacher: Dr. Stella Manika, Adjunct Staff

13_EC

Title of the program/practice/project/activity
<i>ARCHITECTURAL DESIGN III-V Z: The habitable bridge</i>
Organization which experimented with it
Department of Architecture, School of Engineering, University of Thessaly.
Date/Period
In force to date
Students (describe the students group: studies, degree, master, ...)
Studies (a graduate program of Architecture). The profile of the Department is structured on the basis of understanding and accepting the severity of the scope of contemporary architectural practice and market specificities. The main axes of identity are based on a: the importance of theory, history, and general humanities to study architecture, b: the expansion of the design of the building object to the construction of landscape at various scales, ie the transfer of design from building to the city as an urban landscape. c: the relationship of design and technology, the virtual space and the visual arts d: the emphasis on environmental practices.
Pedagogical aims
This design studio aims to create spaces governed by morphological innovation and a mixed architectural program. More specifically, it focuses on the architectural constructions that bridge two areas, over a natural or artificial barrier . Digital design tools will be an important part of the studio , students will practice and expand their skills through a variety of exercises during the semester, incorporating this knowledge into the final architectural composition of the bridge. The aim is to use digital media not only as a design tool, but also as a tool for morphogenesis and architectural thinking, introducing new experimental methods into the design process. At the end of the course students will be able to: <ul style="list-style-type: none"> · Conduct architectural research by design · Recognize the area of intervention and identify the particular characteristics of a place · Harmoniously integrate the building in the artificial or natural landscape · Understand and design geometrically complex shapes · Use algorithms and computational tools for architectural design · Design in various scales from urban design to interior design · Make design decisions based on parameter analysis · Use advanced digital representation tools such as photorealism, simulations, animation, augmented reality (Augmented Reality - AR)
Short description (100-200 words)
The studio focuses on bridges as architectural gestures aiming to connect the two sides of a natural or artificial obstacle (river, gorge, highway). More specifically, the studio will tackle the design of a habitable bridge that, besides being merely a passageway, it will accommodate uses and different "habitation" experiences depending on the place in which it is placed. The studio will explore the concept of connectivity, movement and stop, as well as with geo-environmental parameters that will feed the design process. During the initial stage of the studio, students will research and study examples from the international architectural scene, they will using digital tools to experiment with geometric and topological transformations with the aim to design and deliver an architectural proposal that combines connectivity with habitation. The aim of the course is to design a habitable bridge that will connect, add to and transform the existing urban, suburban or natural landscape. Through a series of exercises students will explore the concept of connectivity, movement and habitation, the typologies of bridges, and the morphogenic processes through digital representations . The building program will emerge from the research of the initial stage, in order to respond to the needs for connection and habitation that is relevant to the study area. It may range from a Motel over a motorway, a restaurant, a tourist information center, shops, Internet cafes, a boat hire station (if it is

IO1 Preliminary Research: **Good Practices Report (Creative methods Exploring the City/Virtual Student Mobility)**

a river), etc. The emphasis will be placed on the design process, **using digital design tools**, and exploring spatial transformations that respond to the design intent.

Elements of the actions, methods used, online tools mobilized (create an as detailed description as you can)

- **Elements of the actions:** 3D representations, animations
- **Methods:** Research and digital experiments, Digital models ,representations of the architectural design with various means, photorealistic representations, animations, Augmented Reality (AR)
- **Online tools:** -

On the basis of what criteria would you consider that this action was a success?

The course offers students the opportunity to search for, process and analyse information from a variety of sources using the necessary technologies, ability to work in an international context, capacity to generate new ideas (creativity), ability to promote free, creative and inductive thinking.

Web/contact

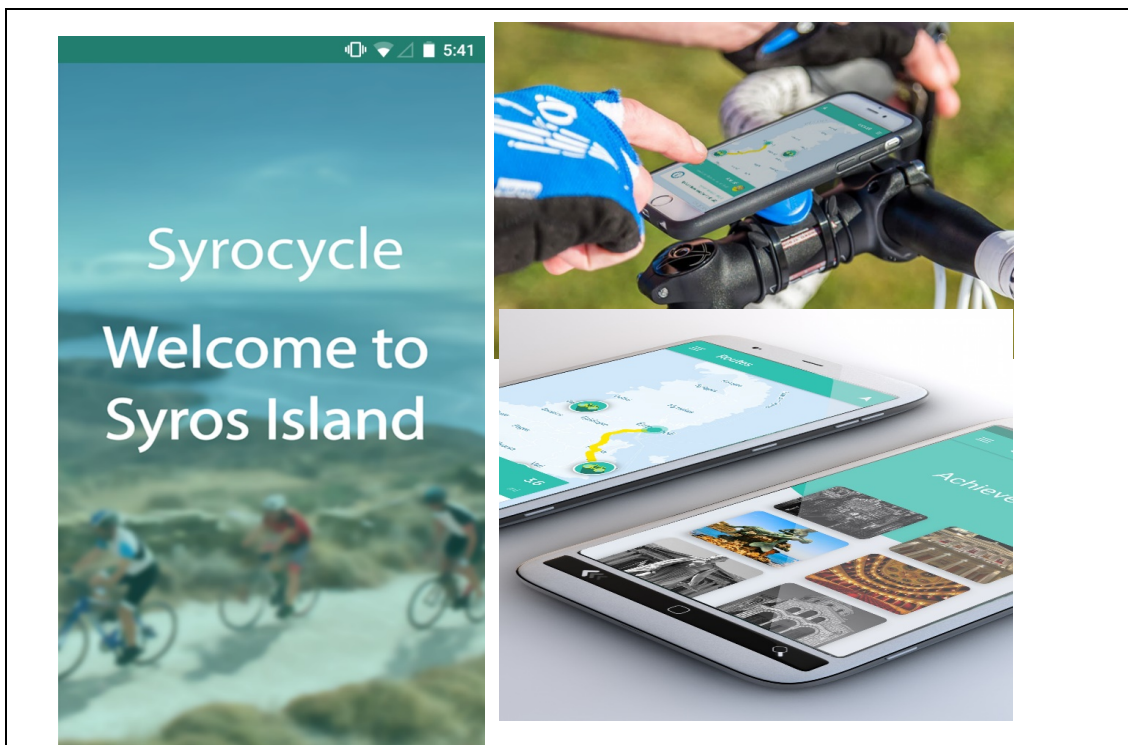
More information is available here

<http://www.arch.uth.gr/en/studies/course/1598/5>

Teacher: Assistant Professor Symeonidou Ioanna

14_EC

Title of the program/practice/project/activity
<i>Application for Cycling Tour in Syros Island</i>
Organization which experimented with it
University of the Aegean (School of Engineering, Department of Product and Systems Design Engineering)
Date/Period
February 2018 - July 2018
Students (describe the students' group: studies, degree, master, ...)
Students from the 5 th year. Subject: "Studio 7A - Interactive Systems Design"
Pedagogical aims
The main learning objectives in the process of evaluating interactive prototypes are the student to be able to apply modern usability assessment methodologies, to compose and organize an evaluation plan based on the problem under design, to select methods and tools depending on the objectives and specifics of the prototype under development and implement it. It is important to understand the organization and analysis of the data collected by the application of the evaluation method, as well as to compile a coherent and structured evaluation report that will analyze the problems of usability or user experience.
Short description (100-200 words)
The recent years there have seen significant changes in the tourism sector. To date, the main effort for change has focused on the exploitation of information and communication technologies. Smartphones, due to the advanced features they provide, have been adopted as particularly useful tools for travel. With the wide variety of emerging applications, but also the growing number of users, the current use of Smartphones and the perception of transport networks and tourist travel are changing. In this project there is an attempt to replace old traditional maps with an interactive system , thus facilitating the tour of the island of Syros by bicycle. This project is done in consultation with bicycle rental shop.
Elements of the actions, methods used, online tools mobilized (create an as detailed description as you can)
<ul style="list-style-type: none"> • Elements of the actions: promote cycling tourism through off-road or city routes. • Methods: interviews, and maps. The research initially carried out on-site research on cycling tourism and related applications used by cyclists. Interviews were also used in research that took place with a local bicycle rental agency, where it helped to better understand the users, their profile as well as their challenges. • Online tools: <ul style="list-style-type: none"> ○ Cycle travel: https://cycle.travel/map ○ Map my ride: https://www.mapmyride.com/ ○ My maps (google): https://www.google.com/maps/@38.1458392,24.4813,6z
On the basis of what criteria would you consider that this action was a success?
The development of an interactive application which provides users the opportunity to know at any time their exact location and helps them sightseeing on bike.
Web/contact
<ul style="list-style-type: none"> ○ https://www.syros.aegean.gr/el/spoydes/proptychiakes-spydes/courses/stoyntio-7a-shediasi-diadrastikon-systimaton ○ https://drive.google.com/file/d/1_pYYV9VcA-6ekcnbSsA88K6Oyodn_Vrv/view



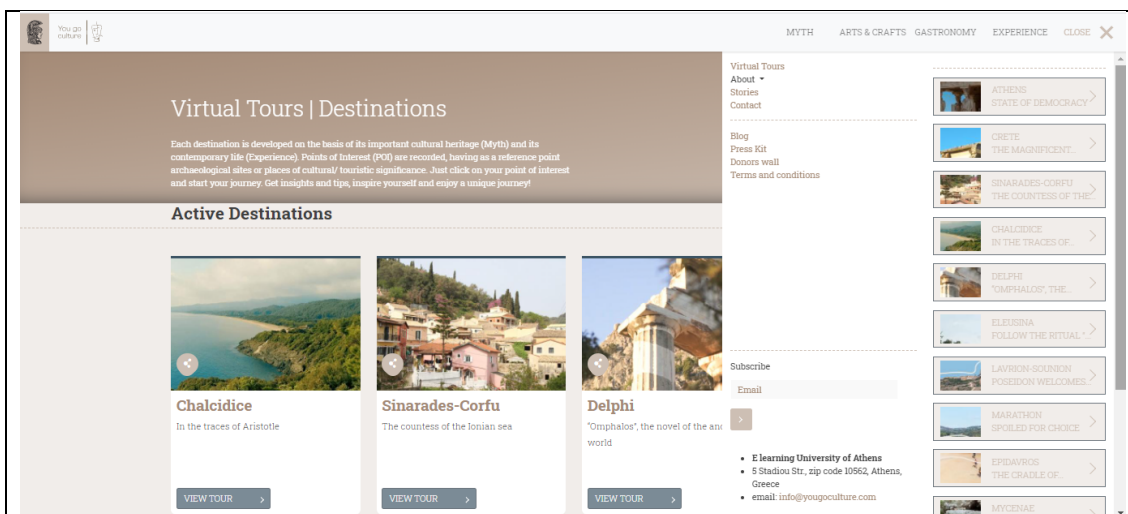
Teachers:
Course Director: Modestos Stavrakis
Co-lecturers: Panayiotis Koutsabasis, Spyros Vosinakis

15_EC

Title of the program/practice/project/activity
<i>Smart Cities and Innovation Ecosystems</i>
Organization which experimented with it
Aristotle University of Thessaloniki (School of Engineering, Department of Spatial Planning and Development)
Date/Period
In force to date
Students (describe the students' group: studies, degree, master, ...)
Studies (a graduate program of Spatial Planning and Development). Students from the 9 th semester
Pedagogical aims
This course aims to help students meet the mechanisms of spatial intelligence and acquire innovative solutions for development, sustainability, and security in cities. It offers the opportunity to search for, process, and analyze information from a variety of sources using the necessary technologies, and cultivates free, creative and inductive thinking.
Short description (100-200 words)
The course focuses on a new example of urban development and planning, that of the smart city. The aim of the course is to examine the different ways in which developments in Information and Communication Technologies (ICT) affect a) the urban environment at different scales (city, neighborhood, building), b) the mode of operation and organization of cities and c) the production of innovation and the development of intelligence in urban areas. The course examines the society / individual-technology interaction in the urban context through examples of cities around the world that have developed broadband networks, digital services to support their operation but also typical applications and solutions by sector (transport, energy, governance).
Elements of the actions, methods used, online tools mobilized (create an as detailed description as you can)
<ul style="list-style-type: none"> • Elements of the actions: Emphasis on new technologies as a means to better understanding urban space, a combination of empirical cartographic methods • Methods: videos, audio documents, sketches and diagrams, model construction • Online tools: IoT and Web 3.0 digital technologies, open data
On the basis of what criteria would you consider that this action was a success?
The development of intelligent strategies in different areas of intervention and at different scales (city, neighborhood, building), aiming at understanding the perspective of the smart model.
Web/contact
https://elearning.auth.gr/enrol/index.php?id=14479 https://drive.google.com/file/d/1I8PUMJfH4B4-a_b4_QM_dKd87hq_cVvK/view
Teachers: Kakderi Christina

16_EC

Title of the program/practice/project/activity
"YouGoCulture.com"
Organization which experimented with it
National and Kapodistrian University of Athens
Date/Period
In force to date
Students (describe the students group: studies, degree, master, ...)
Degree in History or Regional Development or Economics or Tourism Subject: "YouGoCulture.com "
Pedagogical aims
<ul style="list-style-type: none"> To be informed about unique destinations in Greece (monuments, sights, activities, cities, villages) To highlight the dichotomy of cultural stock - modern life
Short description (100-200 words)
The new public benefit - non-profit initiative of E-Learning of the National and Kapodistrian University of Athens concerns the development of a platform of free access to all entitled YouGoCulture (yougoculture.com) through which its unique destinations are captured of Greece through virtual tours. The action attempts to "get to know" Greece globally with "vehicle" the distinct characteristics that its culture carries over time. Utilizing the maximum comparative advantage of National and Kapodistrian University of Athens, its people, but also the deep knowledge they bring to a wide range of subjects, the energy aims to be a channel of communication with the international public, through the "universal language" of culture.
Elements of the actions, methods used, online tools mobilized (create an as detailed description as you can)
<ul style="list-style-type: none"> Elements of the actions: To highlight unique points of history and cultural interests to students and not only. Points of interest include archeological sites and individual monuments or points of cultural interest, points of environmental or geological interest, points of tourist interest (alternative or not), sites of modern culture and entertainment, as well as gastronomic references, with information on local traditional products, traditional dishes, and their recipes. Methods: videos, interviews, photos, 360 ° panoramas. Online tools: <ul style="list-style-type: none"> <i>YouGoCulture:</i> https://yougoculture.com/
On the basis of what criteria would you consider that this action was a success?
This project aims to get students inspired, to encounter past and present, to discover world famous destinations around Mediterranean Sea or gain authentic Mediterranean experiences and reward themselves with a virtual or real mosaic of original Greek spirit.
Web/contact
https://yougoculture.com/




Teachers:

- Meletios Athanasios Dimopoulos, Rector of the National and Kapodistrian University of Athens
- Panagiotis E. Petrakis, Professor of Economics NKUA & Scientific Supervisor E-Learning - University of Athens
- Lambrinouidakis Vasilis, Professor emer. of Classical Archaeology
- Themelis Petros, Professor emer. of Classical Archaeology
- Stylianos Papathanassopoulos, Professor of Media Organization And Policy – Media Advisor


17_EC

Title of the program/practice/project/activity
<i>Virtual Reality Online Collaborative Environment for designing, analyzing and modeling buildings and monuments.</i>
Organization which experimented with it
Dept. of Architecture, University of Crete, Greece
Date/Period
From 2019 - today
Students (describe the students group: studies, degree, master, ...)
Degree in Architecture Subject: " <i>Virtual Reality Online Collaborative Environment for designing, analyzing and modeling buildings and monuments</i> "
Pedagogical aims
Students will have the opportunity to tour, study and draw in a virtual 3D environment with professors and architects from academic institutions in Greece and abroad.
Short description (100-200 words)
The School of Architecture becomes the first in Greece – and among the few internationally – to have an Online VR system that will allow 10 users to collaborate remotely, in real time and on a real scale, within a 3D environment. The High Performance Computing System (HPC) is based on a NVIDIA RTX platform, combining Artificial Intelligence and Ray Tracing – Rasterization capabilities, of a total power of 1 Deep Learning PetaFLOPS and 260.8 FP16 TeraFLOPS. The result is achieved through 8 Quadro RTX 6000 graphic cards (192GB Total Video Memory), as well as with 10 Head-Mounted Displays, HTC Vive . This pioneering system is used in the Postgraduate Program of the School of Architecture, in research and in courses related to new Technologies in Culture and Tourism. At the same time, the School of Architectural Engineering has already entered into a synergy with the Association of Greek Tourism Enterprises (SETE). This cooperation is done "with the aim of promoting the concepts of sustainability and the interconnection of tourism - culture"
Elements of the actions, methods used, online tools mobilized (create an as detailed description as you can)
<ul style="list-style-type: none"> • Elements of the actions: to collaborate remotely, in real time and on a real scale, within a 3D environment in order to analyze, design and model buildings and monuments. These technological advances can optimize cities and become them sustainable as well as more attracted to tourists. • Methods: NVIDIA RTX platform, Artificial Intelligence , Ray Tracing – Rasterization capabilities, Deep Learning PetaFLOPS and 260.8 FP16 TeraFLOPS, graphic cards, videos. • Online tools: <ul style="list-style-type: none"> ○ <i>Youtube:</i> https://youtu.be/BnYgSLp_gpQ
On the basis of what criteria would you consider that this action was a success?
This project aims to make cities more sustainable and attracted to tourists.
Web/contact
https://dmlab.tuc.gr/project/vr-online-collaboration/



RESEARCH EDUCATION PUBLICATIONS PEOPLE NEWS STUDENTS WORK CONTACT

CULTURAL HERITAGE
VR Online Collaboration

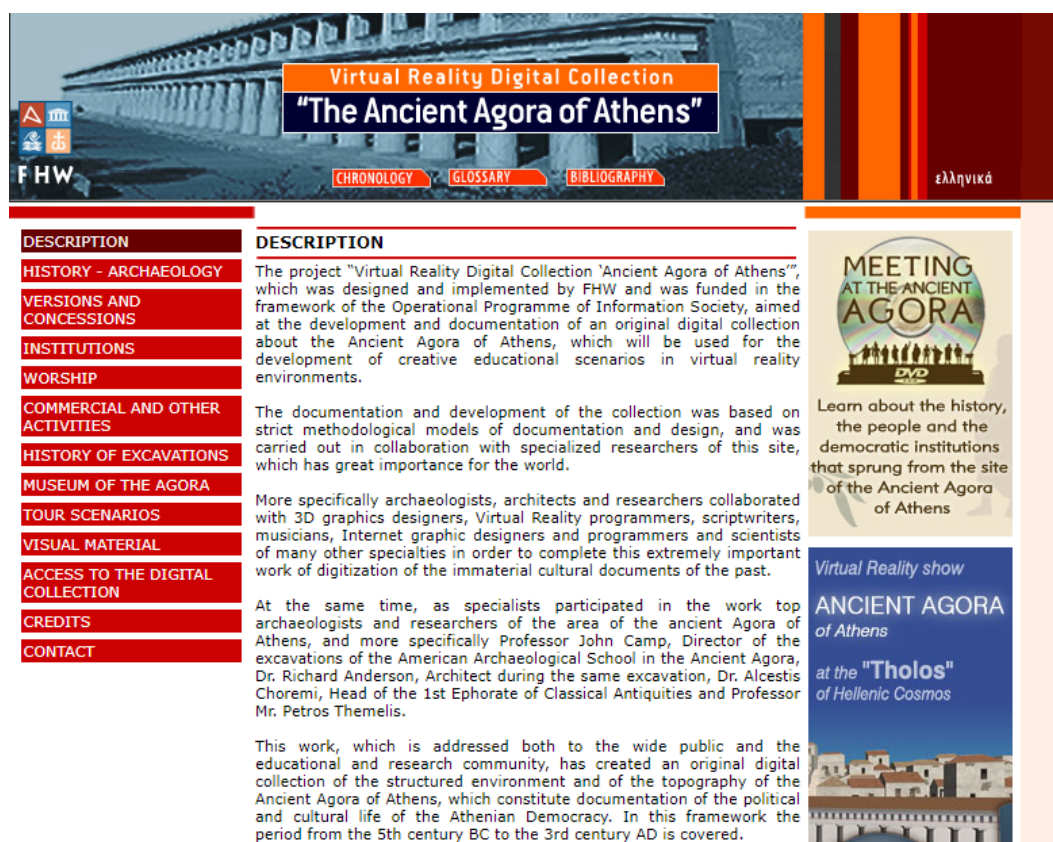


Virtual Reality Online Collaborative Environment for designing, analyzing and modeling buildings and monuments.
The Senate of the Technical University of Crete approved the proposal of the Digital Media Laboratory (DM Lab) for the supply of large-scale scientific equipment, which includes the creation of an Online Collaborative Environments for the Design, Analysis and Modeling of Buildings and Monuments in Virtual Reality, through the Public Investment Program.

Teachers: Panos Parthenios, Professor of Digital Media in Architectural Design

18_EC

Title of the program/practice/project/activity
<i>Virtual Reality Digital Collection Ancient Agora of Athens</i>
Organization which experimented with it
Foundation of the Hellenic World
Date/Period
In force to date
Students (describe the students group: studies, degree, master, ...)
Degree in History Subject: " <i>Virtual Reality Digital Collection Ancient Agora of Athens</i> "
Pedagogical aims
<ul style="list-style-type: none"> • To examine the architectural details of the buildings and the landscape from many different perspectives • To exercise their skill in orientation and to understand the feeling of scale, proportion and the area used by the ancient Greeks. • To collect experiences about the impact of this situation on their private and professional lives. • To take part in virtual interactive activities they can live experiences and to explore the arts and the everyday life of each era. • To apply oral history methods to collect information.
Short description (100-200 words)
The project "Virtual Reality Digital Collection 'Ancient Agora of Athens'", which was designed and implemented by FHW and was funded in the framework of the Operational Programme of Information Society, aimed at the development and documentation of an original digital collection about the Ancient Agora of Athens, which will be used for the development of creative educational scenarios in virtual reality environments. The documentation and development of the collection was based on strict methodological models of documentation and design and was carried out in collaboration with specialized researchers of this site, which has great importance for the world. More specifically archaeologists, architects and researchers collaborated with 3D graphics designers, Virtual Reality programmers, scriptwriters, musicians, Internet graphic designers and programmers and scientists of many other specialties to complete this extremely important work of digitization of the immaterial cultural documents of the past. At the same time, specialists, archaeologists, and researchers of the area of the ancient Agora of Athens in the work top, and more participated in the project.
Elements of the actions, methods used, online tools mobilized (create an as detailed description as you can)
<ul style="list-style-type: none"> • Elements of the actions: to create an original digital collection of the structured environment and of the topography of the Ancient Agora of Athens, which constitute documentation of the political and cultural life of the Athenian Democracy. In this framework the period from the 5th century BC to the 3rd century AD is covered. • Methods: virtual tools, databases, drawings, photographs, images, original music. • Online tools: <ul style="list-style-type: none"> ○ <i>A walk through Ancient Agora:</i> http://project.athens-agera.gr/videos/AncientAgora-Athena.html ○ <i>Athena in Ancient Agora:</i> http://project.athens-agera.gr/videos/AncientAgora_WalkThrough.html ○ <i>Ancient Agora in Athens – show at the Tholos:</i> http://project.athens-agera.gr/videos/AncientAgora-tholos.html
On the basis of what criteria would you consider that this action was a success?
<ul style="list-style-type: none"> ○ This project aims at the development and documentation of an original digital collection about the Ancient Agora of Athens, which will be used for the development of creative educational scenarios in virtual reality environments.
Web/contact

http://project.athens-agera.gr/index.php?lang_id=en


The screenshot shows a website interface for a virtual reality digital collection. At the top, there is a header with the title "Virtual Reality Digital Collection 'The Ancient Agora of Athens'" and navigation buttons for "CHRONOLOGY", "GLOSSARY", and "BIBLIOGRAPHY". A language selector for "ελληνικά" (Greek) is also present. Below the header is a table with a left-hand navigation menu and a main content area.

DESCRIPTION	DESCRIPTION
HISTORY - ARCHAEOLOGY	The project "Virtual Reality Digital Collection 'Ancient Agora of Athens'", which was designed and implemented by FHW and was funded in the framework of the Operational Programme of Information Society, aimed at the development and documentation of an original digital collection about the Ancient Agora of Athens, which will be used for the development of creative educational scenarios in virtual reality environments.
VERSIONS AND CONCESSIONS	
INSTITUTIONS	
WORSHIP	
COMMERCIAL AND OTHER ACTIVITIES	The documentation and development of the collection was based on strict methodological models of documentation and design, and was carried out in collaboration with specialized researchers of this site, which has great importance for the world.
HISTORY OF EXCAVATIONS	
MUSEUM OF THE AGORA	More specifically archaeologists, architects and researchers collaborated with 3D graphics designers, Virtual Reality programmers, scriptwriters, musicians, Internet graphic designers and programmers and scientists of many other specialties in order to complete this extremely important work of digitization of the immaterial cultural documents of the past.
TOUR SCENARIOS	
VISUAL MATERIAL	
ACCESS TO THE DIGITAL COLLECTION	
CREDITS	At the same time, as specialists participated in the work top archaeologists and researchers of the area of the ancient Agora of Athens, and more specifically Professor John Camp, Director of the excavations of the American Archaeological School in the Ancient Agora, Dr. Richard Anderson, Architect during the same excavation, Dr. Alcestis Choremis, Head of the 1st Ephorate of Classical Antiquities and Professor Mr. Petros Themelis.
CONTACT	This work, which is addressed both to the wide public and the educational and research community, has created an original digital collection of the structured environment and of the topography of the Ancient Agora of Athens, which constitute documentation of the political and cultural life of the Athenian Democracy. In this framework the period from the 5th century BC to the 3rd century AD is covered.

On the right side of the screenshot, there is a promotional graphic for a "MEETING AT THE ANCIENT AGORA" DVD. The text below the graphic reads: "Learn about the history, the people and the democratic institutions that sprung from the site of the Ancient Agora of Athens". Below this is another graphic for a "Virtual Reality show ANCIANT AGORA of Athens at the 'Tholos' of Hellenic Cosmos".

Teachers:

- Professor John Camp, Director of the excavations of the American Archaeological School in the Ancient Agora
- Dr. Richard Anderson, Architect during the same excavation
- Dr. Alcestis Choremis, Head of the 1st Ephorate of Classical Antiquities
- Professor Mr. Petros Themelis, University of Crete.

19_EC

Title of the program/practice/project/activity
<i>Ionian Islands Virtual World</i>
Organization which experimented with it
Dept. of Informatics Ionian University Corfu, Greece
Date/Period
From 2011 still today
Students (describe the students group: studies, degree, master, ...)
Degree in Informatics Subject: "Virtual Tour "
Pedagogical aims
<ul style="list-style-type: none"> To be informed about unique historical buildings and more elements that are related to the history of the Ionian Islands. To see virtual, the great museum of Solomos, which is one of the most attractive in Greece with a great history.
Short description (100-200 words)
Started in 2011 and being partially funded by European and National Greek Funds under the Regional Operational Program Western Greece-Peloponnese-Ionian Islands 2007-2013 (ESPA), the Ionian Islands Virtual World is a project developed by under- and post-graduate students of the Dept. of Informatics of the Ionian University (Corfu, Greece). The initial purpose being the touristic promotion of the Ionian Islands, it has now evolved as a platform for cultural promotion of the unique identity of the place and the people. Unique historical buildings, picturesque beaches, romantic sunshines are just a few of the elements that can be seen in this virtual world.
Elements of the actions, methods used, online tools mobilized (create an as detailed description as you can)
<ul style="list-style-type: none"> Elements of the actions: To highlight unique points of history and cultural interests to students of the Ionian Islands. Methods: videos, photos, 360 ° panoramas. Online tools: <ul style="list-style-type: none"> <i>Youtube:</i> https://www.youtube.com/channel/UCU1kH7zcSGSaikZ2bxoNuAA <i>Solomos Museum Virtual Navigation:</i> http://iivw.di.ionio.gr/solomos-museum/
On the basis of what criteria would you consider that this action was a success?
This project aims to the cultural promotion of the unique identity of the place and the people of the Ionian Islands.
Web/contact
http://iivw.di.ionio.gr/eikonika-homepage-gr/



Teachers: Dr. Konstantinos Oikonomou, Assistant Professor at the Dept. of Informatics of the Ionian University

4.

20_EC

Title of the program/practice/project/activity
<i>Imagine the past</i>
Organization which experimented with it
ELTE
Date/Period
2021 Fall
Students (describe the students group: studies, degree, master, ...)
BA and MA international students
Pedagogical aims
To understand rich history of a building. <ol style="list-style-type: none"> 1. We visit one square of the city and get knowledge about institutions. 2. We dramatize and role-play possible events could happened within the institution.
Short description (100-200 words)
We visit Kossuth square in Budapest, but we could do it in any other places - eg. Heroes square – where we can find at least two institutions. First without having any knowledge of the institutions we guess what kind of building it is and we work in groups and role-play any situation what could be happened in the building or buildings. Later we visit the institutions and learn about the buildings’ history.
Elements of the actions, methods used, online tools mobilized (create an as detailed description as you can)
Role-play, use imagination, guide
On the basis of what criteria would you consider that this action was a success?
Students enjoyed gave feedback and compliments.
Web/contact
Orsolya Endrődy-Nagy: endrody.orsolya@ppk.elte.hu

21_EC

Title of the program/practice/project/activity
<i>Meeting the traditional religions of Hungary</i>
Organization which experimented with it
ELTE
Date/Period
2019/20
Students (describe the students group: studies, degree, master, ...)
MASTER, International students
Pedagogical aims
To understand how diverse Hungary is depending on the religions. Hungary has a colorful and rich history related to religions. <ol style="list-style-type: none"> 1. Among the conquerors of the Carpathian basin socially, ethically and ideologically diverse population arrived to our country between 860-900, there were Christians, Jews and traditional shamanic tribes. 2. In the 16th and 17th century Islamic Turkish stayed in Hungary and brought their culture and religion to Hungary.
Short description (100-200 words)
During the walk in the Castle district or the downtown we visit Islamic, Jewish and Catholic memorial sites, such as ruined monastery from Dominicans, Synagogues and Baths or Tombs depending on the part of the city.
Elements of the actions, methods used, online tools mobilized (create an as detailed description as you can)
Questionnaire, Group activities such as Role-play, Activity, Guess who, Drawing
On the basis of what criteria would you consider that this action was a success?
Students enjoyed gave feedback and compliments.
Web/contact
Orsolya Endrődy-Nagy: endrody.orsolya@ppk.elte.hu


22_EC

Title of the program/practice/project/activity
<i>Treasure hunt in the Museum</i>
Organization which experimented with it
ELTE
Date/Period
2019/20
Students (describe the students group: studies, degree, master, ...)
MASTER, Education Sciences Hungarian students
Pedagogical aims
To understand how Art can be seen and why it is important to value it. 1. To see variety of artefacts displayed in museums, and how to introduce those to students 2. Guess what is an object for, what was the function in a specific historic era.
Short description (100-200 words)
During the walk in the National Museum of Hungary or Museum of Applied Arts students will get knowledge about culture, history, and fine art.
Elements of the actions, methods used, online tools mobilized (create an as detailed description as you can)
Questionnaire, Treasure hunt: while they are searching for a specified object they will form a group. Several people has the same task, that is how they find each other. Group activities such as Role-play, Activity, Guess who, Drawing, Folding, Project
On the basis of what criteria would you consider that this action was a success?
Students enjoyed gave feedback and compliments.
Web/contact
Orsolya Endrődy-Nagy: endrody.orsolya@ppk.elte.hu

23_EC

Title of the program/practice/project/activity
<i>Urban escape</i>
Organization which experimented with it
ELTE / elementary students
Date/Period
2021 Spring
Students (describe the students group: studies, degree, master, ...)
BA students and elementary children
Pedagogical aims
To understand coded messages, respect children in any age and treat them as social actors. <ol style="list-style-type: none"> 1. To recognize and get knowledge about an area of any city. (We did it in the City Park) 2. To realize we are capable of understand children's needs and motivate them to discover an area/neighborhood of the city.
Short description (100-200 words)
During the walk in the City park we tried some tasks and we discovered the area of the City park and its rich history with the focus of the Millennial expo of the 19 th century, buildings as former pavilions, - baths, museums, galleries, botanical garden and park for blind, its ornamental elements, flowers, animals, nature such as the lakes.
Elements of the actions, methods used, online tools mobilized (create an as detailed description as you can)
Look and describe. Nothing is real. We needed to think about each description of each tasks. We couldn't escape only when found all items of the walk.
On the basis of what criteria would you consider that this action was a success?
Students enjoyed gave feedback and compliments.
Web/contact
<i>Urban Go</i> https://dailynewshungary.com/treasure-hunt-in-budapest-we-tried-urbango-the-escape-room-like-city-tour/

24_EC

Title of the program/practice/project/activity
<i>Cultural heptathlon</i>
Organization which experimented with it
ELTE Institute of Intercultural Psychology and Education
Date/Period
Since 2014
Students (describe the students group: studies, degree, master, ...)
Intercultural psychology and education MA students
Pedagogical aims
<ul style="list-style-type: none"> • group building • facilitating discovery of cultural phenomena • strengthening cultural sensitivity, cultural openness
Short description (100-200 words)
Students are organized into small groups (minimum 2 groups); those groups are creating 7 cultural trial for each other (e.g. "Find a restaurant of a culture which is unfamiliar to group members, ask for a recipe in that restaurant, than make this recipe with your group!", etc.). Proofs of the "completed trials" must be provided by each group (e.g. video, photos, etc.) at the end of the heptathlon.
Elements of the actions, methods used, online tools mobilized (create an as detailed description as you can)
<p>Actions depend on the trials which are created by the groups, but generally, the main idea is that it should be a group work, and it should be somehow culturally challenging. A cultural sensitivity class/training is recommended before this exercise.</p> <p>Online streaming, or exchanging different documentations online (photo, video) can make the process fitting to virtual projects.</p>
On the basis of what criteria would you consider that this action was a success?
Student feedbacks were always very positive regarding this exercise.
Web/contact
ELTE, IIPE Krisztina Borsfay borsfay.krisztina@ppk.elte.hu

25_EC

Title of the program/practice/project/activity
<i>BMW Guggenheim Lab - Interdisciplinary urban laboratory project of the Solomon R. Guggenheim Museum</i>
Organization which experimented with it
Solomon R. Guggenheim Museum
Date/Period
Since 2011
Students (describe the students group: studies, degree, master, ...)
Suitable for all student types (BA, MA)
Pedagogical aims
<ul style="list-style-type: none"> • getting to know some of the big cities of the world by using virtual, interactive tools • changing perspectives about how one is thinking about cities, applying new and interdisciplinary concepts
Short description (100-200 words)
The BMW Guggenheim Lab was a mobile laboratory about urban life that began as a co-initiative of the Solomon R. Guggenheim Foundation and the BMW Group. From 2011 to 2014, the Lab traveled to <u>New York</u> , <u>Berlin</u> , and <u>Mumbai</u> . Part urban think tank, part community center and public gathering space, the Lab's goal was the exploration of new ideas, experimentation, and ultimately the creation of forward-thinking visions and projects for city life. Through the lens of the themes <u>Confronting Comfort</u> , <u>Making</u> , and <u>Privacy and Public Space</u> , this global project explored how people relate to cities and public space today.
Elements of the actions, methods used, online tools mobilized (create an as detailed description as you can)
<ul style="list-style-type: none"> • online quiz, and on the bases of this quiz, discussion questions which can facilitate a group discussion for students on urban planning: http://www.bmwguggenheimlab.org/urbanologyonline#disqus_thread • virtual platform for information on different urban spaces, cities which can be a starting point for thinking about urban questions, urban problems • glossary for concepts, topics related to urban spaces, societal justice, environmental issues, social issues, etc: http://www.bmwguggenheimlab.org/100urbantrends/#!/new-york-city
On the basis of what criteria would you consider that this action was a success?
Originally it was designed as a museum project, which had good reception (see press releases below). However, since it has many virtual elements, it could be used as a useful source for our international student virtual exchange program. http://www.bmwguggenheimlab.org/press/press-release-archive/2013
Web/contact
https://thehappycity.com/project/bmw-guggenheim-lab/ http://www.bmwguggenheimlab.org/what-is-the-lab

26_EC

Title of the program/practice/project/activity
<i>Visegrad IWalks: Teaching Democracy through Digital Local History Walks</i>
Organization which experimented with it
Zachor Foundation
Date/Period
Since 2015
Students (describe the students group: studies, degree, master, ...)
For high school and university (BA, MA, PhD) students
Pedagogical aims
<ul style="list-style-type: none"> • based on local history walks the program teaches about xenophobia and democracy • deepens knowledge about local history, and social remembrance, also it encourages civic participation • discussing local history brings different (historical, societal) topics closer to the students and allows them to think about geographies holistically and connects them to regional themes
Short description (100-200 words)
IWalk is an interactive digital education program of the Shoah Foundation of the University of Southern California (USC) implemented by the Zachor Foundation in Hungary. The local history or thematic walks, based on the USC Shoah Foundation Visual History Archive, are based on video interview excerpts from survivors and eyewitnesses and connect specific historical sites with a personal recollection. Each site can be navigated through a free mobile app. Students walk individually, in pairs, or in small groups using the built-in Google Map, and then use the information and clips to answer questions that explain each location and clip. The app provides an opportunity for students to send their responses to their teachers so they can form the basis for further classroom discussions. The IWalk app as IWalk - USC Shoah Foundation can also be downloaded from the Apple Store and the Google Play Store.
Elements of the actions, methods used, online tools mobilized (create an as detailed description as you can)
<ul style="list-style-type: none"> • getting familiarized with oral history (listening to oral history interviews from Holocaust survivors) • getting familiar with online archives (VHA – Visual History Archie (USC- University of Southern California)) • being able to identify present-day geographical sites with personal-social history by using a mobile-app • self-reflection (with questions related to the video-interviews) • group discussion (with questions related to the interviews)
On the basis of what criteria would you consider that this action was a success?
The program was praised by both educators and students in surveys conducted by the foundation.
Web/contact
https://www.zachor.hu/belso-oktatasi-programok/visegrad-fund-iwalk https://sfi.usc.edu/news/2015/12/10470-students-and-teachers-developing-iwalks-hungary https://ajcf.pl/en/visegrad-iwalks-teaching-democracy-through-digital-local-history-walks/ Contact at Zachor Foundation: Andrea Szőnyi, zachor@zachor.hu

27_EC

Title of the program/practice/project/activity
<i>Outdoor Guided Walk as a tool for culturally sensitive interview</i>
Organization which experimented with it
Michelle K. Brunette, School of Human Kinetics, Faculty of Health, Laurentian University
Date/Period
2020
Students (describe the students group: studies, degree, master, ...)
international students at university in Northern Ontario, Canada
Pedagogical aims
the project originally was made with research aims – to create a culturally sensitive way of conducting interviews walking interviews are very good tools to build rapport between people, and between people and places, therefore, they can be useful methods in a program which focuses on urban spaces
Short description (100-200 words)
A guided walk is a mobile research method in which interviews occur over the course of a walk with participants. This mobile method can enable complex connections between people, and between people and places (Sheller & Urry, 2006). An outdoor guided walk can encourage open and pressure free dialogue, which can be especially useful in building rapport with culturally diverse participants.
Elements of the actions, methods used, online tools mobilized (create an as detailed description as you can)
Guided walks are conducted with at least one participant, in which the participant can talk about his/her experiences and connections to places freely. Interviews happen in personally relevant spaces, in a context-rich environment which allow much more information, and involvement with the topic compared to a static, in-room interview situation. Interviews can be conducted in peer-to-peer setting as well, which allow participants to build rapport with each other, and getting to know each other's spaces via real life experience, and narration. More information about the method in the attaches research paper: Brunette, M.K. (2020) The Outdoor Guided Walk as a Culturally Sensitive Research Method. <i>Diversity of Research in Health Journal / Revue de la Diversité de la Recherche en Santé</i> , Vol 3, 72-83.
On the basis of what criteria would you consider that this action was a success?
It is not yet tested in an exchange project, but in my opinion, it could be a useful tool in Stroll project.
Web/contact

28_EC

Title of the program/practice/project/activity
<i>The method of Photovoice in intercultural encounters</i>
Organization which experimented with it
ELTE Institute of Intercultural Psychology and Education
Date/Period
2021 autumn (planned)
Students (describe the students group: studies, degree, master, ...)
Intercultural psychology and education MA students
Pedagogical aims
<ul style="list-style-type: none"> • self-reflection on one's cultural identity, international student identity • facilitating critical thinking, cultural sensitivity, cultural openness • deepen one's knowledge (experiential learning) about identity construction
Short description (100-200 words)
Photovoice is a community and participatory action research method developed by Wang and Burris (1997). In ELTE IPE we have used this method to research identity construction of participants with minority ethno-cultural group identity. The use of this method could be extended to intercultural students and their process of identity construction. By sharing one's photovoice with each other cultural openness, cultural sensitivity, cultural learning can be promoted in (international) students.
Elements of the actions, methods used, online tools mobilized (create an as detailed description as you can)
<p>For the application of the method see the following article: https://www.tandfonline.com/doi/abs/10.2752/175145214X13999922103165?journalCode=rfpc20</p> <p>An example, how the method can be used in a project: https://steps-centre.org/pathways-methods-vignettes/methods-vignettes-photovoice/</p> <p>In the Stroll project, students could find topics for "photo voicing" in their own life, reflecting on being an international student. Photo narratives can be discussed in small groups online.</p>
On the basis of what criteria would you consider that this action was a success?
Photo voice method was used by us in a research project, participants were gaining meaningful, rich experience by applying this method.
Web/contact
Krisztina Borsfay: borsfay.krisztina@ppk.elte.hu

29_EC

Title of the program/practice/project/activity
<i>City Game</i>
Organization which experimented with it
Artemisszió
Date/Period
from 2014 onwards
Students (describe the students group: studies, degree, master, ...)
Young people irrespective of educational level
Pedagogical aims
Help participants discover parts of the city with a fresh eye, use the urban space as a tool for learning, and as a starting point for a reflection on different social problems in a playful manner.
Short description (100-200 words)
<p>We created a narrative frame of a dystopian future, the state of individuals, where the Hungarian society might arrive until 2217, if we don't try to stop or change the processes. The narrative had a negative tone on purpose, by showing the possible negative consequences of present processes. In this way we wanted to raise awareness and call for act of change. The narrative presented a country that was Hungary before, but now it is called the state of individuals, formed after trying a failed cooperation with other counties or among the different social groups. Here only the Few can access education, the freedom of speech is very limited, the poor people are invisible as they don't deserve to be seen. The different characteristics of this reality were revealed at the different stations of the game.</p> <p>Participants were invited to follow a set itinerary, where they would meet volunteers at different stations who would give them different tasks. At a later stage, volunteers were replaced by a passport/guide book which described the itinerary and different tasks. The advantage of working with volunteers was that groups of young people could stop to discuss the topics with people who were prepared to add additional information. At each station specific tasks were given to the groups, mixing methods and different approaches of urban discovery, such as observation, creative/artistic activities, documentation in written, by drawing or by photos and the articulation of ideas of change.</p>
Elements of the actions, methods used, online tools mobilized (create an as detailed description as you can)
<p>The guide book for the game was the passport what the participants received at the start of the game, together with the general instructions, the universal description of the state.</p> <p>The passport contained:</p> <ul style="list-style-type: none"> - initial activities to personalize the document (to create individual and group profile) - quiz with questions related to the topics of the stations (to raise awareness and curiosity) - guidelines and instructions about how to take pictures in an ethical way and a contact email where to send the pictures taken along the way - list of the stations and a vague map of the locations (so that the participants have an idea where they could be, but are challenged as well to find these - blank pages for notes - information about Artemisszió and the activism project <p>The quiz tackled the topics of the game in an ironic way, 3 multiple choice questions belonged to each issue (migration, poverty/homelessness, freedom of speech, education and corruption).</p> <p>The stations represented different aspects of this reality in connection with social questions associated with particular city spaces like prostitution and poverty, homelessness and gentrification or spaces of resistance and political mobilisation.</p> <p>At each station the participants had the chance to receive the right answers for the quiz questions, discuss them with the volunteers and get involved in the creative tasks related to the topic of the station. For example, at the first station, after getting into the role of time-traveler, participants answered ,the questions: 3 social problems that make me angry // 3 things I want to change in the world // 3 things we shouldn't bring with us to the future. After that we created an image with the</p>

IO1 Preliminary Research: **Good Practices Report (Creative methods Exploring the City/Virtual Student Mobility)**

participant to start the photo collection process. The following stations dealt with a specific social problem or issue characteristic of the place and participants had different tasks to do. We planned the game to last around 3 hours, but it turned out that if the group walked, talked and observed (and had some food in between too) it took more or less 4-5 hours to do the whole path.

On the basis of what criteria would you consider that this action was a success?

- it is a playful activity that motivates thinking and action, mobilizing multiple senses and exercising various skills
- It enhances cooperation through collective tasks
- It can be adapted to any topic
- it is using urban spaces both as a context and as a source of learning

Web/contact

Good practices and Promising Practices: Virtual Student Mobility

STROLL is interested in specific examples in which digital elements and traditional techniques have been combined to create a digital student mobility experience.

We have found several European projects focused on *Virtual Exchange Practices*, which give us a good perspective about the possibilities of these experiences. A *Virtual Exchange* is a practice, supported by research, that consists of sustained, technology-enabled, people-to-people education programmes or activities in which constructive communication and interaction takes place between individuals or groups who are geographically separated and/or from different cultural backgrounds, with the support of educators or facilitators. Virtual Exchange combines the deep impact of intercultural dialogue and exchange with the broad reach of digital technology.² We have found two projects that provide a deep knowledge about this idea of virtual exchange, EVALUATE and EVOLVE:

- EVALUATE (Evaluating and Upscaling Telecollaborative Teacher Education)³: project that evaluates the impact of telecollaborative learning on student teachers involved in Initial Teacher Education in the participating European countries and regions. In this context, telecollaboration, also commonly known as virtual exchange, engages student teachers in task-based interaction and collaborative exchange with fellow trainees in geographically distant locations through online communication technologies.
- EVOLVE (Evidence-Validated Online Learning through Virtual Exchange)⁴: project that resorts to Virtual Exchange as an innovative form of collaborative international learning across disciplines in Higher Education institutions in Europe and beyond.

Following the EVALUATE results⁵, there are various models of virtual exchange which, in the context of initial teacher education, is commonly carried out in the following ways:

- teacher trainers from two or more different countries come into contact and develop a joint curriculum for an exchange which will be integrated into their respective courses.
- during the semester, students from the different classes work together online, discussing issues related to their curricula and collaborating to create educational materials and activities.
- the teacher trainers guide students in their online interactions and in their reflections on this experience.
- and at the end of the exchange, students receive academic credit for their work by submitting portfolios, essays, or making presentations about their collaboration with their international partners.

EVALUATE has created a *Training Manual on Telecollaboration for Teacher trainers, including* basic guidelines on running telecollaboration with students as well as discussion sheets to work through with their partner teacher in either online or face-to-face training contexts.

² <https://evolve-erasmus.eu/about-evolve/what-is-virtual-exchange/>

³ EVALUATE (Evaluating and Upscaling Telecollaborative Teacher Education). 582934-EPP-1-2016-2-ES-EPPKA3-PI-POLICY). This project is funded by Erasmus+ Key Action 3 (EACEA No 34/2015): European policy experimentations in the fields of education, training, and youth led by high-level public authorities. <https://sites.google.com/unileon.es/evaluate2019/evaluate?authuser=0>

⁴ EVOLVE (Evidence-Validated Online Learning through Virtual Exchange) 2018-20. EACEA 41/2016. Forward-Looking Cooperation Project under Erasmus+ Key Action 3: Support for policy reform, Priority 5 Achieving the aims of the renewed EU strategy for higher education. <https://evolve-erasmus.eu/about-evolve/>

⁵ The EVALUATE Group. (2019). *Evaluating the impact of virtual exchange on initial teacher education: a European policy experiment*. Research-publishing.net. <https://doi.org/10.14705/rpnet.2019.29.9782490057337>

In the same way, EVOLVE has designed a *Co-Laboratory guidebook and course for Virtual Exchange training for Higher Education*⁶, whose purpose is to help the participants embrace Virtual Exchange, a class-to-class education program in which geographically distant groups of students collaborate online over a sequence of tasks (in pairs or small groups) with the support of educators and/or facilitators.

Clearly, these Erasmus projects have provided STROLL's team with rich information for designing and developing their project. However, following the workplan, partners have collected their own good/promising practices about Virtual Student Mobility, finding some ideas and innovative tools for developing this kind of experiences. Among all the interesting practices, we would like to notice the *4cities, Master in Urban Studies*⁷ a Joint Master's Degree of UNICA (Network of Universities from the Capitals of Europe), an international, interdisciplinary, and immersive master's degree in urban studies, supported by Erasmus Mundus, which offers a catalogue of innovative contents, methods and digital tools about urban studies and cities.

⁶ <https://evolve-erasmus.eu/download/co-laboratory-guidebook/>

⁷ Joint Master's Degree of UNICA (Network of Universities from the Capitals of Europe) <https://www.4cities.eu>

01_SM

Title of the program/practice/project/activity
<i>Field Notes 4CITIES. Online Journal of 4cities. Master in urban studies</i>
Organization which experimented with it
Joint Master's Degree of UNICA (Network of Universities from the Capitals of Europe): Complutense University of Madrid https://www.ucm.es Autonoma University of Madrid https://www.uam.es/uam/inicio Vrije Universiteit Brussel https://www.vub.be Université Libre de Bruxelles https://www.ulb.be Univeritat Wien https://www.univie.ac.at University of Copenhagen https://www.ku.dk/english/
Date/Period
From 2008
Students (describe the students group: studies, degree, master, ...)
Master's degree students
Pedagogical aims
<ul style="list-style-type: none"> To spread academic activity (learning and teaching) from a personal approach (essays, drawing, pictures, personal perspective, ...) To communicate with alumni, graduates across cohorts and with current students.
Short description (100-200 words)
<p>4CITIES is an immersive, two-year, interdisciplinary master program in urban studies, incorporating geography, sociology, history, cultural studies, and political science.</p> <p>This master program bridges disciplinary limitations by combining sociology, geography, history, cultural studies, and humanistic urban studies while providing students with an array of means and methods for analysing and understanding the specific character of cities. Academic courses are supplemented with fieldwork and excursions, reframing the City as a dynamic, immersive learning laboratory.</p> <p>The <i>Field Notes 4CITIES</i> is an online journal that compile an eclectic mix of academic essays, adventures abroad, projects, personal perspectives, news, and the best of the Web.</p>
Elements of the actions, methods used, online tools mobilized (create an as detailed description as you can)
<p>Actions and methods: This online journal offers students and all the academic community share academic essays, adventures abroad, projects, personal perspectives, news and more.</p> <p>Online tools: Online Journal https://www.4cities.eu/category/field-notes/ You can use filter to find information related to: staff, alumni, personal perspective, students projects, conferences, research, reposts, and more.</p>
On the basis of what criteria would you consider that this action was a success?
<p>This online journal of is a platform for the program's students, alumni, and lecturers. Featuring projects, research, travels, photography, and editorials on the 4CITIES experience, cities, and all things urban, the blog also includes news and events and selected articles of relevance.</p> <p>This is a good way to connect the university community, not only during the master's degree, but the platform also works to communicate with alumni, connect graduates across cohorts and with current students.</p>
Web/contact
https://www.4cities.eu https://www.4cities.eu/category/field-notes/ Local Coordinator (UCM): Prof. Dr. Marta DOMINGUEZ PEREZ martadomperez@gmail.com martadom@cps.ucm.es

4CITIES MASTER IN URBAN STUDIES

Menu Home » Field Notes » **What Does a 4Citizen Look ...**

What Does a 4Citizen Look Like?

BY STEPHEN KENT — PUBLISHED ON 23/03/2017

4CITIES Personal Perspectives Students

Flash back to one year ago today. There I am at my desk in Calgary, Canada, writing away like I do most days. That despondent look on my face, that's the look of someone who needs a change. A new challenge. Maybe this image looks familiar to you. It could be a mirror image of yourself. Even if it isn't, I'm hoping these words strike a chord with you.

2015

WOAHHH... SNEET INFRASTRUCTURE!

2016

BUT FOR WHOM?

AND WHERE IS THE SOCIAL HOUSING?

02_SM

Title of the program/practice/project/activity
<i>Children of the world</i> (Virtual exchange for students) Initial Teacher Education for CLIL: interdisciplinary Innovation Project
Organization which experimented with it
Complutense University of Madrid. Madrid, Spain Liberal Arts and International Studies. Yokohama, Japan
Date/Period
2019-20 2020-21
Students (describe the students group: studies, degree, master, ...)
Pending information
Pedagogical aims
Pending information
Short description (100-200 words)
Pending information
Elements of the actions, methods used, online tools mobilized (create an as detailed description as you can)
Pending information
On the basis of what criteria would you consider that this action was a success?
Pending information
Web/contact
http://www.ucm.es/teacher_education_clil/ https://eprints.ucm.es/id/eprint/61602/1/MEMORIA%20PROYECTO%20INNOVA%20DOCENCIA%20N%202047.pdf Teachers: <ul style="list-style-type: none"> • M^a Dolores Pérez Murillo. Complutense University of Madrid. Madrid, Spain • Keiko Tsuchiya. Liberal Arts and International Studies. Yokohama, Japan

03_SM

Title of the program/practice/project/activity
" O-CITY "
Organization which experimented with it
University of Thessaly, Greece
Date/Period
From 2019 - today
Students (describe the students group: studies, degree, master, ...)
All the degrees Subject: " O-CITY "
Pedagogical aims
<ul style="list-style-type: none"> To train students to be able to implement multimedia projects (photography, video, comics and illustrations) To discover the cultural and natural heritage of the area through the recommendations of the citizens themselves To visualize and interact with the multimedia resources developed in this sense To make trips to visit the sites thanks to their prior knowledge through multimedia elements uploaded to the platform, filtering and adapting the data to suit their own interests.
Short description (100-200 words)
<p>O-CITY is an ambitious European project and the University of Thessaly declares a proud partner. Project coordinator is the University of Valencia in Spain and along with the rest of the partners from the countries of Serbia, Italy, Slovenia and Colombia constitute an extremely promising and effective consortium. Through the virtual map (www.o-city.org), everyone will be able to browse through the physical, cultural and historical heritage of the Greek cities of Volos and Larissa. This digital map will look like the google maps but the user will also be able to browse through cultural images of these two cities. The hint point of the service is that the user will be able to click on these images and see videos as well as read about these cultural monuments of interest. The platform was designed to train and provide to the education sector with an extensive library of knowledge in four areas:</p> <ul style="list-style-type: none"> o Cultural (Heritage and Intellectual Property) o Technical (creative technologies) o Soft skills (critical thinking, creativity, etc.) o Business (business development, pitching, etc.)
Elements of the actions, methods used, online tools mobilized (create an as detailed description as you can)
<ul style="list-style-type: none"> • Elements of the actions: Through the virtual map (www.o-city.org), students are able to browse through the physical, cultural and historical heritage of the Greek cities of the Greek cities of Volos and Larissa. However, academic staff can use the training modules to carry out multimedia projects on the cultural reality of their cities and integrate them into existing curricula. Also, O – City will provide students with the necessary training to be able to implement multimedia projects. • Methods: photography, video, comics, illustrations, PBL, CDIO and SCRUM • Online tools: <ul style="list-style-type: none"> o <i>Project Platform:</i> https://ocityplatform.webs.upv.es/dashboard/map
On the basis of what criteria would you consider that this action was a success?
<ul style="list-style-type: none"> • This project aims students to able to browse through the physical, cultural and historical heritage of the Greek cities of Volos and Larissa. Moreover, academic staff use the training modules to carry out multimedia projects on the cultural reality of their cities and integrate them into existing curricula. Also, O – City provide students with the necessary training to be able to implement multimedia projects.

Web/contact

<https://o-city.webs.upv.es/>



Teachers: Mr. Charalampos Samantzis (European Project Coordinator & Managing Director of the Center of International Education of the University of Thessaly)

04_SM

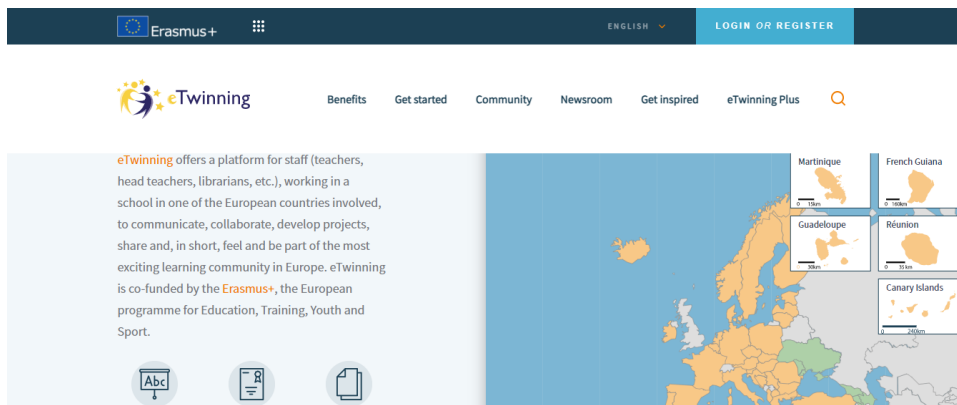
Title of the program/practice/project/activity
<i>EUROGUIDE</i>
Organization which experimented with it
ERASMUS +
Date/Period
From 2014 - today
Students (describe the students group: studies, degree, master, ...)
Art, Biology, Citizenship, Design and Technology, Environmental Education, European Studies, Geography, History, History of Culture, Informatics / ICT, Language and Literature, Natural Sciences, Physical Education
Pedagogical aims
<ul style="list-style-type: none"> • To show to European pupils the complexity and diversity of partner countries through a synthesis of culture, language, institutions and youth values. • To provide assistance to pupils and broaden their working opportunities after finishing one stage of education in order to study or work in a European Union country. • To encourage the use of a foreign language such as English (a working language) as a communicative tool, and learn to value it as a personal and collective heritage capable of transmitting our cultural values. • To contribute pupils' learning through a program of activities to strengthen their European awareness and motivate them to continue their education or professional training following a European program. • To facilitate the mobility of European pupils and promote this program in schools to involve teachers, pupils, families and local representatives. • To use new technologies and creative approaches to produce, process and disseminate results to a broader level.
Short description (100-200 words)
Euroguide aims to give the participants the opportunity of being involved in an international project where they can discover the variety and uniqueness of European regions or cities by means of cooperation and the exchange of ideas. Since the main purpose is to get to know each culture and society better -from a respectful and stimulating approach- and to offer a variety of activities for young people to do. By consulting the guides that can be made progressively along the project, many students can have access to study curricula, jobs opportunities and clear data on cultural references in order to plan a good trip that may be enjoyable and rewarding to other not-so-well-known parts of Europe. Under the whole idea of this project lies the basic concept of sharing and giving information and promoting cultural and linguistic values that are best to those undertaking the difficult task of going away in order to improve their skills.
Elements of the actions, methods used, online tools mobilized (create an as detailed description as you can)
<ul style="list-style-type: none"> • Elements of the actions: Euroguides is a Multilateral Comenius Project aimed at the consolidation and development of both communicative and social skills of all the participants involved. With the establishment of a two-year partnership, EUROGUIDE would like to give students the opportunity of being involved in an international project where they can discover the variety and distinctiveness of European regions or cities by means of cooperation and the exchange of ideas. Since its main purpose is to get to know each culture and society better -from a respectful and stimulating approach- and to offer a variety of activities for young people to do. • Methods: photography, video, illustrations • Online tools: <ul style="list-style-type: none"> ○ <i>Youtube:</i> https://www.youtube.com/watch?v=_HsFL3dD85Y
On the basis of what criteria would you consider that this action was a success?

IO1 Preliminary Research: **Good Practices Report (Creative methods Exploring the City/Virtual Student Mobility)**

- EUROGUIDE would like to give students the opportunity of being involved in an international project where they can discover the variety and distinctiveness of European regions or cities by means of cooperation and the exchange of ideas. Since its main purpose is to get to know each culture and society better -from a respectful and stimulating approach- and to offer a variety of activities for young people to do.

Web/contact

<https://www.etwinning.net/el/pub/benefits/collaborate/project.cfm?id=62028>



The screenshot displays the eTwinning website interface. At the top, there is a dark blue header with the Erasmus+ logo on the left, a language dropdown menu set to 'ENGLISH', and a 'LOGIN OR REGISTER' button. Below the header, the eTwinning logo is followed by a navigation menu with links for 'Benefits', 'Get started', 'Community', 'Newsroom', 'Get inspired', and 'eTwinning Plus'. The main content area features a text block on the left describing the platform's purpose for staff and schools, and a map of Europe on the right. The map highlights several regions with callout boxes: Martinique, French Guiana, Guadeloupe, Réunion, and the Canary Islands. Each callout includes a small map of the region and a scale bar.

05_SM

Title of the program/practice/project/activity
<i>See the children – Social construction of childhood / EXCHANGE PROGRAM!</i>
Organization which experimented with it
ELTE
Date/Period
Since 2015 every year
Students (describe the students group: studies, degree, master, ...)
BA, MA PhD students, Hungarian and Erasmus students, international students. ELTE, University of MALTA, UAM Madrid
Pedagogical aims
To understand the variety of possible childhood narratives. <ul style="list-style-type: none"> • To see variety of artefacts displayed in museums, and how to introduce those to students • To realize we are capable of reading images, understand and decode the meaning.
Short description (100-200 words)
During the walk in any Fine art institution (Museums or Galleries) we introduce the collection with the highlights for about 30 minutes, than they look for any depictions of children and try to understand the picture. They can work individually or in pairs, groups. 30 min. In the last 30 min. we gather in the main area and take a short walk and discuss about 4-5 paintings they suggest.
Elements of the actions, methods used, online tools mobilized (create an as detailed description as you can)
Look and describe pictures. They can work individually or in pairs, groups. They must choose any painting with at least one child depicted on it. They have got an instruction based on Malcolm Collier method for visual analysis.
On the basis of what criteria would you consider that this action was a success?
Students enjoyed gave feedback and compliments. I tried in Museum of Fine Arts Budapest, Prado – Madrid, and MUSA -Valetta
Web/contact
Orsolya Endrődy-Nagy: endrody.orsolya@ppk.elte.hu A history of childhood (timesofmalta.com) ICONOGRAPHY AS A RESEARCH METHOD IN HISTORY OF CHILDHOOD Orsolya Endrődy 5 updates 9 publications Research Project (researchgate.net) (3) (PDF) A BRIEF HISTORY OF CHILDHOOD-AS SEEN ON VISUALS Revista de Didácticas Específicas, nº19, PP. 100-107 (researchgate.net) (3) (PDF) Picture Analysis: Creating a History of Childhood (researchgate.net)

06_SM

Title of the program/practice/project/activity
How Long Is Too Long? (HLITL) Erasmus+ KA2
Organization which experimented with it
University of Versailles St-Quentin-en-Yveline, Eötvös Loránd University, University of Porto, University of Lodz, University of Marburg, ESN, EUF
Date/Period
Dec 2019- Dec 2022
Students (describe the students group: studies, degree, master, ...)
Bachelor's, Master's university students
Pedagogical aims
<p>The HLITL project aims to define the different types of mobility and lift obstacles to mobility by attracting more students, particularly from students from disadvantaged backgrounds, such as students with physical disabilities, working/apprentice students, etc.</p> <p>The aim of the project How long is too long (hLitl) is to enable Higher Education leaders and Internationalisation managers to adapt and improve their mobility strategies, fostering mobility schemes with the greatest impact on key competences of students (multilingual, expression and digital competence as well as intercultural awareness, etc.), including mobility schemes mixing distant learning and physical mobility (blended learning) and broader mobility for all types of students.</p>
Short description (100-200 words)
<p>There are many reasons why students do not or cannot go on mobility, often due to working capacity issues, not knowing the benefits, or simply being intimidated by going to another country. Physical inability to go on mobility is also an obstacle. There are also many cases where students are unable to go on mobility because of employment obligations or strict university programmes. With the implementation of the new Erasmus programme, there is the possibility to adapt programmes and practices of higher education institutions, including a variety of lengths and mobility types.</p>
Elements of the actions, methods used, online tools mobilized (create an as detailed description as you can)
<p>To implement the project, some actions and activities have been settled: first, a "Literature Review" was written to study and analyse what is currently made at the institutional level and proposed at the policy level. This is completed by an analysis of the conditions of implementation of the different mobility schemes (technical, social, etc.) in order to have the largest patterns on the subject. Surveys were carried out during the first and second year of the project. This step was crucial to better understand the students' needs and institutions' strategies for mobility. During the second year of the project, a testing phase was settled to analyse the impact of such typologies of mobility on the students' key competences, and see which one was the most efficient. This was used for the development of institutional recommendations (in the form of a toolkit) and policies which makes it possible to propose and improve good practices at European and university level.</p>
On the basis of what criteria would you consider that this action was a success?
<p>Main statements of the project:</p> <ol style="list-style-type: none"> 1. There is no such thing as a too long mobility The fact the new Erasmus+ programme gives students the opportunity to go on both long and short-term mobilities does not imply that they are interchangeable in terms of impact or usefulness. Both the literature reviewed and the surveys carried out in this project point to the fact that one or two semesters abroad have an impact and added-value that is not easily replicated or substituted through shorter exchanges. 2. Take advantage of the flexibility of the Erasmus+ programme and share your findings with the community

Having a new Erasmus+ programme that allows more plasticity to how international cooperation is structured is a wonderful opportunity, and therefore, we urge institutions to seize it and share their experiences with the higher education community.

3. Foster the establishment of a measurement methodology of students' competence development before and after mobility

It has been shown that the mobility type and length chosen, are not the unique elements that influence mobility (learning) outcomes: for instance, the availability of resources at university level or the different skills level of the teaching body have been identified as other factors that could be influential in the development of students' competences.

4. Terminology matters. Be rigorous

The ongoing pandemic made institutions scramble to ensure the continued delivery of lectures to all (international) students which has brought about some undesired entropy regarding the usage of terms like "virtual mobility". However, research shows that there are no grounds to equate "cross border e-learning" to an actual mobility, whereby we recommend HEIs to not mix concepts that are intrinsic to internationalization at home processes with those of cross-border activities. As a result, we encourage the use of "virtual exchange" as a replacement of the pervasive "virtual mobility" term, as the former emphasises the experiential aspect and active interaction between participants, which remain closer to the core of International Student Mobility.

5. Unleash the full potential of European University Alliances

The European University Alliances are European-wide university clusters, supported by the Erasmus+ and Horizon 2020 programmes, which aim at revolutionising the quality and competitiveness of European higher education. On account of their strategic positioning in the European educational landscape and their experimental, reflective and collaborative nature, we deem that these alliances are ideally positioned to take the lead on enhancing research on how students' competence development is impacted by different mobility types and lengths.

6. Consider your student body needs when designing international strategies

HEIs play an influential role in tackling Europe's challenges (European Commission, n.d.). As a result, it is crucial for them to include and reflect the diversity of Europe's population, putting inclusive practices and strategies at the core of their institutions. From an international and learning mobility standpoint and in order to respond to this inclusivity challenge, universities need to acknowledge that demographic, socio-economic or cultural differences (among other factors) have the potential to affect the mobility preferences and/or needs of certain students. For instance, mature or caretaker students might have specific limitations to go on mobility in comparison to other types of students.

7. Provide higher education staff with the necessary skills to take maximum advantage of the new Erasmus+ programme

Different student mobility formats have their own educational design processes, and they require diverse human and technical resources. While many of us have observed first-hand how academic staff has been impacted by the sudden shifts brought about by the COVID-19 pandemic, this exceptional circumstance has made clear that adapting to online tools and environments is not always straightforward.

Accordingly, successfully carrying out more online activities with (international) students will require a combination of better pedagogical methodologies, intercultural know-how and technological resources that will enable university staff to improve their technical and teaching skills. To do so, it is crucial that HEIs and the corresponding departments (i.e educational technologies, pedagogical support units, etc) actively support the design, development and implementation of internal training programmes for this type of staff, which incorporate the three key elements stated above.



Academic staff with that type of training can help prevent the decrease of the teaching and learning quality when relying on virtual environments, but also potentially facilitate the successful design, development and implementation of blended mobility and/or virtual exchange programmes.

Web/contact

www.hlitl-project-eu.uvsq.fr/project


07_SM

Title of the program/practice/project/activity
<i>Putting online the IHP (International Honors Program) Health, Culture, Community program</i>
Organization which experimented with it
SIT World Learning (School for International Training)
Date/Period
2020 March- May
Students (describe the students group: studies, degree, master, ...)
University students from different universities undergraduate and graduate
Pedagogical aims
Discovering public health in different parts of the world, understand the importance of historical, political geographical context in shaping health systems and health outcomes, learning to use qualitative methods to lead mini field-work research projects in groups and to use the results for comparative purposes, experiencing cultural diversity and gaining intercultural skills.
Short description (100-200 words)
The program originally went offline. Student groups travelled to 3 countries from the US. The program was suspended by Covid in the second week of South-Africa, the students were sent home but the program continued. The staff had the task to adapt and transfer the rest of the learning program online. The group therefore experience virtual student mobility for one and a half month.
Elements of the actions, methods used, online tools mobilized (create an as detailed description as you can)
<ul style="list-style-type: none"> • Teachers preregistered their lecture which students watched before the classes. The classes were seminar type, where the teacher facilitated a discussion about the recorded lecture and the readings. • Between the classes students also had access to a collection of online material from which they could chose in order to discover the places that they were learning about: Capetown and Buenos Aires • In both cities a team prepared this material and put it online: they searched for articles and videos, they made interviews with professional- and lay experts, they took pictures at specific locations • A smaller and younger team of volunteers hosted a virtual coffee every week where virtual host students could jump in to discuss about anything they were interested in and ask questions about local culture. • The group of students that were physically scattered in different places in the US constituted 5 research groups, each one focusing on a topic that they chose and for which they developed a research questions. Beside the general material, the host team uploaded specific material addressing the 5 research topics. • Each research topic had a local host/guide who met regularly with the corresponding research team, discussing with them, or guiding them virtually to possible fieldwork research sites • All physical sites that the students could visit online had been visualized in a google map. On the google map, interviews, pictures, articles related to the individual sites were uploaded. • Student research groups met regularly to discuss about their research, they could consult their methodology teacher and research topic hosts in the host country. • At the end of the one month long country program they created an oral presentation where they presented online their research and its results in front of the whole class.
On the basis of what criteria would you consider that this action was a success?
<ul style="list-style-type: none"> • Students enjoyed a lot discovering a foreign place while being physically distant from it. • They learned a lot which they proved at the final presentation. • Besides factual knowledge, they also could practice collaborative research despite the constraints of the online space.
Web/contact

Unfortunately, no digital trace remained after the online part of the program.

About the original program:

https://studyabroad.sit.edu/program/fall-2021-ihp-health-and-community-globalization-culture-care-fall-1/?subpage=cost_scholarships

5. List of criteria for Good/Promising Practices

Once all the Good/Promising practices have been collected, these two aspects have been reviewed and analyzed:

- Elements of the actions, methods used, online tools mobilized
- Criteria to consider this action successful

We have distilled this list of criteria that will give us key points for developing success activities or including success methods and digital tools in our STROLL Program.

List of criteria for Good/Promising Practices: *Creative methods for Exploring the City*

- Collection of experiences of the people: Collection and creation of maps with points linked to emotions and narrative itineraries and location of symbolic spaces through experiences
- Opportunity to combine a traditional technique/ method (interviews, photograph) at the same time to mapping all the experiences together through a virtual platform.
- Comparison the modern cityscape with the spaces inhabited by their urban predecessor, to encounter past and present
- Connection with other similar experiences of virtual recreation of cities
- Recognize urban changes of anywhere and understand the characteristics, causes and consequences of touristic gentrification, a complex and multidimensional urban phenomenon.
- Use online and social media tools (*Twitter*) for visualizing the reality of the neighborhood.
- Use of social media tools (*WhatsApp*) for support groups
- Commitment of different social and cultural agents (associations, groups, museums, schools, social services, health services, etc.)
- Telling stories to reach policy, decision-makers and local authorities to make changes at the community level.
- Redistribution of the narratives of the city from its center to its peripheries, where most of the population lives.
- Review *community health* and *feminist urbanism approaches* and offers the opportunity to explore the city from other voices.
- Analyze information from a variety of sources using the necessary technologies, to adapt to and act in new situations or pandemics and cope under pressure urban challenges.
- Development of an interactive application which provides users the opportunity to know at any time
- Intervention at different scales (city, neighborhood, building), aiming at understanding the perspective of the smart model.
- Thinking about sustainability and tourism.
- Development of creative educational scenarios in virtual reality environments.
- Envision situations through role-plays.
- Include thematic walks/guide walks in the city.

List of criteria for Good/Promising Practices: *Virtual Student Mobility*

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- Connection with the university community (students, alumni, teachers, lecturers, researchers, administration) featuring projects, research, travels, photography, personal histories.
 - Enhance and enrich competence in cultural awareness and expression, showing aspects and values of different cultures.
 - Development of multimedia projects on the reality of their cities (physical, cultural and historical heritage) in order to be integrated into existing curricula.
 - Display the variety and distinctiveness of European regions or cities by means of cooperation and the exchange of ideas.
 - Use local museums and Fine Art collections.

APPENDICES

- **APPENDICE 1:** TEMPLATE FOR DESCRIBING GOOD PRACTICES
- **APPENDICE 2:** LIST OF GOOD PRACTICES (Complutense University of Madrid -SPAIN)
- **APPENDICE 3:** LIST OF GOOD PRACTICES (University of Thessaly -GREECE)
- **APPENDICE 4:** LIST OF GOOD PRACTICES (Eotvos Lorand Tudományegyetem University -HUNGARY)
- **APPENDICE 5:** LIST OF GOOD PRACTICES (Artemisszio Alapítvány -HUNGARY)

- **APPENDICE 1: TEMPLATE FOR DESCRIBING GOOD PRACTICES**

TEMPLATE FOR DESCRIBING GOOD PRACTICES⁸
Creative methods to explore the city/ Virtual student mobility

Title of the program/practice/project/activity
Organization which experimented with it
Date/Period
Students (describe the students group: studies, degree, master, ...)
Pedagogical aims
Short description (100-200 words)
Elements of the actions, methods used, online tools mobilized (create an as detailed description as you can)
On the basis of what criteria would you consider that this action was a success?
Web/contact

⁸ We can include “good practices” and “promising practices”, both are interesting for our project:

- “Good practices” have been and evaluate in some form.
- “Promising practices” have proven practicability, but without evaluation. This practice may act as a source of inspiration for us.

APPENDICE 2: LIST OF GOOD PRACTICES (Complutense University of Madrid -SPAIN)

Code	Title	Links	Organization	Type of Practice
01_EC	<i>Madrid after the pandemic. An Oral History</i>	https://www.ucm.es/la_otra_europa/madrid-tras-la-pandemia	Complutense University of Madrid	Exploring the city
02_EC	<i>The Time of Spaniards. Traces of a Global Presence</i>	https://www.ign.es/web/visualizador_cervantes/#map=16/-412438.71/4927164.56/0	Complutense University of Madrid	Exploring the city
03_EC	<i>Madrid, city of women</i>	http://madridciudaddelasmujeres.es/	Complutense University of Madrid	Exploring the city
04_EC	<i>SIG y Street View para comprender la gentrificación turística.</i>	https://www.investigacionesgeograficas.com/article/view/2020-Didactic-use-of-GIS-and-Street-View-for-Tourism-Degree-students	Complutense University of Madrid	Exploring the city
05_EC	<i>ARTYS, la Experimental.</i>	Twitter: @BatasNomadas; #artysteosaludable; #Artys	Madrid Salud (public body of the Madrid City Council responsible of health promotion and community health) Complutense University of Madrid	Exploring the city
06_EC	<i>Merezco una calle</i>	https://www.merezcounacalle.com/	IES Cartima (Cártama, Málaga, Spain) Secondary School	Exploring the city
07_EC	<i>Patio 108. Video-testimonies of the Post-Covid19 Seville</i>	https://patio108.es/	ZEMOS98 (http://zemos98.org/en/)	Exploring the city
08_EC	<i>Vallecas, the women's neighborhood</i>	https://barriomujerespvk.maransay.com	<ul style="list-style-type: none"> • <i>Medialab Prado</i>. Citizens' laboratory that serves as a place of encounter to produce open cultural projects. https://www.medialab-prado.es/en • <i>Madrid Salud</i>-Puente de Vallecas. Public body of the Madrid 	Exploring the city



IO1 Preliminary Research: **Good Practices Report (Creative methods Exploring the City/Virtual Student Mobility)**

			<p>City Council responsible of health promotion and community health.</p> <ul style="list-style-type: none"> • <i>Save the Children</i> (Vallecas-Madrid-Spain) 	
01_SM	<p><i>Field Notes</i> 4CITIES. Online Journal of 4cities. Master in urban studies</p>	<p>https://www.4cities.eu/category/field-notes/</p>	<p>Joint Master's Degree of UNICA (Network of Universities from the Capitals of Europe):</p> <ul style="list-style-type: none"> ○ Complutense University of Madrid ○ Autonoma University of Madrid ○ Vrije Universiteit Brussel ○ Université Libre de Bruxelles ○ Univeritat Wien ○ University of Copenhagen 	Student mobility
02_SM	<p><i>Children of the world.</i> Virtual exchange for students Initial Teacher Education for CLIL: interdisciplinary Innovation Project Pending</p>	<p>http://www.ucm.es/teacher_education_clil/</p>	<ul style="list-style-type: none"> ○ Complutense University of Madrid ○ Liberal Arts and International Studies. Yokohama, Japan ○ College of Liberal Arts, International Christian University. Tokio, Japan 	Student mobility

APPENDICE 3: LIST OF GOOD PRACTICES (University of Thessaly -GREECE)

Code	Title	Links	Organization	Type of Practice
10_EC	ARCHITECTURAL DESIGN III-V A: Designing the Urban Public Space	http://www.arch.uth.gr/el/studies/course/1544/7	Department of Architecture University of Thessaly	Exploring the city
11_EC	Advanced Digital Technologies	https://www.arch.tuc.gr/el/spoydes/proptychiakes-spydes/programma-spydon/4o-etos/n/18578-proigmenes-psifiakes-technologies/	School of Architecture Technical University of Crete	Exploring the city
12_EC	Utilization of Information and Communication Technology (ICT) to understand the city and improve the citizens' daily life	https://volos.maps.arcgis.com/home/index.html	Department of Planning and Regional Development, School of Engineering University of Thessaly	Exploring the city
13_EC	ARCHITECTURAL DESIGN III-V Z: The habitable bridge	http://www.arch.uth.gr/en/studies/course/1598/5	Department of Architecture, School of Engineering University of Thessaly	Exploring the city
14_EC	Application for Cycling Tour in Syros Island	https://www.syros.aegean.gr/el/spoydes/proptychiakes-spydes/courses/stoyntio-7a-shediasi-diadrastikon-systimaton	School of Engineering, Department of Product and Systems Design Engineering University of the Aegean	Exploring the city
15_EC	Smart Cities and Innovation Ecosystems	https://elearning.auth.gr/enrol/index.php?id=14479 https://drive.google.com/file/d/1l8PUMJfH4B4-a_b4_QM_dKd87hq_cVk/view	School of Engineering, Department of Spatial Planning and Development Aristotle University of Thessaloniki	Exploring the city
16_EC	YouGoCulture.com	https://yougoculture.com/	National and Kapodistrian University of Athens	Exploring the city
17_EC	Virtual Reality Online Collaborative Environment for designing, analyzing and	https://youtu.be/BnYgSLp_qpQ https://dmlab.tuc.gr/project/vr-online-collaboration/	Department of Architecture University of Crete	Exploring the city

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	<i>modeling buildings and monuments</i>			
18_EC	<i>Virtual Reality Digital Collection Ancient Agora of Athens</i>	http://project.athens-agera.gr/videos/AncientAgora-Athena.html	Foundation of the Hellenic World	Exploring the city (additional)
19_EC	<i>Ionian Islands Virtual World</i>	http://iivw.di.ionio.gr/solomos-museum/	Department of Informatics of the Ionian University Corfu	Exploring the city (additional)
03_SM	<i>O-CITY</i>	https://ocityplatform.webs.upv.es/dashboard/map	Center of International Education University of Thessaly	Student mobility
04_SM	<i>EUROGUIDE</i>	https://www.etwinning.net/el/pub/benefits/collaborate/project.cfm?id=62028	eTwinning Erasmus+	Student mobility

APPENDICE 4: LIST OF GOOD PRACTICES (Eotvos Lorand Tudomanyegyetem University -HUNGARY)

Code	Title	Links	Organization	Type of Practice
20_EC	<i>Imagine the past</i>		ELTE	Exploring the city
21_EC	<i>Meeting the traditional religions of Hungary</i>		ELTE	Exploring the city
22_EC	<i>Treasure hunt in the Museum</i>			Exploring the city
23_EC	<i>Urban escape</i>	<i>Urban Go:</i> https://dailynewshungary.com/treasure-hunt-in-budapest-we-tried-urbango-the-escape-room-like-city-tour/	ELTE	Exploring the city
24_EC	<i>Cultural heptathlon</i>		ELTE Institute of Intercultural Psychology and Education	Exploring the city
25_EC	<i>BMW Guggenheim Lab - Interdisciplinary urban laboratory project of the Solomon R. Guggenheim Museum</i>	https://thehappycity.com/project/bmw-guggenheim-lab/ http://www.bmwguggenheimlab.org/what-is-the-lab	Solomon R. Guggenheim Museum	Exploring the city
26_EC	<i>Visegrad IWalks: Teaching Democracy through Digital Local History Walks</i>	https://www.zachor.hu/belso-oktatasi-programok/visegrad-fund-iwalk https://sfi.usc.edu/news/2015/12/10470-students-and-teachers-developing-iwalks-hungary https://ajcf.pl/en/visegrad-iwalks-teaching-democracy-through-digital-local-history-walks/	Zachor Foundation	Exploring the city
27_EC	<i>Outdoor Guided Walk as a tool for culturally sensitive interview</i>		School of Human Kinetics, Faculty of Health, Laurentian University	Exploring the city
28_EC	<i>The method of Photovoice in intercultural encounters</i>		ELTE Institute of Intercultural Psychology and Education	Exploring the city



IO1 Preliminary Research: **Good Practices Report (Creative methods Exploring the City/Virtual Student Mobility)**

05_SM	<i>See the children – Social construction of childhood / EXCHANGE PROGRAM!</i>	ICONOGRAPHY AS A RESEARCH METHOD IN HISTORY OF CHILDHOOD Orsolya Endrődy 5 updates 9 publications Research Project (researchgate.net) (3) (PDF) A BRIEF HISTORY OF CHILDHOOD-AS SEEN ON VISUALS Revista de Didácticas Específicas, nº19, PP. 100-107 (researchgate.net) (3) (PDF) Picture Analysis: Creating a History of Childhood (researchgate.net)	ELTE	Student mobility
06_SM	How Long Is Too Long? (HLITL) Erasmus+ KA2	www.hlitl-project-eu.uvsq.fr/project	University of Versailles St-Quentin-en-Yveline, Eötvös Loránd University, University of Porto, University of Lodz, University of Marburg, ESN, EUF	Student mobility



APPENDICE 5: LIST OF GOOD PRACTICES (Artemisszio Alapitvany -HUNGARY)

Code	Title	Links	Organization	Type of Practice
29_EC	City Game		Artemisszió	Exploring the city
07_SM	Putting online the IHP (International Honors Program) Health, Culture, Community program	About the original program: https://studyabroad.sit.edu/program/fall-2021-ihp-health-and-community-globalization-culture-care-fall-1/?subpage=cost_scholarships	SIT World Learning (School for International Training)	Student mobility