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Project Reference: 2021-1-IT02-KA220-HED-000032223
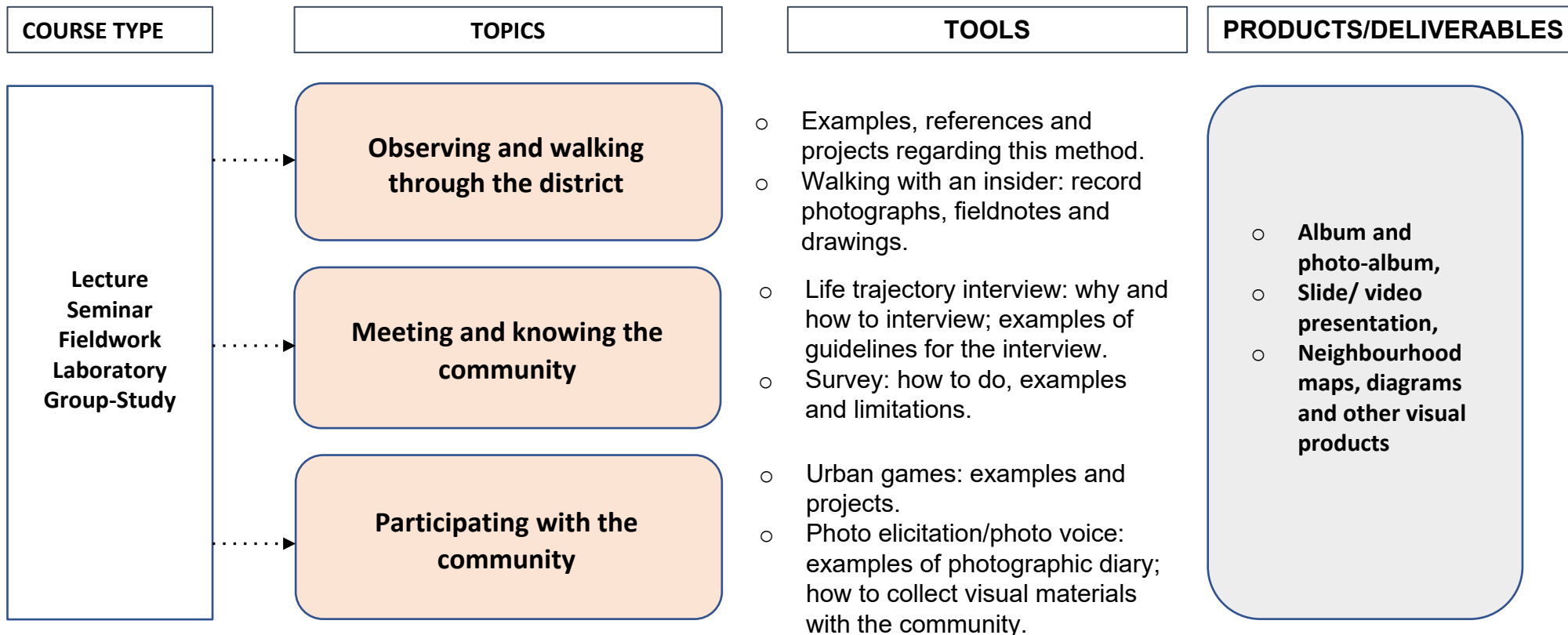
2nd Transnational Project Meeting: "Methodology and toolkit"
Ascoli Piceno, November 22-23, 2022

Session 1: Healthy urban planning Teaching Methodological Guidelines (R2) and Educational Toolkit for healthy urban planning and urban participation(R3)

Local inquiry and mapping: Get to know the neighborhood from within

ISCTE

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ACTIVITIES FROM WITHIN

COURSE TYPE	TOPICS	TOOLS	PRODUCTS/DELIVERABLES
Lecture Seminar Fieldwork Laboratory Group-Study	**Observing and walking through the district**	o Examples, references and projects regarding this method. o Walking with an insider: record photographs, fieldnotes and drawings.	o **Album and photo-album,** o **Slide/ video presentation,** o **Neighbourhood maps, diagrams and other visual products**
	Meeting and knowing the community	o Life trajectory interview: why and how to interview; examples of guidelines for the interview. o Survey: how to do, examples and limitations.	
	Participating with the community	o Urban games: examples and projects. o Photo elicitation/photo voice: examples of photographic diary; how to collect visual materials with the community.	

Basic materials/documents that will be available to students:
Base cartography, Lectures, Maps and other visual examples, Bibliographic materials.

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a) Observing and walking through the district

Walking as a research method implies **observing and visiting** the district, using **fieldnotes** registered in **notebooks** or **iPad/Tablet,** taken while walking in a district**.**

This method has demonstrated to be a good tool to use whenever researchers and students have a **small amount of time** to get to know the case study. It allows considering realities and scales that are usually not observed, scales and layers that can be discovered by visiting the neighborhood and walking **with those who know the territory well**, capturing the experience of people.

Observations to be registered in fieldnotes may include built environment descriptions, nature environment, informal conversations, description of everyday activities.

C. Di Giovanni, 2020

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b) Meeting and knowing the community

This approach can be done through diverse tools. The student/researcher makes a short **life trajectory interview**, supported by a simple **interview guide**. In the end, one can draw a **lifetime line** with main events and **turning points** of interlocutor/s.

Another tool is the preparation of a **questionnaire/survey**, to know more about **opinions and representations.** The questions should be **objective** and ideally **closed questions**, where a list of pre-established answers is presented.

This survey can be implemented by an online device such as **Google Forms** or similar, which allows an easy way of showing results and, in turn, produce a simple way to make an analysis of the survey.

Raúl Canal, Seixal | Trajetória de Vida

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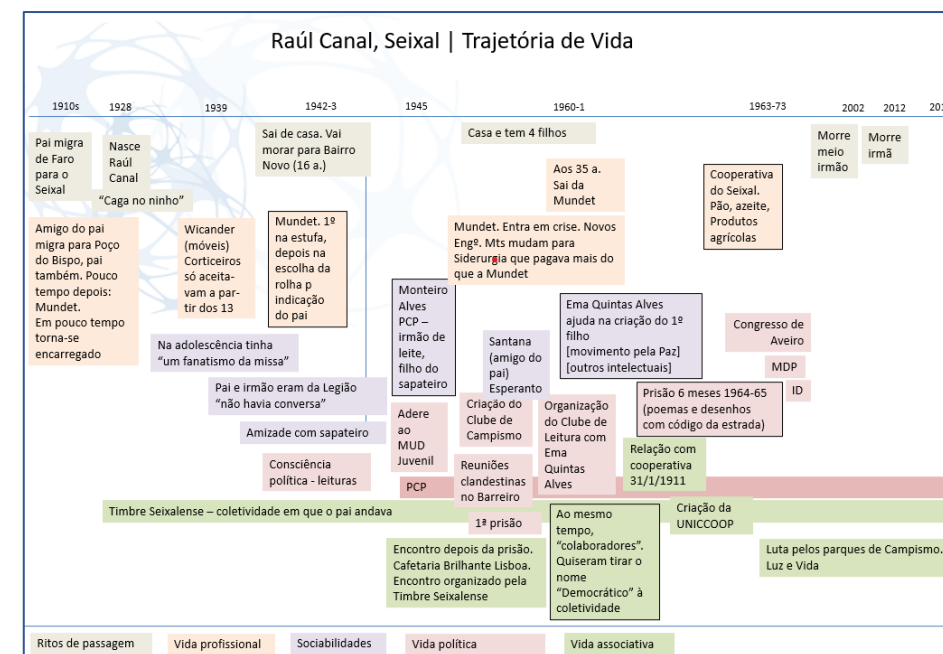
c) Participating with the community

This activity focuses on using urban games as tools to increase **participation** within the communities, engaging residents, public administration, students/researchers, stakeholders.

For this purpose, one urban game should be prepared and played. The **choice of the game depends on the time available**.

A game linked to the interview is the **Photo elicitation/photo voice**. Interlocutors can be motivated to collaborate in this tool to show **family photo albums** including photos from the neighborhood that are explained to the student/researcher, or to **make his/her own photos** during a day/half day, and then explain them. It's possible to **collect visual data with the community**, that will contribute to visualize interesting data.

Many other games can be developed to increase the participation and to initiate the decision making with all the actors in the neighborhood.

Photos of Ana Catarino, Working with the 99%. Adapted by C. Di Giovanni.

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References used for the activities "from within":

o   Emerson, R., R. Fretz and L. Shaw (1995). *Writing ethnographic Fieldnotes*. The University of Chicago Press, Chicago and London.

o   Kusenbach, M. (2003). "Street phenomenology. The go-along as ethnographic research tool", *Ethnography* 4(3): 455-485

o   Ghiglione, R. and Matalon, B. (1988) *Sociological Surveys: Theory and Practice*. Armand Colin, Paris

o   Sim, H., P. Thompson, O. Bennett and N. Cross (1998). "Ways of Listening". In R. Perks and A. Thomson (Eds.), *The Oral History Reader.* New York, Routledge: 114-125.

o   Campos, R. (2011). "Imagem e tecnologias visuais em pesquisa social", *Análise Social* 199, XLVI: 237-25.

o   Careri, F. (2002). *Walkscapes*. Barcelona: Gustavo Gili

o   Dekker, R., Franco contreras, j., & Meijer, a. (2020). The living lab as a methodology for public administration research: A systematic literature review of its applications in the social sciences. *International journal of public administration*, *43*(14), 1207-1217.

o   Fortuna, C. (2018). Caminhadas urbanas, com-vivências inesperadas. *E-cadernos CES*, (29).

o   Halbwachs, M. (1992[1941]), on collective memory, chicago and london, the university of chicago press

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o   Magnani, J. G. C. (2002). De perto e de dentro: notas para uma etnografia urbana. *Revista brasileira de ciências sociais*, *17*, 11-29.

o   Reginensi, C. (2017). Como praticar etnografia nas margens e fronteiras das cidades?; *Revista do núcleo de antropologia urbana da usp*. Ponto urbe 20.

o   Rivoal, I., & Salazar, N. B. (2013). Contemporary ethnographic practice and the value of serendipity. *Social anthropology*, *21*(2), 178-185.

o   Yakub, O. (2018). Serendipity: towards a taxonomy and a theory. *Research policy*, 47, p. 169-179

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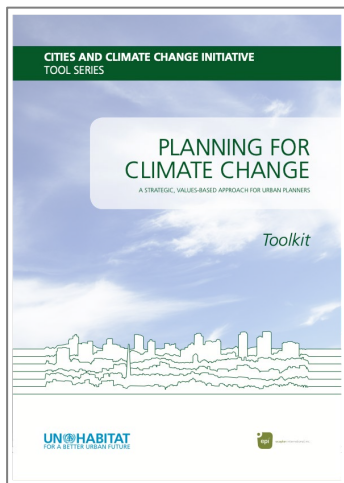**Ascoli Piceno, November 22-23, 2022**

Session 1: Healthy urban planning Teaching Methodological Guidelines (R2) and Educational Toolkit for healthy urban planning and urban participation(R3)

Proposal for the Toolkit

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Proposal of a Reference

https://unhabitat.org/planning-for-climate-change-toolkit

1. Toolkit divided into modules

2. Each module is divided into steps

3. Each step has a series of tools explained in template sheets

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For example, for **GET TO KNOW THE NEIGHBORHOOD FROM WITHIN:**

Step 1 - Observing and walking through the district.

Tool 1.1 - 15 minutes proximity

Tool 1.2 - Fieldnotes (photo, drawing and writing)

Step 2 - Meeting and knowing the community

Tool 2.1 - Interviewing
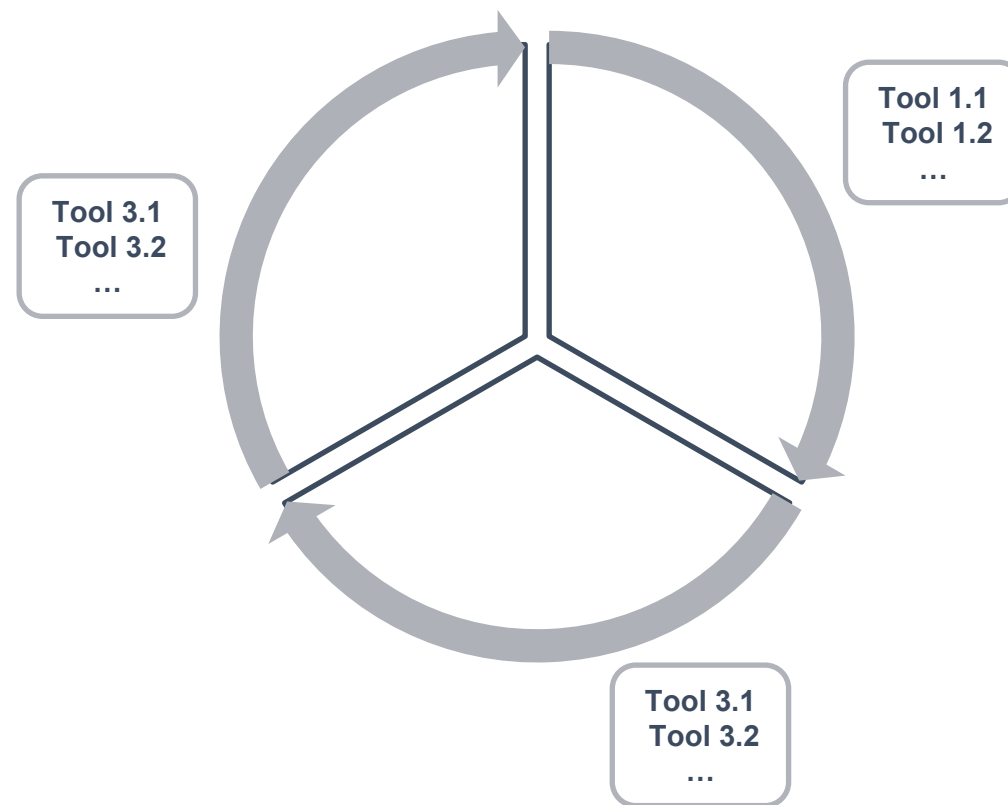
Tool 2.2 – Questionnaire/survey

Step 3 - Participating with the community

Tool 3.1 - Photo elicitation

Tool 3.2 - Stone soup game

etc.

Tool 1.1
Tool 1.2
...

Tool 3.1
Tool 3.2
...

Tool 3.1
Tool 3.2
...

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Draft tool – example 1

15 MINUTES PROXIMITY

Topic categories:

1. Time required

2. Resources required

3. Rationale and Comments

4. Participants

5. Procedure (e.g. steps...)

6. Contents and variations

7. References

8. Examples, case studies, visual contents...

TOOL 1 | '15 MINUTES PROXIMITY'

Time required
2-3 hours. It depends on the size of the defined area.

Resources required
Map of the defined area, pencil, cellular phone/other device with camera.

Rationale and Comments
Inspired by D'Onofrio & Trusiani's paper about urban proximity and the 15-minutes city, the participants should find proximity services, taking no more than 15 minutes (walking and/or including public transports/soft mobility) to find services in the neighborhood and nearby, with the help of residents or who knows the territory well.

Participants
Students, professors, researchers, local community, and stakeholders.
There is no defined minimum or maximum number, however if the group is large, it is necessary to avoid participants' dispersion.

Procedure
Step 1: Groups of 2 participants start the route with a map on which they write down. They will also have two tables to fill: the "walkability score" and important keywords to complement the evaluation for each selected service. The number of services selected for each group depends on the group size. Make sure to select at least one service for each category.

Step 2: The participants find the services attributed to them and mark where the 15 minutes end. If the service is beyond this walking time (which is 1km more or less), the service is considered inexistent.
Examples of service categories are:
FOOD: Bakery; Grocery store; butcher shop; fish shop; Fruit and vegetable shop.
MOBILITY: bus or train stop, or underground stop (and where does it take us to);
HEALTH: health center or hospital; green walking space; public vegetable garden.
SUSTAINABILITY: general recycling zones; specific recycling zones (e.g. cork; batteries; lamps); bio products grocery store; local products sales; secondhand stores.
Some examples of keywords for evaluate the walkability score with a scale to 1 to 5:
ACCESSIBILITY, COMFORT, SAFETY, ATTRACTIVENESS, REDUCED MOBILITY.

Step 3: The participants evaluate and comments the found services and the quality of the mobility experience, filling the "walkability score" on a scale of 1 to 5 score. They will evaluate the presence of risks and threats in the walking routes, as "Pedestrian shadows" — pockets of lower walkability, such as large schoolyards and industrial sites with inactive building frontages — and "border vacuums" — barriers or stunted urban life on the adjacent blocks.

Contents and variations
The game is designed to be done preferably on foot but could be combined with other mobility systems/transportation modes (bikes, public transport, cars, etc.) to have a more complete map of the proximity of services.

References
- D'Onofrio Rosalba & Trusiani Elio (2022). The Future of the City in the Name of Proximity: a New Perspective for the Urban Regeneration of Council Housing Suburbs in Italy after the Pandemic, Sustainability, 14, 1252, 1-26
- https://www.cnu.org/publicsquare/2021/02/08/defining-15-minute-city
- https://www.here.com/learn/blog/15-minute-cities-infrastructure
- https://transformtransport.org/research/livable-streets/proximity-services-for-children-the-case-of-bologna/

Examples and visual contents
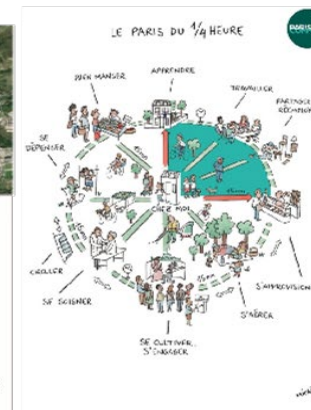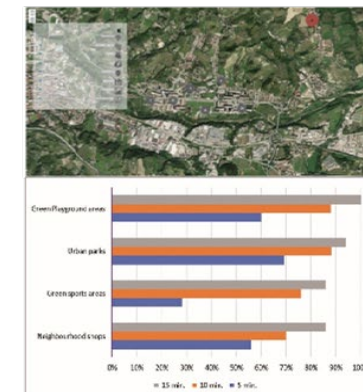
D'Onofrio Rosalba & Trusiani Elio (2022). The Future of the City in the Name of Proximity: a New Perspective for the Urban Regeneration of Council Housing Suburbs in Italy after the Pandemic, Sustainability, 14, 1252, 1-26

Paris en Commun's "15-minute city" concept sketch. In https://www.here.com/learn/blog/15-minute-cities-infrastructure
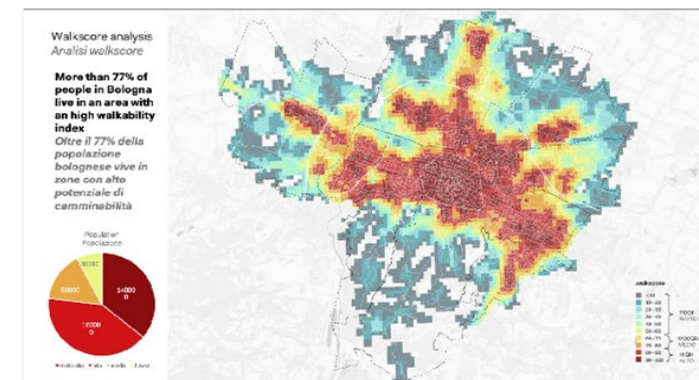
Walkscore analysis. Proximity services for children: the case of Bologna. In https://research.systematica.net/wp-content/uploads/2021/06/210513_BISP_report_completo_small.pdf

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Draft tool – example 2

PHOTO ELICITATION

In this case, the space given to the topic categories should be more extended in the template sheet, to give more space to the visual part of the tool, the **Album and/or photo-album.**

Although this example was not produced with the community in the case study, it is a good reference for cataloguing the visual material collected:
Infinite Visual Atlas: Lisbon Riverfront
https://repositorio.iscte-iul.pt/handle/10071/23314

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TOOL 2 | 'PHOTO ELICITATION'

Time required
3-4 hours

Resources required
Camera, mobile phone/other device with camera, notebook, pen

Rationale and Comments
This activity aims at increasing participation within the communities, by actively integrating the participants. Photo elicitation/photo voice will be motivated either to show photo albums including images of the neighborhood, or to make their own pictures. In both versions, participants are invited to narrate, explain the images at stake.

Participants
Members of the local community will be the central participant for they will collect/select the images. Teachers, students, researchers, local community, and stakeholders will all participate.

Procedure
Step 1: The activity is presented to all participants, including goals and procedures. Participants will be divided in groups of 3 or 4. All groups should include one community member or stakeholder association member, which will be called the "core member" of this activity. This step won't take more than 15 minutes.

Step 2: The "core member" will decide if she/he prefers to select photographs from her/his albums (case 1) or to make new photos (case 2). For case 1, the main goal is to know about the community/neighborhood history. For case 2, the objective is to make pictures about the problems/challenges of the community. This step will take about 10 minutes.

Step 3: The groups will make the activity together. For case 1, the "core member" explains the albums, while other participants take notes and ask questions. For case 2, the "core member" takes the pictures and explains why, while other participants also take notes and ask questions. Two types of documents will be provided for this step: one to take the notes and other with suggested questions. This step will take about 2 hours.

Step 4: The groups take half an hour to decide how to summarize their findings/results. After that, they present to the whole group in short presentations (10 minutes each).

Contents and variations
This activity may include going to some participant's houses and to share personal pictures. "Core members" of the groups should sign an informed consent before beginning the activity.

References

Atlas Visual Infinito: Zona Ribeirinha de Lisboa, https://repositorio.iscte-iul.pt/handle/10071/23314

Campos, R. 2011. "Imagem e tecnologias visuais em pesquisa social", Análise Social 199, XLVI: 237-25.

Datta, A. 2012. "'Where is the Global City?' Visual narratives of London among East European Migrants", Urban Studies 49(8): 1725-1740

Harper, D. 2002. "Talking about Pictures: a case for photo elicitation", Visual Studies 17(1): 13-26

Examples and visual contents

1732   AYONA DATTA

Figure 2. Series of photos taken by Andrej showing his journey to London across the English Channel.

Datta, 2012: 1732.

Ayona Datta uses photo elicitation, where the observer and the photographer is the research subject, and not the researcher as in classical research. Her interlocutors were East European migrants in London, who took photos from their daily lives and then built "visual narratives", explaining the photos he/she

Image: Maputo, Moz, July 2011. Manjula has a set of photos in her hand, which she shows to her friends. A long conversation followed this moment.

Following Harper, "photographs appear to capture the impossible: a person gone; an event past. That extraordinary sense of seeming to retrieve something that has disappeared belongs anole to the photograph, and it leads to deep and interesting talk" (Harper 2002: 23).

Support Documents

Case 1 – Photo elicitation where an interlocutor shows his/her photos from albums or from a computer/mobile phone commonly conduct to interesting conversations where one can learn a lot from a single interlocutor. However, we suggest a set of questions. Choose what makes sense in your situation and guarantee that the situation is recorded in new photos and registered in fieldnotes.
Examples of questions:

a) General questions about the community/neighborhood history
- Do you/your relatives remember how was the beginning of the community/neighborhood?
- Is there a story about the neighborhood that is told to children?
- What are the main events that happened until the present time here?
- What changes can be signaled about this neighborhood?
- How was (introduce a national event here?

b) Specific questions to the interlocutor holding the photos from a recent or not so recent past
- From these photos which is the one that brings you more memories and why?
- Which of these photos present main events for you?
- Can you tell me more about (a specific photo or detail in a photo)?
- Do you have photos from your childhood in the neighborhood?

Case 2 – Photo elicitation where an interlocutor selects what should be recorded in photos implies that the set of potential interests is well defined in advance. Topics can include situations in the neighborhood/district where there is/are:
- Health threat to the community;
- Housing problems (heat/cold structure issues);
- Evidence of climate changes results (after continuous rain, for instance);
- Green spaces – presence, types, etc;
- Sociability spaces – gardens, shops, associations, other community services in the area;
- Daily life problems signaled by the interlocutor.
Despite presenting these suggestions, the interlocutor should be free to choose if he/she has already a group of images he/she wishes to record and talk about.

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Session 4: Technical and Scientific Board meeting

Planning Organization of the local workshops and next Meeting in Lisbon

ISCTE

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Call for a local workshop for ISCTE students — Intensive Workshop

	ACTIVITY	HOURS	LOCAL	PARTICIPANTS
10 April	Brief project presentation; Keynote speaker – Tiago Mota Saraiva; Meeting the neighbourhood – Ana Catarino	10h-13h	Iscte-IUL	Students / Professors / Researchers
	Observing and walking through the district: - Tool presentation (Caterina Di Giovanni); Applying the tool	14h-18h	São João de Brito Neighborhood	Students / Professors / Researchers
11 April	15 minutes proximity; Photo elicitation: Tools presentation (Caterina Di Giovanni and Rita Cachado); Applying the tools in groups	10h-13h	São João de Brito Neighborhood	Students / Professors / Researchers / Residents / Public administration / Local Associations
	Organization and discussion of the information collected in the fieldwork – phase 1	14h-18h	Coruchéus Library (Alvalade district)	Students / Professors / Researchers
12 April	Development of the urban games applied before with residents	10h-13h	São João de Brito Neighborhood	Students / Professors / Researchers / Residents / Public administration / Local Associations
	Increasing knowledge of the city – visiting other neighborhoods and projects	14h-18h	To be defined	Students / Professors / Researchers /Local Associations
13 April	Organization and discussion of the information collected in the fieldwork – phase 2	10h-13h	Coruchéus Library (Alvalade district)	Students / Professors / Researchers
	Planning fot climate changes adaptations in the neighborhood – defining diverse proposals	14h-18h	Coruchéus Library (Alvalade district)	Students / Professors / Researchers
14 Abril	Planning for climate changes adaptations in the neighborhood – final details	10h-13h	Coruchéus Library (Alvalade district)	Students / Professors / Researchers
	Proposal(s) presentation of each group with final exhibition	**14h-18h**	Coruchéus Library (Alvalade district)	Students / Professors / Researchers / Residents / Public administration / Local Associations

OPEN CALL
WORKSHOP
10-14 APRIL 2023

How can we make healthy places?

For Master and PhD students in Architecture, Urban Studies, Sociology, Anthropology
A prize for the best 5 in the workshop
Download the call and participate!

Coordination
Rita Ávila Cachado
Teresa Madeira da Silva
Caterina Di Giovanni

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Draft program for Lisbon meeting — Joint intensive course

Week 22 - 26 May 2023?

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Thank you very much!

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