

## Teachers Training Workshop

Belgrade, June 16-17, 2022

### Session 2: Objectives and methodologies

# Urban, environmental and social profile at the district scale: objectives, purposes, pedagogical approach, technologies

UNICAM

## A necessary premise: the reason for using the neighborhood scale and the "Living Lab" and "Design Lab" approaches

The **neighborhood scale** allows direct confrontation with the community, to share objectives, projects, responsibilities towards health and climate change.

The neighborhood scale favors collaborative projects to build the resilience of the city and its community in the face of health and climate change challenges.

*Living Labs: bring together students, local stakeholders, local government, communities and academics to work collaboratively and innovatively towards sustainability outcomes, as outlined by the **Sustainable Development Goals (SDG)** and truly present opportunities to transform the living spaces of cities.*

**Design Lab:** "open partnerships between many stakeholders who share mutual interests"  
(Binder, 2007; Raccoglitore et.al. 2011)



The "Living Lab" approach will first of all be used for the construction of the urban, environmental and social profile.

Two gaze movements :

1. from above and from outside
2. from inside and at street level

Two privileged aspects :

1. urban health
2. the impacts of climate change



Project acronym:  
EXPAND II  
Deliverable 4.5

European Commission URBAN EUROPE

An Advanced Concept for Urban Living Labs  
Deliverable 4.5

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La Scuola dei Quartieri 20-21  
CON GLI OCCHI DEL QUARTIERE

SERIES  
CULTURE & TERRITORY

CO-CREATION OF PUBLIC OPEN PLACES.  
Practice - Reflection - Learning

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Barcelona CaixaResearch  
Living Lab

# 1. From above and outside

## a) Quantitative and qualitative knowledge of the neighborhood

- Demographic, social and economic data
- The history and events of the neighborhood
- Ongoing projects of the public administration: urban planning, environmental, cultural, welfare, etc.



età e dati  
demografici  
nei quartieri  
dell'ambito

anni  
<1



anni  
1-4



anni  
5-14



anni  
15-29



anni  
30-64



anni  
≥65



pop.  
2019



% stranieri  
residenti



Δ 2014-  
2019

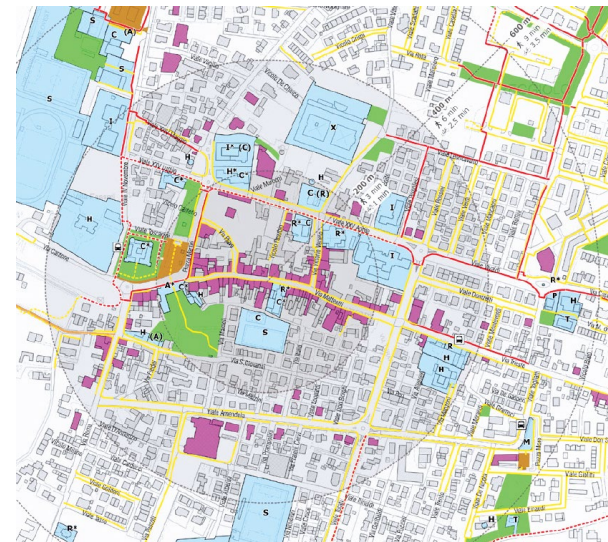
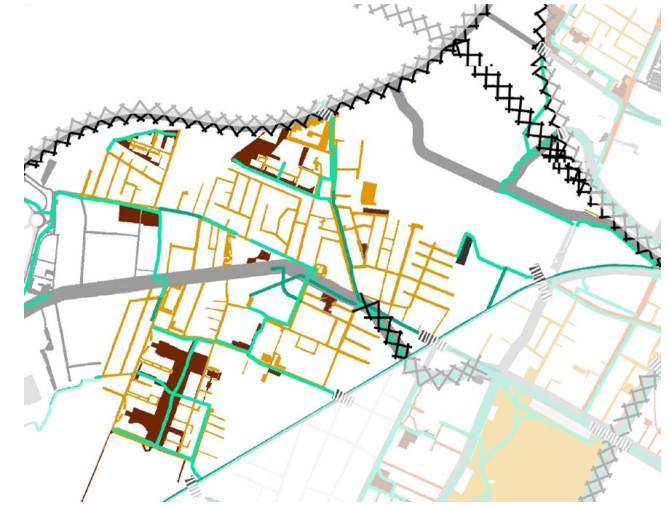


# 1. From above and outside

## b) Recognize neighborhood grammar and syntax

Territorial analysis :

- Morphological and typological study of fabrics, the environmental network and open spaces
- Study of urban functions
- Study of mobility and accessibility



# 1. From above and outside

## c) Recognize neighborhood grammar and syntax

The people and the actors of the neighborhood:

- In-depth interviews with privileged interlocutors
- Various types of documentary material
- Social channels



## Concept of living lab methodology - R1 (Iscte)

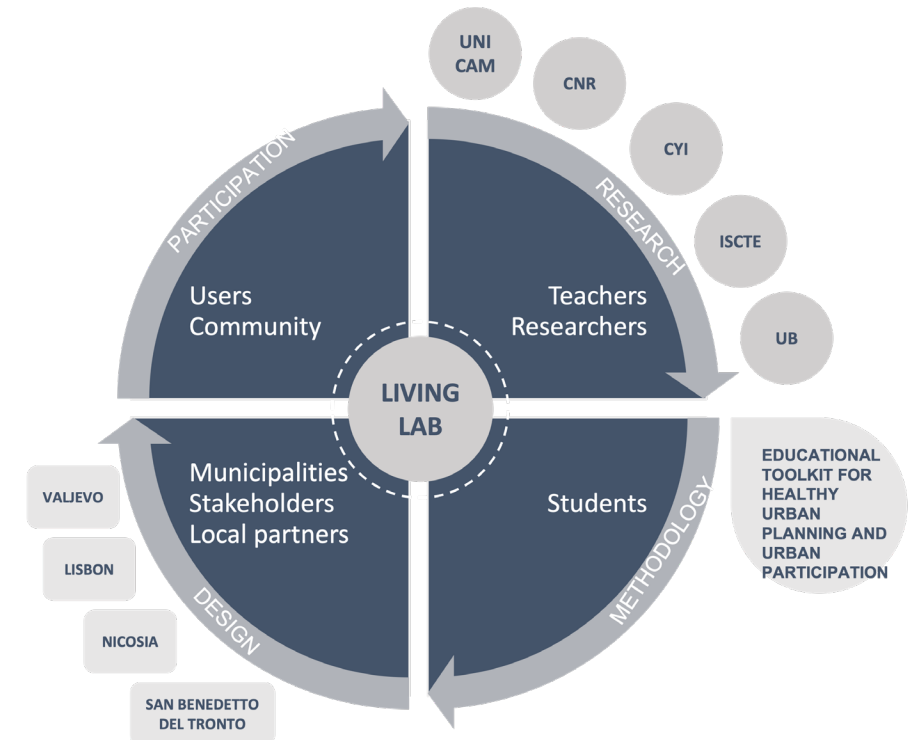
Living labs are almost synonymous with **co-design experiences**. It implies an actual **participation** of the people involved in projects, beyond researchers or other project executors (from the academy, state institutions or private institutions). They usually combine **different methods – interdisciplinarity** is welcome. But, more than a method, it is a project approach.

### Usefulness of living labs:

“They can help develop new policy and governance solutions related to grand societal challenges such as democracy and participation, urban development and sustainable energy.” (Dekker, Contreras & Meijer 2020: 1212)

### Use of toolkit:

The use toolkits is meant as a specific methodological tool, which can be expanded to public administration (education, health, housing).



# Contributions for the social profile at the district scale

## Between Architecture and anthropology

This challenging approach is based on the commonalities of the two disciplines:

- to produce theoretical thinking through the empirical knowledge (“thinking through making and learning by doing”, Ingold, 2013);
- “looking from the inside and up close” (Magnani, 2002), translated in architecture to the *genius loci* (Norberg-Schulz, 1979);
- working from a “unit of analysis” (Sanchez & Coreno, 2017), being the most suitable the neighbourhood scale.

## The importance of qualitative methodology in urban studies

- Collecting other points of view for comprehending the city as a complex object
- Helping to analyse more closeness the district scale
- Giving voice to the inhabitants and understanding their needs
- Contributing to multidisciplinary and transdisciplinary researches

Most suitable examples of qualitative methodology for our work:

**1. Walking as a research method;**

**2. Life story interview**



Flickr Comune di Bologna



# 1. Walking as a research method

The act of walking in methodological terms is an **innovative method for qualitative research**, that combines well with other disciplines, reinforcing the **interdisciplinarity** in urban studies. The “Method of itineraries: walking as a research method” is used in social sciences (Reginensi, 2017), but also for architects, in Walkspaces (Careri, 2002).

This method becomes useful when we don't have much time to conduct fieldwork and we **visit the neighbourhood and walk along with residents** (mostly Residents' Association and other local associations).

It allows taking into account realities and scales that are usually not observed or escape observation, or that are eliminated in the analytical component, and that can be **discovered mainly with the help of residents** or who know the territory well, to capture the experience of people in urban territories, also finding “**serendipity**” (Rivoal & Salazar 2013; Yakub 2018), that is, the unexpected that becomes revealing (Fortuna, 2018).



C. Di Giovanni, 2020

## 2. Life story interview

It is the classical life story methodology, mostly used in social sciences.

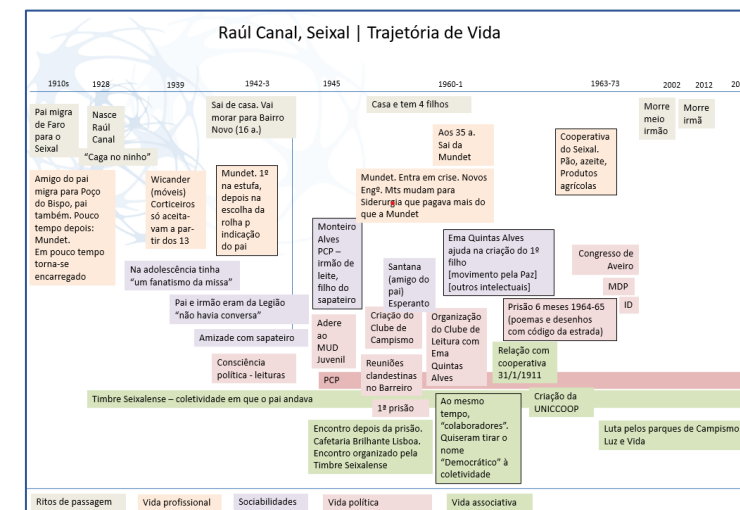
We can contribute to **inscribe the neighbourhood history by interviewing** a specific social actor, such as an association leader, an ancient resident, to gather all possible data considering the neighborhood.

Goals: capture **collective memory** (e.g. Halbwachs 1941), links between neighbourhood moments and sociopolitical moments, etc

The phases of this method are made by:

1. **asking for the interview;**
2. **recording the interview;**
3. **transcribe the interview;**
4. **making results:** a lifeline (graphic) and a summary text in a nonacademic language, with the active voice of the resident interviewed.

The questions we will ask will be related with urban games on the one hand, and with “place-statement” assessment.



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**Thank you very much!**

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