



Sustainable Accessible Future Environments

## T 3.2

# JOINT STUDY MODULE

## Introduction to the course of

### Interdisciplinary Studies in Developing Cities for People!

Welcome to our **Online course!**

In this course, you will learn to plan and evaluate open environments and services from the perspective of different target groups. You will learn to apply key elements of urban architecture, social work, safety, and tourism to increase accessibility. When you learn to examine and understand environments and services through the eyes of different target groups, you also learn to consider their needs and those of all other users.

Here you will find the learning materials for a **5-ECTS** course that was designed in the project **Sustainable Accessible Future Environments (SAFE)** and has been run several times.

The course is structured around a one week-long intensive study event. The course contains a three-week period of preliminary learning, a five days -long intensive event, and a three-day summarizing post-reflective period, after which the completion of the studies can be assessed by the teachers involved.

The course is an interdisciplinary, international online and blended study module, designed to understand citizen behaviour, which is crucial knowledge when it comes to making people more aware of the accessibility of services

***Behaviour** is what an individual or group of people is always doing in a certain environment (Goličnik and Ward-Thompson, 2010) It is also certain that people never stop behaving and that the link between the environment and their behaviour is always established. In recent years, people's behaviour has become attractive not only for psychologists and sociologists but also for urban planners, architects, landscape architects, and all those involved in designing people's environment (Ittelson, Rivlin and Proshansky, 1970). Various researches and related sample models can make a key contribution to the design of open public spaces, which are an extremely complex phenomenon due to the extreme increase of heterogeneity in cities. One of the approaches is Behavioural Mapping, which is an observing tool that can define or describe with quantitative parameters the behaviour of an individual or one group of people. At the same time, behavioural maps can also show the differences between the purpose for which space was designed and its actual use. Ittelson, Rivlin, and Proshansky (1970) have already developed spatial behaviour mapping. It includes manual mapping by observation and pre-prepared tables with the help of which we determine individual parameters for an individual space. With the development of technology, this type of mapping has also been upgraded with GIS systems. In GIS we can build and develop different empirical data gained from various behavioural maps. Its database offers a transparent examination of places through different combinations of behaviour pattern attributes e.g. the type of activity, gender, age, etc. (Goličnik Marušić, 2011).*

During the whole course, you are asked to keep a **learning diary** ([link to template](#)) whose purpose is to reflect on the materials you study, the tasks you carry out, and what you learn alone and together with the other students during the preliminary learning period, the intensive event and post-reflective period. The learning diary is **not a report**; it is a visual and **reflective journal** with no page limits (but remember less is more) where you can write, draw, speak, and even make videos if you like. You start your learning diary now when you start the preliminary learning period and make entries during the

whole course. At the end, you will **submit** the diary to your teacher or you will receive another instruction to get a grade.

Please explore the material carefully and enjoy your journey to improve the accessibility of services and environments. You can pick the most interesting topics from this course. However, we recommend that you study the entire package. In this way, you have trained comprehensively as a designer of accessible environments and services.

**Click yourself into the world of good and accessible experiences.**

*References:*

Goličnik, B., Ward Thompson, C. (2010). *Emerging relationships between design and use of urban park spaces. Landscape and Urban Planning*, vol. 94, no. 1, (January 2010), pp. 38–53, ISSN 0169-2046

Goličnik Marušić, B. (2011). *Analysis of patterns of spatial occupancy in urban open space using behaviour maps and GIS. Urban design International*, vol. 16, no. 1, (Spring, 2011), pp. 36-50, ISSN 1357-5317

Ittelson, W.H., Rivlin, L.G., Prohansky, H.M. (1970). *The Use of Behavioural Maps in Environmental Psychology, In Environmental Psychology: Man and his Physical Setting Prohansky, H.M., Ittelson, W.H. & Rivlin, L.G. (Eds.), pp. (658-668). Holt, Rinehart & Winston, New York.*

**SAFE**  
Sustainable Accessible Future Environments

Co-funded by the Erasmus+ Programme of the European Union

HOME ABOUT CONSORTIUM ACTIVITIES EVENTS CONTACT

Study module timeline

Introduction Preliminary period Day 1 Accessibility&Safety Day 2 Mapping Day 3 Society Day 4 Scenario Day 5 Presentation Post ISP 7 days after ISP

## Introduction to the course of Interdisciplinary Studies in Developing Cities for People!

**Welcome to our Online course!**

In this course, you will learn to plan and evaluate open environments and services from the perspective of different target groups. You will learn to apply key elements of urban architecture, social work, safety, and tourism to increase accessibility. When you learn to examine and understand environments and services through the eyes of different target groups, you also learn to consider their needs and those of all other users.

Here you will find the learning materials for a **5-ECTS** course that was designed in the project **Sustainable Accessible Future Environments (SAFE)** and has been run several times.

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Photo 1: Page one of the study module / web page construction

## PRELIMINARY PERIOD: Preliminary work

PRELIMINARY PERIOD	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	POST PERIOD
Preliminary work	ACCESSIBILITY and SAFETY	MAPPING	SOCIETY	SCENARIO	PRESENTATION	Post-week work

Welcome to the preliminary learning period of three weeks or 21 days! Here you can find the introductory material with which you will be well prepared for the intensive week-long event.

The materials offer you a general introduction to the target groups SAFE works with to develop accessibility in urban destinations. You need to keep in mind that the main objective of the course: to learn ways to develop accessibility in urban areas in an interdisciplinary course that offers new methods and tools to view, understand, develop, and share ideas to make urban areas more accessible and safer.

Target groups SAFE

[Access for all](#)

[People with Asperger syndrome](#)

[Migrant women](#)

[Families with children](#)

[Elderly people](#)

The course represents the fields of social sciences, safety and security, tourism and hospitality management, and urban design. Study the following materials and carry out the tasks given. Remember your entries in your learning diary ([link to template](#)).

Your **tasks** for **preliminary period** are:

### TASK 1

- Read the book or article, which is assigned to you by your institutional teacher.
- Discuss with your group about the book and prepare a presentation based on your book with your team.
- Each member of the group needs to prepare her or himself to give the presentation at the intensive course.
- The presentation should:
  - Last 20 min altogether including the activity.
  - Teach the main idea/ the most important outcomes of the book you read to the other students participating in the intensive course.
  - About half of the time could be used for some kind of activity with the audience. The activity should help them to learn the topic. Other students in the group can help the presenter with the activity.
  - To help you plan the presentation you can:

- Tell the name of the book and explain the main points of the book you read
- How does this book reflect the main objectives of SAFE?
- How can you utilize this information when designing sustainable, accessible, and safe future environments?
- What are the pros and cons of this book? Would you recommend it to the other students?
- Plan a short activity to help other students understand the main points of your article (e.g. guided discussion, Kahoot game, etc.)

## TASK 2

Watch the videos and read the materials. Write your thoughts on the target group in your learning diary (link).

## TASK 3

Choose one of the target groups and find one person representing the group. Interview the person on their experiences in unfamiliar urban areas; how it is to move around, feeling different in the environment, are there physical difficulties in moving, and walking. Does the place feel accessible, and safe?

The screenshot shows the SAFE website interface. At the top left is the SAFE logo with the tagline 'Sustainable Accessible Future Environments'. At the top right are logos for the University of Applied Sciences (UAS) and the Erasmus+ Programme of the European Union. Below the logos is a navigation menu with links for HOME, ABOUT, CONSORTIUM, ACTIVITIES, EVENTS, and CONTACT. The main content area features a 'Study module timeline' with a sequence of boxes: Introduction, Preliminary period (21 days before ISP), Day 1 Accessibility&Safety, Day 2 Mapping, Day 3 Society, Day 4 Scenario, Day 5 Presentation, and Post ISP (7 days after ISP). Below the timeline is a section titled 'Preliminary period' with a welcome message and a list of target groups: Access for all, People with Asperger syndrome, Migrant women, Families with children, and Elderly people. At the bottom, it states 'Your tasks for preliminary period are:'.

Photo 2: Page two of the study module / web page construction

## DAY 1: ACCESSIBILITY and SAFETY

### TOPIC

DAY X	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY X
Preliminary work	ACCESSIBILITY and SAFETY	MAPPING	SOCIETY	SCENARIO	PRESENTATION	Post-week work

### Welcome to DAY 1 of the learning period of the intensive one week-long event in Interdisciplinary Studies in Developing Cities for People!

During the **first day** of the intensive week you will firstly listen to a **mix of lectures** about Urban design, workshops, Design, and participation in urban open spaces and safety. Participatory **Site visit**, the so-called Jane's walk in the target area will give you the opportunity to make observations about problem areas and how to find solutions. At the same time, it will also enable you to co-create and work with the local actors, residents, and other stakeholders. After the practical observations, you will start with the **group work** where you will share your observations and thoughts with your team members. In addition, Day 1 also contains information on how information can be used to improve accessibility.

Your main **task** for **DAY 1** is to enjoy the urban walk and observe details (safety, accessibility). Make some photos, select 10 of them, and add comments (see example p. 8). Photos with comments of the group are part of the process doing an Analysis (Mapping handbook).

You can see more information about the work and the content of the first day below.

### LECTURES

**prof. dr. Alenka Fikfak (UL): Urban design and workshops**  
**assist. prof. dr. Janez P. Grom (UL): Design in urban open spaces**  
**assist. prof. dr. Matej Nikšič (UIRS): Participation in urban open spaces**  
**Hanna Iisakkila Rojas (Laurea) and Kristina Henriksson (Laurea): Safety**

### SITE VISIT

Jane's walk (Jane Jacobs walk). Jane's Walk is an urban walking event that gathers people from the neighborhood to get to know the local area or neighborhood on foot. In the walking events, people walk around with guides and get to know, e.g., the nearby cultural sites, architecture, history, and generally both the built and natural environment. Anyone interested can participate in Jane's Walk. It is an easy and fun way to enable social and cultural activities. At the same time, it improves the interaction between different stakeholders and can improve the spirit of unity in the region.

Involving citizens and consumers in city planning is an essential pillar of democracy. It also makes it possible to improve the quality of life. People's needs can be understood through participation, and feedback from locals and visitors can be obtained.

City walks accompanied by facilitated discussions are ways to invite people to observe and discover public spaces and services. Participants are invited to walk in small groups and visit specific points. At

designated points, they observe their surroundings and discuss predetermined themes. Participants are encouraged to share their experiences and stories about the destinations.

Walkability reflects how attractive or untrustworthy an area is from the perspective of walkers. There is more and more interest in walking in cities, and there is a clear connection between walking and social liveliness. The built environment, for example, schools, public buildings, and other facilities supports walking and contains many benefits. The value of the area increases, people's healthy quality of life improves, and the area's environmental sustainability improves, e.g., greenhouse emissions are reduced, etc.

**prof. dr. Alenka Fikfak (UL), assist. prof. dr. Janez P. Grom (UL), assist. Aleš Švigelj (UL: Jane's walk**

## GROUP WORK

Creativity and experimental learning are inseparably linked, whereby the inclusion of the person into the experience, thinking, and group cooperation is vital (Fikfak, 2013). The course Interdisciplinary Studies in Developing Cities for People works as a "platform that opens new visions and exposes spatial and structural change (not only solutions); for the understanding of built and/or natural environments, the right way of thinking and work process is necessary, i.e. as a by-product of experiential learning. Indeed, this form of work is necessary for the development of understanding between students and teachers, and the dialogue among them (and within a group)." (Fikfak, 2013)

Reference:

Fikfak, A. (2013). *Quality of architectural education at the Faculty of Architecture of the University of Ljubljana. Journal of architecture and urbanism. 2013, vol. 37, iss. 4, pp. 257-267. DOI: [10.3846/20297955.2013.871848](https://doi.org/10.3846/20297955.2013.871848).*

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Study module timeline

Introduction Preliminary period Day 1 Accessibility & Safety Day 2 Mapping Day 3 Society Day 4 Scenario Day 5 Presentation Post ISP 7 days after ISP

21 days before ISP

## DAY 1: ACCESSIBILITY and SAFETY

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During the **first day** of the intensive week you will firstly listen to a **mix of lectures** about Urban design, workshops, Design, and participation in urban open spaces and safety. Participatory **Site visit**, the so-called Jane's walk in the target area will give you the opportunity to make observations about problem areas and how to find solutions. At the same time, it will also enable you to co-create and work with the local actors, residents, and other stakeholders. After the practical observations, you will start with the **group work** where you will share your observations and thoughts with your team members. In addition, Day 1 also contains information on how information can be used to improve accessibility.

Your main **task for DAY 1** is to enjoy the urban walk and observe details (safety, accessibility). Make some photos, select 10 of them, and add comments (see example p. 8). Photos with comments of the group are part of the process doing an Analysis (Mapping handbook).

You can see **more information** about the work and the content of the first day below.

*Photo 3: Page three of the study module / web page construction*

## DAY 2: MAPPING

### TOPIC

DAY X	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY X
Preliminary work	ACCESSIBILITY and SAFETY	MAPPING	SOCIETY	SCENARIO	PRESENTATION	Post-week work

**Welcome to DAY 2 of the learning period of the intensive one week-long event in Interdisciplinary Studies in Developing Cities for People!**

On your **second day** of the intensive week, you will listen to the **lectures** about Mapping, Accessible tourism, and Asperger syndrome. On the **Safety walk**, you will observe safety issues of the specific area together with your vulnerable group. With the help of the mapping method, your common knowledge, and observations from previous days you will start the **group work** with analyzing and further work on your selected urban area.

Your **task** for **DAY 2** is to visit the location, make some observations as part of a "safety walk", collect data in the mapping handbook and work on analysing the site.

You can see more information about the work and the content of the second day below.

### LECTURES

**prof. Dr. Ana-Isabel Polo-Peña (UGR), dr. Francisco Peco-Torres (UGR) & Francisco J. Molina-Martin (University of Granada & Asociación de Ásperger de Granada): Accessible tourism**

### SAFETY WALK

It differs from the Jane's Walk concept, even though there are some similarities as well. While Jane's walk can be defined more as a social and cultural event, the safety walk is purely concentrating on safety issues in a specific area. The main principle of a safety walk is to bring local people together with officials and have a common walk where all participants can observe positive and negative safety-related findings, which might affect the safety, comfort, and equality of the residents and other people visiting the area.

As the sense of safety and safety-related needs vary between different user groups, for example, according to age, disabilities, gender, or social background, there can be different target groups when planning a safety walk. It is possible to perform a generic safety walk or narrow the scope and set a target from one of the user groups' points of view. Different times, , e.g. during the day or at night, summer or winter conditions, can also offer a new perspective for a safety walk.

Commonly, residents and service users have a better understanding of the local safety-related problems and challenges than officials who do not necessarily know the area so well. Safety walks can be arranged in cooperation with residents and local service users, companies, organizations, and officials from the municipality. It has been noted that people are more confident in giving feedback to the officials during informal events than through official channels. This is one of the main reasons why a Safety Walk is a useful mapping tool.



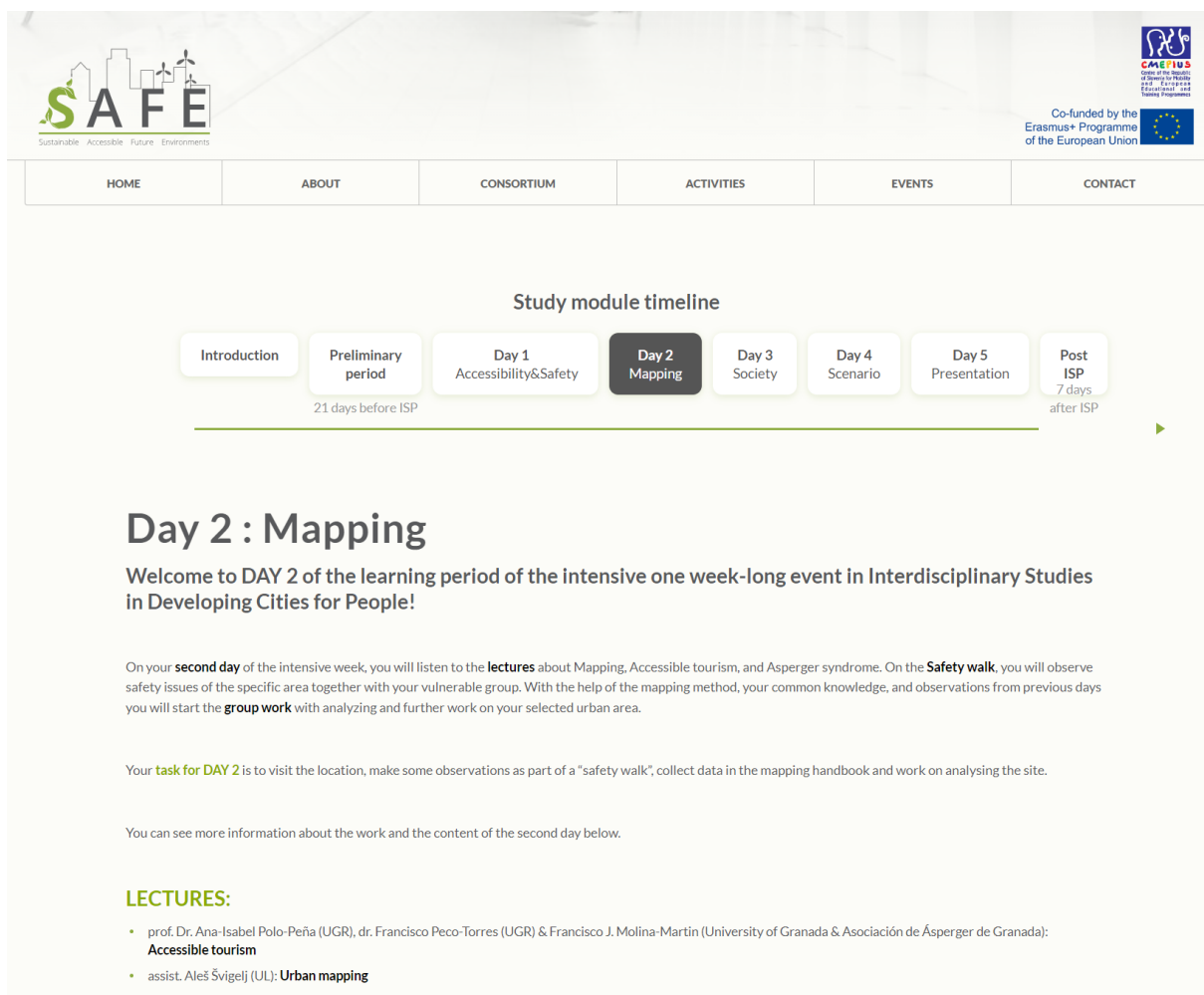
## GROUP WORK

Mapping will be the main approach to analyze and present inequalities in selected urban areas. In general, mapping is a graphic technique to record and analyze the main features of an area. Maps and plans are commonly used for presentations in the fields of urban planning and urban studies. During the ISP, mapping – particularly critical mapping – will be used also as a form of analysis. Critical cartography or critical mapping, is a set of mapping practices and methods of analysis grounded in critical theory. From this perspective, maps reflect and perpetuate power, typically in favor of dominant groups, and in addition, how cities may use maps as tools for urban policies.

Critical mappers work in opposition to the belief that maps are objective and neutral reflections of the environment. Instead, maps need to be understood in their historical context, including the situation in which they were made. Maps are representations in the making and communication of knowledge. Critical mappers use counter-mapping as applications to support local communities to tell their stories and present their world views and their opposition to 'official' maps.

Set in this background, mapping will be used as a critical tool for investigations and analysis.

### assist. Aleš Švigelj (UL): Urban mapping



The image shows a webpage for a study module. At the top left is the 'SAFE' logo (Sustainable, Accessible, Future, Environments). At the top right is the 'CAMEIUS' logo (Centre of the Republic of Slovenia for the European Union and Human Programmes) and a note 'Co-funded by the Erasmus+ Programme of the European Union'. Below the logos is a navigation menu with links: HOME, ABOUT, CONSORTIUM, ACTIVITIES, EVENTS, CONTACT. The main content area features a 'Study module timeline' with a horizontal bar and several boxes representing days: Introduction, Preliminary period (21 days before ISP), Day 1: Accessibility & Safety, Day 2: Mapping (highlighted in dark grey), Day 3: Society, Day 4: Scenario, Day 5: Presentation, and Post ISP (7 days after ISP). Below the timeline is the heading 'Day 2 : Mapping' and a welcome message: 'Welcome to DAY 2 of the learning period of the intensive one week-long event in Interdisciplinary Studies in Developing Cities for People!'. The text describes the day's activities, including lectures on Mapping, Accessible tourism, and Asperger syndrome, a safety walk, and group work. A task for Day 2 is listed: 'Your task for DAY 2 is to visit the location, make some observations as part of a "safety walk", collect data in the mapping handbook and work on analysing the site.' A note says 'You can see more information about the work and the content of the second day below.' Under the heading 'LECTURES:', there is a list of speakers and topics: 'prof. Dr. Ana-Isabel Polo-Peña (UGR), dr. Francisco Peco-Torres (UGR) & Francisco J. Molina-Martin (University of Granada & Asociación de Ásperger de Granada): Accessible tourism' and 'assist. Aleš Švigelj (UL): Urban mapping'.

Photo 4: Page four of the study module / web page construction

## DAY 3: SOCIETY

### TOPIC

DAY X	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY X
Preliminary work	ACCESSIBILITY and SAFETY	MAPPING	SOCIETY	SCENARIO	PRESENTATION	Post-week work

**Welcome to DAY 3 of the learning period of the intensive one week-long event in Interdisciplinary Studies in Developing Cities for People!**

On your **third day** of the intensive week, you will listen to the **lectures** about the Data Collection, Basic concepts of Gender Studies, Social space approaches of Social Work, Modelling, and Roleplaying in urban scenarios. In **Roleplaying** exercises, you will have the opportunity to become a person involved directly in the situation of your project area. The acting approach will give your team new knowledge on how to develop strategies to solve problems. Based on the modeling lectures your **group work** will continue with model-making and presentation of the results from the role-playing.

Your **task** for **DAY 3** is to work on your model and make as many insights as you can about your project area with the help of role-playing.

You can see more information about the work and the content of the third day below.

### LECTURES

**prof. dr. Britta Thege (Kiel UAS): Data Collection**

**dr. Marike Schmeck (Kiel UAS): Basic concepts of Gender Studies**

**Lara Bökamp (Kiel UAS): Social space approaches of Social Work**

### ROLE PLAYING

Role-play exercises give students the opportunity to assume the role of a person or act out a given situation. These roles can be performed by individual students, in pairs, or in groups which can play out a more complex scenario. Role plays engage students in real-life situations or scenarios that can be "stressful, unfamiliar, complex, or controversial" which requires them to examine personal feelings toward others and their circumstances (Bonwell & Eison, 1991, p.47).

The game encourages players to actively participate, and develop their ideas and stories because it is about active participation, not passive. "Role-playing" offers those involved a safe space where they can act as someone else and develop certain aspects of thinking from a different position. "Role play" is also an opportunity to practice cognitive skills. The players are presented with challenges that require systematic thinking and encourage players to think "outside the box", and help them develop new strategies to solve problems.

**assist. prof. dr. Matej Nikšič (UIRS), prof. dr. Alenka Fikfak (UL), assist. prof. Aleš Švigelj (UL): Role playing in urban scenarios**

## GROUP WORK

The work of the Day 3 is divided into 2 steps:

- In the first part of the group work day you create the model of the location,
- On the second part of the group work day the team, and other members present, work on the role-playing games around the model – developing first ideas of future development.

**assist. prof. Aleš Švigelj (UL), prof. dr. Alenka Fikfak (UL), assist. prof. dr. Janez P. Grom (UL): Modeling**

The image shows a screenshot of a website for a study module. At the top left is the 'SAFE' logo with the tagline 'Sustainable Accessible Future Environments'. At the top right is the 'SAFE1818' logo and text indicating it is co-funded by the Erasmus+ Programme of the European Union. Below the logos is a navigation menu with links for HOME, ABOUT, CONSORTIUM, ACTIVITIES, EVENTS, and CONTACT. The main content area features a 'Study module timeline' with a horizontal line and several boxes representing different stages: Introduction, Preliminary period (21 days before ISP), Day 1 (Accessibility&Safety), Day 2 (Mapping), Day 3 (Society, highlighted in dark grey), Day 4 (Scenario), Day 5 (Presentation), and Post ISP (7 days after ISP). Below the timeline is a large heading 'Day 3: Society' followed by a sub-heading 'Welcome to DAY 3 of the learning period of the intensive one week-long event in Interdisciplinary Studies in Developing Cities for People!'. The text describes the day's activities, including lectures on Data Collection, Gender Studies, and Social Work, and role-playing exercises. It also mentions a task for Day 3 and provides more information about the work and content of the third day. The page is divided into sections for 'LECTURES' and 'ROLE PLAYING', each with a list of activities and participants.

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Study module timeline

Introduction Preliminary period (21 days before ISP) Day 1 (Accessibility&Safety) Day 2 (Mapping) Day 3 (Society) Day 4 (Scenario) Day 5 (Presentation) Post ISP (7 days after ISP)

## Day 3: Society

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Your **task for DAY 3** is to work on your model and make as many insights as you can about your project area with the help of role-playing.

You can see **more information** about the work and the content of the third day below.

### LECTURES

- prof. dr. Britta Thege (Kiel UAS): Data Collection
- dr. Marike Schmeck (Kiel UAS): Basic concepts of Gender Studies
- Lara Bökamp (Kiel UAS): Social space approaches of Social Work
- assist. prof. dr. Matej Nikšič (UIRS), prof. dr. Alenka Fikfak (UL), assist. prof. Aleš Švigelj (UL): Role playing in urban scenarios
- assist. prof. Aleš Švigelj (UL), prof. dr. Alenka Fikfak (UL), assist. prof. dr. Janez P. Grom (UL): Modeling

### ROLE PLAYING

Role-play exercises give students the opportunity to assume the role of a person or act out a given situation. These roles can be performed by individual students, in pairs, or in groups which can play out a more complex scenario. Role plays engage students in real-life situations or scenarios that can be "stressful, unfamiliar, complex, or controversial" which requires them to examine personal feelings toward others and their circumstances (Bonwell & Eison, 1991, p.47).

The game encourages players to actively participate, and develop their ideas and stories because it is about active participation, not passive. "Role-playing" offers those involved a safe space where they can act as someone else and develop certain aspects of thinking from a different position. "Role play" is also an opportunity to practice cognitive skills. The players are presented with challenges that require systematic thinking and encourage players to think "outside the box", and help them develop new strategies to solve problems.

Photo 5: Page five of the study module / web page construction

## DAY 4: SCENARIO

### TOPIC

DAY X	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY X
Preliminary work	ACCESSIBILITY and SAFETY	MAPPING	SOCIETY	SCENARIO	PRESENTATION	Post-week work

**Welcome to DAY 4 of the learning period of the intensive one week-long event in Interdisciplinary Studies in Developing Cities for People!**

The **fourth day** of the intensive week will be focused on **Scenarios**. You will listen to the **lectures** about Scenario work, future thinking, and Social policy. Based on **fieldwork** and understanding of the project area your Group work will focus on **future visions** of how the space will change during different periods.

Your **task** for **DAY 4** is to create three visions (based on your fieldwork, understanding, and research) of how your location will develop in the period of 5, 10, and 20 years.

You can see more information about the work and the content of the fourth day below.

### LECTURES

**Kristina Henriksson (LAUREA), Päivi Mantere (LAUREA), prof. dr. Alenka Fikfak (UL), assist. Aleš Švigelj (UL): Scenario work, future thinking**

**dr. Ewelina Idziak (WSG), dr. Magdalena Bergmann (WSG): Social policy**

### DESIGNING SCENARIOS

Scenarios are consistent and coherent descriptions of alternative hypothetical futures that reflect different perspectives on past, present, and future developments, which can serve as a basis for action (van Noten, 2005). They serve as a foundation for strategic thinking, aiding in long-term planning, and developmental efforts, and illustrate various potential outcomes, underscoring the fact that the future is not singular but can unfold in multiple ways. Our conscious and unconscious actions influence the realization of these futures, shaping the decisions we make from this moment forward. But the scenarios themselves are only one element in the larger future processes aimed at opening new horizons, clarifying visions, and informing strategic thinking (Schooling for Tomorrow, 2006)

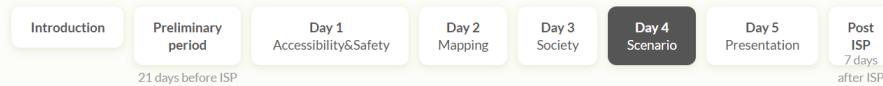
#### References:

van Notten, Ph.W.F. (2005), "Writing on the Wall: Scenario Development in Times of Discontinuity", Dissertation,

[www.dissertation.com](http://www.dissertation.com)

Schooling for Tomorrow Think Scenarios, Rethink Education, OECD Publishing, 2006.

### Study module timeline



## Day 4: Scenario

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The fourth day of the intensive week will be focused on **Scenarios**. You will listen to the **lectures** about Scenario work, future thinking, and Social policy. **Based on fieldwork and understanding of the project area your Group work will focus on future visions** of how the space will change during different periods.

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You can see more information about the work and the content of the fourth day below.

#### LECTURES

- Kristina Henriksson (LAUREA), Päivi Mantere (LAUREA), prof. dr. Alenka Fikfak (UL), assist. Aleš Švigelj (UL): Scenario work, future thinking
- Ewelina Idziak (WSG), dr. Magdalena Bergmann (WSG): Social policy

#### DESIGNING SCENARIOS

Scenarios are consistent and coherent descriptions of alternative hypothetical futures that reflect different perspectives on past, present, and future developments, which can serve as a basis for action (van Notten, 2005). They serve as a foundation for strategic thinking, aiding in long-term planning, and developmental efforts, and illustrate various potential outcomes, underscoring the fact that the future is not singular but can unfold in multiple ways. Our conscious and unconscious actions influence the realization of these futures, shaping the decisions we make from this moment forward. But the scenarios themselves are only one element in the larger future processes aimed at opening new horizons, clarifying visions, and informing strategic thinking (Schooling for Tomorrow, 2006)

#### References:

- van Notten, Ph.W.F. (2005), "Writing on the Wall: Scenario Development in Times of Discontinuity", Dissertation, [www.dissertation.com](http://www.dissertation.com)
- Schooling for Tomorrow Think Scenarios, Rethink Education, OECD Publishing, 2006.

Photo 6: Page six of the study module / web page construction

## DAY 5: PRESENTATION

### TOPIC

DAY X	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY Z
Preliminary work	ACCESSIBILITY and SAFETY	MAPPING	SOCIETY	SCENARIO	PRESENTATION	Post-week work

**Welcome to the final day of the learning period of an intensive one week-long event in Interdisciplinary Studies in Developing Cities for People!**

**Congratulations, you have worked to design accessible services and environments. Now it is time to show what you have accomplished.**

Your **task for Day 5** is to prepare a model (see the instructions under modeling) and the poster (template) in which you present how the users of the area and its services perceive accessibility and safety. With the help of modeling, you can also tell what needs to be changed to reach the desired future scenario. For better understanding prepare also the presentation where you will present the whole process of your work. Both the model and the poster will be part of the final exhibition which you will prepare with all the groups.

You can see more information about the work and the content of the last day below.

### MODEL

Finish your model for the final presentation and exhibition.

### POSTER

In preparing the material for the exhibition use the SAFE template for poster (add link). Submit the poster in PDF in high-quality resolution to your supervisor/teacher (or organizer of the event).

### PRESENTATION

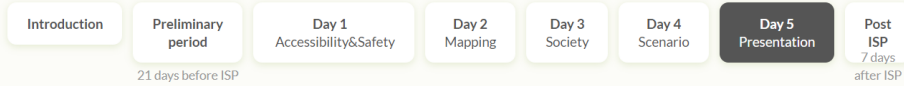
The presentations are organized like a process of reflective thinking of work done day-by-day. The presentation should:

- Last 20 min altogether including the activity. Pay attention to tools and structure like »Tips for creating and delivering an effective presentation« (Microsoft Support, 2024)
- Teach the main idea/ the most important outcomes of the work done in the intensive course.
- To help you plan the presentation you can ask:
  - o How do our ideas reflect the main objectives of SAFE?

#### References:

Microsoft Support (2024). *Tips for creating and delivering an effective presentation*. <https://support.microsoft.com/en-us/office/tips-for-creating-and-delivering-an-effective-presentation-f43156b0-20d2-4c51-8345-0c337cefb88b>

### Study module timeline



## Day 5: Presentation

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- Microsoft Support (2024). Tips for creating and delivering an effective presentation. <https://support.microsoft.com/en-us/office/tips-for-creating-and-delivering-an-effective-presentation-f43156b0-20d2-4c51-8345-0c337cef888b>

Photo 7: Page seven of the study module / web page construction

## DAY Z: POST-WEEK WORK

### TOPIC

DAY X	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY Z
Preliminary work	ACCESSIBILITY and SAFETY	MAPPING	SOCIETY	SCENARIO	PRESENTATION	Post-week work

**Welcome to the post-learning period of Interdisciplinary Studies in Developing Cities for People! Congratulations, you have come close to the end of the course.**

During the Post period of an intensive week, a three-day summarizing post-reflective period, is meant for finishing all your assignments, completing the diary, and submitting all material to your supervisor, the main contact teacher involved in the process of learning in Interdisciplinary Studies in Developing Cities for People. The learning diary helps you reflect on what you have learned. It provides a basis for understanding the development of accessibility through the needs of different target persons in various professional and everyday life situations. Check in all previous days, the links for teaching, learning, and work material!

Your **task** for the **post week** is to complete the learning diary (template link) and submit it to your teacher involved.

We recommend that you spread information about accessibility-related challenges and, above all, solutions on social media as well. You can mark the SAFE project in your publications by marking them with the hashtag #urbanityforall (on Instagram) and ...@safe... (on LinkedIn)

The screenshot shows the SAFE project website. At the top left is the SAFE logo with the tagline 'Sustainable Accessible Future Environments'. At the top right are logos for the Ministry of Education and Science of the Republic of Poland and the Erasmus+ Programme of the European Union. Below the logos is a navigation menu with links for HOME, ABOUT, CONSORTIUM, ACTIVITIES, EVENTS, and CONTACT. The main content area features a 'Study module timeline' with a horizontal axis. The timeline includes boxes for 'Introduction', 'Preliminary period' (21 days before ISP), 'Day 1 Accessibility&Safety', 'Day 2 Mapping', 'Day 3 Society', 'Day 4 Scenario', 'Day 5 Presentation', and 'Post ISP' (7 days after ISP). Below the timeline is a section titled 'Post-week work' with a welcome message and a paragraph of text: 'During the Post period of an intensive week, a three-day summarizing post-reflective period, is meant for finishing all your assignments, completing the diary, and submitting all material to your supervisor, the main contact teacher involved in the process of learning in Interdisciplinary Studies in Developing Cities for People. The learning diary helps you reflect on what you have learned. It provides a basis for understanding the development of accessibility through the needs of different target persons in various professional and everyday life situations. Check in all previous days, the links for teaching, learning, and work material!'

Photo 8: Page eight of the study module / web page construction