Discovering Meaning in European Cities

Worksheet

G.R. Katsas
E. Langridge-Noti
and the participants of the session

<table>
<thead>
<tr>
<th>Activity</th>
<th>Ideas for Applications</th>
</tr>
</thead>
</table>
| 1. Direct physical interaction—the city as classroom | a. Orientation for on-site classes in Madrid uses both urban walks and bus tours with local faculty of different disciplines  
   b. Walk to Madrid assembly—considering why it is there and what it means for neighborhoods—talking to parliament members too  
   c. Thematic learning—choose a theme and explore city that way (London)  
   d. Comparison exercises between cities—London to Sydney etc (London)  
   e. Not necessarily traditional site reports—rather making pamphlets, concentrating on small sections of a site or area (Athens)  
   f. Tour guiding as a student—museum internships (Italy)  
   g. Scavenger hunt to discover community space (Italy)  
   h. Urban gardening with agricultural department of local university (Italy)  
   i. Urban walks (Athens)  
   j. History walks (Athens) |
| 2. Archival work—libraries, museums, archives | a. Women in Art course uses Madrid museums as classroom  
   b. Filmoteca in Madrid  
   c. Use of objects and how they are curated—what does that say about a space (London)  
   d. Museum studies course uses archival material (Perugia)  
   e. Archaeology course looks to make archaeological museums more accessible to English speakers (Perugia)  
   f. Placemaking course uses maps to understand community development (Perugia)  
   g. Digital archives of national library work done here on a volunteer basis (Florence)  
   h. Need to explore what is available in a particular city and what is appropriate for beginning vs advanced student—national library, local archives (Athens) |
### 3. Student as traveler / explorer

- a. Go to market with South American/Chinese/Spanish sellers to understand multicultural Madrid
- b. Students as tour guides on topics of their own choice (London)
- c. Writing and sketching as a way of recording their time in London
- d. Taking students to cities prior to study abroad experience (London)—again thematic—consider things like human rights and the Hague or “Sexuality and the City”, “Communities in the City” (London)
- e. City through time (London)
- f. Evolution of the city—why are things where they are (London)
- g. Writing and sketching on site—build in time for this (Athens)
- h. Organize travel workshop with tips and suggestions (Perugia)
- i. Organize weekend trips to encourage students to stay in area (ie. agriturismo for harvests) (Perugia)
- j. Daytrip guide handouts to help student travel in the region (Perugia)
- k. Need to find hands-on activities to stay in area (Florence)
- l. IF traveling encourage comparison so that use both place traveled to AND local site (Athens)

### 4. Maps and their meaning

- a. Identify on ground buildings left from earlier maps (Madrid)
- b. Creating a personal map—mapping city through one’s own experience—i.e. work to pub to train station to home—can be seen over time so that thinking about when arrived and when leave (London)
- c. Use of Google maps/Google Earth to create maps—can also use this for overlays of old and new through old photographs (Athens)

### 5. Guided assessment on-site, in the classroom and via apps or web-based platforms

- a. Offering feedback via podcast on museum experience (London)
- b. “journeyscapes—creating virtual tour (website) (London)
- c. blogs using photos that they took on-site as a starting point (Athens)
- d. marketing and business classes to explore social media techniques for addressing city –find that it is most effective is students choose and curate platforms themselves (Italy)
- e. blog posts that alumni can also participate in
f. Community research class uses google drive as a way to give each other feedback on their work (Perugia)
g. Volunteer projects to help in local archives IF language ability can handle it (Athens)
h. Focus assessment on what HAS to be examined on site and is harder to find in book/web—faculty knowing sites ahead of time (Athens)
i. Web based timelines (tiki-toki.com) or exhibitions (storymapping blogging sites) (Athens)
j. Pamphlets on particular monuments, objects—moving away from the research paper into other ways of presenting that research (Athens)