

Contents

11 Introduction (*Alastair Roy, Sinan Tankut Gülhan, Dorota Bazuń, Mariusz Kwiatkowski*)

Movement in Social Education and Research – 11; The Structure of the Book – 15; References – 17

19 Arguments

21 Learning Through Movement: Reflections on Mobile Research Practice (*Alastair Roy*)

Introduction – 22; A Walking Interview with Josh – 26; Discussion – 29; References – 35

39 Movement as a Form of Thinking, Learning, and Knowledge (*Martin Strouhal, Jaroslava Swoboda, Tereza Komárková*)

Introduction – 40; Metaphysics of Substance – Some Conceptual Pitfalls of the Thinking Process – 43; John Dewey – The Theory of the Dynamics of Formative Experience as “Movement of the Spirit” – 47; Pedagogical Content Knowledge as a Psychodynamic Variable – 51; In Conclusion – 54; References – 54

57 Mobile Social Education and Bridging Solidarity (*Mariusz Kwiatkowski*)

Introduction – 58; Mobile Social Education as Innovative Approach – 59; Bridging Solidarity as a Necessary Social Practice in Interdependent Societies – 64; Discussion: How Can Mobile

Social Education Contribute to Bridging Solidarity? — 68; Conclusions — 73; References — 74

77 The Educational Process Outside the University Walls: the Positive Psychology Perspective (Margarida Pocinho, Soraia Garcê)

Introduction — 78; A New Educational Mindset — 79; Movement-Based Education: a Positive Psychology Perspective — 81; Conclusion and Final Remarks — 87; References — 89

91 Global Solidarity — Voices from Croatian Mobile Social Education Partners (Carmen Luca Sugawara, Nadja Matešić, Gorana Paton, Kristina Ray-Bennett)

Introduction — 91; Context — 92; The Pedagogical Approach of the Association IKS to Working with *Youth on the Move* — 95; Participants — 102; Lessons Learned — 104; Conclusion — 107; References — 108

111 Walking

113 Educational Walks and Embodied Learning for Decision-Making Skills (Alexandra Gheondea-Eladi)

Introduction — 114; Background — 115; The Activity Structure — 125; Expected Learning Outcomes of Each Framework — 125; References — 129

133 Soundwalks as Tools for Social Change (Artur Kinai)

References — 143

147 How Do Young Adults Benefit from Walking During Classes? (Dorota Bazuń, Menno Both, Mark Verhijde, and Irene Weerkamp)

Introduction — 147; Participant Satisfaction — 150; Some Reflections in Conclusion — 155; Limitations of the Method — 157; References — 158

161 Exploratory Walks with People Experiencing Homelessness (Dorota Bazuń, Mariusz Kwiatkowski)

Features of the Exploratory Walk — 163; Pilot Study Featuring a Person Experiencing Homelessness — 165; Discussion: From a Socio-Educational Perspective, What are the Potentials and Weaknesses of Exploratory Walks with People Suffering From Homelessness? — 167; Conclusion — 171; References — 172

175 From Byzantium to Constantinople to Istanbul: Historico-Geographical Mapping as Urban Imagination (*Sinan Tankut Gülgan*)
Introduction — 176; The Honorable Exception: From Byzantium to Nova Roma — 176; Nova Roma: From Constantinople to Istanbul, Ruptures and Continuities — 179; The Suburbs — 186; The City Walls — 187; The City of Seven Hills? — 190; Conclusion — 192; References — 193

195 Visiting

197 A Qualitative Analysis of Study Visits: Internship Experiences in Turkey (*Duygu Doğan, Öznur Yaşar*)
Introduction — 198; Research Setting — 200; Findings and Discussion — 201; Conclusion — 216; References — 218; Appendix — 220

223 Study Visits and Community Development (*Anna Mielczarek-Żejmo*)
What Do Social Education on the Move and Local Development Have in Common? — 226; What Do Study Visits Bring to Local Development? — 228; Promoting Social Housing Policy. A Case Study — 231; Discussion — 235; Conclusions — 237; References — 238

241 Study Visits. A Good Practice for Inclusive Education (*Joanna Frątczak-Müller*)
Introduction — 242; Theoretical Background — 244; Sourcing Research Materials and Data Analysis — 247; Principles of Organizing Study Visits — 248; Effects of Study Visits — 253; Conclusions — 255; References — 256

259 Swarming About Bees: Apiary Visits in Scholar Education (*Magdalena Pokrzyńska*)
Bees and Apiaries: Research Perspectives — 261; Conclusions — 273; References — 275

279 Gaming

281 M-Learning on the Move (*Justyna Nyćkowiak, Tomasz Kołodziej*)

Introduction — 281; Distance Learning — 283; What's E-Learning and D-Learning? — 285; Who Can Benefit From M-Learning — 286; Features of M-Learning — 288; Let's Move (on to Field Activities) — 290; Conclusion — 292; References — 293

297 Playing with Mobilities and Urban Observations. Mobile Games, Flânerie, and Social Education (Giulia Conti, Maurizio Salvador, Federico Montanari, Nicola Dusi)

A. What We Talk About When Talking About Games in Education? — 298; B. Play in a Converging World — 300; C. The Playground, the City: the Ever-Evolving Hybrid Space — 300; D. Urban Flânerie and Game-Driven Exploration in Parma — 304; E. Conclusion — 308; Appendix I: Urban exploration notebook and guidelines — 311; References — 313

317 Gamification Potential in Traditional Social Research Methods (Justyna Nyćkowiak, Tomasz Kołodziej)

Relationship Between Education and Gamification — 318; Gamification: From Gameful Design to Gameful Experiences — 320; Motivational Power of Game-Like Experiences — 321; Examples of Gamification in Traditional Social Science Learning — 324; Conclusions — 328; References — 330

335 Using Fuzzy Cognitive Maps as a Tool in Researching the Quality of Perception of Urban Spaces (Marta Skiba, Anna Bazań-Krzywoszańska)

Introduction — 336; Methodology — 337; Mobile Social Education as an Innovative Approach — 339; Discussion — 343; Conclusions — 345; References — 346

349 Teaching

351 The Beatnik at the University in Search of a Metaphor for a Teacher (Zbigniew Adaszynski)

References — 364

367 Bodies and Their Movements in the Classroom: Decisive Dimensions in the Development of an Inclusive Professional Teaching Style (Magdalena Kohout-Diaz, Dominique Gillet, Rémi Poymiro)

Movement in the School: Professional Actions of the Teacher and Body of the Student — 370; Two Surveys: Methodological Aspects — 372; Results: Greater Awareness of the Inclusive Scope of the Postures and Gestures of the Teachers? — 374; Discussion: Decisive Findings for Building an Inclusive Professional Style? — 379; Conclusions — 380; References — 381

33 A Spatially Unfixed Discipline with a Spatially Fixed Teaching: Time to Walk International Relations Out of the Classroom (*Coşkun Soysal*)

Introduction — 384; A Discipline without Boundaries — 385; Growing Interest in IR Teaching — 387; The Case for Walking in IR Teaching — 393; Conclusion — 395; References — 396

01 Media Literacy Through Task-Based Language Learning/Teaching Using Transcripts (*Buğra Zengin, Ali Çağlar Karabiyik*)

Introduction — 402; Integrating 21st Century Skills and Language Learning — 404; Media Literacy — 407; The Aim of the Study — 408; Methodology — 409; Findings — 410; Conclusion — 414; References — 417

21 Integrating a Mobile Module into Cultural Heritage Management Teaching (*Nimet Pınar, Özgürer Gülhan*)

Introduction — 422; Structure of the Heritage Management Course — 423; Spaces to Integrate into the Course — 424; Mobile Modules — 427; Practical Considerations — 432; Conclusions — 433; References — 434

37 In Pursuit of a Ghost: A Discussion on Exploring the History of Journalism on Foot (*Mesut Yücebaş and Semiray Yücebaş*)

Introduction — 437; Journalism Spaces for Walking — 440; Journalist in the Urban Space: Actor, Flâneur, Body — 445; Conclusions — 449; References — 450