

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, Gordana Paton, Kristina Ray-Bennett*)
Introduction — 91; Context — 92; The Pedagogical Approach of the Association IKS to Working with *Youth on the Move* — 99; 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 Kinal*)
References — 143
- 147** How Do Young Adults Benefit from Walking During Class? (*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 Byzantion to Constantinople to Istanbul: Historico-Geographical Mapping as Urban Imagination (*Sinan Tankut Gülhan*)

Introduction — 176; The Honorable Exception: From Byzantion 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, Mauricio 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 Bazan-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 Adaszyński*)
- 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, Özgüner 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