

HANDBOOK

to connect the school with the landscape
for teachers learners of all ages



**EDU
LANDS**
FOR TRANSITIONS



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LANDS**
FOR TRANSITIONS

This book is based on the experiences and insights from the project EduLANDS.

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It is necessary to make images that are themselves capable of self-movement.

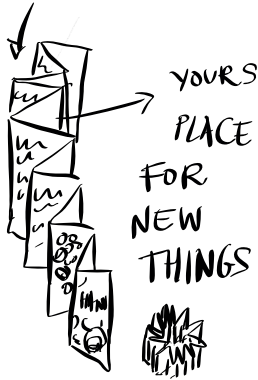
Gilles Deleuze

If you cannot say it, you have to draw it.

Collective expanded garden

Print me

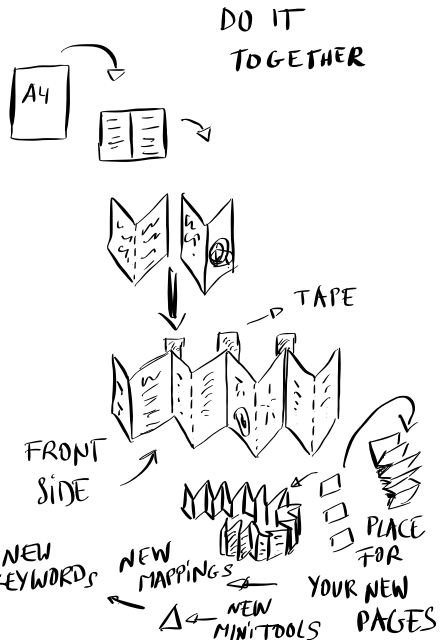
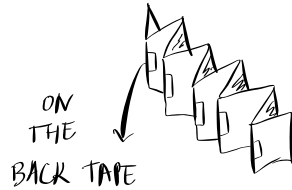
eduLANDS HANDBOOK



You don't want to read me digital?

Print me and glue me together for your own fanfold book!

1. Two handbook pages always fit on one page in A4 format. Print on one side so that you can use the reverse side as writing and note paper for yourself.
2. Glue the pages together to make a fanfold book: Take a page and fold it up so that the blank back is on the outside. Now you can glue the blank back pages together at the outer edges with a glue stick. That's it!



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www.pok.pdini.it

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- △ Sensory perception of the landscape P. Brandvini
- △ Role-playing/municipal council P. Brandvini
- △ The colors of the ground - Cuatro Narayás Miruz Active School
- △ Getting in touch with community stakeholders - Schule Kopp2
- △ Creating & collective audiovisual work about the social/ emotional perception of the landscape J Usn & Conchit Mesquer
- △ Interacting Life! Raum für Nachhaltigkeit, Michaela Martinek / May Reda
- △ Taste the salt with flowers, Michaela Martinek / Golnaz Walenotamed
- △ Camínas Perdidas de la Transhumanancia - IES P. J. Andúgar
- △ Caring for the landscape... practical landscape maintenance activity
- △ Expanded Garden Christoph Euler & Irne Lucas
- △ Cinema Forum, Joaquín Usón and Conchit Mesquer
- △ Mapping a Landscape - I.C.L.G.
- △ Mapping Ourselves - Instituto Comprensivo Luigi
- △ The Emotional Relationship with the Landscape Joaquín Usón
- △ Cooperative games for creating a common ground - Schule Kopp2
- △ A piece of sun - Cuatro Narayás Murcia Active School
- △ Landscapes of personal history S...
- △ Analysis of historical maps IES P. J. Andúgar
- △ Local Shopping Habits Map, Mercedes Solé, IES Poeta
- △ Storytelling digital map - I.C.L.G.
- △ Common Mapping for Transitions - Instituto Comprensivo Luigi Galvani

EDULANDS OPEN EDUCATIONAL RESOURCES

edulands.eu

*NET MAP LIST

CATEGORIES ▾

- Learning experiences
- Community
- Others

TOPICS RELATED TO LANDSCAPE AND TRANSITION

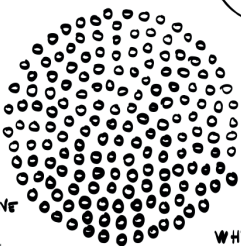
- Biosphere (107)
- Community social relations (91)
- Culture (135)
- Economy (24)
- Ecosocial Justice (27)
- Energy (32)
- Heritage (105)
- Inner/emotional landscapes (41)
- Mobility (39)

TYPE OF COLLABORATIVE ACTION

- Consultation (26)
- Creative action (144)
- Dissemination and sensibilization (52)
- Emotional/physical dynamic (42)
- Gaming (55)
- Knowledge building (60)
- Mapping (26)
- Other(s)
- Proposals for change (40)
- Simulation (33)
- Transformative direct intervention (96)

TYPE OF COMMUNITY INVOLVED

- Authorities (3)
- External experts (147)
- Families/parents (41)
- Intercultural community (107)
- Local community (106)
- School community (134)



WHERE THE ACTIVITY IS CARRIED OUT

- School classroom (111)
- School common spaces (116)
- Suburban/rural (72)
- Urban/Neighborhood (120)

EDULANDS OPEN EDUCATIONAL RESOURCES

SHOW RESULTS ON:

*NET

CATEGORIES ▾

- Learning experiences
- Community
- Others

- x Families/parents (2)
- x Community social relations (2)
- x Inner/emotional Landscapes (2)
- x Ecosocial Justice (2)

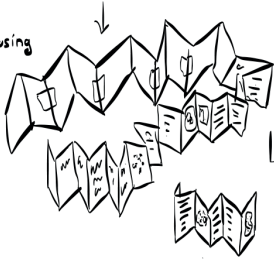
eduLANDS PATTERNS

Mapping the internal landscape (personality)
Schule Kopp 2



Connecting the school community using
Interviews - Schule Kopp 2

Schule Kopp 2



togetherness



collective learning



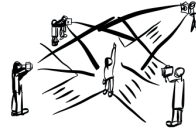
Julian Andujar

LEXICO

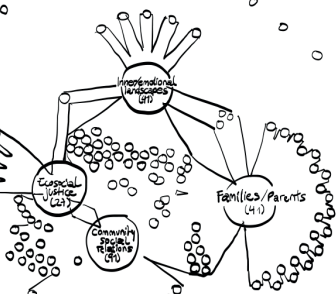
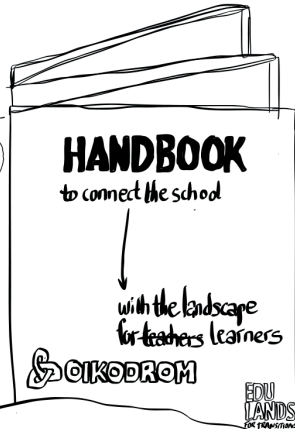
transition is about complexity



be part of the process



take a break / Pause

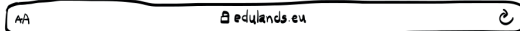


Design your own learning experience

Which patterns?

Which mini tools?

Which Keywords?



OER search - EduLands formations

About OER

Submit Resources

Welcome to the EduLANDscape

This handbook is a result of the EduLANDs project that brought together **pedagogy, art, activism, and design**. The participating pupils were between 11 and 17 years old. During two years, from 2022-2024, teachers, artists, researchers and designers from four schools in Austria, Spain and Italy developed tools to connect **schools with their surrounding** landscapes and, vice versa, the landscapes with the schools.

These landscapes include the physical surroundings and neighboring institutions and actors that act sustainably or are involved in sustainability projects. Learning in, with and from both types of landscapes allows schools to learn **beyond the limits of the classroom**. It stimulates students' perception of the value of the local community and fosters a necessary **paradigm switch** in school education – to move from education to a learning system where also teachers take on the role of learners. This type of **informal and non-directional education** complements other, more traditional forms of education and helps to create social and environmental change in schools and their surroundings.

Guiding frameworks for the project include "The European sustainability competence

framework" and the **transition towns movement**.

The project in itself was a huge learning experience for everyone. Being part of it meant to follow new learning pathways, embrace complexity, and be open to collective **learning mo(ve)ments**. The results are called the "EduLANDscape", a landscape of new knowledge and inspiration.

One element of this landscape is the **EduLANDs MOOC** – a massive open online course, freely accessible on the Polimi open knowledge platform: <https://www.pok.polimi.it/>. The course equips you with good practice examples and tools, provides food for thoughts on transition, landscape and education, as well as a structured learning schedule.

The **learning experiences** from the project are collected on the EduLANDs transitions website: <https://edulands.eu/> Every learning experience comes directly from an EduLANDs teacher and his/her* class and includes the specific learning path, the intended outcome, challenges of the learners as well as the context of the learning experience (age, class subject, time frame, ...).

The EduLANDs learning experiences open up **nomadic learning spaces** to connect the school with its surrounding environment and landscape.

The **EduLANDs website** also offers a software interface where you can filter all EduLANDs educational resources according to your interests and needs, and invites you to actively contribute with your own experiences.

This **handbook** complements the online tools and offers different ways to connect the different outcomes with each other. We wish you a great journey through the EDUlandscape!

EduLANDs was financed with Erasmus + funds for Cooperation partnerships in school education.

How to use this handbook

This handbook intends to help teachers, school communities and learners of all ages to initiate a neighborhood (& world). The different tools presented here are all made to design your own teaching

1. Entrance to the EduLANDscape, a chapter introducing the main concepts


2. Six EduLANDs patterns: they offer potential ways to solve a problem and support you in developing an action for transition. You can stack patterns up and adapt them to your individual context so that they support your mode of learning (and un-learning).

3. A hands-on-guide: supports you in designing your transitions path towards socio-ecological transformation. The hands-on guide asks you questions, invites you to self-journaling practices & offers you food for thoughts to co-design learning experiences for your class.

4. The Lexico: a collection of essential words/terms from the fields of transition, landscape, collaborative learning tools and social justice, summarized for learning/teaching communities. Every term is defined within three sentences. Learn from a diverse selection of words and get involved - contribute words and send inspiration and impulses to other teachers in the EduLANDs community!

You can start with a keyword from the lexico; or you have a specific challenge for which the transition structure. **Combine** these with the online course, the learning experiences on the website and the on the context of your school and learning goals.

4 be part of the process



Creating a collective and diverse emotional perception of the landscape - J. Usón & Concha Mesaeguer

Interacting Life! Raum für Michaela Martinek / M...

Taste the salt with Michaela Martinek / Walenotames

Camínas Pe IES P. J. An...

Sensory perception of the landscape P. Brandolini

How old is this landscape? P. Brandolini

Role playing / municipal council P. Brandolini


Caring for the landscape - practical landscape maintenance activity

The colors of the ground - Castro Narvaes Murua Active School


Creating podcasts about Landscape - IES P. Miquel Pellicars

Getting in touch with community stakeholders - Schüle Koppz

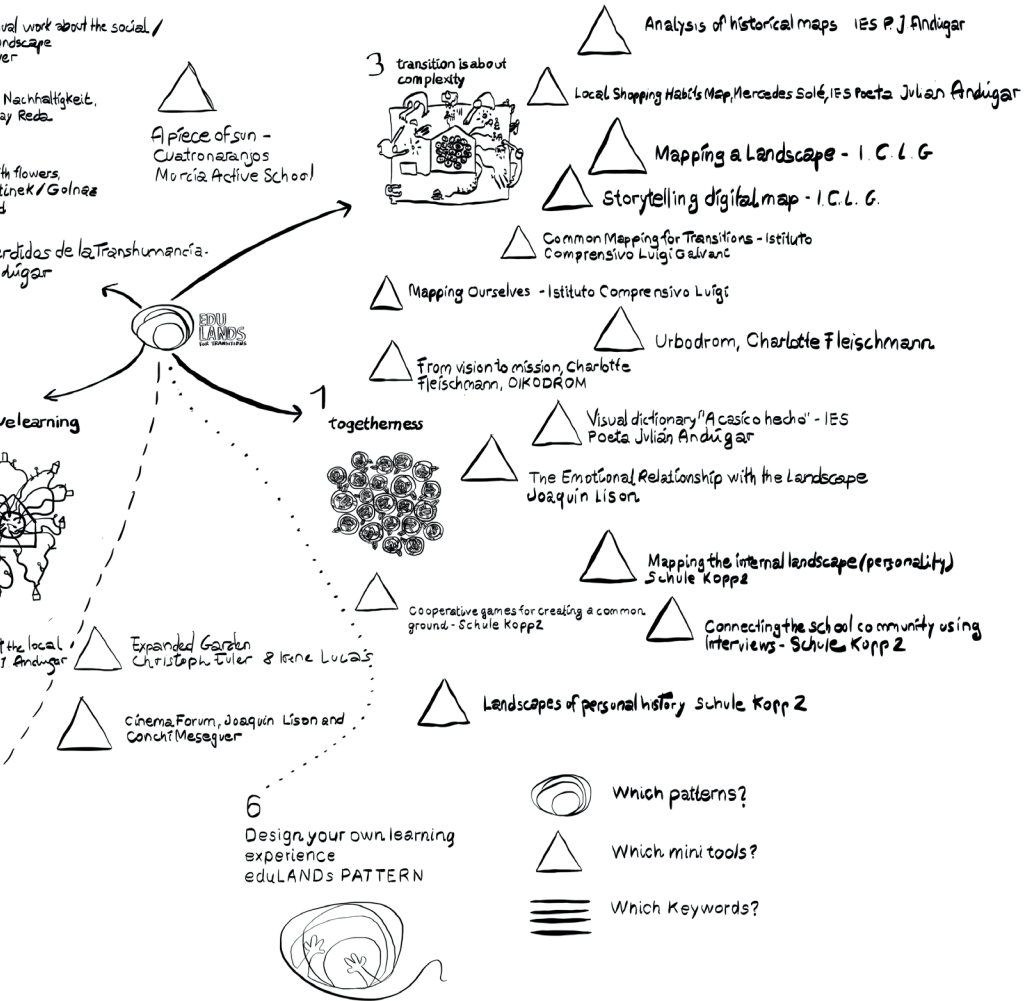
2 collecti...



5 take a break / Pause



and strengthen social and ecological transition processes towards a just and sustainable school and learning experience. The book has four parts:



ion patterns might help you find a path, or you begin with using the hands-on guide for a practical online tool that selects open educative resources from the EduLANDS learning community according to

Entrance to the EduLANDscape

What are transitions?

There are different opinions on where transitions should head at. It is important to reflect on the **goal of transitions** and to disclose the EduLANDs position within this discourse.

From our viewpoint, the main goal of transitions is making small or big steps towards the **social ecological transformation**. But as we, the EduLANDs learning community, focus rather on the process than on the goal, we believe that the transition happens within the **art of making**, not in the moment where the goal is achieved.

Beside our own narrative for transitions we want to share other concepts of transitions: The **transition towns movement** has a practical approach to transition, which inspired the EduLANDs project. Transition is perceived as a movement of communities that come together to reimagine and rebuild the world. The transition town network aims at complementing top-down approaches with community-level responses:

"The community level of scale has huge potential to influence change and is a crucial part of developing and guiding social and economic systems toward sustainability, social justice and equity."

(Transition towns network)

The **EU viewpoint** of transition frames the EduLANDs project: The EU speaks of the twin transition: the green and the technological. With the concept green transition, the EU titles their concept of managing the climate crisis. Their approach to transition is climate change adaptation, technological innovation and the reduction of CO₂-emissions:

"We live in a time of transitions. The twin green and digital transitions are reshaping the way we live, work and interact. The EU [moves] to a resource-efficient, circular, digitized and climate neutral economy [...]"

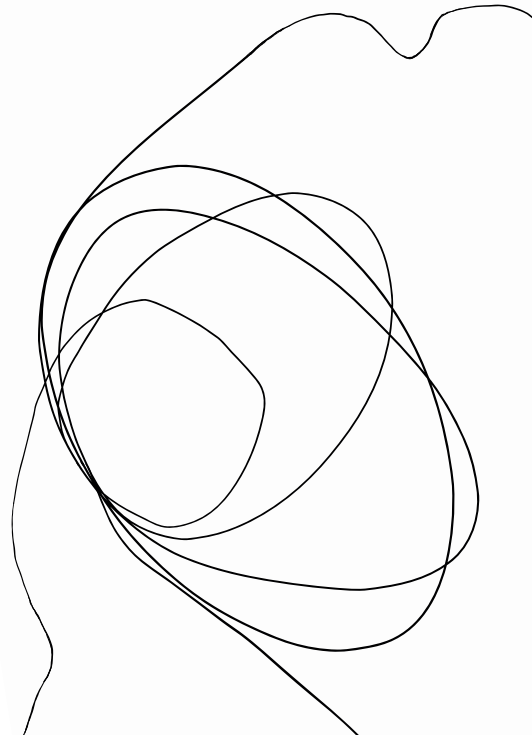
(EU-Skills agenda 2020)



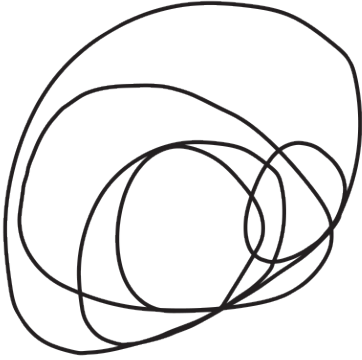
In contrast to this change within the existing system, there is **de-growth**, a concept which questions economic growth as a guiding principle of human coexistence and calls for systemic transformation. De-growth and Post-growth concepts can be perceived as intentional, strategic projects, and real utopias to **create new future scenarios**.

A less fundamental change is intended by the **social-ecological transformation**. This umbrella term describes recent political, socioeconomic, and cultural shifts resulting from attempts to address the social-ecological crisis (Brand and Wissen 2017). In the discourse on socio-ecological transformation there are currents that want a system change, but the mainstream wants to adapt the existing system to cope with the multiple crises of today (ebd.).

A project that inspired the EduLANDs learning community is the **CreaTures project**, which explored creative practices for transformational futures through experimental co-creation, observation, and evaluation of diverse transformational creative practices. They conceptualize eco-social transformation as a fusion of **care-infused ecological and social sensibilities**. This fusion creates existential change which would impact lifestyle, political choices and technology use turning to potentially abundant human resources of imagination, reflection and solidarity (Houston et al. 2022).



What is pattern language?



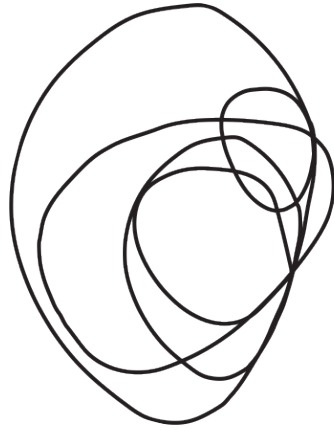
The pattern language originates from Christopher Alexander:

„Each solution is stated in such a way, it gives the essential field of relationships needed to solve the problem, but in a very general and abstract way – so you can solve the problem, in your way, by adapting it to your preferences, and the local conditions at the place you are making it.“

(C. Alexander et al. 1977)

What is the pattern language?

In summary, Christopher Alexander's pattern language is a systemic approach to design and problem-solving. It structures knowledge about successful solutions into patterns.



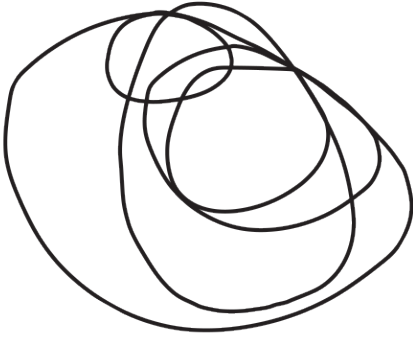
Designers can then choose and interconnect patterns to form a flexible and adaptable language that fits to the context, possibilities and goals. This approach allows systemic complexity, but simplicity in the design process. Christopher Alexander developed the Pattern Language for architecture and city planning:

„At the core [...] is the idea people should design their homes, streets, and communities. This idea [...] comes from the observation most of the wonderful places of the world were not made by architects, but by the people.“

(C. Alexander et al. 1977)

Summary of pattern language:

Patterns as language: A pattern is a solution to a specific problem or a set of related problems. Patterns are like the words that can be combined to sentences and books:



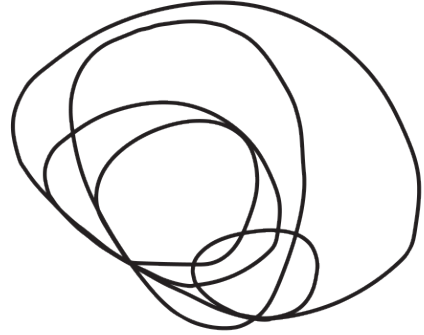
They create larger, more complex designs or systems.

System thinking: Patterns are connected to each other through relationships and dependencies. A problem is no isolated issue which is solved with one solution. That is why a pattern always references other patterns.

Scalability: Patterns can be applied at different scales, from small details to larger structures.

Adaptability: The pattern language is not static, it evolves over time: New patterns can be added and old ones can be modified.

User-centered Design: Patterns are derived from observations of successful solutions and are grounded in the experiences and needs of the people using them.



The transition towns movement developed a new set of patterns to reduce the effects of the climate crisis and economic instability.

What is the transition town movement?

The movement focuses on niche grassroots innovations and resilience from community-building to deal with urban development challenges. This approach can be seen complementary to top-down approaches of governments, inter- & supranational institutions. The goal of the movement is to offer solutions to overlapping social, economic, and environmental crises by decarbonising and relocalising the economy through a community-led transition.

Six EduLANDS Patterns

Where do you want to start a change from?

1 *Togetherness as attitude - The group is the ground*

2 *Collective learning mo(ve)ment - from the niche to the society
- learning community - surrounding*

3 *Transition is about embracing complexity - visual thinking*

4 *experimental: be brave & part of the creation of new imagineries/the unknown, be surprised/be part of the experience - embodiment*

5 *Take a break*

6 *Define your transition`s learning experience*

How did the EduLANDs patterns evolve?

The EduLANDs patterns are the result of many years of experience with and in learning processes in schools. The methodological foundation of arts based research enabled the generation of non-discursive knowledge to open up possibilities for an alternative view on education learning.

togetherness



collective learning



transition is about complexity



be part of the process



take a break/ Pause



Design your own learning experience
eduLANDs PATTERN



Which patterns?



Which mini tools?



Which Keywords?

EduLANDS Patterns

Pattern 1

Togetherhness as attitude - the group is the ground

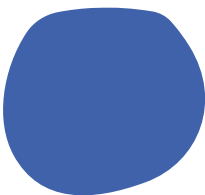
This pattern starts from the importance of the group as a transitional space.

If your activity focuses on establishing new **relationships** between group members, on empowering individuals from the individual space and the collective space.

This pattern leads to exercises from the individual to the group, such as the **inner landscape*** from the sensations in one's own body, or the mapping of the way to school*, as well as the silhouette exercise* of the school Kopp 2.

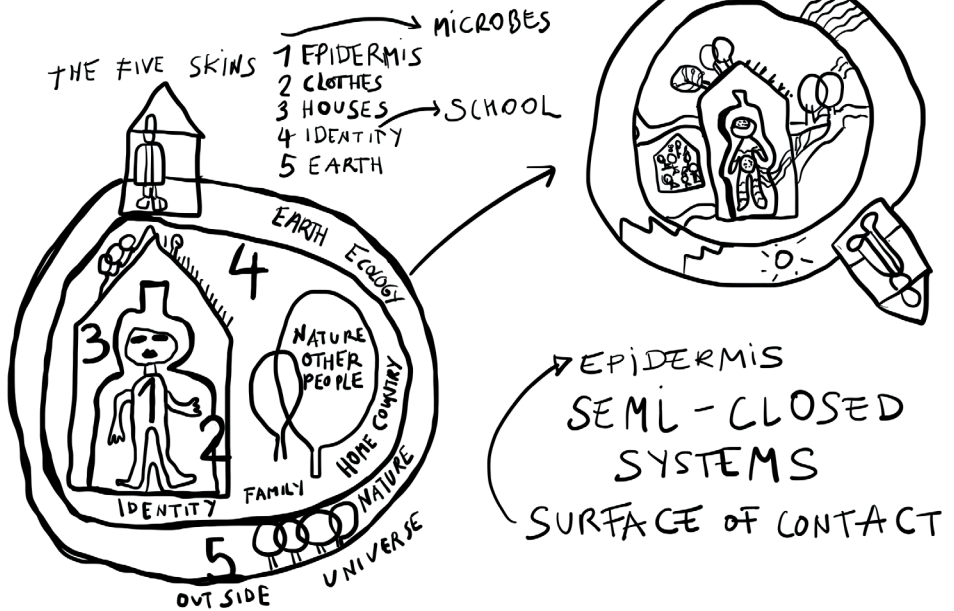
Move at the speed of **trust**.

*see this mini action in the lexico and the EduLANDs MOOC



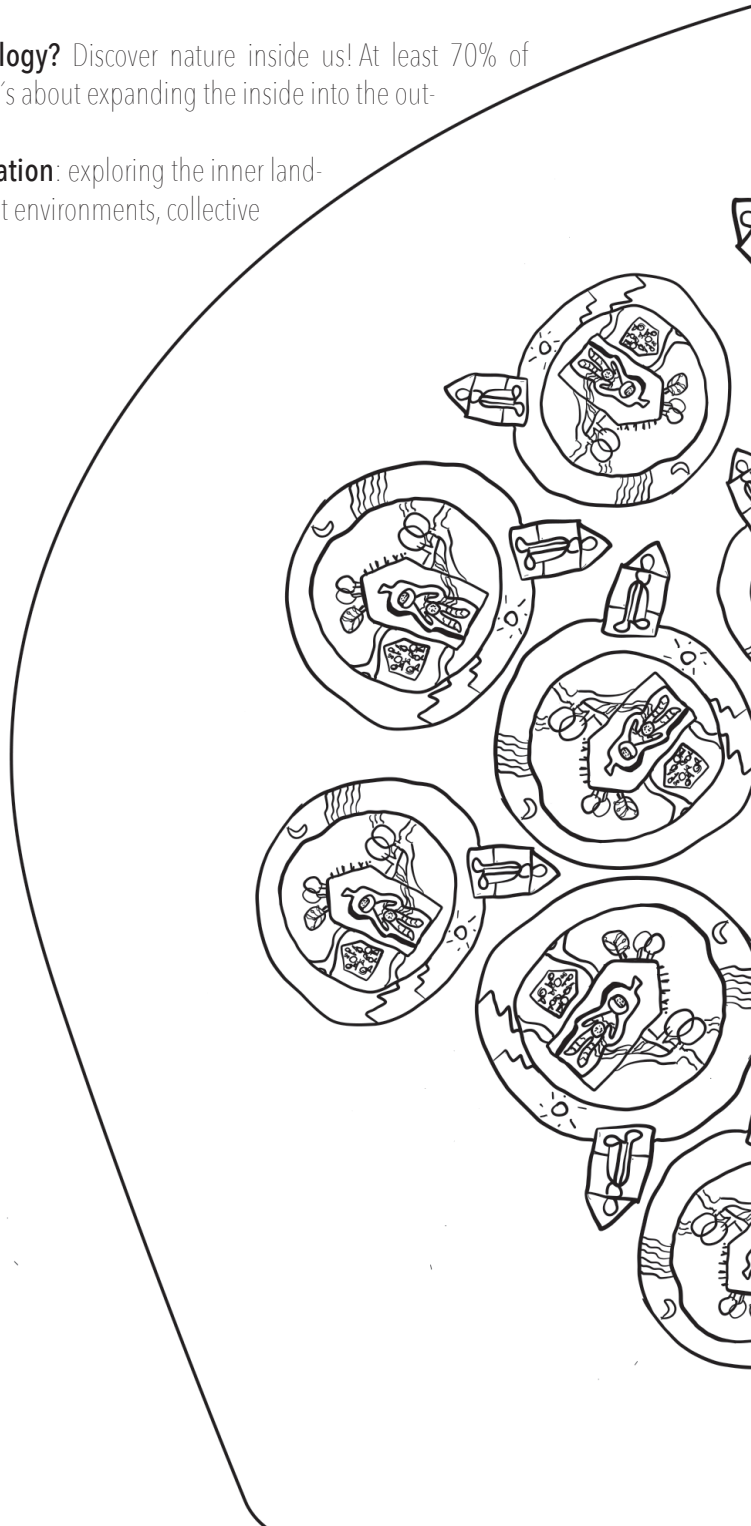
Inspiration!

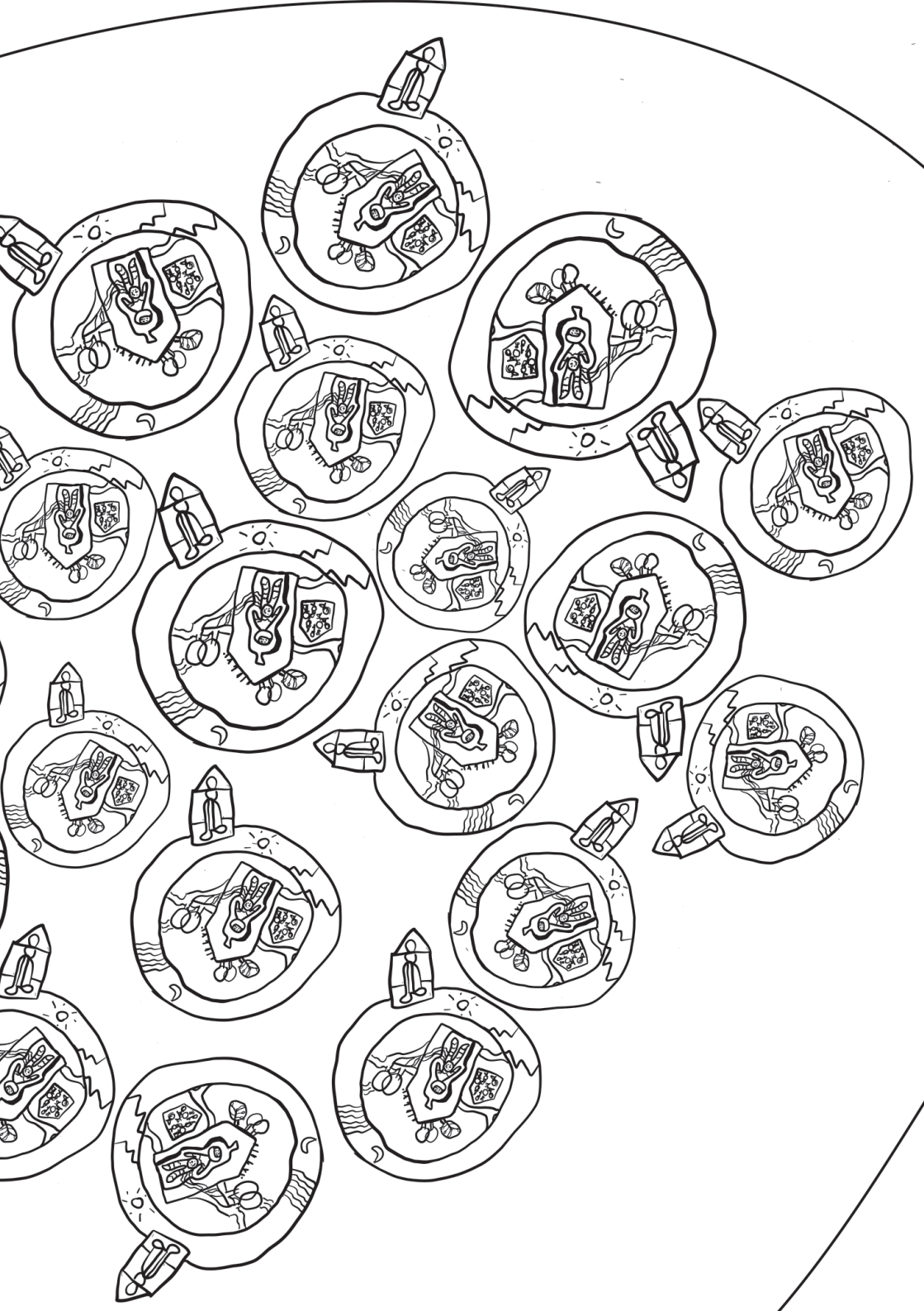
The drawing „The Five Skins of Men“ (1998) by the artist Hundertwasser manifests our direct connection to all essential levels of everyday life. It's necessary for everyone to have the freedom to access and shape their outer-skin. This relationship takes place by osmosis, beginning on levels of consciousness that replace each other and are concentric to his inner.



How could we draw ecology? Discover nature inside us! At least 70% of the adult's body is water. It's about expanding the inside into the outside, how it flows.

Landscape as internalisation: exploring the inner landscapes of built and un-built environments, collective and individual memories.





EduLANDS Patterns

Pattern 2

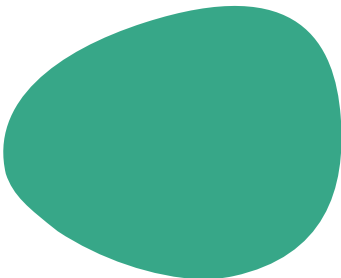
collective learning mo(ve)ment - learning community - from the niche to the society - surrounding

This pattern is about collective learning as a transitional experience, from different devices or projects within the schoolyard or school garden and the community around the school.

Here are different possibilities of activating projects:

A school **vegetable garden**, vertical gardens, Building a **solar cooker*** in the school yard or garden, the **dry toilet**, the **compost bin**, body-cooperative games in the school garden/school yard, building a trailer for bicycle transport, mapping the initiatives of eco-social transformation around the school*, Expanded garden*, interviewing the neighbours*, colors of the landscape*.

*These EduLANDs mini actions are explained in the lexico or if you want them in detail online in the MOOC or on the EduLANDs website.



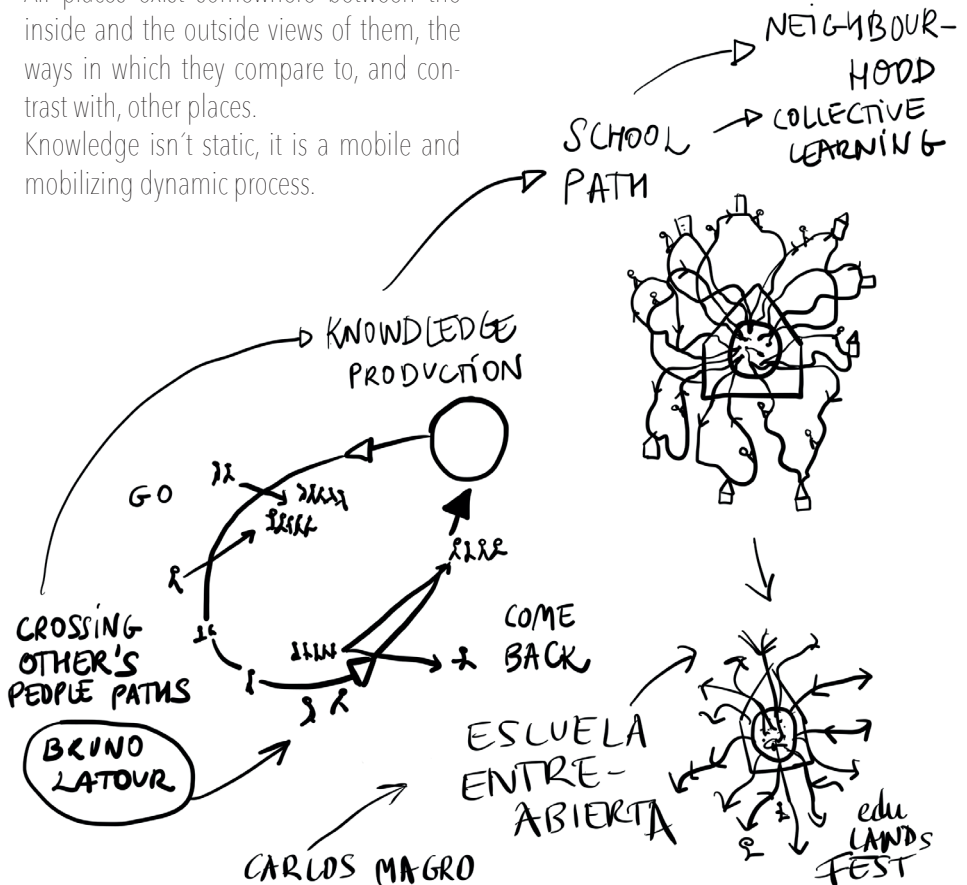
Inspiration!

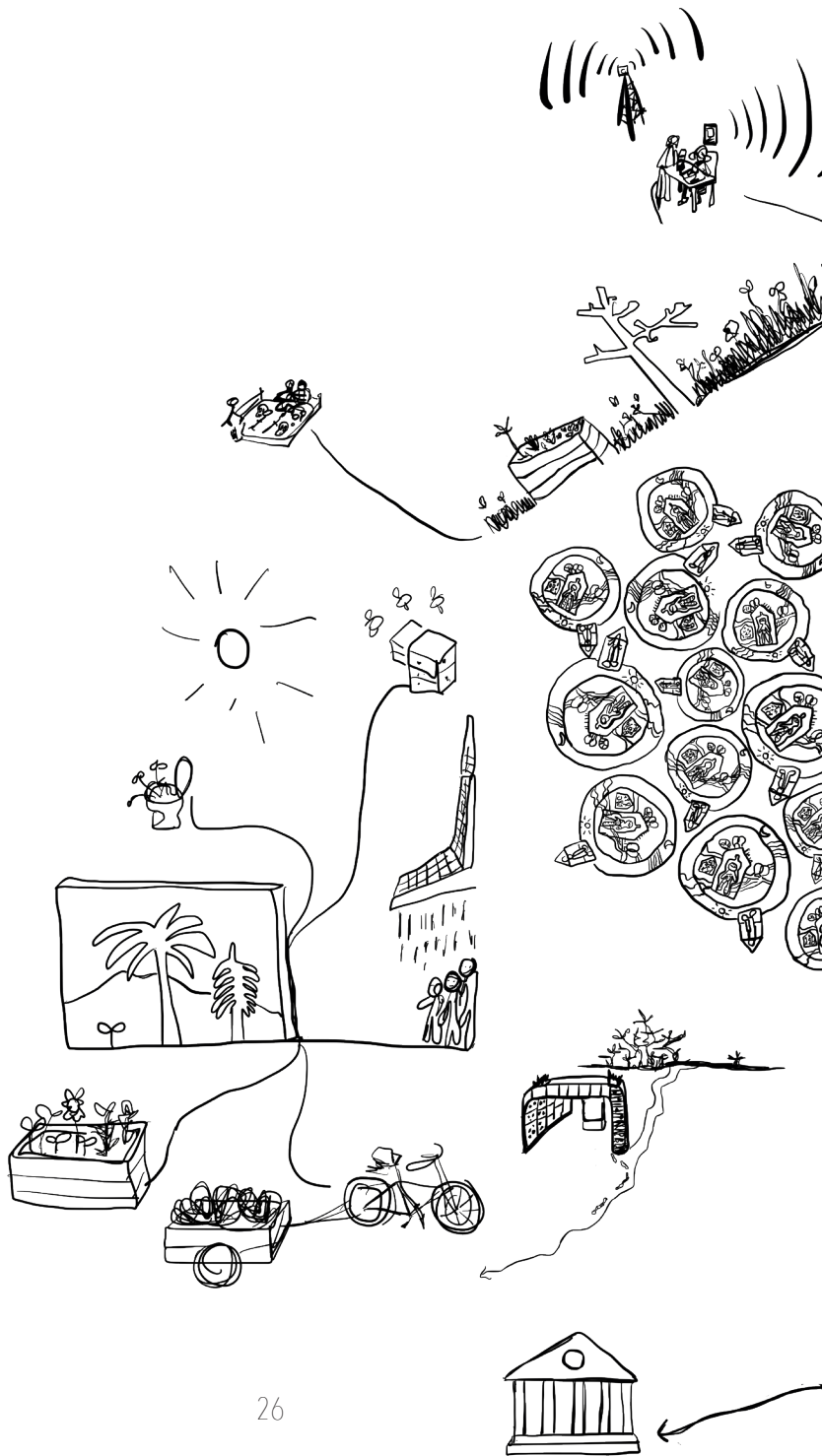
„What is called knowledge cannot be defined without understanding what gaining knowledge means. In other words, knowledge is not something that could be described by itself or by opposition to ignorance or to belief, but only by considering a whole circle of accumulation: how to bring things back to a place for someone to see it for the first time so that others might be sent again to bring other things back. How to be familiar with things, people and events, which are distant.“

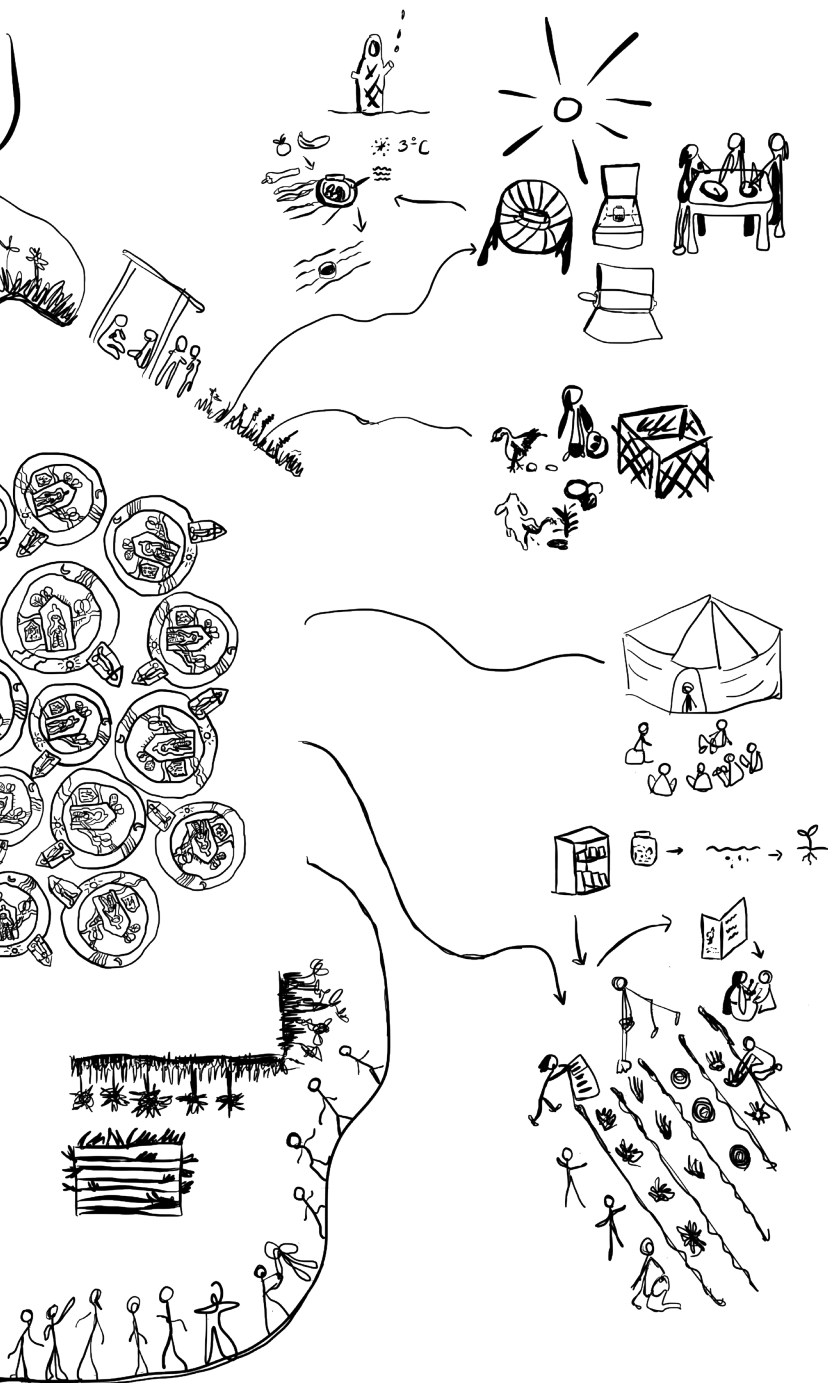
Text from Bruno Latour „Science in action“, p.220. (1987)

All places exist somewhere between the inside and the outside views of them, the ways in which they compare to, and contrast with, other places.

Knowledge isn't static, it is a mobile and mobilizing dynamic process.







EduLANDS Patterns

Pattern 3

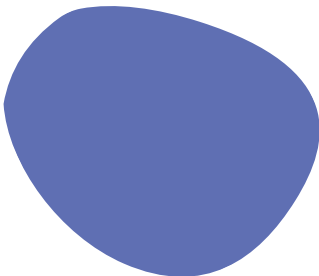
Transition is about embracing complexity

This pattern is about learning how to use visualisation techniques such as mapping to better reflect on problems and solutions in concrete situations.

This pattern is rooted in the pattern language of the grassroots transition towns movement and in the green transition defined by the European Union.

Here we try to visualise the different aspects of the problem from the scale, different perspectives, interviews, mappings (making a common understanding of the problem).

The big is reflecting the small - fractals.



Landscape is about complexity

Collaborative learning tools deal with an interconnected complexity

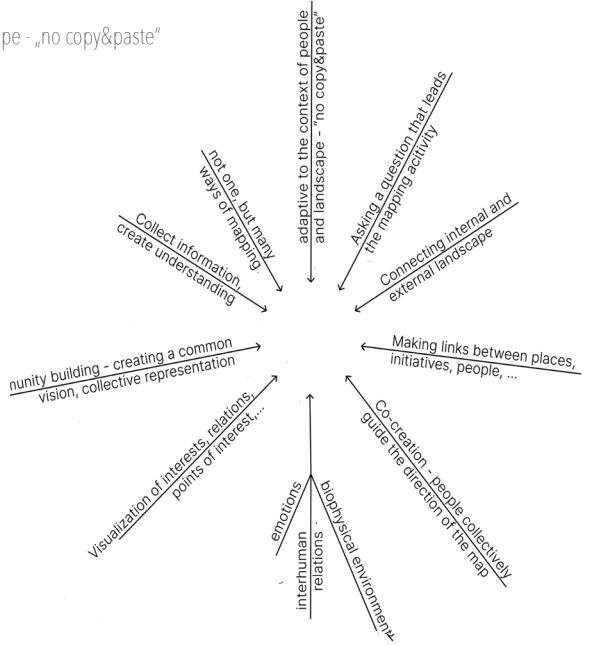
A way to define mapping

adaptive to the context of people and landscape - „no copy&paste“
 „... at the beginning there is a blank page...“

Asking a question that leads the mapping
 Collect information, create understanding
 Not one but many ways of mapping

Connecting internally with external landscape
 community building - creating a common vision, a collective representation
 Visualization of interests, relations, focus points,....

Co-Creation - people collectively guide the direction of the map
 Making links between places, initiatives, people - - emotions, interhuman relations, biophysical environment

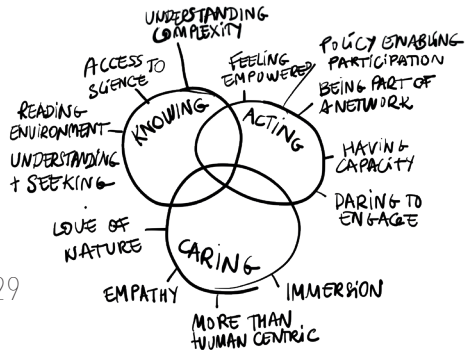


↓
 EXAMPLE

BALTIC sea Lab
 co-creation & sea health

CREATURES, DEVILLA, SP, 2022

THREE PILLARS OF OCEAN LITERACY







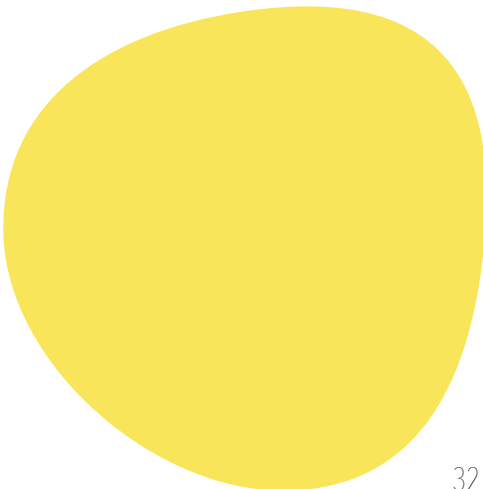
EduLANDS Patterns

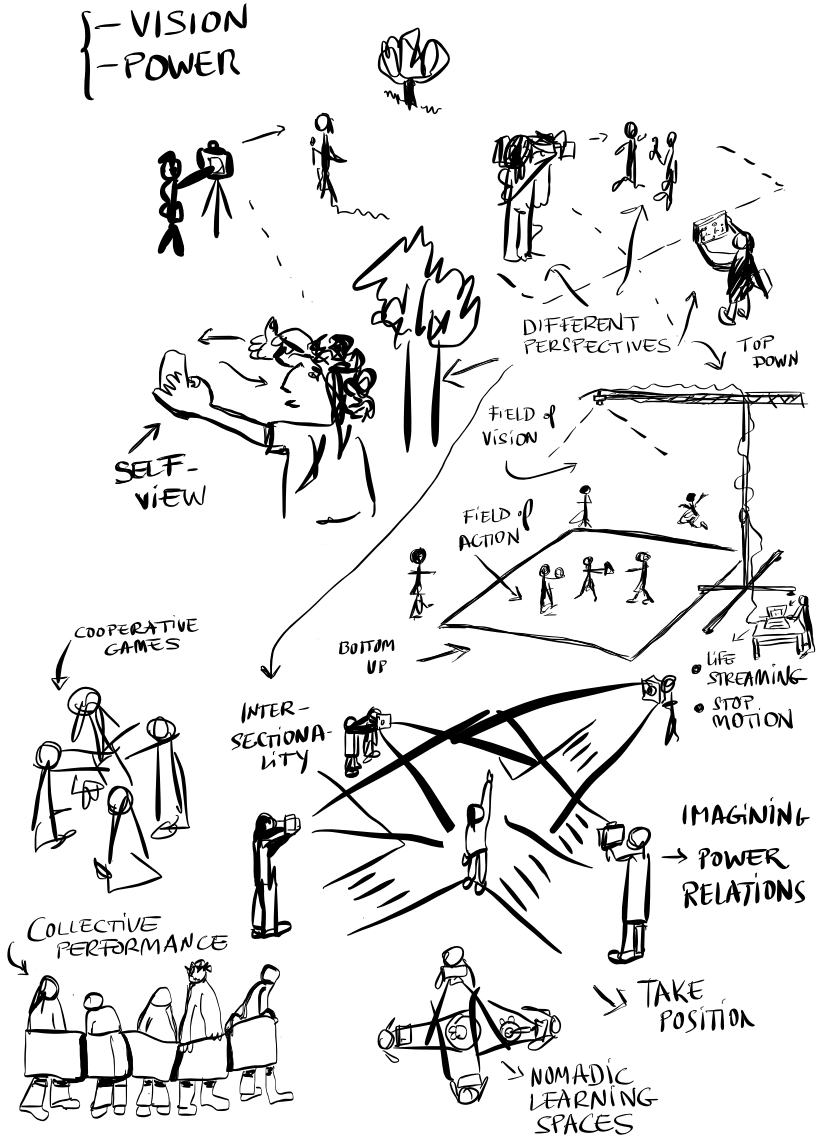
Pattern 4

be brave and part of the creation of new imagineries & the unknown

Be part of the experience.

Be part of the game, is about the fact that it is important to reflect on **which transition process** we are talking about and from which position we are telling it from. It is especially important for teachers to **experience** learning experiences from the inside and not to be afraid to **take risks** and to go out of their own comfort zone.



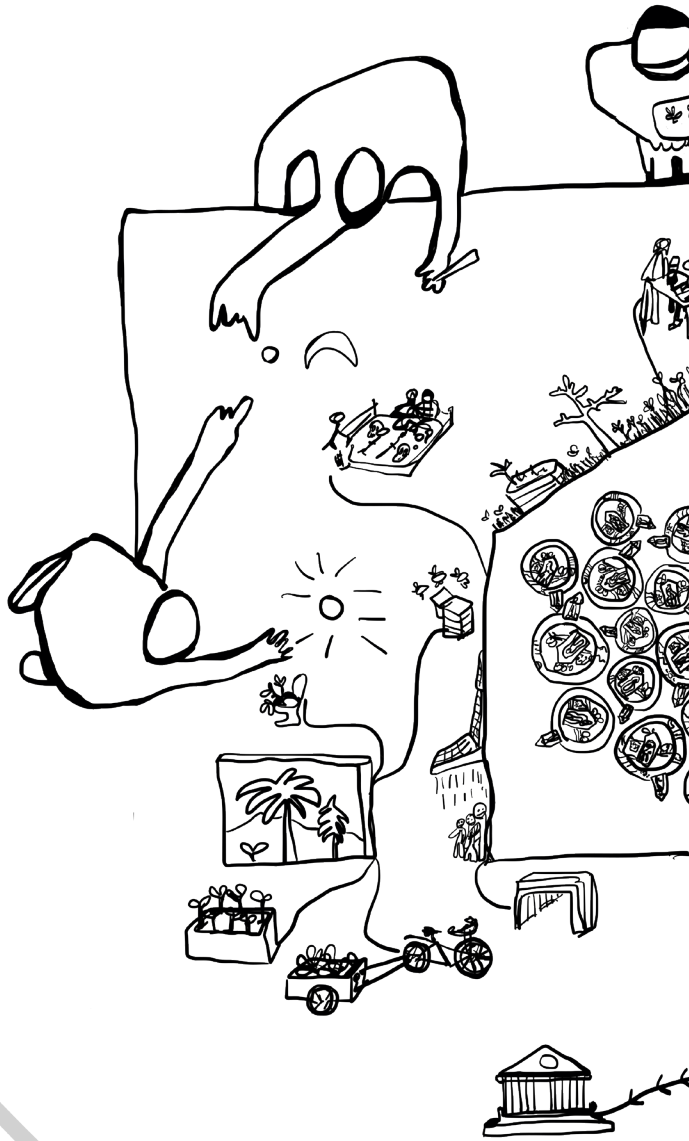


Be part of the process, taking position... attitude

Starting from a concrete question: Who maps and who and what is mapped?

The action of mapping means also making a choice about the dimension and scale in a reference system - - depends on the site and group context.

A reference for playfully developing new ways of acting and intervening with others. Seeking a performative visual language



EduLANDS Patterns

Pattern 5

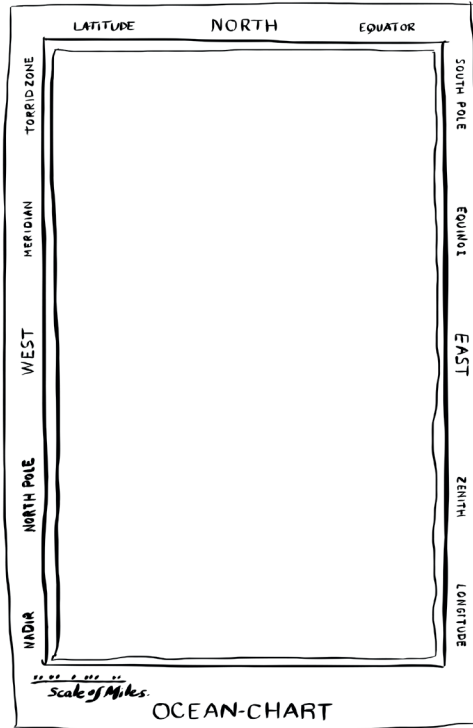
Take a break

This pattern is about how important it is to let ideas rest, to count on silences, as productive ways.

You can change the perspective and turn the map upside down. Take a walk, do a drawing, a meditation, without trying to exploit too much time, individual and group resources, **leave some fallow time**, ferment the food to open it at another time.



This map is an illustration in 'The Hunting of the Snark (An Agony in 8 Fits)', poem by Lewis Carroll



„He had bought a large map representing the sea, without the least vestige of land.“
And the crew were much pleased when they found it to be a map they could all understand.
“What’s the good of Mercator’s North Poles and Equators, Tropics, Zones, and Meridian Lines?”
So the Bellman would cry and the crew would reply:
“They are merely conventional signs! Other maps are such shapes, with their islands and capes!”
But we’ve got our brave Captain to thank. So the crew would protest:
“That he’s bought us the best—A perfect and absolute blank!”

The pause can always be a blank space.

It's an integral part of a larger composition, **opening a new window for imagination.**

EduLANDS Patterns

Pattern 6

Define your transition`s frame / context

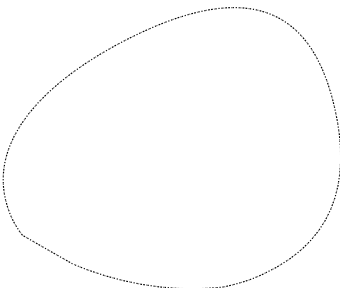
This pattern is about making a strategy for a transition. If you like to know what's coming up you can use this pattern to make a plan.

The plan consists of the following four steps:

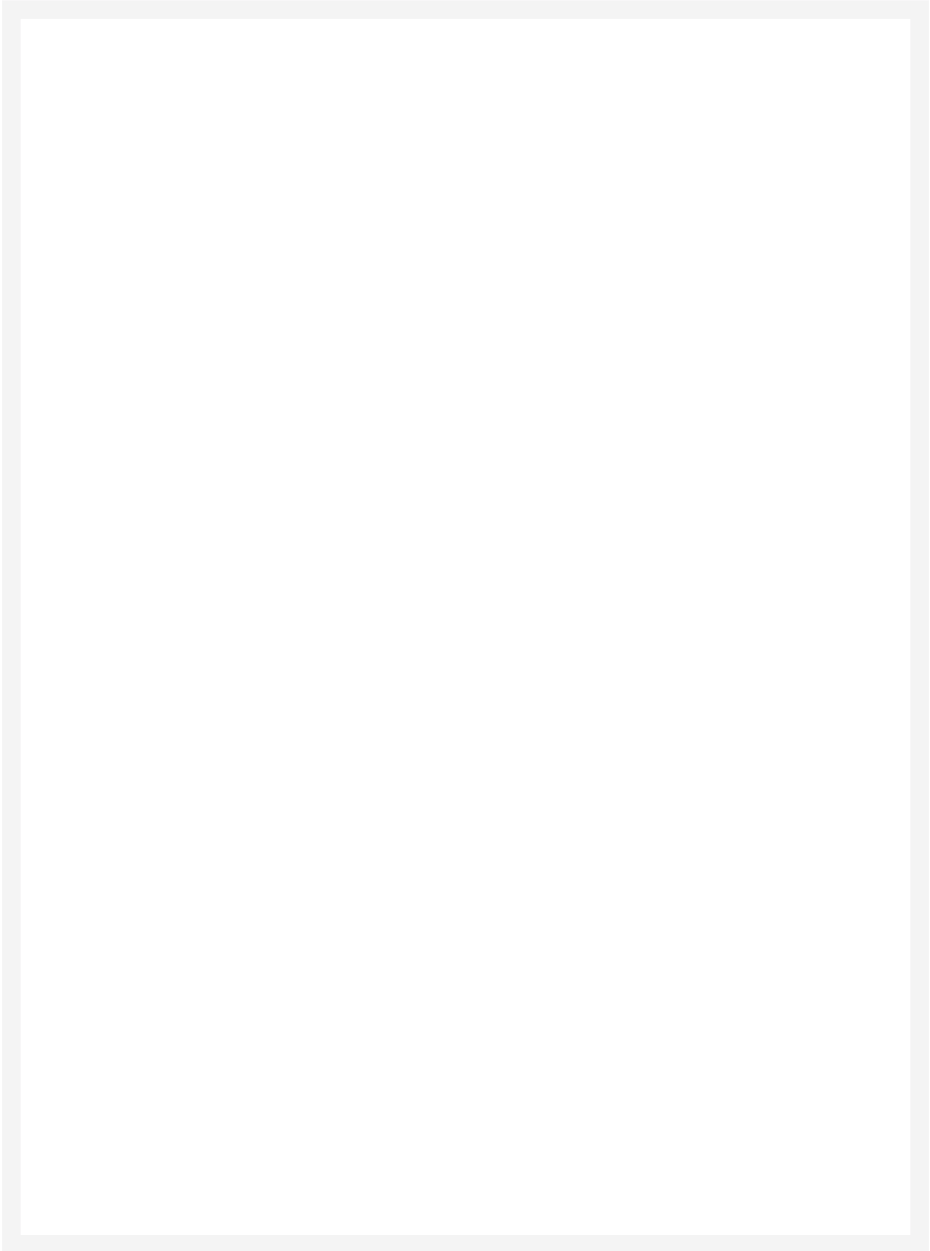
1. Pre-Evaluation: Testing the Impact
2. Frame your transition
3. Design your Action
4. Evalu-Action!

If you follow the advice of this pattern you are able to design a learning experience for your class.

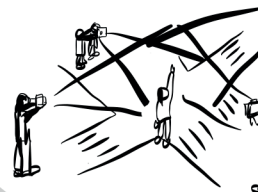
If you follow the advice of this EduLANDs pattern you are able to design a learning experience for your class. This pattern is connected to the **hands-on guide**, where you will develop your own learning experience following the EduLANDs learning path.



Inspiration!



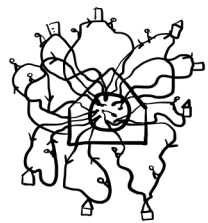
4 be part of the process



3 transition is about complexity



2 collective learning



1 togetherness



Be part of...



5 take a break/pause



Design your own learning experience



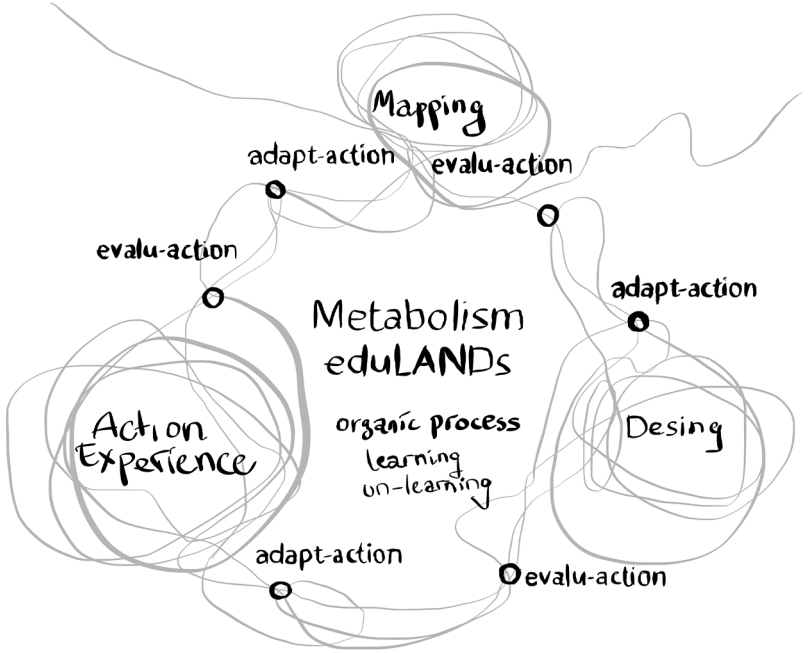
Which patterns?



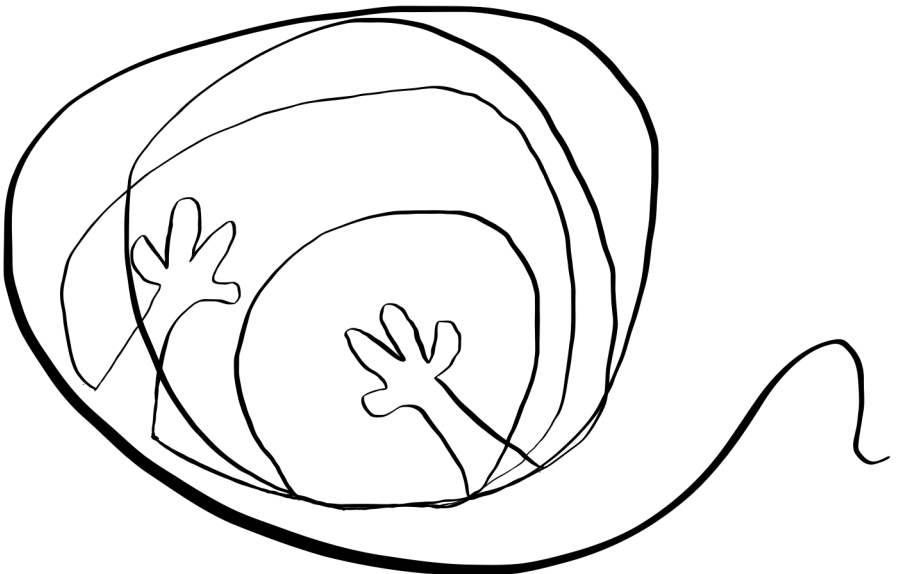
Which mini tools?



Which Keywords?



6



Hands-on guide...

You want to be guided in finding **your learning experience** for transitions? If yes, you are exactly on the right page. This chapter doesn't offer a ready-made recipe to your learning experience but provides you with guiding questions, **space to develop, draw and think** about your possibilities and transition windows

The exercises are built on each other, so it's best to do them in order from 1 to 6. You can do them by yourself, but **you can also do them in a group**, discuss and play the exercises together.

1. Pre-Evaluation: „From where do you start... and is all you need already there?“
- Questionnaire

2. Start with your own transition - Exercise

3. From vision to mission - Mapping

4. Check the eduLANDscape - Combine with other EduLANDs resources

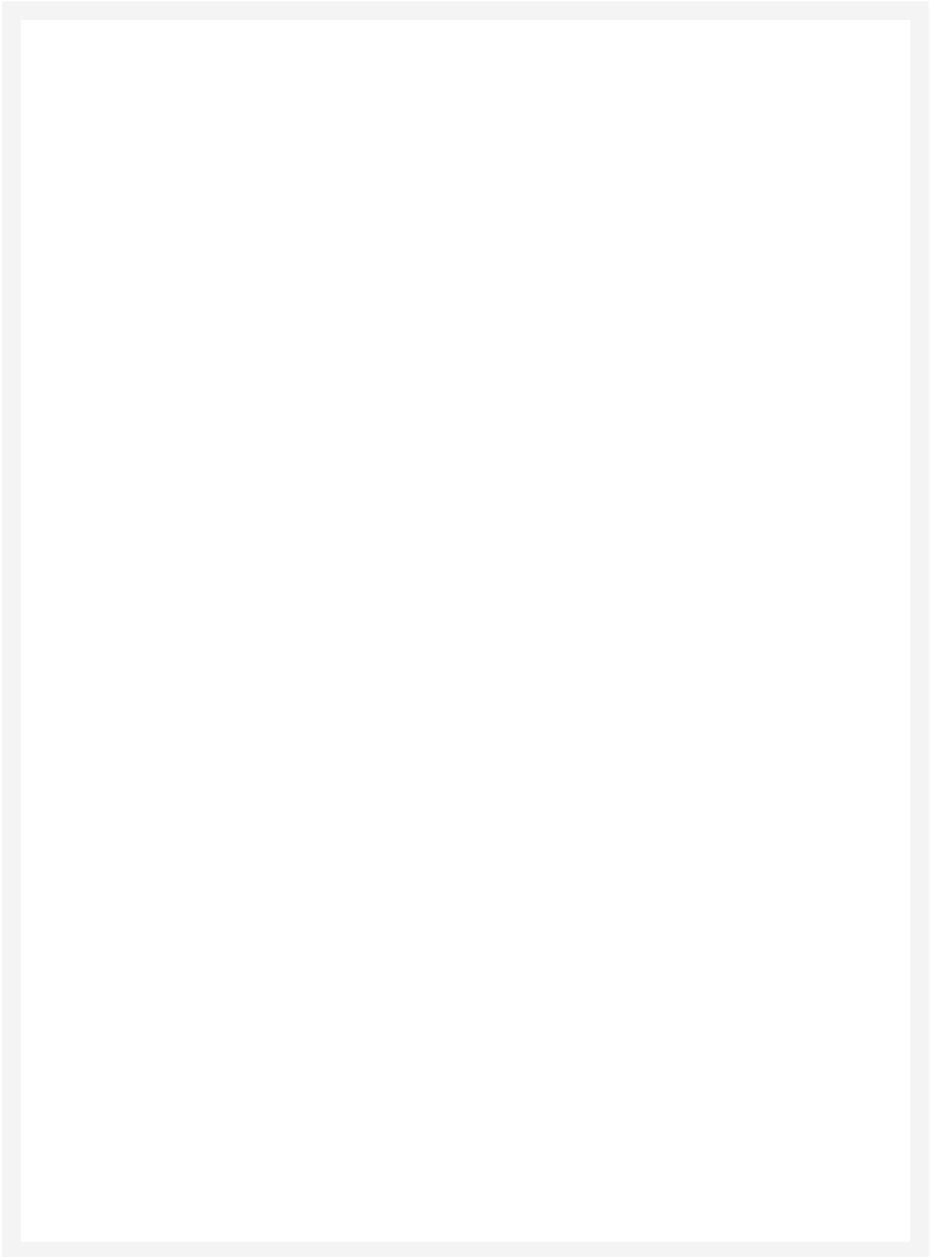
- a. the EduLANDs graph for a selection of educational resources
- b. the EduLANDs online courses
- c. check the EduLANDs patterns
- d. check the lexico and contribute your words

5. Mapping of your learning experience (make a plan for transition Action)

- a. The point you plan your first action/make the first step

6. Evaluation - Look at the questionnaire - Look at where you walked? What steps you have done? Which new doors opened? Which transition windows opened? Which new ideas emerged? Did your perception of your school change? Were new places opening up for you? Did your learning community grow?

... to design your own learning experience



From where do you start...

Fill out this questionnaire & be curious where it takes you...

Official name of your school:

How you call your school:

When your school would be a person, how would you describe the character of this person?

You wake up, go to your school and everything has changed miraculously to the school of your dreams. What has changed?

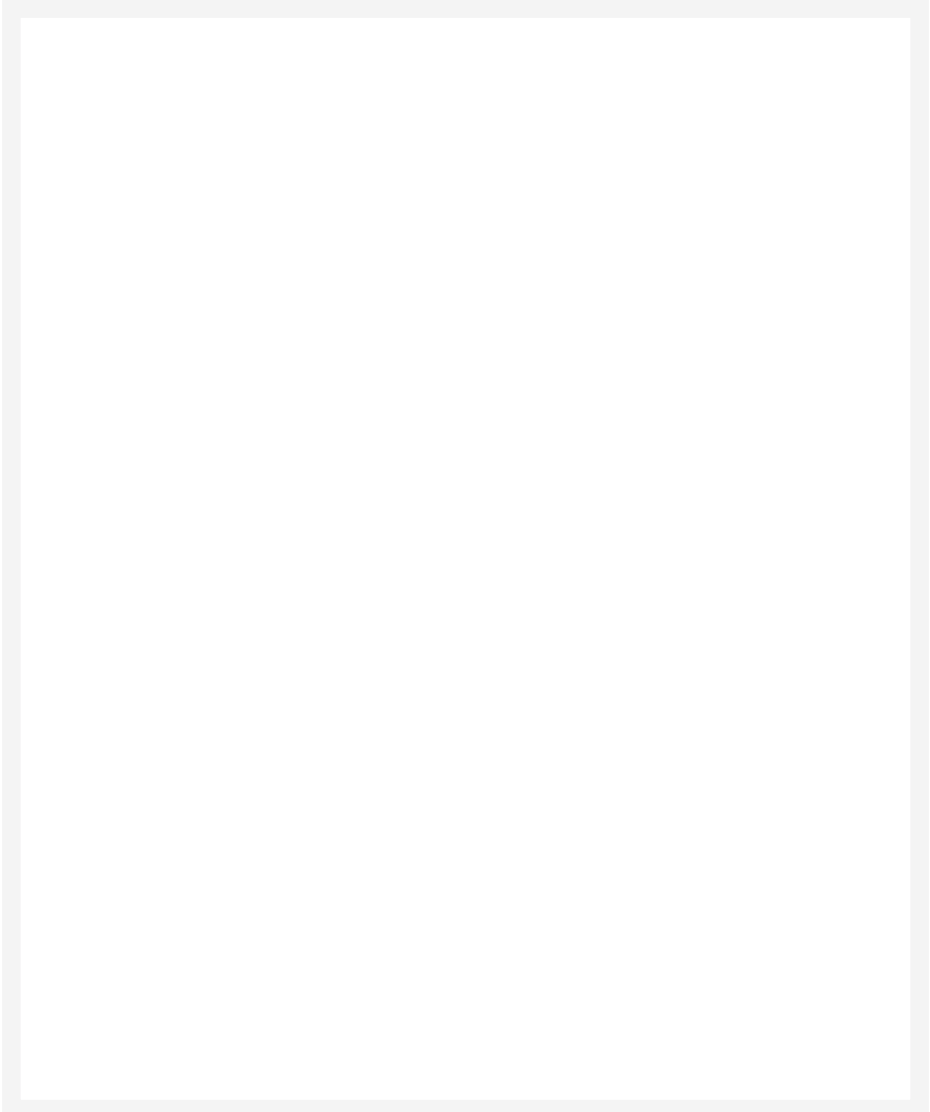
If you want to make someone understand the specialty of your school, what do you tell them about?

Which initiatives are in 15 minutes walking distance from your school and have something to do with sustainability; education; community support?

Is there a park, a meadow, other green space in 15 minutes walking distance from your school? Maybe a place where your pupils like to go? A place where you would also like to go?

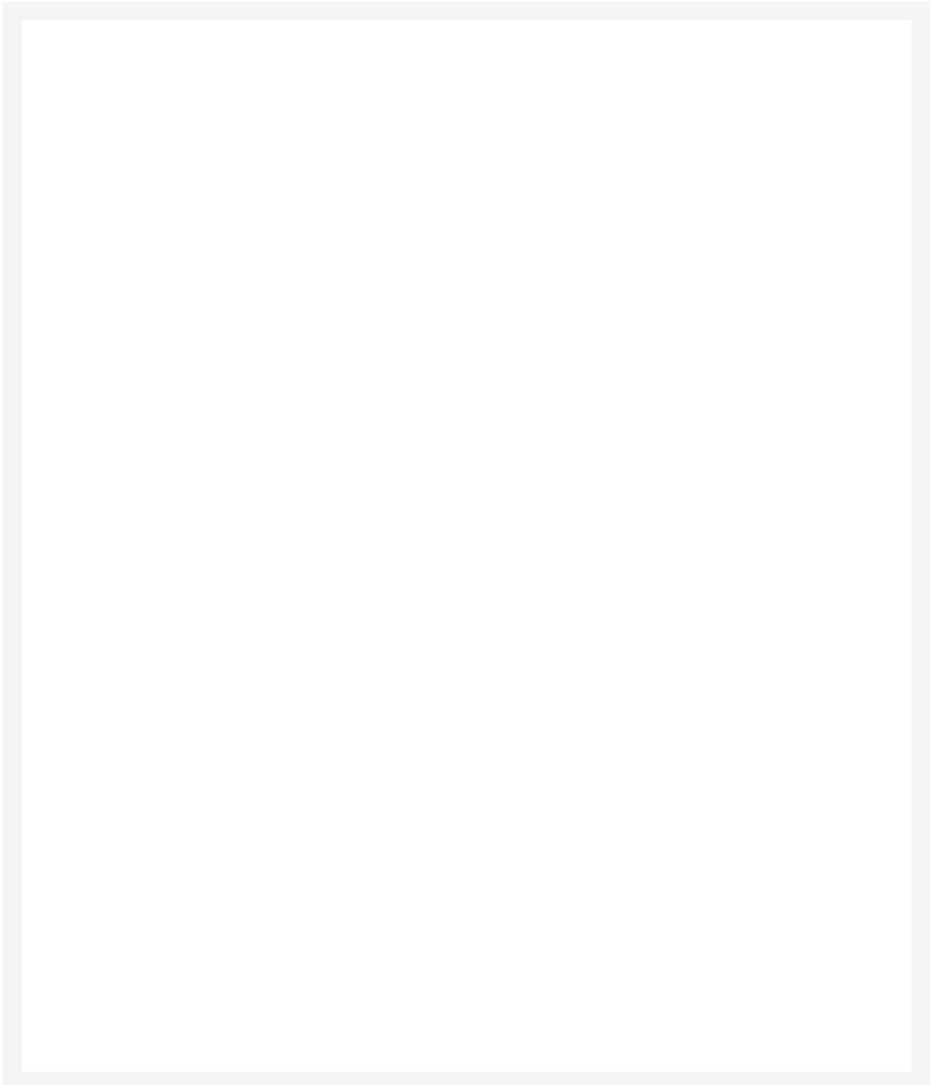
... and is all you need already there?

Taking the questions into account, **what is your vision for your school**, for your class or for yourself? **Take this space to draw your school in transition.** If you prefer writing, try to structure your ideas & windows of transition for your school.

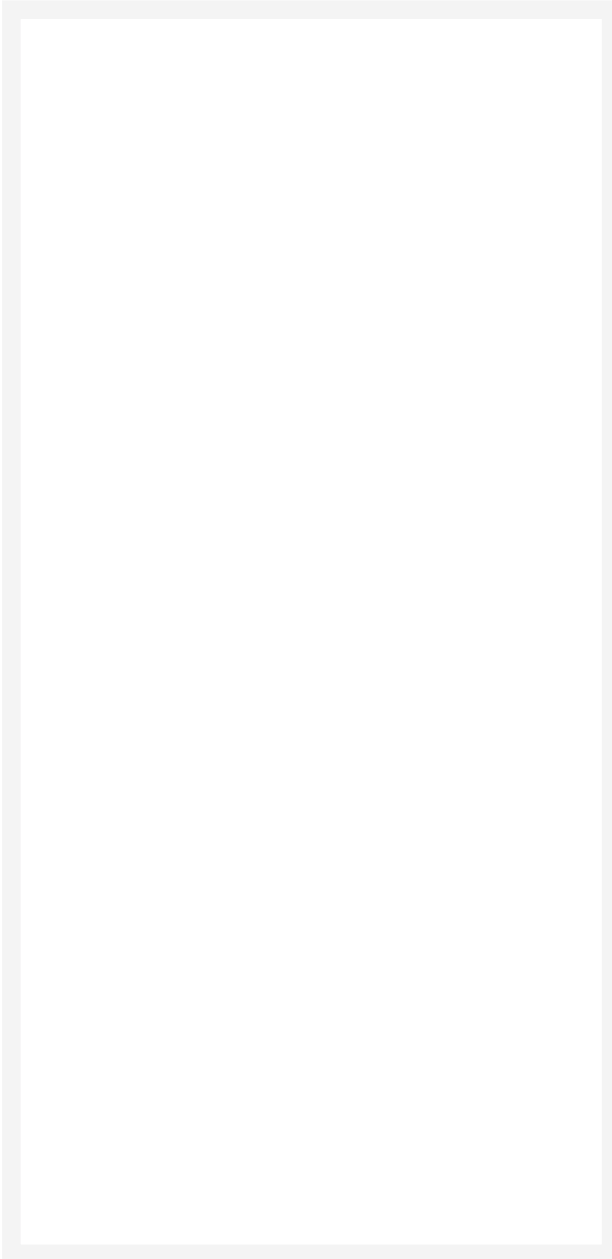


Start with...

Use this page to **reflect, draw and write about transitions**. According to the motto "Energy flows where focus goes" your goal within this exercise is to find out where your focus in terms of transitions lies. Use the **impulse questions** on the next page to guide your mapping.



... your own transition



What project in your surrounding would you call a transition project?

What do you personally associate with transition?

What future do you dream of?

What transition that you have made in the last few years do you remember and what made it work?

How does change management look for you?

What sparked your interest in reading this handbook on transition?

What would you like to read in relation to transition?

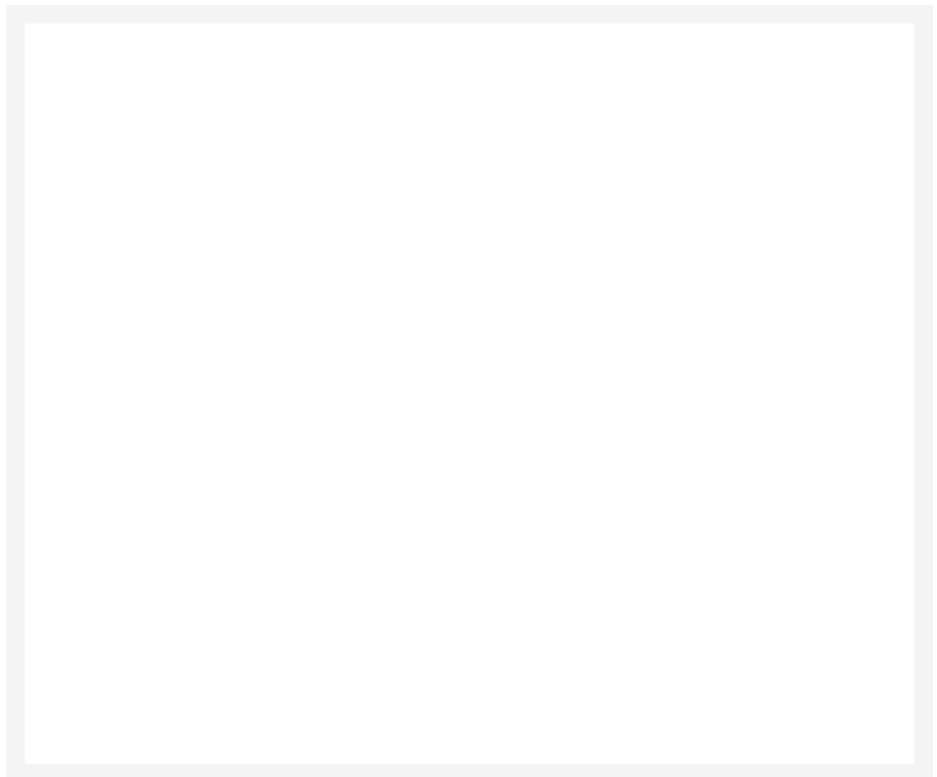
What led you to this book?

From vision to...

This exercise helps you to develop a vision for your transition. In the first part you **free yourself from the limitations of reality** and dream yourself into an utopia. In the second part, you look at what remains and what you can build upon. Maybe a **transition window** opens up for you. Just follow the instructions:

„Someday you wake up with superpowers. You get up, go to the place and change it for the better. Please write down what your superpowers are and what you changed.“

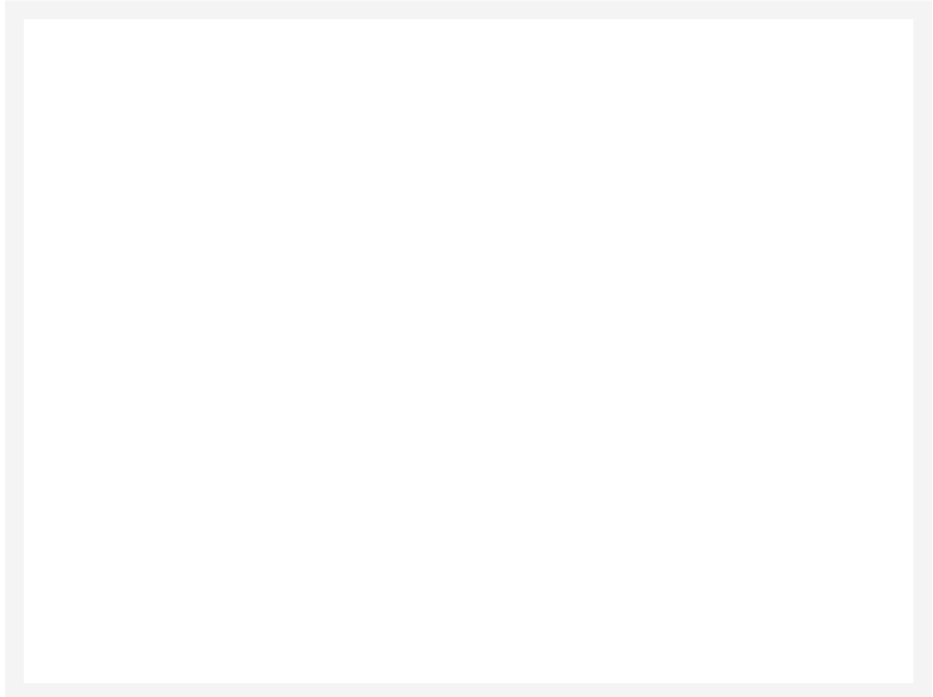
1. Take five minutes **in silence** to reflect and open up the range of possibilities for transitions of your school. Try to visualize your ideas in the following blank spaces. You can **write or draw**, do whatever helps you to grasp your vision.



2. Look at what you have drawn and written. **Answer the following questions** in relation to your vision:

- *What has remained the same in your visionary school compared to your actual school?*
- *Can you grasp the essence of what you aspire to when you look at your drawing?*
- *Who could help you to translate your vision into reality?*

Sometimes it needs a second perspective to help oneself look at things differently, so if you get stuck on negative thoughts with one or another question, you can ask someone for help: Explain your drawing to the person and ask her how he/she* would translate it to reality. The outcome of this exercise varies from person to person. Your needs and focus form the outcome: It is possible that you already started developing a mission for your school.



Map your learning experience

1. Pre-Evaluation: Testing the Impact

How static does a pre evaluation need to be? Is it possible to do a **dynamic/processual evaluation** through out the metabolism?

If yes is the **development of a ritual an evaluation**? The criteria of the evaluation is the degree of autonomy of the group while performing the ritual.

What can the **ritual** be?

Evaluating the social transition of a group during an edulands project
Proposal for a ritual: check in, check out:

Evaluation of an eco transition:

Proposal 1: **Separation of waste** - Does the manner of seperating waste change after an EduLANDs learning experience?

Proposal 2: **Mobility** - checking how many pupils go by bike after a bike tour excursion.

2. Frame your transition

Your starting point is **yourself**. Do you want to work on the level of the inner/emotional landscape, the nearby landscape, social justice neighbourhood? You don't choose between these learning objectives, but **develop a frame for the transition you want to do**. The frame works like the focus of a camera. One step is sharpening the view, you look what is your field of vision and you set the focus. To find the focus you can take different steps, EduLANDs learning experiences or mini actions.

But as we live and handle in a complex world every level is in interaction with the others. So, you don't choose your level, but you choose your focus.

System thinking & Complexity thinking & Critical thinking & Art thinking.

Institutions like the EU or the Transition towns movement say it is key to transitions to embrace these four points.

3. Design your Action/Think like a designer

Co-creation, collaborative learning tools to design an action; Activism; ask for help from your educational support network/ learning community: **think beyond the boundaries of your school**, learning environment for transition is outside the schools as well as it can be inside

--> nomadic learning spaces; transition design

4. Evalu-Action, Celebrate

Go back to page 46 (Questionnaire) and take a look at your answers. What changed throughout the process of doing the handy-on guide?

More **impulse questions** for evaluating your dynamic:
What steps you have done?

Which new doors opened?

Which transition windows opened?

Which new ideas emerged?

Did your perception of your school change?

Were new places opening up for you?

Did your learning community grow?

Check the EduLANDscape

Check the EduLANDs open educational resources (OER):

<https://edulands.eu/oer-search/>

The EduLANDs graph gives you a specific selection of open educational resources according to your interests and your context.

Check the EduLANDs online courses:

<https://www.pok.polimi.it/>.

The course equips you with good practice examples and tools, provides food for thoughts on transition, landscape and education, as well as a structured learning schedule.

Check the EduLANDs patterns:

If you like it the analog way, you can start with the patterns and look which pattern(s) spark your interest.

Check the lexico:

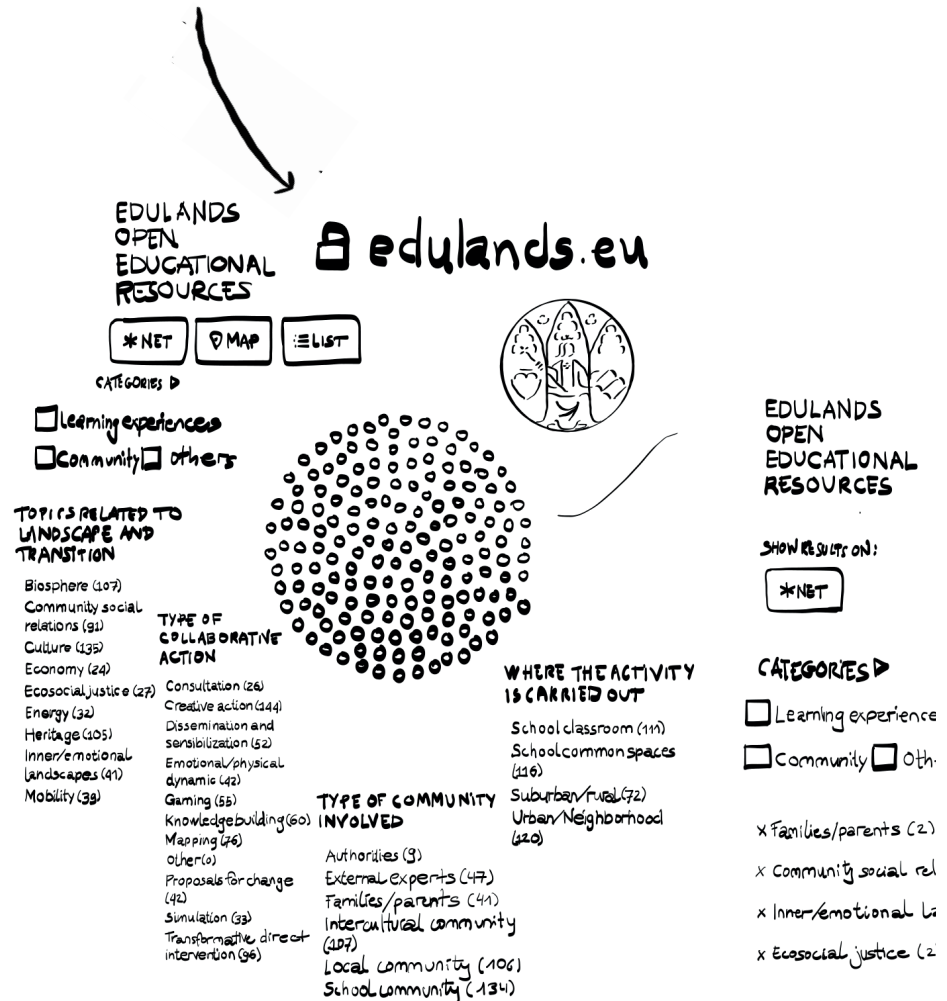
You can read through the lexico and look for words that resonate with you. If you find a word that sparks your interest the color of the strand next to the word guides you to the pattern connected to the word.

You can share your own learning experiences, keywords and patterns within the EduLANDs learning community.

How to:

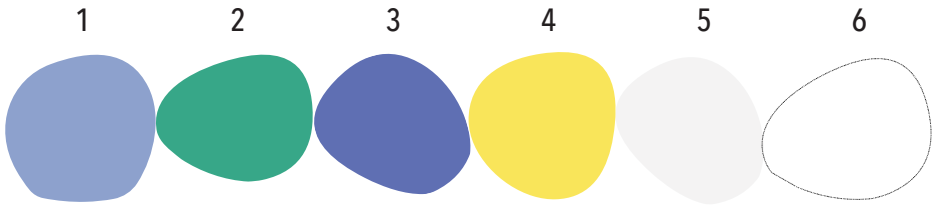
Just follow the instructions on the EduLANDs website:

--> <https://edulands.eu/about-edulands-oer/>



Léxico

The EduLANDs lexico is **a tool to navigate through the EduLANDscape**: The words are linked to the other results of the EduLANDs project (the learning experiences, the mini actions and the patterns). The patterns next to the words reveal the interrelatedness between patterns and words. If a word sparks interest, you can follow its colour-code to the connected pattern...



The EduLANDs lexico is a generative system. As any other generative system it is growing through participation. We are developing a collection of terms for learning communities in transitions. This current version of the lexico consists of selected words from the EduLANDs project, related projects and initiatives. These words are foundational for further development of the EduLANDs lexico on the EduLANDs website.

How do I participate?

Join the EduLANDs learning community and help to seed more words for the EduLANDs lexico! If you have a contribution, just follow these instructions:

Assign your term(s) to one of the subject areas:

1. Transitions
2. Landscape
3. Collaborative learning
4. Eco-social justice

Can you describe your term in 1-3 sentences? (The goal is not to perfectly define and differentiate terms but to choose keywords and share your point of view) Go to the EduLANDs website and click on „Open Educational Ressources“ and then on „Submit a Resource“ to upload your term!

Subject area 1: Transitions

WHAT ABOUT?

In the EduLANDs project we choose to speak of transitions to reflect the fact that there are many perspectives and ideas on transition. Transitions are processing on different levels and have different goals. Some examples for transitions: The inner transition, bottom-up transitions led by grass roots movements and top-down transition driven by big institutions like the EU... Read this chapter to dive into the different dimensions of transitions.

Subject area 2: Landscape

WHERE OR WHAT'S THE PLAN?

Landscape is an umbrella term. Some people say it is used if something gets too complicated to define. For example someone talks about „political landscape,“ „economic landscape,“ or „technological landscape,“ it implies a broad and intricate terrain with various elements, factors, and dynamics. This chapter brings clarity to the concepts and ideas on landscape!

Subject area 3: Collaborative tools

HOW?

The title of the EduLANDs toolbox would be „Collaborative learning tools“. This is exactly what you will find in this chapter: A compilation of collaborative tools, learning methods and terms that support a holistic understanding of learning.

Subject area 4: Eco-social justice

FROM WHICH POSITION DO YOU START AN ACTION OF TRANSITION?


Eco-social justice is a core topic of this handbook without being explicitly called out as such. So here we go: This chapter subsumes terms and concepts that contribute to eco-social justice.

Léxico


Subject area 1: *Transitions* **WHAT ABOUT?**



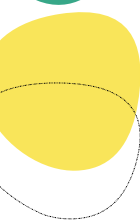
Adaptability (2/4): The ability to adjust and respond effectively to changes in the environment or circumstances.



Artful doing (3/4): is a kind of reflexive practice that does not work in a straight forward way towards a preconceived idea, but is like an open experiment. It is a dialogue with the reality we are working with, allowing for new forms and insights to emerge during the process. We are part of the process, but we do not control it entirely, thus allowing it to go in unforeseen and unplanned directions.



Common Mapping for Transitions (1/2): A mini action that provides students with the knowledge and skills to understand, challenge and engage with the cultural heritage of the district surrounding their school, empowering them to assume a role as responsible and active citizens. Outcomes are an analysis of the sensorial and informative map, empathy towards the interviewed people and opened minds to new scenarios of possible future changes, students' proposals and videos.



Creation (6/4) is embedded in aspiration, in the love of knowledge and the desire to create one's own cosmos, rather than in the mere use of specific skills or tools. It lies in the way we relate to a particular part of reality. It is our openness, emotional connection and intentionality towards reality that creates the basis for creativity.



Ecosocial awareness (2): Understanding and caring for the interconnectedness of the environment and society.

Eco-social transformation (3): The concept of the eco-social transformation considers the capitalist system as an engine of the climate crisis and wants to overcome the capitalist principle of economic growth. Therefore the research and action field of eco-social transformation puts its focus on the question of how existing social conditions can be reshaped towards a more sustainable way of producing and living and what role the interactions between society and nature play in particular.

EduLANDs transitions (3): There are not only different transitions, but also different meanings of and perspectives on transitions. The edulands project recognises the different points of view with regard to transition, but takes the position that transition processes are steps towards an eco-social transformation.

Enchanting sustainability (4): offers us a positive narrative of exploring new connections and intimacies with the more than human world. It is about being embedded and embodied, listening to multiple voices, acknowledging the existence of more than one truth, inviting us to work in spaces of imagination and experimentation that allow us to be puzzled. It stimulates all kinds of interrelationships between different ways of knowing, combining logical and analytical thinking, as well as associative and metaphorical thinking, creating ecologies of knowing beyond any single or particular way of knowing.

European Green Deal (3/6): "The European Green Deal will transform the EU into a modern, resource-efficient and competitive economy, ensuring: no net emissions of greenhouse gases by 2050; economic growth decoupled from resource use; no person and no place left behind" (EU 2020)

From vision to mission (1/2): A mini action in which a group co-creates a mapping for visualizing a space and initiate a phase of self-reflection, each participant shares their vision for the area, and as a group, proposes a mission: What steps can we take to move towards our envisioned outcome? The outcomes could be a concrete mission for the discussed place, understanding the diverse needs of different people. In general, the dynamic stimulates engagement, cooperation and critical thinking.

Green care (4): Using nature and outdoor activities to improve physical, mental, and social well-being.

Green transition (3): The green transition is a concept, formulated by the EU. It is a catchword under which the goal of the EU Green deal is subsumed. The Green transition is accompanied by its twin: The digital transition (EU 2022).

Léxico

Subject area 1: *Transitions* WHAT ABOUT?

Improvement proposal (6): A suggestion or plan to make something better or solve a problem.

Inner transition (3/4): can be understood as a change of awareness and personal attitude in relation to the ecosocial context. Can be evoked by a learning experience in your students.

Mapping Ourselves (1): A mini action that explores students' personal inner landscapes, understanding the landscape in which we live and gain insight into our inner selves. Outcomes are a video with teachers - students interviews, a poster, and reports about the overall experience.

Regenerative development (2): is a pro-active approach that promotes, recognizes and focuses on the interconnectedness of human and environmental wellbeing. The social and the environmental are deeply intertwined and shouldn't be considered separately anymore. Regenerative development emphasizes the goal of creating positive effects and outcomes for both human and natural systems, not just reducing damage or causing harm.

Resource conservation (2): Taking steps to use natural resources wisely, such as reducing waste, reusing materials, and saving energy.

Socio-ecological crisis (3): A critical situation where social and environmental problems intersect and have a negative impact on communities.

Sustainable and circular economy (2): A way of organizing economic activities that focuses on minimizing waste and maximizing the use of resources by reusing, recycling, and reducing environmental impact.

Sustainable projects (4): Initiatives or actions that have long-term positive effects on the environment, society, and the economy.

Transdisciplinary knowing (3): is an integrative way of knowing the world.

Transition (by Transition Towns Movement) (3): Transition is a movement of communities coming together to reimagine and rebuild our world. The community level of scale has huge potential to influence change and is a crucial part of developing and guiding social and economic systems toward sustainability, social justice and equity (Transition towns movement). There is an increasing recognition that top-down approaches are not sufficient alone to affect change and need to be combined with community-level responses. (Transition network)

Transition design (3): Transition Design implies a process which is inclusive and democratic, that responds to awareness of the changing shape of design itself. Transition Design includes ... (It is an ongoing process)

Transition towns movement (2): Since 2005 community-led transition groups are working for a low-carbon, socially just future with resilient communities, more active participation in society, and caring culture focused on supporting each other. In practice, they are using participatory methods to imagine the changes needed, setting up renewable energy projects, re-localising food systems and creating community and green spaces. It's an approach that has spread now to over 48 countries, in thousands of groups: in towns, villages, cities, Universities, schools.

Transition windows (3): The moment projects and people link to each other and inspire viceversa. Transition windows can be understood as collective imaginaries, ideas or common paths of transitions that open up for two or more people.

Léxico

Subject area 2: *Landscape* WHERE OR WHAT'S THE PLAN?

A piece of sun (2): A mini action that fosters connections with the environment, tradition, and culture, as well as to learn about and engage with sustainable projects in the surroundings. The ultimate goal was to create a vibrant map of the school's environs. A lively map is conceived as a comprehensive representation that encompasses knowledge, heritage, emotions, tradition, actions, sustainability, etc.

Analysis of historical maps (2): It proposes mental maps of what students consider relevant to the landscape of the municipality of Santomera, in a visually and orally coherent manner. The outcome is a mental map to guide students in approaching the concept of landscape and helping them understand their perception of it.

Biophysical landscape (2): The term originates from natural sciences and points at the connectedness of physical and biological components of a specific environment.

Cinema Forum (2/4): It addresses the socio-ecological crisis in the Mar Menor, Europe's largest saltwater lagoon, triggered by the DANAS of 2019. The educational approach involves exploring the concept of environmental refugees through the film «Sofía Volverá» which runs parallel to the Popular Legislative Initiative for legal recognition of the Mar Menor. The outcome is a film that integrates disciplines and enables students to cultivate a comprehensive understanding of the intricate issues concerning the Mar Menor, fostering a multidimensional approach to problem-solving.

Classroom landscape (1): The physical and conceptual environment within a classroom setting. It encompasses the arrangement of physical elements, such as furniture, learning materials, and technology, as well as the social and emotional dynamics that shape the learning environment.

Collective landscape (1): Shared or communal aspects of a shared environment that are shaped by the collective experiences, perspectives, and actions of your group. This concept encompasses the social, cultural, and environmental elements that contribute to the formation of a collective identity.

Connecting the school community using interviews (2): A mini action that connects students with their surrounding community on a personal level. They develop self-confidence, verbal, and teamwork abilities. Students can be integrated into school life and are an active part of the school community. Outcomes are laminated interview profiles (protocol plus picture), profile game and interactive exposition.

Creating a collective audiovisual work about the social/emotional perception of the landscape (2): A mini action that involves creating a collective audiovisual work focused on the social and emotional perception of the landscape. The outcomes include one or several audiovisual works, accompanied by a participatory community event.

Creating podcasts about the local landscape (2): A mini action that creates an audio guide through a mobile application that allows anyone, residents or not of Santomera, to discover the historical, linguistic, commercial, and artistic heritage of the locality. Outcomes are the audio guide to discover the historical, linguistic, commercial, and artistic heritage of the Santomera and the students' participation in local radio programs to promote the project.

Dialectal varieties (1): Different forms or variations of a language that exist based on regional or social differences.

Emotional Relationship with the Landscape (1/2): A mini action that explores and deepens the emotional awareness between students and the landscape, supplementing intellectual knowledge with emotional awareness, and fostering a sense of unity and teamwork among students by promoting empathy and assertive, respectful communication. The outcome is a co-created landscape metaphor showing the emotional connection between students and their landscapes.

Embodiment (4): the term embodiment overcomes the traditional separation of mind and body by suggesting that both are interconnected. Embodiment practices are a tool to change one's own perspective in order to enable deeper understanding of other life forms and ways of life.

Léxico

Subject area 2: *Landscape* WHERE OR WHAT'S THE PLAN?

Emotional landscape (1): How student's emotions and feelings are shaped. The ways in which these feelings can be translated to different landscape scenarios, for example a calm stream or a raging river.

Expanded Garden (2/4): It conducts an art research focusing on issues such as food sovereignty, nutrition in relation to energy self-sufficiency and urban planning. Using the model of the 15-minutes city, cooperative games will be employed to design oversized mappings with the active participation of all involved. Outcomes are initiatives outside the school building, reflecting and making visible the potential of art education and intervention in the field of social-ecological environmental awareness for the energy transition.

Getting in touch with community stakeholders (2): A mini action that establishes a connection between the students and the surrounding landscape by using collaborative learning tools. The local-economic aspect and the ecological aspect will be explored by the children. Outcomes are completed feedback forms and pictures.

How old is this landscape? (2): A mini action that recognizes the historical permanence of a landscape and aims to determine its age, throughout the co-construction of diachronic and synchronic landscape maps. The outcome is the co-construction of diachronic and synchronic landscape map.

Heritage (1): Cultural or historical traditions, beliefs, customs, or practices that are passed down through generations.

Linguistic landscape (1): The use and visibility of different languages, dialects, terms in a particular area.

Livestock farming (2): The raising of animals for food or products like milk or wool.

Local social landscape (1): The social relationships and interactions within a specific local community or area.

Mar Menor (2): A saltwater lagoon located in the region of Murcia, Spain that has been granted legal personhood since September 2022 following a citizen initiative that took action after severe pollution problems.

Human landscape (2): The term points at the impact people have on the landscape. It wants to raise awareness for a conscious relation with the landscape that is shaped by the social, the cultural and physical action.

Inner landscape (1): The inner landscape is a metaphor for the topography of the self, describing the interrelatedness of a person to the landscape. It consists of memories, images, and other sensual expressions. Inner landscapes can also be influenced by the landscapes we know, you can feel your connection to your inner landscape when you sense a feeling of belonging and relaxation when being at the sea, in the mountains,...

Landscape from a feminist point of view (2): Landscape from a feminist point of view (2): Landscape is seen as a hybrid framework, indeed a spatial one and a performative medium. There are diverse practices working from a relational perspective through site-specific interventions that deal with difference in its own specific relationships, as a potential for empowerment and visualization, as a dynamic process of exchange and engagement.

Landscape of heritage (2): Landscapes of heritage refer to physical, cultural, or natural environments that hold significant historical, cultural, or symbolic value and are recognized as important elements of a community's heritage.

Learning network (1): Schools should not be closed fortresses: In order to realize an eco-social transition, schools need to open up and network with institutions that act sustainably, undertake projects in the area of sustainability and are willing to contribute to the learning process.

Local commerce (1): Local commerce refers to the buying and selling of goods and services within a specific geographic area or community, typically on a smaller scale than regional or national commerce. It involves transactions between businesses and

Léxico

Subject area 2: **Landscape** *WHERE OR WHAT'S THE PLAN?*

consumers that are primarily conducted within the immediate vicinity of a physical location, such as a neighborhood or town. Local commerce often fosters community connections, supports local businesses, and contributes to the economic vitality of a particular area.

Local Shopping Habits Map (2): A mini action that aims to familiarize individuals with the city's commercial districts and shopping patterns, as well as to assess businesses offering sustainable or locally sourced products. The final outcome is an audio guide featuring stops at the most sustainable and interesting shops or establishments for any visitor.

Lost Paths of Transhumance (2): A mini action that studies and connects with the forgotten landscape of transhumance in the municipality of Santomera through the creation of a guided documentary. The outcome is a docufiction film and its presentation to society.

Mapping a Landscape (1/2): A mini action that allows students to familiarize themselves with the surrounding landscape of the school by using the mapping tool and applying the "Cooperative Learning Together" technique. Outcomes are a common sensorial map and common reports of the experience.

Mapping the internal landscape/personality (1): A mini action that connects pupils with their own inner world, to make it visible, and thus, connect with other pupils in the classroom. Outcomes include posters featuring the contour of each pupil, accompanied by written comments on personal questions and collages; additionally, film material capturing some presentations made by the students and sound material containing interviews conducted with some pupils.

Nearby landscape/proximity landscape (1): The surrounding landscape that you can reach within a 15-minute walk.

Neighborhood Improvement (2): Actions taken to enhance the quality of a local surroundings, such as cleaning up public spaces, improving infrastructure, and creating recreational areas.

Organic intelligence (2): As opposite or contra to artificial intelligence. Learning and observing through sensual experiences and not through digitized information.

Proximity landscape (2): The surrounding landscape, that you can reach within a 15-minute walk.

Purchasing habits (2): The patterns and behaviors individuals or groups show when making choices and decisions about buying goods or services.

Santomera: A small town and municipality in the autonomous community of Murcia, Spain.

Sensorial landscape (2): Sensing the landscape through seeing, hearing, touching, smelling, and tasting. Being part of the creation of a Sensecape by making, moulding, cooking, collecting and exchanging for example when you are gardening, painting, realizing artistic and ecological interventions in the schoolyard, experimenting with recipes or when you are solar cooking.

Sensory perception of the landscape (2): A mini action that analyzes the landscape through the senses and the perceptions it evokes in us. The outcome is a map that relates the perceptions of the senses within the physical space.

Sustainability (3): The practice of using resources in a way that meets current needs without negatively impacting future generations.

Spa_Low_Sky: It remodels the street space of Mittulgasse and Spalowskygasse in Vienna ,Austria, which is frequented by over 500 children every day. The focus is on redesigning the area in a way that is more citizen-centered in order to facilitate creative

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Subject area 2: *Landscape* WHERE OR WHAT'S THE PLAN?

activities and art encounters. The methods proposed by the EDULANDS for Transition Project can strengthen relationships between students through shared learning and experiences outside of school. These approaches, which emphasize communication and creative exchange, can also foster stronger connections between teachers and students.

Urban ecology (3): Studying and preserving the relationships between living organisms and their urban environment.

Urban environment (2): The natural and built surroundings of a city or town, including parks, buildings, streets, and waterways.

Water management (2): The process of controlling water resources, like rivers and lakes, to meet human needs and protect the environment.

Taste the salt with flowers (2): A mini action that connects landscape and gastronomy, it means a cultural landscape component that provides a sensory and visually pleasing experience that celebrates the harmonious fusion of nature, and culinary arts. Beyond the tangible product, the final outcome also encompasses the intangible benefits and experiences, including the acquired knowledge about edible flowers, culinary techniques and traditions.

The colors of the ground (2): A mini action that connects the students with the landscape, through the collection of soil from different parts of the region and bringing it to the educational centre, in order to prepare pigments that will be used in an artistic action. The outcome is a mural following the colours and the shapes of the surroundings. The aim of the action was to create a deep connection between the school and its surroundings, creating a harmonious blend with the landscape.

Urbodrom (2/4): It creates a collective map of the surroundings by identifying and exchanging information about significant places and their functions. Outcomes are a

new way of understanding people's varied perceptions of space and recognizes the complexity of their landscapes, as well as stimulates engagement, cooperation, critical thinking, social inclusion, and successful living in peaceful societies.

Visual dictionary "A casico hecho" (2): A mini action that recognizes and values Spanish dialectal varieties, particularly the local one, by exploring their origins, historical development, and sociolinguistic aspects across oral, written, and multimodal forms. Outcomes are the understanding of their own historical, cultural, and linguistic heritage, as well as, the development of a linguistic map showcasing the vocabulary employed in the huerta, established via a sociolinguistic survey, and the initiation of projects aimed at promoting the usage of the Murcian dialect.

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Subject area 3: Collaborative learning HOW?

Artistic mediation (4): Mediation is a conflict resolution with the support of a mediating person positioning themselves between the two parties without taking sides, or passing judgement on either of them. An art-mediator facilitates dialogue and the exchange of knowledge using artistic methods.

Audiovisual co-creation (4): Collaboratively producing audio and visual content.

Built a solar cooker for your Neighborhood (2) It designs a learning experience dealing with STEAM educational frameworks (including environmental awareness, ranging from low to high tech), as well as to improve group dynamics and foster community building in the schoolyard (through activities such as eating together and collaborative working settings). The outcomes are a self-made solar cooker, a self-made solar meal and a collective meal as a moment of being together and celebration of the work done.

Collaborative learning (2): A learning approach where students work together to solve problems and learn from each other in a group small enough to ensure that everyone participates. Students in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task.

Cooperation (1): Working together with others towards a common goal, sharing ideas, resources, and responsibilities.

Community Engagement (1): The involvement and active participation of individuals within a community to address common issues and work towards common goals (see neighborhood improvements on p.XY).

Awareness & Care (1): Being aware of a space or a group means being in a state of receiving and integrating signals of what is needed for everybody in the present moment to feel safe and at ease in the setting. Taking care means reacting to these signals you receive in an empathic manner - „Feel the room“

Co-Creation (2): Collaborating with others to create in a process-oriented way. The intangible outcome of such a process is the discussion and exchange, while the tangible outcome should subsume the different perspectives of the collaborating group.

Collaborative Learning (2): A learning approach where students work together to solve problems and learn from each other in a group small enough to ensure that everyone participates. Students in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task.

Collaborative visual mapping strategies (1): This strategy works like a reminder: You can, at any given moment, make a collaborative mapping with your group. This helps if you are in need to reconnect and to conclude on your current learning status. A collaborative mapping is a moment of co-creation and can be done in various ways.

Collective imagineries (1): Collective imagineries refer to the shared beliefs, values, symbols, and narratives that shape the collective identity and understanding of a group, community, or society. They can be co-created with collective dynamics like role-playing, theatre, film-forum, theatre-forum, rap, poetic action. Collective imagineries can pave the way to transition as a group.

Collective Siesta (5): A moment of meditative togetherness. Being still or at least moving slow to calm down and release stress and tension in body and mind.

Common Ground (1): to the basis shared by a group. This basis exists subconsciously, but can be openly evaluated and talked about by the members of the group. The common ground changes as the group evolves over time.

Common Map (1): A common map is a collaborative mapping that focuses on the co-creation of a common understanding for a topic or learning process within a group.

Community-building projects (1): Community-building projects are initiatives or activities designed to foster a sense of belonging, collaboration, and mutual support within a specific community.

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Subject area 3: Collaborative learning HOW?

Connection with society (1): The relationship between education and the broader society, including how education prepares individuals for active participation in society.

Connecting with others through celebration (1/2): It enhances positive memories, participation, and proactivity in students. Community making beyond the classroom, including parents and stakeholders into school life, celebrating experiences, learnings and achievements obtained during the school year. Outcome is a lead event, with invitations, materials and documenting pictures.

Cooperative conversation (4): Grice refers to the following terms to explain of what a attitude towards cooperative conversation consists of: Generosity, agreement, sympathy, quantity, relation and manner (Grice 1968)

Cooperative games for creating a common ground (1): It consists of two games: Game 1 integrates all pupils equally into an action, focusing on non-verbal body work, fostering team spirit, and training abilities such as perception, proactivity, and creativity. Game 2 is designed to enhance proactivity, creativity, perception, and team building skills. Outcomes include photos from the game sessions and the development of social skills.

Cooperative games (4): students work together to achieve a common goal. Cooperative games create a common ground within a group of learners (Communication, collaboration, creativity, and critical thinking)

Cooperative learning (1): Cooperative learning Together technique that activates positive interdependence, individual accountability, promotive face-to-face interaction, social and collaborative skills among the students who work in groups. Students believe that they are linked with others in a way that one cannot succeed unless the other members of the group succeed (and vice versa), that is, they "sink or swim together" - five elements of the cooperative learning approach = interdependence, individual accountability, group processing, social skills, and promoting interaction

Creative process (4): Opening a space for creation but also the steps and stages involved in generating and developing new ideas or solutions to problems.

Co-construction (2): Co-construction is an approach that prioritizes collaborative or partnership-based work. This approach involves various interactional processes, including cooperation and coordination.

Emotional learning (4): The process of developing and understanding emotions, as well as learning how to manage and express them in a healthy and constructive way.

Experiential education (4): A hands-on approach to learning where students learn through direct experience and reflection on that experience.

Digital technology for education (4): Digital tools such as social media, online games, multimedia and mobile phone applications used in an educational context.

Eco-social activism (4): Eco-activism is engagement for the social ecological transformation using artistic methods.

Eco-social work (2): A specialized area within social work that focuses on the interconnected relationship between humans and the natural environment.

Educational role games (4): Role-playing games simulate scenarios where students act out a specific role or character to explore different perspectives or situations. The group engages in interactive, experiential learning experiences that deepen various skills like problem-solving, critical thinking, communication and teamwork as well as empathy.

Expanded education (2): Expanded education refers to educational activities and programs that extend beyond traditional classroom settings and formal curricula. It encompasses a wide range of experiences, including extracurricular activities, community-based learning, internships, vocational training, and other non-traditional

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Subject area 3: Collaborative learning HOW?

educational opportunities. Expanded education aims to provide students with a more holistic and well-rounded learning experience, often incorporating real-world applications and hands-on learning opportunities. This approach recognizes that learning occurs in various contexts and settings, and seeks to enrich the educational experience by offering diverse and practical learning opportunities.

Experimental design (4): means designing without the perspective of solving problems or finding (easy) answers but instead asking relevant questions. Experimental Design means developing an autonomous, research-driven design practice, which has a direct impact on different areas of social life. A post-disciplinary approach aids in identifying and exploring new fields of design.

Mobile pictures (2): A mini action that engages in practical, real-world activities using cellphones, actively applying concepts and skills rather than passively receiving information. This approach enhances understanding and retention. The outcome is an improvised storytelling and visual narrative.

Nomadic learning spaces (4): Nomadic learning spaces can be opened up through learning groups using diverse spaces as accommodations and support for their learning experiences and actions. Connecting the school and the landscape through nomadic learning spaces supports education for sustainability beyond the barriers of the school.

Open-class processes (4): An approach to teaching and learning that emphasizes the student's right to make decisions and that views the teacher as a facilitator of learning rather than a transmitter of knowledge. (APA 2018)

Outdoor education (4): Outdoor education is an experiential learning that integrates the use of environmental materials and the local environment. Outdoor education aims to promote personal and social development, as well as an understanding and appreciation of the natural world.

Participation (1): Participation refers to the act of taking part in an activity, event, or process. It involves being actively involved, engaged, or contributing to a particular endeavor or situation. In the context of education, participation often refers to students' involvement in classroom discussions, group activities, and other learning experiences.

Participatory event (2): An event where individuals actively contribute and participate rather than just observing it.

Peace education (2): In the tradition of the Brazilian popular educator Paulo Freire, peace education pedagogy is typically learner-centered, seeking to draw forth knowledge from the learner's reflection on experience rather than impose knowledge through a process of indoctrination. Learning and development occur, not from experience as such, but from reflective experience. Transformative peace pedagogy is holistic, incorporating cognitive, reflective, affective, and active dimensions into the learning. (Mapping Peace Education 2020)

Peer education (1): Peer education happens when students share their knowledge and skills within their community and in that way positively influence knowledge, attitudes and behavior within the group.

Place-based education (1): Place-based learning engages students in their community, including the proximity landscape, local culture, history, or people. Students build communication and inquiry skills, learn how to interact with their environment, gain a better understanding of themselves, as well as their place in the world.

Process-based learning (4): Process-based learning is an educational approach that focuses on the learning process itself, rather than solely on the end product or outcome. In this approach, the emphasis is placed on understanding how students engage with and master the steps, strategies, and methods involved in solving problems, completing tasks, or acquiring new knowledge. Process-based learning encourages students to explore, experiment, and reflect on their learning experiences, fostering critical thinking, creativity, and a deeper understanding of the subject matter.

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Subject area 3: Collaborative learning HOW?

Reflection (6): The act of thinking deeply & critically about an experience or situation.

Rescued food (2): Rescued food is perfectly good food labeled as waste. Rescuing food means saving food waste for human consumption, feeding animals or composting it does not simply end up in the trash.

Role-playing (4): It connects the participants with the actors who exert influence on the landscape, interpreting the corresponding role and thus understanding the scope, perspectives, and necessary mediations to reach an agreement that benefits all parties involved. Above all, ensure the safeguarding of the cultural and natural heritage of the landscape under study. Outcome is a group map with opinions and strategies for mediation and intervention in the landscape derived from the game.

Self-learning (2): Self-learning is an approach to learning where the individual makes the effort to identify their own learning needs, set learning goals, find the necessary resources, and evaluate their own knowledge.

Sensorial map (1): A Sensorial Map assembles different perceptions within a group regarding the surrounding landscape. The sensorial map guides the group in using all our five senses, such as: touch, sound, sight, smell and taste.

Sensory exploration (4): The process of using our senses, like sight, hearing, and touch, to explore and understand our surroundings.

Solar cooking (2): A form of preparing meals using no electricity or fire, but only the heat of the sun. Special devices are concentrating the sun's thermal energy to collect heat for cooking or roasting meals.

STEAM (2): STEAM is an acronym that stands for Science, Technology, Engineering, Arts, and Mathematics. STEAM subjects represent an interdisciplinary approach to learning that integrates concepts and skills from these diverse fields. The inclusion of arts in the

traditional STEM fields (Science, Technology, Engineering, and Mathematics) is aimed at fostering creativity, innovation, and a holistic approach to problem-solving.

Storytelling digital map (3): A mini action that transitions from a collaborative map to a digital storytelling map. Outcomes are written reports, posters, videos, photos, drawings, school events and exhibition of students' works. Additionally, conferences and meetings with the parents or people from the local community to explain the project and students' outcomes.

Tacit knowledge (2): Tacit knowledge refers to the type of knowledge that is difficult to articulate to others through verbal or written means. It is often deeply ingrained in an individual's experience, intuition, and subconscious, and is typically acquired through practical experience, observation, and trial and error, rather than formal instruction.

Transformative action (4): A direct intervention or an active and purposeful action aiming to change a specific context or system.

Transversal learning (4): Transversal learning is a dynamic process of acquiring knowledge, skills, and insights by exploring and engaging with various disciplines, domains, or fields of study. It encourages learners to reach out to multiple sources and perspectives to solve complex problems.

Un-learning (4): Unlearning means to let go of previously learned knowledge, behaviors, or assumptions. It involves consciously challenging and reevaluating existing beliefs, habits, or ways of thinking in order to make space for new perspectives, ideas, or skills. Transitions as well as emancipation are not possible without opening up to the process un-learning.

Visual dictionaries (6): Reference books or online resources that use images or pictures to help explain the meanings of words. Instead of using long explanations, they use visual representations to show the definition of a word or concept. These dictionaries are helpful for people who prefer visual learning or have difficulty understanding written definitions.

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Subject area 4: *Eco-Social justice FROM WHICH POSITION?*

Affirmative action (2): Specific measures, politics and practices aimed at bridging inequalities, addressing apparent past wrongs and harms, preventing or compensating disadvantages and increasing access to education. These measures are linked to grounds such as race, gender, sexuality, or nationality (Claiming*Spaces Queer Feminist Glossary).

Awareness (1/2): A state of being conscious and knowledgeable about a specific topic or situation, for example about the different social backgrounds of the students.

Connection with oneself (1/5): Developing a deep understanding and connection with one's own thoughts, feelings, and values.

Empathy (4): The ability to understand and share the feelings and experiences of others, often leading to providing support or assistance.

Inclusiveness (1/2): Creating an environment or community that welcomes and accepts individuals from diverse backgrounds, abilities, and perspectives.

Diversity (1/2): People or groups of multiple identities participating together in an organisation or society. Diversity can be a tool to appreciate and respect what differentiates those groups and individuals from one another (Claiming*Spaces Queer Feminist Glossary).

Eco-social justice (2): Ecosocial justice is a concept that emphasizes the interconnectedness of environmental sustainability and social equity. It advocates for fair and equitable access to environmental resources and benefits while addressing the disproportionate impacts of environmental degradation on marginalized communities. Eco-social justice seeks to create a harmonious balance between ecological preservation and social well-being, promoting a more inclusive and sustainable society for all (Claiming*Spaces Queer Feminist Glossary).

Emancipation from stereotypes (2): Reflecting, questioning and acting with sensitivity regarding subconscious and conscious beliefs and stereotypes towards people but also towards ourselves. Avoid pigeonholing. . .

Equality (1/2): In an equal society all people are given the same chances, access, resources, etc., without adjustments in regard to their race, age, gender, sexuality, disabilities (Claiming*Spaces Queer Feminist Glossary).

Gender (2): Identities and non-essential categories that are repeatedly performed in regard to societal norms and cultural and historical variants. Usually: bodily aspects of identity such as assigned gender/sex, gender identity or expression or legal gender (Claiming*Spaces Queer Feminist Glossary).

Integration --> inclusion --> cultural emotional identity (1): By the evolution of these three terms we want to try to conceptualize belonging and identity without pointing at nations.

Interpersonal connection (1): Building a relationship or connection with others, such as friends, family, or classmates, that involves understanding, communication, and mutual support.

Leading a life (1/4): Living and making choices that are meaningful, purposeful, and aligned with one's personal values and goals.

Refugees (1): People who have been forced to leave their homes due to persecution, war, or other dire circumstances, and seek safety and shelter in another country.


Self-confidence (1/4): Having trust and belief in one's own abilities, worth, and potential, leading to positive self-esteem and resilience.

Mansplaining (1): Origins in the late-'00s feminist blogosphere, popularised by Rebecca Solnit in her book Men Explain Things to Me. A form of sexist micro-aggression;

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Subject area 4: *Eco-social justice FROM WHICH POSITION?*


a man explaining a topic of conversation to a woman who already has (or could reasonably be presumed to have) adequate knowledge thereof. Mansplaining embodies the belief that men's opinions have more value than those of women and can be seen as condescending and patronising (Claiming*Spaces Queer Feminist Glossary).



Marginalisation (1/2): A process that prevents individuals or groups from fully participating in social, economic or political life by pushing them towards the margins of a community or society. Marginalisation can occur in multiple facets of identity such as sexual orientation, gender, class, geography, race, ethnicity, disability, religion, etc., which can overlap in an intersectional manner (Claiming*Spaces Queer Feminist Glossary).

Privilege (1/2): From Latin, Privilegium, law for just one person. The benefits or advantages an individual or group may experience solely on the basis of being part of dominant society (Claiming*Spaces Queer Feminist Glossary).

Racism: A complex set of systems, beliefs and behaviours that have their foundation in a presumed superiority of the white race over others. These beliefs and behaviours can be conscious and unconscious, intentional and unintentional, personal and institutional. They result in the harm and oppression of people of colour as well as aid in upholding power within the dominant white western society (Claiming*Spaces Queer Feminist Glossary).



Safer space (1): Safer spaces not only aim creating an inclusive space for LGBTQIAAP+ (and variants) Lesbian, Gay, Bisexual, Transgender, Transsexual, Queer, Questioning, Intersex, Asexual, Aromantic and Pansexual youth, but also for all youth in marginalised communities. The preference to use the term safer space instead of safe space points out that there is no absolute safe space within societies which (re-) produce sexism, racism, ableism, homo- & transphobia and other forms of discrimination and exclusion.

Sexism: Any prejudice, discrimination or behaviour based on a person's sex or gender. Sexism primarily affects women and girls. It often has its stems in social or cultural norms and the belief that men are inherently superior to other genders (Claiming*Spaces Queer Feminist Glossary).

Sociolinguist work (2): Studying how language and society interact and influence each other, including how different languages are used in various social and cultural contexts.

Sociolinguistic development (2): The process of acquiring and understanding the social and cultural aspects of language, such as appropriate language use in different settings or with different people.

Tradition and culture (1): The customs, beliefs, values, and practices that are passed down and shared among a particular group of people, often influencing their way of life and identity.

YIRE (1): Youth at risk of exclusion (UrbEX 2023)

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