

Place and Identity RDI course

ER-MOME-BA-EP-202223-02-01; M-KF-E-EP-202223-02-01

Aims and principles of the course:

It is a basic tenet of environmental psychology that the environment and material culture around us influences human behavior, and that through interaction with the environment, humans develop emotional attachments to the environment (place attachment), and that these emotionally meaningful places can become part of our identity (place identity). However, there are significantly fewer resources on how to put these research findings into practice.

Students will explore the themes of place identity and place attachment through the Human-Centered Design method introduced in the course. Through interdisciplinary teamwork, students will develop their analytical skills and complex vision through an explorative and creative process. An important step of the course is to put theory into practice in the Bmszk Homeless Transition Shelter (Alföldi utca 6-8). The aim of the course is to prepare students to step out of the familiar studio environment and to explore a real, functioning community, and to propose solutions to the problems they have identified and formulated in an interdisciplinary collaboration.

In order to get a thorough understanding of the topic, we invite guest speakers Szabolcs Becze (BMSZKI Alföldi Street Homeless Transition Shelter, care unit manager), the featured authors of the Alföldi Reload project (under discussion).

The output of the course will be a research diary (1), which the students will compile together from their individual diaries, documenting the process of interdisciplinary work and the research on the concept of place identity, and the solution concepts (2) for the problem identified and formulated by the students.

Learning outcomes (professional and general competences to be developed):

(to be defined on the basis of and in accordance with the subject descriptions)

General competences:

- the student does not shy away from conflicts and conflicting ideas in teamwork: they are not seen as a problem but as an opportunity,
- the student develops critical analytical and synthesizing thinking,
- the student is sensitive to social inequalities and sees his/her professional role in alleviating them.

Professional competences:

- the student will be able to represent his/her field of expertise competently in an interdisciplinary team,
- the student will be able to approach a new emerging challenge with research rigor,
- the ability to identify and formulate the guiding principles of a design challenge,

- develop empathy skills: a responsible professional who is sensitive to the interests of users from different social backgrounds, who understands the complexity of problems and proposes solutions,
- the student initiates new projects and supports interdisciplinary work in order to solve a problem in the most complex way possible.

Topics and themes to be covered in the course:

- the impact of the environment on human behavior
- place attachment
- place identity
- community-based design, Human-Centered Design
- Interdisciplinary teamwork
- qualitative research methods (interviewing, mapping, photography, observation, journaling)
- practical application of research methods

RDI methods and tools used in the course: lectures, discussions, interviews, observation. Interdisciplinary and community-based approaches actively used, individual work, consultation.

What students should do, what they should do:

- active participation in class and group work
- continuous documentation in the form of a research diary of the knowledge, aspects and partial results of the lessons and experiences
- participation in consultations during project work
- preparation of a final presentation

Learning environment: classroom, MOME Campus, Bmszki Homeless Transition Shelter - Alföldi utca 6-8.

- Assessment (split by teacher in case of multiple teachers and separate assessments per teacher)

Requirements to be fulfilled:

- Active class participation (discussions, debates, games)
- proactive involvement in group work
- Keeping an individual research diary (without formal restrictions but in a way appropriate to the field of study, e.g. design theory students may keep a text diary, photography students may keep a series of photographs)
- Participation and relevant contribution to the preparation of a common research diary for the group
- develop a group concept, prepare and deliver a final presentation
- max. 3 absences

Assessment method: through evaluation of the consultations and final presentation.

Evaluation criteria:

- Active attendance: punctual arrival, cooperative contributions, active teamwork, avoidance of destructive behavior
- Progress chart: progress from the initial to the final concept, based on a research diary
- Quantity: 1 presentation after the site visit, 1 group consultation, 1 final presentation, research diary
- Quality: visual, stylistic, terminological fluency/ knowledge and individual use of artistic research tools, correct use of source citation and referencing

Calculating the grade (how is the result of each assessed requirement reflected in the final grade? {e.g. ratios, points, weights}):

- Active attendance: 20%
- Developmental arc: 30%
- Active presence: 30%
- Quality: 20%

Recognition of knowledge acquired elsewhere/previously/validation principle:

- *full credit/recognition possible*
- *partial credit/recognition possible*
- *No recognition/recognition possible*

Required reading:

- Dúll Andrea. 2009. A környezetpszichológia alapkérdései: Helyek, tárgyak, viselkedés. Budapest: L'Harmattan. Kiemelt fejezetek:
 - Helykötődés: ember és környezet affektív kapcsolata
 - Az otthon környezetpszichológiája
 - A helyek és az én: gondolatok a helyidentitásról
 - Helyváltoztatás és helyvesztés
- Åshild Hauge. 2007. Identity and Place: A Critical Comparison of Three Identity Theories.
- Marie Sadkowski. 1993. Place-identity and homelessness: The restorative nature of the home

Recommended literature:

- Jianchao Peng, Dirk Strijker and Qun Wu. 2020. Place Identity: How Far Have We Come in Exploring Its Meanings?
- Roger S Ulrich. 1983. Aesthetic and Affective Response to Natural Environment
- Michael J. Berens. A Review of Research: Designing the Built Environment for Recovery from Homelessness

Other information:

Consultation times and location outside class: google meet - individually agreed on request