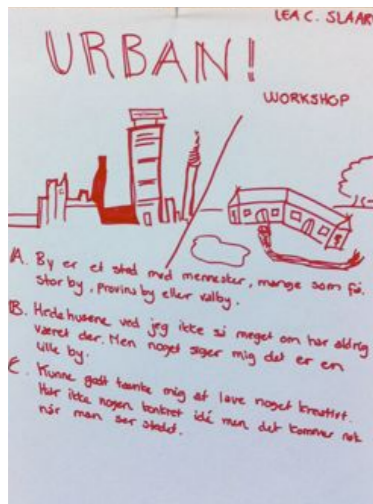
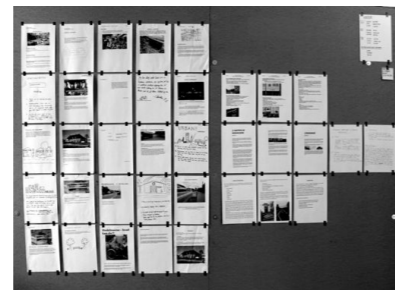


Phase 1: Stories - Listening and reflecting



Before the workshop start students are asked to write down their thoughts of the place (without necessarily having been there) and ideas about the city in general. This works as a Baseline for the rest of the workshop.



Students are asked to keep a notebook - both online and printed out as a wall paper. This material will be used in a (maga)Zine we publish at the end of the workshop.

The first thing we do after a good breakfast is to wake up our senses and challenge the way we normally perceive a place. The observations are written down on site and used for a discussion on different ways of perceiving a place.



A lecture uses the observations to talk about urban exploration. The lecture starts out talking about what is urban and how cities have developed in history. What are the social, economic and spatial aspects of the city today? The lecture offers qualitative research methods in an applied context: urban action ethnography: how to interview locals and map the stories of a community.

The students are sent out to map the stories of the community. Back again keywords are placed on a common map. The different perceptions of the same places or similar thoughts of local dreams and needs are used for a discussion that tries to see new patterns of possibilities.



Phase 2: Dialogue - Ideageneration and prototyping

A second lecture talks about Urban Dialogue. It uses the map of stories from the community that shows different stories relating to the same place to illustrate the diversity that can lead to conflicts and new hybrid ideas. The lecture will talk about how to involve locals in developing a common language and common ground. How to make the dialogue about space more spatial and inclusive. How to develop a culture of civilised disagreement and a more constructive dialogue.



After the lecture we take two separate walks with locals to get different views on the place and challenging the perception of the place the students have constructed themselves. They have the chance to test some of the principles of constructive dialogues. Based on this the students produce an analysis of the place.

Third day we spatialize the dialogue about space first by appropriating the workshop space. Students form groups that take over each others works to produce a improvised collective oeuvre.



Only after the appropriation is the detailed brief of the workshop revealed to keep focus on "Taking in" the city in the first days.

The students are asked to "Take" the city and make a public action where they produce concrete examples that inspires and challenges locals to create new ideas, networks and initiatives.



The groups work on developing and testing their ideas by involving the local community in different ways. This can include setting up a temporary cinema to announce a "real" cinema the following week, designing and distributing flyers, facebook pages and sponsoring by local businesses.

Phase 3: Offshoots - Design and action

A third lecture talks about Urban Action. How to "Take Space" by designing, building and communicating. How do we communicate with the different groups of local people. How design and building can be part of a communication. Introduction to communication and design theory with a focus on iterative and open processes

Kom og sæt fuld damp på stationen

MOD OP. RUC-studerende inviterer indersfor i deres væksthus på stationen onsdag eftermiddag.

AF PERSONALE BOKSE ...

REKORDTAL ...

På onsdag er der film og musik i den gamle station.

A group is formed that coordinate communications. They produce a press release to a local paper announcing the public action the following week. They coordinate the contact to local sponsors and edit and publish the Zine based on the ongoing documentation



Examples of actions by students where the brief was to "activate" and discuss the future for the old empty trainstation:

Workshop: Outside passersby would do graffiti. Indoor people were knitting, drawing etc.

Cinema: Locally sponsored popcorn and candy to set the atmosphere.

Food: Made from apples picked in the garden next door and served with locally produced honey.

The workshop is summed up with a day of reflections and discussion on what was done and how it worked. Especially we will focus on how the perception of the place and the role of the students have changed during the workshop from being an explorer to being an "interactivist".

