[Learn together in and beyond the classroom. Explore the community, find the corners and hidden places by following the senses.]

"The inhabitants of the world, creatures of all kinds, humans and non human are wayfarers" (Ingold, 2007, pp. 116-19)

There are "…surfaces, however, in the world, not of it ...woven into their very texture, and thence into the country itself, (that) are the lines of growth and movement of its inhabitants… Every such line is tantamount to a way of life." (Ingold, 2007, pp. 79-82)

Rather than learning solely within the classroom, 'Wayfaring' proposes action within the environment to enable a deeper understanding of the influence of it on our learning?

Spaziergangswissenschaft or strollogy is presented here as a point of departure for becoming aware of the conditions of perception of the environment. Initially defined by Lucius Burckhardt as the

WAYFARING- DRIFTING

fig. 02.31 Capturing the dérive- Looking for the Internet (iii)

science of strolling.
"Strollology examines the sequences in which a person perceives his surroundings…In the old world, the intact world, any context explored strollologically served as an explanatory complement to the actual object of a visit… the way was as important as the goal… We are the first generation of people for whom the aesthetic experience does not occur automatically. Instead, the place itself must explain its aesthetic intent." (Burckhardt, 1996(2012), pp. 239-47)

Rather than having a destination in mind, by deeply observing a route to a destination (by strolling through it), Burckhardt sought to define controlling mechanisms designed into our every day environment. Taking a stroll can be seen as a form of knowledge production. In early experiments, I proposed that strollology could be used to uncover 'invisible' structures of the internet at an unusually slow pace, unfolding ideas of whether or not these structures were designed to be 'noticed'. The work of artist Ingrid Burrington builds on this idea. She created 'Networks of New York: An Illustrated Field Guide to Urban Internet Structure', encouraging users to look up from their smartphones whilst walking the streets to notice the ubiquitous infrastructures that are the internet.

Both Burckhardt and Burrington allude to taking action within the environment referring back to Paulo Freire's consciousness raising.
Confronted by an embodied walk through an environment, I suggest zooming into an environment by reconstructing understanding with physical materials - walking through and building ideas through material inquiry. This

returns to pedagogical theory – constructivism and constructionism. (see Materiality)

SPAZIERGANGSWISSENSCHAFT- UNCOVERING HIDDEN SYSTEMS
This first series of experiments explored a relationship between the environment and the systems and networks that exist within them. By increasing awareness of immediate surroundings it was my wish to open up dialogue around some of the structures we exist within. Be these social or physical structures, as Deleuze argued, they are systems of control. Whilst to some extent I agree, I wonder to what extent we can escape them or alternatively as both Freire and Burckhardt suggest, act directly within these structures to enable a change in perspective.

Challenge of Environmental Exploration

As these experimentations unfolded and further evolved, it became apparent that walking within the structures, conceptual understandings and networks revealed disruptions. Whilst extremely beneficial to learning as one of the tactics proposes here, a growing institutional challenge namely;

Student reflect on the question:
How do our local explorations support your learning?
We can get to know the culture of the countries and their history.
They help me to learn more about maps, towns and the Netherlands
To learn how to connect to inquiries.
We feel more free to explore because we are outside.
Walks make us feel better and more free maybe we learn more
We feel more off-limits.
The walks help us to see the big picture better, and to see what we are learning about in the classroom
We feel more free and we learn better.

fixed curriculum, child safety concerns, parental expectations, leadership expectations, confronted learning 'out of the classroom' with barriers. Perceived power relations were revealed, providing a new 'black box' to explore.

I term this, a form of 'controlled' agency - having complete freedom to plan and experiment with student led inquiries within the classroom space however, being met with multiple obstacles when planning to venture beyond the four walls of the class, to join other classes, imagine new learning spaces or immerse learning in the local environment.

This 'Spaziergangswissenschaft' or 'science of walking' was also challenged by the young learners themselves. Beyond the classroom space, I personally became frustrated with how children were learning and sensing the environment. Out of the school grounds, a walk from A to B only had a focus on B, getting to the destination with little regard for the process and journey in getting there.

Therefore, in consultation with the students I created a series of environmental explorations which were bound through varying forms of mapping. As a tactic to challenge my findings. Borrowing from Ingold (2007), the notion of 'wayfaring' has provided further opportunities to explore and uncover complex systems and lend some light to my frustrations. As evident from the previous page in the side notes, young learners feel a sense of freedom from being outside the classroom. Our wandering served to heighten this awareness.

The following vignette illuminates our 'spaziergangen' which led to further experimentation with the Dérive, theorised by Guy Debord in 1956. The dérive quite literally, drifting is a situationist practice, "a mode of experimental behavior linked to the conditions of urban society: a technique of rapid passage through varied ambiances." (Debord, 1958, p2).

As Debord suggested, we too emphasise playfulness in noticing the obscure or unseen within our walks or an, "…analysis of the absolute or relative character of fissures in the urban network…"

Learning Walks

From capturing sonic textures to tracking short cuts, our 'walks' have strengthened conceptual understandings and heightened realisation of the environment we more often than not take for granted.

Beyond appreciation of the natural environment, some of the more invisible aspects and networks that effect our daily lives from finance to housing enabled the class to think more critically of the environment the were in.

In experiencing these 'walks', through the senses we have been able to connect with the environment and each other in many different ways often leading to new inquiries, conversations and insights to our learning

previously unexplored. (Two students planned and discussed their independent learning inquiries whilst on one of these walks.)

The following conversation captures the relevance of such walks and how narratives and conversation are situational.

Teacher: Do you have different conversations when you are outside than when you are in school? In what ways do you have more space to talk about different things.

StudentX: Making connections to the situation we are in.

Teacher: Do you talk about different things? I remember you recalling a memory of walking under a tunnel everyday and side stepping to avoid the spiders webs.

StudentY: I imagined that the spiders were going to fall on me- on an adventure in the dark scary tunnel.

StudentZ: Inside we discuss- school things
Outside we discuss personal things and histories.

StudentX: I think we feel more free when outside.
Everyday we discover and view new things.

Different routes build knowledge and make connections to learning.

By creating various cartographies opportunities are extended to discuss and visually present our findings and knowledge. These create lasting memories of the explorations and continuing opportunities to discuss learning directions.

In a series of inquiries we looked at whether life could exist outside Earth.

As a number of students chose to inquire about space exploration and astronauts we had a meaningful platform to continue building on our initial explorations. We began discussions from the starting point of what we consider to be important to life and how might the future of exploration look like? Using this speculative approach to designing future narratives we used conceptual understandings encountered in previous learning as a launching point alongside open-ended questioning, namely:

map , cartography, culture, exploration, expedition, museum, trade, culture, instruments, survey, wunderkammer.

Would these concepts be important to 'life' somewhere else? What would it look like? How would culture develop on Mars? What would the first museum on another world look like.

To answer some of our wonderings we took to walking. The following photographic essay capturing drifts, such as a line and circular walk, an invisible human tracks exploration and a 'network' walk.

fig. 02.18 Capturing the dérive- Looking for the Internet (i)

fig. 02.19 Mapping urban textures

fig. 02.20 Looking for Invisible tracks (i)

fig. 02.21 Circular Dérive

Dérive example from journal- an afternoon in Delft

The process- what is going on?

Cycle to Delft
Lock bike in a chosen random location

Wonder/Wander/look/ observe
Oude Delft

Look at scaffolding on Oude Kerk why?
Look at tiles on floor - point things out - water level - commenting on some learning at school

Garage sale: random artefacts
sifting- sorting connecting with memories/ stories

Buy an artefact

Walking further

cafe. choose seat- board game

What is important? The Walk

Does the walk bring new knowledge?

fig. 02.22 Line Dérive

fig. 02.23 Looking for invisible tracks (ii)

fig. 02.24 Looking for Invisible tracks (ii)

fig. 02.25 Yarn Bombing- Looking of the Internet

fig. 02.26 Short Cut through Grass

fig. 02.27 Hidden Spaces

fig. 02.28 Capturing the dérive- Looking for the Internet (ii)

fig. 02.29 Noticing things & differences

fig. 02.30 Wayfaring through Market