

### **Noticing**

In learning to notice, participants experience a heightened sense of awareness in ‘turning a corner’ and finding something of interest that necessarily involves sensory interplay with the ‘here and now’ of the physical environment. Learners will draw on this sensory interplay to make imaginative associations between sites to make public spaces, personal. Guides that facilitate noticing enable participants to explore ‘behind the scenes’ of what is usually expected and/or presented for public view. Activities use sensory cues to prompt movement and action. These cues are designed to allow participants to differentiate between ambient sounds, smells and textures of the built environment - ‘environmental information.’ Noticing is supported by technologies that compensate for ‘deficiencies of the eye’ to engage other senses in finding objects, acting as viewfinders, lenses or antennae to spot finds and glean information.

### **Stumbling Upon**

In learning to stumble upon, participants develop confidence in ‘following their nose’ in moving from one place to another. They engage with location-based enquiries that involve them in asking questions, conjecturing and juxtapositioning to learn about the transitional nature of their environs. In stumbling upon, learners focus on making the invisible, visible by making detailed recordings of transition and piecing these together to make new threads of enquiry. The guide’s capacity for facilitating stumbling upon can be explored through the way they stage authenticity, providing a narrative that supports participants in re-imagining that location and listening to the multiple ‘voices’ of the building or environs. Participants will be able to recall previous events, experiences and knowledge in relation to the new stories/accounts being told in location. Technologies are used to make recordings of anomalies that evidence user and material transition (for example, using time-lapse photography) and to organise, layer and share these recordings in non-linear ways both during and after the activity.

### **Connecting**

In learning to connect, participants shift between personal finds and wider civic and urban issues of a place. As they move around, participants dynamically form a series of ‘views’ or perspectives that critique given authoritative information (such as a plan, map or seemingly factual visitor guide). The guide can facilitate connections by using pauses later on in the experience to revisit content from earlier and build a series of perspectives. An experience that ‘fills the gaps’ is designed to draw on what participants bring to the event rather than what they take out and develops skills in negotiating and debating perceived ‘truths’ about a place. Technologies are employed to facilitate the production of alternative views, both physically (i.e. from an unusual viewpoint or position) and in connecting with authorities, sources of information and other participants as a platform for exchange and collaboration.

Extract adapted from:

Sprake, Juliet. 2016. Learning-through-Touring: A Methodology for Mobilising Learners. In: Traxler, J. & Kukulska-Hulme, A, ed. *Mobile Learning: The Next Generation*. New York & London: Routledge.