



CALL OF INTEREST

BLENDED INTENSIVE PROGRAM

MOBILITY-BORDERS HERITAGE AND RESILIENCE THROUGH STORY-TELLING

THESSALONIKI (18-22/05/2026)

and ZOOM

University of Macedonia -Mimar South West University "NEOFIT RILSKI" -Mimar Sinan Fine Art National School of Political Sciences and Public Administration



MİMAR SİNAN GÜZEL SANATLAR ÜNİVERSİTESİ



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EWPP CHAMPIONS FOR BULGARIA
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2023- 2025

MEMBER OF THE EUROPEAN UNIVERSITY FOUNDATION

The short course on **Mobility–Borders–Heritage Resilience** through storytelling and ethnographic practice offers a hybrid learning experience that integrates rigorous online instruction with rich physical engagement to explore how people narrate, negotiate, and preserve their experiences of movement, cultural identity, and border encounters. Grounded in ethnography as both a methodological and ethical framework, the course introduces participants to narrative-centred research tools—including participant observation, oral history interviewing, sensory ethnography, and digital storytelling—that illuminate how individuals and communities make sense of mobility and heritage through lived experience.

Pedagogically, the course adopts a step-by-step learning format in which conceptual material introduced online is gradually transformed into embodied field practice during the physical component. This structure supports iterative cycles of observation, interpretation, and reflection, allowing students to consolidate learning across different modes of engagement. The course approaches ethnography not only as a set of techniques but as a relational practice in

which knowledge emerges through situated encounters, co-produced meanings, and the researcher's active positionality in the field. In doing so, the course emphasises reflexivity, inviting students to examine how their own positions, assumptions, and interactions shape the ethnographic encounters they participate in.

Online (asynchronous [A] and synchronous [S]) modules provide a clearly structured sequence of: 1) theoretical foundations, 2) methodological training, and 3) ethics and positionality in research. The online part is reorganised into three distinct blocks that directly prepare students for the thematic focus of each day of the physical programme.

- Block 1: Theoretical Foundations — Mobility studies, border theory, heritage resilience, and narrative analysis.
- Block 2: Methods and Tools — Introduction to narrative and digital ethnographic techniques, such as remote interviewing, collaborative story-mapping, and the use of audio-visual platforms for capturing and interpreting personal and collective narratives.
- Block 3: Ethics and Research Practice — Ethics of representation, reflexivity, and the politics of storytelling in cross-cultural and displacement-affected contexts.
- These virtual components encourage learners to engage critically with multimedia case studies, reflect on the politics of representation, and practice constructing digital narrative archives that foreground migrant voices, community memories, and the everyday creativity of people navigating borders.

The physical component will include a series of lectures, walking tours and ethnographic trips that are now explicitly aligned with the learning objectives: each day focuses on a specific theme (resilience, heritage, borders, digital methods, synthesis) and the activities are designed to reinforce the corresponding analytic and methodological skills.

- The physical component enriches this learning by grounding it in place-based, embodied methods that highlight the sensory and material dimensions of storytelling: walking ethnographies guide participants through borderland neighborhoods, heritage districts, or migration-linked sites where they can observe how narratives are inscribed in landscapes; soundscape documentation exercises train learners to record ambient sounds, spoken stories, and environmental cues that shape the emotional geographies of mobility; and story circles with community members, artists, and local knowledge holders offer opportunities to witness how narratives are shared, contested, and transmitted across generations.

Learning Objectives

By foregrounding the relational and interpretive nature of ethnographic knowledge, the course encourages students to understand fieldwork as an encounter that shapes—and is shaped by—their own presence and perspective. They will be able to link each thematic day of the programme to a specific analytical and methodological competency, demonstrating how field activities translate into concrete learning outcomes. Through this balanced approach, participants are expected to learn

- to integrate both digital and physical methods, showing how online tools can complement rather than replace embodied forms of observation, listening, and relational engagement. Each day of the programme is explicitly structured to develop one of these capacities: e.g., Day 1 (resilience & cityscapes), Day 2 (heritage & memory), Day 3 (borders & mobility), Day 4 (digital methods), Day 5 (interpretation & synthesis).

- to value the importance of maintaining ethical sensitivity, cultural humility, and reciprocity when gathering and interpreting stories, especially from communities affected by displacement, marginalisation, or border-related precarity.
- to combine digital techniques with experiential field practices, to document, analyse, and communicate stories that reveal resilience in the face of mobility pressures and heritage disruptions
- The ways ethnography and storytelling should be considered not only as research tools but also as powerful practices for amplifying marginalised voices, strengthening community memory, and generating more humane and nuanced understandings of mobility, borders, and heritage resilience in today's interconnected world.
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The programme is collaboratively designed and co-taught by staff from the partner institutions, ensuring varied perspectives, shared pedagogical responsibilities, and an integrated international learning experience. In addition, it follows inclusive teaching practices and aims to accommodate students with diverse learning needs, ensuring equitable access to all activities.”



Detailed Programme

I. 4-15/5/2026 Online Sessions-Course Introduction

On each day, one thematic unit of the course will open and be accessed from that point onwards for study. Each unit will include 1-2 visual prompts, 1-2 reading material and 2-3 questions for reflection. For each unit, you could leave a question for the tutor in charge to answer any issues or to provide guidelines.

1. 4/5/2026. Welcome Meeting 13.00-14.00

- Introduction to the course
- Presentation of online resources

Online Course Material **Border and Mobility**

-1-2 Videos (or podcast or photographs)

-1-2 Articles (reports, academic articles, news, etc.)

-2-3 Reflection Questions

Leave questions—if any—for tutors in the discussion forum

2. 5/5/2026

Online course material on **Heritage and the City**

-1-2 Videos (or podcast or photographs)

-1-2 Articles (reports, academic articles, news, etc.)

-2-3 Reflection Questions

Leave questions—if any- for tutors in the discussion forum

3. 6/5/2026

Online course material on **Resilience and Cities**

-1-2 Videos (or podcast or photographs)

-1-2 Articles (reports, academic articles news etc)

-2-3 Reflection Questions

Leave questions—if any- for tutors in the discussion forum

4. 7/5/2026

Online course material on **Multimodal Ethnographic Methods and the City**

-1-2 Videos (or podcast or photographs)

-1-2 Articles (reports, academic articles news etc)

-2-3 Reflection Questions

11-15//5/2026 Submission of the Reflection Note (In total 1000 words max.)

Choose two of the "Reflection Questions" (each one should be from a different thematic session) and develop your reflective note. The note should be max. 500 words for each answer (1000 words for both) accompanied by your own copyrighted collage, sketch, or photograph inserted in a Word file.

13/5/2026, 13.00-14.00

Online meeting preparation for the travel to Thessaloniki

II. UoM-Thessaloniki (18-22/5/2026)

Day 1. 18/5/2026, Resilience and Cityscapes

Room: Teleconference

10.00-12.00 Lecture: Monica Stroe, National University of Political Studies and Public Administration

12.00-12.30 Coffee Break

12.20-14.00 Lecture: Burak Dikilitaş, Mimar Sinan

Afternoon Session (18:00-20.00): Urban Walk I. Refugee Traces

Day 2. 19/5/2026, Heritage, Memory and the City

Room: Amphitheatre 10

10.00-12.00 Lecture: Derya Firat& Ege Akman, Mimar Sinan

12.00-12.30 Coffee Break

12.30-14.00 Lecture Monica Stroe, National University of Political Studies and PublicAdministration & Eleni Sideri, University of Macedonia

Afternoon Session (18:00-20.00): Urban Walk II. in Thessaloniki

Day 3. 20/5/2026, Borders and Mobility

Room: Teleconference

10.00-12.00 Lecture: „Moving Across Borders: Anthropology of Mobility in Europe“ Ana Luleva, South-West University “Neofit Rilski” in Blagoevgrad Bulgaria and Eleni Sideri & Konstantinos Tsioumelas University of Macedonia

12.00-12.30 Coffee Break

12.30-16.00 Field trip to the borders. Ioannis Manos, University of Macedonia

Day 4. 21/5/2026, Digital Methods and Research

Room: Teleconference

10.00-12.00 Lecture: ”Narrative, Stories and Method” Eleni Sideri & Dimitra Spatharidou, University of Macedonia

12.00-12.30 Coffee Break

12.30-14.00 Lecture: “Multimodality and Ethnographic Methods,” Eleni Sideri, University of Macedonia

Afternoon Session 15.10: The city from the sea (departure from the White Tower depending on the weather)

Day 5. 22/5/2026. Ethnographic Lab

Room: Conference Room

10.00-12.00 Ethnographic Lab-Part A’ (organizing the team work for the projects/revisiting field notes, recording, photos, etc.) Coordinators: All Instructors

12.00-12.30 Coffee Break

12.30-14.00 Ethnographic B’ Part- Coordinators: All Instructors

Afternoon Session, Conference Room (17:00-20.00): Student-Team Work with supervisors:

Preparation/organization of the fieldwork portfolio

III. 1-5/6/2026 Online Workshops

1-3/6/2026. Group meetings with the tutors to discuss and prepare the portfolios

4 & 5/6/2026. Submission of the Portfolio

5/6/2026. Plenary meeting to discuss the experience/feedback

Assessment Methods

Group Project-Fieldwork Portfolio (50%) could include:

- Fieldnotes from walking sessions
- One short interview transcript or narrative summary
- Soundscape or mental map, podcast or video—or any other combination

2. Participation (30%)

- Engagement in class discussions and teamwork
- Walking tour tasks

3. Completion of online reflection note (20%)

Venue:

Location: University of Macedonia,
<https://www.google.gr/maps/place/University+of+Macedonia/@40.6250129,22.9579198,17z/data=!4m5!3m4!1s0x14a838febd9553d7:0xdafb4206c7c961c9!8m2!3d40.6250129!4d22.9601085>

Teaching

Rooms:

<https://www.google.gr/maps/place/University+of+Macedonia/@40.6250129,22.9579198,17z/data=!4m5!3m4!1s0x14a838febd9553d7:0xdafb4206c7c961c9!8m2!3d40.6250129!4d22.9601085>

Suggestions for Accommodation

Find below some suggestions regarding accommodation in Thessaloniki. As May is a popular month, accommodation in the centre of the city can be hard to find. So make your reservations asap.

Dormitories

Stay Hybrid Hostel, <https://www.thestay.gr/> . Location: <https://www.thestay.gr/location/>

Arabas Guest House, <https://arabas.gr/> , <https://arabas.gr/location/>

Zeus is Loose Hostel, <https://www.online-reservations.com/?hotelid=6869744&msclkid=586e273f3a3214f9f11d4e95e71be433> .

RENTROOMS, <https://www.hostelworld.com/pwa/hosteldetails.php/RentRooms-Thessaloniki/Thessaloniki/40562?from=2026-05-18&to=2026-05-23&guests=2>