Participatory toolkit

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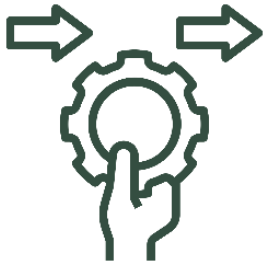

1. What is a participatory process?
2. The goal and target groups of the participatory toolkit
3. Step by step process in Athens and Hamburg
4. Different examples of methodological frameworks
5. Categories and examples of participatory tools

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What is a participatory process?

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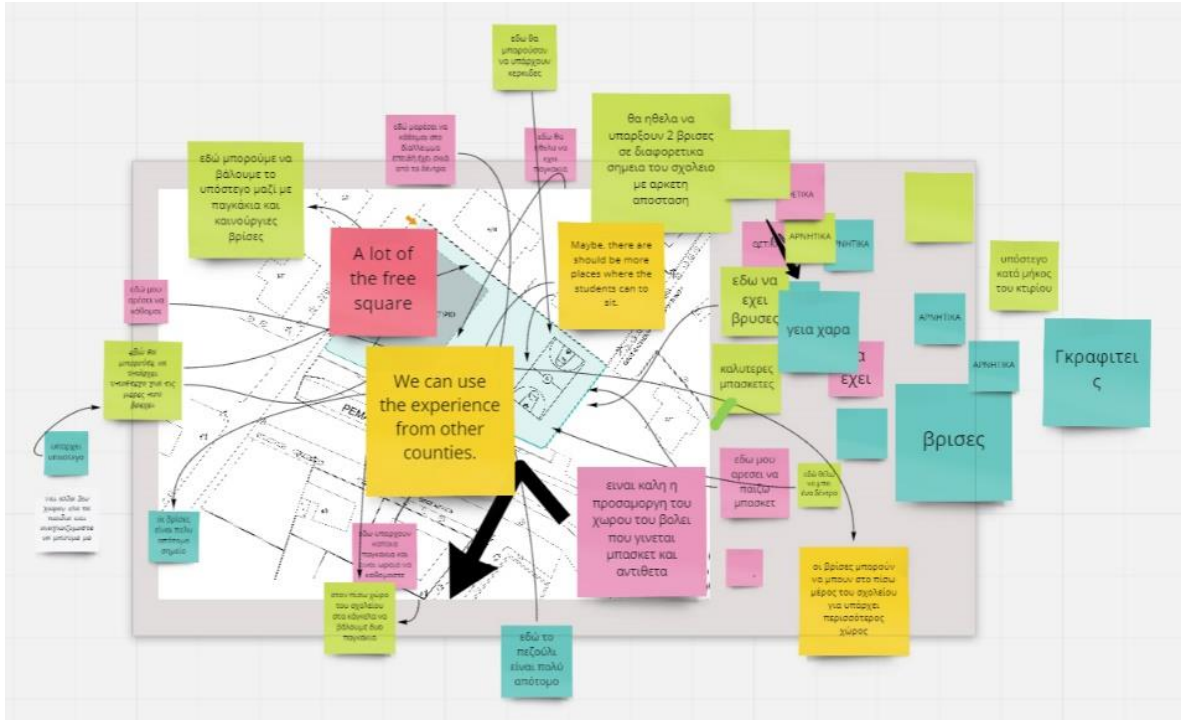
What is participation?

Participation in general is a structured methodology involving a community/group of people in a specific collective practice or decision-making.

- Participation can make a process inclusive and democratic
- It can make different voices and needs to be heard
- The participatory projects vary regarding objectives, methods, tools, scale, subjects, goals, and expected results.



Collaborative mapping in Miro. The students design their schoolyard in Halandri Neighborhood, Athens. UIA project.
source: commonspace

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What is participation?

Community participation, in general, and participatory design, specifically, are terms that, although broadly used, are not to this day fully defined. The ways participation can be implemented are many, and the projects of participatory design vary a lot as far as their objectives, methods, tools, and results are concerned.

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Community participation in general and participatory design specifically, are terms that although broadly used, are not to this day fully defined. The ways participation can be implemented are many and the projects of participatory design vary a lot as far as their objectives, methods, tools and results are concerned.

Over the past decade, there is a real shift towards more democratic and participatory decision-making processes. Among other institutions, European Union (EU) promotes and develops participatory governance by meaningfully involving relevant stakeholders in all phases of the policy cycle from the identification of the problem to policy evaluation and recognition of the added value of such engagement. This “participatory turn” is based on the various citizen and social groups’ consultation/participation methods developed in the last decades.(1) Yet, the process has been greatly enhanced by the explosion of new technologies and social networking tools over the last decade.

1 Giaoutzi M, Stratigea A (2011) Regional planning: theory and practice. KRITIKH Publishing, Athens (in Greek).

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What is participation?

Nevertheless, the idea of participation in planning and designing space started way back, in the 1950s and 1960s, following a discussion on community engagement and the activation of the city dwellers. This period as Marcus B. Lane puts it in his book “Public Participation in Planning: an intellectual history”(2), marks also “perhaps the single most important ‘revolution’ in planning thought occurred in the late 1950s and 1960s”. According to him it was at that time when, first in the US and then in Britain, systems or synoptic planning usurped blueprint planning. This - in his understanding - made geographers and urban planners able to work on another scale, impossible until then. It gave them the opportunity to approach the planning process from different point of views, using different data and being able to include other opinions and ideas.

2 Lane, Marcus B. (2005). Public Participation in Planning: an intellectual history. Australian Geographer, 36(3), 283–299. doi:10.1080/00049180500325694

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What is participation?

After some years the idea of the citizen's participation in decision making and planning had gained important recognition. At that point, around 1970, criticism appeared on the field. An important voice was that of Arnstein(3), who provocatively argued that "the idea of citizen participation is a little like eating spinach: no one is against it in principle because it is good for you" (Arnstein 1969, p. 216).

What Arnstein tried to do was to deliver a serious critique on the citizen participation as it was implemented in many urban planning programmes. In her opinion in many of those programmes, the people in charge, the policy makers, or the planners, did not really seek for public participation, but only for the public consensus that a pretence of participation would bring. Her main point was that for participation to be meaningful, there should also be a redistribution of power.

3 Sherry R. Arnstein (1969) A Ladder Of Citizen Participation, Journal of the American Institute of Planners, 35:4, 216-224, DOI: 10.1080/01944366908977225

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What is participation?

The last years, many have tried to give the participation term a more comprehensive definition. One example is that of Giaoutzi and Stratigea (4), who consider participatory planning as a **"democratic process of lifelong learning, in which participants gain knowledge about themselves but also the values and views of other participants**" (Giaoutzi and Stratigea, 2011).

According to Stratigea the participatory approaches in planning answers mainly to the needs of:

1. Conflict management between the evolution of technology / science and society that has been developed since the midst 20th century.

2. Management of environmental problems, especially from the 1960s and onwards.

4 Giaoutzi M, Stratigea A (2011) Regional planning: theory and practice. KRITIKH Publishing, Athens (in Greek).

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The meaning of participation

A participatory activity/workshop/design is a methodology in which:

- The process is structured according to the basic objectives and activities of participation.
- The facilitators and participants collaborate in order to make a decision or develop a collective result on a problem/subject.
- A combination of specific techniques and tools is implemented.

Problems and ideas collective mapping with the residents in Halandri Neighborhood, Athens source: commonspace

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The fields of participation

Levels of participation of various stakeholders in different fields:

- Public space discourse and coseptualization
- Urban planning and design
- Strategic planning
- Culture and art
- Education
- Virtual Field Trip creation
- Collective mapping
- Collective identification of any problem and solution proposal

Students visiting real Field Trip and collecting data for creating Virtual Field trips, source: EUROGEO

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The participatory toolkit: Goals and target groups

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What are the toolkit's goals?

The main goal of this toolkit is to provide methodological steps and propose tools and techniques for the co-design of Virtual Field Trips (VFTs)

The general goals:

- To help the more traditional Higher Education methodologies to adapt to the new era's needs.
- To support teachers in contributing innovative teaching methods for motivating students.
- To familiarize teachers with blended learning methods and participatory methods and tools.
- To apply a common glossary among tutors and professionals in the fields of geography and urban planning/design.

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Who is this toolkit for?

- Teachers in higher education.
- High education students and academics.
- Researchers in the fields of geography, urban planning and spatial design.

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Creating Virtual Field trips
Step by step process:

Athens | Hamburg

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General participatory steps

For the development of every participatory project, from the participatory design of a public space to the co-production of a cultural campaign or the co-creation of a Virtual Field Trip, we follow these general steps:

1. **Definition of the goals, action plan, and the target groups of the project**
2. **Data collection**
3. **Collective brainstorming**
4. **Realization of the participatory project's main actions (in our case, the creation of a Virtual Field Trip)**
5. **Presentation to the group/community/Consultation/Evaluation**

A group of master's students in Ciudad Real, Spain, are collaborating using a participatory toolkit, source: EUROGEO

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Athens|Hamburg VFT

The project partners created Virtual Field Trips in **2 different study fields** by developing and implementing **2 different participatory step by step methodologies**:

1. **Athens** | collaborative work based on mapping | data collection without predefined forms
2. **Hamburg** | collaborative work based on image and content creation | data collection with predefined forms and thematics

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Step by step: ATHENS

Photos taken during the Athens fieldtrip
source: V-Global partners

Step by step: ATHENS

We organized a collective mapping workshop to collect data and co-create stories. After walking around the city center, the working team implemented a collaborative mapping workshop with the help of Miro (see the tools proposed)

Steps/How to do:

1. Before the trip: Define the goal and co-design the field trip

Recruit the participants and discuss:

- Why are you doing this? What is the collective goal of the field trip? (e.g., a virtual field trip, a public space study for future intervention, or a public space narration)
- Where is the field trip taking place? What is the study area (e.g., a suburb, the city center, a specific neighborhood, a route, a public space, or a plot)? What is the scale (e.g., local level, neighborhood level, etc.)?
- Who are the participants? What is their level of expertise and their interests? What is their connection to the field and area of study?
- What data will you collect, and in which format?

You can run this step using Miro templates for brainstorming (idea trees, tables, or voting sessions**).**

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Step by step: ATHENS

2. During the walking trip:

Data and experience collection

Organize the field trip, study the area from Google Maps, and explore secondary data. Design the routes and the points of interest to visit, get some water and snacks, charge your smartphone and camera, and start walking!

Don’t forget to discuss and agree with the participants about the form of data you will collect and how you want to save and store all the information (e.g., images, videos, notes, recordings).

Walking around the city during the Athens fieldtrip.
Source: commonspace

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Step by step: ATHENS

3. After the walking trip: Co-design your VFT

- **Co-design stories and co-reflect on the narrative**

Meet with the participants online or physically. You can work individually or in groups according to the number of participants.

- **Create an inclusive and cozy atmosphere with an icebreaker game!**

You can find many icebreaker activities in Miro templates or you can design your own. A straightforward introductory game invites the participants to write their names and field of work, along with a short sentence or an emoji that reflects their mood.

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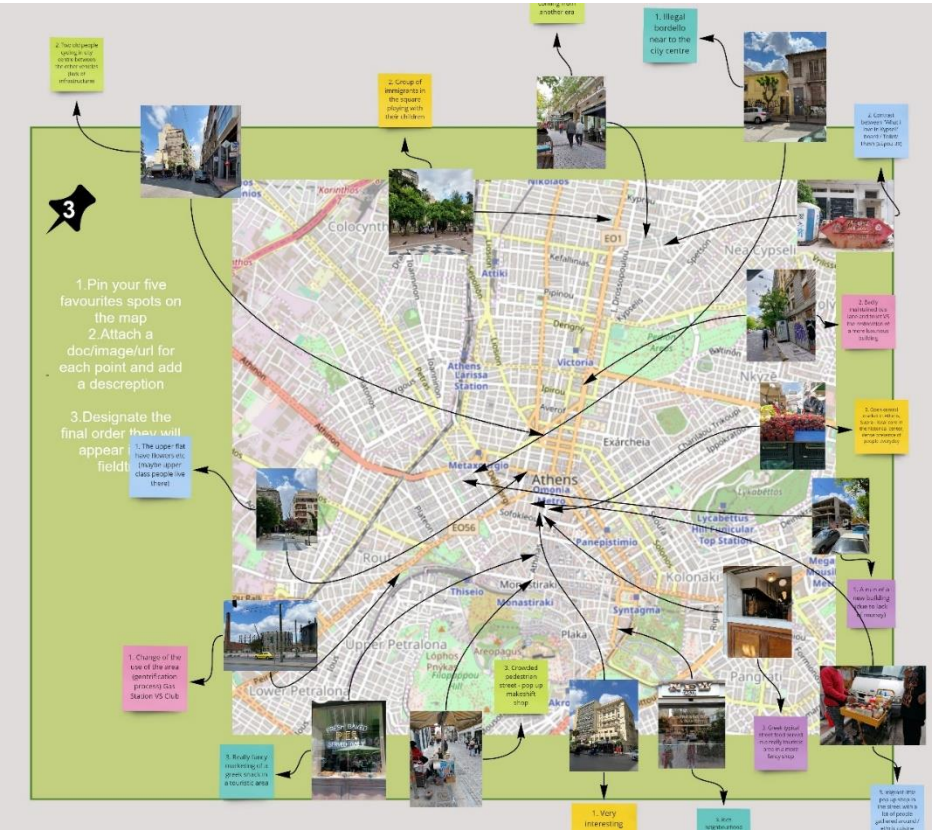
Step by step: ATHENS

3. After the walking trip: Co-design your VFT

- **Discuss the data and pin them on a map or a plan**

This is the most important step of the collective process. Define how the participants will upload and pin their data on the map. For example:

- Ask the participants to choose three favorite photographs, sketches, or notes gathered during the field trip,
- Pin those selected items on a map,
- Write a sticky note explaining why they are important/interesting.
- Example:https://miro.com/app/board/uXjVO3sDzzI=/?share_link_id=783600688663



The collective mapping of the Athens Fieldtrip, source: commonspace

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Step by step: ATHENS

3. After the walking trip: Co-design your VFT

- **Chose data to include in the story**

You can run a voting session in Miro. Invite the participants to decide what their favorite input data are. This step helps the group organize their thoughts and allows them to conclude ideas.

- **Create a collective narrative**

Let the participants discuss what they have collected, build consensus on the narration, or identify their perspective on public space. For example, their narrative could be “The daily life in the city center” or “Global change and the city”.

- **Present your work to the whole team**

Allocate a few minutes at the end of the workshop for each team to present their story Exchange ideas about the city, the public space, and the narratives. Empower reflection and promote discussion.

- **Here you can find all the VFTs created in Athens, by the partners** https://v-global.eu/athens-virtual-field-trip/

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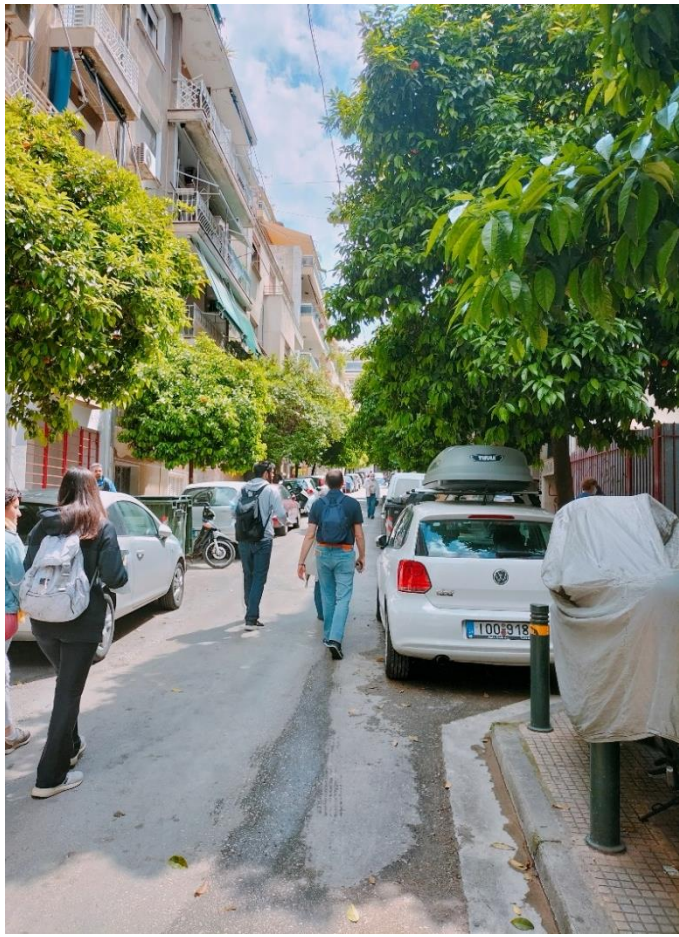
Step by step: ATHENS



Photos and sketches created during the Athens fieldtrip,
source: V-Global partners

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Step by step: HAMBURG

Photos taken during the Hamburg fieldtrip
source: V-Global partners

Step by step: HAMBURG

We designed different thematic routes in the city and a predefined form for data collection. After the walking trips, we implemented a collaborative workshop based on image analysis and content creation in order to create virtual stories. For this exercise we used Padlet

Steps/How to do:

1. Before the trip: Define the goal and co-design the field trip

- Create different thematic walking routes in the city.

(e.g., gentrification, urban green, urban design)

The Padlet exercise: The thematic walking tours in Hamburg source: V-Global partners

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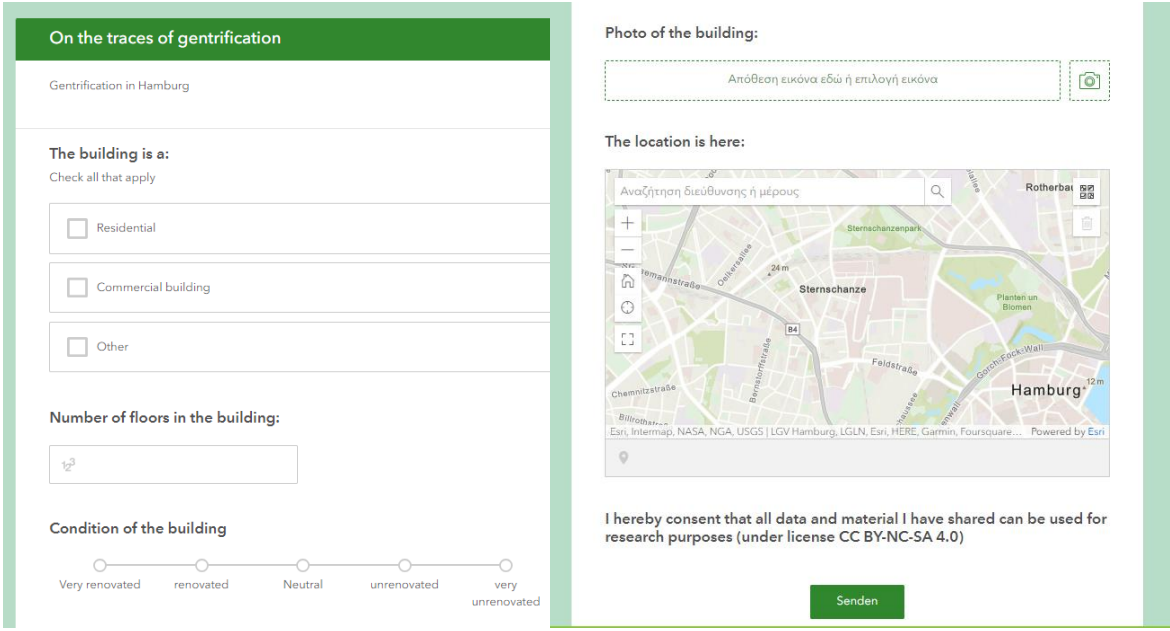
Step by step: HAMBURG

1. Before the trip: Define the goal and co-design the field trip.

- Create predefined forms for the participants to fill in, for data collection.
- Example: https://survey123.arcgis.com/share/e4fc94c166ab4494a8f7d65744ceba60)



Predefined form on Survey123, source: V-Global partners

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Step by step: HAMBURG

2. During the walking trip: Data and experience collection

Divide people into different thematic groups regarding their interests or fields of work. Each group walks around the city and collects data. It is important to clarify each thematic's context and the data participants should collect and import in the predefined forms(for example, if they will record buildings, photos of points of interest, etc.).

Feel free to create any material that could be helpful for the participants, such as maps of the walking tour, descriptions of the important landmarks they will meet on their way, and explanatory material regarding the subject of study.

Field Trip 2: Gentrification

Overarching Research Question:
How does sustainability and global change become apparent in gentrified areas in Hamburg?

Meeting point: Main entrance (Von-Melle Park 8) at the fountain

Characteristic Spots:
- Starting point: *Spielbudenplatz*
- Walk through *Reeperbahn* towards *Große Freiheit*
- Exploration of the district *St. Pauli*
- Heading to *Bernstorffstraße* and explore the work yard
- Walk through: *Juliusstraße* and *Schulterblatt* to finally reach the area around *Schanze*

Scan the QR-code and use the survey for at least 5 spots.

Esso Buildings:
A building complex in Hamburg's St. Pauli district, which was formerly known as the Esso Houses. It was a panel building of the 1960s. The block included mainly apartments, a commercial block with a hotel, retail stores and clubs and the Esso gas station. In 2014, the complex was demolished and the area cleared. Since then, the area is lying fallow.

"Viva La Bernie":
Bernstorffstraße 117 is one of the oldest work yards in St. Pauli, where a community of craftsmen, artists and musicians has grown and evolved. In 2017, however, the properties were bought by two investors from Berlin, making the future of the courtyard community uncertain. The community decided to resist the threat of displacement with creative protest actions.

Rote Flora:
It was built at the end of the 19th century and since 1989 this building has been a declared autonomous culture center. It is now a meeting point for social, political and cultural events hosted by left-wing communities.

Example of extra material given to participants during the gentrification walking tour in Hamburg, source: V-Global partners

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Step by step: HAMBURG

3. After the walking trip: Co-design your VFT

Divide people into groups. Each group will create one VFT by performing the following exercise.

The concept of the exercise is to find a collective narrative for a VFT by creating content through images. People share their ideas and conceptions of the city by connecting words with pictures.

For this exercise, you will need the following:

- Three categories of words (SOCIETY-ENVIRONMENT-ECONOMY. These categories are important as every space and spatial phenomenon can be explained through these three critical axes).
- Words for each category. (For example, ECONOMY: Gentrification, profit. SOCIETY: segregation, culture, community).
- To ask participants to bring 1-3 photos they collected during the field trip.

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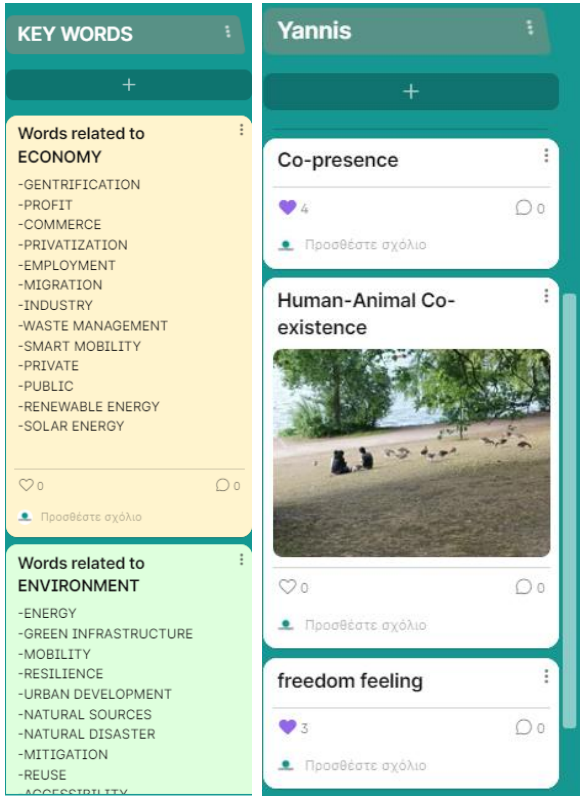
Step by step: HAMBURG

3. After the walking trip: Co-design your VFT

During the exercise:

- Each participant uploads 1-3 photos from their walking trip. Finally, a library of photos is created in the group.
- Everyone tags each photo of the library with a word coming from one of the categories (SOCIETY-ECONOMY-ENVIRONMENT) regarding its content. The point is to tag a word that describes the photo better.
- Vote for the most representative word for each photo.



The Padlet exercise, source: V-Global partners

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Step by step: HAMBURG

3. After the walking trip: Co-design your VFT

During the exercise:

- Collect and discuss all the words: Count how many words come from each category and brainstorm how vital these categories could be for your collective narrative.
- Create stories from the photos and content of their narrative.
- Find a title and keywords for the VFT.
- Present their work to the whole team.
- Example: https://padlet.com/commonspace_coop/hamburg-field-trip-for-v-global-z1kmyvux54y7fjhc

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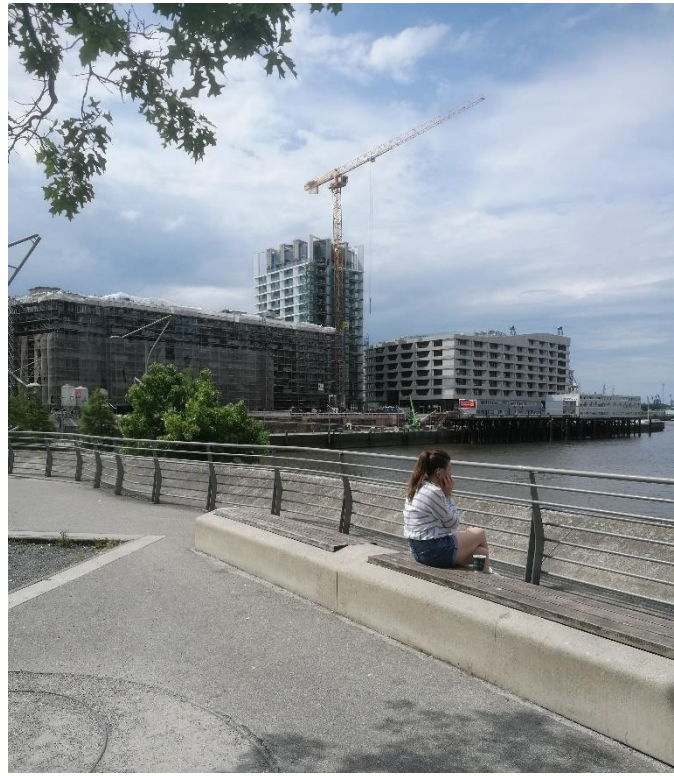
Step by step: HAMBURG



Photos taken during the Hamburg's fieldtrip,
source: V-Global partners

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Table of similarities and differences

	Data collection tools	Methodology	Field trip	Tools and techniques
Athens	• SW Maps • GeoTag • Without predefined forms • They collected images/sounds/sketches etc	1. Group work on data collection 2. Walking trip 3. Collective exercise on building narratives for VFT based on maps (spatial)	Unguided tours/ 4 routes in the same day • Open tours. Participants gathered data according to their interests and perception on public space	Spatial collective exercise in Miro/ Based on map
Hamburg	• Survey 123 • Predefined forms • They collected images	1. Group work on data collection 2. Do the field trip 3. Collective exercise on building narratives for VFT based on images (conceptual)	Guided tours/ 2 routes per day • Thematic tours: gentrification, urban greening, flood management in Hamburg etc.	Non-spatial collective exercise in Padlet/ Based on images, content and words

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Different examples of methodological frameworks

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Workflows and VFT examples

In this section, this guide proposes:

- Different methodological workflows and approaches that the project partners have developed and followed during their VFTs creations.

- Different examples of VFTs and experimentations created during the project.

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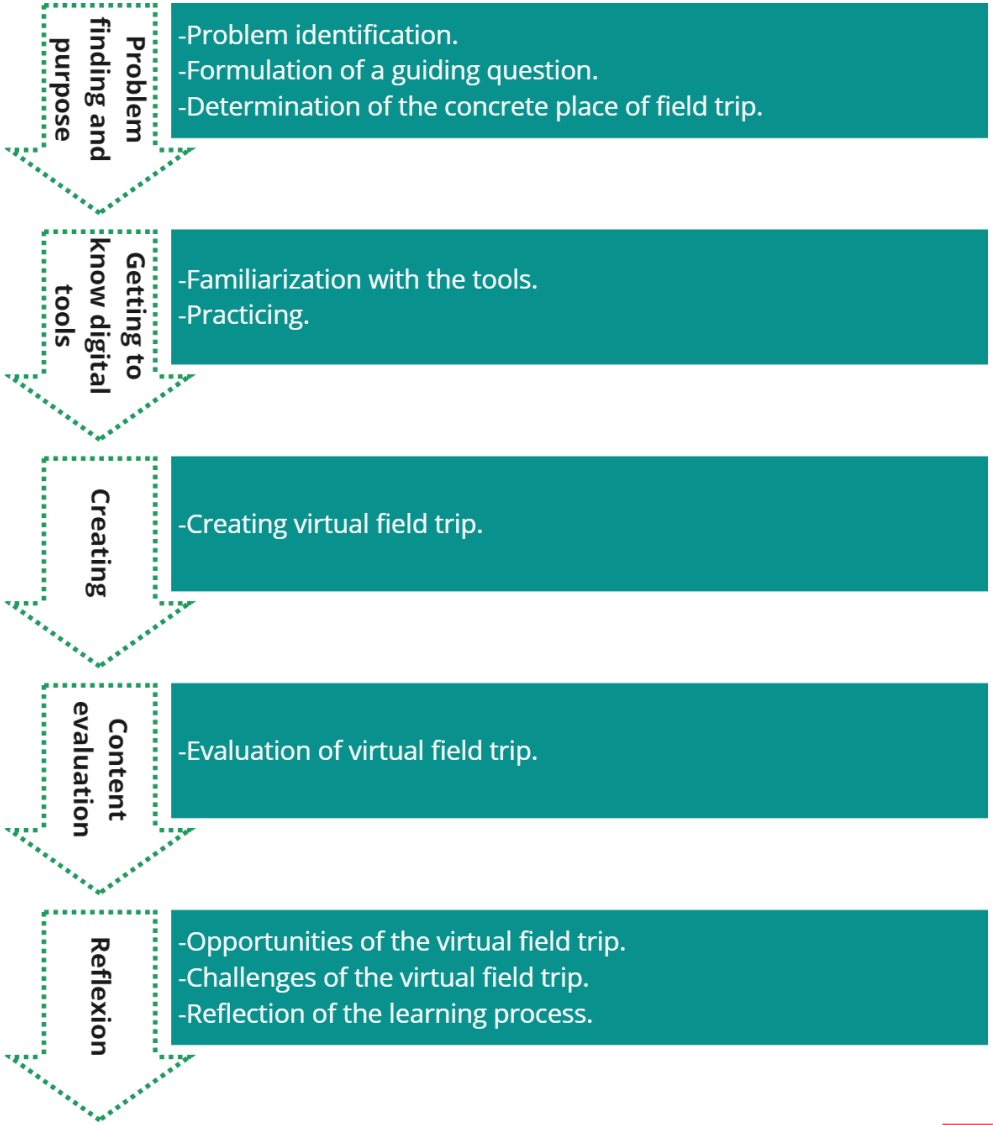
UHH workflow



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UPC **workflow**/Experiential geography

Immersion

-Defining a topic and a research question.
-Collecting data during a fieldtrip.

Interaction

-Analysing data.
-Discussing the results.

Institutio-nalization

-Creating a virtual fieldtrip.
-Interaction.

Implemen-tation

-Presenting to others students the VFT.
-Debating on it.

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Eurogeo workflow

Problem finding and purpose

-Problem identification
-Formulation of a guiding question
-Determination of the concrete place of field trip

Getting to know digital tools

-Familiarization with the tools
-Practicing

Creating

-Creating virtual field trip

Rethiinking

-Opportunities of the virtual field trip
-Challenges of the virtual field trip
-Reflection of the learning process

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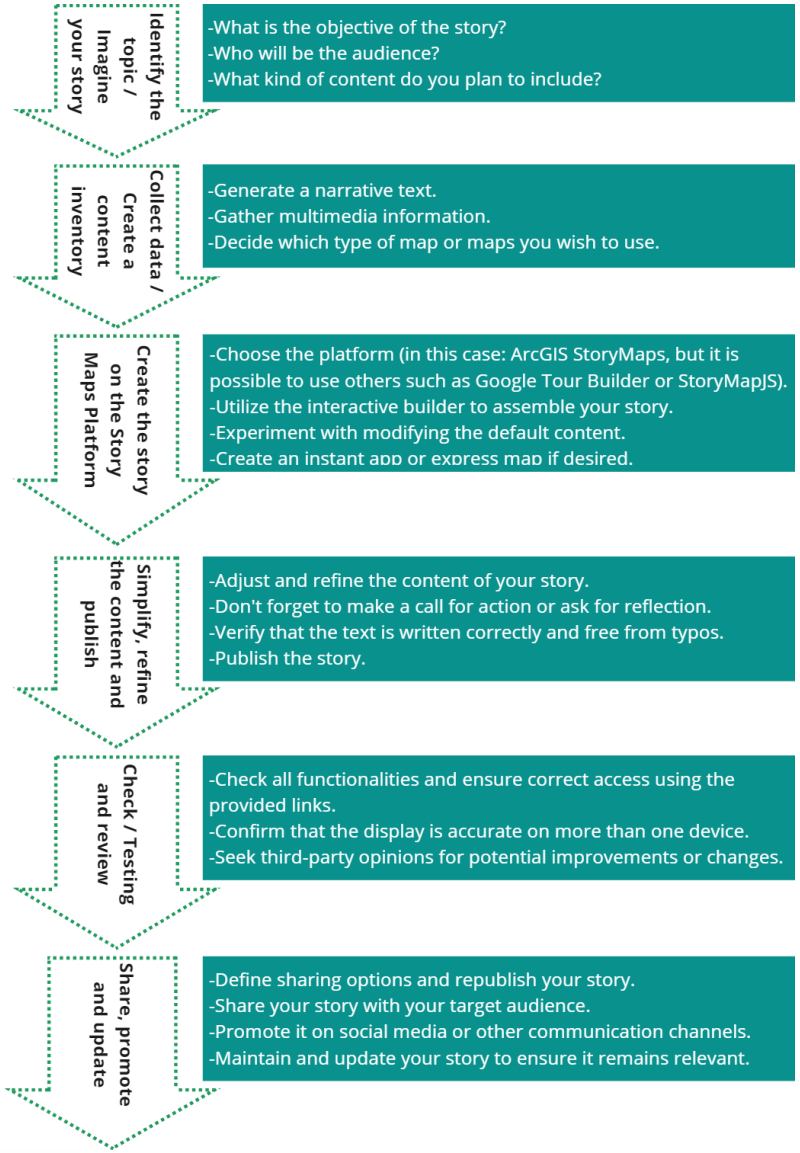
UNED workflow



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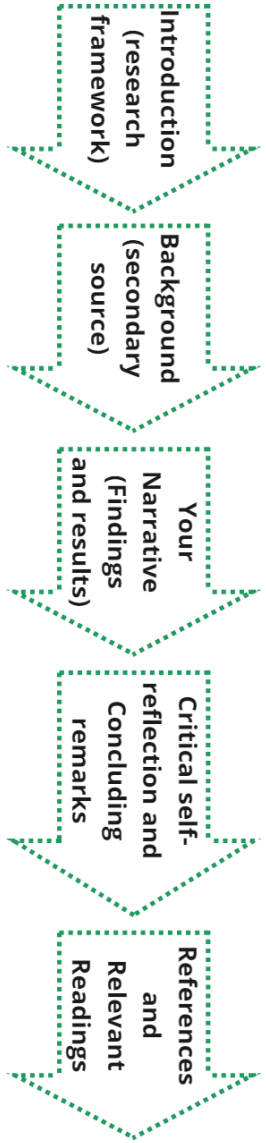
NTUA/commonspace workflow



-A story map should have a straightforward and comprehensive structure in order to help the reader understand its topic and its arguments.

-It is a visual tool – a roadmap- that helps teachers identify the important parts of a story's plot, including the problem, main elements, key words, and level of detail.

-To this end we propose a conceptual framework/template for story map, describing the crucial sections that should be included.

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VFT examples

VFTs in greek:

- https://storymaps.arcgis.com/stories/d30029a020314caaaff7df23753f6131
- https://storymaps.arcgis.com/stories/c0d650103c1c4cd7ba835cda79a795ba
- https://storymaps.arcgis.com/stories/9c26ca42552d4f3594ac4012a1e9b06d

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5

Categories of participatory tools

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Tool Categories

CATEGORIES OF TOOLS
Aspiration mapping, brainstorming & Co-design of field trips and excursions
Sensory mapping (sensations, perspective, sentiments)
Collaborative SWOT analysis tools
Data collection and Mobile data collection tools
Story telling and story map tools
Consultation/ Voting/ Evaluation tools

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Tools

Aspiration mapping, brainstorming & Co-design of field trips and excursions

Brainstorming, ideas co-reflection, and collaborative goal and concept formation occur during the co-design of a field trip. The participants need a place and different methods to inspire them to discuss, think, and share ideas. Here, you have some tools and proposed techniques for brainstorming and collaborative design.

- **Miro**: www.miro.com An online collaborative white boarding platform that permits distributed teams to work easily and effectively together. In Miro you can find interesting icebreaker games and other collective exercise. Take a look at the predefined templates. For example, an icebreaker game: https://miro.com/app/board/o9J_lE8_ef4=/
- **Quickdraw**: https://quickdraw.withgoogle.com/ An A.I experiment based on machine learning. An open-source material full of not so big data, but really engaging for students, to learn how to draw and play at the same time.

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Tools

Aspiration mapping, brainstorming & Co-design of field trips and excursions

- **Bigbluebutton**: https://bigbluebutton.org/ A web conferencing system created for online learning. It permits teachers or facilitators to share their audios, chat, videos, and desktop with their students/participants.
- **Problem tree/tree of ideas:** https://repository.participatorylab.org/dataset/problem_tree The Problem Tree/tree of ideas is a method of recording a problem or giving ideas on a specific subject. In this exercise technique, the problems are recorded on a tree diagram, most of the times in the form of positives/negatives/ideas.
- **Sketchboard:** https://sketchboard.io/ Sketchboard is a Finish-based company that has created a visual planning tool mainly used by those working in research or education, by software developers and those working in labs. Sketchboard is an online tool for collaboration that permits to assist colleagues to understand each other's idea.
- **connect2aspire:** Here you have an interesting aspiration mapping toolkit. https://connect2aspire.lboro.ac.uk/outcomes/aspirations-mapping-toolkit/

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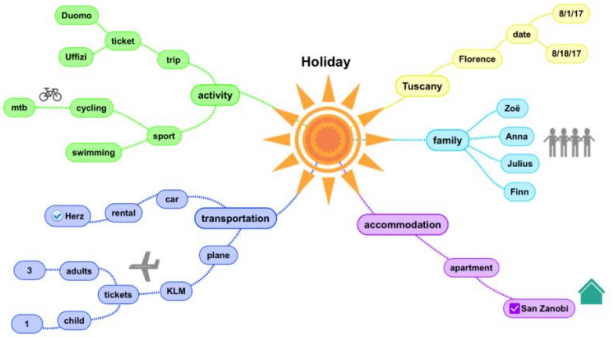
Tools

Sensory mapping (sensations, perspective, sentiments)

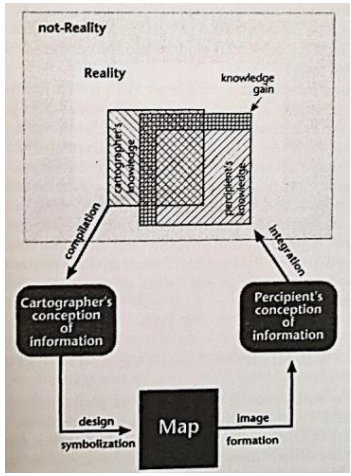
Sensory studies are important to develop an understanding of the relationship between people and the built environment.

Senses have a crucial role in the definition of space and place. The identity of a space is not a static structure, and can vary from one social context to another (Relph, 1976) (5).

Maps have been considered as means of graphic communication using abstraction, representation and design to convey a message to a community of users (MacEachren, 2004) (6). From this perspective, the role of representation in mapping is as a means for communicating spatial data in an effective way.



A mind map example
source: simple mind, https://simplemind.eu/



Cartography as a process of graphic communication
source: MacEachren, A., 2004. How maps work: representation, visualization, and design. New York: The Guilford Press

5 Relph, E., 1976. Place and placelessness. London: Pion.
6 MacEachren, A., 2004. How maps work: representation, visualization, and design. New York: The Guilford Press

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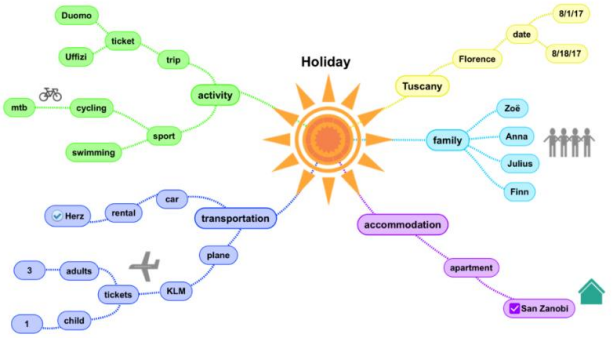
Tools

Sensory mapping (sensations, perspective, sentiments)

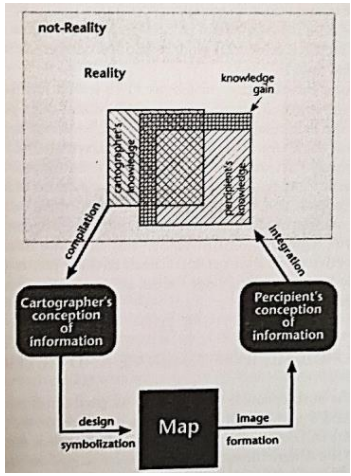
Most of the technics used in contemporary scientific visualization have relied on mapping methods to provide their initial model. Beyond its role as a tool for representation, the map is referred to as a metaphor for the presentation and representation of spatial and non-spatial data. It advocates the representation and examination of complex information that can be mapped to display different aspects of spatial environments (Fairbairn, et al., 2001) (7). The mapping of sentiments and senses can be a useful tool that reflects the image of the city and the way that users perceive public space.

The identity of a city is not only defined by its visual, physical features and its appearance but also by its other sensory elements. Sensory mapping is a creative way for participants to co-create a collective mosaic of their public space conception.

- Here you can find more ideas and information about sensory mapping: https://www.sensorytrust.org.uk/resources/guidance/sensory-mapping



A mind map example
source: simple mind, https://simplemind.eu/



Cartography as a process of graphic communication
source: MacEachren, A., 2004.
How maps work: representation, visualization, and design. New York: The Guilford Press

7 Fairbairn, D.; Andrienko, G.; Buziek, GG. And Dykes, J., 2001. Representation and its relationship with cartographic visualization. Cartography and Geographic Information Science, Volume 28, Issue 1.

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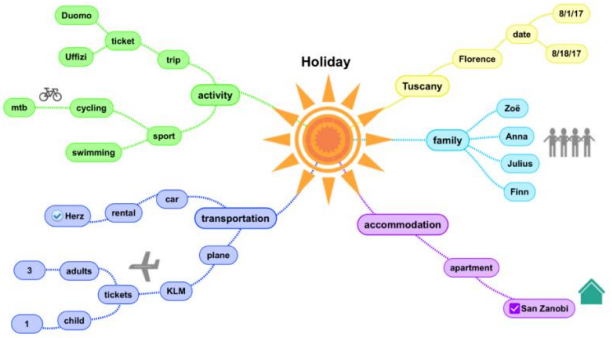
Tools

Sensory mapping (sensations, perspective, sentiments)

- **Mind maps/mental maps:** Mind mapping is a visual method to represent information and can be used to effectively brainstorm and structure ideas. In its purest form, mind maps are a means to get information in your brain out in front of you (8). Here you can find information about mind mapping and mind mapping online tools: https://zapier.com/blog/best-mind-mapping-software/
- **Simple mind:** https://simplemind.eu/ An app for mind mapping
- **Cmap Concept maps:** https://cmap.ihmc.us/ Cmap software is a result of research conducted at the Florida Institute for Human & Machine Cognition (IHMC). It empowers users to construct, navigate, share and criticize knowledge models
- **Lucidchart:** Mind mapping app https://www.lucidchart.com/pages/templates/mind-map
- **Photovoice method.** A research method in which participants take pictures to illustrate their situations. Instructions here.



A mind map example
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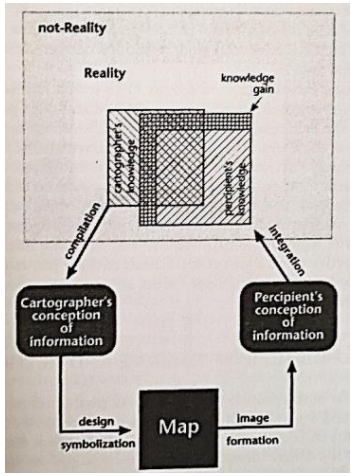

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8 https://talentnook.com/blog/mind-mapping-using-mind-maps-to-enhance-student-learning

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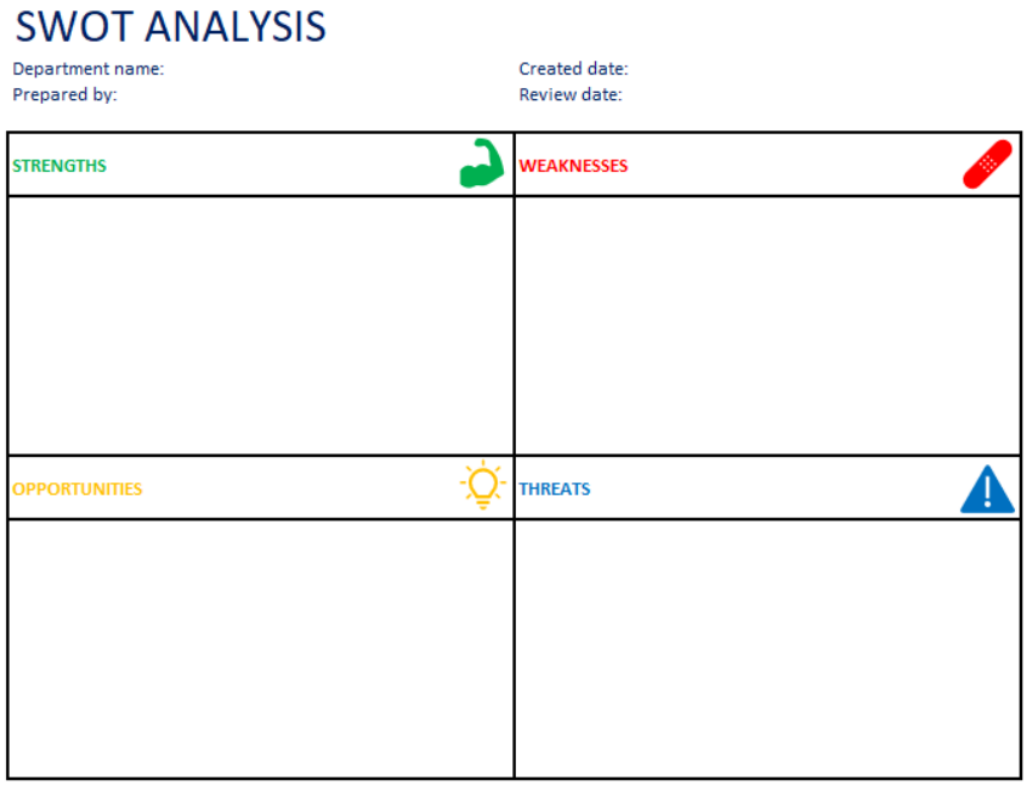
Tools

Collaborative SWOT analysis

SWOT analysis is a tool that can be used in public space recognition and during the recording of issues related to developing a strategy. It is widely used in different professional and scientific sectors as this method maps an issue/problem easily, in-depth, and mainly with broad participation.

- The acronym SWOT comes from the English: Strengths, Weaknesses, Opportunities, Threats (respectively in Greek: strengths, weaknesses, other words, threats)
- **Examples and instructions:** https://repository.participatorylab.org/dataset/swot
- **"How to perform a SWOT analysis" video with simple steps:** https://www.youtube.com/watch?v=I_6AVRGLXGA



A SWOT template
source: https://www.stakeholdermap.com/business-templates/excel-swot-analysis-template.html

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Tools

Data collection and Mobile data collection tools

The data collection is a crucial step of a participatory project. During this process, the participants and the facilitators collect all the qualitative and quantitative information that will define the results of the whole project. Some common data collection methods include surveys, interviews, observations, experiments, focus groups, questionnaires, and secondary data analysis.

Mobile Data Collection (MDC) uses mobile phones, tablets, or personal digital assistants for data collection. MDC can benefit the evaluator by collecting quantitative data for their evaluation or abstracting data for an assessment.

There are many mobile phone applications (referred to as platforms) that will allow you to build a mobile data collection survey. These platforms will allow you to customize the survey to collect specific data as required, such as photographs, information from a list selection, voice recordings, GPS coordinates, etc. Platforms vary in ease of use, cost, and features. (9)

9 https://www.betterevaluation.org/methods-approaches/methods/mobile-data-collection

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Tools

Data collection and Mobile data collection tools

Tips for field data collection:

- **Why to collect data in the field:** https://www.youtube.com/watch?v=TzabsZ-BkUc&list=PLQYkLC_E3msUjF4H7LfvI7zP3MkRkGuRc&index=1&t=35s
- **Create a form and fill it: ONA:** https://www.youtube.com/watch?v=TzabsZ-BkUc&list=PLQYkLC_E3msUjF4H7LfvI7zP3MkRkGuRc&index=1&t=35s
- **Fill in your device: ODK Collect:** https://www.youtube.com/watch?v=MK1_rED0klY&list=PLQYkLC_E3msUjF4H7LfvI7zP3MkRkGuRc&index=3
- **See the results on the ONA viewer:** https://www.youtube.com/watch?v=qpsiyvMatrU&list=PLQYkLC_E3msUjF4H7LfvI7zP3MkRkGuRc&index=4
- **How to use Survey123:** https://www.youtube.com/watch?v=uKXcTgoTwn0&list=PLQYkLC_E3msXWI7sZjnJgb717E9HldC0I&index=5

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Tools

Data collection and Mobile data collection tools

- **Participatory web-GIS platform:** https://repository.participatorylab.org/dataset/platform
- **SW Maps:** https://play.google.com/store/apps/details?id=np.com.softwel.swmaps for Geo-data Collection:
- **QFIELD: App for Geottaged photos and videos:** https://qfield.org/
- **ArcGIS Survey123:** for creating predefined forms: https://survey123.arcgis.com/
- **Device Magic:** https://www.devicemagic.com/ for pre-filling form data (free for one device)
- **KoboToolbox:** https://zapier.com/blog/best-data-collection-apps/
- **Fast Field:** https://www.fastfieldforms.com/
- **Zonka Feedback:** https://www.zonkafeedback.com/

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Tools

Story telling and story map tools

Here you have some tools to build and narrate your story or create a story map:

- **ArcGIS Online:** https://www.arcgis.com/index.html
- **CartoDB Odyssey (Carto):** https://carto.com/blog/odyssey-js-learn-to-create-interactive-stories
- **Story Map** (KnightLab, Northwestern University, Chicago - San Francisco): https://knightlab.northwestern.edu/ See a tutorial on how to create your own storymap in KnightLab here: https://www.youtube.com/watch?v=CGTvnlcUmoE
- **TimeMapper:** https://timemapper.okfnlabs.org/ (OpenKnowledge Foundation Labs).
- **Flourish:** https://flourish.studio/
- **Genially:** See a tutorial here: https://www.youtube.com/watch?v=3cez5adqYwE

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Tools

Consultation/ Voting/ Evaluation tools

Consultation is an essential process of the participatory approach as it allows different voices to be heard. All the results and materials often go under voting by the participants to approve them or choose their favorites among them. Voting surveys are also helpful for arranging meetings or other logistic matters of the project that need to be determined.

Here you have some online voting tools:

- **Trello:** https://trello.com/home
- **Framadate:** https://framadate.org/abc/en/
- **Framapad:** https://framapad.org/abc/en/
- **Typeform:** https://www.typeform.com/
- **Ahaslides:** https://ahaslides.com/

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Overview of the tools

Tool	Use (For what step of participation)	Link
Miro	1,3,4,5	www.miro.com
Quickdraw	1,3,4	https://quickdraw.withgoogle.com/
Bigbluebutton	1,3,	https://bigbluebutton.org/
Problem tree	3	https://repository.participatorylab.org/dataset/problem_tree
Sketchboard	1,3,4	https://sketchboard.io/
connect2aspire	1,3	https://connect2aspire.lboro.ac.uk/
Simple mind	1,3,5	https://simplemind.eu/
Cmap	1,3,5	https://cmap.ihmc.us/
Lucidchart	1,3,5	https://www.lucidchart.com/pages/templates/mind-map

Step	Description
1	Definition of the goals, action plan, and the target groups of the project
2	Data collection
3	Collective brainstorming
4	Realization of the participatory project's main actions (in our case, the creation of a Virtual Field Trip)
5	Presentation to the group/community/ Consultation/ Evaluation

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Overview of the tools

Tool	Use (For what step of participation)	Link
Photovoice method	1,2,3	https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/photovoice/main
SWOT analysis	1,3,5	https://repository.participatorylab.org/dataset/swot
ODK	2	https://getodk.org/
Participatory web-GIS platform	1,2,4	https://repository.participatorylab.org/dataset/platform
SW Maps	2	https://play.google.com/store/apps/details?id=np.com.softwel.swmaps
QFIELD	2	https://qfield.org/
ArcGIS Survey123	2	https://survey123.arcgis.com/
Device Magic	2	https://www.devicemagic.com/

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Overview of the tools

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KoboToolbox	2	https://zapier.com/blog/best-data-collection-apps/
Fast Field	2	https://www.fastfieldforms.com/
Zonka Feedback	2	https://www.zonkafeedback.com/
ArcGIS Online	4	https://www.arcgis.com/index.html
CartoDB Odyssey	4	https://carto.com/blog/odyssey-js-learn-to-create-interactive-stories
Story Map (KnightLab, Northwestern University, Chicago - San Francisco)	4	https://knightlab.northwestern.edu
TimeMapper	4	https://timemapper.okfnlabs.org/
Flourish	4	https://flourish.studio/
Genially	4	https://genial.ly/

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Thank you

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