Indrit Gradeci

Exploring the effectiveness of the "Go-Along" in promoting citizen engagement

Case Study: Resident participation in a social housing complex in Trondheim, Norway

Master's thesis in Urban Ecological Planning
Supervisor: Brita Fladvad Nielsen
November 2020

Master's thesis

NTNU
Norwegian University of Science and Technology
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NTNU
Kunnskap for en bedre verden

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Abstract

Community participation is an integral part of decision-making processes as it presents clear understandings of the shared perceptions that every stakeholder has of their environment be it social or physical. To ensure maximum citizen engagement various qualitative methods have been implemented amongst which the go-along method has emerged as an immersive method of enquiry. This thesis investigates how the go-along method can engage citizens in planning processes by carrying out a systematic literature review and fieldwork focusing on the go-along method. The review showed that the go-along methods can be beneficial when applied to applied in health and wellbeing studies, student's behavior in educational institutions, neighborhood studies, area redevelopment plans, etc.; however, few research gaps were identified: no application with a social housing context; recent advanced technology is not fully used; and, no semi-quantitative approach to evaluate the added value of the go-along method. Hence, this study applied the go-along method to investigate how it can engage social housing dwellers in planning processes of Boligstiftelsen. A multi-method approach was used in this study to provide a more comprehensive understanding of the context and to complement other method's limitations. Four go-alongs, in-situ observations, a sit-down group interview, a focus group and a go-virtually-along were applied. Insta360 EVO, a 360° video camera, was used to film the go-alongs and focus group.

The study concludes that the go-along method can engage social housing dwellers in providing basis to translate their desires and insights into valuable input that can support urban planning processes. An essential benefit of applying the go-along method is to gather a wide variety and significant volume of data by engaging even a small sample of participants as shown from the results of the semi-quantitative approach used in this study. The go-along method's potential is better exploited when used complemented to other traditional methods, such as in conjunction to focus group, in order to overcome its limitations in regard to the exclusion of participants with low or

no mobility abilities. The case study demonstrated that technology, such as 360° video cameras, can overcome the method's limitation of the need to simultaneously take notes and pictures while moving and focusing on the conversation with the participant. The case study demonstrated that the go-along method enhances the interaction researcher-citizens in the planning process by involving the researcher more in the community and making residents more interested in the ongoing research.

Keywords: go-along, walking interview, citizen engagement, social housing, community participation, inclusion,

Statement of Originality

I certify that this is my own work and that the materials have not been published before, or presented at any other module, or program. The materials contained in this thesis are my own work, not a "duplicate" from others. Where the knowledge, ideas, and words of others have been drawn upon, whether published or unpublished, due acknowledgments have been given. All data processing has been conducted following the guidelines of Norwegian Centre for Research Data, ensuring the privacy of the participants. I understand that the normal consequence of cheating in any element of an examination or assessment, if proven, is that the thesis may be assessed as failed.

Trondheim,

30th November 2020

Indrit Gradeci

Acknowledgments

"There is no such thing as a self-made. We are made up of thousands of others. Everyone who has ever done a kind deed for us, or spoken one word of encouragement to us, has entered into the make-up of our character and of our thoughts, as well as our success."

- George Matthew Adams –

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Special thanks go to Gunika and Mouna who helped me until the very end. Thank for the unnecessary hugs. This two-year learning journey would not have been possible without the hard work of the UEP staff. I am grateful to have been part of such a special program and to have been classmates with such a cool bunch of wierdos. I am especially grateful to have met Hugo, Zeineb, Melina, Maciej and Bruna. I will always cherish the amazing memories we made during the past two years.

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Dedikuar Blin,

që ka qenë çdo ditë në mendimet e mia, edhe pse s'jemi takuar

Dedicated to Blin,

for being every day in my thoughts, even though we never met

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Abbreviations and Acronyms

BT   -   Boligstiftelsen i Trondheim

NTNU -   Norges Teknisk-Naturvitenskapelige Universitet (Norwegian University of Science and Technology)

NSD   -   Norsk Senter for Forskningsdata (Norwegian Center for Research Data)

TK   -   Trondheim Kommune (Trondheim Municipality)

Y20   -   Study apartment building with address Yrkesskolevegen 20

1   Introduction

1.1   Motivation

To create more inclusive and sustainable communities, urban planners and professionals need to consider the needs, interests, and knowledge of different stakeholders in the planning process. Through collaborative design and decision-making processes, decision-makers need to work together with residents and other stakeholders to address public problems and find solutions. This collaboration would provide decision-makers with the collective knowledge, ideas, and expertise of the population (UN-Habitat, 2019).

Go-along interviews are well suited for exploring and examining (Kusenbach, 2003):

- informants' knowledge, perceptions, and values guiding their experiences and interactions in social and physical environments;
- spatial practices and the ways people engage with their lived environment;
- the ties between biography and place;
- social architecture of natural settings and how individuals situate themselves in various social settings.
- social realms and how place patterns and mediate social interactions.

Thus, differently from traditional sit-down interviews, moving along known paths encourages participants to express place-bound meanings and values of places. These values can then inform researchers, urban planners, and policymakers when it comes to plan and decide for the future of cities or communities (Bergeron et al., 2014).

This thesis investigates the application of the go-along method on an ongoing project in Trondheim. The author's role was to support the data collection and gathering for the "Development of socially sustainable dwellings of the housing foundation

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(Boligstiftelsen) in the existing building mass of Trondheim" project. This data was to be gathered from various residents and potential new residents of Y20, and to be used by the researchers as part of the project. The author was not tasked with a specific topic as it pertains to the overall goals of the project, with the exception of how to involve as many participants as possible in the data collection process. At the end of the fieldwork done for this thesis, the data gathered was presented to the researchers of the projects for further analysis.

For the purpose of this master's thesis, the data gathered was analyzed and reflected upon to determine the efficacy of the go-along method in community participation. Other methods were used for data collection to supplement this process. In the rest of this thesis there will be mentions of three active actors that took part in the fieldwork:

- The author of the thesis.
- Researcher refers to the researchers working in the "Development of socially sustainable dwellings of the housing foundation (Boligstiftelsen) in the existing building mass of Trondheim" project.
- Interpreters refers to two master students at Urban Ecological Planning, which as native speakers helped the author to translate and interact with the Farsi speaking residents.

1.2 Context

This thesis is part of a partnership project between The Trondheim Housing Foundation, Trondheim Kommune and NTNU titled: *"Development of socially sustainable dwellings of the housing foundation (Boligstiftelsen) in the existing building mass of Trondheim".* This chapter lays out the contextual background of this thesis by first offering a short presentation of the project and its location (The city of Trondheim). It also presents the chosen case study for this thesis and the role of the author, as a master student, in the project.

1.2.1 Background on the Project

The third main objective of the Trondheim municipality's (Trondheim Kommune - TK) social development strategy for 2009-2020, is to be an inclusive and diverse city by 2020 The third main objective of the Trondheim municipality's (Trondheim Kommune - TK) social development strategy for 2009-2020, is to be an inclusive and diverse city by 2020 (Trondheim Kommune, 2010), as it is a fundamental elements of building a socially sustainable urban development process. The *"Development of socially sustainable dwellings of the housing foundation (Boligstiftelsen) in the existing building mass of Trondheim"* project is part of this initiative and is scheduled to end by March 2021.

The project is being implemented in Trondheim, Norway. As the home of the Norwegian University of Science and Technology (NTNU), the largest university in Norway, and a world-leading center of scientific and technological research, the city is home to a rather diverse population. Trondheim was Norway's first capital and more than 1,000 years after its founding, it maintains its role as a major city both on the national and international scene. Trondheim is the third-largest city in the country with a population of 193,000, and up to 40,000 students every year boosting its international

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and diverse social capital (VisitNorway.no, 2020). Thus, it offers an auspicious environment to study inclusion and diversity in a city context.

 As we mentioned earlier, the Trondheim Kommune aims to build a socially sustainable urban development process and that implies achieving social equality and sustainable communities (Bramley et al., 2009, Bramley et al., 2010). According to Bramley (2009; 2010), sustainable communities are about belonging, social interaction opportunities, security and safety, perceived environmental qualities, social stability, and community participation. Therefore, in a socially sustainable city, everyone should have an equal opportunity to participate.

The project "Development of socially sustainable dwellings of the housing foundation (Boligstiftelsen) in the existing building mass of Trondheim" aims to further develop the municipality's participation models. The project is led by NTNU in collaboration with the Housing Foundation and the Municipality of Trondheim and sought to work closely with representatives from relevant target groups. To this end, organizational and architectural solutions were developed through a series of workshops.

Figure 1. Map of Trondheim, Norway (adapted from Google Earth)

A more comprehensive study of the housing social goals in the municipality's housing policy plan is an expressed political desire, so the project aims to develop knowledge that can help create new housing solutions. These housing solutions would have reasonable and predictable rental conditions, and qualities that contribute to participation and inclusion. The new housing solutions aim to prevent vulnerable groups from becoming disadvantaged in the housing market and contribute to the development of more socially sustainable use of existing municipal housing stock.

1.2.2 Case Study

Boligstiftelsen i Trondheim (Trondheim Housing Foundation)

The Trondheim Housing Foundation (from now on BT) is a municipal-initiated foundation with a substantial housing and property portfolio in Trondheim. The foundation was originally named the Housing Foundation for Social Security in Trondheim Municipality and was established in 1972 to take care of leasing the municipality's social housing. BT's target group was originally pensioners and other insured persons with low finances. However, due to the right of municipal refusal, their target group for this type of housing has changed. In recent decades, the interest shifted towards residents who fall into today's target group for municipal apartments, the so-called disadvantaged group. In Trondheim, this group is narrowly defined as those who, for various reasons, are unable to acquire an owned or rented home on their own. In practice, this often means newly arrived refugees with poor Norwegian skills, people with disabilities, and people who have problems with substance abuse or psychiatric impairments. As of December 2019, several apartments in the housing foundation's property inventory were emptied. Due to increased housing construction and a broader private rental market, the pressure on municipal rental housing in Trondheim has decreased in recent years. Besides, several households that initially fulfill the criteria for obtaining a municipal apartment find a suitable home on their own in the private rental market. Rental housing in municipal buildings is also often associated with a resource-poor and, at worst, problematic neighborhoods, which means that the residents may feel that the housing is stigmatized. Thus, many municipal tenants get home in the private housing market if they have the opportunity.

In response to this situation, BT wants to develop new housing solutions to rent empty homes. The foundation's new goal is to provide and operate rentals for a wider group and not only for the disadvantaged. Its interest is to include more residents from more

comfortable societal class, who can contribute to create a desired social mix. The foundation wants to look at possibilities for developing alternative living solutions where the vulnerable and people with resources can live together in affordable houses, and create a community that focuses on sharing, inclusion and collaboration. BT owns 900 apartments in different areas of Trondheim and wishes to utilize them instead of leaving them empty or selling them. So far, the municipality has managed to achieve that goal in some of its properties but not in others. This thesis focuses on one of these buildings that is still not meeting the set goals of social mix; a building located on Yrkesskolevegen 20.

Study site: Y20 apartment building

The apartment building on Yrkesskolevegen 20 (from now on Y20) is owned by BT, and is the site where this study was conducted. It is located on the east side of Trondheim, with Dragvoll, one of NTNU's campuses, only two kilometers away (25 min walk). The city's center, on the other hand, is further away (6.5 km) but public transport makes up for it, as a bus comes every 10 min and provides a connection to the rest of the city.

The building is built in calm surroundings and is adjacent to a creek (see Figure 2). The neighborhood has a good infrastructure as it boasts two nursing homes, two kindergartens, one elementary school, a large high school, and a medical center. All of which are within a 500 m radius of the building. Two supermarkets are within a one kilometer walk from the building as the creek makes a natural barrier and requires a detour. Equally distanced (1km) is the Trondheim prison, north-west of the building. A number of parking lots surround the building but are currently mostly used by employees of the Nursing Home in front of Y20. One of the building's main entrances has a bus stop in front (see Figure 3).

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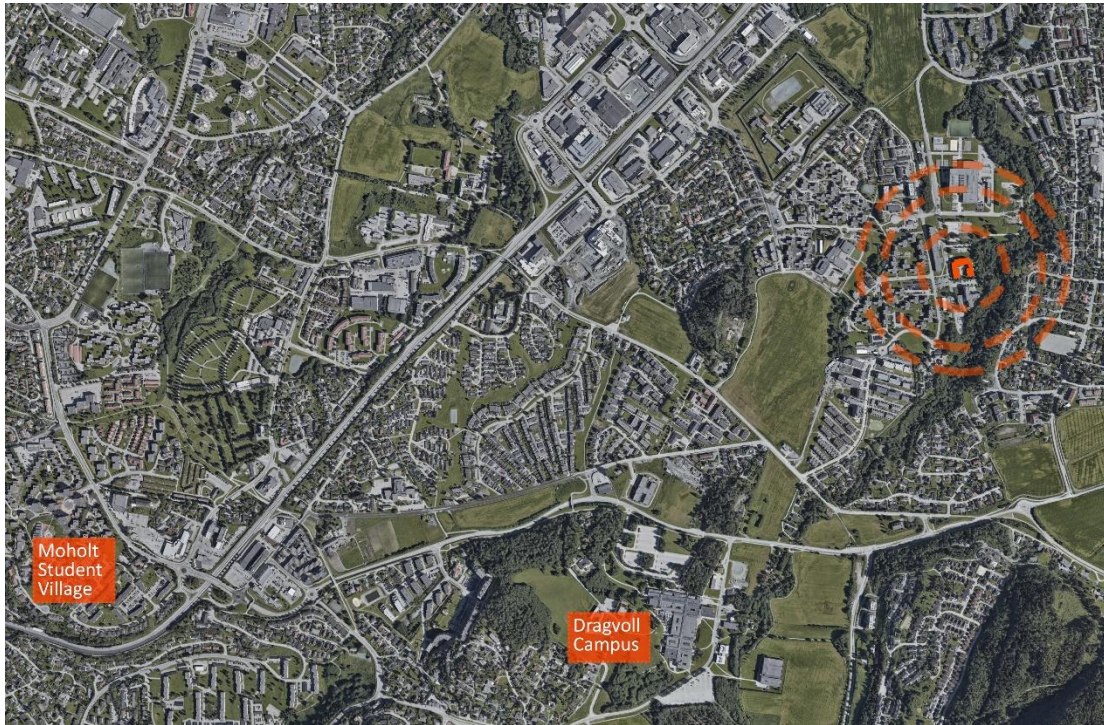
Figure 2. Location of Yrkesskolevegen 20 in the area (adapted from Google Earth)
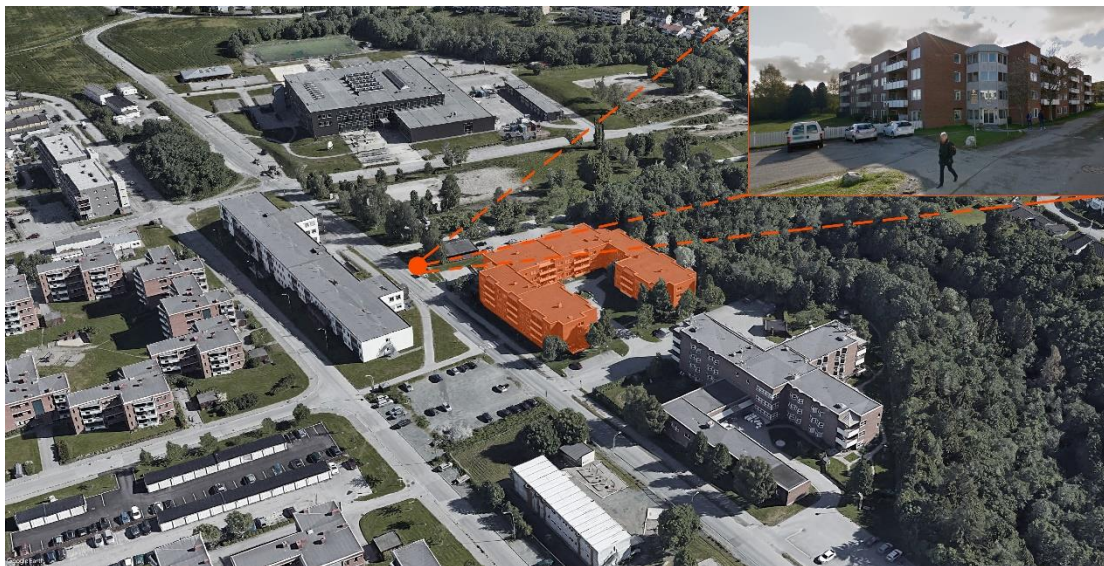
Figure 3. Bird's eye view of the building. (adapted from Google Earth)

The building was built in 1993, and was managed by TK before it got transferred to the BT. It holds 97 apartments with varying sizes. Three different square footages (58 m2, 48 m2, 28 m2) are available with the monthly rent fluctuating based on these sizes.
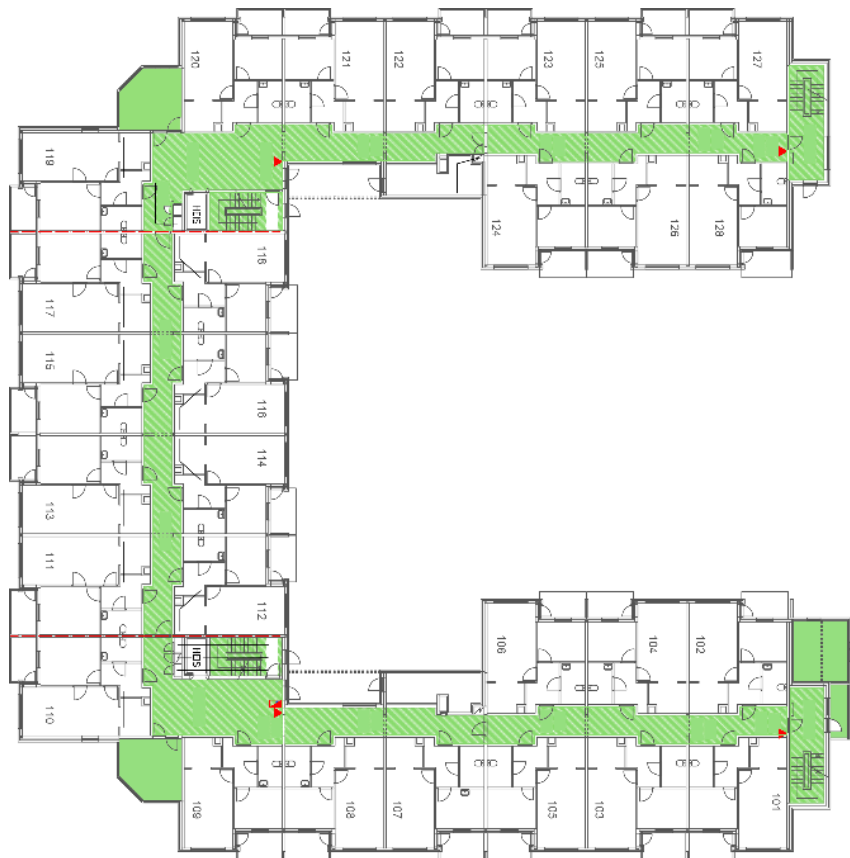
Figure 4. Typical Floor Plan (source: Boligstiftelsen i Trondheim)

The apartments are not furbished when rented out, so the new tenants need to bring their own appliances and furniture. When this study took place, less than a third of the apartments were rented out but thirty tenants had already expressed a desire to stay in Y20 for a long-term rental. The building is on four levels, the three upper floors have the same floor plan while the basement has a different one. The three upper floors house the 97 apartments that the building contains. These apartments are on the small

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side as they have no more than two rooms, but there are multiple common areas inside and outside the building to make up for it. The basement has a few spaces that were used for municipal services when the building was under TK's management.

One of the limitations of the building that makes the social mix goal more challenging is the difficulty of upgrading the apartments to larger sizes and smaller apartments make attracting families with more than one child near impossible. The original design of the building makes alterations of the floor plan near impossible as it could threaten the structural stability of it. Another reason curbing the implementation of a size upgrade is that the extra spending would reflect on rent pricing. It would not allow for the housing prices to stay low enough to accommodate tenants that are part of the vulnerable groups. Yet, BT is open to the possibility of merging two neighboring apartments if this would add to social mix. To achieve that mix goal, BT is also thinking of making a flexible/income-dependent payment scheme, to attract a mix of families, students, young and old and different income groups.

1.3 Aim of the thesis

1.3.1 Research question formulation

In the present study, the research question opts to investigate the application of the go-along method for urban planning practices. The PICOC framework (Booth et al., 2011) is used to define the key concepts of the research (see Table 1). The research question is identified as the following:

How (**O, COM**) does the go-along method engage (**I**) social housing dwellers (**P**) in urban planning processes (**CON**)?

Population	Dwellers in Social Housing (Y20), Diversity of Dwellers and Potential New Residents (age, sex, ethnicity)
Intervention	Citizen Engagement/Involvement by applying the go-along method
COMparison	Other approaches than go-along
Outcome	Degree of added value of the go-along method promotes citizen engagement / involvement
CONtext	Urban Planning Processes in Social Housing

Table 1.The PICOC framework

1.3.2 Aim and objectives of the thesis

The aim of this thesis is to investigate how the go-along method can engage social housing dwellers in planning processes of Boligstiftelsen. This aim is achieved by addressing the following objectives:

- Carry out a systematic literature review to understand the prior uses of the go-along methods – the application, advantages, limitations, and recommendations of its use – and the research gaps in this field.

- Carry out fieldwork by applying the go-along method in a case study that has the potential to engage citizens.
- Design a methodology that incorporates and aligns the go-along with traditional methods.
- Analyze and interpret the added value of the go-along method, both by itself and in comparison to other methods.
- Provide recommendations for potential interventions in the case study based on the results of implementing the aforementioned methodology.

1.4 Scope and Limitations

Covid-19 Implications: This study was carried out during the pandemic; hence its design was continuously adapted to comply with the governmental restrictions and regulations.

Participant selection: This study recruited participants who were able bodied and could communicate with the researchers in English or through an interpreter.

Case study: This study was conducted in spatially confined area as defined in the BT project.

2 Methodology

2.1 Methods overview / Introduction

A multi-method approach was used in this study to provide a more comprehensive understanding of the context and to get as many different points of view as possible. First, a systematic literature review was carried out to map and understand the prior uses of the go-along methods (their application, advantages, limitations, and recommendations of its use) and to identify the research gaps in this field that would direct the subsequent methods. Afterwards, several fieldwork methods were incorporated and applied to the BT project to showcase the added value of the of the go-along method, both by itself and in comparison, to other methods. The rationale was to have them complement each other, as described and shown in the finding section. More details on the application of each method are provided in the subsequent sections.

2.2 Systematic literature review on the Go-Along method

Initial sources for the Go-Along method show that the method has been defined and studied in the last two decades, suggesting the likely small number of publications studying it. A systematic review was done for the Go-Along method, in order to gain a deep understanding of its previous uses. The review presented in this thesis is built on an established research methodology (Booth et al., 2011) that ensures a comprehensive search process and systematic review of the relevant literature. This methodology originates and has been established for health and social sciences. The approach provides a tool for transparent and reproducible research synthesis; thus, it offers greater clarity, internal validity, and audibility (Booth et al., 2011).

The first initial search of the literature was performed with the electronic database ORIA and Google Scholar. Primary literature was identified based on relevance and citation. A total of three articles (Kusenbach, 2003, Pink, 2007, Colley et al., 2016)

were thoroughly screened, from which keywords were selected for the subsequent systematic search based on their titles, abstracts, and keywords. The searching scheme and exclusion criteria are shown in Figure 5 and Table 2. Two electronic databases of peer-reviewed literature were used: Scopus and Web of Science. The keywords, operators, and nesting combinations are ["go-along method" OR "go-along interview" OR "walking interview"]. The keywords were applied to title - abstract - keywords - topic level. All publishing years were included in the search process, and the last search was performed in September 2020.
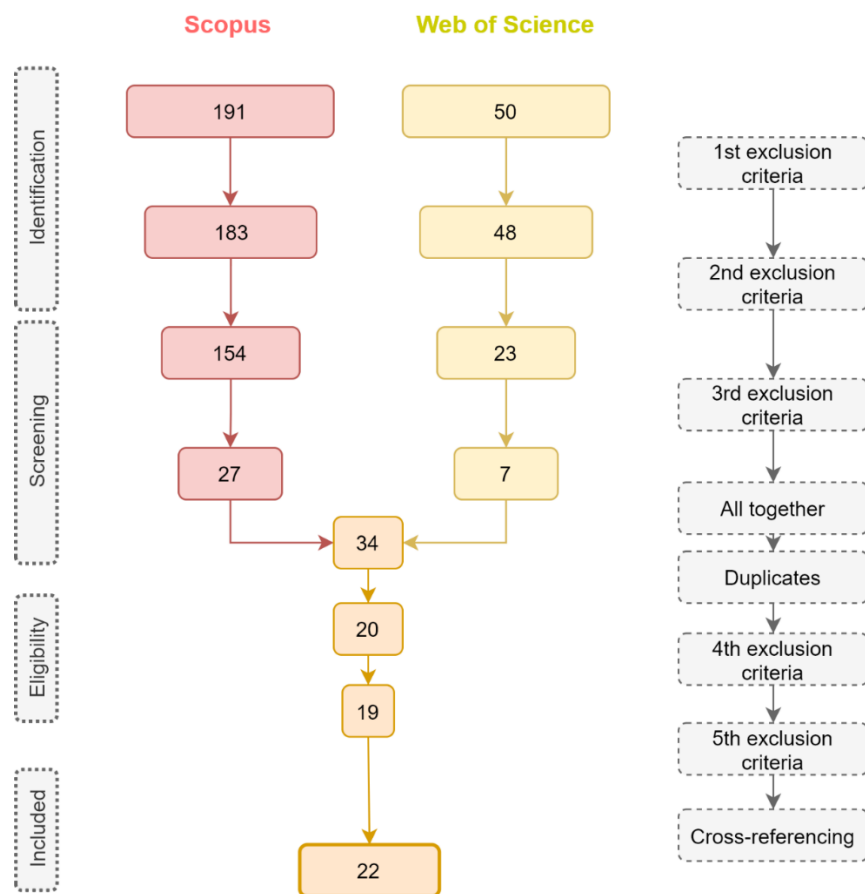
Figure 5. PRISMA framework (Moher et al., 2009) showing the screening of the literature

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Reason	1st Exclusion Criteria	2nd Exclusion Criteria	3rd Exclusion Criteria	4th Exclusion Criteria	5th Exclusion Criteria
	Qualitative based on literature type and language	Qualitative based on study field	Scientific based on keywords and titles	Scientific based on abstract	Scientific based on article and quality assessment
What	Article Review Conference Paper Book Chapter English	Social sciences Arts and Humanities Medicine Environmental Science Health Professions	If the same author wrote the same topic, then latest year was selected	Not English Full text availability	Not describing the application, advantages, limitations, or recommendations of the method

Table 2. Exclusion Criteria

While screening the literature based on full content, cross-referencing methodology and author searching are used to check for additional literature. In case similar studies were included in other literature, it was prioritized the most recent publication.

The final number of selected publications is 22. Subsequently, the data from these publications was extracted in four categories: application of the method, advantages, limitations, and recommendations in Table 3.

AUTHOR / PAPER	ADVANTAGES	
APPLICATION TOOLS TECHNOLOGY		
DISADVANTAGES / LIMITATIONS	ADVANTAGES OF THE METHOD	

Table 3. Template for paper extraction

Appendix Appendix 6 – Systematic Reviewprovides a full overview of the four categories mapped from each of the identified publications. A summary of the results of this systematic review is reflected in the next chapter.

2.3   Fieldwork methods

2.3.1   Chronological overview of the applied fieldwork methods

Figure 6 provides a chronological overview of the applied fieldwork methods. More details are provided in the next sections.
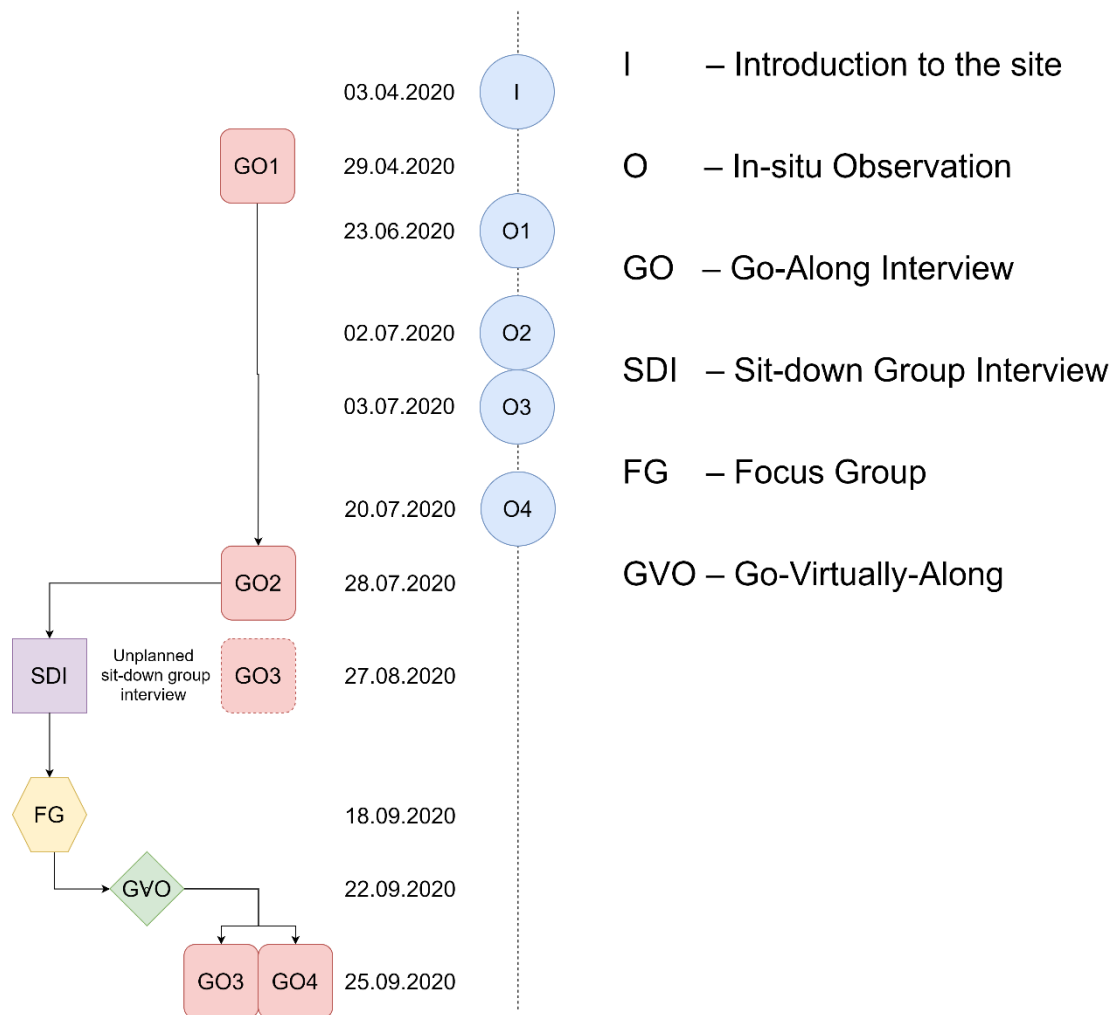
Figure 6. Timeline of the fieldwork

2.3.2 Participants and Recruitment

The individuals who participated in this study are mostly residents of Y20. The first participant was recruited from another researcher working on the projects. While the rest of the subjects were recruited among their acquaintances as neighbors, through convenience sampling or by being approached from the author during the in-situ observations. A detailed explanation of each method sample is described in Chapter 0.

The age of the participants was above 60-year-old. The study aimed to have a representative sample of the community based on gender and ethnicity, considering the limitations when it comes to language. The methods for data gathering were approved by the Norwegian Center for Research Data and Consent Forms were completed by each participant in the project.

2.3.3   *In-Situ observations*

In the context of this thesis, In-Situ Observation refers to the process of gathering data from and about the site through observations. The researcher immerses himself in a lived experience of the site (Kusenbach, 2003).

In situ observations have been carried out by the author during the fieldwork. These were conducted at different times of the day and over different weekdays, to get a more global understanding of the uses of the space. Different tools were used to collect the data, a field journal for notes and sketches, and a mobile phone for taking photographs of the area. The observations were carried out from different observation points, static (siting) and in movement (walking) around the neighborhood. The sitting spot and the walking paths were changed frequently to get different perspectives and views and interact with different people from the surroundings.
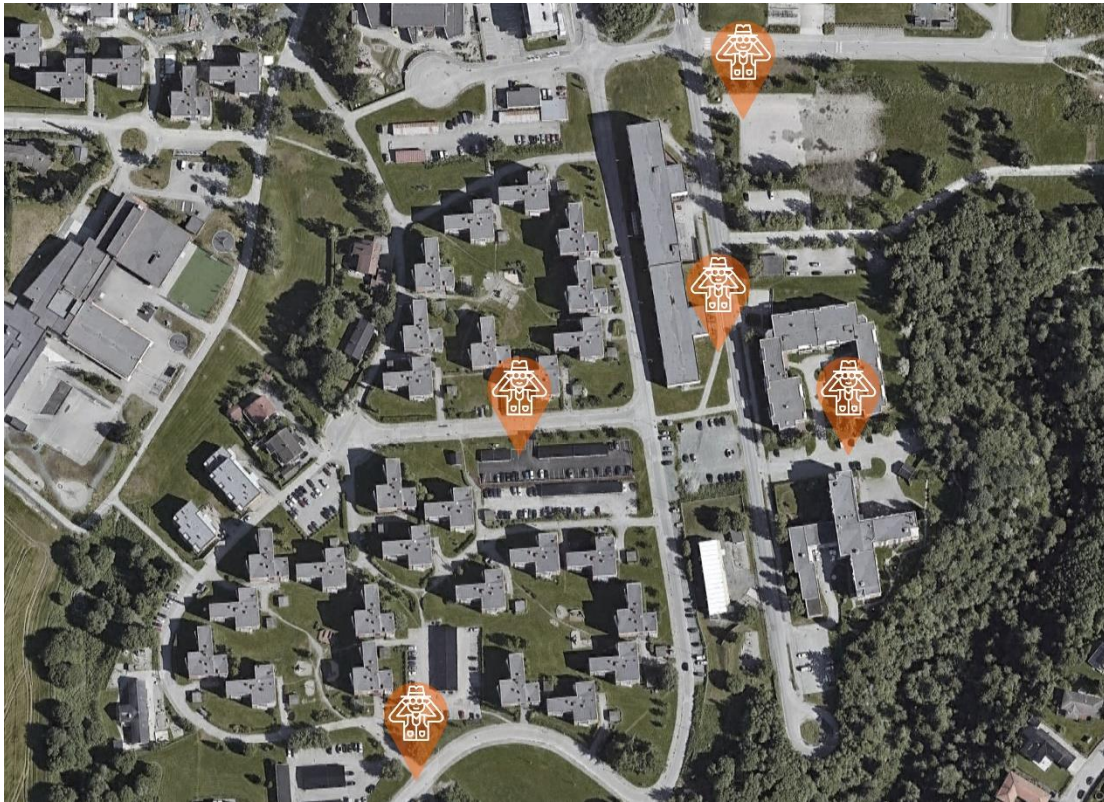
Figure 7. Observation spots

The main notes transcribed through these observation were : the number of people passing during a particular time, their approximate age, if they were related to Y20 (entering or coming out of it), how they were using the spaces and for what purposes, the weather conditions, and the time of day.

2.3.4 The Go-Along Method

The Go-Along Method also known as the walk-along interview is a hybrid method of data collection that combines participant observation and interviews (Kusenbach,2003). Still considered to be an innovative tool, it allows the obtention of contextualized data as the participant acts as the guide of the site exploration and offers a contextualized perspective of it (Garcia *et al.*, 2012).

The present study tested the go-along to understand how the experiences of residents are a key component to understanding the diversity of meanings attached to specific places. The method was chosen because it offers an interesting opportunity to obtain a range of rich and location specific insights and to understand the challenges experienced by locals. It is also an effective tool in gaining a wide array of perceptions of places from a limited number of participants (Manzo and Perkins, 2006).

Four go-along interviews were held during the fieldwork (see timeline in Figure 6). Two of the interviewees were able to communicate in English, while for the last two interviews, a Farsi interpreter was recruited to go along with the author and the participants. Two devices were used to record and keep track of the conversation and process: a voice recording device, and a 360° camera (Insta360) used to video record the path that the participants chose to take. This technology allowed the author to be fully immersed in the conversation, which is in contrast with previous uses of the go-along method, where the researcher had to stop to note things down or take pictures while stopping the participants.
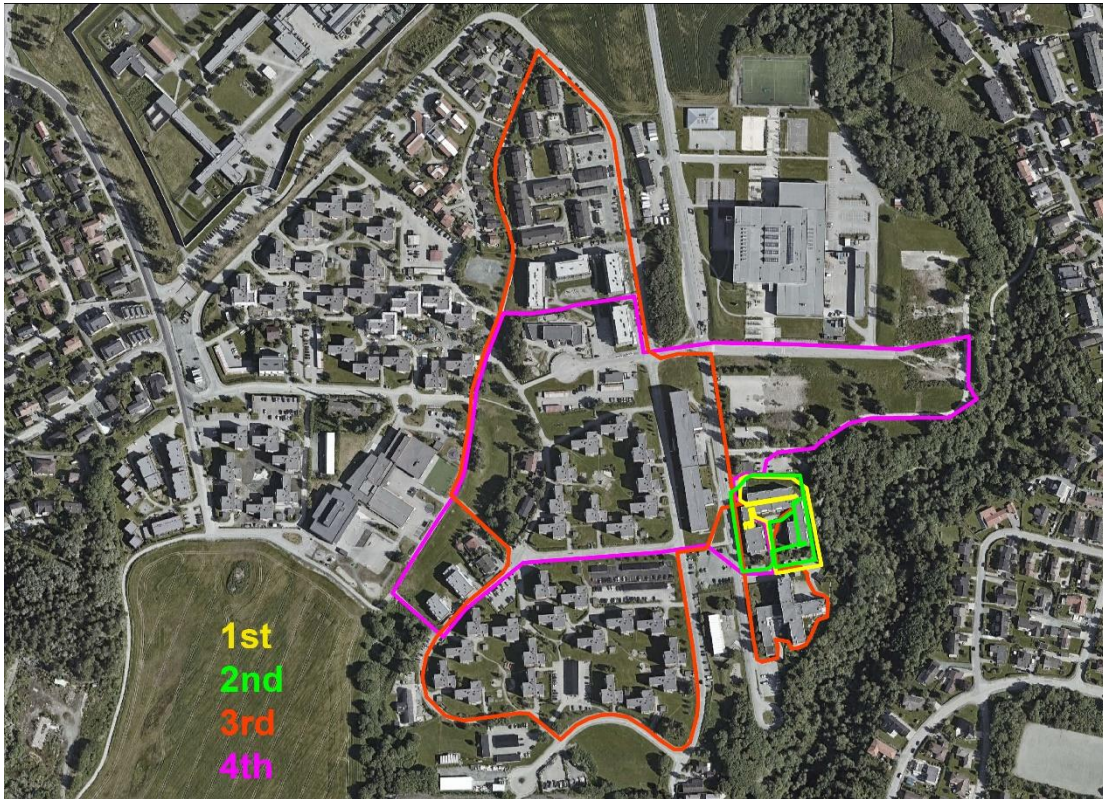
Figure 8. Routes of all the go-alongs

The interviews started by explaining the goal of the project while quoting the NSD regulations. Later, the participants were asked to walk us around their living environment in the path of their choosing, while keeping in mind what would they want to add, remove, replace, restore or upgrade (physically or socially) in the building or community. All the go-alongs were carried out on a semi-structured interview guide created to keep track of some main topics to be discussed during the walk. The questions are provided in Appendix 1 – Interview Guide. No time limit or walking distance were given so that the choices would be up to the participant's own will. This way, the participant would be in charge of the conversation and the route and allow the author to better observe where the participant is more comfortable and which of the outdoor routes and common indoor areas they are more familiar with.

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Two types of data were gathered from these interviews, voice recording with the voice recording device and video recording with the aforementioned camera. In one of the interviews, the video camera failed to save the recording. The technical failure happened because of overheating; however, the data could be gathered through notes taken after the interview. The Interviews were later transcribed to facilitate the data analysis.

2.3.5 *Sit-down Group Interview (Unplanned)*

The sit-down group interview was unexpected and unplanned since the author and the interpreter were prepared for a go-along interview. The Farsi speaking couple did not accept to go on a walk and to be video recorded, thus turning into a semi-structured sit-down interview. The questions were taken and modified for the go-along interview guide (see Appendix 1 – Interview Guide). The consent was only given for taking notes and to audio record. While being interviewed, other Farsi speaking residents joined, precisely five participants in total. The data produced from this group interview was notes taken from the meeting by the author, as well as an audio recording.

2.3.6 *Focus Group*

Focus Groups are group discussion of 8 to 10 people led by a trained moderator, in which the members of said group share common denominators that relate to the subject at hand (Greenbaum, 1998). The focus group had a larger number of participants with different language background, so the participants were divided into two groups. The first group, made of five Farsi speaking residents, was moderated by two interpreters. While, the second group had six Norwegian speaking participants, three of which could communicate in English. Two of the researchers working for the project were present in a role of observer during the process but helped with Norwegian language translation when needed.
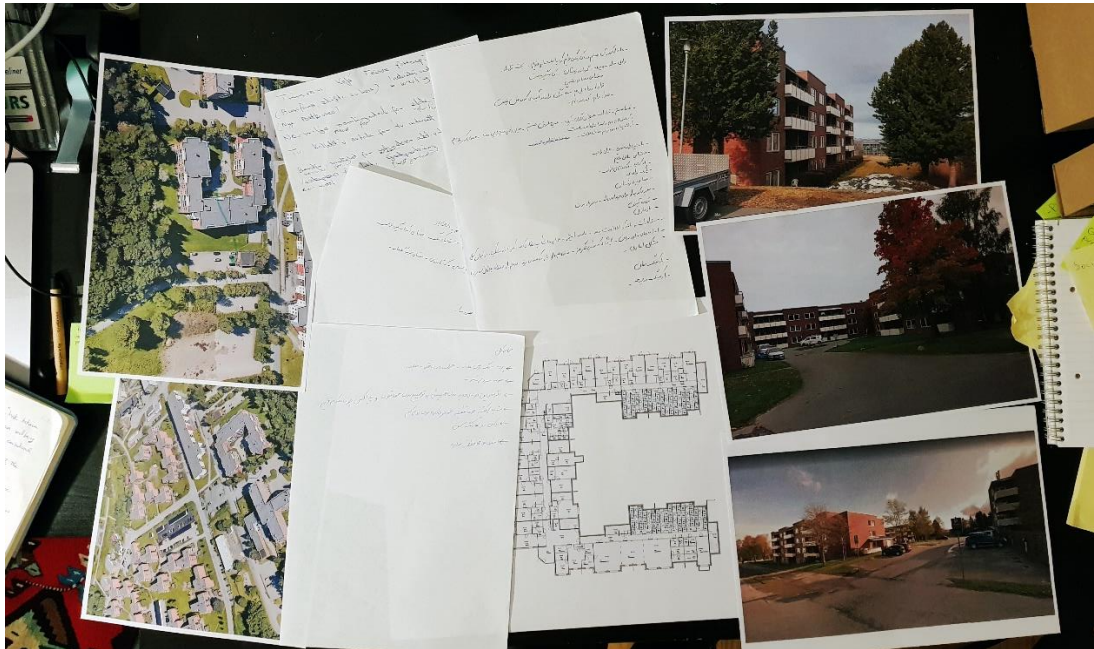
Figure 9. Notes and materials from the focus group

The workshop was divided into two parts, since there was a language barrier, each group had to discuss their desires and needs in Y20 in their language group during the first part of the workshop. To help the process along, the interpreters helped by taking notes about the conversations. In the second part of the workshop, the interpreters presented the ideas of the Farsi speaking group, while facilitating and translating the information between both groups.

The whole process was video recorded with the Insta360, and both groups had voice recorders for recording each table's conversation. The data gathered from the conversation was a video recording and two audio recordings, one for each group. Later the interpreters transcribed the audio recordings.

2.3.7 Go-Virtually-Along Method

The Go-virtually-along interview follows the same principle as the go along with the exception of it taking place virtually. In this fieldwork, it was done through a video call. The author used several tools to simulate a traditional go-along. Google Meet was chosen as a video-communication service, precisely because it automatically creates the transcript of the conversation. The plugin TACTIQ was installed in the browser to make sure the transcript is as understandable as possible. Some correcting was needed after the automatic transcript was created.

Figure 10. Tools for making the Go-Virtually-Along

Before the meeting, the author created a virtual tour of the area and the building inside in the common areas with Google Tour Creator. The pictures were 360° panoramas made with the Insta360. The author decided that the sequence of appearance of the pictures would be a combination of the path that participants took in the first and fourth go-along. The virtual tour was used as an add-on to the already existing panoramas in Google Street View. The data collected from this interview were the conversation transcript and a video recording of the whole video call.

2.3.8   Data analysis

After the data was collected through the methods mentioned in the previous sections, the gathered material included video recordings of interviews, their transcripts, field notes, and photographs. Table 4 is a summary of the data types and the amount gathered through each method.

Method	Period	Data Type	Total
In-situ Observations	June - July	Notes Photographs	17.5 hours 24 shots
Go-alongs	April - September	360° Video Recording Audio Recording Transcripts	158 min 158 min 40 written pages
Sit-down group interview	August	Notes	5 written pages
Focus group	September	360° Video Recording Audio Recording Transcripts Notes	72 min 237 min 74 written pages 2 written pages
Go-virtually-along	September	Google Meet recording Transcript	24 min 13 written pages

Table 4 - Type and amount of data gathered

The interviews were transcribed by the author and the interpreters. The approach used in this analysis was thematic. This analytical method is used to extract the necessary data from interviews and create relevance to answer the research question. The data produced is organized in some thematic regions to achieve the research objectives. Based on the desires of the dwellers, the codes were grouped in two main categories: physical interventions and social interventions. Table 5 shows in detail the final categorization. The table later is completed with data from specific methods, to allow a semi-quantified comparison between the methods on the data generated from each. It was deemed relevant to categorize the data by modes of interventions as well, to offer helpful input to the ongoing project. The cells of the table are filled with the unit value of 1 for each code generated from a method.

Method						Intervention Mode (How?)				
						Add	Remove	Replace	Restore	Upgrade
Intervention Type (What?)	Physical Interventions	Private Space		Apartment	MEP					
					Fixture					
					Appliances					
					Maintanance					
					Emergency					
				Storage Room	Enclose					
					Make safer					
		Shared Spce	Outdoor	Building	Balcony Paint					
					Rain/Snow Cover					
					Privacy Barriers					
				Non-Building	Urban Farm					
					Anti-Slip Ramp					
					Tables & Chairs					
					Children Playground					
					Small Park					
					Guest parking					
					Winter room					
					Car washing area					
					Bike Parking					
					Inner Garden Flowers					
			Indoor	Coridors	Furniture					
					More Colorfull					
					Interior Bike Parking					
				Corners	Electrical Bike Parking					
					Exercise Room					
					Furniture					
					Cleaning Issues					
	Social Interventions	Services		Business	Hairdresser					
					Market/Grocery					
					Cafeteria					
					Food therapsit					
					Collective Internet					
				Public	Maintanance					
					Bike Workshop					
		Community			Coffe & Cake Afternoon					
					Communication					
					Tenure Security					
					Norwegian Games					
				Neighbor age	Young					
					Elder					
					Doesn't Matter					

Table 5. Generic table used to categorize the data

3   Theory & Research Gaps

3.1   Social sustainability

The need for cities and communities to be sustainable goes beyond economic and
environment contexts and extends to the social aspect too. As the thesis is set within the
context of Y20's concept of social housing it is essential to understand the importance
of social sustainability. Social sustainability can be defined as:

> *"A process for creating sustainable, successful places that promote*
> *wellbeing, by understanding what people need from the places they live*
> *and work. Social sustainability combines design of the physical realm*
> *with design of the social world – infrastructure to support social and*
> *cultural life, social amenities, systems for citizen engagement and space*
> *for people and places to evolve."(Woodcraft et al., 2011)*

The concept of social sustainability becomes increasingly important in communities
where people form networks with each other on the basis of language, religion, culture,
activities or economic status. Social sustainability represents both public/collective
goods and some key drivers of individual private choice ((Bramley et al., 2010)).
Social sustainability ensures that every person enjoys their quality of life and work in
an equitable way. Additionally, it can also be said that social sustainability is one of the
most important dimensions of sustainability, since the goal of sustainable development
is to make the environment, both societal and natural, a better place for people
(Popovic et al., 2013). Design for social sustainability *(Woodcraft et al., 2011)*identifies
four broad building blocks of social sustainability namely: amenities and social
structure, social and cultural life, voice and influence and space to grow.

Social sustainability in return does not only result in community development and
strengthening networks but also ensures that the community is empowered. This is
highly visible around issues of access to resources and entitlements, capacity building,

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the nurturing of leadership and local initiative and institutional development(Titi and Singh, 1995). Communities, thus, thrive with social infrastructure that allows them to have a sense of shared space and a thriving network. At a more operational level, social sustainability stems from actions in key thematic areas, encompassing the social realm of individuals and societies, which ranges from capacity building and skills development to environmental and spatial inequalities (Colantonio et al., 2009). In this sense, social sustainability blends traditional social policy areas and principles, such as equity and health, with emerging issues concerning participation, needs, social capital, the economy, the environment, and more recently, with the notions of happiness, wellbeing and quality of life *(Woodcraft et al., 2011)*.

3.2   Community and Place Attachment

As an extension of socially sustainable communities lies the idea of the psychological and emotional relation the citizens have within the community and the neighborhood. This relation contributes in interpreting people's attitude and consciousness towards the neighborhood. Planners have since long worked on these psychological analyses to have a fuller understanding of the social dynamics within communities. Turning to the second dimension, and drawing further on the concept of social sustainability and related concepts in both academic and policy literature, (Bramley et al., 2010) argue that the following aspects are likely to be significant in helping to sustain communities at neighborhood level:

- Interaction with other residents/social networks.
- Participation in collective community activities.
- Pride/sense of place
- Residential stability (versus turnover).
- Security (lack of crime and disorder)

These aspects strengthen the social cohesion and networking within the community and is likely to strengthen trust within the members and with the public agencies. These factors also ensure that the residents have a good 'quality of life', with high levels of satisfaction with home and neighborhood and an appreciation of the local environment (Bramley et al., 2010). Research that incorporates place experiences and meanings can therefore provide an important model for a "grounded" or ecological approach to community-based planning (Manzo and Perkins, 2006).

Place attachment is an umbrella term or concept that defines the positive feelings that have places as a target (Giuliani, 2003), it's the cognitive-emotional bond that individuals develop towards places (Scannell and Gifford, 2014). Place attachment and social sustainability intersect at social networks that the citizens foster within and outside their community. The level of community involvement also depicts a strong sense of attachment and in turn empowers the residents with a sense of ownership. In conclusion, residents who are more attached to their community have additional motivation to stay there, protect what they have, and make improvements(Plunkett et al., 2018).

3.3   Public Participation in Planning Processes

Public participation emphasizes the involvement of different stakeholders and actors in a public decision-making process. The European Institute for Public Participation defines Public Participation as the deliberative process by which interested or affected citizens, civil society organizations, and government actors are involved in policymaking before a political decision is taken. Deliberation means the process of thoughtful discussion based on the giving and taking of reasons for choices (EIPP, 2009).
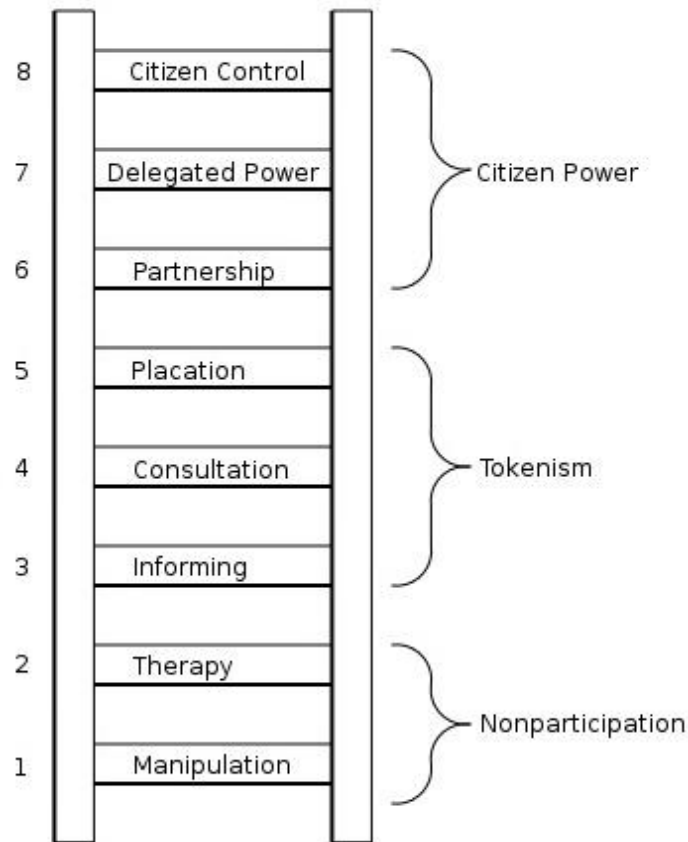
Figure 11. Citizen Participation Ladder (Arnstein, 1969)

The redistribution of power among different stakeholders is the basis of Public Participation theories. Through Arnstein's ladder of participation, analysis can be done to understand different scales of power in various levels of involvement. There are eight levels grouped in three main categories: no participation level, tokenism participation level, and citizen power level (Arnstein, 1969). Having higher levels of public participation in planning processes has several benefits. It reflects the interests of the public, manages conflicts, and ends in better decision-making results. The public can reveal hidden, unknown facts regarding tough decisions, thus being realistically rooted in its interest.

Even though citizen participation in decision-making processes is not relatively straightforward, the potential it holds from several perspectives (social, economic, and political) justifies the inclusion of public participation in these processes (Fagence, 2014). The conventional public participation, such as dialogues, public hearings, and workshops, are usually criticized for not being accessible to the general public. (Conroy and Evans-Cowley, 2006) Everyday work and family duties may be a strong reason for lowering the number of participants, thus excluding certain groups. The primary public for traditional participation methods would usually be those potentially affected by the project or decision. Traditional public participation tools and technologies are still failing to involve many citizens in urban planning and decision-making processes. (Münster et al., 2017)

To create more inclusive and sustainable cities, urban planners and professionals need to consider the needs, interests, and knowledge of different stakeholders. Through collaborative design and decision-making processes, decision-makers need to work together with residents and other stakeholders to address public problems and find solutions. This collaboration would provide decision-makers with the collective knowledge, ideas, and expertise of the population (UN-Habitat, 2019).

In recent decades citizen involvement has been implemented in local and national governments in a wide range of areas. Participation methods and technologies allow the public to participate in the co-design, co-production, and decision-making processes creating benefits such as democratic and legitimacy gains, public policy and service quality improvement, social inclusion, and social justice. (Granier and Kudo, 2016). Co-production is defined as "the provision of services through regular, long-term relationships between professionalized service providers (in any sector) and service users or other members of the community, where all parties make substantial resource contributions" (Loeffler and Bovaird, 2016). It is not just consulting or involving

people in more decisions but encouraging them to use their skills and experience to help deliver public services. There are three main problems with conventional participation methods that will not encourage the citizens to have a deep level of participation: "lack of interactivity, lack of a feeling of immersion, and lack of specificity of the comments (in part due to the absence of concrete stimuli which people can use to articulate their opinions)" (Howard and Gaborit, 2007).

Just as four decades ago, the challenge for participation is to provide alternative perspectives in the process. It means exploring alternative ways to organize areas for innovation that are more democratically oriented than traditional methods. The researcher's role has to facilitate the creation of heterogeneous participants' processes, legitimizing those marginalized, maintaining network constellations, and leaving behind repertoires of how to organize socio-materially when conducting innovative transformations (Björgvinsson et al., 2010).

3.4 The Go-Along method

Communities of today are increasingly vocal and critical about poorly managed environments that result from disengaged planning processes. In that context, the planning practice is faced with shifting values, compelling it to address discourses concerning public participation, environmental justice, and other social concerns. This has created the urgent need to develop a comprehensive vision that integrates collective landscape values of the citizens and to gather views on the desired future of transforming cities. (Bergeron et al., 2014)

The go-along method offers an interesting opportunity to obtain a range of rich and located insights and to understand the challenges experienced by locals. It is an effective tool to create a wide array of perceptions of places from a limited number of participants (Manzo and Perkins, 2006).

Go-along interviews are well suited for exploring and examining (Kusenbach, 2003):

- informants' knowledge, perceptions, and values guiding their experiences and interactions in social and physical environments.
- spatial practices and the ways people engage with their lived environment
- the ties between biography and place
- social architecture of natural settings and how individuals situate themselves in various social settings.
- social realms and how place patterns and mediate social interactions.

Thus, differently from traditional sit-down interviews, moving along known paths encourages participants to express place-bound meanings and values of places. These values can then inform researchers, urban planners, and policymakers when it comes to plan and decide for the future of cities or communities. In addition to this, information on where people do not go and what they do not talk about is equally informative. Rather than letting unexplored places and themes be, these could become the object of attention and emphasized in a comprehensive planning strategy. In this regard, innovative methods of inquiry should be developed to help understand the dynamics of people–place relationship (Bergeron et al., 2014). The present study will test the go-along to understand how the experiences of residents are a key to understanding the diversity of meanings attached to a specific place. It essentially consists of an on-site interview, which can be conducted on foot (walk-along) inside the building and outside it. Because of their personal and direct involvement, the resulting information will be subjective, thus reveals people's value systems. Moreover, by being encouraged to lead the way, participants gain control over the exercise, which allows to reduce the hierarchy between interviewer and interviewee. Differently from traditional methods that use decontextualized visual material or interviews, the go-along is designed to use mobility to establish contact with real-life situations and environments.

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To further understand the go-along method a systematic literature review (see Appendix 6 – Systematic Review) was carried out which evaluates the validity and quality of existing work against a criterion to reveal weaknesses, inconsistencies, and contradictions. The review brings together a diverse range of literature and broadly summarizes them under four different themes, namely: application tools, advantages, disadvantages, and recommendations/ further study. This approach systematically analyses each study to assess the knowledge available within existing literature in order to develop a theoretical understanding on the go-along method.

The 'Application tools technology' enlists the sample size of each study along with supporting methods, if used. It also details out the technological appliances used by each author such as GPS tracker, accelerometer, VR 360 images or lapel microphones. These new technological instruments allowed the researchers to record and go back to the interview while looking at it in later stages. The segment also mentions the terms and conditions of the environment in which the study was carried that made the case unique to the context. While the variety of studies integrate different techniques to carry out the go-along method, it is essential to highlight how the technology eased the way the research was conducted and led researchers to understand complex situations.

The main goal in all the studies is for participants to express and contextualize their values as naturally as possible in relation to their experiences.(Bergeron et al., 2014). The 'advantages' and 'disadvantages' show a pattern of highlighted enquires and observations that the authors noted while conducting various research. For instance, a common repetitive advantage of the go-along method was that participants' connections with places can be captured by observing both their movements and their discourses, something that would be very difficult to understand through any method other than the go-along. Go-along methods also generated the maximum amount of data with a smaller sample size as compared to other methods ((Kusenbach, 2003)

Based on previous studies, compared to other methods, the go-along has shown a few challenges for the researcher as it requires focused and sensitive listening skills, combined with the ability to take notes and pictures in the same time the participants are moving. Furthermore, the discussions were often punctuated with interruptions, repetitions and lapses of memory (Kusenbach, 2003), rendering the analysis more fragmented. Additionally, within the person–place relationship, people must find space to fit sites, to locate themselves, and to move in a variety of ways or not move at all and stay fixed in place. Go-along interviews thus may allow disabled persons to reveal processes of disablement, barriers in built environments, and how policies and practices shape exclusionary social realms (Castrodale, 2018).

The final segment of recommendations and further study enlist ways in which various authors introduce ways that could be explored on the field. This helps in identifying research gaps and areas into which the study did not contribute. Finally, the systematic literature review brings out a certain trend and helps in highlighting some key points in all the four respective segments.

3.5 Research gaps

It is essential to point out the research gaps in order to highlight areas of study that have been unaddressed or unexplored in the field.

The following research gaps have been identified from the systematic literature review:

a) Based on the advancement of the go-along method

- *No semi-quantitative measure to compare the advantages of the go-along method.*

The review shows that different authors have identified advantages and disadvantages of applying the go-along method; however, all these advantages were qualitatively judged from the authors and no study was conducted has semi-quantitatively measures the benefits of applying the go-along methods.

- *Recent technology is not fully exploited when applying the go-along method.*

With the advancement in technology there are several new instruments that can make the qualitative data collection a much easier and precise method. As highlighted in a few studies (see Kostakos et al., 2019, Garcia et al., 2012) the researchers used various equipment such as the 360 degree camera and the handsfree lapel mic that allowed them to take notes and make stronger observations based on the recordings. However, this technological aspect hasn't been inculcated and benefited entirely in conducting go-along methods. This new form of data collection can add richness and depth to the creating, analyzing and processing data.

- No previous applications to comply to COVID-19 restrictions

In lieu of the COVID-19 pandemic and the need of social distancing there needs to be directions for carrying out the go-along method that comply to the safety regulations. Conducting research during a pandemic has provided unprecedented insights into qualitative research approaches and methodology (Dodds and Hess, 2020). The post-pandemic world needs to be introduced with new approaches that could have practical implications without compromising on the value of the research.

b) based on the application of the go-along method

- No application of go-along in social housing context

The review shows that the method has priorly been mainly applied in health and wellbeing studies, student's behavior in educational institutions, neighborhood studies, area redevelopment plans, etc.; however, no prior study has been applied in a social housing context.

4 Fieldwork results

This chapter is an analysis of different data gathered through the fieldwork. Due to the uniqueness of the implementation timeline in this fieldwork, findings from each method are presented chronologically (see Figure 6) to show how they complimented each other, and to better understand their contribution to the study. The go-alongs are presented as narratives to give a better understanding of the transition to the use of interviews (King and Woodroffe, 2019). All adults have been assigned pseudonyms to protect their anonymity. The chapter will end with an overview of all the findings that resulted from the use of methods altogether.To serve the storytelling narrative, in this chapter the author will refer to himself in the first person.

4.1 Go-Along 1 - Walking with Gent

The first interview that I held during the fieldwork was done during a walk around the site and it lasted for around 40 min. The conversation was held in English since the interviewee's language skills were good enough to allow for good communication. I was accompanied by another researcher, who supported me in holding the recording device with a windproof microphone and translated Norwegian words into English when the participant was unable to express them in English. I was simultaneously filming the whole journey with the Insta360 camera in my hand. Gent is a friendly and talkative 70-year-old man who lives alone in one of the apartments of Y20. He is originally from Trondheim and has been a resident of Y20 for the last 14 years.

The interview started in one of the common rooms at the corner of the building (see Figure 12) where residents had put chairs and sofas. Gent had been previously contacted by one of the researchers in the project where he was asked to take part in this data gathering initiative through participating in a go-along, which he had agreed to. Since he was familiar with the project, he had a pretty good understanding of what our work consisted of and the introduction to the fieldwork was shorter than planned. This gave me more time to explaining in detail the ethical regulations from NSD (Norwegian Center for Research Data) and reaffirm his consent.

Figure 12. Corner room / First floor

Gent has knee problems, so the go-along was conducted mostly indoors through the common areas and outdoors around the building (see below Figure 13). He was asked to give us a tour of the building and its surroundings while keeping in mind what kind of interventions (physical or social) would he want to happen in the community and building.
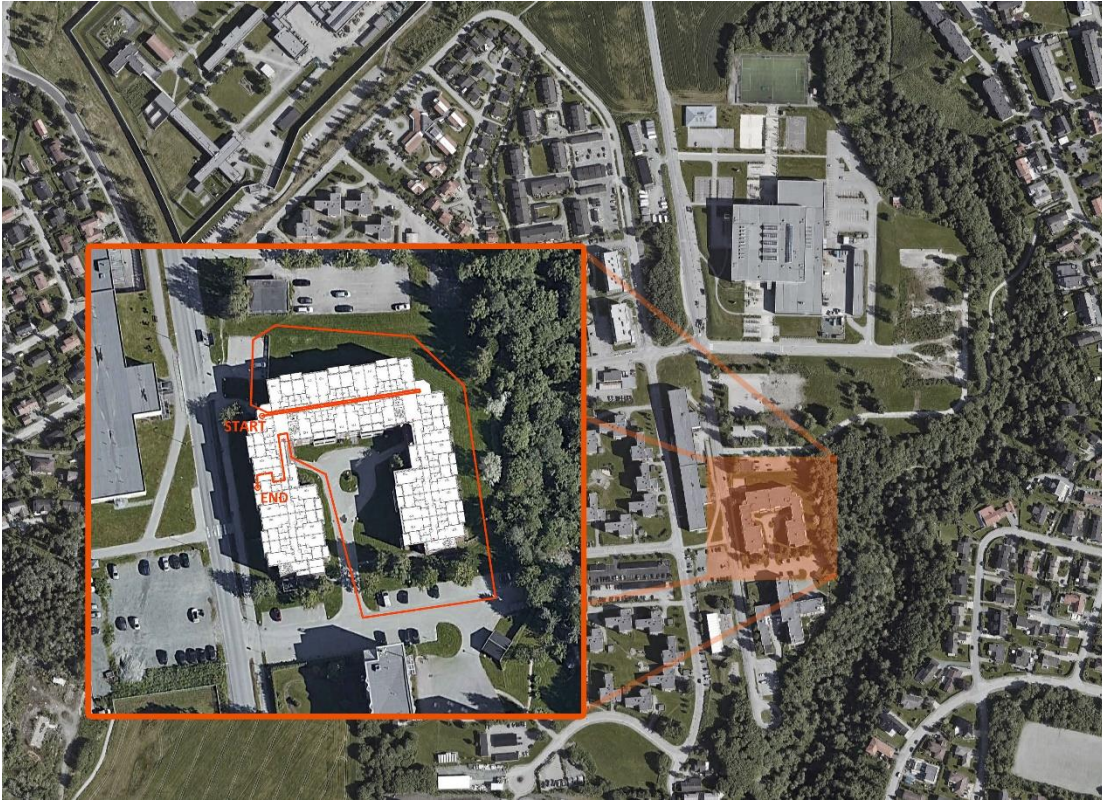
Figure 13. Route of Go-Along 1 (adapted from Google Earth)

As soon as we started moving, Gent took charge of the tour and was in control of the interview flow. I only prompted questions when something piqued my interest, or some important topics relevant to the research were not being brought up. His knowledge of the developments the building went through over the years, made it possible for me to better understand the historical context of the project I was working on. He was also a good source for the current state of affairs as he was up to date with the works that were planned by BT in the near future, such as corridors that were to be upgraded, repainted etc.

During our walk inside the building, Gent repeatedly mentioning the services that were previously covered by the TK and that were cut for funding reasons. The passage below is taken from the interview transcripts and shows his wish for these services to be reinstated:

> *"- …They met in here and they played bingo and things like that. And also, people from… elder people from all over the area used to come here. They also lost their possibility to have a social way of living. That I would like to be sorted out…Like here, before they had a hairdressing saloon, where we could cut our hair, but that is gone. And here it was... yes, you could do your feet, nails and so on. That is also gone…Just like this. So, we lost a lot of good things over the years I must say."*

He said that these services guaranteed that residents would have social interactions not just within the building. The cafeteria, for example, served as a place where people from the neighboring building would come as well. One could feel the disappointment caused by the loss of these services over the years in Gents demeanor as he walked us through the corridors

When we went out and he stopped to appreciate the good weather, before starting to describe the spaces outside. He knew exactly how big each apartment is, since he kept commenting on their space and area every time we passed by the windows of momentarily empty apartments. As we walked, he was painting a picture of his memory of how the outdoors were used previously when the weather was good. The maintenance guy would fix the tables and chairs outside and the residents would enjoy the sunny days sitting there. Gent described the area as very pleasant, as it is a quiet place, and offers the possibility of a nice walk along the adjacent creek. He also pointed to other areas around that were good spots for walks.

During the conversation there were not many moments of silence, so I took advantage of the few ones that presented themselves to ask him questions from the interview guide. When he was asked if he had any preference on what kind of new residents should occupy the empty apartments, his response was immediate as follows:

> "…Young people together with eighty, ninety years old people doesn't work out very well, ha…And then I hope the age will be from sixty and upwards because we had some bad experiences with younger people… and we had things which I hope never will come back. During the worst-case scenario where all the migrants came from Africa, they stalled in a lot of female young Africans here and that was catastrophic. Elderly would get bitten up in the corridors. They would break-in… I stopped someone trying to break into a flat right across hallway from me. The police was here. It was a lot of trouble…"

He had experienced many unpleasant situations and the thought of young people living in Y20 brought back bad memories. He reiterated that he would prefer the new tenants to be people of 60-year-old and above. While recalling the details, he mentioned that previously there was an informal division of the residents living in the building. Those he referred to as "problematic" were placed in the right wing of the building, while the left wing was reserved for the "lucky" ones.

The go-along was interrupted several times when his neighbors would come by and stop for a quick hello. Most of them seemed to be above 60. Gent responded that he has a lot of neighbors who he talks to on a daily basis, mostly those living close to his apartment. As mentioned below in the fragment taken from the interview transcript, COVID-19 affected the little activities that they organized together with other residents. These activities were usually organized in the corner rooms (see Figure 12), which housed most of the gatherings and common celebrations that took place.
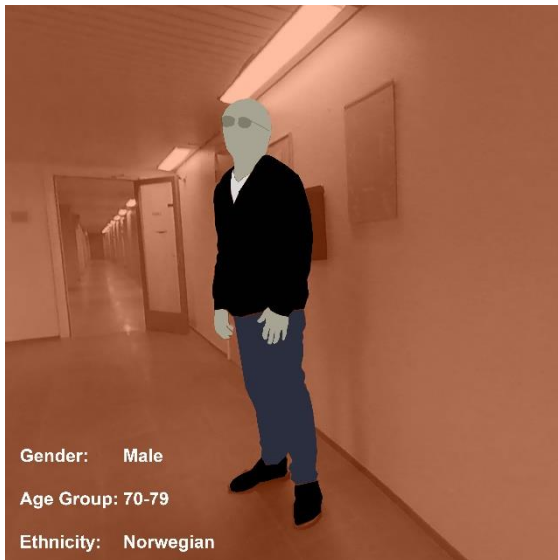
"…Yes, we are a few who, we don't run down on each other's doors, but we... yeah, we connect. We sit here at five o'clock every day were sitting here. But now because of this virus, we are being a bit more careful. So that's… so I don't know what you need to know more… sitting areas, is there something you would like to have?"

Figure 14. Participant during the Go-along 1 (source: author)

For the entire duration of the interview he took charge of the conversation and he seemed comfortable. By the end of the walk he even invited us inside his apartment and gave us a small tour of it. He mentioned that the windows needed to be restored, because they were old, but beside that he was quite fond of his place. The balcony was one of his favorite places, he uses it when it is sunny and even had pots of flowers he had planted recently. He mentioned that all his neighbors have flowers on their balconies. Gent ended the interview saying that he likes the place a lot and he would like to keep living there, hinting at the uncertainty of his contract renewal.

This section was a sample of the most interesting topics approached during the interview. Yet, there were a lot of topics covered and discussed during the go-along, which were not mentioned above so all of them are organized below in Table 6. The tables regroups two categories of findings:

- findings from Go-along 1
- findings for the method

Project Findings	Method Findings
Corner rooms are used for gatherings, common celebrations and 5 PM coffee and cake afternoons	As a non-experienced go-along interviewer I found the presence of the other researcher' very helpful for the first go-along
The floors will be upgraded because they are terrible and dangerous	Participant took charge of the conversation and felt comfortable around the researchers
Good idea to keep electrical bikes in the corners	The interview can be interrupted frequently from passers by
Cafeteria, hairdressing, feet and nails saloon closed because TK could not afford it	Insta360 was helpful in allowing environment observation during data extraction
Used to have an Exercise Room for elderly with exercise machines	
People used to meet and play Bingo at the cafeteria, now lost their social interaction	
Furniture was around the corridors	
Closer groceries store	
Tables and sitting places wanted in the yard	
Preferred age – above 60-year-old	
Trouble with youngsters before / Bad memories of drunk people	
Disappointment for losing a lot of services during the last years	
There was social differencing in the building	
Furniture in the common areas should be renewed	
Windows at his apartment are bad. Need restoring	
Expressing desire of staying in the same apartment. Seems worried about relocation.	
Many people have flowers and plants	

Table 6. Findings from Go-along 1

GO ALONG 1						Intervention Mode (How?)					
						Add	Remove	Replace	Restore	Upgrade	
Intervention Type (What?)	Physical Interventions		Private Space	Apartment	MEP						1
					Fixture			1			
					Appliances						
					Maintanance						
					Emergency						
				Storage Room	Enclose						
					Make safer						
		Shared Spce	Outdoor	Building	Balcony Paint						5
					Rain/Snow Cover						
					Privacy Barriers						
				Non-Building	Urban Farm						
					Anti-Slip Ramp	1					
					Tables & Chairs	1					
					Children Playground						
					Small Park						
					Guest parking						
					Winter room						
					Car washing area						
					Bike Parking						
					Inner Garden Flowers						
			Indoor	Coridors	Furniture						
					More Colorfull						
					Interior Bike Parking						
				Corners	Electrical Bike Parking					1	
					Exercise Room				1		
					Furniture			1			
					Cleaning Issues						
	Social Interventions		Services	Business	Hairdresser				1		4
					Market/Grocery	1					
					Cafeteria				1		
					Food therapsit				1		
					Collective Internet						
				Public	Maintanance						
					Bike Workshop						
			Community	Coffe & Cake Afternoon					1		3
				Communication							
				Tenure Security						1	
				Norwegian Games							
				Neighbor age	Young						
					Elder	1					
					Doesn't Matter						
						4	0	2	5	2	13

Table 7. Categorized data from the Go-along 1

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4.2   In-Situ Observations

After the first implementation of the go-along method of this fieldwork I had a clearer idea of the context, however, it was mainly based on the experiences and perceptions of a single one participant. So, to get a broader understanding of the context I deemed it necessary to seek different perspectives both from more participants as well as my own observations. I did In-Situ Observation, a detailed account of which can be found in Appendix 2 - Structured notes taken on In-situ Observations of this document.

I had decided that before proceeding with more interviews, I would do in-situ observations. This would help me get an outsider's viewpoint on the activities happening around the building. It also had the double benefit of allowing me to select potential participants for the future go-along, whom I subsequently approached to ask if they would be interested in taking part. The observations were not focused only on the building but also on the areas around. I also sat in different spots (see Figure 7) during the four days of observation to better understand the dynamics in the neighborhood.

I noticed that there are not many sitting spots around Y20 or its neighborhood, so my observations were done from the few places available to sit, also while walking around and taking notes. There was very little activity around Y20 which might be due to the fact that more than half of the building's apartments are empty. The few who ventured outside were going directly to the bus stop. Caretakers and nurses could be seen often in the building. I reached out to one of them to be interviewed, but she canceled the interview after a few days. The community seemed ethnically diverse, the same cannot be said of a diversity of age groups. Through my alone walks around I noticed that the other buildings in the neighborhood have a younger population.

Figure 15. Absence of activity (picture taken during observations)

Figure 16. Bus stop (picture taken during observations)

Car activity was very low, in the area generally, and offered a noise free environment. There were a lot of parking lots around, but they seemed to be used mostly by the TK employees (nursing home, building maintenance, etc.). I theorized that that might have to do with the absence of residents in Y20.
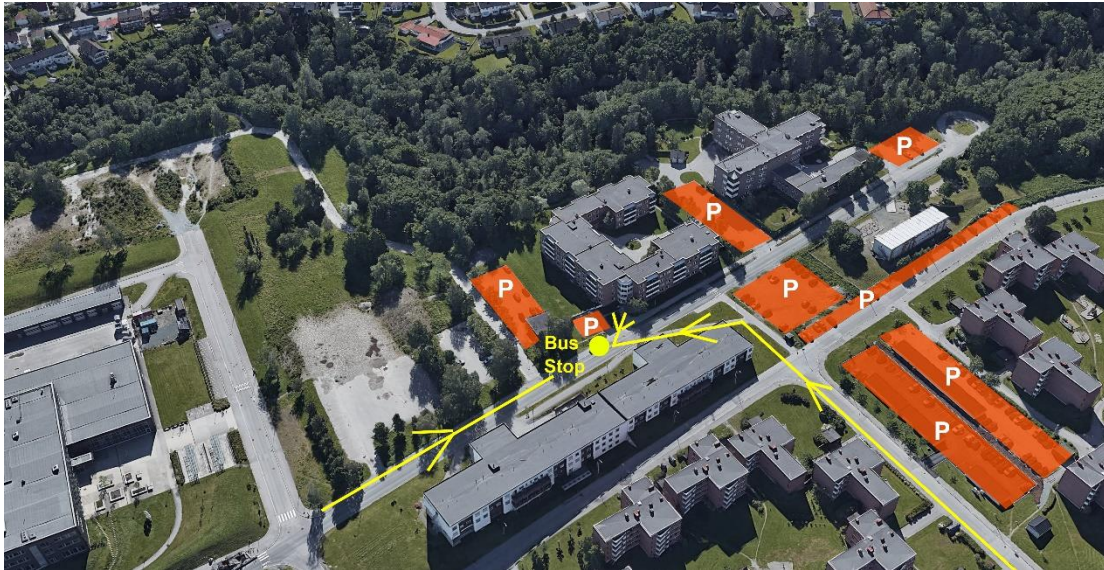
Figure 17. Parking lots and the usage of Y20 outdoor space

The outdoor space of Y20 was only used as a transit space to the bus stop (marked with yellow in Figure 17), not just by the dwellers in the neighboring buildings but also from its own residents. The bus stop seemed to be the only place where interaction among people happened. People talked to each other while waiting for the bus. The public transport was quite frequent, with the bus coming every 10 min.

The last two days of observation, I spent most of my time at the bus stop or close to it so I could approach people to ask if they would want to take part in the research. Because of my lack of Norwegian, most of the dwellers I tried to talk to, could not communicate with me. Many others who could speak English were not interested in participating, did not have time or cancelled after we had agreed on a time.

On one of the observation days I was approached by Gent who had just got out of the bus. He seemed happy to see me and said that during the interview he had forgotten to mention to me one of his worries. Gent believes it is necessary to fix the slope in front of the northern entrance of the building, with a slip-prevention solution, as it would be safer for the dwellers walking from the building to the bus stop (see below Figure 18).

The last planned day of observations, while I was observing from the bus stop, I reached out to one of the dwellers of Y20 who came out of the building and was waiting for the bus. After I explained what I was doing and what my role was, he showed interest and accepted to conduct a go-along with me.

Figure 18. Slope area with slipping risk during winter

Project Findings	Method Findings
Not many sitting spots around Y20 or the neighborhood	Creates an approximate idea of the community diversity on the site
Very little activity around the building	People might not trust me as a stranger approaching them
The building has a diverse ethnic population	
There are younger people in the other buildings of the neighborhood	In contexts, with not many people using the space outside, is hard to grasp a proper understanding
Parking spots around are used mostly from the TK employees (nursing home, maintenance, etc.)	
The outdoor space of Y20 is only a transit space to the bus stop	
The bus stop is the only interaction place for people	
Care takers / Nurses are present often in the building	

Table 8. Findings from In-Situ Observations

4.3 Go-Along 2 - Walking with Bujar

The second participant who accepted to walk with me, is the one I approached during one of my observations. To keep the momentum and get more of his trust, I decided to go on the bus with him so the conversation would keep going. Bujar immediately showed interest in the project. I spent around 25 minutes with him on different buses and a transit bus stop. This time was enough to build rapport with each other and to know more about his personal life. Bujar is Norwegian and speaks perfect English and had been living in Y20 for the last three years. He is timid and a person of few words. He is above 60-year-old and has a 7-year-old daughter who comes to visit him every weekend. He said that he had had a very eventful life from the Bosnian War to China, but that now wanted to have a more stable and calm life since he has his daughter to think of.

Because I had not planned a go-along that day I did not have the tools to record, so I noted down on my field diary everything we had discussed as soon as we parted ways. At the end of the bus ride we decided on having a walk-along in the coming week, but due to weather conditions and later the participant's unavailability, the interview was postponed a few weeks. During my first go-along with Gent, I had used the Insta360 camera to film the walk and also an audio recorder to record the interview. Because of the quality of the camera, I was able to transcribe the whole interview without the need to use the audio recordings, so I decided that the next go-along with Bujar would be recorded only with the Insta360 camera.

The go-along occurred after lunch time. He opened the building's entrance door since only residents have access. As a start, I was invited to his apartment where he prepared coffee for both of us to take during the walk. While sitting on his sofa, he shared with me a more detailed story of his personal life.
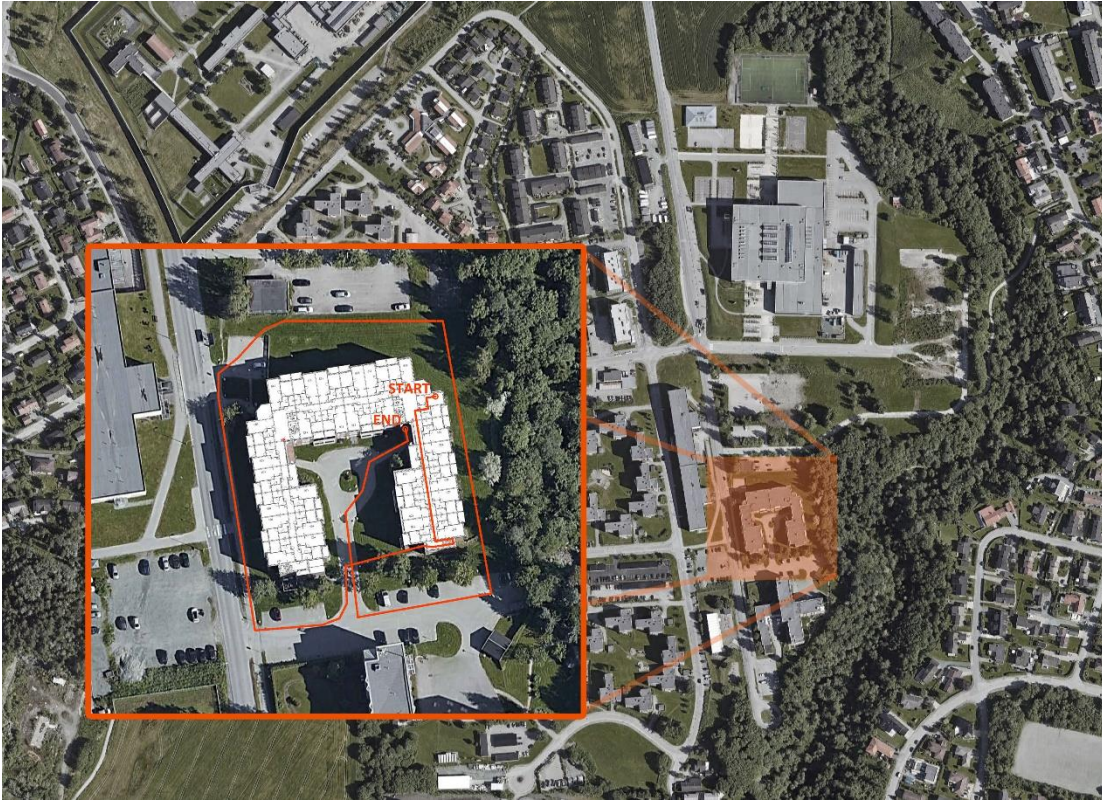
Figure 19. Route of Go-Along 2 (adapted from Google Earth)

We started the walk inside the building where he was showing me around the same places, as the previous participant did. During the walk, some places would lead him to recall ideas that he had thought of before and he would start explaining them to me. Walking brought out topics that, i believe, he most likely would not have remembered in a classic sit-down interview. Contrary to the previous participant, he thought that using the corners for parking bikes is a waste of space. He believed that instead they should be turned into workshops for repairing bikes or other house things.

His way of navigating the building was different from the first participant, which I theorized might be connected to his younger age or his apartment's location in the building. He lived on the east side of the building but was going to move to the

northern part in the next few weeks. He liked the new apartment more because it had a view of the fjord, but most importantly it had more space for his girl when she comes to visit on weekends. He also expressed a wish that his daughter had some outdoor space dedicated to kids, like a playground, close to the building. The majority of the building's residents are older adults, but he wished to have more young people who could be seen hanging around. That would give a livelier ambience to the space.

When we began walking outside the building, he accelerated the pace of the walk and said that we could have done the interview in his apartment, implying that he felt more comfortable with a sit-down interview. But the presence of the camera in my hand, while walking with him, might also have made him feel uncomfortable, even though he had given his consent previously.

Figure 20 - Participant during the Go-along 2 (source: author)

Even though he was more physically able than Gent, he chose a short tour outside the building (see Figure 19). The lack of chairs and tables was mentioned many times by Bujar which aligned with my own observations. He conveyed that he is happy living in Y20. In addition, the convenient bus stop with very frequent buses, did not require him to own a car, even though he could take care of it and fix it himself.

Later, we went back to his apartment where the interview continued for a while longer. He was sharing his ideas for the common services that could be added and be beneficial for everyone, emphasizing on the possibility of having a collective internet and TV

service. When asked about his relationship with other residents in the building he said that he did not know many others beside a few that lived close to his apartment. He said that after our ride-along he had mentioned the project to them, and they were very interested in participating as well. When he called them to schedule the interview, we found out that it was not possible since they could not speak English and my Norwegian was not good enough.

The whole interview took more than 45 min. Because of the length of the recording I noticed the camera was overheated by the end and it started not responding. After I left his apartment, I noted down everything I remembered. Unfortunately, the camera had created a corrupted file, so I could not transcribe the interview.

Project Findings	Method Findings
He would like some young people to be there	Having two go-along can helped built rapport more into daily habits
Maybe some corners turned into workshops, for repairing bikes and other stuff	Goes on a very personal level / autobiographical
He moves to a location with better view and more space, for his daughter. Will reorganize the interior with a wall	Technology can be unreliable. Better having tw devices
Like the bus stop close/ bus very frequent/ convenient	Movement brings out more topics of discussion
	Potential for snowballing sampling
More child friendly	
Preferred static interview	
Collective Internet, TV	
Doesn't know many other dwellers beside a few close neighbors	

Table 9. Findings from Go-along 2

	GO ALONG 2					Intervention Mode (How?)					
						Add	Remove	Replace	Restore	Upgrade	
Intervention Type (What?)	Physical Interventions	Private Space		Apartment	MEP						1
					Fixture	1					
					Appliances						
					Maintanance						
					Emergency						
				Storage Room	Enclose						
					Make safer						
		Shared Spce	Outdoor	Building	Balcony Paint						1
					Rain/Snow Cover						
					Privacy Barriers						
				Non-Building	Urban Farm						
					Anti-Slip Ramp						
					Tables & Chairs						
					Children Playground	1					
					Small Park						
					Guest parking						
					Winter room						
					Car washing area						
					Bike Parking						
					Inner Garden Flowers						
			Indoor	Coridors	Furniture						
					More Colorfull						
					Interior Bike Parking						
				Corners	Electrical Bike Parking						
					Exercise Room						
					Furniture						
					Cleaning Issues						
	Social Interventions	Services		Business	Hairdresser						3
					Market/Grocery						
					Cafeteria				1		
					Food therapsit						
					Collective Internet	1					
				Public	Maintanance						
					Bike Workshop			1			
		Community			Coffe & Cake Afternoon						1
					Communication						
					Tenure Security						
					Norwegian Games						
				Neighbor age	Young	1					
					Elder						
					Doesn't Matter						
						4	0	1	1	0	6

Table 10. Categorized data from the Go-along 2

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4.4   Sit-down group interview (Unplanned)

When I was first introduced to the site, a representative of BT gave me a list with the contact numbers of the residents of the building Y20. The researchers working on the project were conducting phone interviews with Norwegian speaking participants, but there were a lot of residents on the list that spoke neither English nor Norwegian. I choose to call the numbers of the non-Norwegian names to include as many ethnicities as possible in the study. Many of them were from Iran or Afghanistan. I recruited a Farsi interpreter (Iranian student at my program) to help me with the translation. During the calls I asked if they would be interested in doing a video recorded go-along with me, after explaining my role as a master student and describing the project shortly. Many of them did not respond on the phone or were hesitant to have the interview, showing distrust in my intentions. Only Drita and Agron, an afghani couple, accepted to participate in the project, so we decided on the date and time.

I arrived at the site with the interpreter and called them to give us access to the building. The meeting started at the same corner room as the first go-along (see Figure 12). The interpreter started translating my introduction. When they saw me preparing the video camera and the audio recorder, they did not agree on being recorded. Instead they said that I could take notes while they speak. After I explained how the process would be, they said that they would prefer to have a sit-down interview in that very room, instead of the go-along. Maybe the interpreter did not explain it correctly in the phone call, but it was unclear the reason why they changed their mind on doing the go-along and being recorded.

Figure 21. Group interview room (adapted from Google Earth)

P5   P4

A   - Author
I   - Interpreter
P   - Participant

A

P2

I

P1   P3

Our positioning in the room was defined by the COVID-19 restrictions.
Participants are given number chronologically according to their arrival.
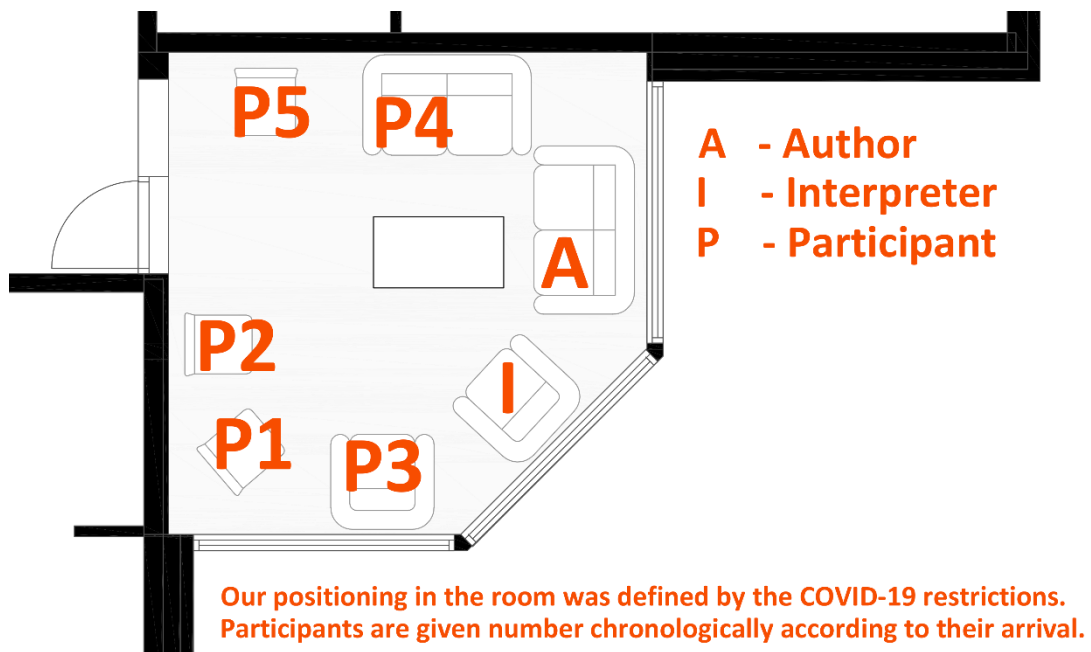
Figure 22. Sitting arrangements due to COVID-19 restrictions

Shortly after starting with the first questions, the couple seemed to get more comfortable. They expressed the desire to also have some of their friends join the meeting. That was a great opportunity, considering my previous struggles in finding residents who are willing to participate in the project and able to communicate with me, even through an interpreter. Agron went to call his friends, while Drita was responding to our questions.

I noted in my research journal everything the translator reported to me. Since I could not understand the conversation, there was more time for me to observe and note down the dynamics in the room. Agron came back with two other ladies, Teuta and Afërdita. Not long after, Ylli, another older man came in the room and joined the conversation. They all knew each other very well. All the participants seemed to be more comfortable when everyone was there and accepted being audio recorded during the conversation.

Drita recalled that before the COVID-19 pandemic, at 5PM she and her husband would gather for coffee and cake but could not speak to anyone unless they knew Farsi. The others had joined only a few times for the coffee meeting because they did not feel comfortable not being able to communicate with the others.

At this point, everyone was taking part in the discussion as they were agreeing to each other's assessments and statements .Yet they seemed to exercise caution in choosing the types of subjects they would touch upon, which I attributed to fears of eviction. It was hard to understand who was saying what, because everyone was speaking at the same time. Even though the conversations were long, I felt the interpreter was giving me shorter answers, and maybe leaving out some parts that could have been relevant to this study. Afërdita, one of the ladies that joined later, had already taken control of the conversation, while Teuta was not participating at all.

All their houses had maintenance issues. They have asked TK to do repairs even before Boligstiftelsen took ownership of the building. At the start of the meeting they were asked to discuss more on the common interventions that could happen in the community, but it was clear that their focus was on their own apartments. According to them BT was notified about personal necessities such as lack of a dishwasher, non-functioning lights, unsafe storage room, etc. but it was apparent that there is a clear lack of communication between them, which might be due to the language barrier.

When prompted about the common spaces again they responded that they didn't have any specific suggestion. They were asking us to give them suggestions, showing that they were expecting more to be consulted, rather than invited to participate in the process. I started explaining what the two other participants from the previous go-alongs had shared with me, to offer them more topics to discuss. During the whole process it was visible that they were cross checking with each other before communicating it to us.

For them it was not important who the new residents would be, as long as they are nice, it was enough for them. However, communication would be an issue with anyone new who does not speak Farsi.

Since corridors are their meeting place they wished to be "livelier, with more colors and more vibrant". It was a month with a burnt lamp in the corridor, but no one bothered to fix it. They were unhappy with the other common spaces as well, especially with the corner rooms not being cleaned. They believed the responsible for maintenance does not bother to try to understand them, since they do not communicate in Norwegian. As no translator was there or assigned to facilitate communication, it seemed to be a continued source of frustration for them. This was made clear to me, because they kept going back to the issues of the maintenance and lack of communication.

When asked how they use the space outside the building, it was interesting to know that they do not use it much. Before the COVID-19 pandemic they would get the bus and go to the city center window shopping, but now they just walk around the area since they will not use the PT because of the risk. It is full of apartments, so they told us that a small park might be good to have in front of the building that can be used as a meeting place outside. This would also be safer for pandemic reasons.

Once the conversation stalled, I asked them about some of the issues and proposals raised by the two first participants. This group did not express any complaint as it relates to the noise that former young residents allegedly produced. They also noted that they did not have any issues with the ramp outside the building and that no one had had any trouble with other residents. For them, since the maintenance throws gravel on the paths that is enough to counter the problems that the ground outside the slope to the bus stop might cause. They wish to have a café on the ground floor, but it was more important for them to have a grocery store because the closest one is 10-15 min away walk. They noted that reinstating the sport rooms for exercises would be a welcomed decision.

After the meeting they had gained a better understanding of what we were looking for through this project. I seized the opportunity of the comfortable environment that was created and invited them to participate in a focus group with some of the other residents of Y20. I felt that we, the interpreter, and me, had gained some of their trust. An assumption that was proven to be true as they even agreed to having the next meeting recorded and filmed. They chose Agron and Drita from among them to be the communication point between me and the group, who would inform the others of future meetings.

Project Findings	Method Findings
5PM coffee and cake	Preferred sit-down interview, since it was known to them, while the go-along as a new method might have been suspicious for them
Language is a barrier for community interactions and maintenance	
Maintenance issues within their apartments	The camera and audio recorder made them uncomfortable, so they asked not to be filmed
No preference for new residents, as long as they are nice	Researcher does not have full control of the conversation when interpreter is involved
Before the pandemic they did not use much the outdoor areas of the building	Important parts might be left unsaid by interpreter
Corridors as meeting place should to be livelier, with more colors and more vibrant	The participants were not engaged much, unless asked specific question (differently from the go-along were they took charge of conversation)
Exercise room inside the building	There is the possibility of some participants being excluded from the discussion, when someone takes charge of the conversation
Cafeteria would be nice	
Grocery store would be nicer to have since the closest one is 10-15 min walk	Tendency to focus on their private areas
	The setting gave the impression of consultation
Mini park, outdoor meeting place or a small farming plot	

Table 11. Findings from Sit-down group interview

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SIT-DOWN GROUP INTERVIEW (UNPLANNED)					Intervention Mode (How?)					
					Add	Remove	Replace	Restore	Upgrade	
Intervention Type (What?)	Physical Interventions	Shared Spce / Private Space	Private Space	Apartment	MEP						4
					Fixture			1			
					Appliances						
					Maintanance					1	
					Emergency				1		
				Storage Room	Enclose						
					Make safer					1	
		Shared Spce	Outdoor	Building	Balcony Paint						8
					Rain/Snow Cover						
					Privacy Barriers						
				Non-Building	Urban Farm	1					
					Anti-Slip Ramp						
					Tables & Chairs				1		
					Children Playground						
					Small Park	1					
					Guest parking	1					
					Winter room	1					
					Car washing area						
					Bike Parking						
					Inner Garden Flowers	1					
			Indoor	Coridors	Furniture						
					More Colorfull					1	
					Interior Bike Parking						
				Corners	Electrical Bike Parking						
					Exercise Room	1					
					Furniture						
					Cleaning Issues						
	Social Interventions	Services	Business		Hairdresser						3
					Market/Grocery	1					
					Cafeteria				1		
					Food therapsit						
					Collective Internet						
			Public		Maintanance					1	
					Bike Workshop						
		Community			Coffe & Cake Afternoon				1		4
					Communication	1					
					Tenure Security				1		
					Norwegian Games						
			Neighbor age		Young						
					Elder						
					Doesn't Matter	1					
						9	0	1	5	4	19

Table 12. Categorized data from the Sit-down group interview

4.5　Focus Group

The focus group was organized on a Friday afternoon. Eleven residents from Y20 took part in the meeting. I facilitated the focus group with two Farsi interpreters (students from my study program at NTNU) and two observers (researchers from the project) that helped with Norwegian when needed. Due to the large number of participants, regulations regarding COVID-19 were put in place. The representative of BT gave us access to an empty apartment. The participants were divided in two tables situated in two different rooms. In one room it was the Farsi speaking participants, who were the same people we had held the sit-down interview with. In the other room the Norwegian speaking table was recruited BY Gent and Bujar (see Figure 23). For some of them it was the first time they talked to each other even though they had lived in the same building for at least three years.

A　- Author
I　- Interpreter
F　- Farsi Speaking Participant
N　- Norwegian Speaking Participant
O　- Observer

Positioning in the room during the focus group was defined by the COVID-19 restrictions.
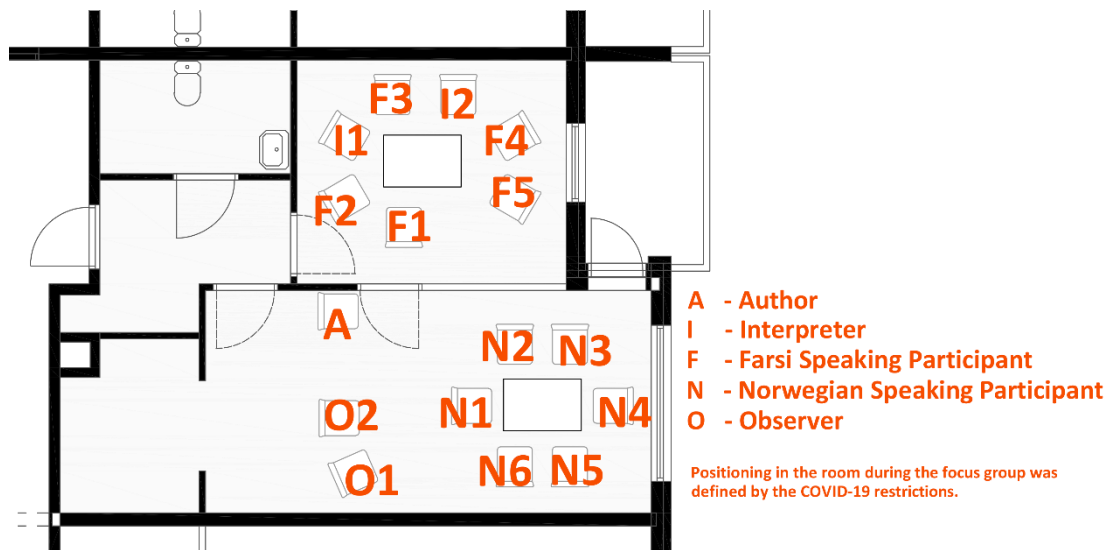
Figure 23. Sitting arrangements due to COVID-19 restrictions

Figure 24. During the focus group (taken with 360 camera) / Farsi speaking -left table, Norwegian speaking -right table

The interpreters sat in the room with the Farsi speaking group, while the researchers were standing in the room with the Norwegian speaking participants. The door in between the rooms was kept open and allowed the observers to look on both tables at the same time while being seated. My role was mostly to coordinate the process in both tables simultaneously, so I kept moving from one room to the other. The camera (Insta360) was left in between the two rooms to record the event (see Figure 24), while audio recording devices were placed on each table. Pictures of the site, maps, markers and blank paper were distributed on each table so that participants could use it to illustrate their points by writing or marking the distributed documents (see Figure 9).

Appendix 3 – Focus Group Program Descriptionshows a detailed description of the focus group program, which was approved by NSD and given to the participants.

Initially, I introduced the program for the day, which included three main parts. However, the workshop did not start as planned, so it was adapted to the new circumstances. As soon as the Consent Forms (Appendix 4 – Consent Form (English, Norwegian & Farsi)) were handed over, I found out that some participants in the Farsi table were illiterate, making it impossible to write their thoughts and ideas on paper. The presence of two interpreters made it possible to get the ideas written, since they could talk with each participant one on one. In the Norwegian speaking table as well, participants did not reflect individually, but started immediately discussing in groups. In doing so they might have influenced each other's opinions.

It was quite challenging to keep notes on both tables' dynamics since I had to cover both and go from one to the other constantly. But at the end a short discussion with the interpreters and the observers helped me get some other insights and summarized versions of the meetings. Furthermore, the video recording made it possible for me to study the dynamics in the rooms.

Both tables had individuals who took over the leader role in their groups, affecting the possibility of an equal participation of the others. The Farsi table was dominated by Afërdita's inputs who at multiple occasions interrupted the others during their speech. While in the Norwegian table, Gent was mostly writing down and leading the discussion. Him and Bujar were more talkative than the others. They probably felt more comfortable since they both had previously done the go-alongs with me and that had gained their trust and a created bond between them and me. By the end of the workshop, I invited those who seemed to have participated the least, for go-alongs in the upcoming week.

Similarly, to the sit-down interview the Farsi group was focusing on the lack of communication and maintenance. They were insisting that in case of news or important announcements in the community, their younger relatives could be the bridging between Norwegian and Farsi. The Norwegian speaking table was not complaining about the maintenance. This suggested that communication might be the main issue in solving the maintenance issue, or that a clarification was necessary to explain the responsibilities of each stakeholder.

The pictures and maps added value to the process since participants could visualize better their environment and elaborate more on specifics. This was especially noticeable in the Farsi table when compared with the sit-down interview conducted previously. After the interpreters started explaining to them the maps and giving them examples, they became even more engaged in the process. When they had finished discussing with each other, they were asked to present their findings to the whole group. The interpreters presented for the Farsi group and translated when the Norwegian group was presenting.

Interestingly, many of their desires were quite similar. Both groups brought up the lack of outdoor seating as a necessity. They expressed their desire to have some of the previous services restored, such as the cafeteria, the exercise room, the hairdresser, the foot therapist and the addition of bike parking. Different types of ideas were discussed as well and both groups welcomed the different ideas that were presented such as free guest parking space and washing place for cars. They expressed the idea of having a Collective Internet and TV subscription, so everyone could get cheaper prices. The Farsi group proposed having a minipark outside, community farming plots or greenhouse that can be used as winter rooms as well. They showed excitement in having a small space where they can spend time together and plant flowers or vegetables. The idea was welcomed by every participant in the focus group.

Beside the coffee and cake afternoons, they also suggested having community gatherings to play games outdoors such as Skotthyll or Boccia (see Figure 25). These games were proposed as they do not require physical strength and would allow for the participation of people with varying degrees of physical, sensory, and learning abilities. The outdoor areas would easily allow for these activities to happen, so that would add more opportunities for an interaction between them and would lessen the isolating effect of the language barrier. These activities also present the advantage of not being too costly to organize.

Figure 25. Boccia - Left / Skotthyll – Right (AALBERG, 2016, Adresseavisen, 2004)

There were several beneficial outcomes from the focus group. The participants knew more about the project I was working on and were more willing to participate in other meetings if necessary. They expressed the desire to have such meetings more often so that they can hear each other's ideas and thoughts and discuss them.

Most importantly the focus group helped me gain the trust of all participants. So when I approached two participants who I noticed were not very active during the discussion they readily agreed to have go-alongs with me and thus I could get more of their personal ideas. This was in contrast to the sit-down interview where they were skeptical and suspicious of my work and did not accept to conduct go-alongs while being filmed. The meeting ended with the interpreters and researchers summarizing the event.

The audio recordings were transcribed, and the video was studied further. After going through the transcripts, I noticed a few things that were not mentioned in the presentation from the Farsi speaking discussion. In general, they repeatedly said that they were happy to live at Y20 and liked the place very much. A lot of focus was put on more personal desires, specifically for their personal apartments. These findings are summarized below in Table 14. Their uncertainty over the contract renewal and fear of relocation was palpable. As they constantly repeated their desire to keep living there. Infact one of the participants asked us to delete one of his statements even though we kept reassuring him that no one will relocate them and that the data will be used only for research purposes without anyone else outside the project having access to it.

Looking back at the process, the language barriers made it hard for me as the organizer to be in full control of the whole process. As a facilitator and main researcher in this situation, I should have instructed more and engaged the observers more in the process. This might have helped me get more data from the focus group and could have kept the program going as scheduled without interruptions or delays.

Project Findings	Method Findings
Free guest parking space for their daily visitors	Need a second plan in case participants don't follow the program
Hairdresser shop restored	In cases of many languages its better to have more than 1 interpreter
Foot therapist restored	Facilitators needed to have been engaged more from the organizer
Cafeteria & Kitchen restored	Specific participants take charge of the discussion, potentially excluding participation
Washing place for cars	
Bike parking since many park bikes inside homes	Hard to be explicit in explaining the program and project aim, because of language, leading to different types of data outcomes
Minipark outside / Farming plot / Greenhouse	Conversation is hard to transcribe with just the audio recording. The video helped understand who is speaking.
Outdoor games for better community inclusion	
Fear/Uncertainty of relocation from the Farsi speaking residents	
Collective Internet, TV	

Table 13. Findings from Focus group

						Add	Remove	Replace	Restore	Upgrade	
FOCUS GROUP								Intervention Mode (How?)			
Intervention Type (What?)	Physical Interventions	Shared Spce / Private Space	Private Space	Apartment	MEP				1		3
					Fixture			1			
					Appliances						
					Maintanance						
					Emergency						
				Storage Room	Enclose						
					Make safer					1	
			Outdoor	Building	Balcony Paint	1					12
					Rain/Snow Cover	1					
					Privacy Barriers	1					
				Non-Building	Urban Farm	1					
					Anti-Slip Ramp						
					Tables & Chairs				1		
					Children Playground						
					Small Park	1					
					Guest parking	1					
					Winter room	1					
					Car washing area	1					
					Bike Parking	1					
					Inner Garden Flowers	1					
			Indoor	Coridors	Furniture						
					More Colorfull						
					Interior Bike Parking						
				Corners	Electrical Bike Parking						
					Exercise Room				1		
					Furniture						
					Cleaning Issues						
	Social Interventions		Services	Business	Hairdresser				1		5
					Market/Grocery						
					Cafeteria				1		
					Food therapsit				1		
					Collective Internet	1					
				Public	Maintanance						
					Bike Workshop	1					
			Community		Coffe & Cake Afternoon						3
					Communication						
					Tenure Security				1		
					Norwegian Games				1		
				Neighbor age	Young						
					Elder						
					Doesn't Matter	1					
						13	**0**	**1**	**8**	**1**	**23**

Table 14. Categorized data from the Focus group

4.6   Go-Virtually-Along with Era

A few days after the focus group, I tested a go-virtually-along interview to see if it has the same results as the physical go-along. Part of my motivation was to invite potential residents in participating in the project while not bringing them to the site due to the COVID-19 pandemic context. The participant was chosen due to convenience, since this participant was a co-worker of the author.
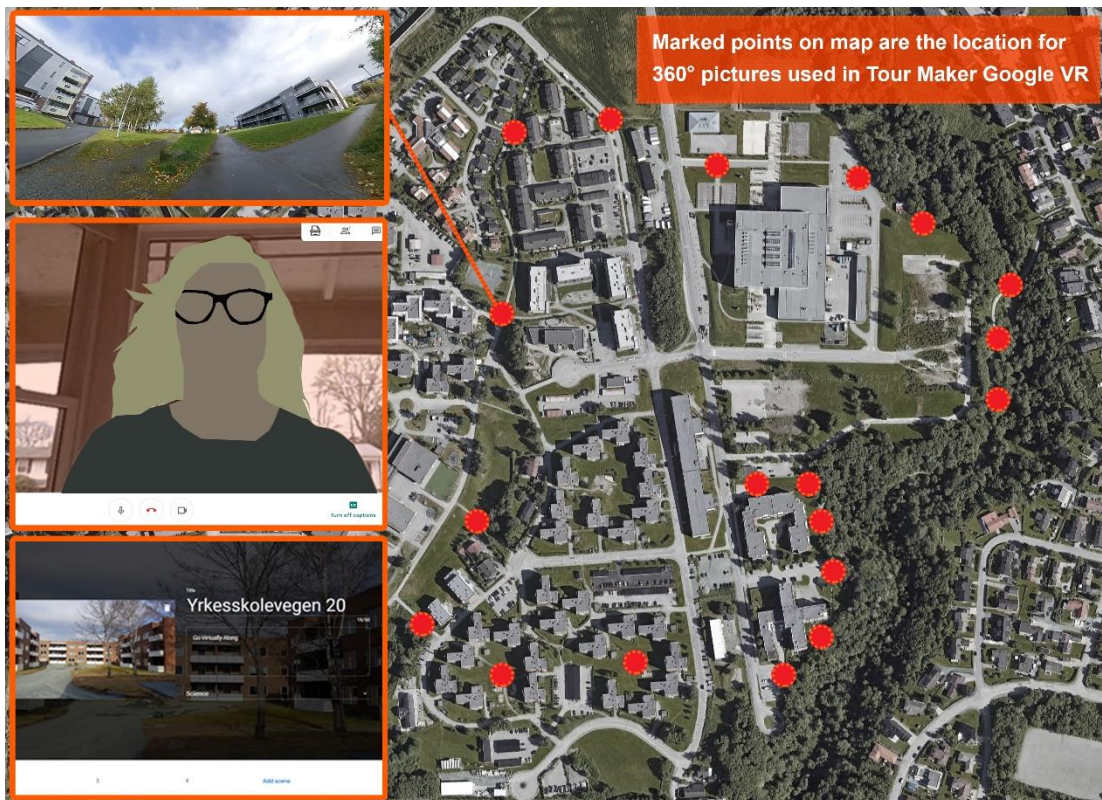
Figure 26. Screenshots of digital tools used during the Go-Virtually-Along

Era is a 23-year-old Norwegian student, who studies at Dragvoll Campus of NTNU, as the campus is located quite close to Y20, I thought she could bring a potential new insight. As a potential new resident of the building (part of the target group of BT) it would be good to have her opinion on the place.

The meeting was held through Google Meet, so it would be easier to collect the transcript of the conversation afterwards. The first 10 minutes were allocated to explaining to the participant how the process would go. Beforehand a set of questions, to be covered during the interview, was prepared (for the details see Appendix 5 – Interview Guide for Go-Virtually-Along). Sophie was asked to navigate herself around the site first by using Google Street View, and after through the Virtual Tour where 360° pictures were placed as shown in Figure 26.. She had never been to this area before. After a couple of minutes, as it seemed impractical for her, she asked me instead to give her a tour of the place while sharing my screen. Because of internet connectivity or other unknown technical issues, sometimes there were delays between my screen sharing and our voice.

I started with a tour of the neighborhood, and then I presented the outside and inside of Y20. This differed from the typical go-along, as in this case, I became the guide to the neighborhood and building, presenting my perception of it. During the process, there were many moments where she would stop me to discuss a specific issue or something that piqued her curiosity.

She liked the area because it was close to Dragvoll, so it would be easy to live close for the students going there. It seemed like a quiet area for those who prefer this to the noisy student neighborhood. As a passionate and enthusiastic skier she mentioned that it would be easier for her to reach skiing routes from there. The main issue for her was the distance from the city center and the bus ride would take a bit longer than she is used to. When I asked her if she would live here, she replied:

> *"as you know I am from Trondheim and I momentarily live with my parents. The reason that I would change this situation… or when I will decide to move out, will be when I find a place that allows me to have a good student and social life."*

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She asked about the rent prices, and for Era, unless she can share the rent with someone else, it was quite unaffordable. Since the interior layout of the apartments wouldn't allow for the creation of two bedrooms, it automatically excluded her. If some interior remodeling would turn the apartment into a two-bedroom space, then it might have been an option that she would consider.

As for the neighbors, she liked that the building had older adults living, because she prefers her home to be in a quiet place. Even though having some friends over for gatherings from time to time is normal for her. At the end, she said that it seemed like a nice place to live in, but that she could find places that meet her requirements better at a similar price range. The interview ended sooner than I expected. During the process, I felt like the conversation was not flowing in a natural way. The method has the capacity to include in the process of planning and decision-making people that for different reasons cannot access the place physically. Nonetheless, many of the main advantages of the go-along were not replicated, such as giving the participant the upper hand in their interaction with researcher, as well as the participants lack perceptions in an unknown environment.

Project Findings	Method Findings
Far from student life	Fully reliable on technology. Delays during screen sharing.
Quiet place and nice	
Good for Dragvoll students	Participant does not feel comfortable using the tools, seeing it as unpractical
Close access to skiing	Participant not engaged with the environment
Unaffordable if living alone	Researcher becomes the guide, which is the opposite what a go-along should be
Need for remodeling the interior space if two students would live in	Cannot mimic the real Go-Along

Table 15. Findings from Go-virtually-along

4.7   Go-Along 3 - Walking with Teuta (Teuta)

As I mentioned previously, during the focus group I noticed that some of the participants were not actively engaged in the discussion, so I reached out to them and asked if they would want to join me in a go-along. The third go-along was done with Teuta. Since she could not speak English, I asked an interpreter to join us during the walk. This gave her the opportunity to speak freely about her ideas and perceptions. It was the third time that we met, and she was surprised to know I was interested in walking with her and "talking about the same things again". According to her everything was covered during the first two meetings. As it is explained below in this section, the go-along with Teuta brought up some interesting new findings that were not mentioned before.
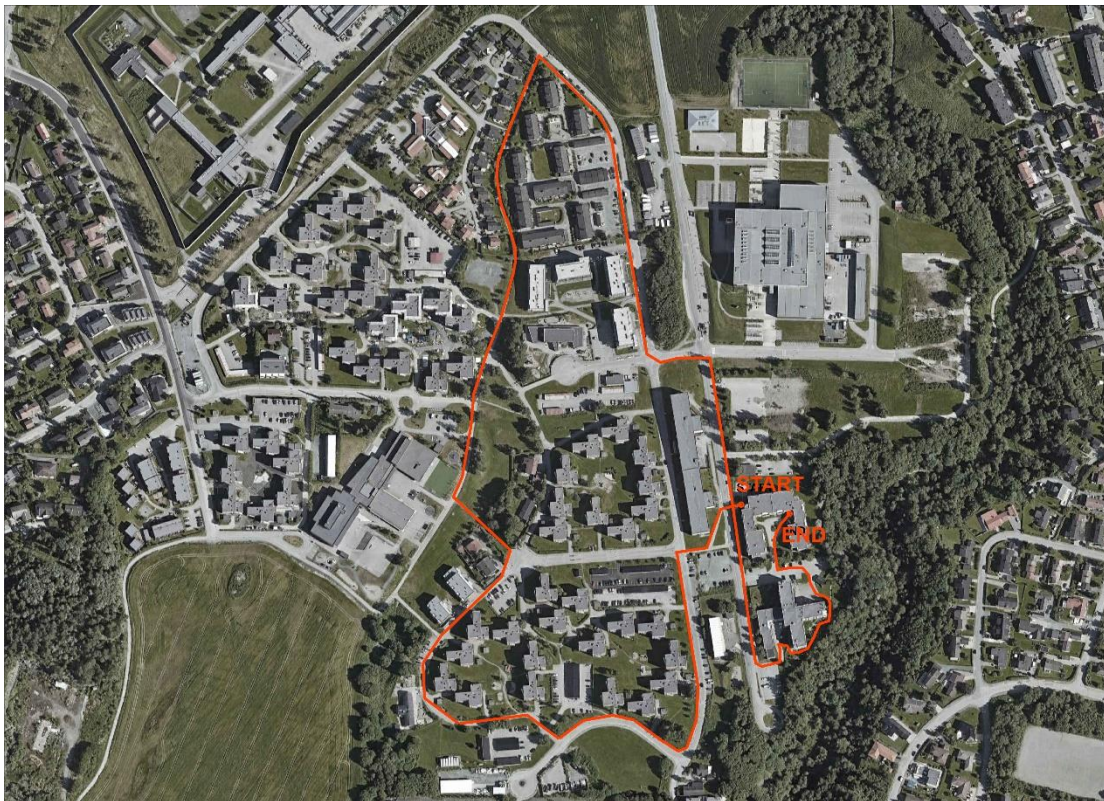
Figure 27. Route of Go-Along 3 (adapted from Google Earth)

It was sunny and warm on the day of the walk. Figure 27 shows the route she took us through. We met in the north entrance of the building, close to the bus stop. Since I wanted to avoid the technical problems, I faced during the second go-along, this time I brought both the 360° video camera and the audio recording device. I did not want to take the risk of losing the data as the chances for both devices to fail were smaller. I could easily control and hold both devices in one hand. After asking for her consent to film and record our encounter, we went out. The go-along started with her talking about herself. The interpreter introduced us in a more personal way as well. Teuta is a shy woman who is over 70-year-old from Afghanistan and lives alone in one of the apartments on the east side of the building. She has been a resident of Y20 for more than eight years. She does not know English or Norwegian. The only people she hangs out with are the Farsi speaking group we had met during the Focus Group. When asked if she had relatives in Norway, she responded quickly with a no and changed the subject. While walking she would describe the buildings and space around us. And after a few minutes of walking she stopped and pointed at a specific place:

"This is a football field, as you see the bench there, when we come here for a walk, we take a sit here for around half an hour to one hour. Yeah exactly, that yeah that bench (Figure 29)...It is the kind of the resting station for us when we come for a walk, we just sit there, rest a bit, and then continue to walk back home. If we had the same kind of space (park) around our place, we would have preferred to sit there. Why should we come here and walk around to find a place to sit?"

Figure 28 - Participant during the Go-along 3 (source: author)

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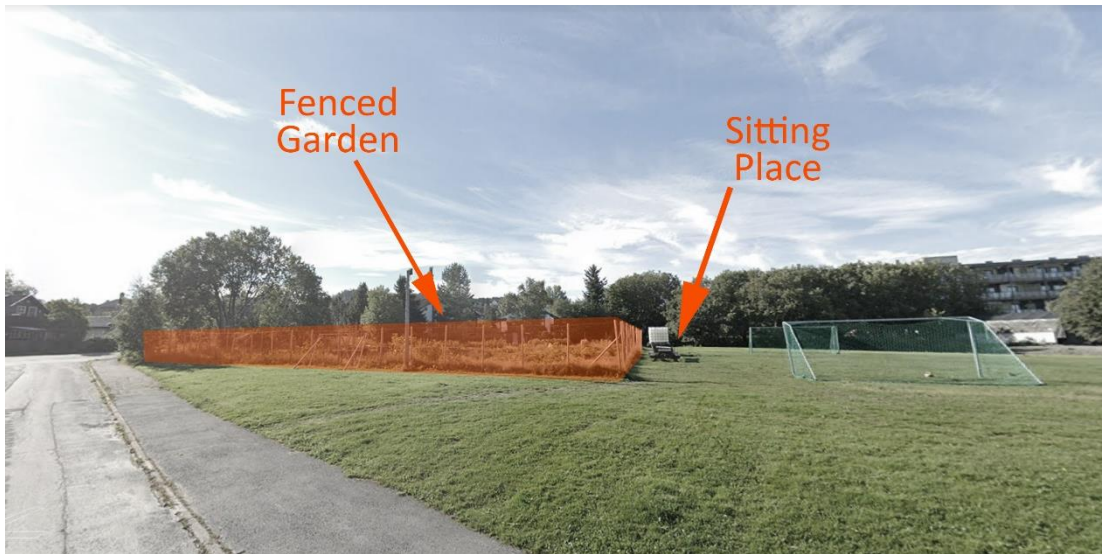
Figure 29. Resting station for usual walks (source: author)

The place was a 10 minute-walk from her house. She would do this walk mostly with Drita, as she was her closest friend in the building. Adjacent to the bench, there was a fenced garden that seemed that it was used for urban farming. This was probably the inspiration behind the suggestion during the focus group discussion of having a small plot for gardening and farming at Y20.

We kept walking, following her and also taking silence breaks from time to time. In previous years Teuta was not as active as now. Bringing back the idea of having an exercise room that residents could use in the building during winter, she said:

> *"… the doctor suggested me because of high blood pressure problems, that I should really walk. It's both good for my health and mental need. So that day I decided to start walking. When you get sick, you just want to follow all the good ways to stop it in a way, like, from food to doing exercise and everything…I think that, what is really important for our age now is being active and exercising and I think it is a very good idea to do some exercises. After several days of raining I finally came out*

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and I am being active. But imagine all the winter I won't be active, so it would be really good to have a nice area indoor to do activities."

Teuta likes the area a lot, because her doctor is also close, and she can reach the clinic easily. She knew that there are more Farsi speaking people in the neighborhood but did not socialize with anyone else beside her usual neighbors in Y20. While we were heading back, we asked her about the reason she chose to show us this route. The path we were taking was described by her as follows:

"…I know this route very well and I think is not complicated, easy to remember. It is short, a good short loop. So now we are going like this and we will turn, and we will go back soon. I like a very nice short, not complicated path. There is not so many of them that I know, so I prefer not to go to that site… to change the route because I don't know. I prefer, as I said short ways and there are many walking routes here, but this is the only one I feel confident to walk, because I know how to reach home."

There may be many reason's that might have Teuta worried about getting lost and not finding her home, but the main issue is her inability to speak Norwegian. As I mentioned previously, she has no relatives living in Norway, so in case of her getting lost there would be no one to help her beside her neighbors Drita and Agron. Whenever she had problems, they were the ones who she contacted because they have grandchildren who were born in Norway and know Norwegian. And the fact that she is illiterate makes it even harder to use her cell phone.

When we arrived back to the building, she asked us to follow her close to the Nursing home, where she would go with Drita for shorter walks. As we were walking close to the windows of the ground floor of Y20, she remembered the café. When the café was still running, she saw people there but did not know what it was. Being new in the building she did not use the café at all. At that time, she did not leave her apartment,

unless she was driven to the emigration office and brought back. We went around the Nursing home following a small path. The interview ended when we re-entered the building. Teuta invited us to her apartment. On the way to her door she pointed out a corner close to her apartment that used to have a sofa, but it was taken away. It used to be a good place for her to hang with her neighbors. She ended by saying that she would have preferred the corridors to be more colorful and not so similar. In the first years she lived here, she was afraid even to go out of her apartment because she might have gotten lost in the corridors that seemed like a labyrinth.

Figure 30. Corridor on the first floor of Y20

She was more talkative by the end and comfortable, so she invited us inside. After the go-along Teuta focused on talking about her apartment, and by that time the recording had stopped. I took notes on my journal. All the findings and topics are presented in Table 16 and categorized in Table 17. Even though the rapport between me and Teuta had clearly improved, the fact that the interpreter spoke her native language it was clear that relationship between the two of them was stronger.

Project Findings	Method Findings
During winter/corona does not go out as much. Before they preferred to go to City Lade instead of using Y20 outdoor space	Walking brought up topics not discussed during previous methods
Feels comfortable in familiar routes / does not like to try new routes	The rapport was better between the interpreter and the participant, then me and the participant
She comes and sit in an area 10 min away from home and wished she had the same space closer to their building	Can reveal personal fears and barriers when engaging with the environment
She knows there are people speaking the same language but just says hello	
She likes the place a lot because it's close to the doctor	
She walks for health benefits and would like a training room, for winter exercise	
Doesn't use much the stream part, only during really necessary shopping trips to supermarkets since it is a hard walk	
Did not feel included in the beginning. She saw activities happening at the café, but never knew what was happening	
She cannot use her phone much or social media cause they she is illiterate	
Would like the corridors to be more different from each other, so she doesn't get confused	
Sitting place in the corridor close to her apartment would be nice for sitting and talking to her neighbors	
Balcony gets a lot of water during rain and snow. Wished it was covered	
Communication with the building responsible is an issue for her	

Table 16. Findings from Go-along 3

					Intervention Mode (How?)					
GO ALONG 3					Add	Remove	Replace	Restore	Upgrade	
Intervention Type (What?)	Physical Interventions	Private Space	Apartment	MEP						2
				Fixture	1					
				Appliances						
				Maintanance					1	
				Emergency						
			Storage Room	Enclose						
				Make safer						
		Shared Spce	Outdoor	Building	Balcony Paint					5
					Rain/Snow Cover				1	
					Privacy Barriers					
				Non-Building	Urban Farm					
					Anti-Slip Ramp					
					Tables & Chairs	1				
					Children Playground					
					Small Park					
					Guest parking					
					Winter room					
					Car washing area					
					Bike Parking					
					Inner Garden Flowers					
			Indoor	Coridors	Furniture	1				
					More Colorfull					1
					Interior Bike Parking					
				Corners	Electrical Bike Parking					
					Exercise Room	1				
					Furniture					
					Cleaning Issues					
	Social Interventions	Services	Business	Hairdresser						1
				Market/Grocery	1					
				Cafeteria						
				Food therapsit						
				Collective Internet						
			Public	Maintanance						
				Bike Workshop						
		Community		Coffe & Cake Afternoon						3
				Communication	1					
				Tenure Security				1		
				Norwegian Games						
			Neighbor age	Young						
				Elder						
				Doesn't Matter	1					
					7	0	0	2	2	11

Table 17. Categorized data from the Go-along 3

4.8 Go-Along 4 - Walking with Drita and Agron

The last go-along conducted was with Drita and Agron, the couple who did not accept to walk and be filmed in the first try (read above 4.4). Having many other residents and researchers during the focus group influenced Drita's and Agron's trust. Upon asking a second time, they accepted to have a go-along immediately while being filmed and recorded.

Having to organize a go-along which includes an interpreter, turned out to be more challenging than normal. Beside weather uncertainty, I had to find out a time when both the participants and the interpreter were available.
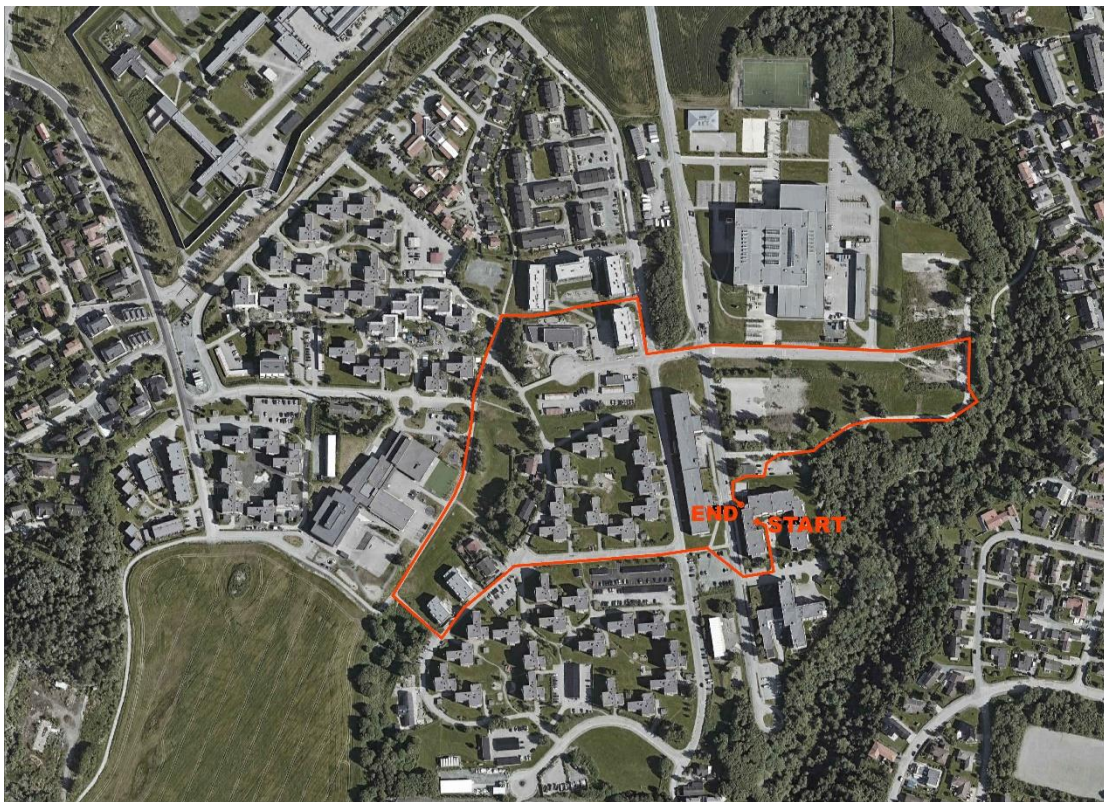
Figure 31. Route of Go-Along 4 (adapted from Google Earth)

Drita and Agron are a married couple from Afghanistan. They are both very polite and like to joke around with each other. Neither of them speaks English nor Norwegian. Their grandchildren, born in Norway, help them when they need translation or when they want to communicate with someone. Their daughter and grandchildren visit them every weekend or they go to them in Oppdal during the weekend. The couple has been living in this place for the last six years.

The meeting started at the corner on the ground floor. We started walking as soon as I explained the process and got the consent for filming. Agron took charge of directing the route, by announcing at the beginning that I should follow him. We took a different route from the previous go-along, but it was in the same direction (see Figure 31). Drita could not walk fast and long, so he chose the shortest pathway. While walking in front of us, Agron was constantly making sure that we were not walking too fast for his wife. He shared that he goes for walks or bicycle rides twice a day, and once a day on walks with his wife. When he goes out alone, he prefers to walk or bike for a long time as he does not get tired. However, he had to change his bike into an electrical one since his age does not allow him to ride on the slopes of Trondheim.

It was visible that Drita was struggling more from walking since she was less talkative than her husband. When we asked her if she would prefer if we stopped, she said that we could continue walking. While moving around the neighborhood, they mentioned that before the pandemic they met a lot of Afghani people in the bus. They lived here in the same area, but never had a proper conversation beside a short salute. They also brought up their grandchildren very frequently in the conversation. Agron suggested that it might be a good idea to use them to communicate with the managers of the building in case there is some issues or news.

The whole discussion was mostly directed by the husband. The necessity of a grocery store closer to their place came up again. They said it was hard, especially for her to walk to the supermarkets by foot. The sloped area made it very hard and in winter almost impossible. They used the bus to reach the stores, as now they need to be careful. Below a section from the transcript:

*"**Drita**: ...the shop is really close. It is only about the access to the shop. I decided to walk several times here, but I found that really hard, so I prefer to take the bus now...you go all the way down and then suddenly you have to go all the way up really steep. It is very hard. Also, it is really hard to walk on the ice in the winter there.*
***Agron**: it is really hard for her, today she has done a great job because she has been walking so far and up hills with us."*

Figure 32 - Participant during the Go-along 4 (source: author)

They brought us back to the start of the path but did not walk down there since it was too steep. The conversation had a few moments of silent walking, but it did not seem to make anyone uncomfortable. We arrived close to Y20, pointing at a small area in the north of the building Agron said:

> *"I just think if there was something there (see nr.1 at Figure 34) we could sit all together and eat or drink tea, something outdoor. I think that is the only option, because the other area doesn't belong to this building. I don't think that we can't change anything there, but that is possible maybe...Sometimes we have the only option to sit here and I have made it like this (referring to a corner with joint old stools and a table). I just put them all together and fixed it."*

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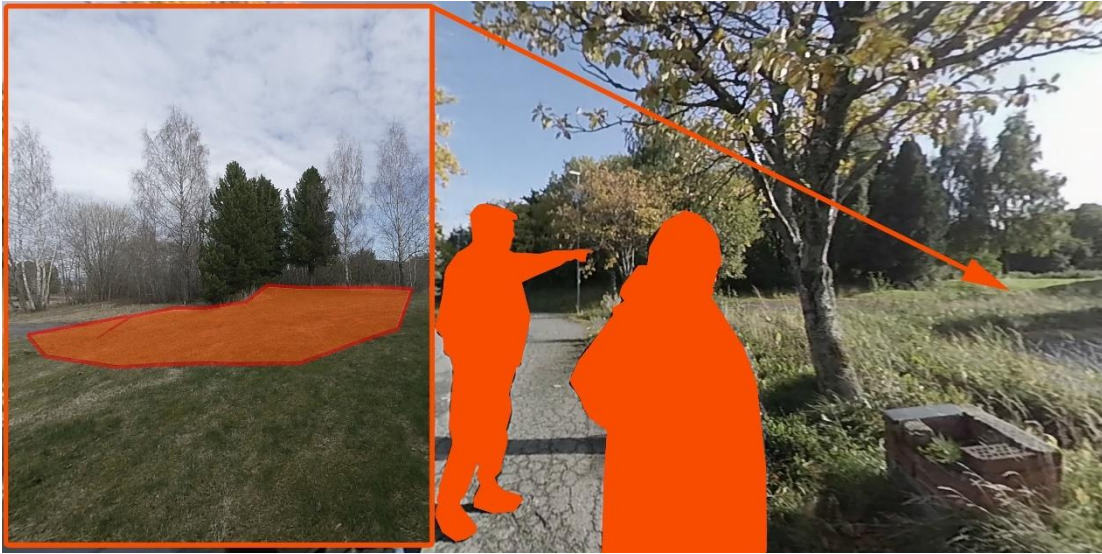
Figure 33. Pointing at the area for a possible urban farming plot

They had thought of that specific place when it was proposed during the focus group. There was enough space to work on and it was a property of BT. At the moment, they had no choice of seating outside, beside some stools that Agron had put together. By the time we reached the entrance Drita was quite tired, so we rushed inside. Before finishing the go-along Agron insisted on showing us the storage spaces, where he suggested the addition of some cover for them as he perceived it to not be as safe as it should be. Later, he brought us to the very end of the corridors where he explained to us his idea of using those spaces for bike parking since mostly people park their bikes inside their apartments now.

> *"**Agron**: I think that this would be a good place to store the bicycles. If they make something to park them here. Both this side and the other side is good.*
> ***Drita**: it will take the space for using the stairs.*
> ***Agron**: No, it is just using the corner. It will not block the way. Everyone stores their bikes inside in their homes"*

The go-along ended by them inviting us for a cup of coffee or tea, but due to time restriction we could not join.

Project Findings	Method Findings
Ups and downs are hard for her legs. Usually walk slower and takes breaks a lot	Might be a challenge to schedule a meeting when many participants are involved
For him is the same everywhere, but he likes everything here and wishes not to leave the place	Walking brought up topics not discussed during previous methods
They know there are other afghani people there, but they don't know where they live, just saw them in the bus	When language is a barrier, it makes it easier to point and contextualize the proposals
Would train indoors if there is a training room. They had a bicycle that broke	Walking makes your brain think more of spatial solutions
Unable to learn language. Illiterate and old	The rapport was better between the interpreter and the participant, then me and the participant
Winter, they walk just around the house and wear spikes	
They think if it is renovated, young people should join	
The area in front can become a minipark	
Bike parking can be in the end of both areas	
They did not use the café much in the beginning	
Good thing to have both video and sound, cause of technology failure	

Table 18. Findings from Go-along 4

GO ALONG 4						Intervention Mode (How?)					
						Add	Remove	Replace	Restore	Upgrade	
Intervention Type (What?)	Physical Interventions	Private Space		Apartment	MEP						1
					Fixture						
					Appliances						
					Maintanance						
					Emergency						
				Storage Room	Enclose					1	
					Make safer						
		Shared Spce	Outdoor	Building	Balcony Paint						6
					Rain/Snow Cover						
					Privacy Barriers						
				Non-Building	Urban Farm	1					
					Anti-Slip Ramp						
					Tables & Chairs				1		
					Children Playground						
					Small Park	1					
					Guest parking						
					Winter room	1					
					Car washing area						
					Bike Parking						
					Inner Garden Flowers						
			Indoor	Coridors	Furniture						
					More Colorfull						
					Interior Bike Parking	1					
				Corners	Electrical Bike Parking						
					Exercise Room	1					
					Furniture						
					Cleaning Issues						
	Social Interventions	Services	Business		Hairdresser						0
					Market/Grocery	1					
					Cafeteria						
					Food therapsit						
					Collective Internet						
			Public		Maintanance						
					Bike Workshop						
		Community			Coffe & Cake Afternoon						4
					Communication	1					
					Tenure Security				1		
					Norwegian Games						
				Neighbor age	Young	1					
					Elder						
					Doesn't Matter	1					
						9	0	0	2	1	12

Table 19. Categorized data from the Go-along 4

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5   Overall Findings, Reflections and Discussion

5.1   Findings about the project

The multi-method approach was beneficial to the study since a wide range of data was gathered. This section summarizes all the findings together and studies how they correlate. The reader should bear in mind that the aim of the project was mostly on common shared space, thus the participants focused less on their private spaces. Figure 34 shows the main findings placed in their specific space.
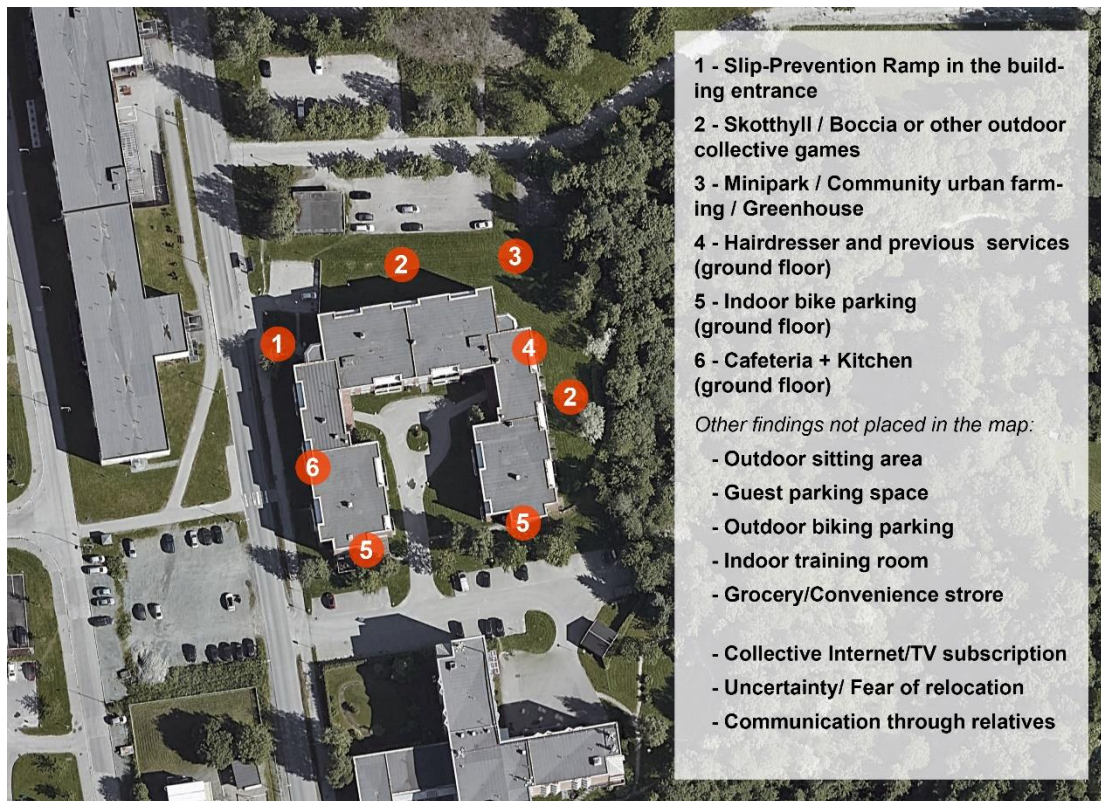

Figure 34. Overall Findings

The empirical data in this chapter has been structured to provide a description of perceptions and desires of the community of Y20. The following findings are presented as a summary and synthesis of the empirical work. The findings were grouped and

categorized in Table 20 to see the frequency of the findings. The color intensity from lighter to darker and the values from 1 to 5 show the frequency of data produced and repeated from different methods. This shows the importance given to each finding from the dwellers of Y20.

ALL FINDINGS					Add	Remove	Replace	Restore	Upgrade
Intervention Type (What?)	Physical Interventions	Private Space	Apartment	MEP				1	
				Fixture	2		3		
				Appliances					
				Maintanance					2
				Emergency				1	
			Storage Room	Enclose					1
				Make safer					1
		Shared Spce	Outdoor	Building	Balcony Paint	1				
				Rain/Snow Cover	1			1	
				Privacy Barriers	1				
			Non-Building	Urban Farm	3				
				Anti-Slip Ramp	1				
				Tables & Chairs	2			3	
				Children Playground	1				
				Small Park	3				
				Guest parking	2				
				Winter room	3				
				Car washing area	1				
				Bike Parking	1				
				Inner Garden Flowers	2				
			Indoor	Coridors	Furniture	1				
				More Colorfull					2
				Interior Bike Parking	1				
			Corners	Electrical Bike Parking					1
				Exercise Room	3			2	
				Furniture			1		
				Cleaning Issues					
	Social Interventions	Services	Business	Hairdresser				2	
				Market/Grocery	4				
				Cafeteria				3	
				Food therapsit				2	
				Collective Internet	2				
			Public	Maintanance					1
				Bike Workshop	1		1		
		Community	Coffe & Cake Afternoon					1	
			Communication		3				
			Tenure Security					5	
			Norwegian Games					1	
			Neighbor age	Young	2				
				Elder	1				
				Doesn't Matter	4				

Table 20. Illustration of frequency of specific findings from all methods

a) Community. The ethnically diverse community consists mostly of older adults. Most of the non-Norwegians are from Afghanistan and Iran. Momentarily, less than a third of the flats are rented. For this reason, there was very little activity around the building. There was a lot of staff from TK (caretakers and nurses) showing in the building to check on the elderly. The neighborhood has more younger people living in other building.

Some of the residents had been living there for a long time and are disappointed for having lost a lot of services during the last years. People from the entire neighborhood used to meet and play Bingo at the cafeteria, have now lost their social interaction after the café shut down.

According to them there were incidents that happened a few years ago involving young people, thus for them it was more important to have new neighbors of the same age as theirs. Before there used to be an informal social division within the distribution of dwellers in the building. Now with BT managing it, there will be a socially diverse population. For the rest of the residents, the age of new possible neighbors was not an issue. Instead they wished to have more diverse age so that they could look more active. They believed that with a little renovation and having added some children friendly spaces, it would attract young families as well.

As shown also in Table 20 almost every interview, and meeting showed degrees of uncertainty for their contract renewals. This suggest a lack of proper clarification between the residents and the new owner of the building. The uncertainty was more visible in the Farsi speaking residents, where language was a big barrier for their communication with the managers and others. Not knowing Norwegian also excluded them from interactions with the other residents. They wished that BT puts a system in place, where the officials could use the relatives of the Farsi residents to communicate with them.

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Before the pandemic, almost every day at 5 PM most of them would meet for coffee and cake, even though some of those who did not speak Norwegian did not join because they could not communicate. Many participants in this study did not know each other prior to our meeting. During the focus group, suggestions were presented for organizing outdoor games such as Boccia and Skotthyll. These games do not require much physical effort and can be played without speaking the language. Thus, adding to the engagement of the whole community.

b) Services. During the last years, several services provided from the municipality, had been cancelled. According to the residents who had been living longer here, they impacted their social interactions as well, since those places gave them the opportunity to run more often into each other. These services, mostly on the ground floor included a cafeteria, hairdressing, foot therapy, and nail salon. Throughout the findings, the cafeteria held a higher importance to the dwellers(see Table 20), because of the interactions it could bring with residents from other buildings. Dwellers proposed to have a collective Internet and TV subscription, since it could be possible for BT to negotiate with some company. All the residents would benefit with cheaper prices. There used to be an exercise room as well where they would have exercise machine to train themselves and be more active. All these services were lost because of the municipality being unable to fund them. They think that these spaces if reopened and properly managed, they could be profitable since they would serve not just Y20 but also the entire neighborhood.

Previously the Farsi speaking dwellers did not use much of these spaces, because they were relatively new in the building, but they also thought it would be beneficial to have these services. Everyone agreed that the closest stores in the area are somehow not very convenient and complained about their access to them, since walking is not a good option for them due to their age and other disabilities.

c) Outdoors. The building is situated in a calm area with low activity. There is no common sitting space outside the building, resulting in dwellers walking down at least 10 minutes to find the closest table with benches. The neighborhood itself has few sitting places. This necessity was brought up from everyone who participated in the study (see Table 20). Before the pandemic many of the dwellers did not use the outdoor areas of the building, preferring to go by bus to City Lade shopping center. Now with the pandemic, they are not using the public transport, so they do not go out as often. There is a nice stream close to the build but because of health problems most of them do not walk there since it is very steep. They pass through there only during necessary shopping trips to the supermarkets since they cannot use the bus now. During winter normally they would walk just around the house and wear spikes.

Some of the dwellers suggested that an area in front can become a minipark. It can be their outdoor meeting place with a small farming plot or greenhouse, allowing them to use it as a Winter Room. They can stay outside in winter but be covered from the weather. Many of the residents take care of flowers and plants inside their homes. This could be an activity that engages them together.

The bus stop is very close to the north entrance of Y20 and it is the main interaction place for people from the neighborhood with Y20 dwellers. For the residents this is convenient because the bus comes every 10 minutes, and they can wait from inside the hallway. Currently, the outdoor space of the building is only a transit space to go to the bus stop.

There are a lot of parking spots around are used mostly from the TK employees (nursing home, maintenance, etc.). Even though mostly empty, guest of Y20 dwellers must pay large fees of parking. This was a concern for some of the dwellers. Those

who owned a car, wished they could have a specific place outside for washing for cars. Most of the dwellers have bikes but they park them inside their apartments since there is no bike parking in the building or outside.

d) Indoor Common spaces. The interior of the building can be livelier and allow to develop spaces which can be used from them constantly. Beside the long corridors, there are six corner rooms that can be transformed in habitable spaces for the dwellers. Before the pandemic, the corners were used for gatherings and common celebrations. During the focus group dwellers expressed their wishes in turning some of these into workshops, for repairing bikes and other things, training room (as the most important based on Table 20) with a good view outside and sitting places. Three corners on the ground floor could be turned into bike parking, so they do not park them inside their apartments anymore.

According to the residents the corridors are long and look the same, making it confusing for them. They wished the corridors were active, with more people in the building, as well as betting painted differently with more colors, so it has a more appealing appearance when using the space.

There used to be more furniture around the corridors however, now it is only in some of the corners. The dwellers expressed their need to have furniture renewed and wished other sitting areas were added along the corridors, if fire security allows.

e) Private Space. During the interviews and focus group several complaints about their personal apartments came up, especially with the Farsi speaking residents, suggesting a lack of communication between with the BT. As it was everyone's understanding, the responsibility of fixing these issues was of the owner of the building, previously the municipality and now BT.

5.1.1 Similarities and differences between residents of Y20

The results taken out from the fieldwork show that there are a lot of similarities in what the residents of Y20 would like to intervene in. Table 20 can help in understanding which of the findings were similar to many of the residents. The highest values show the frequency on which a certain result was mentioned from the participants. Understandingly, they had similarities in common interests benefiting the whole community. However, the community living in Y20 is diverse when it comes to ethnicity and culture. This diversity is usually associated with fundamental differences in values, attitudes, and preferences (Desmet et al., 2017). In certain cases, during the fieldwork, these differences were shown in how the participants interacted with the author and the specific method used. The Farsi group, possibly because of their immigrant status, were skeptical and unwilling to trust the author in the beginning of the fieldwork. Interestingly, before speaking up about an issue, they would talk with each other making sure they we were on the same page. This might have been a cultural difference which was not manifested in the Norwegian speaking group. However, after the author gained their trust, they started speaking freely and even being more engaged during the whole process. Another visible difference was that the Farsi speaking participants had the tendency to focus more on their private space, rather than the common areas.

Reflections and Discussion on the Go-along

			Advantages	Disadvantages
Input	Preparation	Program	No need to be experienced to prepare Mostly semi-structured or unstructured	High degree of unpredictability
		Recruitment	Easy through snowballing	Challenging to recruit when language is barrier and during COVID-19
		Insta360	Check bateri, check memory, install app on phone	Charging takes time, needs a smartphone to be operated
Process	Inclusion		Includes majority of participants	Exclude people with movement disabilities
	Implementation	Consent Forms	Yes	Might be a challenge getting the consent if meeting other people during the go-along
		Language Barrier	Can be conducted easily with interpreter	Loses the potential rapport building
		Time Consumption	Not more than normal interviews	Time might be affectd by participant's physical ability to walk
		Insta360	Userfriendly and light weighted. Records 360 with voice as well	Beside its battery, relies 100% on smartphone connection
		Covid-19 Influence	Doesn't affect the process outdoors	Might be a challenge if the walk is indoors
Output	Citizen Engagement		Participants gets personally more involved and interested in the projects	Participants might focus only in personal space and differ from the the aim of research
	Insta360		Can go back at any moment in time and observe all around during event	If corrupted, data is lost. Takes time processing it
	Data produced	Volume	a lot of data produced, with variety	data might not be relevant
		Variety		
		Relevance/ Value to the project		

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Table 22 shows the overall advantages and disadvantages of the go-along method as found in this thesis. The comparison was based on the input-process-output model in order to provide a full overview of the method application. Several variables were used as part of this model as following:

a. **Input**. Input describes the preparation process needed for conducting the method, and it is divided in three main topics relevant to the study, as the following:
    -   Program: refers to the documents and time to be prepared before conducting the method
    -   Recruitment: refers to the approach that the author took in recruiting the participants in the method
    -   Insta360: refers to the difficulty of preparing the camera equipment before the implementation

b. **Process**: Process describes the phase when the method is being conducted in the site, and it is divided in six main topics relevant to the study, as the following:
    -   Inclusion: refers to how inclusive is the method towards the participants
    -   Consent Forms: does the method need a consent form?
    -   Language barrier: how easy is to implement the method with the language barrier?
    -   Time consumption: how long does the process last approximately?
    -   Insta360: how difficult is to use the camera during the implementation of the method?
    -   Covid-19 Influence: how much did the pandemic guidelines influenced the method implementation?

c. **Output:** Output describes the results and data gathered from the method used, and it is divided in five main topics relevant to the study, as the following:

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- Citizen engagement: how much did the method succeed to engage participants?
- Insta360: how hard is to use the equipment to extract the data gathered?
- Volume: amount of data produced from the method
- Variety: rage of different data produced from the method
- Relevance: relevance to the project in this case study

			Go-along 1	Go-along 2	Go-along 3	Go-along 4	All go-alongs	In-situ Observation	Sit-down interview	Focus Group
Input	**Preparation**	Program	Interview guide, Medium time	Interview guide, Medium time	Interview guide, Medium time	Interview guide, Medium time	Interview guide, Medium time	Journal, Low Time	Interview guide	Event agenda, event planning, role and responsibility distribution
		Recruitment	Through researcher	Snowballing	Phone call	Snowballing	Snowballing	Phone call, Snowballing, Convenience sampling	Phone call, Snowballing	Announcement, Snowballing, Tools, Equipment
		Insta360	Easy use	Easy use	Easy use	Easy use	Easy use		Easy use	Easy use
Process		Inclusion	Medium	Medium	Medium	Medium	Medium	Low	Medium	Medium
	Implementation	Consent Forms	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes
		Language Barrier	Low	Low	High	High	Medium	High	Medium	High
		Time Consumption	Low	Low	Low	Low	Low	High	Medium	High
		Insta360	Average use	Average use	Average use	Average use	Average use		Easy use	Easy use
		Covid-19 Influence	Low	Low	Low	Low	Low	Medium	High	High
Output	**Citizen Engagement**		Fully Engaged	Fully Engaged	Fully Engaged	Fully Engaged	Fully Engaged	Not engaged	Semi engaged	Semi engaged
	Insta360		Average use	Average use	Average use	Average use	Average use		Average use	Average use
	Data produced	Volume	Medium	Low[1]	Medium	Medium	High	Low	Medium	High
		Variety	Medium	Low[1]	Medium	Medium	High	Low	Medium	Medium
		Relevance/Value to the project	Medium	Low[1]	Medium	Medium	Medium	High	Medium	High

Table 21. Characteristics of the methods (L-Low, M-Medium, H-High)

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			Advantages	Disadvantages
Input	Preparation	Program	No need to be experienced to prepare Mostly semi-structured or unstructured	High degree of unpredictability
		Recruitment	Easy through snowballing	Challenging to recruit when language is barrier and during COVID-19
		Insta360	Check bateri, check memory, install app on phone	Charging takes time, needs a smartphone to be operated
Process	Implementation	Inclusion	Includes majority of participants	Exclude people with movement disabilities
		Consent Forms	Yes	Might be a challenge getting the consent if meeting other people during the go-along
		Language Barrier	Can be conducted easily with interpreter	Loses the potential rapport building
		Time Consumption	Not more than normal interviews	Time might be affectd by participant's physical ability to walk
		Insta360	Userfriendly and light weighted. Records 360 with voice as well	Beside its battery, relies 100% on smartphone connection
		Covid-19 Influence	Doesn't affect the process outdoors	Might be a challenge if the walk is indoors
Output	Citizen Engagement		Participants gets personally more involved and interested in the projects	Participants might focus only in personal space and differ from the the aim of research
	Insta360		Can go back at any moment in time and observe all around during event	If corrupted, data is lost. Takes time processing it
	Data produced	Volume / Variety / Relevance/ Value to the project	a lot of data produced, with variety	data might not be relevant

Table 22. Advantages & Disadvantages

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The Go-along method: Reflections

Input

Program. The fieldwork began with a go-along. As noted by Garcia et al. (2012), when the interview guide was prepared it required little additional training than traditional interviews. Due to the go-along's flexible and sometimes unpredictability, the interview guide did not need to change during the fieldwork. It was mainly so the author makes sure the main topics were covered during the walk.

Recruitment. As per the author's non-experience in conducting go-along interviews, the presence of the other researcher during the first go-along was very helpful. The first participant was recruited from the researcher, while the rest of the go-along had the high potentials for snowballing as Ratzenböck (2016) experienced. In this case study, the language was a barrier to the snowballing process, since many neighbors of the participants were interested in doing the go-along, but the author's lack of Norwegian skills made it impossible.

Insta360. The 360° camera was a novelty for the author, but as a user-friendly device, it allowed for quick understanding of its main functions. The only thing the camera it is needed to do before undertaking the go-along is to charge and make sure it is space and planning how to hold the camera. The effort put to make the device ready for the go-alongs was ready. Deeming it unnecessary, the author did not go into details in understanding all the camera's applications.

Process

Inclusion. The go-along turned out to be a very inclusive method. It is a very simple task for the participant to undertake since she/he normally is very knowledgeable about the space around, thus making it easy for them to accept taking part in it. They felt

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comfortable walking and showing the author around their usual environment, during the fieldwork. While conducting the walk the author gets exposed to participant's barriers (physical or psychological) that otherwise would not be visible, as it happened in the Go-along 3. Using the method, the author can get into personal conversations with the participant, encouraging rapport building. In this case study, having two go-alongs with one participant (ride-along and walk-along) might have helped achieving a higher degree of rapport building, because of getting immersed more into the participant's routine. Some challenges might show up when trying to include many participants in a go-along because when trying to schedule a meeting with many can create delays. The interview can be interrupted frequently from passers by and lose the flow of the conversation. The above-mentioned challenges can be overcome, but the biggest limitation and disadvantage of the go-along method, as mentioned in many papers discussing the method (see Appendix 6 – Systematic Review) is the exclusion of people with movement disabilities.

Language barrier. Language is a barrier to many methods, as well as in go-alongs. The method can be easily implemented with an interpreter. One of the benefits of the go-along is that while walking silences feel less awkward and more natural (Garcia et al., 2012). In the case of using an interpreter those silent moments can be used by the author to interact with the interpreter for several uncertainties that translation might create. Arguably, the rapport was better between the interpreter and the participant, then the author and the participant. This could have been influenced by the cultural similarities or just because of the feeling of having more in common.

Time consumption. Length of the go-along is usually defined by the area that it being walked or the participants pace of walking. Commonly in this thesis the go-alongs did not require much time to be implemented.

Insta360. Using this technology was easy and did not come in the way of distracting the author from the conversation. In every go-along a 360° video camera, would be an added value to the method since it is easy to operate and gives extra visual and audio data. A limitation of this specific device is that in order to operate , it needs to be connected to the smartphone constantly, making it risky if the phone is not charged, and getting many calls could interrupt the connection with the camera.

Covid-19 Influence. The pandemic influenced very little the process, since most of the walk was happening outdoor, while being indoors care on keeping distance needed to be added. Even in normal situations it usually requires a certain distance from the participant and author, and in this case study the camera, being held in one hand, was as an invisible reminder to keep the secure distance. Overall, the pandemic did not influence much the implementation of the method compared to normal times.

Output

Citizen engagement. As seen throughout all the go-alongs implemented the method engaged the participants in a high level, since it is their role to guide the walk which makes them feel in power and comfortable around their know surroundings. The go-along method as described by Carpiano (2009) is a community participatory research method that may both further invest the researcher in the community and the community in the research. This was shown in this study as well, by many of the participants asking about the research not only whenever they met the author in the site, but also by their later phone calling.

Insta360. Insta360 was very helpful in allowing 360° environment observation after the go-along has finished. This gives the possibility not to worry much about focusing on the surroundings during the walk, but more on the interaction between participants.

However, technology can be unreliable, so it is advisable to use a voice recorder as well to minimize the risks of losing data.

Data. The go-along showed that it can produce a large amount and variety of data, even from a few numbers of participants. Movement brings out more topics of discussion, and it sometimes goes on a very personal level, thus some of the data would not be relevant to the study. Nonetheless, this is still a benefit of the go-along, since it can help the author understand the reason behind the answer. In this case study walking made participants think of more spatial solutions, whenever they would walk close by.

The Go-along in conjunction with other methods

In this study it was taken advantage or the go-along's potential by using it with other qualitative research methods. The multi-method approach used in this study added a much richer form of data by adding complementary insights and understandings that neither of the methods could have achieved alone. This part will discuss about the

			Go-along 1	Go-along 2	Go-along 3	Go-along 4	All go-alongs	In-situ Observation	Sit-down interview	Focus Group
Input	**Preparation**	**Program**	Interview guide, Medium time	Interview guide, Medium time	Interview guide, Medium time	Interview guide, Medium time	Interview guide, Medium time	Journal, Low Time	Interview guide	Event agenda, event planning, role and responsibility distribution
		Recruitment	Through researcher	Snowballing	Phone call	Snowballing	Snowballing	Phone call, Snowballing, Convenience sampling	Phone call, Snowballing	Announcement, Snowballing, Tools, Equipment
		Insta360	Easy use	Easy use	Easy use	Easy use	Easy use		Easy use	Easy use
Process	**Implementation**	**Inclusion**	Medium	Medium	Medium	Medium	Medium	Low	Medium	Medium
		Consent Forms	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes
		Language Barrier	Low	Low	High	High	Medium	High	Medium	High
		Time Consumption	Low	Low	Low	Low	Low	High	Medium	High
		Insta360	Average use	Average use	Average use	Average use	Average use		Easy use	Easy use
		Covid-19 Influence	Low	Low	Low	Low	Low	Medium	High	High
Output	**Citizen Engagement**		Fully Engaged	Fully Engaged	Fully Engaged	Fully Engaged	Fully Engaged	Not engaged	Semi engaged	Semi engaged
	Insta360		Average use	Average use	Average use	Average use	Average use		Average use	Average use
	Data produced	**Volume**	Medium	Low[1]	Medium	Medium	High	Low	Medium	High
		Variety	Medium	Low[1]	Medium	Medium	High	Low	Medium	Medium
		Relevance/Value to the project	Medium	Low[1]	Medium	Medium	Medium	High	Medium	High

Table 21.

Input

Program. The focus group is more time demanding, since it needs to prepare a
program, plan the distribution of roles and make sure that most of the data that would
be produced is relevant to the study. Differently the go-along only needs an interview
guide, which in this case did not change during the whole fieldwork.

Recruitment. While the go-along can contribute to recruitment mainly through
snowballing, it makes it hard to start with it unless you have participants recruited from
other sources or methods as it was the case in this study. Observations are necessary to
have so the author can grasp a general idea of the community before getting started,
and as was the case of the go-along 2, the participant was recruited during the
observations.

Insta360. The technology did not need any different preparation for the other methods.

Process

Inclusion. What makes the go-along limited is the inability to include people with
disabilities when in comes to movement. But doing a fieldwork in combination with
focus groups and sit-down interviews makes up for this limitation. In this case study, a
female participant with movement disabilities was included in the focus group, making
sure the limitations of the go-along do not affect majorly the outcomes of the study. As
the focus group was organized by the end of the field work it might be better to
organize in the earlier stages of the study, since it can give an idea of the people who
are excluded from participation due to the over engagement of other participants. This
way go-alongs would be useful to interview those excluded from participation in the
focus group or sit-down group interview, as it was the case in the go-along 4. The go-

along might give a better understanding of which group is being excluded from using the site.

Language barrier. Language is quite a challenge especially in focus groups, when two or more languages are being used as was the case in this study. The go-along compared to other methods are easier to implement in these contexts and while language is a barrier for the participant, it makes it easier to point and contextualize their ideas in the walking environment.

Time consumption. Intuitively, focus groups and group interviews are more time consuming since they require communication with all the participants. In this study the go-along showed more efficient, because in shorter time more data was produced.

Insta360. Audio is not understandable in large groups, but the video can be used to understand who is speaking when during the process, while transcribing from the audio device.

Output

Citizen engagement. While focus groups and group interviews can produce a large amount of data, the engagement of participants is not in the same level. On the contrary, because of its nature, the go-along engages the participant fully, thus being a great method to compliment the limitations of the focus groups.

Data. Using different methods produces different type of data. Differently from focus groups and sit-down interviews were there is a specific topic, the go-along as being more flexible and more in control of the participants, can produce a wider range and variety. In this study it resulted that walking brought up topics not discussed during other methods. This might be reasoned with the fact that many senses are engaged in a

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go-along. Below the contribution of the methods is illustrated based on its data categorization.
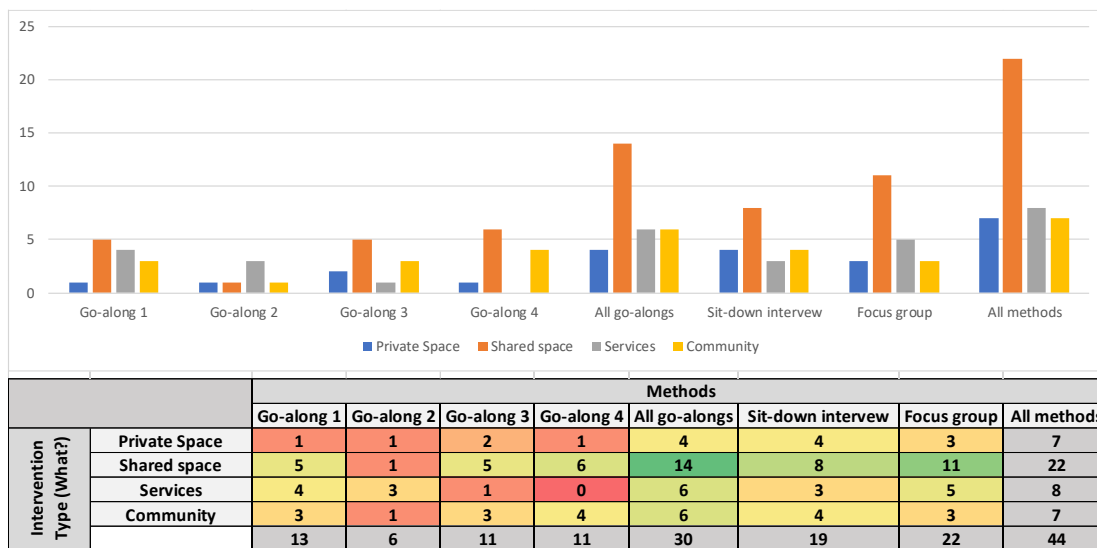

		Methods							
		Go-along 1	Go-along 2	Go-along 3	Go-along 4	All go-alongs	Sit-down interview	Focus group	All methods
Intervention Type (What?)	Private Space	1	1	2	1	4	4	3	7
	Shared space	5	1	5	6	14	8	11	22
	Services	4	3	1	0	6	3	5	8
	Community	3	1	3	4	6	4	3	7
		13	6	11	11	30	19	22	44

Table 23. Number of outputs produced from each method on intervention type

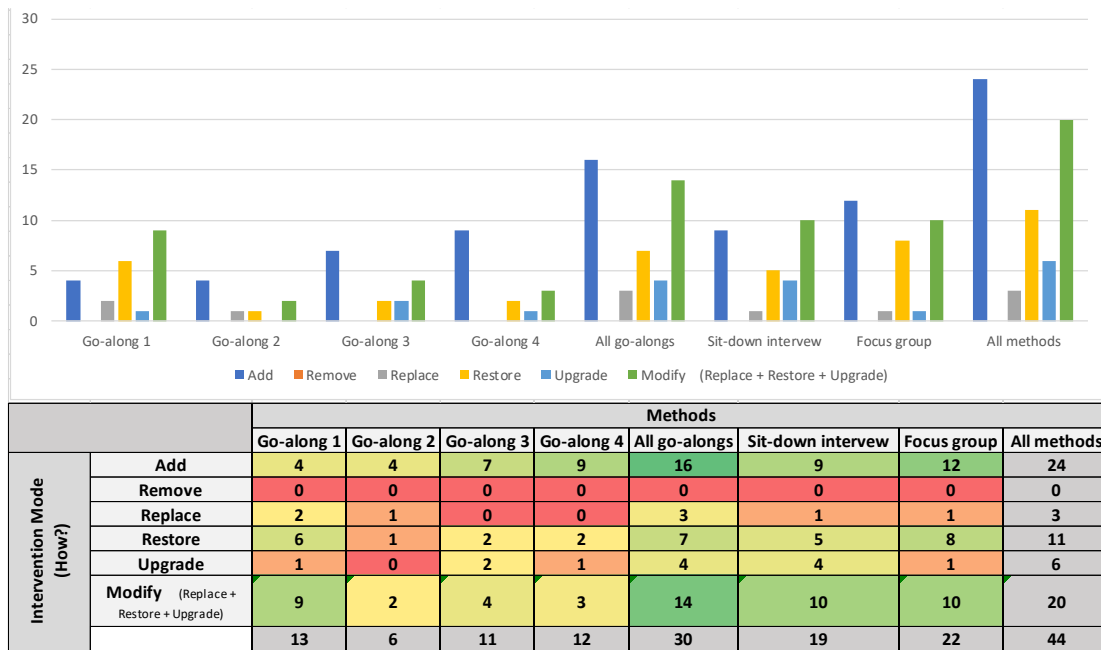|		Methods							
		Go-along 1	Go-along 2	Go-along 3	Go-along 4	All go-alongs	Sit-down interview	Focus group	All methods
Intervention Mode (How?)	Add	4	4	7	9	16	9	12	24
	Remove	0	0	0	0	0	0	0	0
	Replace	2	1	0	0	3	1	1	3
	Restore	6	1	2	2	7	5	8	11
	Upgrade	1	0	2	1	4	4	1	6
	Modify (Replace + Restore + Upgrade)	9	2	4	3	14	10	10	20
		13	6	11	12	30	19	22	44

Table 24. Number of outputs produced from each method on intervention mode

Data from the categorization done in the findings section was presented and analyzed in Table 23 and Table 24. They give an easy overview of each method contribution to valuable information for the project. Some the results were:

1. One go-along provides less variety of data compared to a focus group with 11 participants or sit-down interview with multiple with 5 participants. However, four go-alongs together provide more variety of data compared to focus group with 11 participants or sit-down interview with 5 participants. This confirms with a practical showcase the theoretical statement that it is an effective tool to create a wide array of perceptions of places from a limited number of participants. (Manzo and Perkins, 2006)

2. Participants are more focused on physical interventions than social interventions. This result is suggested from all the methods used as shown in Table 23

3. People are interested in adding or modifying, but not removing. This suggests that the go-along would provide more overarching results if interviews would also include professionals (i.e. facility managers, architects, etc.).

The Go-virtually-along

This method was not was not incorporated in the comparison section due to testing it in on only one participant. Even though it cannot mimic the real physical Go-along, there are a lot of potentials to be explored, such as including people with movement disabilities as well as reaching out to participants that cannot access the site for other reasons.

5.1.2   Factors affecting the go-along implementation

Technology: Using 360° video camera in the research

The 360° camera usage in this study improved the data production and analysis, especially for the go-along method. It allowed the researcher to go back at the process and study the paths walked, observe the environment at that specific moment in time and see how the participant was reacting to it. Especially for planners and decision makers, the camera can add a spatial dimension to the participants needs, desires and barriers, possibly some that the participant might not be aware of their importance. Such example is shown in the go-along with Teuta, where she expressed her fear of walking unknown paths and getting lost in the corridors.

Processing the videos might add extra time and certain amount of new skills in using video editing software, but it is user friendly and can be learned quickly. Nonetheless, the researcher should not base entirely the data gathering process on it since technology might be unpredictable and unreliable if errors occur, referring to what happened in the Go-along 2 (see section 4.3)

Depending on the type of research and context, some participants might not feel comfortable around the camera, not allowing filming of the process or restraining themselves from talking freely.

Referring to this study, the usage of 360° camera showed more valuable in the case of go-alongs when the author did not worry about stopping to take pictures or note down the location, since the whole environment could be seen in the video. Looking back on the process during the go-along, it could be helpful to add equipment to fix the camera i.e. on a hat, so it stands higher and allows for the researcher's hand to be completely free.

While in focus groups, as more static methods, it might be more practical to use static normal cameras fixed on a corner of the room looking down the participants. This was the view cannot be blocked from participants, thus allowing to view everyone present.

Language: Working around three languages

This study has been carried out in a context with participants who rarely spoke English. Language was a barrier not just within community dwellers, but also for the author during data gathering. Due to the author's personal lack of skills in Norwegian and the lack of English comprehension within the community, it required interpreters to carry out methods requiring interaction and participation from residents. While the use of interpreters helps to bring down the language barrier, it adds a transaction cost in the

form of the information becoming secondhand. Problems that arise include, but are not limited to, the interpreter failing to relate everything the participant say to the researcher, adding their own opinions to the participants' answers. Failing to explain the researchers' questions or activity fully, participants might end up focusing on other irrelevant topics. In certain situations, the researcher might not be able to control the conversation flow, especially in focus groups such as the one held in this study where same participants were communicating in Farsi and others in Norwegian, leaving everything in the hands of the interpreter. However, engaging two Farsi interpreters was very time effective since they could ask and respond to participants faster.

Go-alongs could be easier than focus groups to carry out when the interpreter is involved, not just because of smaller number of participants, but it allows the environment to help in the participant's expression by pointing out places, without the need to talk. However, there is hardly a deeper rapport built between the participants and the researcher, when the interpreter is involved.

COVID-19: Implementing the fieldwork during the pandemic

The study has been carried out in unusual circumstances. The COVID-19 pandemic affected many parts of our daily routines having a massive impact in the way we approach people. This consequently changed the way author was conducting research. It added another level of difficulty in undergoing a fieldwork and collecting data. Firstly, during the author's field observation, the lack of people's activity in the area might have been an effect of citizen's fear of using outdoor spaces as much. This made it harder for people to be interviewed (go-along) by the author. Secondly, most of the actual dwellers of Y20 are older adults, above 60-year-old, making them a risk group. The author had to be careful while interacting especially with that age group. Thirdly, as the organizer of the interviews/focus group the author had to prepare with proper equipment, such as face masks, hand sanitizer, gloves, etc. as well as priorly adapting

the methods according to the restrictions. Understandingly, extra time was put into this preparation, time that in normal circumstances. Nonetheless, it is important to note that the go-along method is suitable even in COVID-19 circumstances, since it is held while moving and the researcher can have a safe distance from the participant, in outdoor.

6   Conclusion

This thesis carried out a systematic literature review and a multi-method approach to fieldwork to investigate how the go-along method can engage social housing dwellers in planning processes of Boligstiftelsen. The study concludes that the go-along method can engage social housing dwellers in providing basis to translate their desires and insights into valuable input that can support urban planning processes. An essential benefit of applying the go-along method is to gather a wide variety and significant volume of data by engaging even a small sample of participants. Nevertheless, the go-along method's potential is better exploited when used complemented to other traditional methods, such as in conjunction to focus group, in order to overcome its limitations in regard to the exclusion of participants with low or no mobility abilities. The case study demonstrated that technology, such as 360° video cameras, can overcome the method's limitation of the need to simultaneously take notes and pictures while moving and focusing on the conversation with the participant. The case study demonstrated that the go-along method enhances the interaction researcher-citizens in the planning process by involving the researcher more in the community and making residents more interested in the ongoing research.

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8 Appendices

8.1 Appendix 1 – Interview Guide

Introduce myself, the project, and the data usage consent consent

- The interview could start inside the building.

1- Could you tell me about yourself? How long have you lived here?

2- How would you describe the area? How/Where do you go to the grocery store?

3- What do you define as your neighborhood?

4- Do you get all your needs fulfilled around the neighborhood?

5-Can you tell me a bit more how have you used this space in the last years? How has it changed depending on your daily schedule?

- At this point we should start walking around the neighborhood, not just around the building…

6- Why are you choosing this specific route?

7- What do you like/dislike viewing on the route?

8- Do you feel familiar or not with the path? Confident or not walking around here?

9- Is there anything that you like/dislike about the building/area? Could you explain why?

10- What would you like to be changed here?

11- Could you explain me a bit about the diversity of the residents?

12- How would you describe the community interactions?

13- Who do you wish would live here?

14- What do you think are the needs of this place (building or neighborhood) to create a better community feeling? Why?

15- Can I contact you again in the future by phone if new questions pop in my mind?

16-   We are planning to have a meeting with a few other residents here. Would you be willing to join?

8.2   Appendix 2 - Structured notes taken on In-situ Observations

Location:

Date:

Time:

Weather:

Number of people sitting/stopped within the site

Number of people passing through the site

Are people alone or accompanied?

Approximate ages:

Ethnicity (Norwegian or non-Norwegian)

Activity:

Where people come/go?

Unique Behaviors:

8.3 Appendix 3 – Focus Group Program Description

Focus Group 19th, 2020

English

The goal of the project is to look at opportunities to develop alternative housing solutions where both disadvantaged and resourceful live together in affordable rental housing with an emphasis on social housing qualities such as community and resident participation. During the workshop the researchers want to get the local knowledge of the residents, which is very important for ongoing project.

The method used for this workshop is called *Søkekonferanse*(Levin, 2009)*,* and it was specifically chosen for its deliberative approach and focus on each attendant's participation. Participants will be dwellers of the building, researchers working on the project, master students at NTNU and representatives from Boligstiftelsen, which is managing the building now. Because of language barriers the participants will be divided in at least 2 groups (Norwergian speaking and non-Norwegian speaking). One of the students present in workshop will help facilitate the workshop for the non-Norwegian speaking participants, since her native language is Farsi and many of the participants speak it.

Norwegian

Målet med prosjektet er å se på muligheter for å utvikle alternative boligløsninger der både vanskeligstilte og ressurssterke lever sammen i rimelige utleieboliger med vekt på sosiale boligkvaliteter som fellesskap og beboermedvirkning. I løpet av workshopen ønsker forskerne å få lokalkunnskapen til beboerne, noe som er veldig viktig for pågående prosjekt.

Metoden som ble brukt til denne workshopen kalles Søkekonferanse (Levin, 2009), og den ble spesielt valgt for sin overveiende tilnærming og fokus på hver deltakeres deltakelse. Deltakerne vil være beboere i bygningen, forskere som jobber med prosjektet, masterstudenter ved NTNU og representanter fra Boligstiftelsen, som administrerer bygningen nå. På grunn av språkbarrierer vil deltakerne være delt inn i minst to grupper (norsktalende og ikke-norsktalende). En av studentene som er til stede i workshop vil hjelpe til med å tilrettelegge for ikke-norsktalende deltakere, siden morsmålet hennes er farsi og mange av deltakerne snakker det.

Search conference (Google-translated)	*Søkekonferanse*
Search conferencing as a method is often used when the purpose is to develop action-oriented measures in local communities (Brokhaug 1985; Brokhaug, Levin & Nilssen 1986). Central to the method is active user involvement, where selected participants have the opportunity to search for common ideas (Brikner & Alrø 1993). The people who invite to such a conference should therefore be concerned that something should make the area that is the theme of the conference. Furthermore, the group should be composed of participants with varied backgrounds and knowledge.	Søkekonferanse som metode er ofte benyttet når formålet er å utvikle handlingsrettede tiltak i lokalsamfunn (Brokhaug 1985; Brokhaug, Levin & Nilssen 1986). Sentralt for metoden er aktiv brukerinvolvering, hvor utvalgte deltakere får anledning til å søke etter felles ideer (Brikner & Alrø 1993). De personer som inviterer til en slik konferanse bør derfor være opptatt av at noe bør gjøre området som er tema for konferansen. Videre bør gruppen settes sammen av deltakere med variert bakgrunn og kunnskap.

1 – What would be their personal desired future?

Ask people about their desires and try to figure out what would be their ideal living situation in this community. In this part, beside using it as an ice breaker, we would get to know what is more important for the residents living. What do they think would help achieve a sustainable and inclusive community? At the last part of this session, a master student would present some of the findings from interviews so far.	Spør folk om deres ønsker og prøv å finne ut hva som vil være deres ideelle livssituasjon i dette samfunnet. I denne delen, ved siden av å bruke den som en isbryter, ville vi bli kjent med hva som er viktigere for innbyggerne som bor. Hva tror de vil bidra til å oppnå et bærekraftig og inkluderende samfunn? I den siste delen av denne økten ville en masterstudent presentere noen av funnene fra intervjuer så langt.

2 – What is stopping us from achieving this desired future?

Here the discussion would be focused on the barriers that exist and what might be a possible barrier that stops us from achieving what is important for the community. To have everyone's opinion we would start by having individual reflection and then share them with the whole group.

3- Go from Barriers to Opportunities

This session will be the longest one because it would involve everyone trying to come up with ideas to overcome these barriers. How can we use each other and all the resources the community must create a better environment for everyone living there or for the possible new residents?

4- Open floor to share all ideas

The last part would be more open and unstructured. Here we would observe the interactions and dynamics. It will also be used for going through quickly the main topics discussed during the process.

Her vil diskusjonen være fokusert på de barrierer som eksisterer og hva som kan være en mulig barriere som hindrer oss i å oppnå det som er viktig for samfunnet. For å ha alles mening ville vi starte med å reflektere individuelt og deretter dele dem med hele gruppen.

Denne økten vil være den lengste fordi den vil involvere alle som prøver å komme med ideer for å overvinne disse hindringene. Hvordan kan vi bruke hverandre og alle ressursene samfunnet har for å skape et bedre miljø for alle som bor der eller for mulige nye innbyggere.

Den siste delen ville være mer åpen og ustrukturert. Her vil vi observere samspillet og dynamikken. Den vil også bli brukt til å gå gjennom de viktigste temaene som diskuteres under prosessen.

How will the data be gathered?

During the workshop, the process will be recorded with a 360 camera, specifically **Insta360 EVO.** The reason this camera is chosen as the tool for recording is that beside the voice recording it can allow the researcher to have 360 degrees view of the environment while facilitating the process. It will give the chance to look back and study the dynamics happening in the room, giving a better understanding of the results that will come out of the workshop. All the data is stored in a 120 GB memory card inside the camera and it is only accessed through a PC when it is connected to it. The interviews will be transcribed, and the data will be stored in this memory card only. All the data recorded by Insta360 EVO will be deleted by the end of the research project.

I løpet av workshopen blir prosessen tatt opp med et 360-kamera, spesielt Insta360 EVO. Årsaken til at dette kameraet er valgt som et verktøy for opptak, er at det ved siden av stemmeopptaket kan gi forskeren 360 graders utsikt over miljøet, samtidig som det letter prosessen. Det vil gi sjansen til å se tilbake og også studere dynamikken som skjer i rommet, og gi en bedre forståelse av resultatene som kommer ut av workshopen.Alle dataene er lagret på et 120 GB minnekort inne i kameraet, og det er bare tilgjengelig via en PC når det er koblet til det. Intervjuene blir transkribert, og dataene lagres bare på dette minnekortet. Alle dataene som er registrert av Insta360 EVO vil bli slettet ved slutten av forskningsprosjektet.

Taking part in the Research Project

"Research project on new social housing solutions"

This is an inquiry about participation in a research project on new social housing solutions.

To conduct this research, we will need to investigate the needs and wishes of the actual residents and explore ideas in which new residents would feel happy being part of this community. In this form we will give you information about the purpose of the project and what your participation will involve.

Purpose of the project

The purpose of the Boligstiftelsen in Trondheim is to contribute to housing for people who have challenges entering the ordinary housing market. The housing foundation owns approx. 900 apartments in Trondheim's different districts. The foundation currently has some vacant buildings. Instead of the buildings being left empty or sold, the foundation wants to look at opportunities to develop alternative housing solutions where both disadvantaged and resourceful people live together in affordable rental housing with an emphasis on social housing qualities such as community and resident participation. The goal of the research project is to develop models for this type of housing project in their housing stock.

Who is responsible for the research project?

NTNU, Department of Architecture and Planning is the institution responsible for the project.

Why are you being asked to participate?

You are asked to participate because you can provide better insight on what are the necessary interventions (physical or social) needed to help create a sustainable community.

What does participation involve for you?

You will be asked to be part of a workshop where sharing of personal thoughts and ideas is encouraged.

Participation is voluntary
Participation in the project is voluntary. If you chose to participate, you can withdraw your consent at any time without giving a reason. All information about you will then be made anonymous. There will be no negative consequences for you if you chose not to participate or later decide to withdraw.

Your personal privacy – how we will store and use your personal data
We will only use your personal data for the purpose(s) specified in this information letter. We will process your personal data confidentially and in accordance with data protection legislation (the General Data Protection Regulation and Personal Data Act). Any data that can be traced to individual participants will be kept confidential and anonymized before being used for research purposes.

The interview will be audio and video recorded. Parts of the sound recordings will be transcribed (written down) and stored electronically. All source data will be handled and stored in accordance with the existing regulations by NTNU as the responsible institution and only persons associated with the project (researchers and master students at NTNU) will have access to them.

What will happen to your personal data at the end of the research project?

The project is scheduled to end 31.032.2021. All data will be anonymized at the end of the project, e.g. audio and video will be deleted when transcripts and analysis of data are completed. These and anonymized recordings from the inside of the virtual environments may be used for demonstrations in research context in such a way that no information will be linked to individuals.

Your rights

As long as you can be identified in the collected data, you have the right to:

- access the personal data that is being processed about you
- request that your personal data is deleted
- request that incorrect personal data about you is corrected/rectified
- receive a copy of your personal data (data portability), and
- send a complaint to the Data Protection Officer or The Norwegian Data Protection Authority regarding the processing of your personal data

What gives us the right to process your personal data?

We will process your personal data based on your consent.

Based on an agreement with NTNU, NSD – The Norwegian Centre for Research Data AS has assessed that the processing of personal data in this project is in accordance with data protection legislation.

Where can I find out more?

If you have questions about the project, or want to exercise your rights, contact:

- Project manager, researcher Randi Narvestad (Department of Architecture and Planning, NTNU)
  phone: +47 93 01 36 54, email: randinar@ntnu.no

- Indrit Gradeci (Master Student at Urban Ecological Planning, NTNU)
  phone: +47 41 37 65 42, email: indrit.gradeci@ntnu.no

- NSD – The Norwegian Centre for Research Data AS, by email:
  (personverntjenester@nsd.no) or by telephone: +47 55 58 21 17.

Consent form

I have received and understood information about the project **on new social housing solutions in collaboration with** Boligstiftelsen in Trondheim and NTNU and have been given the opportunity to ask questions. I hereby declare my consent that my data in relation to this project may be stored, documented and used for research and educational purposes as described above. I give consent for my personal data to be processed until the end date of the project, approx. 31.03.2021

(Signed by participant, date)

Delta i forskningsprosjektet

"Forskningsprosjekt om nye boligsosiale løsninger"

Dette er en henvendelse om deltakelse i et forskningsprosjekt om nye boligsosiale løsninger.

For å gjennomføre denne undersøkelsen, må vi undersøke behovene og ønskene til de faktiske innbyggerne og utforske ideer der nye innbyggere vil føle seg glade for å være en del av dette samfunnet. I dette skjemaet vil vi gi deg informasjon om formålet med prosjektet og hva din deltakelse vil innebære.

Formålet med prosjektet

Hensikten med Boligstiftelsen i Trondheim er å bidra til boliger for mennesker som har utfordringer inn i det ordinære boligmarkedet. Boligstiftelsen eier ca. 900 leiligheter i Trondheims forskjellige bydeler. Stiftelsen har for tiden noen ledige bygninger. I stedet for at bygningene blir stående tomme eller solgt, ønsker stiftelsen å se på muligheter for å utvikle alternative boligløsninger der både vanskeligstilte og ressurssterke mennesker bor sammen i rimelige utleieboliger med vekt på sosiale boligegenskaper som samfunns- og beboermedvirkning. Målet med forskningsprosjektet er å utvikle modeller for denne typen boligprosjekt i deres boligmasse.

Hvem er ansvarlig for forskningsprosjektet?

NTNU, Institutt for arkitektur og planlegging er institusjonen som er ansvarlig for prosjektet.

Hvorfor blir du bedt om å delta?

Du blir bedt om å delta fordi du kan gi bedre innsikt i hva som er de nødvendige tiltakene (fysiske eller sosiale) som trengs for å skape et bærekraftig samfunn.

Hva innebærer deltakelse for deg?

Du blir bedt om å være en del av en workshop der deling av personlige tanker og ideer oppmuntres.

Deltakelse er frivillig

Deltakelse i prosjektet er frivillig. Hvis du valgte å delta, kan du når som helst trekke tilbake samtykke uten å oppgi grunn. All informasjon om deg vil da bli gjort anonym.

Det vil ikke ha noen negative konsekvenser for deg hvis du valgte å ikke delta eller senere bestemmer deg for å trekke deg.

Ditt personvern - hvordan vi lagrer og bruker dine personlige data

Vi vil bare bruke dine personlige data til formålet (e) spesifisert i dette informasjonsbrevet. Vi behandler personopplysningene dine konfidensielt og i samsvar med databeskyttelseslovgivningen (personvernloven og personopplysningsloven). Alle data som kan spores til individuelle deltakere vil bli holdt konfidensielle og anonymisert før de brukes til forskningsformål.

Intervjuet blir tatt opp lyd og video. Deler av lydopptakene vil bli transkribert (skrevet ned) og lagret elektronisk. All kildedata vil bli håndtert og lagret i samsvar med gjeldende regelverk av NTNU som ansvarlig institusjon, og bare personer tilknyttet prosjektet (forskere og masterstudenter ved NTNU) vil ha tilgang til dem.

Hva vil skje med dine personopplysninger på slutten av forskningsprosjektet?

Prosjektet er planlagt til slutt 31.032.2021. Alle data blir anonymisert på slutten av prosjektet, f.eks. lyd og video blir slettet når transkripsjoner og analyse av data er fullført. Disse og anonymiserte opptakene fra innsiden av de virtuelle miljøene kan brukes til demonstrasjoner i forskningssammenheng på en slik måte at ingen informasjon vil bli knyttet til enkeltpersoner.

Dine rettigheter

Så lenge du kan bli identifisert i de innsamlede dataene, har du rett til å:

- få tilgang til personopplysningene som behandles om deg

- be om at personopplysningene dine blir slettet

- be om at feil personopplysninger om deg blir rettet / rettet

- motta en kopi av dine personlige data (dataportabilitet), og

- sende en klage til databeskyttelsesansvarlig eller Datatilsynet om behandling av dine personopplysninger

Hva gir oss retten til å behandle dine personopplysninger?

Vi behandler personopplysningene dine basert på ditt samtykke.

Basert på en avtale med NTNU, har NSD - Norsk senter for forskningsdata AS vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernlovgivningen.

Hvor kan jeg finne ut mer?

Hvis du har spørsmål om prosjektet, eller ønsker å utøve dine rettigheter, kan du kontakte:

• Prosjektleder, forsker Randi Narvestad (Institutt for arkitektur og planlegging, NTNU)

telefon: +47 93 01 36 54, e-post: randinar@ntnu.no

• Indrit Gradeci (masterstudent ved byøkologisk planlegging, NTNU)

telefon: 41 37 65 42, e-post: indrit.gradeci@ntnu.no

• NSD - Norsk senter for forskningsdata AS, via e-post: (personverntjenester@nsd.no) eller på telefon: 55 58 21 17.

Samtykkeskjema

Jeg har mottatt og forstått informasjon om prosjektet om nye boligsosiale løsninger i samarbeid med Boligstiftelsen i Trondheim og NTNU og har fått muligheten til å stille spørsmål. Jeg erklærer herved mitt samtykke til at dataene mine i forbindelse med dette prosjektet kan lagres, dokumenteres og brukes til forsknings- og utdanningsformål som beskrevet ovenfor. Jeg gir samtykke til at personopplysningene mine behandles frem til sluttdatoen for prosjektet, ca. 31.03.2021

(Signert av deltaker, dato)

تحقیقاتی پروژه در شرکت

" پروژه تحقیقاتی درباره ی جدید های حل راه برای خانه های دولتی "

این پروژه پرسشی است درباره مشارکت در یک پروژه تحقیقاتی در باب راه حل های جدید برای خانه های دولتی. برای انجام این تحقیق

، ها خواسته و نیاز ها باید مای ساکنان حقیقی را ساکنان آن در که کنیم بررسی را هایی ایده و کرده بررسی در حضور از جدیداین انجمن احساس خرسندی می کنند. در این فرم اطلاعات مربوط به پروژه هدف و نقش آن در شما مشارکت را در اختیار شما قرار می دهیم.

هدف پروژه

هدف سازمان Boligstiftelsen در تروندهایم کمک به افرادی است که برای ورود به بازارمسکن با چالش هایی همراه هستند.

بنیاد مسکن مالک تقریبا 900 آپارتمان در مناطق مختلف تروندهایم است. این بنیاد در حال حاضر تعدادی ساختمان خالی از سکنه دارد. بنیاد مسکن به دنبال فرصت هایی است به منظور توسعه راه هایی برای جایگزین کردن خانه ها به جای خالی رها کردن آن ها و یا فروختنشان. در این صورت هر دو گروه توانمند و مستضعف جامعه قادر خواهند بود به همراه هم در خانه های اجاره ای مقرون به صرفه زندگی کنند با در نظر گرفتن کیفیت خانه های دولتی در زمینه انجمن و مشارکت ساکنین.

چه کسی مسئول پروژه تحقیقاتی است؟

گروه معماری و برنامه ریزی دانشگاه NTNU نهاد مسئول این پروژه می باشد.

چرا از شما خواسته شده که شرکت کنید؟

ازشما خواسته شده است که شرکت کنید زیرا می توانید بینش بهتری درباره مداخلات لازم (فیزیکی یا اجتماعی (برای کمک به ایجاد یک جامعه پایدار داشته باشید .

مشارکتشما چه عواملی را در بر می گیرد؟

از شما خواسته می شود در کارگاهی شرکت کنید که در آن به اشتراک گذاشتن نظرات و ایده های شخصی مورد تشویق قرار می گیرد.

مشارکت داوطلبانه است

مشارکت در این پروژه داوطلبانه است .اگردر این پروژه شرکت کنید   می توانید ، موافقت خود را در هر زمان بدون دلیل آوردن پس بگیرید .تمام اطلاعات مربوط به شما ناشناسخواهد ماند. اگر تصمیم بگیرید که شرکت نکنید یا بعداً تصمیم به انصراف بگیرید ، هیچ گونه عواقب منفی برای شما نخواهد داشت.

حریم شخصی شما ـ نحوه ذخیره و استفاده از داده های شخصی شما

ما فقط از اطلاعات شخصی شما برای اهداف مشخص شده در این نامه استفاده خواهیم کرد .ما داده های شخصی شما را محرمانه و مطابق با قانون محافظت از داده ها)قانون عمومی حفاظت از داده ها و قانون داده های شخصی (پردازش خواهیم کرد .هر داده ای که به شخص خاصی مربوط باشد قبل از استفاده برای اهداف تحقیق محرمانه و ناشناس باقی می ماند.

مصاحبه بصورت صوتی و تصویری ضبط خواهد شد .قسمتهایی از ضبط صدا رونویسیخواهد شد نوشته) می شود (و به صورت الکترونیکی ذخیره می شود.

کلیه داده های منبع مطابق با مقررات موجود NTNU به عنوان نهاد مسئول اداره و ذخیره می شود. و فقط افراد مرتبط با پروژه

(NTNU محققان و دانشجویان کارشناسی ارشد) به آنها دسترسی خواهند داشت.

در پایان پروژه تحقیقاتی چه اتفاقی برای داده های شخصی شما خواهد افتاد؟

این پروژه قرار است تا 31.03.2021 پایان یابد .تمام داده ها در پایان پروژه ناشناسباقی خواهد ماند، به عنوان مثال با تکمیل رونوشت و تجزیه و تحلیل داده ها ، صدا و فیلم حذف خواهد شد .اینگزارش های ضبط شده ناشناس از داخل محیط های مجازی ممکن است برای ارایه در زمینه های تحقیق استفاده شود با درتاکید بر محرمانه در نظر گرفتن اطلاعات اشخاص.

حقوق شما

تا زمانی که بتوانید در داده های جمع آوری شده شناسایی شوید ، شما حق این را دارید:

به داده های شخصی که در مورد شما در حال پردازش است دسترسی پیدا کنید .

درخواست کنید که اطلاعات شخصی شما حذف شود .

درخواست کنید که داده های شخصی نادرست در مورد شما اصلاح شود .

یک نسخه از داده های شخصی خود)قابلیت حمل داده (را دریافت کنید ، و

در مورد پردازش اطلاعات شخصی خود به مسئول دفتر   حفاظت از داده یا سازمان حفاظت از داده نروژ شکایتی ارسال کنید.

چه چیزی به ما حق پردازش داده های شخصی شما را می دهد؟

ما اطلاعات شخصی شما را براساس رضایت شما پردازش خواهیم کرد.

براساس توافق با NTNU ، NSD - مرکز نروژی برای داده های تحقیق ارزیابی کرده است که پردازش اطلاعات شخصی در این پروژه مطابق با قوانین محافظت از داده ها است.

از کجا می توانم اطلاعات بیشتری کسب کنم؟

اگر در مورد پروژه سوالی دارید یا می خواهید از حقوق خود استفاده کنید با آدرس زیر تماس بگیرید:

Randi Narvestad محقق و مدیر پروژه (گروه معماری و برنامه ریزی NTNU)

تلفن: +47 93 01 36 54 ، ایمیل: randinar@ntnu.no

Indrit Gradeci (دانشجوی ارشد رشته برنامه ریزی زیست محیطی شهری NTNU)

تلفن: +47 41 37 65 42 ، ایمیل: indrit.gradeci@ntnu.no

NSD (مرکز نروژی برای داده های تحقیق)

تلفن: +47 55 58 21 17. ایمیل: (personverntjenester@nsd.no)

رضایت نامه

اینجانب اطلاعات مربوط به پروژه راه حل های جدید برای خانه ی دولتی با همکاری Boligstiftelsen در تروندهایم و دانشگاه NTNU را دریافت کرده و فهمیده ام و فرصت مطرح کردن سوالاتی به من داده شده است. بدینوسیله رضایت خود را اعلام میکنم در مورد ذخیره و ثبت اطلاعات من در این پروژه برای هر گونه اهداف آموزشی و تحقیقاتی همانطور که پیش تر توضیح داده شده است. اینجانب رضایت خود را به منظور پردازش داده های شخصی تا پایان تاریخ 31.03.2021 اعلام می کنم.

(امضا شده توسط شرکت کننده ، تاریخ)

8.5   Appendix 5 – Interview Guide for Go-Virtually-Along

Introduce myself, the project, and the data usage consent consent.

Introduce the process, how to use Google Street View and Virtual Tour

- The interview starts

1- Could you tell me about yourself?

2- Have you been before to this area of the town? If yes, what were the first impressions then?

- After the first two questions, the participant should be asked to use Street View and Virtual Tour

3- What are your impressions of the neighborhood now? What do you like/dislike?

4- What are your first impressions of the building? What do you like/dislike?

5- Would you live there?

6- Would you have anything changed or added? What do you think are the needs of this place (building or neighborhood) to make you interested in living there?

7- How would you like your neighbors to be?

8- Can I contact you again in the future by phone if new questions pop in my mind?

9- Would you be willing to join me in a physical walk around the site?

8.6   Appendix 6 – Systematic Review

AUTHOR / PAPER	ADVANTAGES
(Kusenbach, 2003) Street phenomenology: The go-along as ethnographic research tool	- participant's experiences and interpretations simultaneously accessed by researcher - provides the opportunity to schedule multiple returns to sensitive subjects with by a formal follow-up interview
APPLICATION **TOOLS** **TECHNOLOGY**	- creates excellent opportunities to conduct 'unobserved' observations that happen to be sensitive to unaccompanied outsiders. *- helps researchers reconstruct how personal experiences of the social and physical environment in everyday life effect the participant*
- 50 go-along (¾ walk-along, ¼ ride-along or mixed types) - Audio-recording complimented with jottings and photos	*- unique access to personal biographies, highlighting links between places and life histories* *- explores the social architecture of natural settings such as neighborhoods, revealing how informants situate themselves in the local social context* - explores parochial realms as opposed to public realms, and informal networks as opposed to strong social ties - provides unique access to biographies by taking a spatial versus a chronological approach; emphasizing the contexts and symbolic qualities of everyday spatial practices. - enhances understandings of how individuals connect and integrate the various regions of their daily lives and identities, by tracking the natural sequence of places in practical everyday life

DISADVANTAGES / LIMITATIONS	RECOMMENDATIONS AND FURTHER STUDY
- when researchers take informants into unfamiliar territory/activities that are not part of their own routines, produces appealing data, but the kind that enhances our understanding of the participant's authentic practices and interpretations - unfit to explore the many sites and activities that do not accommodate conversation, such as physically exhausting activities or rituals that require silence - the unique potential of the go-along method cannot be fully developed when applied to settings in which informants pursue stationary, internal activities that do not require engaging the environment	*Recommendations:* - a productive time window for a go-along is about an hour to 90 minutes - audio-recordings are particularly useful in the case of ride-along because of the faster pace of events - ride-along less effective than walk-along because they make it difficult to ask informants for clarifications and to mentally keep track of the sequence of situations - expand any records or mental notes into full sets of descriptive fieldnotes after completing a go-along interview - the strengths and advantages of participant observation, interviewing and go-along accumulate when they are pursued in combination

AUTHOR / PAPER	ADVANTAGES
(Pink, 2007) Walking with video **APPLICATION** **TOOLS** **TECHNOLOGY** - using the camera as a tool through which to explore informants' experiences of and engagements with the environment - 3 video recordings up to one hour	- video work can be interpreted as a place-making practice - produces empathetic and sensory embodied understandings of another's experience - produces audiovisual texts that define and represent place at moments in time - communicates a sense of another person's emplaced experiences that might be interpreted empathetically by its audiences - provides more involved approach of how place and identities are constituted - film or video invites empathetic engagements with the sensorial subjects in their viewers

DISADVANTAGES / LIMITATIONS	RECOMMENDATIONS AND FURTHER STUDY
- viewers might not have the right cultural knowledge needed to be able to interpret these experiences	*Recommendations:* - develop ways of integrating visual and written texts in multimedia hypermedia projects that might communicate both in ways that MacDougall (1998) suggests are 'transcultural' - -provide analytical contextualization that make translation about other people's experiences possible

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AUTHOR / PAPER	ADVANTAGES
(Jones et al., 2008) Exploring Space and Place with Walking Interviews	- the researcher relies on photos and objects to encourage discussion prompted by environment - links words and location to tackle spatial issues more explicitly - takes the interviewing process out of the "safe" confines of the interview room, allowing the environment and the act of walking itself to move the collection of data in productive and sometimes entirely unexpected directions ————————————————————————
APPLICATION **TOOLS** **TECHNOLOGY**	

- Three cases with different application:
 	
1. **Examining Student Perceptions of "Europeanness" in Urban Britain**
 	
- preselected route from researcher
 	
  - only audio recording
 	
———————————————————————
 	
2. **Bristol Harbourside**
 	
  - participant's own route decision, restricted only by the general boundaries of the redeveloped dock
 	
  - audio recording
 	
  - GPS tracking
 	
——————————
	- can record respondents first impressions by taking them through areas they had not previously visited
	
	- fixed route approach – even with a relatively small sample, get recurring data about locations
	
	- possibility to adapt to a covered route for bad weather conditions
	
	————————————————————
	
	- any uncertainty about the location of a quote from the transcript could be resolved by the GPS log
	
	- GPS gives insights which spaces are easy for users to understand whether they can pass through or not and how they are supposed to be used, (qualities described as the "legibility" of a space from Lynch, 1960)
	
	- allows to link locations to comments which becomes a tool for exploring the way people respond to the views unfolding as they pass through spaces

3. Rescue Geography: People's Understandings of Spaces Due for Redevelopment	- stories enrich spaces and have no meanings
(Jones P & Evans J, 2012	- GPS recordings to a location give insights into what prompts interviewees to make comments not necessarily attached to a specific place
- participants chose their own routes, but boundaries were broadly defined	- being in a location can stimulate socio-political narratives unrelated to the actual built form itself, hence location has effect on storytelling
- audio recording	
- transcription in 10-second pieces	- with GIS one can identify locations with a particular effect in terms of stimulating recollections, associations, and opinions, which can be useful in planning future redevelopment in the area
- 10 second interval GPS record	
- both types of data combined within a geographic information system (GIS)	

DISADVANTAGES / LIMITATIONS	**RECOMMENDATIONS AND FURTHER STUDY**

- if the interviewer is trying to film, walk, and talk at the same time, it can make the video sometimes unwatchable and disorientating _____
 	
   - <u>without this descriptive cue, it would not be clear that the reason why the participant struggled to understand what constraints there were on the use</u> of this space was the fact that it has semi-public qualities
 	
   - fixed routes lose the empowering element for the participants _____
	Recommendations:
	
	   - before undertaking the research researchers have to think how important is for the study to have a precise record of what was said where, or whether it is sufficient to simply make a comment about location where this is significant, sacrificing some of the interview's natural flow
	
	   - where the role of space itself is a key object of study, use of GPS or video might be worth considering, despite the technological and practical issues they raise
	
	 - Geographies can be captured by more than one method as the authors themselves conducted conventional interviewing.

- accuracy of around 5-10 meters and can fall significantly in highly built up areas as the signals are scattered by tall structures
 	
  - feeling of surveillance while using GPS, raising the question about the power relations between interviewer and interviewee
 	
  - the researcher needs to prepare the technology before the interview, extract the data afterwards, and then use it in the data analysis, with the potential for this to go wrong at any stage
 	
- Does not allow the researcher to interrogate one specific space/ place, in particular
	Further Study:
	
	No further study was recommended

AUTHOR / PAPER	ADVANTAGES
(Carpiano, 2009) Come take a walk with me: The "Go-Along" interview as a novel method for studying the implications of place for health and well-being	- reduces typical power dynamics that exist between the interviewer and interviewee (as subject) by building rapport - personal and community empowerment - gains entree to the community - easy recruitment of participants - a way to observe the social life of the participant's neighborhood - can be used to assess features and processes of local-area contexts for which other methods are insufficient - can help in developing more refined theories of place and health that are grounded in the lived experiences - community participatory research method that may both further invest the researcher in the community and the community in the research
APPLICATION **TOOLS** **TECHNOLOGY**	
- participants equipped with a cassette recorder in a jacket pocket and a small microphone clipped on clothes - participants drew on a paper the map of what they perceived to be their neighborhood streets and boundaries, articulating reasons why they considered specific streets	
DISADVANTAGES / LIMITATIONS	**RECOMMENDATIONS AND FURTHER STUDY**

- weather can be controlled - physical condition may exclude participants	*Recommendations* - should consult an electronics expert to determine the technicalities for recording - take note of specific locations or landmarks encountered during the go-along - making handwritten notations on a map during the conduct of the go-along is useful - data quality can be strengthened by steps taken at the immediate conclusion of a go-along such as notes/personal insights - it might be useful to have audio recording turned on even before the go-along starts - safety measure should be considered depending on the neighborhood the study is being conducted

AUTHOR / PAPER	ADVANTAGES
(Evans and Jones, 2011) The walking interview: Methodology, mobility and place **APPLICATION** **TOOLS** **TECHNOLOGY**	- generates more place-specific data than sedentary interviews - longer and more spatially focused, engaging to a greater extent with features in the area under study - high levels of background noise does not appear to be a significant barrier to interviewees walking - ambient temperature does not appear to have any significant effect on how long they are willing to walk

- 14 go-along interviews and 14 sedentary interviews with separate sample groups, while 6 double interviews were conducted - global positioning system (GPS) used to record the geographical tracks of walked interviews alongside an audio recording - each point in the conversation was linked to the relevant point in space	- highly productive way of accessing a community's connections to their surrounding environment - walking allows for natural breaks in the conversation which then be picked up again as the walk progresses, rather than it is signaling the end of the interview as it might in a sedentary context - easier for the researcher to keep the conversation going than in an unstructured sedentary interview - walking interviews produce a higher number of places related to the study area as well as the longer average interview time
DISADVANTAGES / LIMITATIONS	**RECOMMENDATIONS AND FURTHER STUDY**
- less productive mode when autobiographical narratives are the researcher's object of study - the act of walking will exclude certain types of participants and interviewing techniques - double interviews hard to arrange and a number fell through during the research, due to the excessive time demands made on double interviewees and their concern on "not having anything else to say" - not technically challenging nor more time consuming than dealing with conventional interview data	*Recommendations*: - representing qualitative data in map form makes them instantly more appealing to decisionmakers - care is required to avoid being overly seduced by the positivist potential of this method *Further Study:* - whether similar results are produced by walking interviews in suburban or rural areas? - further work exploring the potential to apply this technique in real-world decision-making scenarios is needed to understand the most effective ways in which to analyze and represent data

AUTHOR / PAPER	ADVANTAGES
(Garcia et al., 2012) Conducting Go-Along Interviews to Understand Context and Promote Health **APPLICATION** **TOOLS** **TECHNOLOGY** - 78 student participants aged between 18 and 24 - interviews 48 minutes (range = 24 to 88 minutes) - audio-recorded with a discrete lapel microphone and began in a public meeting space on campus	*- Dynamic Nature of the Go-Along Interview* - participants are put at ease, in a natural conversation - the lack of familiarity with the method encouraged candidness - variety of perspectives yielded i reflected the breadth of participant experiences *- Data Richness* - short and open-ended interview guide through walking triggers participants to share examples and experiences - valuable data gathered beyond the already existing *- Interview Logistics* - go-along interviews did not take more time than traditional interviews - participatory - allows "walking cues"/ instructions

- walking within the physical campus boundaries - interview guide was purposefully short and open-ended	- requires little additional training for researchers versed in traditional interviews - appeal might facilitate recruitment - data are identified in context - silences are naturally comfortable while walking - indirect attention toward participant - suited to studies with specific physical boundaries, such as homes, schools, neighborhoods, or communities - interview approaches can be used in a variety of inquiries that fundamentally seek out contextualized, and participatory data
DISADVANTAGES / LIMITATIONS	**RECOMMENDATIONS AND FURTHER STUDY**
- Interview Logistics - vulnerable to weather, safety issues, environmental challenges - analytical/logistical difficulty of integrating observations with transcribed verbal data - management of confidentiality/ethics for nonparticipants - potential participant discomfort walking in public with researcher - did not conduct face-to-face stationary interviews, thus unable to make a data-informed	*Recommendations*: - *Before the interview:* - ensure technical functionalities like batteries - review ethics of confidentiality with participant - *At the start of the interview:* - ensure recording devices are attached, secured and in the right position. - confirm recording device is recording - *During the interview:*

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methodological comparison with go-along interviews	- confirm recording device is recording every 15 minutes, approximately

- study was not specifically conducted to evaluate interview methodologies and therefore was not designed with a comparative element
 	
  - our observations are limited to examining what participants organically shared about the process
	- *After the interview:*
	  - document environmental factors or circumstances (i.e., weather conditions, construction)
	
	  - upload and check recorded interview
	
	  - document any technological difficulties that occurred; if dialogue was lost, immediately journal recollections of the discussion
	
	  - delete data from devices upon confirmation of successful upload to secure computer/server
	
	  - formalizing the interview structure to minimize differences across interviews
	
	  - conducting a follow up go-along interview to confirm, clarify, or elaborate ideas
	
	and insights that were shared initially
	
	  - ask participants about the experience, which can contribute to specific insights about the process

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AUTHOR / PAPER	ADVANTAGES
(Bergeron et al., 2014) Uncovering landscape values and micro-geographies of meanings with the go-along method	- establishes coherence in ideas and personal experiences in a time-space continuum - the wealth of information generated can be synthesized to explore qualitative GIS approaches - give insights into how locals move about in their living environments
APPLICATION **TOOLS** **TECHNOLOGY**	- the analysis of movements and meanings offers the opportunity to fully understand people's engagement with their landscapes

- 10 different participants - 1 researcher - 1 walk-along, 5 drive-along and 4 mixed walking/driving - from 30 min to 2 h - wide-range participants selected while considering general socio-economic and geographic indicators e to avoid favoring one specific area of the city - the specific instructions were given at the moment of the appointment to avoid pre-programmed go-alongs - photographs were taken to create a comprehensive photo story - GPS tracker was used to monitor the paths and to geo-localize the narratives and photographs - visual and geographic data was produced, generating a wealth of information related to the context	- its spontaneous character proved to yield positive results favoring more disclosure of sensitive, implicit, and subconscious aspects of the urban experience - gave way to unplanned situations and thought processes that would not have in a more formal set-up - allowed participants to gain control over the exercise, thus making them active participants - offers great potential for further studies in landscape and urban planning, to identify challenges experienced on a day-to-day basis by locals - effective tool to elicit a wide array of perceptions of places from a limited number of participants - a more immersive experience that resulted in more detailed accounts of specific places - ride-alongs in car facilitates more personal and intimate accounts between people as a physically confined place of communication - in contrast to traditional sit-down interviews, the act of moving along routes encourages participants to express place-bound meanings and values of places - information on where people do not go and what they do not talk about is equally informative emphasized in a comprehensive planning strategy, rather than letting unexplored places and themes be

DISADVANTAGES / LIMITATIONS	RECOMMENDATIONS AND FURTHER STUDY
- it can never be completely spontaneous, as it always involves a minimum degree of deliberate co-construction on the part of the researcher and the participant - limits in the extent to which it can reveal daily routine patterns, travels and behaviors, all of which call for a more natural situation and a less obtrusive presence of the researcher - the go-along is a considerable challenge for the researcher as it requires focused and sensitive listening skills, combined with the ability to take notes and pictures quasi-simultaneously—the whole while in motion - the discussions is often punctuated with interruptions, repetitions, and lapses of memory rendering the analysis more fragmented	*Recommendations*: - a researcher applying this method needs finesse and sensitivity to bring participants to open up - the methodological considerations need refinement in order to unfold the full potential and contribution of this type of analysis within planning studies - the go-along can be combined with other more static methods to deepen the understanding or specific concerns - advances made in technologies such as GPS, mapping platforms, audio/video recording on the move and digital drawing, alongside the availability of a wide range of downloadable applications which offer all-in-one recording tools, at affordable costs, now provide researchers with new and easier ways to generate, organize and analyze data

AUTHOR / PAPER	ADVANTAGES
(Colley et al., 2016) Restorative wildscapes at work: an investigation of the wellbeing benefits of greenspace at urban fringe business sites using 'go-along' interviews	- the mobile qualitative approach taken highlighted the importance of embodied dimensions of outdoor experience in relation to restoration in greenspace - participants, the haptic and kinesthetic aspects of the experience of being outdoors and the restorative effects of being in nature were strongly interconnected - well suited to capturing such embodied aspects of place experiences
APPLICATION **TOOLS** **TECHNOLOGY**	
- 16 semi-structured walking interviews on one-to-one basis	

- participants were drawn from an online survey - conducted in situ at participants' work sites, following a route that was determined by the participant - between 40 and 75 min - recorded on a portable audio recorder, using a lapel-mounted microphone with windshield - interviews took place within a six-week period - computer-assisted qualitative data analytic software for analysis	
DISADVANTAGES / LIMITATIONS	**RECOMMENDATIONS AND FURTHER STUDY**

Limitations of the method are not mentioned	*Recommendations*:
	
	  - such methods may offer an important contribution as part of the suite of methods used to understand restorative environments
	
	Further Study:
	
	  - since sensory dimensions are not strongly represented in the restorative environments' literature, and therefore, examination of the relationship between these dimensions of environmental experience and restoration outcomes may be a fruitful area for further research

AUTHOR / PAPER	ADVANTAGES	
(Harris, 2016) Utilizing the Walking Interview to Explore Campus Climate for Students of Color	- interactions with actors in the environment add a great deal of context to participants' experiences - rapport builder; develop a relationship throughout and beyond the interview - merging focus groups and walking interviews offers a unique way to walk throughout the area, possibly generating different discussions than those that occur on individual walking interviews	
APPLICATION **TOOLS** **TECHNOLOGY**		
- over six weeks in the spring of 2014 - 10 participants - map, colored pencils, and broad instructions to indicate on the map the most salient places - participant led the researcher on her own route and timeline - 60–160 minutes per interview		
DISADVANTAGES / LIMITATIONS	**RECOMMENDATIONS AND FURTHER STUDY**	

- severe weather may act as a hindrance
 	
  - time of day is also a factor
 	
  - the walking interview assumes participants are able bodied and/or willing and able to walk throughout a specific space
 	
  - this movement also proves difficult for recording and taking notes
 	
  - encounters may threaten the confidentiality of the participant
	Recommendations:
	
	  - let participants know that should weather not permit for the walking interview, they will call them, cancel, and reschedule for a better day and time
	
	  - as per ability, researchers can give participants the option to
	
	participate in a ride-along interview
	
	  - pinning a lapel microphone to participants leaves the researcher's hands free to take notes and observations
	
	  - before starting it is necessary a discussion on how participants would like to handle encounters with acquaintances to not compromise confidentiality
	
	  - write reflections of participants experiences during the walking interview can be used as a source of data

AUTHOR / PAPER	**ADVANTAGES**

(Pawlowski et al., 2016)
 	
Children's Physical Activity Behavior during
 	
School Recess: A Pilot Study Using GPS, Accelerometer, Participant Observation, and Go-Along Interview
	- as a child participatory method, the go-along group interview is valuable to capture their perceptions of PA
	
	  - mixed methods approach strengthened the study by facilitating a much richer form of data and created a greater credibility of results
	
	  - mixing accelerometer, GPS, participant observation and go-along group interviews gives the opportunity to have an in-depth exploration of children divided in PA groups, helping development of interventions targeting specific groups of children in the school environment

APPLICATION TOOLS TECHNOLOGY	- usage of the Five W Questions as an analytic tool in the analysis of the data facilitated a coherent and structured mixing process that insured an in-depth exploration
- go-a longs + participant observation + Accelerometer and GPS - 3 go-along group interviews, 60 minutes - Diverse participants with diverse to get contrasting opinions - 16 children (eight girls) - group-size ranged from 4 to 6 participants - walking around in the schoolyard - filmed using an iPad mini	

DISADVANTAGES / LIMITATIONS	RECOMMENDATIONS AND FURTHER STUDY

- mixing four methods is a complex and time-consuming process requiring a high level of resources
 	
  - choosing to pilot test the combination of methods focusing on a single school, limited the generalizability
	Recommendations:
	
	  - group interviews with four to six participants are recommendable if the study is to gain in-depth insight of people's experiences
	
	  - smaller groups are preferable when the participants have a great deal to share about the topic or have had

	intense or lengthy experiences with the topic of discussion *Further Study:* - replication of the mixed methods in other western schools would be required to further explore PA behavior during recess
AUTHOR / PAPER	**ADVANTAGES**

(Ratzenböck, 2016)
 	
"Let's Take a Look Together": Walking Interviews in Domestic Spaces as a Means to Examine ICT Experiences of Women 60+
 	
APPLICATION
 	
TOOLS
 	
TECHNOLOGY
 	
- this study resembles a normal tour of a house that might be offered to a visiting relative or neighbor
 	
- After conducting a sedentary semi-structured interview on the same day,
	- the closeness to private, everyday life and its objects constitutes one of the very advantages of (walking) interviews conducted in domestic spaces
	
	  - conducting interviews in the home context allows for the participation of interviewees who are less mobile
	
	  - the physical shifting of perspectives during the home tour allowed participants to "complicate" their stories
	
	  - participants seemed to be more open and
	
	willing to elaborate their thoughts
	
	  - more balanced power situation
	
	  - walking can allow them to move on and to shift their perspectives on the content
	
	  - allows interviewees to shift perspectives, either by controlling the movement through the home or
	
	by or shifting the emerging content by changing the context

the researcher and the participant begin the walk through the house to discuss the interviewee's media devices - five walking interviews - snowball recruitment of further participants	
DISADVANTAGES / LIMITATIONS	**RECOMMENDATIONS AND FURTHER STUDY**

- practicalities are an issue; perform a multiplicity of tasks simultaneously, such as carrying a recording device in motion, watching their step and direction, formulating questions, and listening attentively to the stories of the interviewees
 	
  - less suitable for the exploration of topics such as group values, which can be better explored in group discussions
 	
  - challenging is the subtle negotiation of privacy and trust as researcher and interviewee move through private spaces
	Recommendations of the method are not mentioned

AUTHOR / PAPER	**ADVANTAGES**
(Battista and Manaugh, 2017) Using Embodied Videos of Walking Interviews in Walkability Assessment	- sense of ambiguity that is relevant to planners as they design safer environments - the walking interviews captured physical and social features of the environment excluded from conventional walkability measures

APPLICATION TOOLS TECHNOLOGY	
- an audio-recorded sedentary interview exploring pedestrian travel behavior and sentiments - walking interview with a body-mounted camera, - 2 h of data collection per participant - walking interviews took place immediately following the sedentary interviews - participants were asked to wear a GoPro HERO camera using a chest mount - they were prompted to take the researcher on a 45-min "tour of their neighborhood"	- open-ended procedure of the walking interview proved to be an asset in assessing how environments may influence informal pedestrian behavior - walking through the city prompted participants to contextualize their sense of place through recollection and introspection - the walking interview procedure proved adept at revealing how sociotechnical determinants mediated participants' engagement with the built environment - the method enables participants to assess their neighborhood and deliberate its features with the researcher, who can then examine video evidence of the context to shed additional light on the conversation - the heightened physical and mental awareness through the technology during the interview, increased their awareness of the environment in a way not possible with a video recorder in an interviewer's hand - participants engage with the interview process at a corporal and emotional level not expressed in other methods - the body-mounted camera provides discursive and sensory data that ground truths the walking environment
DISADVANTAGES / LIMITATIONS	**RECOMMENDATIONS AND FURTHER STUDY**

- deviating from walking while talking to focus on a single feature could interrupt the flow of the conversation, even if the preceding topic was thematically connected - participants said they were hesitant to speak about the attributes of the local streetscape in the initial stages of the walking interview, since they did not know which features would be relevant topics of conversation - difficult to draw transferable conclusions about environmental features, even if the same type of feature was discussed by multiple participants - rely on over animated mobile subject and objects while neglecting "infrastructures, technologies, materialities, and spaces that are integral to the embodied movements of human subjects"	- the sedentary interview can contribute more effectively to the walking interview if the interviewer has an intimate familiarity with the participants' walking environment - planners and policy makers will find that the current procedure can add value to their existing measures of the walking environment, particularly if they lack the resources to implement a systematic walkability audit - requires conversational finesse to momentarily pause and prompt the participant to speak about a specific environmental feature - body-mounted cameras and interview training manuals can be acquired at low cost, and the research process (including staff training and participant compensation) can be flexibly adapted to suit project budgets and goals between these dimensions of environmental experience and restoration outcomes may be a fruitful area for further research

AUTHOR / PAPER	ADVANTAGES
(Warren, 2017) Pluralising the walking interview: researching (im)mobilities with Muslim women **APPLICATION** **TOOLS** **TECHNOLOGY** - a case study of mixed-ethnic Muslim women	- spatial tactics used to minimise risk in public space by the Muslim women in this study, such as travelling in cars, in groups, or not at all, calls into question the suitability of the walking interview for some - gave further insights into the embodied responses to the social-spatial architecture of the neighbourhood - walking for leisure was seemingly uncomplicated - the method can reveal the embodied pathways of those who are often marginalised, and highlight some of the cultural and social structures that may shape individual choices on those pathways - can de-centre authority and realign power-dynamics. - adds new social and moral layers of understanding on 'everyday' and 'unusual' walk - establishes connectivity with the environment; the

enrolled at a women only college in Birmingham, U.K - walking interview combines participant observation and semi-structured interviewing	- routes selected allows for a mobile and dynamic understanding of places - walking with others creates a distinctive sociability.
DISADVANTAGES / LIMITATIONS	**RECOMMENDATIONS AND FURTHER STUDY**
- their verbal and bodily practices show the limitations of patriarchal communities - can bring fourth public anxieties - a lack of social confidence or freedom to take part in a walking interview can hinder research - 'the act of walking will exclude certain types of participants'	- Participatory research processes should advance through dialogue - Go along can be used to explore ways in which everyday mobilities and diversity interpenetrate each other,

AUTHOR / PAPER	**ADVANTAGES**

(Castrodale, 2018) Mobilizing Dis/Ability Research: A Critical Discussion of Qualitative Go-Along Interviews in Practice **APPLICATION** **TOOLS** **TECHNOLOGY** - 3 participants - audio recording device - The analytical process involved five steps: - researcher journal articles were compared with initial participant interview transcripts examining participants' perspectives on mobile interviews and broader institutional socio-spatial relations - a list of emergent themes was created that generated codes	- more dynamic than stationary interviews, as they actively engage participants in interaction and movement with/in their lived environments - offer key advantages over traditional interviews because they can focus on the person-place relationship - represent a means for identifying processes of disablement and able-bodied privilege in situ, allowing disabled persons to reveal processes of disablement, barriers in built environments, and how policies and practices shape exclusionary social realms - provide deep insights into able-bodied, socio-spatial privilege - capture unique socio-spatial experiences and thus represent a viable tool for understanding institutional layers of oppression inscribed in space - through trying to go-there with participants, means that going anywhere with others entails relationships, mediated through broader systemic structures - go-along interviews may heighten the visibility/ possible exposure to disciplinary surveillance

- researcher journal entries were hand coded - participants' perspectives were reviewed to (re)examine core themes	

DISADVANTAGES / LIMITATIONS	RECOMMENDATIONS AND FURTHER STUDY
- most participants opted not to engage in mobile methods demonstrated a poor choice of method - mad and disabled participants may trouble able-bodied research practices, the normative spaces, and paces of research - mad and disabled participants identified ableist and sanist socio-spatial temporalities as creating access barriers limiting their participation - go-along interviews may (re)expose participants to oppression relating to barriers, physical and attitudinal, limiting their access - traditional interview methods may be more familiar, and thus, people may favor such methods. In my research, face-to-face sit-down interviews were the standard predominant interview style - practically, mobile interviews are unpredictable and outdoor weather conditions mediate researcher-participants' desire and ability to do the interview	*Recommendations*: - it is important to consider participants' and researchers' own material embodiments - go-along interviews may result in unforeseen conditions, circumstances, and social interactions that require way-finding and navigational decisions to be made as to where to go next, requiring trust, interdependency, and joint decision making on the part of researchers and participants - there is a need to unpack these liminal spaces in-between Self-Other and our relationships in space - mobile qualitative inquiry requires unpacking socio-spatial relationships to understand not only how people are positioned but also how societal spaces may position us,

AUTHOR / PAPER	ADVANTAGES
(Kusenbach, 2018) Go-Alongs	- ability to build bridges with participants who may not be easy to engage or recruit in more traditional ways - fosters a special connection based on sharing space, time and experience – that assists researchers in forging positive and productive relationships with participants
APPLICATION **TOOLS**	

TECHNOLOGY	- more participatory and democratic in comparison with more formal qualitative methods because they allow study subjects to control some parameters
This chapter is an adaptation of an earlier overview of mobile methods written for another handbook (Kusenbach, 2012). The chapter address important issues scholars must consider when using go-alongs in their research, discuss the method's limitations and strengths, and offer thoughts on future directions.	- engages participants in places in which they already operate and encourage reflection, - can be incorporated productively in applied research designs where program evaluation and institutional improvements are pursued. - allows access to otherwise unnoticed or distorted aspects of social life - can facilitate deep insights into participants' environmental perceptions and life histories, as well as illuminate community culture and social structures - generates scholarly knowledge that is 'truer to life', with the unique potential in helping 'excavate levels of meaning unaware of' - allows interviewers time to formulate better questions and follow-ups, and giving ethnographers access to situated perceptions and meanings that simply cannot be observed - produce more place-specific data, 'a narrative that unfolds through place, organizing experiences spatially rather than temporally' - can assist researchers who investigate specific questions on the meaning and significance of places and certain social practices
DISADVANTAGES / LIMITATIONS	**RECOMMENDATIONS AND FURTHER STUDY**

- not useful for a study of meditation
 	
  - cannot be examined well, or at all, via go-alongs, such as those that do not involve individual embodied activities that can be followed or observed, as for instance cognitive, historical, or collective processes
 	
  - study participants' engagement with their environments must be accessible and leave some room for reflection and conversation as some mobile activities, may be too engaging, too dangerous, or too secretive to be studied via the go-along method
 	
  - important practical circumstances that can limit research subjects, researchers, or both in their ability to engage in go-along research may include lighting conditions, weather conditions such as temperature or wind, physical and legal access, and bodily capabilities
 	
  - not all people are able and willing to talk while moving or move while talking, or willing to take researchers on trails or tours
 	
  - requires understanding and consent from participants as well as a commitment by researchers to avoid or minimize harm
 	
  - the social conditions for a successful use of go-alongs do not differ much from the ones for either observations or interviews,
	Recommendations:
	
	  - while some practical barriers to using go-alongs can be overcome because they are variable and seasonal, others are permanent and require creativity by researchers in developing alternative approaches, potentially including virtual or simulated go-alongs.
	
	  - Ferguson (2016) appropriately cautions that the heightened emotionality and intimacy of go-along encounters also increases the ethical responsibilities of researchers
	
	  - it would be a welcome and significant contribution to strengthen the go-along's potential for making micro-macro links without abandoning its grounding in situated meanings
	
	  - make go-alongs more social by focusing on larger social units, such as neighborhoods
	
	  - much more can be done to expand the collective aspects and insights of go-along research

AUTHOR / PAPER	ADVANTAGES
(Flick et al., 2019) Walking and Talking Integration: Triangulation of Data from Interviews and Go-Alongs for Exploring Immigrant	- go-alongs can also be seen as a form of within-methods triangulation, combining mobile methods, observation, conversations with, descriptions, and explanations by the participant - the use of mobile methods enabled the researchers to get more deeply in touch with the current reality of our interviewees' lives

Welfare Recipients' Sense(s) of Belonging	- going along with the participants raised lots of topics
APPLICATION **TOOLS** **TECHNOLOGY**	and created stimuli for narratives and descriptions that—as we could see when analyzing data in more depth later on— would not have emerged in the interviews alone, no matter how sensitive we tried to be during the interviews - going along as a shared activity creates a different situation that gives more space to the participants for spontaneous reflection and talk
- data collected in episodic interviews, when needed, were carried out in a multilingual way - 40 participants (20 cases each with a Turkish and FSU immigration) - 10 go-alongs, 5 hours on average - different spatial contexts for a broad variety of opportunities for space-usage and participation - a second researcher accompanied the participant and documented the process - native speaking research student supported - conversations were recorded and transcribed, others were documented in field notes	

DISADVANTAGES / LIMITATIONS	RECOMMENDATIONS AND FURTHER STUDY
Limitations of the method are not mentioned	Recommendations of the method are not mentioned

AUTHOR / PAPER	ADVANTAGES
(Flint, 2019) Hawks, Robots, and Chalkings: Unexpected Object Encounters During Walking Interviews on a College Campus **APPLICATION** **TOOLS** **TECHNOLOGY** - seven students took part - three object encounters - participants were reiterated that they were free to opt out of the walking interview at any time - researcher carried a small audio recorder throughout the duration of our walk	- produces the possibility for affirmative difference in the interview, a positive embrace of reading objects as complex and connected through an embodied enactment of rhizomes and assemblages. - engages in an active pedagogy of place and experience - opens to encounter objects, unexpected events that stutter the production of sense making - walking interviews to draw participants to the details of place - accesses the relationship between people, place, and time -The spatial aspect of walking makes possible a tangled series of contradictions, moments of rupture between what objects do and become, and the material stories of place -Walking produces numerous entry points into this tangle, an infinite number of points to enter the map and a multitude of connections and combinations of assemblages that offer the possibility to intervene in, and reproduce, spaces in more socially just and equitable ways. -encourages an empathetic awareness and connection to place. -

DISADVANTAGES / LIMITATIONS	RECOMMENDATIONS AND FURTHER STUDY
Limitations of the method are not mentioned	Recommendations of the method are not mentioned

AUTHOR / PAPER	ADVANTAGES
(King and Woodroffe, 2019) Walking Interviews **APPLICATION** **TOOLS** **TECHNOLOGY** explores object encounters as provocations toward the potential for walking	- flexible, adaptive, and dynamic - engage with place and encourage collaboration - are sociable and "Everyday" in nature. It is a profoundly social activity which requires close awareness of another's movements while also engaging in conversation - are collaborative and embodied. They have greater potential for collaborative construction of meaning and enquiry between researchers and their participants, than other more sedentary, sit-down interviews provide - are compatible with other research approaches and methods. They are suitable for both qualitative and - mixed method designs and for use with other methods of data collection including surveys, focus groups, observations, and repeat or serial interviews - enables recording of how place-based meaning, embodiment, spirituality and everyday practices come together.

DISADVANTAGES / LIMITATIONS	RECOMMENDATIONS AND FURTHER STUDY
Elicits different responses from participants	Recommendations of the method are not mentioned

AUTHOR / PAPER	ADVANTAGES
(Kostakos et al., 2019) VR Ethnography: A Pilot Study on the Use of Virtual Reality' Go-along' Interviews in Google Street View	- images and the projected change evoked memories, emotional responses and with some participants curiosity - method seen as a valuable tool in citizen involvement and participatory design for reaching and empowering those who cannot access locations, but yet feel the need to influence or be a part of the ongoing change
APPLICATION TOOLS	

TECHNOLOGY	
-VR 360° images are used	
- semi-structured interviews are conducted	
- 6 test users were passersby	
- the study took about four hours, roughly 30 min	
for each participant	
- each participant received a brief introduction	
- all participants were familiar with the built environment	
- 2 observing researchers took part in the experiment with focus on interviews and observations	
- interviews conducted in native language of the participants, and in English	
- recordings were transcribed and translated for analysis.	
- an index of learning styles	

DISADVANTAGES / LIMITATIONS	RECOMMENDATIONS AND FURTHER STUDY
questionnaire (ILS) was issued before the experiment asking for demographic data and learning style	

DISADVANTAGES / LIMITATIONS	RECOMMENDATIONS AND FURTHER STUDY

- people with physical or mental disabilities are more likely to be excluded from the sample
 	
  - informants are often drawn from a sample of convenience or from within the personal network of the ethnographer
 	
  - hard-to-reach locations, no-go zones, and marginalized areas that can bring about key insights are not accessible
 	
  - non-verbal data are not easily logged and often recall is based solely on ethnographer's recollection of events
 	
  - audio transcripts during go-along interviews might not capture "that building down the road"
 	
  - the time participants spend looking at the current 360° images and the outdated Google Street View varied, and depended on how fast the users learned the controls
	Recommendations:
	
	  - video recording is necessary to preserve the interview material
	
	  - extending the analysis and observation period allows more spontaneous reactions from the users allowing to derive more reliable conclusions
	
	  - meta analysis of these speech objects can be improved by developing a typology about the places mentioned, such as the nature/type of the object/entity
	
	  - larger sample size for varied results
	
	  - change in position of the informants might change results
	
	Further Study:
	
	  - explore other experimental setups to create detailed guidelines for another researcher
	
	  - future work can focus on both sitting and standing-up

	- the immersive experience of the go-along can be improved with the ethnographer also immersed in the VR

AUTHOR / PAPER	**ADVANTAGES**
(Thompson and Reynolds, 2019) / Reflections on the go-along: How "disruptions" can illuminate the	- go-alongs generate physical and discursive disruptions that challenge the illusion of certainty and "tidiness" in the interview encounter.

relationships of health, place and practice	- illuminates narrative inconsistencies that reveal the complex influence of particular contexts in real time
APPLICATION **TOOLS** **TECHNOLOGY**	- valuable for identifying spatially located resources - understands the nuances of people's practices within landscapes of well-being - addresses the lack of observational research - explore real-time enactments of interactions between people and spaces to inform understanding of the mechanisms of "community empowerment" unfolding
- Participants were asked to narrate and explain their food choices as they did their shopping. - researcher is exposed to unanticipated detours, creating diverse opportunities to explore health and place as emergent topics - data from three separate UK-based studies - Data was recorded in field notes and photographs	- identifies processes of inclusion and exclusion in community empowerment initiatives - can highlight how relations between people arise through spatial interactions

DISADVANTAGES / LIMITATIONS	RECOMMENDATIONS AND FURTHER STUDY
- needs to develop theoretical framings of go-alongs in order to explore how they can generate knowledge about the relationships between health, place and practice. - unexpected encounters in the field go beyond interactions with human actors and extend to unexpected places.	- scope of the interviews need not be limited to a specific journey through the local area - write a protocol for how to handle "disruptions" at the planning and fieldwork phases and agree a personalised protocol with each participant. - consider how you might handle interruptions from other people during go-alongs to ensure all those

	involved are aware of the research process and can give consent as appropriate.
	- build flexibility into your scheduling and timing of go-alongs
	- Methods that enable active engagement with disruptions are vital and should be explored
	- rather than seeing any disruptions between narrative and action identified through go-alongs as inconsistencies in participants' accounts, explore them as examples of the multiple ways in which experiences can intersect

AUTHOR / PAPER	ADVANTAGES
(Sáenz de Tejada Granados and van der Horst, 2020) Tabula non-rasa: go-along interviews and memory mapping in a post-mining landscape designated for urban expansion	- natural go-alongs are an effective method to engage with current residents - It became a practical means to build rapport with the community - Delivers meaningful results from the first stage, illustrating a great variety of perceptions with a limited LANDSCAPE RESEARCH 21 number of participants - it is an 'in depth' interview method where the interviewer does not prompt the interviewee; instead, the landscape does - graphic representations allow for comparative analysis and detection of 'hot spots' with significant potential in terms of placemaking and landscape appreciation.
APPLICATION **TOOLS** **TECHNOLOGY**	
- Fieldwork by the first author took place between May and June 2017, resulting in eight go-alongs, nine short encounters and two informal conversations. - The mapping of the go-alongs, undertaken after	

fieldwork, note-taking and transcription, implied georeferencing them on Google Earth Pro and incorporating the 'cones of vision' to the routes using AutoCAD software	
DISADVANTAGES / LIMITATIONS	**RECOMMENDATIONS AND FURTHER STUDY**
-By conducting 'natural' go-alongs, the researcher cannot plan ahead nor the itinerary, nor the time the interviewee will be willing to spend together -'Short encounters' which are conversations with locals either do not last long enough or were too static to be considered go-alongs and should be avoided.	- No recommendations were mentioned

AUTHOR / PAPER	ADVANTAGES
(Kusenbach, 2003) Street phenomenology: The go-along as ethnographic research tool	- participant's experiences and interpretations simultaneously accessed by researcher - provides the opportunity to schedule multiple returns to sensitive subjects with by a formal follow-up interview - creates excellent opportunities to conduct 'unobserved' observations that happen to be sensitive to unaccompanied outsiders.
APPLICATION **TOOLS** **TECHNOLOGY**	*- helps researchers reconstruct how personal experiences of the social and physical environment in everyday life effect the participant* *- unique access to personal biographies, highlighting links between places and life histories*
- 50 go-along (¾ walk-along, ¼ ride-along or mixed types) - Audio-recording complimented with jottings and photos	*- explores the social architecture of natural settings such as neighborhoods, revealing how informants situate themselves in the local social context* - explores parochial realms as opposed to public realms, and informal networks as opposed to strong social ties - provides unique access to biographies by taking a spatial versus a chronological approach; emphasizing the contexts and symbolic qualities of everyday spatial practices. - enhances understandings of how individuals connect and integrate the various regions of their daily lives and identities, by tracking the natural sequence of places in practical everyday life
DISADVANTAGES / LIMITATIONS	**RECOMMENDATIONS AND FURTHER STUDY**

- when researchers take informants into unfamiliar territory/activities that are not part of their own routines, produces appealing data, but the kind that enhances our understanding of the participant's authentic practices and interpretations
 	
 - unfit to explore the many sites and activities that do not accommodate conversation, such as physically exhausting activities or rituals that require silence
 	
- the unique potential of the go-along method cannot be fully developed when applied to settings in which informants pursue stationary, internal activities that do not require engaging the environment
	Recommendations:
	
	  - a productive time window for a go-along is about an hour to 90 minutes
	
	  - audio-recordings are particularly useful in the case of ride-along because of the faster pace of events
	
	  - ride-along less effective than walk-along because they make it difficult to ask informants for clarifications and to mentally keep track of the sequence of situations
	
	  - expand any records or mental notes into full sets of descriptive fieldnotes after completing a go-along interview
	
	  - the strengths and advantages of participant observation, interviewing and go-along accumulate when they are pursued in combination