

## Report on Interactive Walkable Floor maps

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Ultimo 2021 an interdisciplinary group of researchers and urban planners began developing Interactive Walkable Floor maps (IWF) as a platform intended to scaffold governance processes as well as learning on NBS in schools. Here, at the end of 2023, the research and development process with schools and teachers has been concluded by a REGREEN deliverable report to the European Commission. It explores potentials and barriers for application of Interactive Walkable Floor maps as platforms for enhancing democratic participation and action-oriented learning about Nature-based Solutions in schools.

The report relates teaching with interactive floor maps to previous research on teaching with giant maps and with participatory mapping in geography teaching. Furthermore, inspiration has been drawn from environmental and sustainability education research. On the one hand, this field of research stresses the potentials of participatory, action-oriented, and place-based education for student's engagement and learning on environmental and sustainability issues. On the other hand, it has also identified a gap between these environmental pedagogical ideas and the way education is carried out in schools. In line with this observation of a gap between theory and practice, our findings suggest that working with IWF in schools potentially may promote local identity, enhance knowledge and awareness of nature in the local environment, facilitate the envisioning of future changes, and promote action competence among schoolchildren. However, we did also meet substantial barriers for unfolding these potentials in school practices. Among these were school structures and resources, tight curricula demands, as well as teacher's lack of time and competences. Importantly, at four of the six involved schools, teachers actually found ways to cope with these barriers and work with interactive walkable floor maps. Their experiments indicate that it is possible to integrate interactive walkable floor maps in school teaching if the teachers take the point of departure in their existing teaching and step-by-step expand the application of IWFs in their teaching, outdoor projects and interactions with local agents. Context indeed matters for how fast this unfolding process can take place. Building external networks between schools and local NBS agents, may provide the teachers with important inspiration and support to overcome the barriers and unfold the potentials. For urban planners, who would like to collaborate with schools and involve them and their children in NBS issues, it is important to be aware that IWFs,



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SOLUTIONS**

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due to the barriers, take time implement but have great potentials for scaffolding children participation and learning on NBS and sustainability issues in general.

The deliverable report is submitted to the EC and is expected to be published open access primo 2024. For those who are interested in a preview version, please contact Jeppe Læssøe, e-mail: [jepl@edu.au.dk](mailto:jepl@edu.au.dk).