# Instructions for Teachers

## Requirements

* Smartphones OR tablets OR digital cameras
* Consent forms
* Classroom with a projector and internet connection

## Before the class

Set up a cloud-based repository (e.g. Google Drive, OneDrive, Dropbox, Sync). Send the participants an email asking them to bring their phones with them and provide the link to the shared folder. Ensure everyone can access the folder before the lecture. If they can't, bring spare digital cameras or tablets. Digital cameras can be connected with a cable to the computer to retrieve the images. Tablets can already have the access to the shared folder set up beforehand.

Distribute consent forms. They can be found in supplemental materials. Especially for minors, ensure the parameters of the lecture are safe for everyone. We suggest using the indoor version in this case, since minors shouldn't be let outside on their own.

## During the class

1. Introduce sensory walks. Explain the parameters of the walk (perimeter, number of photos to collect, allocated time). Form groups if you wish to conduct the walk in groups. Check that everyone can connect to the shared folder. Collect consent forms. Inform students they should not take and distribute compromising photos or photos they deep personal. (15 min)
2. Sensory walk. (45 min)
3. Debrief (45-60 min):
   1. Collect everyone's photos (10 min). Ask an assistant to do it or propose a 10 minute break and in the meantime ensure everyone's photos are uploaded.
   2. Discuss what resonated the most with the participants. (10 min)
      1. How was the sensory walk like?
      2. Did you notice anything unusual during the walk?
      3. What drew your attention the most, the sight, the smell, or the sound? Perhaps the touch?
      4. How did you decide what to take the photo of?
   3. Analyse the images (20 min). Explain the procedure step-by-step, introducing embeddings and clustering in intuitive terms. Then, observe the dendrogram and interactively explore the images. Discuss:
      1. What topics do the images cover? Can you assign labels to all of them?
      2. Are there any overarching topics and how do the topics merge together into larger ones?
      3. Did certain walkers prefer certain images? How was their choice related to the choice of the route?
      4. Are there are distinct categories of people in the class? Say, commuters vs. non-commuters, exchange students vs. locals, men vs. women vs. non-binary, BA vs MA, young vs. middle-age. While these categories are not unproblematic, select the category that makes sense in the given setting and that the class agrees on. The category can be used to discuss intra-categories similarities and how members of different categories approach the walk differently.
   4. Discuss (20 min): a) how the suggested approach can be used to support image analysis and anthropological research, or b) how to critically interpret quantitative results, or c) the advantages and limitations of AI-supported technologies, or d) the ethical concerns of data gathering in public spaces.

## After the class

Erase all images for which the consent was not given. Erasing all the images the minors have taken is strongly suggested. Alternatively, ensure encrypted data storage.