

a cultural
probe kit
on social
cohesion:

activity book
and diary

This work is part of a research project conducted by CNR ISPC and University of Bologna – DHDK (“Interactive Media Design” course). It has been developed within the SPICE project activities on the study of Social Cohesion. SPICE - Social Cohesion, Participation, and Inclusion through Cultural Engagement (Grant Agreement N. 870811) has received funding from the European Union’s Horizon 2020 research and innovation program, <https://spice-h2020.eu>.

It has been used to explore the complexity of Social Cohesion concept, providing it in its paper version to groups of potential users of interactive media applications in the field of Cultural Heritage.

The authors agree to enable scholars to use it free of charge, quoting it as:

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My Cultural Probe Kit

1: my Activity Book

Number ____

Dear Friend, this is a kit made for you. It is called “Cultural Probe Kit” because it is used by designers to explore cultural behaviours and needs of their audience, in the creation of digital applications.

It will be with you for the next 15 days. Please take care of it. It is composed by three parts. This is the first.

We are a team of researchers of the National Research Council Institute of Heritage Science (CNR ISPC), and a group of students of the master DHDK at the University of Bologna.

Your contribution will be anonymous; we ask you to NOT add your name and to sign that you have read and agree with the instructions and with the potential use of the results for scientific publications, without any reference to personal indications.

Date

Signature

Instructions

In this activity book (part 1 of the Kit) you are asked to complete **7 tasks** related to Social Cohesion.



After you have completed these activities, you can proceed and work on your diary (part 2 of the Probe Kit).

After the diary, there will be a second activity book (part 3) dedicated to more advanced tasks connected to the role of technology. In some cases, you're going to write or draw directly in this book. In other cases, you're going to write your comments and answers online, using a QR code to find the links.

You have 15 days to finish all activities.

When you have finished, you can take it back to the researcher or assistant who gave it to you, or you can keep it, if you like. In this case we ask you to take pictures or scan every page and upload them at this link:

<https://forms.gle/CkMzCh9DoDt58WSF7> or scan the QRcode to access it.





Activity 1

Who am I?

Frame this QRcode with your phone and follow the link to answer to a few questions about you. If you prefer you can answer directly in this book.



Please Include here the number of your kit: _____

Year of Birth* _____

Nationality* _____

Your English Level*

- You can understand sentences and frequently used expressions related to areas of most immediate relevance;
- You can understand main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. You can deal with most situations;

- You can understand main ideas of complex text on both concrete and abstract topics, including technical discussions in your field of specialisation. You can interact with a degree of fluency and spontaneity;
- You can understand a wide range of demanding, longer texts, and recognise implicit meaning. You can express yourself fluently and spontaneously;
- You can understand with ease virtually everything heard or read. You can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. You can express very fluently and precisely

What is your last degree? (i.e. undergraduate, graduate, master, phd, etc.)*

In which field you took your last degree? (i.e. Humanities, Economics, etc.)

How often do you visit sites or Monuments?*

Never 1 2 3 4 5 Often

How often do you visit museums?*

Never 1 2 3 4 5 Often

How often do you visit temporary exhibitions?*

Never 1 2 3 4 5 Often

With whom do you visit sites or museums? *

- Alone Friends Colleagues Family School
 Strangers in guided visits Other: _____

What kind of diversity/unicity do you think you have? (e.g., poverty, richness, disability, cultural or social background, ethnicity, religion, others...):

Which social group(s) do you think you belong to? And why do you think you belong to these social groups? *

Have you ever experienced people not being accepted in the groups you belong to?*

- Yes No Other: _____

Which social group(s) do you think you do NOT belong to or do you feel are more distant from you?"*

Do you trust your institutional representatives (i.e. university dean or head of dept.)? *

- Not at all 1 2 3 4 5 Complete Trust



Activity 2

My support Network

Draw a map of your support network in the next page.
Read first the instructions here:

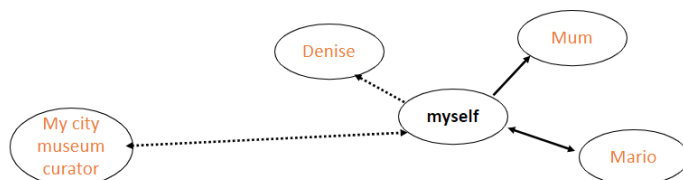
Put yourself in the middle and the names of people around you. To choose who to add, think about who is around you: ... the one who can give help to you and those to whom you can give help to.

Start with people **closer to you** (i.e., your closest friends, family etc.) and proceed with the people who are **more distant** (i.e., teachers, neighbours, head of institutions, mayor of the town, council members, politicians, etc).

Please, also include **curators of museums or other cultural institutions**, in the position that better represent how you think they support you or you support them.

Use arrows (as in the example):

- **Continue arrow** to show strong help
- **Dashed arrow** to show occasional help
- **Double direction arrows** to show mutual help.



My support Network



draw on this page starting from yourself



Activity 4

Your Empathy Network

Now you will draw your empathy network, considering **only** institutions or groups with whom you usually do not have a direct connection.

To go on now and focus on your classmates/colleagues, university/work personnel, and on the cultural institutions in your town and country (their directors, curators, staff) [i.e., museum, monument, park, archaeological site).

If you do not know them directly, but you feel a connection with them, or you feel they are not so distant from you, add them with dashed arrows. In case you feel a stronger empathy with them, use direct or double arrows.

Your Empathy Network



draw on this page starting from yourself



Activity 5

Your Trust Network

Now you will draw your trust network.

As in Activity 4, try to think again of your classmates/colleagues, university/work personnel, and of the cultural institutions in your town and country (their directors, curators, staff). Draw a network considering those categories.

This time, think about those you **trust**.



draw on this page starting from yourself

Thanks for your contribution!

Now that you have finished, you can take the Activity Book back to the researcher or assistant who gave it to you, or you can keep it, if you like.

In this case, we ask you to take pictures or scan every page and upload them at this link [<https://forms.gle/CkMzCh9DoDt58WSF7>] or scan the QRcode to access the link and upload it.





My Cultural Probe Kit

2: my Diary

Number ____

Starting Date _____

Dear Friend, this little diary will be with you for the next 8 days. Please take care of it. It is the second part of you “cultural probe kit”. It is used by designers to explore behaviours and needs of their audience.

It will be a way also for you to reflect on your life and on concepts such as “social cohesion” and on the role of interactive technologies.

We are a team of researchers of the National Research Council Institute of Heritage Science (CNR ISPC), and a group of students of the master DHDK at the University of Bologna.

Your contribution will be anonymous; we ask you to NOT add your name and to sign that you have read and agree with the instructions and with the potential use of the results for scientific publications, without any reference to personal indications.

Date

Signature

Instructions

This diary is the second part of your Cultural Probe Kit. You are going to fill in and complete it after part one (Activity Book). It is going to help you in focusing and reflecting. Every day, possibly before going to sleep, you are invited to think about your day, following suggestions about social cohesion. Write everything sincerely, in these pages. Your diary is anonymous, and we will respect your ideas and privacy.

You have 8 days to complete the diary

When you have finished, you can take it back to the researcher or assistant who gave it to you, or you can keep it, if you like. In this case we ask you to take pictures or scan every page and upload them at this link: <https://forms.gle/CkMzCh9DoDt58WSF7> or scan the QRcode to access it.



Date: _____

DAY 1

Today I **ask for help** **yes** **no**

To Whom? _____

Did him/her actually give me support? yes no

Did I **help** someone today? yes no

Who did I help? _____

Did I **feel part of** a group today? yes no

Which one? _____

How much did the group involve me?

1 2 3 4 5 6 7 8 9 10

Was everyone in the group involved? yes no

Why? What happened?

Thanks for your contribution!

Now that you have finished, you can take the diary back to the researcher or assistant who gave it to you, or you can keep it, if you like.

In this case, we ask you to take pictures or scan every page and upload them at this link [<https://forms.gle/CkMzCh9DoDt58WSF7>] or scan the QRcode to access the link and upload it.





My Cultural Probe Kit

3: my Activity Book

Number ____

Activity 8

My (Revised) support Network

Now that you have completed the First Activity Book (part 1) and the Diary (part 2) you can now conclude your tasks with this last activity.

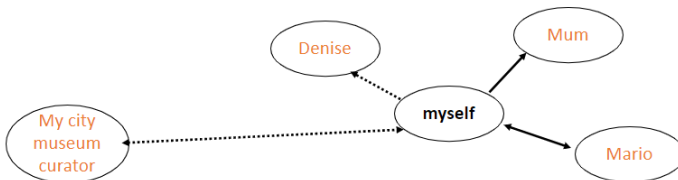
Draw a second map of your support network (in the next page). It will be like the one you have already done in Activity 2, but now you are more aware of people around you.

Remember the instructions: Put yourself in the middle and the names of people around you. To choose who to add, think about who is around you: ... the one who can give help to you and those to whom you can give.

Start with people **closer to you** (i.e., your closest friends, family etc.) and proceed with the people who are **more distant** (i.e., teachers, neighbours, head of institutions, mayor of the town, council members, politicians, etc). Also include **curators of museums or other cultural institutions**, in the position that better represent how you think they support you or you support them.

Use arrows (as in the example):

- **Continue arrow** to show strong help
- **Dashed arrow** to show occasional help
- **Double direction arrows** to show mutual help.



Activity 8

My (Revised) support Network



draw on this page starting from yourself

Activity 8

My (Revised) support Network

After you have drawn your network, add here your thoughts and reflections:

is the network the same? Did you include the same people? Are the arrows like the one you have included at the beginning? Why the network is changed/is not changed?

Thanks for your contribution!

Now that you have finished, you can take the last task of the Activity Book back to the researcher or assistant who gave it to you, or you can keep it, if you like.

In this case, we ask you to take pictures or scan every page and upload them at this link [<https://forms.gle/CkMzCh9DoDt58WSF7>] or scan the QRcode to access the link and upload it.



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