



Beyond the Classroom: Cinema, Reflection, and Critical Research Spaces

How can touching a cinema screen spark cultural curiosity? What happens when the researchers step into “Reflection Labs”? In this issue, we share moments from our German and Danish teams that highlight the power of non-formal and unexpected learning spaces - places that invite exploration, offer room to step back, and open doors to critical reflection.

From playful discovery in a cinema to ethical questions in qualitative analysis - join us on a journey that connects education, culture, and critical inquiry.

The German team continues to grow - not only in the collaboration but also through the shared experiences that shape their work and thinking. An important moment of growth was a recent visit with a fourth-grade class to the KINEMATHEK in Karlsruhe. For an entire morning, they explored

cinema history hands-on and up close.

The children enthusiastically participated in a quiz about the film, cinema history, and the cultural landscape of Karlsruhe. But what truly sparked their curiosity was the chance to explore the cinema space independently. One of their big questions was *Why does a cinema screen have holes?* And honestly - have you ever touched a cinema screen yourself?

Experiences like these remind us of the power of non-formal learning spaces and how important it is to make them accessible through strong partnerships with schools. Not all children have access to cultural and educational spaces outside of school. We see it as part of our responsibility to help open those doors and offer them the possibility to experience these places of reflection.



More about our project:
www.expectart.eu/

"This deliverable was funded by the European Union under Grant Agreement 101132662. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Research Executive Agency (REA). Neither the European Union nor the granting authority can be held responsible for them."

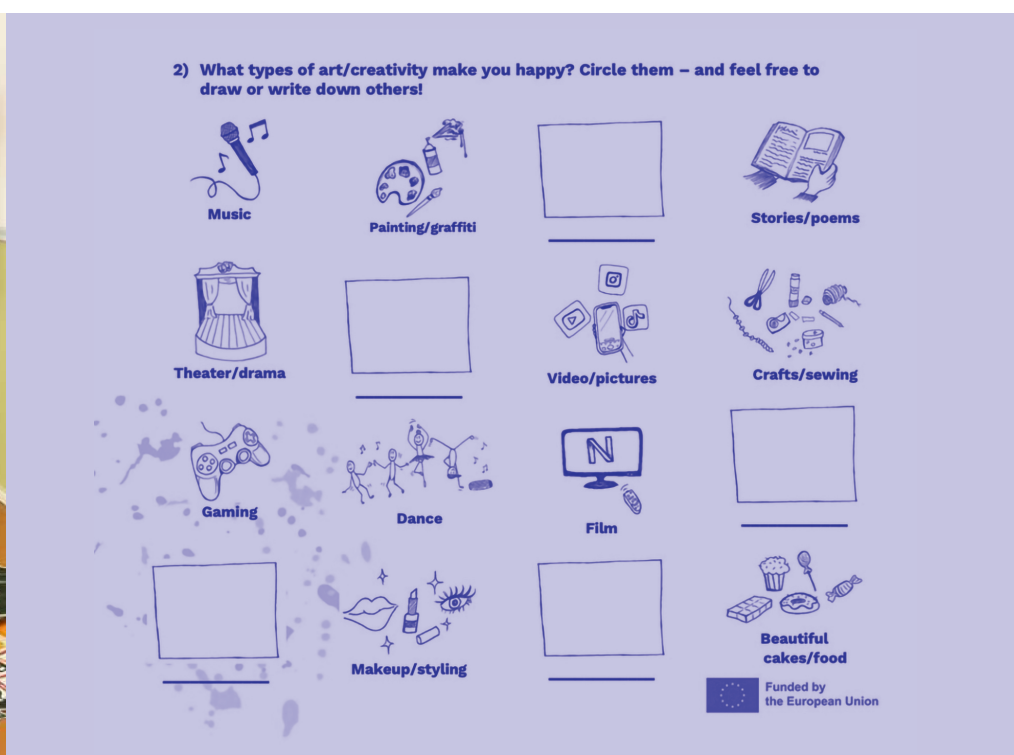




Unexpected Spaces of Agency

Analytical reflections have revealed an unexpected but powerful dynamic within the offerings of the German cultural partner, the Kinemathek. While not explicitly designed with this in mind, cultural spaces consistently provide opportunities for children to step out – physically and emotionally – and remove themselves from the situation when they feel overwhelmed. These uncovered moments of “going out” are telling us something

essential: the very presence of cultural education can help create spaces where children feel empowered to claim their own boundaries – to leave, to take space, to breathe. No matter the trigger, no matter the feeling – it is valid, and it is allowed. Perhaps this is a small but meaningful step toward empowerment and a gentle reminder of how participation includes the right to opt out.



Community-based surveys?

Halfway through the project, the Danish team highlights an innovative approach in critical inquiry by reflecting on the surveys for children. While engaging with children, youth and adults through participant observations, new methodological conceptualizations and questions arose. For instance, how can we carry out child-friendly surveys in an informal (decolonial) and community-based perspective?

EXPECT_Art attempts to develop surveys that invite children to engage with the questions, using different forms of expression, such as drawing and writing. While considering the methodology, we experiment with informal ways in which children can give input to various project’s aspects, including research methodology.

Cultural spaces offer different ways in which children can express themselves, and it is important to acknowledge that sometimes even removing yourself from a situation can be useful feedback, helping researchers and cultural partners to shape the project’s activities, methodologies and goals in an accessible way, paving the way for safe, informative and inclusive communities.