



ULAB
**UNIVERSITY OF LIBERAL ARTS
BANGLADESH**

Assignment Title: Exploring Student Perspectives through Transect Walk and Resource Mapping: A Case Study of ULAB Campus

Course code: **MSJ3161**

Course Title: **Participatory Research Method**

Department: **Media Studies and Journalism**

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Project Overview :

This project aims to design and conduct participatory research among ULAB students using the Transect Walk methodology. The approach emphasizes engaging students as co-researchers in exploring and mapping their everyday campus environment and what they face everyday on campus. Through participatory walks across different zones of the university such as academic spaces, dormitories, cafeterias, Bookshop, common room, toilet, facility, recreational areas, and study zones, the research will document patterns of land use, identify challenges faced by students, and collaboratively brainstorm possible solutions. By adopting this hands-on and interactive method, the project seeks to generate grounded insights into how students interact with their environment, what issues affect their well-being and academic life, and how collective action or institutional interventions can improve the campus experience. The findings will be used to promote dialogue among students, faculty, and administrators for sustainable solutions.

Project Objectives :

1. Use participatory research methods: To apply the Transect Walk method in the ULAB campus for exploring how students use different spaces and what problems they face.
2. Involve students actively: To make sure students take part as co-researchers, sharing their experiences, ideas, and suggestions during the walk.
3. Find problems and strengths: To identify the main challenges students face in classrooms, cafeterias, toilets, common room, and other facilities, as well as note the positive sides.
4. Suggest practical solutions: To work together with students to create useful and realistic recommendations that can improve student life and campus facilities.
5. Learn through participation: To show how students can create knowledge together, build awareness, and take ownership in improving their own campus environment.

1. Research Design :**a) Site Selection and Community Entry :**

For this study, the University of Liberal Arts Bangladesh (ULAB) campus has been selected. The primary reason for choosing this site is that it is a diverse socio-educational setting where thousands of students engage daily in various academic, cultural, and social activities. The campus includes classrooms, library, cafeteria, bookstore, toilets, common rooms, playgrounds,

and other supporting infrastructure. These spaces are closely tied to students' daily lives and academic experiences. Therefore, this campus provides an appropriate context for participatory research where students' experiences, challenges, and opportunities can be identified.

Community Entry:

In the first phase of the research, trust and relationships with students will be established. Participants will be included not merely as “subjects” of the research but as “co-researchers.” To facilitate this, a short orientation session will be organized, explaining the research objectives, procedures, and the role of participants. Students will be informed that their experiences, opinions, and suggestions are central to the research process.

Ethical Considerations & Consent:

- Participation will be completely voluntary; anyone may withdraw at any time.
- No personal information or names will be disclosed without permission.
- Both oral and written consent will be obtained from participants.
- Collected data will be used solely for academic research purposes.
- Participants' opinions and experiences will be respected and incorporated into the report.

This process ensures mutual trust between researchers and participants, enhancing the overall quality of the research.

b) Methodology Implementation Plan :

This study will apply three participatory research methods.

2. Field Implementation :

A. Farmers Field School (FFS)

Although generally used with farmers, in this context, students will be engaged as “student-researchers” in FFS sessions. Students will share their experiences regarding:

- Which classrooms or academic facilities are effective for them?
- Where challenges exist (e.g., lack of space, lighting, ventilation, toilet accessibility).
- How these challenges could be addressed.

During the FFS sessions, students will identify problems and potential solutions through group discussions, while the researcher documents the process. This approach creates a shared knowledge base.

B. Transect Walk

This will be the primary research method. Researchers and students will walk together through different campus zones, such as:

- Academic spaces (classrooms, library)
- Cafeteria and bookstore
- Toilets and health facilities
- Common rooms and recreational areas
- Open spaces and seating areas

During each walk, students will share their experiences, the researcher will take observational notes, and a map will be annotated to highlight problem areas and opportunities for improvement.

C.Resource Mapping

In this phase, participatory resource mapping sessions will be conducted with students. On a campus map, students will identify:

- Existing resources (library, common rooms, labs)
- Infrastructure (buildings, toilets, cafeteria)
- Social resources (student clubs, common gathering spaces)
- Economic resources (bookstore, café)

Through discussion, it will be possible to understand which resources are easily accessible, where limitations exist, and how usage could be optimized.

3. Data Analysis and Findings :

Data collected through the three participatory methods—FFS, Transect Walk, and Resource Mapping—was analyzed. Each method's data was examined separately and then synthesized to provide a comprehensive overview.

a) Analysis of FFS Data

FFS sessions revealed that while students use various campus facilities daily, they face persistent challenges, such as:

- Classrooms: Some rooms lack adequate lighting and ventilation, causing discomfort during hot weather.
- Toilets: Insufficient numbers lead to congestion and hygiene issues.
- Cafeteria: While food quality is sometimes satisfactory, overcrowding and limited seating are major concerns.
- Positive aspects: Libraries and study zones were highly appreciated as supportive learning environments.

Students proposed solutions such as increasing toilet numbers, expanding cafeteria seating, and improving classroom lighting and ventilation.

b) Analysis of Transect Walk Data

During the Transect Walk through different campus zones, students' perspectives were documented:

- Land use and infrastructure: Classrooms, library, cafeteria, and open spaces are appropriately utilized, but there is insufficient seating for students during leisure periods.
- Natural resources: Some green areas provide mental relief, but greenery is limited and requires expansion.
- Health and environmental challenges: Toilet and waste management are major challenges. Poor cleanliness in certain areas poses health risks.
- Social interaction: Common rooms and cafeterias facilitate socialization, but limited space reduces comfort.

c) Analysis of Resource Mapping Data

Participatory mapping identified various campus resources:

- Natural resources: Limited green spaces (trees and open fields).
- Physical infrastructure: Classrooms, library, toilets, cafeteria, bookstore.
- Social resources: Student clubs, common rooms, gathering areas.
- Economic resources: Café and bookstore.

The map indicated that while students can access most physical infrastructure, natural spaces and social gathering areas are inadequate.

d) Synthesis of Findings

Integration of the three methods highlighted:

1. Main challenges:

- Insufficient number and cleanliness of toilets
- Overcrowding and limited seating in the cafeteria
- Poor classroom lighting and ventilation
- Lack of green spaces

2. Positive aspects:

- Libraries and study zones are effective and supportive
- Social spaces (cafeteria, common rooms) are important for interaction
- Students are willing to propose solutions actively

3. Proposed solutions:

- Construct new toilets and maintain cleanliness
- Expand cafeteria seating and space
- Renovate classrooms and improve ventilation
- Increase green areas and outdoor seating

e) Visual Documentation

The following visual materials will accompany the research:

- Transect Diagram: Pathways indicating problems and opportunities in various campus zones.
- Resource Map: Participatory map showing different resources on campus.
- Photographs: Real images of toilets, cafeteria, study zones, and common rooms.

f) Community Perspectives & Insights

Students recognized both challenges and positive aspects of the campus. They believe small changes can significantly improve the overall environment. For example:

- One student said, “The library is our most peaceful space, but there is little seating after class.”
- Another stated, “Increasing the number of toilets would resolve the biggest daily inconvenience.”
- Many emphasized the importance of expanding green areas to reduce stress and enhance the study environment.

Action Plan Development :

The development of action plans helps implementation of research findings. Students detect a problem and propose a solution that becomes a project. In the end, the project leads to an enhancement of the ULAB campus. Some important things to do are to increase the number of toilets to reduce hygiene and crowding problems, increase space for the cafeteria to reduce crowding, and improve lighting and ventilation in the classrooms. If schools create more green spaces, students will get time to rejuvenate and refresh their minds. We firmly believe that the involvement of students in all project activities will ensure that such projects are implemented in a way that reflects the real needs and priorities of the community. An action plan for creating a more resourceful and supportive campus for the effective implementation of projects that are practical, student-friendly and uplifting in nature for all.

Develop Recommendations Based on Findings. Recommendations have been made to improve the campus environment of University of Liberal Arts Bangladesh based on the findings. We must build more toilets and regularly clean them. This will solve the problem of poor congestion and poor cleanliness. The cafeteria needs additional space and seating to manage the volume of students that passes through it in a day to ease congestion.

The light and ventilation of classrooms should be improved to make learning of students effective. It would enhance the aesthetics of the campus, promote mental well-being and provide an alternate space for studying. The following recommendations are made to create a better academic and social environment based on recommendations from the suppliers and what we think are the major problems unexplained in the research.

Develop an action plan with the community :

In order to effectively tackle problems on the campus, there must be an action plan that has input from the community. When students are engaged as co-creators, the initiatives are relevant and sustainable. The first step is identifying a rated issue such as toilets and cafeteria seats. Stakeholders can present workable solutions to the challenges during the workshop, which will take place on campus. Strategies can be adapted as a result of continuous feedback loops. The collaboration and sharing of skills between university students and the university takes into

account both the demand of university students and supply of the university to empower university students. It also adds to making the campus more beautiful.

Outline Implementation Strategies :

For effective implementation of the system, students must be involved actively. Participatory workshops help to find solutions. Regular feedback loops will create an inclusive and responsive space that constantly evolves.

Discuss Sustainability and Follow-Up Measures :

To ensure sustainability, stakeholders have regular follow-up meetings to monitor progress. When students are part of ongoing campus improvement plans, it fosters long-term engagement and a sense of shared responsibility for maintaining the improvements.