Rough Guides, Grand Tours and Fantastic Journeys
using maps and narratives to understand processes of learning in Higher Education

We’ve been asking a question (or variations on a question) which is this:

**How might maps and visual narrative formats be used to communicate understandings of learning processes at module and programme level?**

Alongside this question is another one:

**How might such maps and visual narratives help students (and staff) to develop better understandings of the learner journey?**

For this short workshop session, we are asking you to work individually or in groups to produce outcomes which respond to these questions in relation to your own modules or programmes. There are 2 activities to choose from but these are not fixed or prescriptive: feel free to adopt, adapt, mix, match and improve...

**Activity 1: Mapping your field**
Working in individually or in small groups, use one of the templates provided to map the territory of your own module or programme. This might consider some of the following:

- Senses of scale (what’s important, less important, etc.)
- Connections and gaps, distance and proximity, in relation to specific aspects (e.g. skills, teaching styles, assessment methods, Learning Outcomes)
- How the territory (and different areas of the territory) might feel to students – and perhaps the differences between the official ‘scientific’ map and the daily ‘experiential’ one.

**Activity 2: On the road**
Working individually or in small groups, contribute to the large-scale ‘story road’ which shows the journey from Level 4 to Level 7. Some of the things you might think about are:

- Major landmarks and obstacles
- Areas of pressure, turbulence, danger
- Unknown territories
- Institutional locations
- Limits/possibilities, boundaries/open space, rules/regulations
- Modes of travel
- Solid ground and sink holes

Please try to be unconstrained in your responses to these activities. Be as literal or as metaphorical as you like. Use the ready-made materials or create your own from the resources provided.
Çatalhöyük mural, Turkey, 6600BC. Arguably the world's oldest map.

Hereford Mappa Mundi (c.1300), left, and Rumold’s condensation (1587) of his father Mercator’s ‘projection’ of 1569.
Ptolemaic (Earth-centred) and Copernican (sun-centred) maps of the cosmos

David Jones, mapping of Arthurian legend (1943)
Joel Cooper, illustration of the School of Creative Arts’ “learning landscape” (2012)

Kevin O'Dowd, mock-up for interactive map of the School's Graphic Design and Illustration programme
Alan Peacock, map of the research process (2010)

Venn-style mapping of Photography programme produced by staff and students (2016)
Karen Clark, CPAD mapping

Students’ 3D mapping of learning, UAL (2016)
The Tumblr World Map – a fan-made mapping of fantasy worlds

Crispian Jago, Illustrated History of Doctor Who as Tube Map (2012)
Examples of storyboards...