

Visor

Mapping

- 🕒 Time required: 60 – 120 min
- ✂️ Material required: visors (construction manual included), flipchart markers, cloths for visor clean up, stickers, flipchart or beamer (optional)
- 👤 Facilitators: 1 facilitator/4 people

Visor is a mobile transparent construction enabling participants with or without drawing experience to draw their vision of space directly “into the space itself”. VISOR MAPPING will help you identify the needs of various actors and their visions of spaces and places. It allows participants to discuss and visualise needs regarding objects, material, environment, space flow and interconnectedness, as well as feelings and sensual attributes of the space.

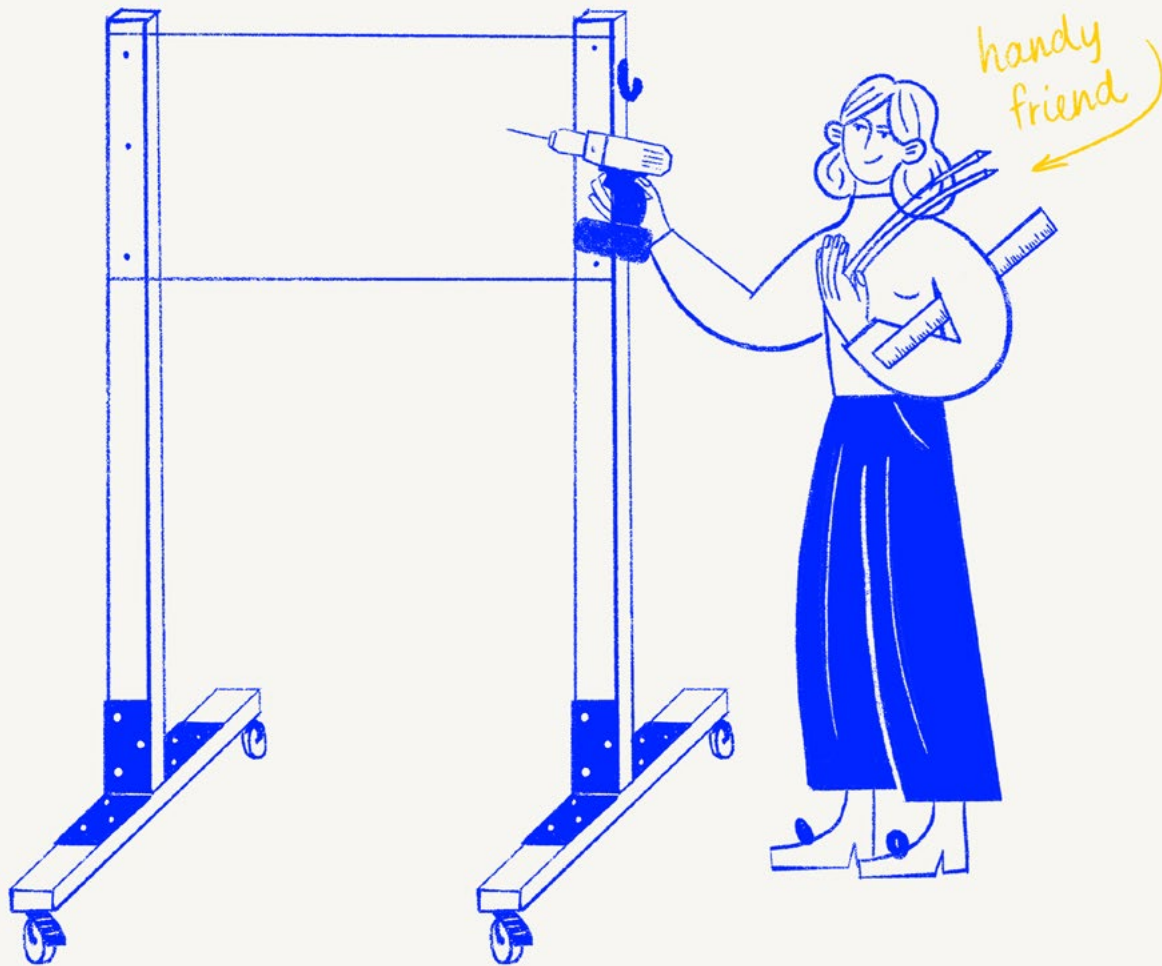
Through play and discussion, you can build an understanding of overlapping space and material needs of various users and their implications on identity, community or procedure and practices needed to create a Learning Community.

Preparation

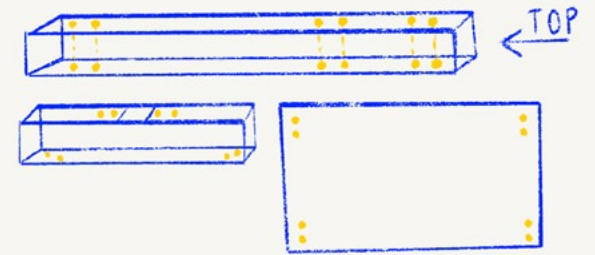


Build your own visors. You can use our manual or come up with your construction design. Be sure it is movable, transparent, and markers are easily washable from transparent surfaces.

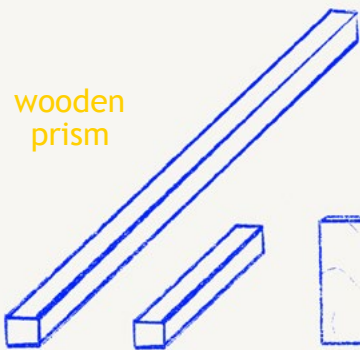
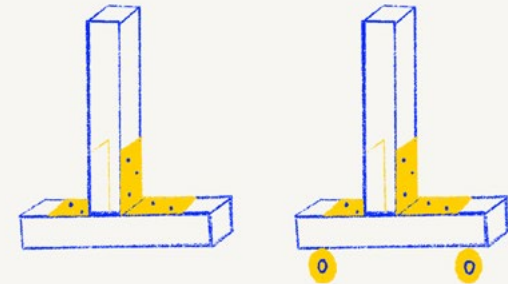
Prepare a table and chairs for opening and closing discussion, or use cushions on the floor. Prepare a recording device, markers, cloths and stickers for each visor, Senses Cards (and/or other cards according to the scope of your project).



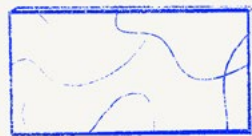
1. DRILL HOLES



2. SCREW PIECES TOGETHER



wooden prism



plexiglass



wheel with brake



machine screw



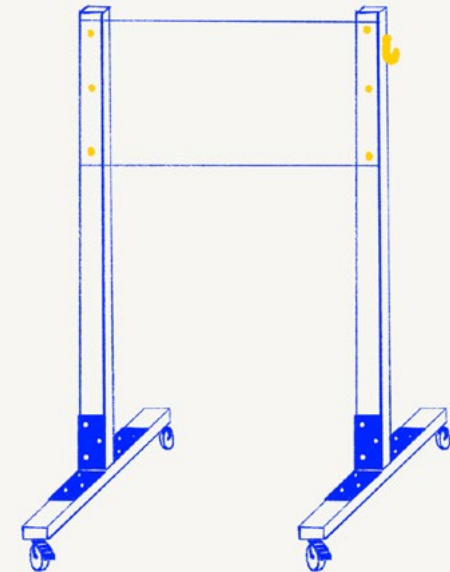
hex



L-shapes connector



hook



HAVE FUN!

Execution

1. Open the activity with a group discussion, set up the tone goal and themes of the activity.

The aim is to ice-breaker the group and to probe participants' perceptions.

“Welcome to... in the framework of the project... Today's goal is...”

*How do you learn best? Have you taught someone else something as well?
(example of a personal facilitator encouraging interdisciplinarity)*

Where do you learn best with others?

What do you need to do this?

Execution

2. Introduce the concept of a learning community (or other methodologies you use) and follow up with a short discussion. 5 min

“In developing a community of practice’s interest in a particular topic/domain, members engage in shared activities and discussions, helping each other and sharing information. They build relationships that allow them to learn from each other.

For example, impressionists gathered in cafes and studios to discuss the style of painting they were developing together. These interactions were necessary for them to become a community of practice, even though they often painted alone.

By interacting between diverse communities of practice, it is possible to overcome the bubble of interest and focus and create an interdisciplinary learning community for the modern and connected society of the future. By encouraging individuals and small groups to move freely between diverse communities of practice, they can complement the necessary practice for innovation and discovery.”

The aim is to set up a frame of thinking, ground the group in the specific topic and help them to discuss their ideas before they start to draw and visualise them directly in the space. It should enable groups to better connect formulated ideas, combine their experience with the group's experience, and overcome first shy moments and “drawing paralysis”.

Have you ever been part of such a community?

What has been your experience?

What works?

What doesn't work? What can we take away from it to change for the space?

Execution

3. Give instructions and explain the usage of the visor.

- Divide participants into couples and assign each team the visor.
- Present the space, its potential general use, primary users and general functions. Don't be too specific, and leave the room for participants' imagination.

“You are in a space ... (describe the division of space, e.g. studios and co-working), it is meant to serve ..., it is used by ... You are looking at part of it ... “

- Explain the purpose of the visor and give instructions:
 - At the visor, you will find: markers, erasing cloth, recording device.
 - The transparency acts as a blackboard of your imagination. It is meant to help you not only to perceive the space perspectives, sizes and depths better. Moreover, it will enable you to record - to draw your thoughts and ideas directly into the space.
 - It is not the aesthetic result that is important, but the discussion that the visor can generate.

- The way you record is up to you. Play freely. Don't be afraid to move around the space and change the angle and perspective of the "visor".
 - The sky's the limit. You don't have to stick to established concepts, ideas. Just stick to the question and the use of space.
 - You can draw on the visor one by one but also together.
 - Discuss your ideas. Support each other in deepening your ideas by asking curious discovery questions:
- We will record your discussion for future use. Turn on the recorder now.
 - If you are "done" with your visor and want to move on, delete drafts, take a photo (or call a facilitator to take a photo) of the visor.
- If you want to return to the perspective, you can do it anytime. You can use stickers to mark your positions on the ground (stickers).

Why is this happening? Why is this happening?

How does it work?

Who and when?

Why is it important?

What do we need?

Execution

4. Give an example and take clarifying questions (5 min)

Facilitator to summarise key takeaways from the short discussion - summarise examples of values and good practice that came out of the discussion on learning and creating learning communities and build your examples on it. Ensure participants that if they start the activity, they will get into it quickly and that you will be around all the time. Draw an example on the visor and engage the participants in their visioning.

*“I look through the viewport, and I see an ideal space in which ... What would you add?
Can you help me and draw it for me ...?”*

Execution

5. FIRST ROUND – LEARNING COMMUNITY: Open the first drawing and discussion round focused on Learning community areas.

You can use a flipchart or a beamer to see the main question during the exercise.

Look through the visor. What ideal space for community and learning do you see?"

How do the values and good practice of building learning communities translate into the 'visor' and our future space? (from discussion)

What do we need for this?

What activities are taking place in the visor

Go around the groups and help them to develop their ideas. Make them more specific and concrete. Be sure they built their visions and reasoning on their own experience.

How do they share their interests? To whom do they share them?

How do we support people to open up the community?

Execution

6. BREAK and PRESENTATIONS

(not mandatory): Create a space for summary and sharing.

Be sure you take photos regularly and save them orderly. Give numbers or nicknames to each group. The best time is in between rounds.

Ask participants to present their visors shortly.

What happens in the visor?

What do the visors have in common, what do they have different?

How can we look at it differently?

Execution



7. SECOND ROUND SENSES:

Open the second drawing and discussion round focused on Learning community areas.

You can use the flipchart or a beamer to see the main question during the exercise.

What do I feel, sense when I move through space?

Do the spaces have different light, ventilation, view, accessibility requirements?

What bothers me?

What makes me comfortable?

Possibly you can provide keywords as a lead for participants.

How can the following values translate into a space (you don't have to use all):

FREEDOM/CONSTRAINT

FLEXIBILITY/STABILITY

CONNECTEDNESS/CLOSENESS

INNOVATION

ORDER/CHAOS

SAFETY

PRIVACY/SHARING

INCLUSION

etc.

Execution

8. BONUS ROUND – SCENARIOS:

Use Scenario Cards of your choice for deeper brainstorming. You can create new cards according to your context.

“How do activities, senses and interconnections change when (scenario)?”

“How is what you see in the “visor” changing – layout, activities, perceptions?”

“What do we miss on the model when (scenario)?”

Execution

9. CLOSING DISCUSSION:

Let participants briefly discuss the most important implications, novelties, lessons learned from the activity in a group or individually.

Quickly share in the group or present these outcomes to the other group.

“What are the three things you find most important as an implication for our project?”

“What are the three things you find new to you? What have you learned about the service/space?”

Tips and tricks

- Between each round, you can create a space for short presentations. Be careful. Sometimes it can destroy the flow and energy created in the group. Use your facilitator's instinct to evaluate when it's needed and can help the participants to fulfil the goal of the activity. Use breaks, especially when you are not recording the group work.
- You can use different rounds for different spaces. You can even divide the activity into several sessions according to the project type and complexity. Feel free to play with it as well as participants are playing with their ideas.
- You can print questions and lead words on separate instruction cards and distribute them to groups.
- Construction of visors may be even easier. You can use different materials and forms. Be sure you know how many people should use the visor simultaneously and accordingly adjust the visor size.

Tips and tricks

- Don't worry. In the beginning, the group can be confused and will have trouble starting. Help them to place first activities and ask exploratory questions. Support playful and prototyping behaviour. Dynamics will shift quickly when people start to draw.
- Alternatively, you can end the activity by drawing on one common visor, combining several ideas in the room.

References

⇒ Juraj Horňák –
Shopping Cart/ Pink
Frame Cart