THE GLASGOW SCHOOL: OF ART

	Course Specification

Course Code:	Session:
PCRS112	2017/18

1. Course Title:
Visual Mapping: Analysis and Presentation through Graphics (ADM)

2. Date of production / revision:
09/03/2016

3. Level:
PGT Level 11

4. Credits:
15

5. Lead School/Board of Studies:
School of Design

6. Course Contact:
Brian Dixon

7. Course Aims:
This course aims to deliver a 15 credit CRS – Visual Mapping but in a compressed format.   *Visual Mapping* aims to introduce students to the fundamental graphic principles underlying the activity of mapping as an expression of graphic practice or cartography, as well as providing them with an overview of the historical and theoretical context of use in which these mapping practices are situated. Students will apply these principles in a series of short exercises focused on producing mapping outputs within the context of design and design research.   The Course aims to: • Introduce the historical and theoretical context in which mapping practices are situated.   • Demonstrate the fundamental graphic principles and terminology underlying mapping as a creative practice.   • Critique the value and use of these fundamental graphic principles in the production of mapping outputs for data exploration, analysis and information presentation.   • Introduce the techniques of the mapping process and the practical steps involved within a critical context.

- Communicate the value of an informed mapping practice within a creative research context as a means of exploring and analysing data, as well as providing a critical appraisal of the graphical outcomes.

8. Intended Learning Outcomes of Course:

By the end of this course, it is intended that the students will have achieved the following learning outcomes:

1. **Knowledge and Understanding:**

- Locate an understanding of graphic mapping practices within the theoretical and historical context of design practice and research;
- Apply a critical understanding of fundamental graphic principles of mapping practice within the context of design and/or design research projects.

2. **Subject Specific Skills:**

- Identify appropriate approaches to commencing a mapping task;
- Apply appropriate graphic techniques to a given mapping task in order allow for a specific requirement (e.g. exploration, analysis, synthesis);
- Communicate a critically reflective approach to applying graphic principles in the production of a mapping output.
- Produce a creative mapping output that is informed by contemporary creative practice and references both fundamental graphic principles and a theoretical context.

3. **Transferable skills:**

- Convey the value of graphic mapping as a platform for exploration, analysis and synthesis of data.

9. Indicative Content:

The course content is arranged so that students first develop understanding of the historical and theoretical landscape in which mapping practices emerge and thereafter explore practical applications. There are no specific hardware requirements. Additionally, it should be noted that project work will be carried out in strict compliance with GSA's ethic policy, available at:

http://www.gsa.ac.uk/media/497492/gsa_research_ethics_policy.pdf

The course will cover:
- The historical and theoretical evolution of mapping as a vehicle for knowledge generation and exchange within a design context;
- The principles and techniques of best graphic mapping practice;
- The application of specific approaches to mapping within design and design research projects as a means of exploring and analysing data, as well as presenting outcomes.

10. Description of Summative Assessment:

No.	Assessment Method	Description of Assessment Method	Weight %	Submission week (assignments) or length (exam)
1	Project Process Journal	Mapping output and written reflective journal (Project Process Journal)	80	End of Stage
2	Presentation	Final Presentation	20	End of Stage
		Or		
1	Written Essay	2500 word written essay (this should include examples of visual work, where appropriate, with a bibliography)	100	End of Stage

Students on this course will be assessed on their ability to:

- Produce a significant, original mapping output which references and creatively applies the fundamental graphic principles relating to mapping practice.
- Communicate verbally the process of principle application and mapping production.
- Produce high quality documentary output which provides a reflection on their process and the appropriateness of the tools used to the socio-cultural phenomena being mapped.

The percentage breakdown of the assessment will be as follows:
- Mapping output and written reflective journal (Project Process Journal) 80%
- Final presentation 20%
  OR
- A 2500 word written essay (this should include examples of visual work, where appropriate, with a bibliography)

Summative Assessment occurs at the conclusion of the PGT Stage, and after both the intensive teaching delivery and time allotted for student learning.

10.1 Please describe the Summative Assessment arrangements:

Within this course, assessment of student work will consist of two components:
- Firstly, an assessment of the graphic approaches undertaken and realised in the Mapping Output and an assessment of the reflective PPJ (Project Process Journal), the depth and scope of its reflections, (80%).
- Secondly, the verbal and visual quality of the Final Presentation itself (20%).

11. Formative Assessment:

Formative assessment and feedback will be provided through group tutorial discussion and feedback throughout the course duration.

11.1 Please describe the Formative Assessment arrangements:

- Students will receive supervisory support in the form of group and individual tutorials.
- Peer review and feedback during the presentations will be directed so as to provide additional formative feedback and to generate discussion focused on the development of graphic mapping skills within the context of design and/or design research.
- A written formative assessment offering an overview of the student's progress against the intended learning outcomes marked at summative assessment.
- Formative feedback occurs at the conclusion of each intensive teaching block.

12. Collaborative:

	No

12.1 Teaching Institutions:

N/A

13. Requirements of Entry:

None

14. Co-requisites:

PGT Stage 1

15. Associated Programmes:

Non-Glasgow based School of Design PGT Programmes

16. When Taught:

PGT Stage 1

17. Timetable:

Teaching sessions follow an intensive pattern of morning sessions over a two week period for four days within each week. These sessions shall focus on:
• Project definition (lectures, seminars, brief writing and tutorials)
• Project enactment (Interim presentations and tutorials)
• Project presentation (Tutor and peer feedback)
• PPJ production (Seminars)

18. Available to Visiting Students:	
Yes ☒	No ☐

19. Distance Learning:	
Yes ☐	No ☒

20. Placement:	
Yes ☐	No ☒

21. Learning and Teaching Methods:

Method	Formal Contact Hours	Notional Learning Hours (Including formal contact hours)
Lecture	1	1
Studio	5	40
Seminar/Presentation	4	4
Tutorial	5	15
Workshop		15
Laboratory work		
Project work		75
Professional Practice		
E-Learning / Distance Learning		
Placement		
Examination		
Essay		
Private Study	Not Applicable	
Other (please specify below)		
TOTAL	**15**	**150**

22. Description of "Other" Teaching and Learning Methods:

There is a focus upon small-team, peer-learning opportunities on this Course and instead of lectures a combination of seminar and workshop is the teaching model.

23. Additional Relevant Information:

GSA operates a Research-based ethics approval policy and guidelines for PGR – that is, PhD research and M.Res degrees. However, increasingly PGT – postgraduate taught programmes – oblige students to work within areas of practice that necessitate an acquaintance with the Institutional and Professional application of research ethics. This course develops the application of an ethical research practice through a dialogue with the GSA Research Office and its Ethical Guidelines for students. In addition to a Research Seminar upon Ethical Practice students will be enabled to conduct a research project developed within the auspices of the current GSA Research

Ethics guidelines.

24. Indicative Bibliography:

Lima, M., 2011, *Visual Complexity*. New York: Princeton Architectural Press.

Katz, J., 2012, *Designing Information.* New York: John Wiley & Sons.

Tufte, E, 1990, *Envisioning Information.* Cheshire, CT: Graphics Press.

Ware, C., 2004, *Information Visualisation, Perception for Design*. San Francisco: Morgan Kauffman.