CONTENT
The process of mapping extends and enriches our interaction with the specific conditions of site, therefore it allows the reader to understand and experience the unique characteristics of a specific place.
In his article “The Agency of Mapping, Speculation, Critique & Invention”, James Corner talks of the map as having the power to ‘Reformulate what already exists’. The ‘agency’ of the map, is that which exploits the research to identify, decode and create the potential of possibilities for the place. Mapping is understood, not as a process of representing geographies or ideas, but ‘effecting the way they are manipulated’.

Cartographic maps correspond to the dimensional reality of the external world. This in many ways makes them totally inappropriate for reading and representing site qualities/phenomena because of their objective qualities. Mapping is often understood as a technique for representing (predetermined), i.e. given – entities. This conception of mapping as a tool to visualize spatial concepts does not utilise the full potential that the map has to ‘reveal the specific qualities of the site’.

Cognitive mapping is an abstraction covering those cognitive or mental abilities that enable us to collect, organise, store, recall and manipulate information about the physical environment. Underlying this definition is a view of behaviour that, although variously expressed, can be reduced to the statement that human spatial behaviour is dependent upon the individual’s cognitive map of the spatial environment.

From a cognitive map, the individual can tell where certain valued things or experiences are to be found and how to reach them as required. The map assigns preferences, determines attitudes and predicts possibilities. It changes at all levels of timescale and is modified by education, experience and available resources. Cognitive maps could be simply understood as perceptual maps and cannot be merely a series of photos or measured drawings of what a place is.

AIMS
• To introduce and explore the idea of mapping as a tool for reading the site.
• To understand and experience the unique characteristics of a specific place.
• To acquire the understanding of site to transcend the standard and often inappropriate objective analysis of just a dimensional reality.
• To explore site as multiple systems and processes.
• To introduce the notion that any given site may mediate between the scale of humans, of the city and the environment.
• To appreciate architecture and the city as one unified evolving organism which keeps incessantly defining and being defined by multiple agencies that establish commoning.
• To explore intangible qualities in architecture and the social aspect of the built environment.

SITE AND USERS
This workshop aims at raising awareness for the right of the people to the city, to its appropriation and claiming (or defining) the realm of the Commons.

Possible sites (categories) of investigations- Public Transportation Infrastructure, such as:
1. Bicycle stations
2. Bus stops/stations
3. Tram stops/stations
4. Train stations
5. Port terminals
6. Airports
7. Others
Users: students are asked to experience a Public Transportation Infrastructure borrowing an avatar to explore the site such as people with diverse needs and capabilities (elderly people, kids, people with limited mobility, vision, hearing etc.) This does not imply that the specific groups of people will live by themselves, in isolation, rather the opposite. It will allow them to become equal social actors that influence the way space should be designed.

The goal is to address issues of Inclusive Architecture. Understanding the user as not a generic person but as diverse individuals that have the right to co-inhabit and co-appropriate the city.

METHOD

Preparation before the workshop for week 1 (Tuesday 20.10.2020):
1. Visit a site as described above  
2. Decide and ‘construct’ your avatar  
3. Experience and document the chosen site:  
   - Students should capture ten frames (10 photos), translate them into diagrams according to specific observations, and support with short description (text) _ Insert into the given template  
   - Students should produce an initial photographic mapping by manipulating the ten photos in order to communicate their findings _ Insert into the given template  
   - Students should also insert the above documentation in the given PPT template in relation to their chosen site category

Important factors:
- How spaces are experienced through facilitation or obstacles in terms of including different groups of people (accessibility, appropriation, inclusion).
- How the specific topology (enclosures, light/shadow, introvert/extrovert, accessibility, materiality of the ground, noise/quietness, visibility) affects the ways the site is inhabited / How the inhabitation practices are related to the qualities of the site.
- Patterns of inhabitation in time (repeated actions, rhythm of activities, same location with different activities depending on the day/hour, individual activities happening rarely, permanent/temporary activities).
- Patterns of inhabitation in place (activities related to the specific topology are repeated every time you encounter the same topology, how every activity affects the others, what are the connections between different activities, how different activities overlay, what activities cannot take place at the same time with others, activities that exclude others)

SCHEDULE /
Photography mapping / 19-23 Oct 2020
Cognitive mapping / 26-30 Oct 2020

Week 1: Presentation, discussion, crits on the photographic mapping (20.10.2020).  
   Presentation, discussion, crits on the cognitive mapping (23.10.2020).

Preparation for week 2:
Developing cognitive mappings of the chosen site.
Cognitive mappings could deal with a spatial fragment, a sectional quality or 2D maps. The mappings should be developed as hybrid drawings incorporating a variety of media (2D+3D, collage, text, sketch, photos, maps, drawings, memories etc).

Week 2: Presentation, discussion, crits on the developed photographic mapping and the cognitive mapping. (27.10.2020).
Final submission and discussion (30.10.2020).

Submission of all the work by Friday 30th of October.
# Introduction

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| 01   | Friday 16.10.20 | 2.00 - 2.30 pm CET | Explain: | 1. Aims of the workshop  
2. Selection of Site  
3. Methodology of 10 frames  
4. Photographic mapping (1st step of cognitive mapping)  
5. Cognitive mapping |

## Week 01

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| 02   | Tuesday 20.10.20 | 3.00 - 5.00 pm CET | Students will bring | 1. 10 frames / in relation to important factors [chart format / photos translated in an explanatory sketch]  
2. Photographic mapping as a 1st preliminary attempt towards the Cognitive mapping.  
3. State clearly site and avatar selection in the title of submission. |
|      |      |      | Lecture on Mapping [case studies] | 30 min |
|      |      |      | Tutorials 1.30 hrs | (Presentation, discussion, crits on the developed photographic mapping and the cognitive mapping) |
|      | Tuesday 20.10.20 | Submission @ 12.00 pm CET | | 1. 10 frames / in relation to important factors  
2. Photographic mapping |
|      |      |      | Submission in a pdf combined format & individual JPGs in moodle and insert JPGs in the shared ppt one drive files under the relevant category. |
| 03   | Friday 23.10.20 | 2 hrs 10.30-12.30 pm CET | Cognitive mapping crits | |
|      |      |      | Tutorials 2 hrs | (Presentation, discussion, crits on the developed photographic mapping and the cognitive mapping) |
|      | Friday 23.10.20 | Submission @ 9.00 am CET | | 1. Cognitive mapping developed |

## Week 02

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| 04   | Tuesday 27.10.20 | 3.00 - 5.00 pm CET | | Tuesday 27.10.20 submission @ 9.00 am CET  
1. Cognitive mapping further developed |
| 05   | Friday 30.10.20 | 10.30 - 2.00 pm CET | Crits | Friday 30.10.20 submission @ 9.00 am CET  
Submission Final |
EVALUATION /

The evaluation will be based on the following Expected Learning Outcomes.

After completion of the workshop students are expected to be able to:
- Examine and interpret site conditions in relation to the natural and built environment, materiality, boundaries, users, social issues, activities, usage of space, privacy issues, objects, ambience and immaterial qualities of space.
- Use appropriate representation and presentation tools, including mixed media techniques and mappings, for recording existing site conditions.
- To appreciate cognitive mapping as a tool that assigns preferences, determines attitudes and predicts possibilities.
- To transcend the familiarity with cartographic maps (that correspond to a dimensional reality) and explore a plurality of experiences/cultures/sites via alternative representation techniques.

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