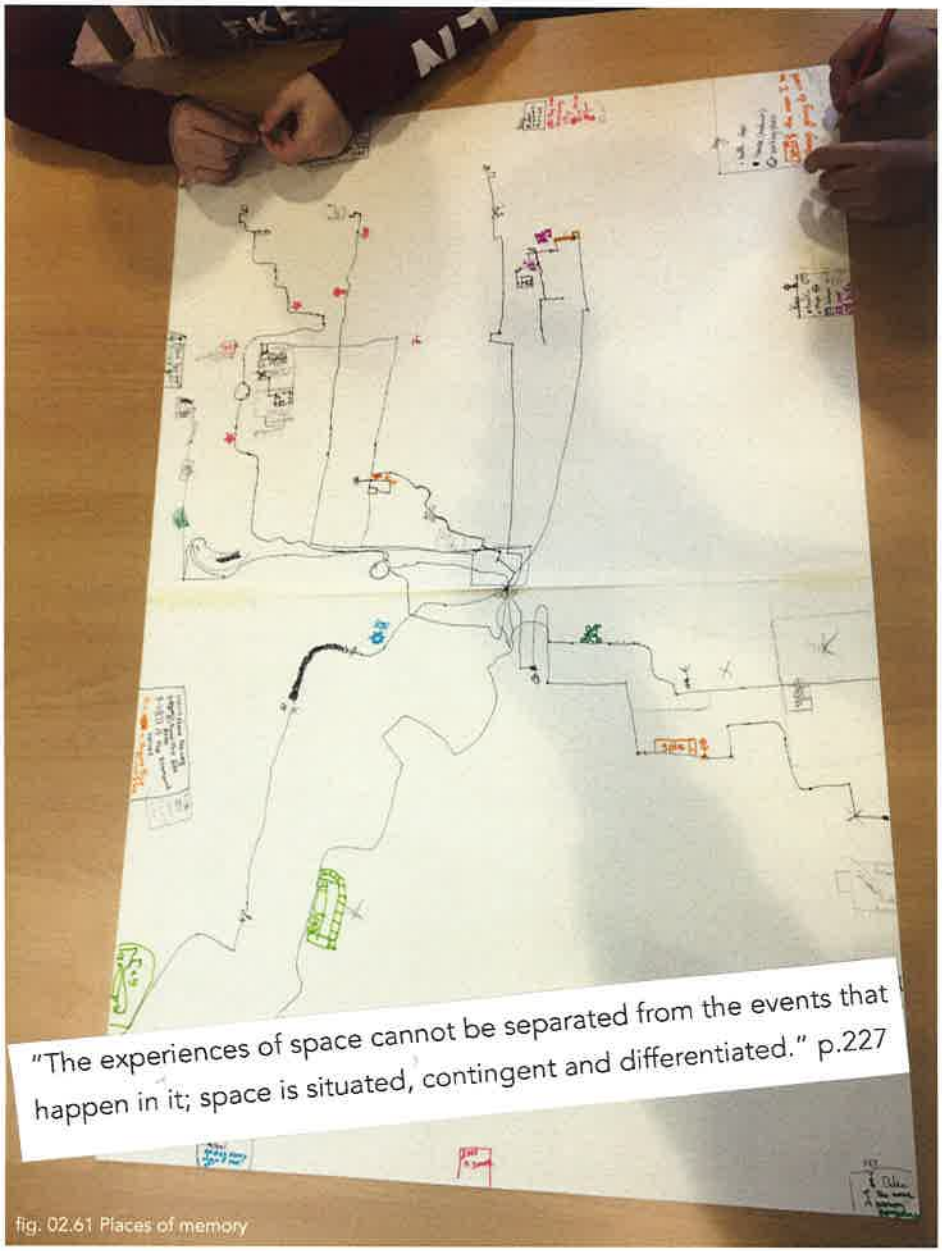


fig. 02.61 Places of memory

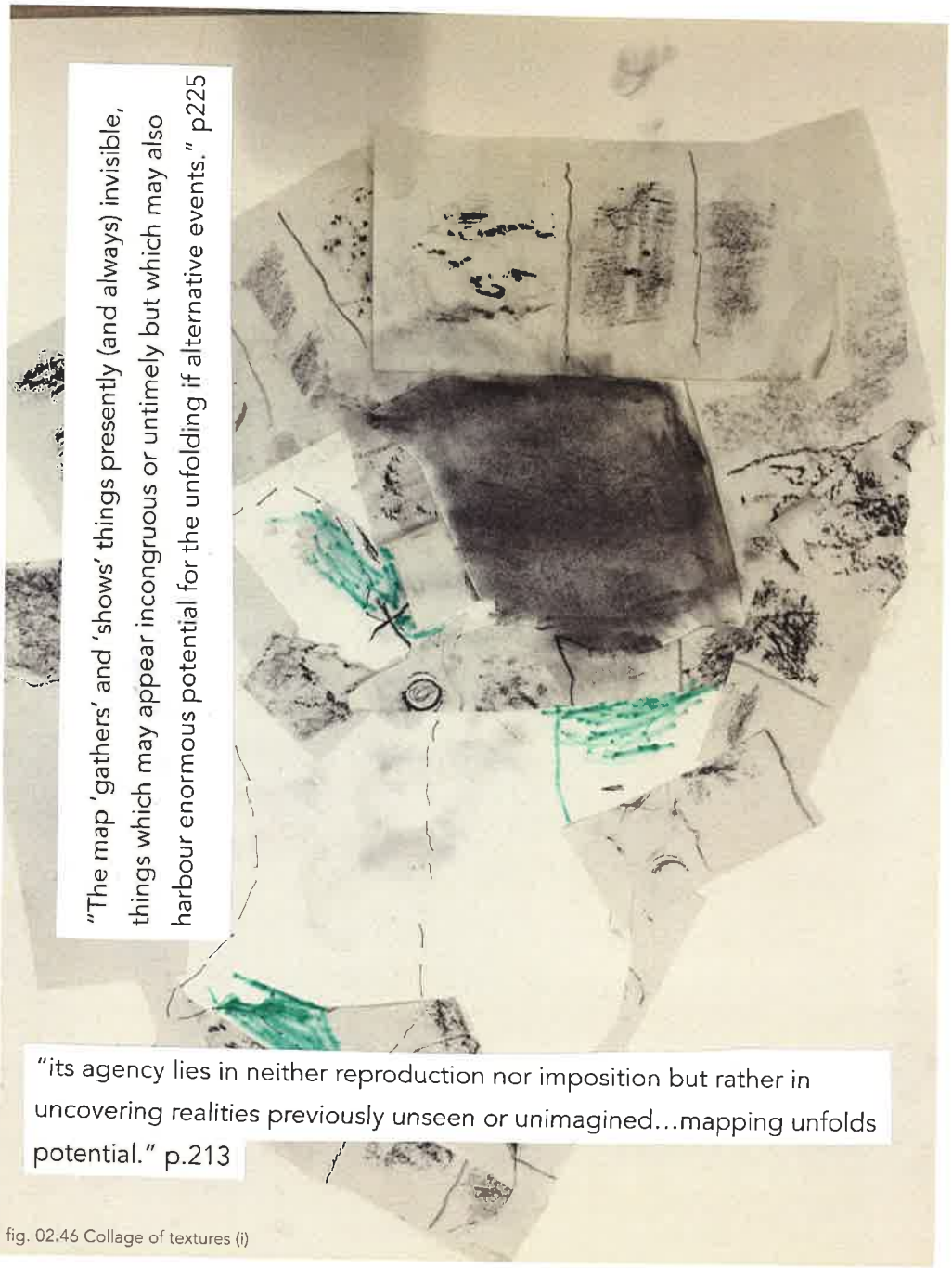
[Map, walk, wonder, wander, explore in and out of the classroom - map these experiences.]

Lucius Burkhardt's Spaziergangwissenschaft or Strollology, as discussed in Wayfaring related to spatial rhythms through a relationship between space and the body. What if these explorations were mapped out? What would the maps reveal? How do the traces of our wayfaring uncover thinking?

Influenced by the work of James Corner in 'The Agency of Mapping, Speculation, Critique and Invention' (1999) the map or score unfolds layers thinking through the , "processes of gathering, working, reworking, assembling, relating, revealing, sifting and speculating."

Capturing conceptual understandings, dérives and our relationships with the spaces we explore could be considered to be "..between the real and virtual…"making visible what is otherwise hidden and inaccessible." (p.225)

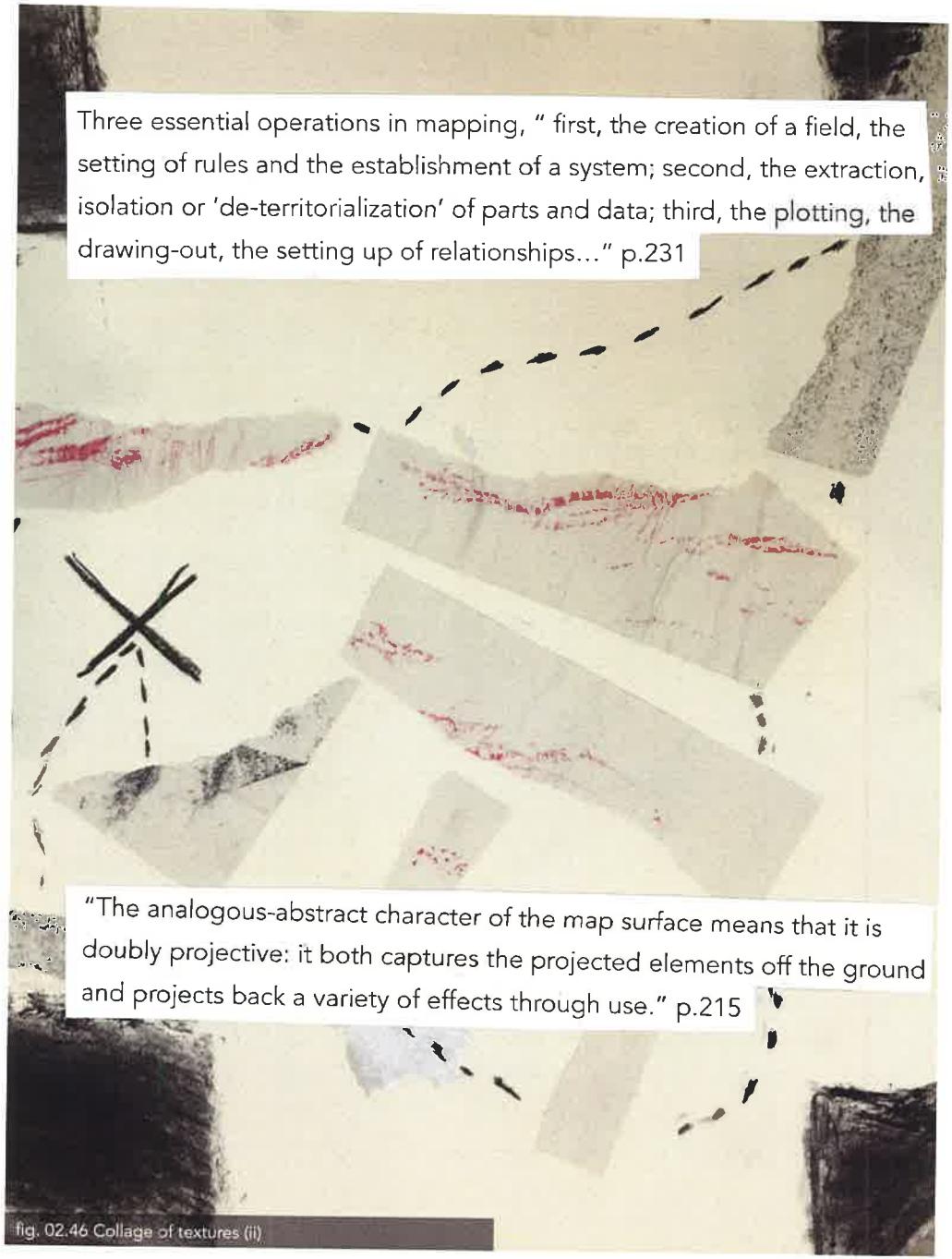
MAPPING



"The map 'gathers' and 'shows' things presently (and always) invisible, things which may appear incongruous or untimely but which may also harbour enormous potential for the unfolding if alternative events." p225

"its agency lies in neither reproduction nor imposition but rather in uncovering realities previously unseen or unimagined...mapping unfolds potential." p.213

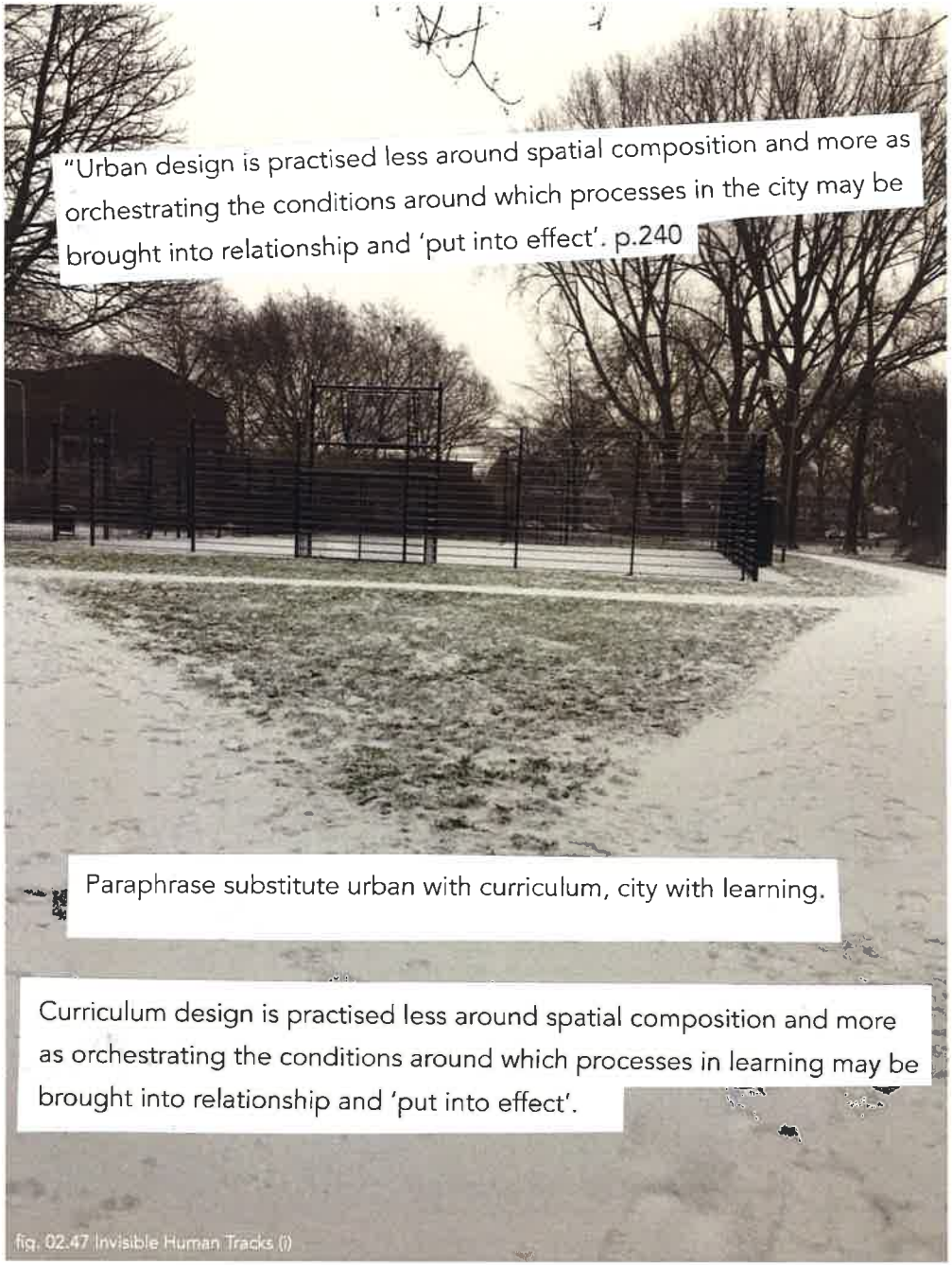
fig. 02.46 Collage of textures (i)



Three essential operations in mapping, " first, the creation of a field, the setting of rules and the establishment of a system; second, the extraction, isolation or 'de-territorialization' of parts and data; third, the plotting, the drawing-out, the setting up of relationships..." p.231

"The analogous-abstract character of the map surface means that it is doubly projective: it both captures the projected elements off the ground and projects back a variety of effects through use." p.215

fig. 02.46 Collage of textures (ii)

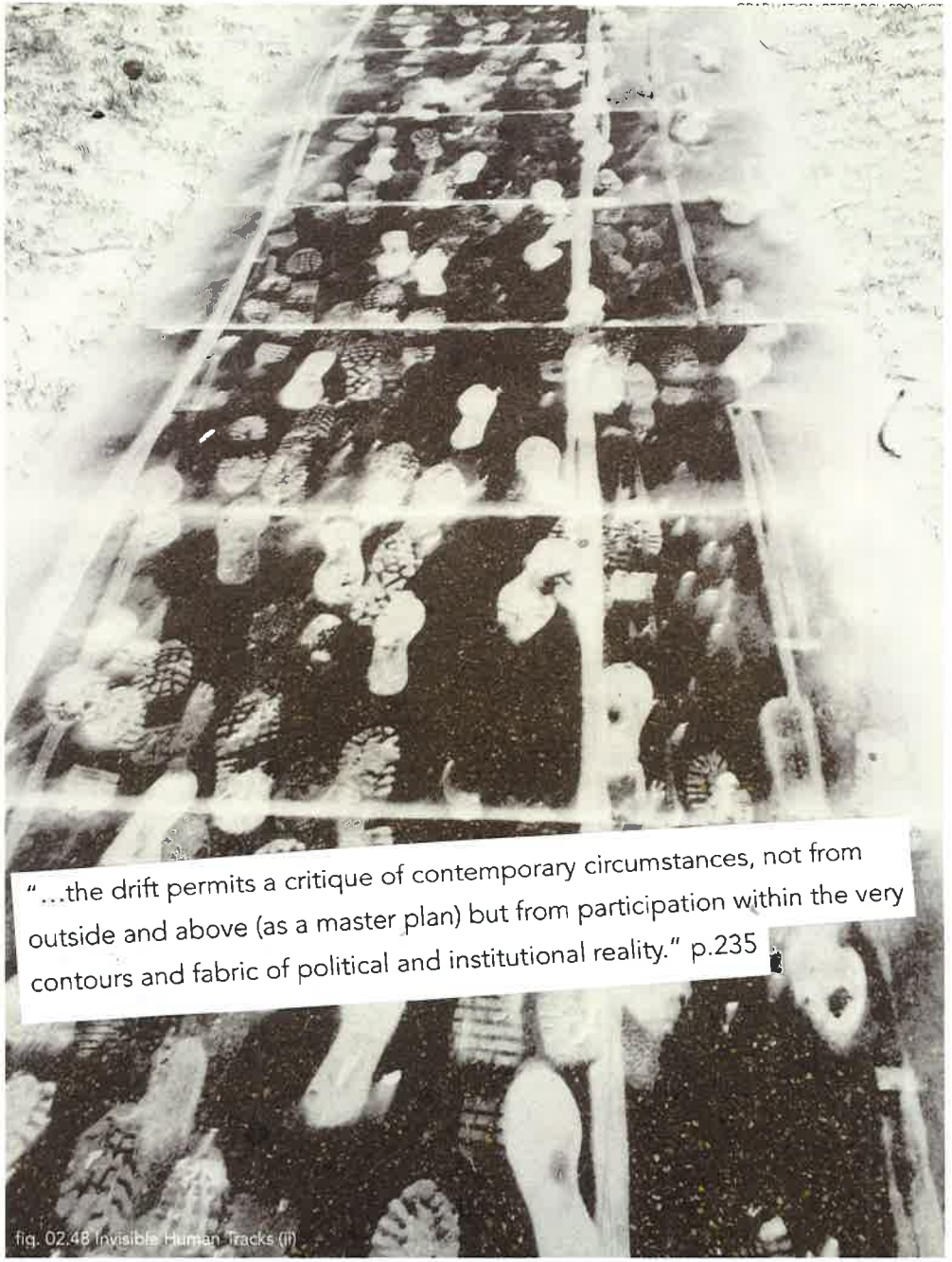


"Urban design is practised less around spatial composition and more as orchestrating the conditions around which processes in the city may be brought into relationship and 'put into effect'. p.240

Paraphrase substitute urban with curriculum, city with learning.

Curriculum design is practised less around spatial composition and more as orchestrating the conditions around which processes in learning may be brought into relationship and 'put into effect'.

fig. 02.47 Invisible Human Tracks (i)



"...the drift permits a critique of contemporary circumstances, not from outside and above (as a master plan) but from participation within the very contours and fabric of political and institutional reality." p.235

fig. 02.48 Invisible Human Tracks (ii)

fig. 02.49 Embodied concept mapping

fig. 02.50 Invisible Human Tracks (iii)

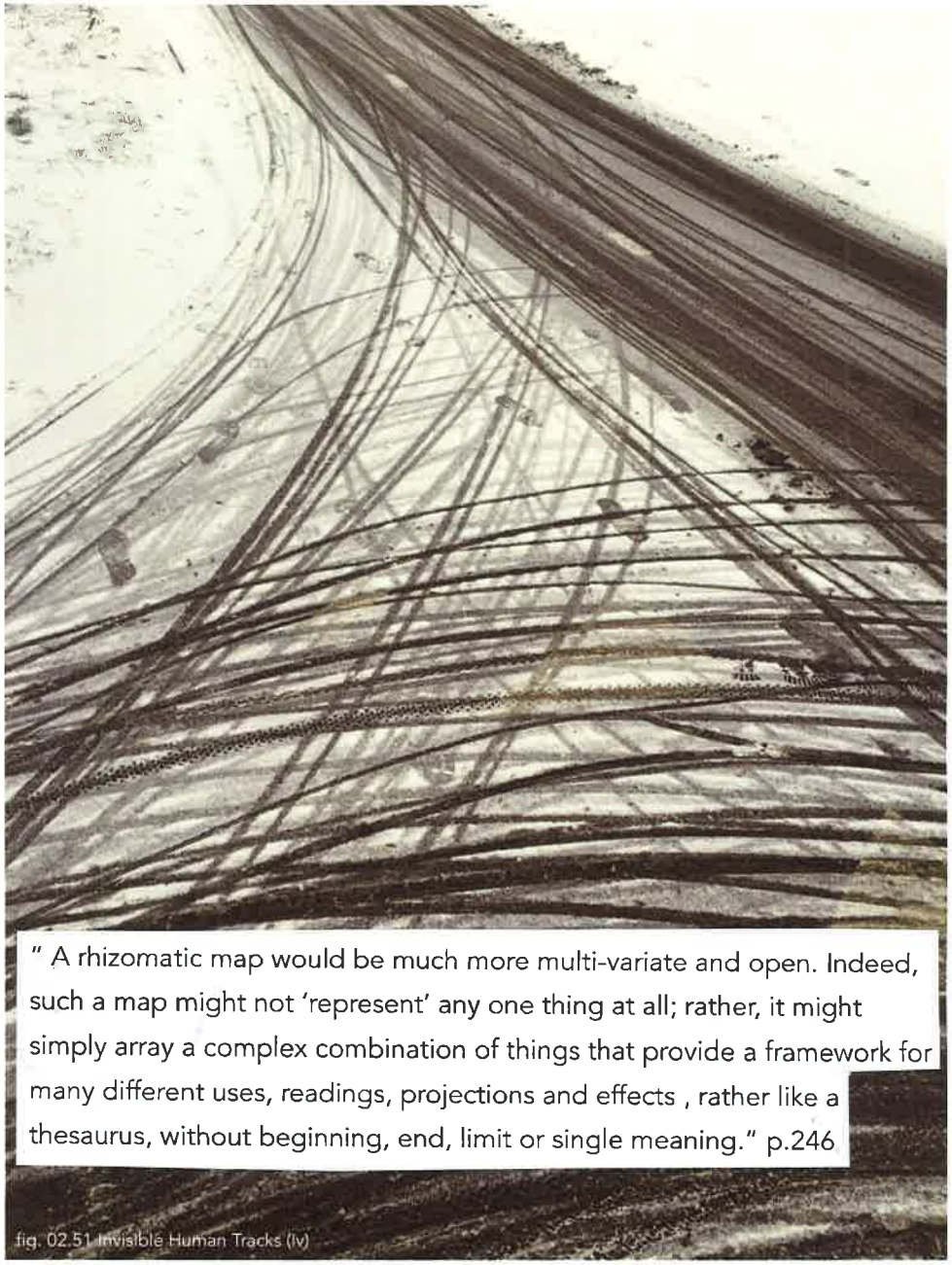
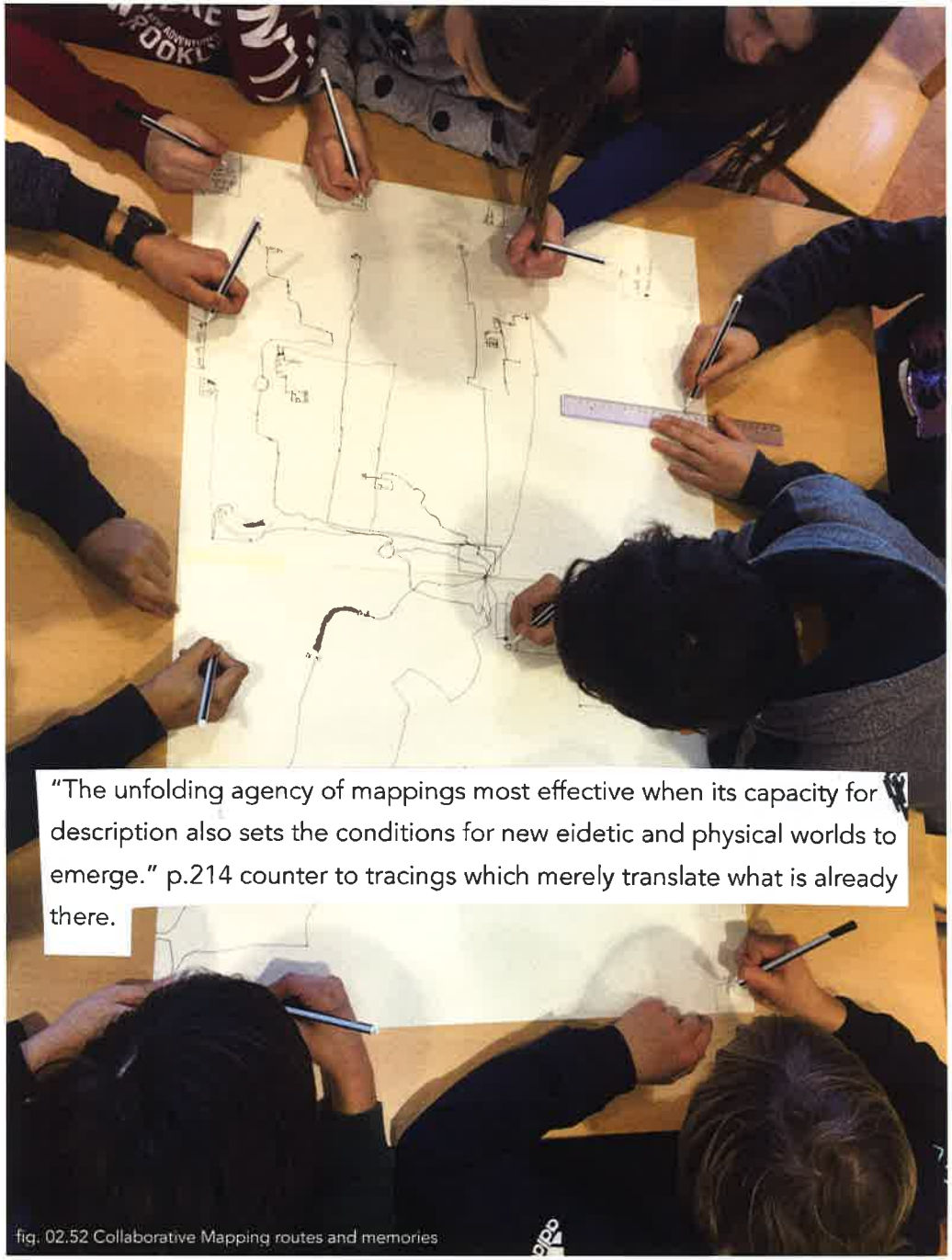


fig. 02.51 Invisible Human Tracks (iv)



"The unfolding agency of mappings most effective when its capacity for description also sets the conditions for new eidetic and physical worlds to emerge." p.214 counter to tracings which merely translate what is already there.

fig. 02.52 Collaborative Mapping routes and memories

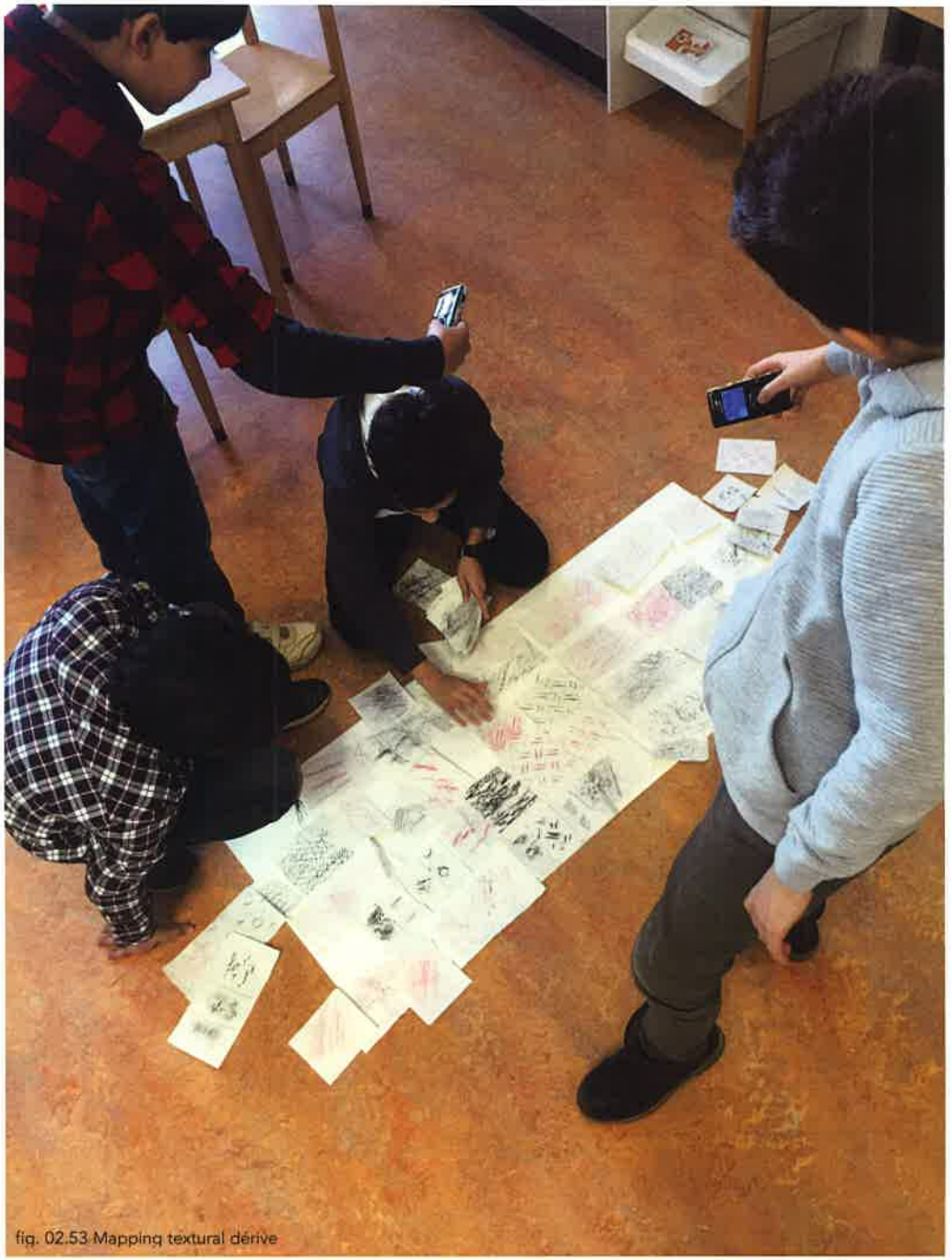
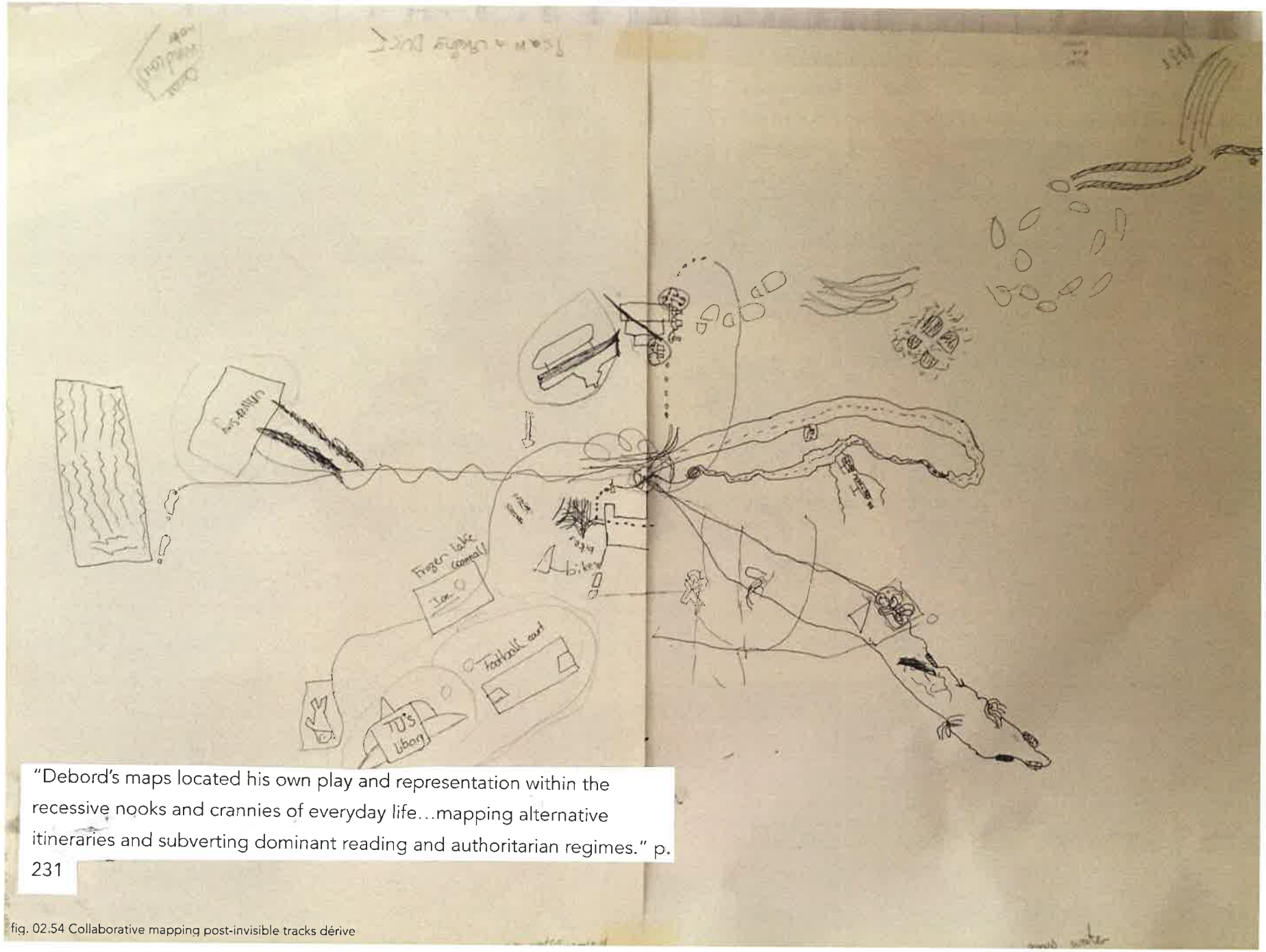
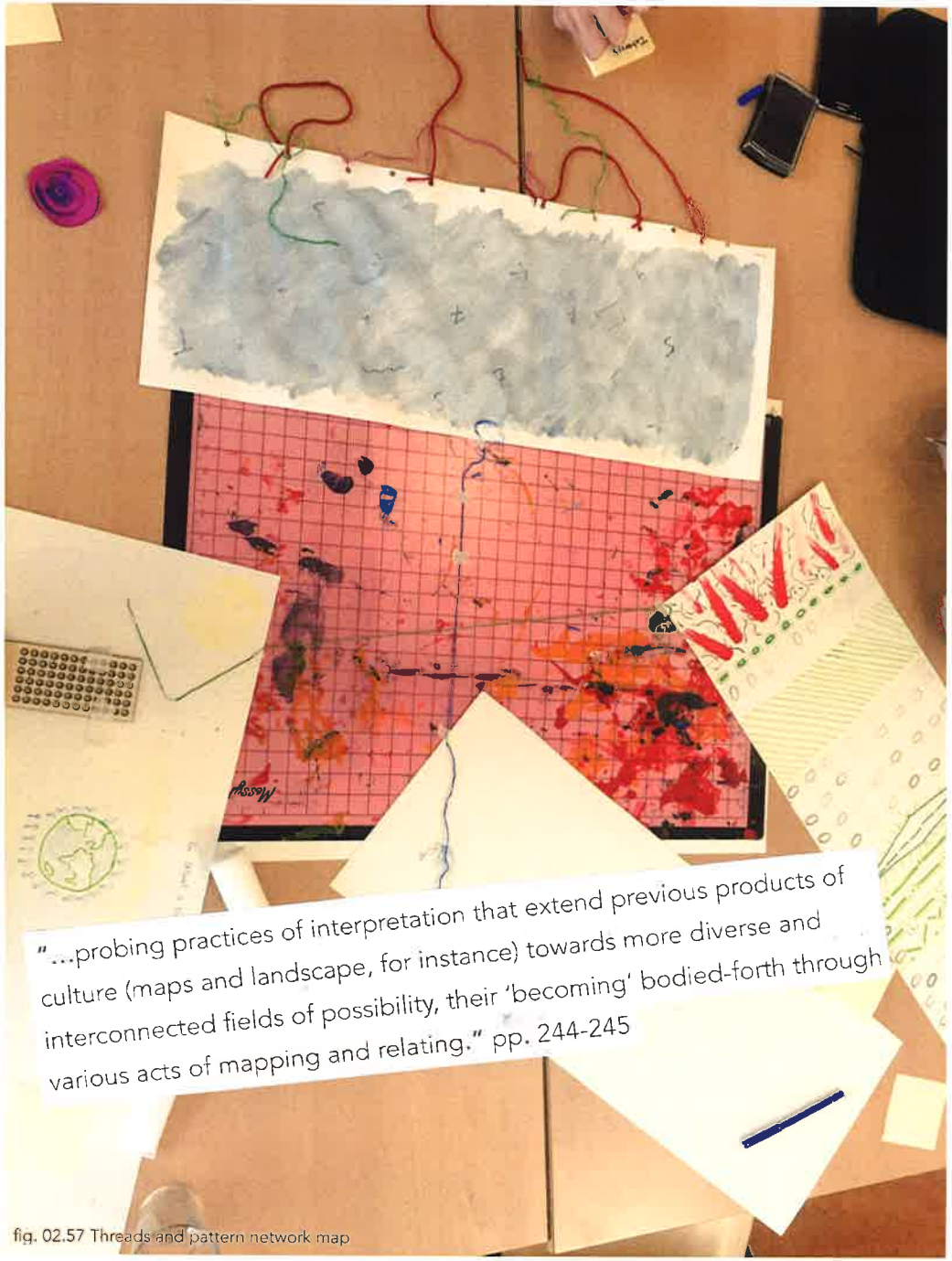


fig. 02.53 Mapping textural dérive



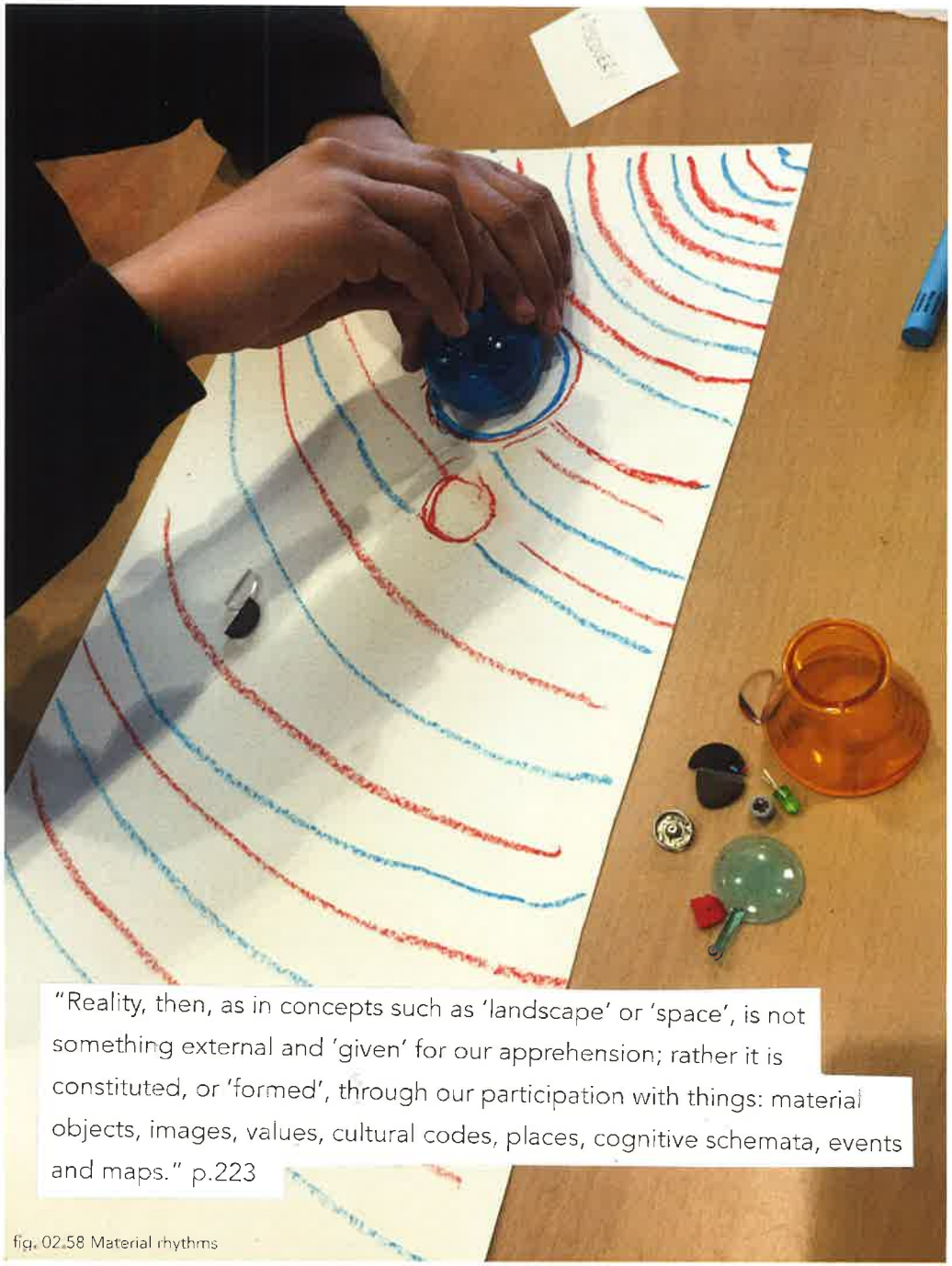
"Debord's maps located his own play and representation within the recessive nooks and crannies of everyday life…mapping alternative itineraries and subverting dominant reading and authoritarian regimes." p. 231

fig. 02.54 Collaborative mapping post-invisible tracks dérive



"...probing practices of interpretation that extend previous products of culture (maps and landscape, for instance) towards more diverse and interconnected fields of possibility, their 'becoming' bodied-forth through various acts of mapping and relating." pp. 244-245

fig. 02.57 Threads and pattern network map



"Reality, then, as in concepts such as 'landscape' or 'space', is not something external and 'given' for our apprehension; rather it is constituted, or 'formed', through our participation with things: material objects, images, values, cultural codes, places, cognitive schemata, events and maps." p.223

fig. 02.58 Material rhythms

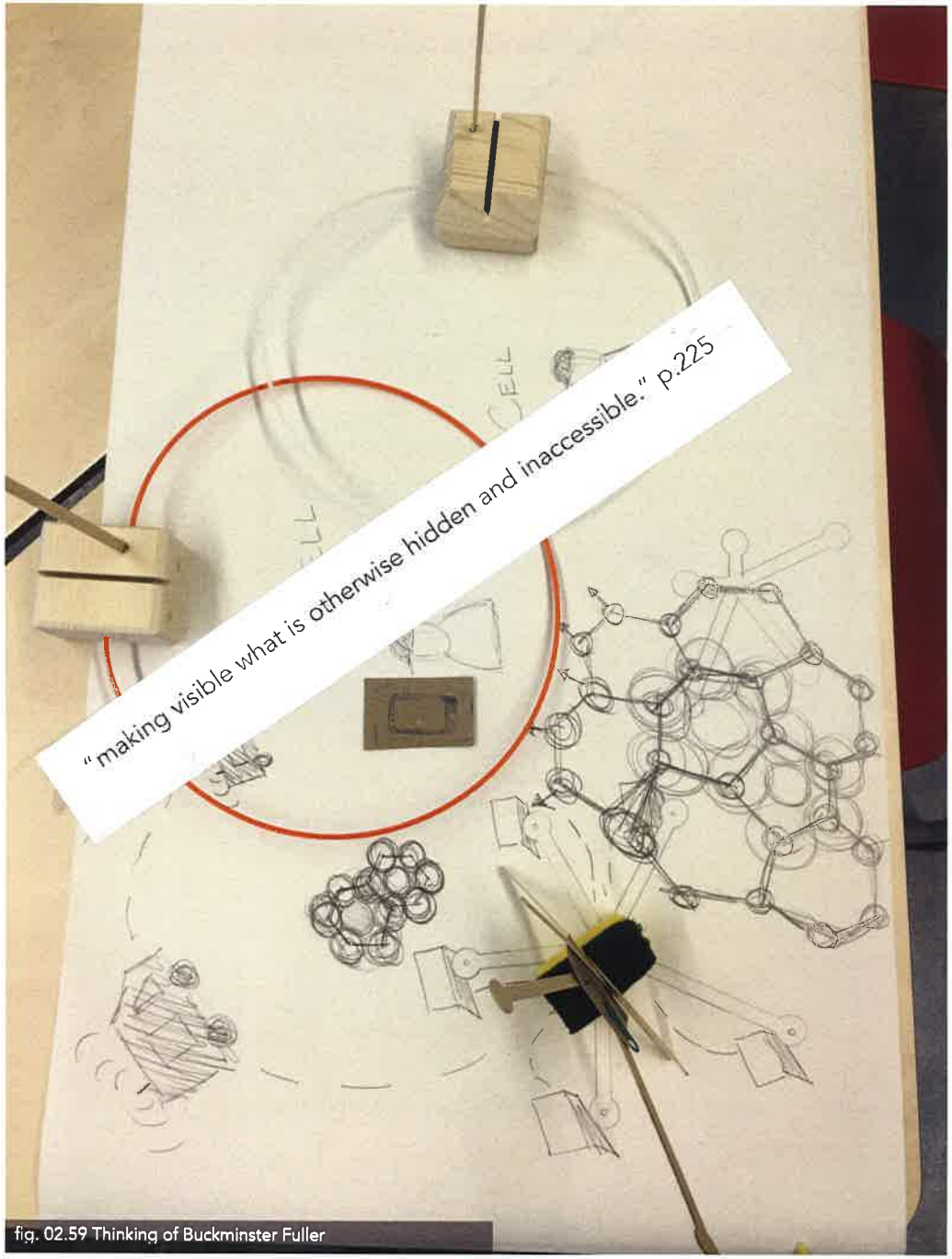


fig. 02.59 Thinking of Buckminster Fuller

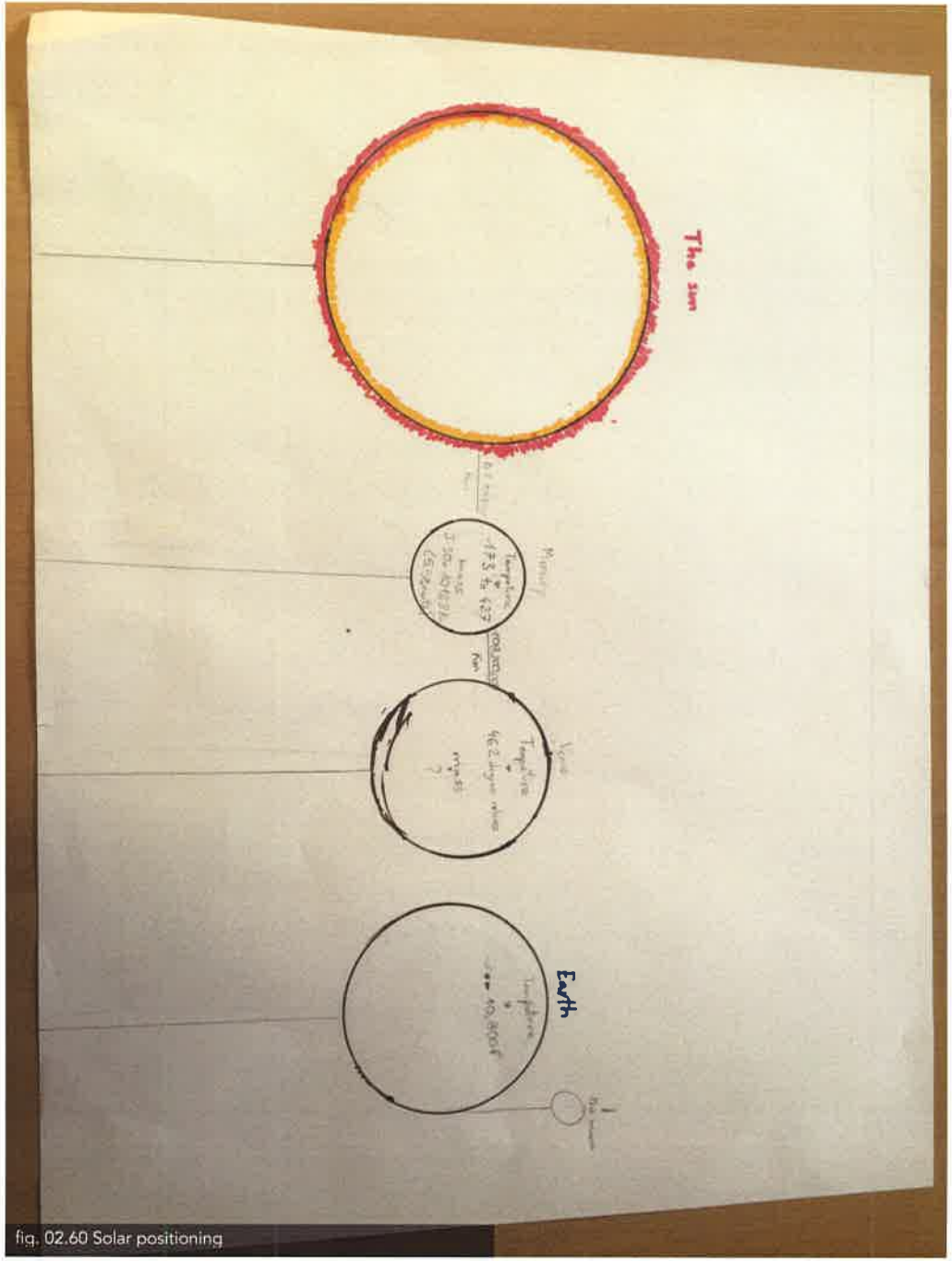


fig. 02.60 Solar positioning