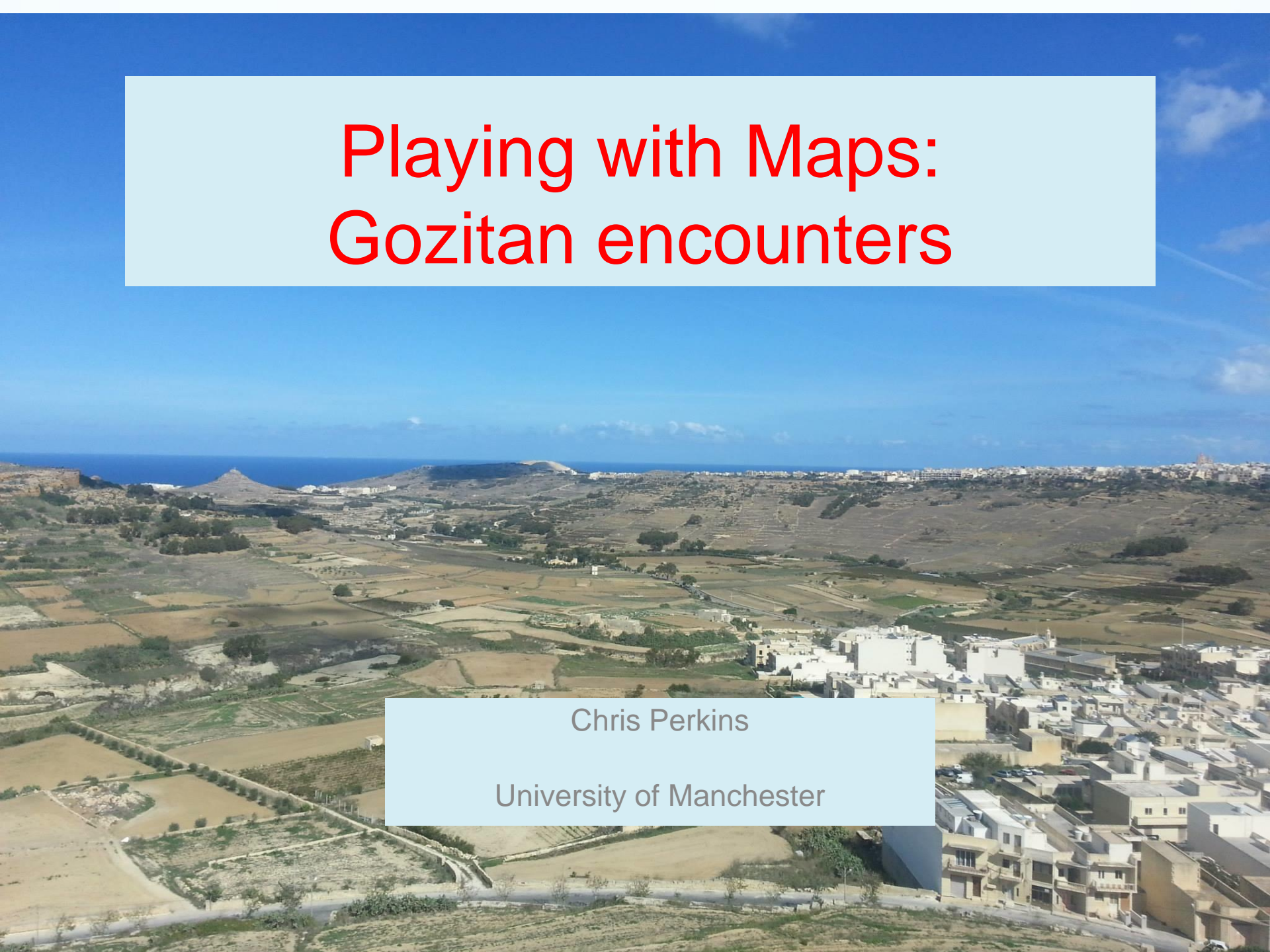


# Playing with Maps: Gozitan encounters

Chris Perkins

University of Manchester

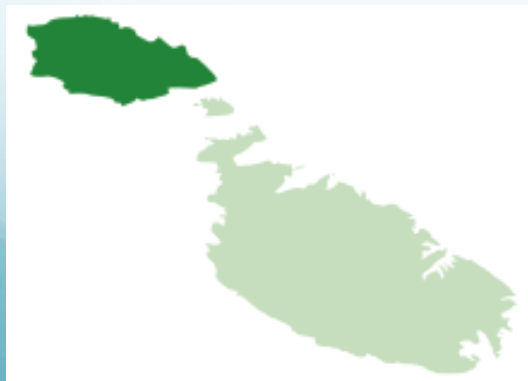


# By end of the session you should.....

- Appreciate the difference mapping might make
- Compare and contrast 2 different configurations of mapping on a field course
- Recognise how making subtle changes to different elements of a mapping assemblage can profoundly alter the kinds of knowledge about a place that emerges



# Gozo Field Course



## Geography

Location	south of Sicily, Mediterranean Sea
Coordinates	 36°03'N 14°15'E
Archipelago	Maltese islands
Area	67 km <sup>2</sup> (25.9 sq mi)
Length	14 km (8.7 mi)
Width	7.25 km (4.505 mi)

## Country

Malta

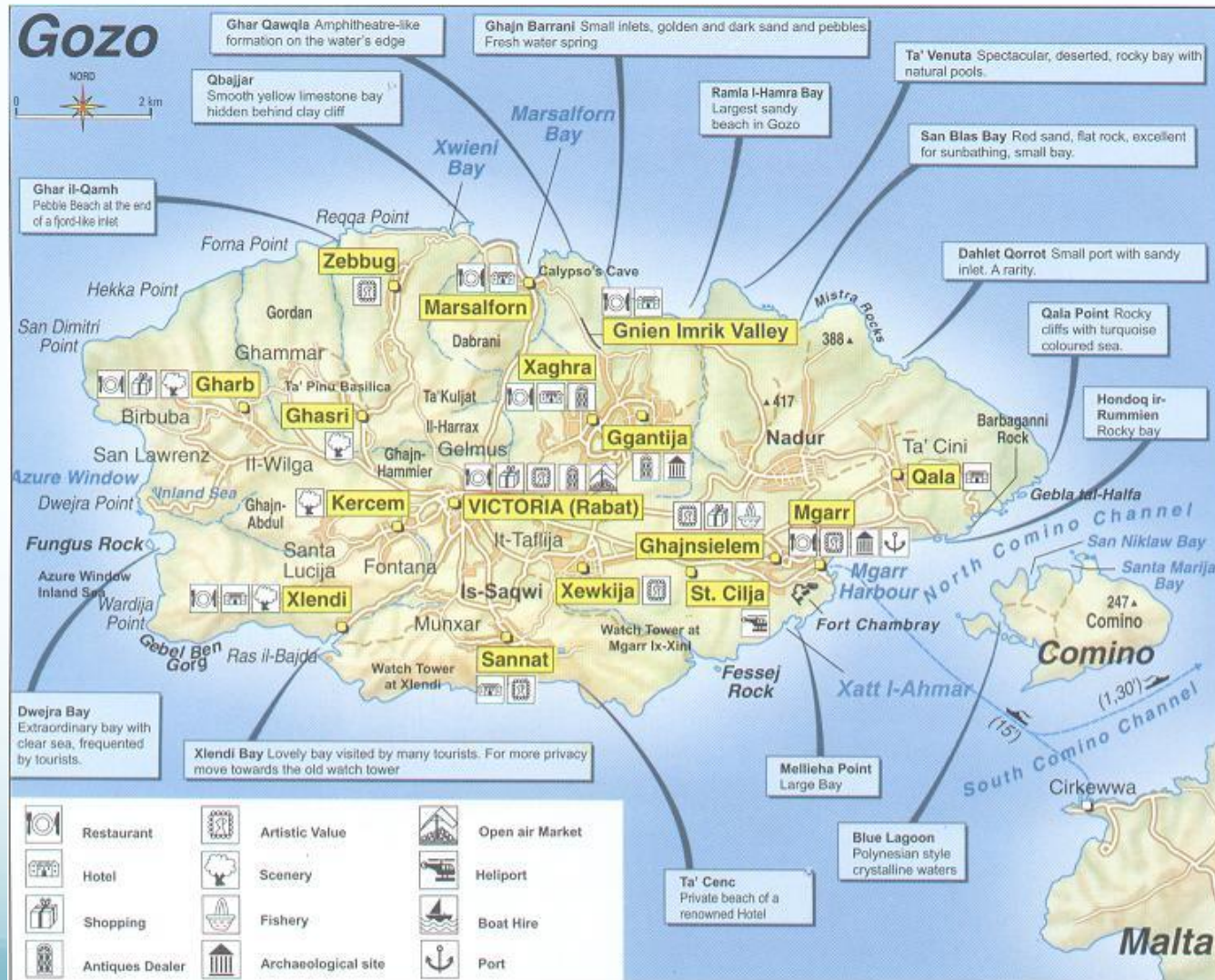
Largest city	Victoria (pop. 6,414)
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## Demographics

Population	31,053
Density	463.48 /km <sup>2</sup> (1,200.41 /sq mi)
Ethnic groups	Maltese people



# Gozo Field Course



# Multinational and multidisciplinary staffing



Sam Hind



Clancy Wilmott



Sybille Lammes



Chris Perkins



Alex Gecker

# Field course aims

## Aims

- To practice field techniques and prepare for coursework
- To explore one particular instance of double insularity
- To compare different thematic implications of the island

## Learning outcomes

After the field course you will have

- Researched material for coursework
- Shared different insights into particular contexts of insularity
- Reflected critically on Gozo



# Delivered through mapping game

- To use a digital mapping game to explore Island geographies
- To explore and undertake creative practice-based research in the field
- To provide a point of comparison for Islands fieldwork
- To understand how different representations and research methods frame research outcomes
- To stimulate and inform discussion on aspects of the Islands fieldcourse
- To investigate the impact of different creative approaches on fieldwork

# What do you gain from mapping as against doing something else?

- Space – orientation
- Attribute data themes
- Size
- Distance
- Elevation
- Network
- Relations
- Feelings
- User friendly info
- Personal outcome
- Tangibility
- Currency



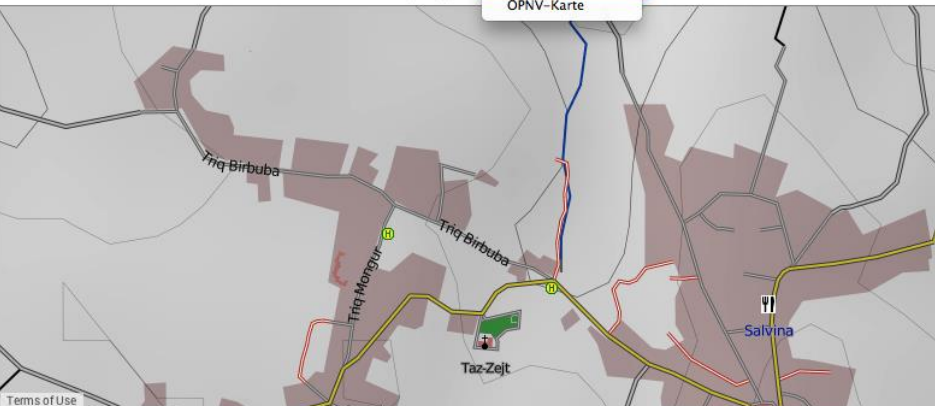
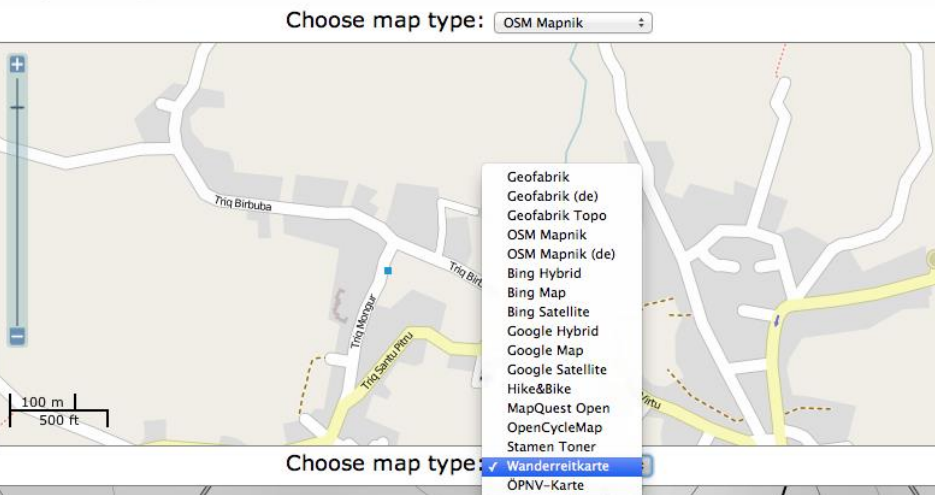
# So many maps.....





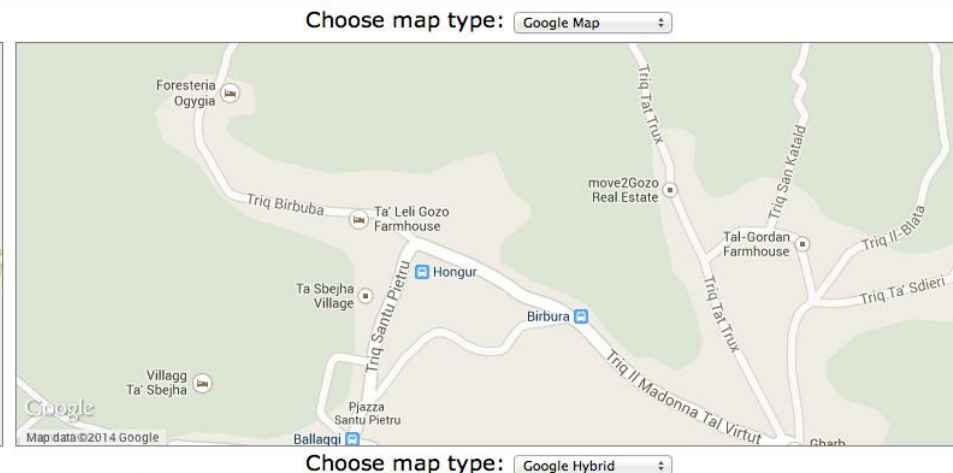
# Map compare

## Map Compare



GEOFABRIK tools

Switch tool...

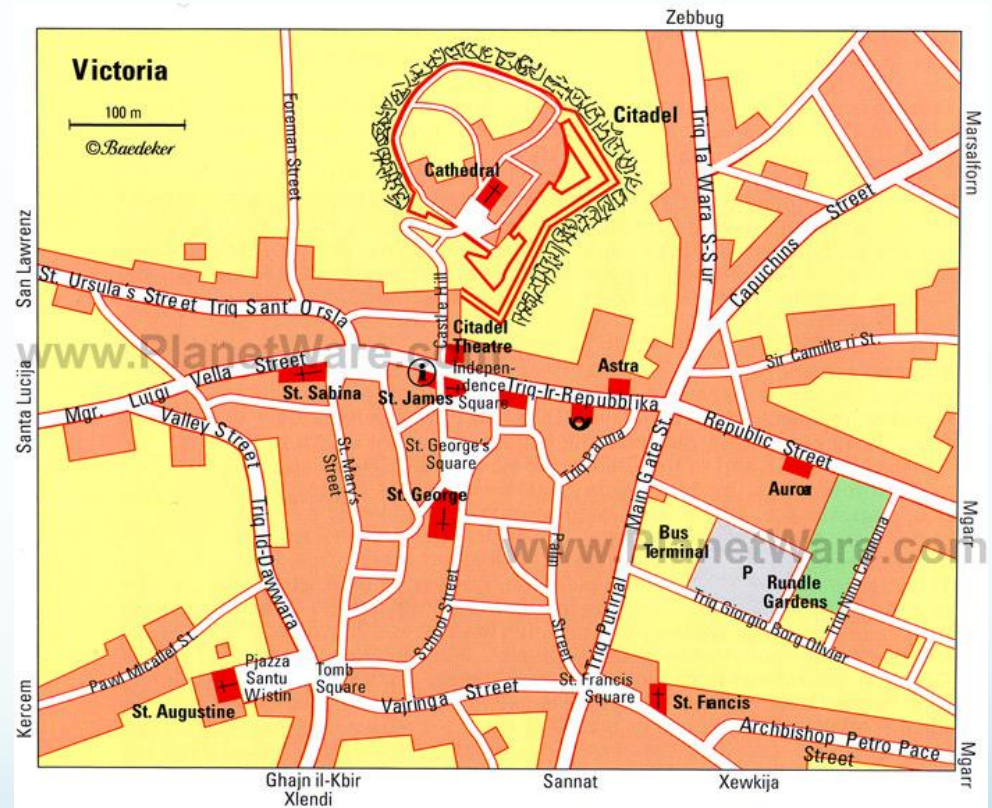


zoom=16 number of maps: 1 2 3 4 6 8 [permalink](#)

<https://www.dropbox.com/s/zpdk1eb25mtbtjy/Screenshot%202014-03-07%2013.42.12.png>

# Multiple maps in multiple contexts

- On mobile devices
- In situ
- On paper
- On bigger screens
- In adverts
- On postcards



What do they all **DO**?



# So which maps did we deploy and why?

- Open source
- Digital
- Easy to load on GPS
- Multiple resolutions
- For route finding and topography

# How deployed? Two contrasting games: two contrasting mapping applications

- Dérive
  - Open ended
  - Exploratory



*“In a dérive one or more persons during a certain period drop their usual motives for movement and action, their relations, their work and leisure activities, and let themselves be drawn by the attractions of the terrain and the encounters they find there.”*




- Geocache
  - Directed
  - Navigational

an outdoor recreational activity, in which the participants use a GPS receiver or mobile device and other navigational techniques to hide and seek containers, called geocaches



# The starting point: Vilagg' ta Sbejha Gharb



<b>Gharb</b> <b>Il-Kunsill Lokali tal-Gharb</b>
— Local council —
<b>L-Gharb</b>

Coat of arms
Motto: In Extremo Vigilat (Sentinel at the Borderline)

Coordinates:  36°3'40"N 14°12'33"E



# Game rules

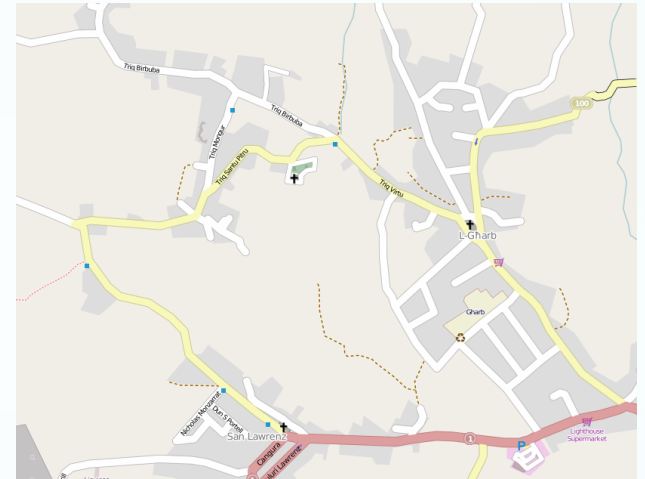
- 3 stage 3 day set up
  - Design derive for another group
  - Enact derive designed for you whilst setting geocaches for others
  - Enact Geocache
- Then report and evaluate
- PhD observer with camera, video, notebook. Following only. No active role in decision making
- Geographical limits: Gozo as gameboard
- Transport use
- Health and Safety
- Level playing field: extra Geocaches set to make it fair for different groups

# The mapping assemblage

- The Place



- OpenStreetMap



- Loaded onto Garmin GPS62

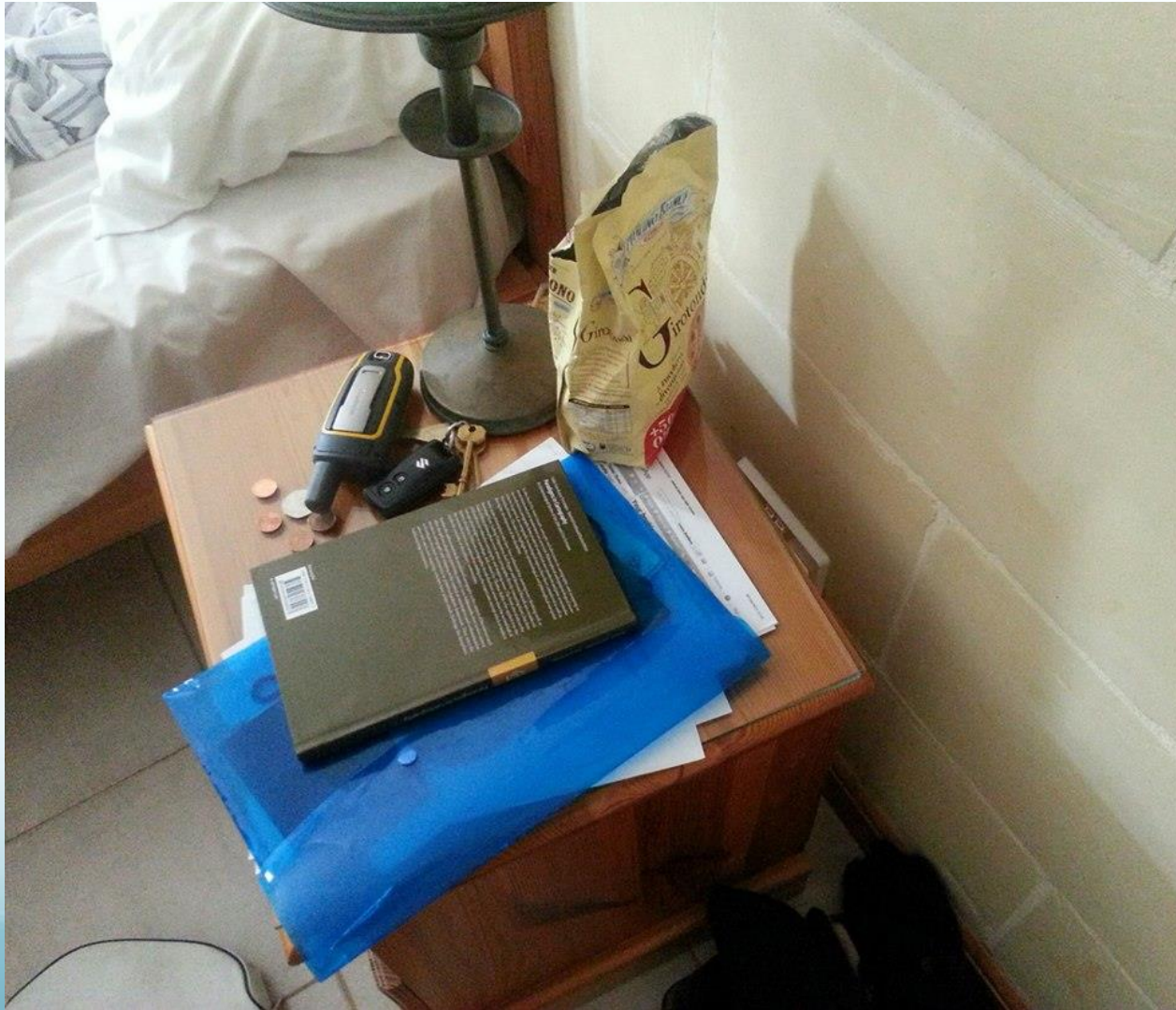


- Players

- Teams of 2/3 students



# Things matter

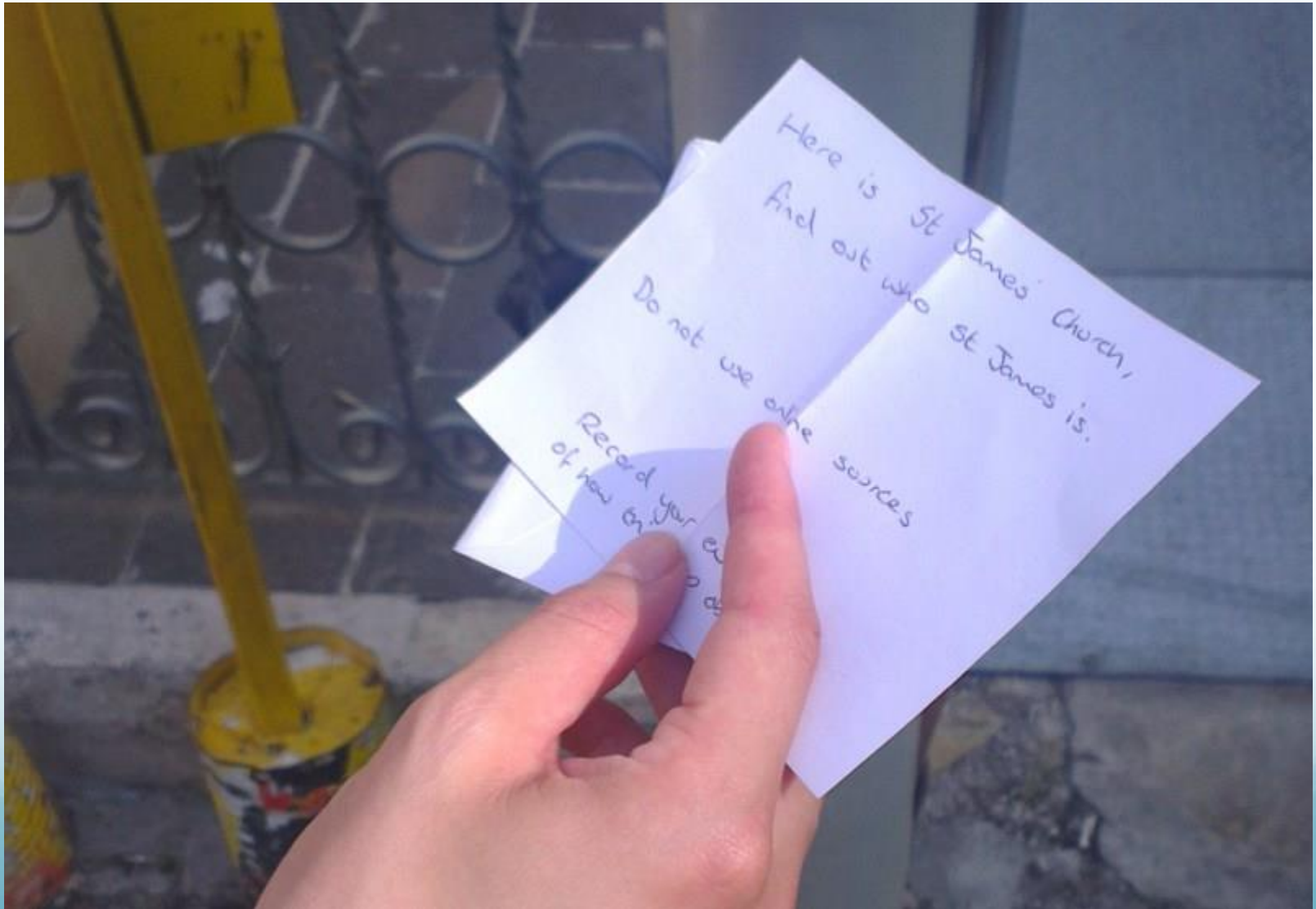




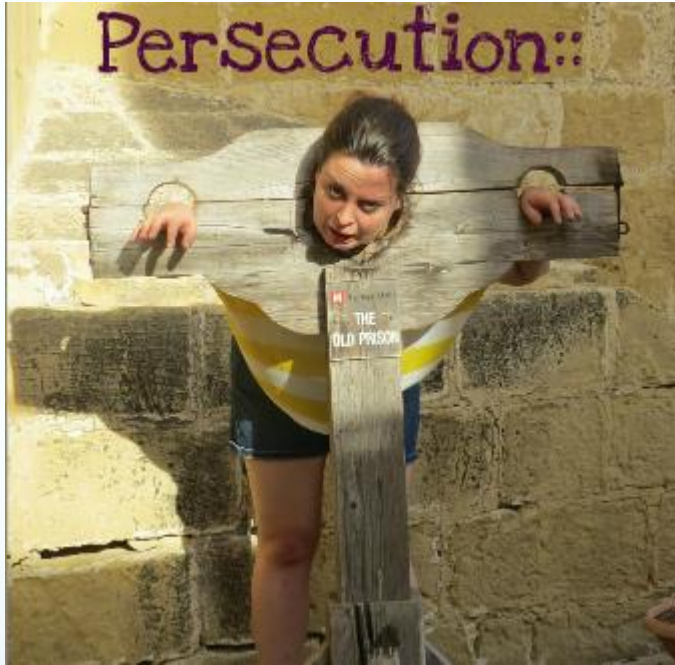
# The groups and the themes

Team Topic/ Day	Day 0 Design derive	Day 1 Lay down Geocaches for	Day 2 Follow Geocache by
Gender and masculinities (gender)	Barriers	Barriers	Religion
Catholic Gozo (religions)	Gender	Gender	Barriers
Barriers to tourist inclusion and exclusion (barriers)	Religions	Religions	Gender

# Derive deck instruction



# Enacting the dérive















# Mapping instructions after the dérive

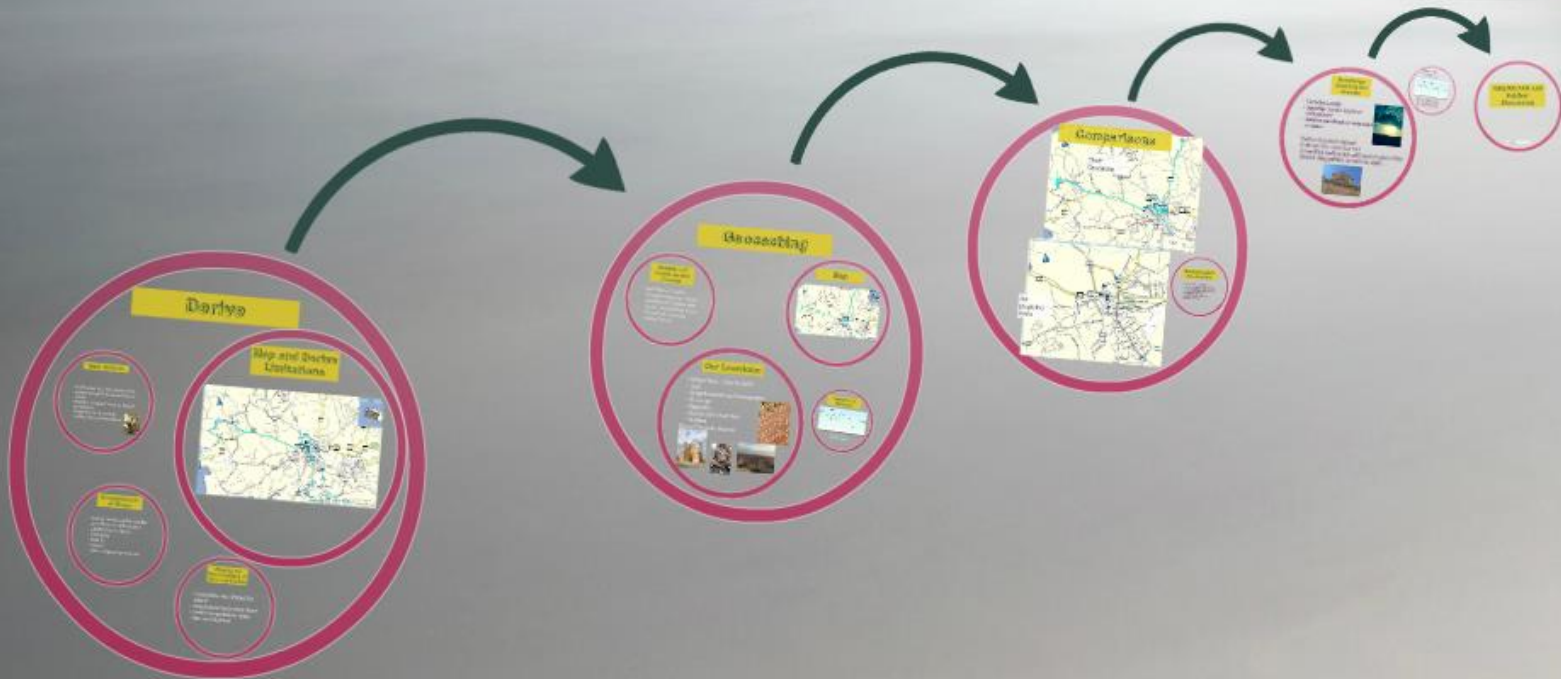
- a) Upload dérive GPS track data onto a map.
- b) Upload geocache GPS waypoints onto a map.
- c) Draw a guess-map of the path they think the other group took while doing the geocache.
- d) Compare this information with the other group's geocache track data.

# Multiple outputs

- Prezis
- Maps of derives
- Maps of geocaches
- Maps comparing different aspects
  - Triangulation
- Sections
- Photographs
- Videos
- Diary notebooks
- Discourse

# Prezi based reporting

# HOW DO WE ENCOUNTER CATHOLICISM IN GOZO: A DERIVE AND GEOCACHE METHODOLOGY.





# Digital Mobile Methods in Investigating Tourist Barriers to Inclusion

## Barriers

- **Challenging** our thinking is what led to the first lessons of systematic church we find in the parables.
- **Challenging** our view of how we go to church.
- **Challenging** our inclusion or exclusion of the important aspect of what the is, **mission**.
- **Strong** caution about things that are not by cultural influences, creeping conformity to the world's norms.
- **Familiarity** can lead to inclusion, not a real accepted first.

## Dérive

## Designing

- Created to be a form of a research paper. Text does not have to reflect a theme or concept in the poem.
- Poets are not necessarily academically or technically trained, but they are literate.
- Examples of well-known poets are: William Shakespeare, John Keats, Robert Frost, etc.
- Poets can be categorized as:
  - Modernist
  - Postmodernist
  - Contemporary

### Experiencing the Drive

- [illegible]

Ontology and Epistemology

- The study is considered an exploration of GPs, shaped by our methods of research.
- As the conversational approach is each participant's method, the knowledge generated is subjective. (Edmunds & Harris)
- Always be always in a position of production and management, no rights and no no secrets.

## Geocaching

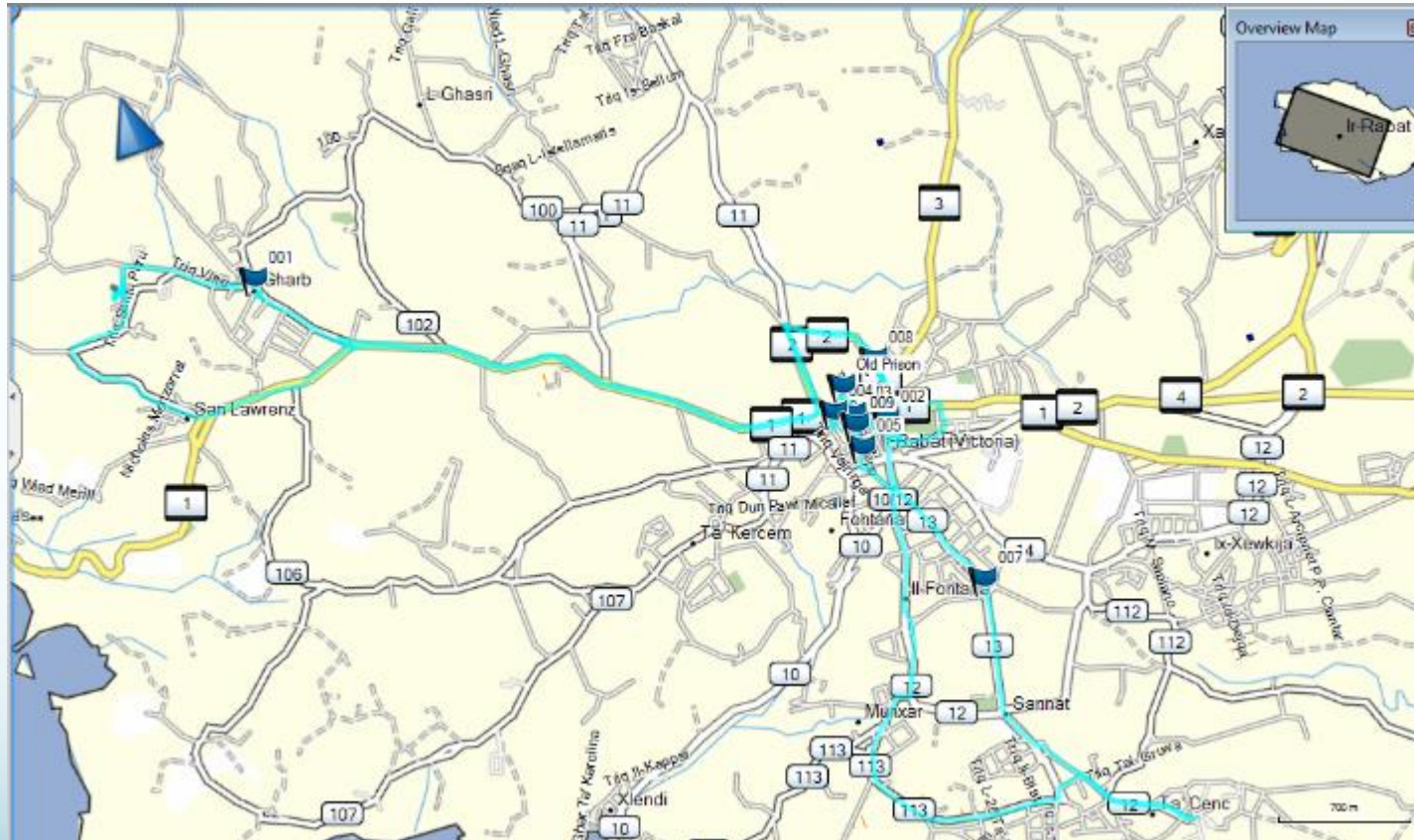
## Designing



### Experiencing the procache



# Catholicism group dérive



# The dominant architectural iconography

## Churches on hilltops

- standing out from the landscape
- reaching towards heaven





# Tracking elevation

## Elevation of Churches



1st Point: Citadel

2nd Point: Temple

# Unpacking one group's presentation: barriers

## *Barriers*

- Created our theme on visit to Ta Pinu: barriers of entering church, we felt on the periphery.
- Contested definition of barriers on *dérive*.
- Barriers to inclusion within island life.
- Important aspect of island life is tourism.
- Strong Gozitan identity: though also shaped by colonial influences, creating familiarity for British tourists.
- Familiarity can lead to inclusion but is not essential for it.

# Their assumptions

## ***Ontology and Epistemology***

- The ontology is constructivist: exploration of Gozo shaped by our methods of research.
- As the *dérive* and geocache are such participatory methods, the knowledge generated is subjective, (del Casino Jr & Hanna).
- Maps are always in a process of production and consumption, no finite end to the research.



# *Dérive*

## *Designing*

- Created to be a form of a research pilgrimage. Sent them to make an offering to a shrine to demonstrate this process.
- People are moved emotionally, intellectually and spiritually, impacts how they encounter space.
- Complex socio-spatial processes are encapsulated in a pilgrimage (del Casino Jr & Hanna, 2006).
- How did they interpret it differently to how we designed it?

## *Experiencing the Dérive*

- "Travel until you find an edge."
- "Walk until you hear Maltese."
- "Travel until you feel included."
- The dérive made us see things, but only because it was leading us to see them "drifting purposefully" (Pinder, 2005).
- Our path was limited by island geography.
- Still only saw one thing at a time, rather than the space as a whole despite not moving for two and a half hours- contemplative time.

# Experiencing the geocache

- Their experience on *dérive* influenced our experience on the geocache.
- "Take a picture of the football pitch."
- Xlendi- we did not perceive the barriers we were supposed to perceive because we did not have the time- we wanted to win.
- We did not see much, we were focused only looking for one thing, looking constantly at the map.
- Trying to move fast within the island, not always possible, island time.
- Our route is already limited by set co-ordinates, unlike the *dérive*- but other aspects of island geography such as infrequent buses also limit us.



# Outputs and practice





# The messiness of social-scientific research



Translate this phrase  
"Malta ~~pajiz sabih~~  
~~hafna~~" without the use  
of an online translator.

Tie your legs together  
as you would in a 3  
legged race, do this for  
7 minutes as you travel  
to your next location

Get a tourist to take a  
photograph of the both  
of you. Then get a  
photograph with this  
tourist



Use the randomiser to  
select a type of tourist.  
For the next 7 minutes  
act as these tourists  
making note of any  
barriers you encounter.

Find out who St James  
is.

Take a picture of  
something that reminds  
you of Manchester



Go to a higher  
elevation and sketch  
the Maltese seascape.  
Focusing on how  
barriers are being  
broken



Observe tourists until  
you encounter one  
facing a barrier.

Gozo Ferry  
Terminal

Comino Hotel  
and Bungalows

Comminoto

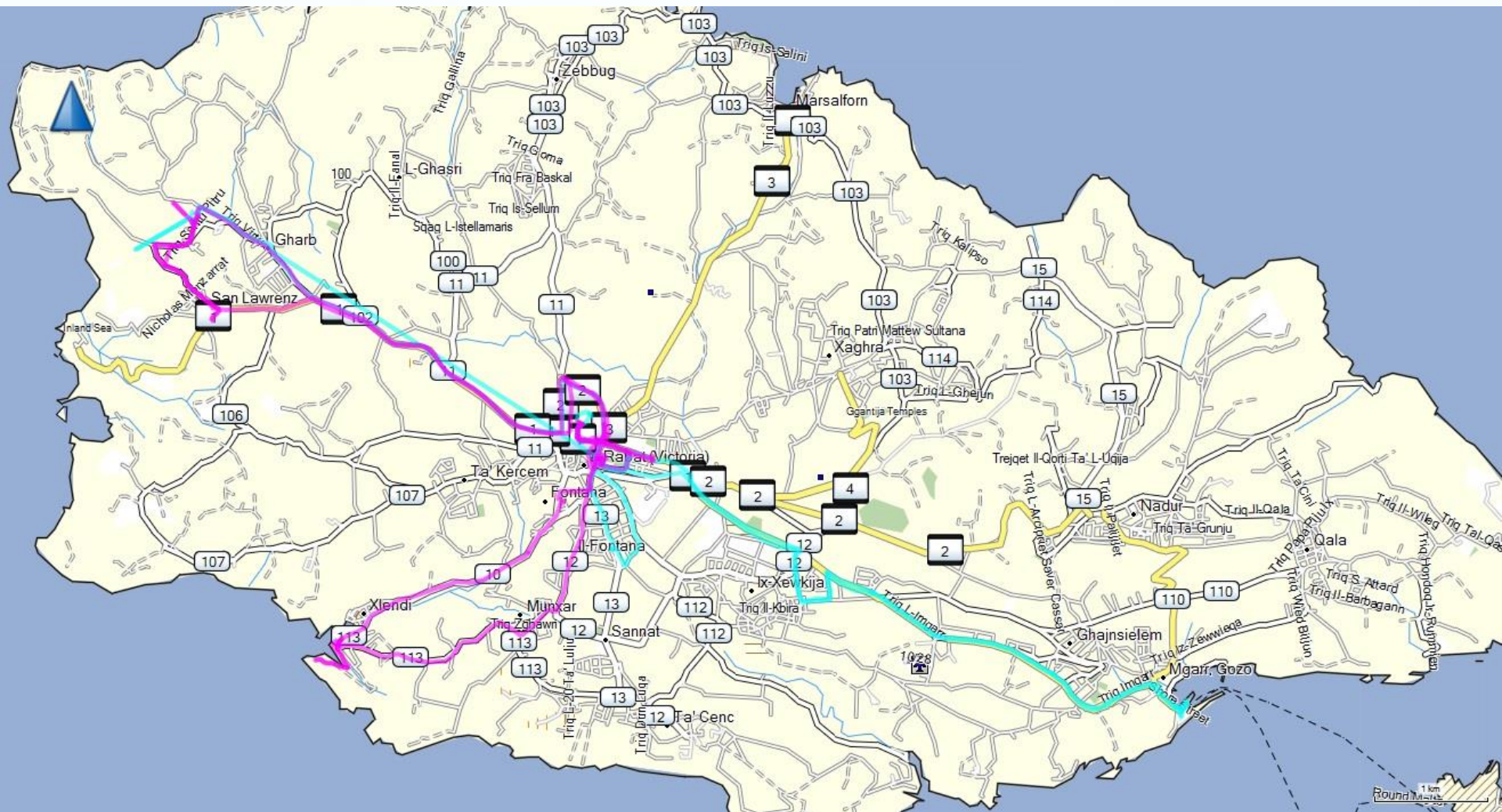
Blue Lagoon

Con  
Camp









# What was learnt about the assemblage

- Critical role of mobilities in these mappings
  - Transport crucial in Geocache success
- The game board impacts on outcomes
- Strategy in deploying the map really mattered
- Interfaces matter, but the taskscape around the interface is more important
- Playful mapping offered a novel way of focusing upon a theme, but also facilitated critical reflection on the process

# What was learnt about the assemblage

- Interpreting what went on during the mapping activity is partial knowledge
  - Depends on evidence deployed: video very different results from photos
  - Embodied use varies hugely: GPS receiver often hidden away, but always used during the Geocache
- Presupposition-less *dérive*-based inquiry offered a much richer potential for thinking about themes than more directed map inquiry



# Conclusions

Mapping is useful: deployed to do work

It has an agency

Active part of an assemblage

Made and remade

Played or played out?

Think carefully about  
how you deploy it!