



Topographic map

Visualize different understandings and interpretations of a course or an education by developing a cartographic representation

PURPOSE AND APPLICATION

Use cartographic representation as a mean to visualize and communicate the knowledge and disciplines related to a cross-disciplinary course or education. Drawing on inspirational elements from topographical maps you can create a common platform for dialogue and communication across disciplines in connection to the development or re-design of cross-disciplinary courses and programs.

Topographic mapping is suitable for supporting collaboration between teachers of different disciplines, where the map is used to illustrate how each of the teachers understand and relate to a joint teaching project. When developing the map it may turn out that the teachers relate to the teaching project quite differently in terms of e.g. which subjects they are interested in or perhaps are unaware of - which this exercise should help to visualize.

GUIDANCE

Begin by introducing the method and describing different types of maps and topographic points for inspiration. You can for example be inspired by a geographic map, a metro map, a tourist city map and so on. And the topographic points can be e.g. roads, mountains, rivers, buildings, subways, buses highways, etc.

- The teachers then individually develop a list of topographical points that represent the most interesting subjects in relation to the joint project.
- All the teachers then work together on developing a cartographic representation in which the topographic points of the individual exercise are placed in a map on an A1 poster
- When the map is finished, the teachers examine and discuss the relationships between the different topographical elements, e.g.: Which elements are close or far apart, are there any obstructions, blind angles?
- In plenum: Present the topographical map and discuss with each other challenges, opportunities and further cooperation.

PREPARATION

Prepare one or more examples of topographical maps in advance to show the teachers. The example should be a little rough and not too polished to let the teachers know, that this is not an aesthetic exercise, and the focus should be on content.

REFERENCES

Gieryn, Thomas F. (1999). *Cultural boundaries of science: credibility on the line*. University of Chicago Press 1999, pp. 1-35
This method was based on a similar exercise for students taught by Jakob Wested in the course Innovation and proactive law, august 3rd, 2016.